



- The EBP assessment measures competence, performance and/or patient outcome changes as a result of an EBP program.
- Analysis of the assessment helps providers determine if participants met the learning objectives and/or are going to change their practice to address knowledge / performance gaps the EBP 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 outcomes are encouraged to be creative. Ultimately, you need to establish the appropriateness of your assessment tool.
- The BOC’s *EBP Program 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
<p><b>Remember</b> Participants will be able to:</p> <ul style="list-style-type: none"> <li>• recall</li> <li>• recognize</li> </ul>	<p>Objective Test items that require participants to recall or recognize information:</p> <ul style="list-style-type: none"> <li>• Fill-in-the-blank</li> <li>• Multiple Choice items with question stems such as, “what is a...”, or “which of the following is the definition of)</li> <li>• Labeling diagrams</li> <li>• Reciting (oral or written expression)</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy – correct vs. number of errors</li> <li>• Item Analysis (at the session/program level, are there items that had higher error rates? Did some items result in the same errors?)</li> </ul>
<p><b>Understand</b> Participants will be able to:</p> <ul style="list-style-type: none"> <li>• interpret</li> <li>• exemplify</li> <li>• classify</li> <li>• summarize</li> <li>• infer</li> <li>• compare</li> <li>• explain</li> </ul>	<p>Papers, oral/written exam questions, problems, discussions, concept maps, “homework” assignments that require (oral or written):</p> <ul style="list-style-type: none"> <li>• Summarizing readings, videos, lectures, etc.</li> <li>• Comparing and/or contrasting two or more theories, events, processes, etc.</li> <li>• Classifying or categorizing cases, elements, events, etc., using established criteria</li> <li>• Paraphrasing documents or lectures</li> <li>• Finding or identifying examples or illustrations of a concept, principle</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics – scored by instructor or designated qualified individual.</li> <li>• Scoring or performance rubrics that identify critical components of the work and discriminates between differing levels of proficiency in addressing the components</li> </ul>
<p><b>Apply</b> Participants will be able to:</p> <ul style="list-style-type: none"> <li>• execute</li> <li>• implement</li> </ul>	<p>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, simulations</p>	<ul style="list-style-type: none"> <li>• Accuracy scores</li> <li>• Check lists</li> <li>• Rubrics – scored by instructor or designated qualified individual. Primary Trait Analysis</li> </ul>
<p><b>Analyze</b> Participants will be able to:</p> <ul style="list-style-type: none"> <li>• differentiate</li> <li>• organize</li> <li>• attribute</li> </ul>	<p>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, concept maps</p>	<ul style="list-style-type: none"> <li>• Rubrics – scored by instructor or designated qualified individual. Primary Trait Analysis</li> </ul>
<p><b>Evaluate</b> Participants will be able to:</p> <ul style="list-style-type: none"> <li>• check</li> <li>• critique</li> </ul>	<p>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, case studies</p>	<ul style="list-style-type: none"> <li>• Rubrics – scored by instructor or designated qualified individual. Primary Trait Analysis</li> </ul>
<p><b>Create</b> Participants will be able to:</p> <ul style="list-style-type: none"> <li>• generate</li> <li>• plan</li> <li>• produce</li> </ul>	<p>Research projects, protocol development, performances, essays, business plans, emergency plans, website designs</p>	<ul style="list-style-type: none"> <li>• Rubrics – scored by instructor or designated qualified individual. Primary Trait Analysis</li> </ul>

**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>