

- The assessment measures competence, performance and/or patient outcome changes as a result of a CE program.
- Analysis of the assessment helps providers determine if participants met the learning objectives and/or are going to change their practice to address the knowledge/performance gaps the CE program was designed to address.
- To get at this information, ask “What are you going to do differently?” instead of “Are you going to change your practice?”
- You have considerable freedom to craft your assessment to fit your program, and creative outcomes are encouraged. Ultimately, you need to establish the appropriateness of your assessment tool.
- The BOC’s *Participant Assessment Template* is the minimal form of assessment and should only be used for large conferences.

Type of Learning Objective	Example Assessment Methods	How to Measure Assessment
Remember Participants will be able to: <ul style="list-style-type: none"> • recall • recognize 	Objective Test items that require participants to recall or recognize information: <ul style="list-style-type: none"> • Fill-in-the-blank • Multiple Choice items with question stems such as, “what is a ...”, or “which of the following is the definition of ...” • Labeling diagrams • Reciting (oral or written expression) 	<ul style="list-style-type: none"> • Accuracy – correct vs. number of errors • Item Analysis (At the session/program level, are there items that had higher error rates? Did some items result in the same errors?)
Understand Participants will be able to: <ul style="list-style-type: none"> • interpret • exemplify • classify • summarize • infer • compare • explain 	Papers, oral/written exam questions, problems, discussions, concept maps, oral or written “homework” assignments that require: <ul style="list-style-type: none"> • Summarizing readings, videos, lectures, etc. • Comparing and/or contrasting 2 or more theories, events, processes, etc. • Classifying or categorizing cases, elements, events, etc., using established criteria • Paraphrasing documents or lectures • Finding or identifying examples or illustrations of a concept or principle 	<ul style="list-style-type: none"> • Rubrics – scored by instructor or designated qualified individual • Scoring or performance rubrics that identify critical components of the work and discriminates between differing levels of proficiency in addressing the components
Apply Participants will be able to: <ul style="list-style-type: none"> • execute • implement 	Activities that require participants to use procedures to solve or complete familiar or unfamiliar tasks; may also require participants to determine which procedure(s) are most appropriate for a given task. Activities include problem sets, skill performance, labs and simulations.	<ul style="list-style-type: none"> • Accuracy scores • Check lists • Rubrics – scored by instructor or designated qualified individual. Primary Trait Analysis
Analyze Participants will be able to: <ul style="list-style-type: none"> • differentiate • organize • attribute 	Activities that require participants to discriminate or select relevant from irrelevant parts, determine how elements function together, or determine bias, values or underlying intent in presented materials. These might include case studies, critiques, labs, papers, projects, debates and concept maps.	<ul style="list-style-type: none"> • Rubrics – scored by instructor or designated qualified individual. Primary Trait Analysis
Evaluate Participants will be able to: <ul style="list-style-type: none"> • check • critique 	A range of activities that require participants to test, monitor, judge or critique readings, performances or products against established criteria or standards. These activities might include journals, diaries, critiques, problem sets, product reviews and case studies.	<ul style="list-style-type: none"> • Rubrics – scored by instructor or designated qualified individual. Primary Trait Analysis
Create Participants will be able to: <ul style="list-style-type: none"> • generate • plan • produce 	Research projects, protocol development, performances, essays, business plans, emergency plans, website designs	<ul style="list-style-type: none"> • Rubrics – scored by instructor or designated qualified individual. Primary Trait Analysis

References

- <http://www.cmu.edu/teaching/assessment/howto/basics/objectives.html>
- <http://www.ion.uillinois.edu/resources/tutorials/assessment/bloomtaxonomy.asp>
- <http://www.accme.org/education-and-support/video/faq/how-should-i-approach-evaluating-effectiveness-cme-activity>