

CDR CPEU Prior Approval Program Feedback and Assessment Resource Quick Sheet

This resource is intended to help CPE Providers meet CDR's CPE submission requirements for informal feedback or formal feedback and assessment, including best practices for CPE development.

Type of Feedback and Assessment	Definition	Example
Informal feedback*	Provides feedback to the learner and generally does not include documentation or collection of results.	The CPE Provider poses a question to learners. A discussion takes place.
Formal feedback and assessment*	Provides feedback to the learner and does include documentation or collection of results.	The CPE Provider poses a question to learners. Learners write their responses. The CPE Provider collects the responses.
*Informal feedback or formal feedback and assessment should be based on predetermined learning objectives and may take place during or after an activity.		

Before the Activity: Planning and Development	
Step 1: Create measurable learning objectives .	<i>Example:</i> <ul style="list-style-type: none"> At the end of the CPE activity, a learner will be able to list three benefits of a high-fiber diet in middle-aged women with diabetes.
Step 2: Determine the <u>type</u> of informal feedback or formal feedback and assessment.	<i>Example:</i> <ul style="list-style-type: none"> Review question(s)/check(s) for understanding (i.e., live Q&A) Reflection (i.e., learners are provided a prompt and given time to reflect or write an answer) Game (i.e., learners engage in a knowledge check of content during the activity) Demonstration (i.e., learners demonstrate a skill that was identified by the learning objectives) Four-option multiple choice questions (i.e., learners complete an assessment with ten, four-option multiple choice questions)
Step 3: Determine the <u>passing, proficiency, or performance standards</u> (acceptable results).	<i>Example:</i> <ul style="list-style-type: none"> Advanced Proficient: learner names >3 benefits of a high-fiber diet in middle-aged women with diabetes. Proficient (acceptable): learner names 3 benefits of a high-fiber diet in middle-aged women with diabetes. Partially Proficient: learner names 1 or 2 benefits of a high-fiber diet in middle-aged women with diabetes Not Proficient: learner is unable to name any benefits of a high-fiber diet in middle-aged women with diabetes
Step 4: Prior to the start of an activity, <u>learning objectives, type of feedback and assessment, and passing, proficiency, or performance standards</u> should be shared with learners.	
After the Activity: Provider Reflection	
Step 1: Analyze feedback and assessment data to improve the quality of CPE activities to promote anticipated learning outcomes.**	
** Data will be shared with CDR in the annual report. See policy 13.2 Components of the Annual Report.	