



The Five-Level Outcomes Model

CE Outcomes Levels	Value and Limitations
<p>Level 1 – Participant Satisfaction Rates the quality, usefulness, objectives, presentation, faculty, or learning experience</p>	<ul style="list-style-type: none"> • Provides feedback on overall quality, faculty, and instructional design • Provides limited value in describing the impact of the learning activity
<p>Level 2 – Change in Knowledge, Attitudes, or Skills, or Intent to Change Includes pre/post-tests, skill observation, and commitment to change measures</p>	<ul style="list-style-type: none"> • Documents learning (knowledge, attitudes, skills) • Intent to change has high correlation with actual behavior change • Learning may or may not lead to actual behavior change
<p>Level 3 – Self-Reported Behavior Change Follow-up assessment of implemented practice change</p>	<ul style="list-style-type: none"> • Measures are simple and practical and document impact on practice behavior • Provides rich information about intended and unintended consequences of CME • Tends to be subjective
<p>Level 4 – Objectively-Measured Change in Practice Assesses change in practice data such as quality and utilization measures</p>	<ul style="list-style-type: none"> • Objective data are very useful in assessing educational need and charting post-activity progress • May not capture the breadth or complexity of new behaviors • May be difficult to distinguish learners’ data in the context of a large practice group
<p>Level 5 – Objectively-Measured Change in Treatment Outcomes or Health Status Assesses progress toward ultimate goal of improved patient health</p>	<ul style="list-style-type: none"> • Tracks net effect of practice change on patients and target populations • May take long time periods to reflect change in health status • Change may be hard to measure or obscured by co-morbidity