

Evaluation Table

| Project Objective | Instrument | Analysis Goal | Analytic Technique | Frequency | Person who is responsible |
|--|---|---|---------------------------|--------------------------------------|----------------------------------|
| Five clinical faculty members in the School of Health Sciences (SOHS) will demonstrate competence in incorporating simulated clinical experiences into their teaching by May 2008 (Competence includes use of four educational practices-active learning, collaboration, diverse ways of learning, and high expectations, as well as use of objectives/information, support, problem solving, and feedback.) | Peer Evaluation Form | Peers rate faculty's ability to manage students during simulation, debrief students after simulation, meet objectives of simulation and use teaching strategies of problem solving, active learning, and collaboration. | Content analysis | Annually | Director of Simulation Lab (SL) |
| | Educational Practices Questionnaire: 16 items with Likert response format (interval data) | Students will rate four educational practices (active learning, collaboration, diverse ways of learning, and high expectations) 3.5 or higher on a 5 point scale | Descriptive statistics | Each time lab is used for first year | Director of SL |
| | Simulation Design Scale: 20 items with Likert response format (interval data) | Students will rate the presence and importance of the following features: objectives/information; support; problem solving; feedback; fidelity 3.5 or higher on a 5 point scale | Descriptive statistics | Each time lab is used for first year | Director of SL |

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| <p>30 students will demonstrate technological, psychomotor, and cognitive functional ability as a result of using the simulation lab by May 2008</p> <ul style="list-style-type: none"> • Assessment • Problem solving • Critical thinking • Recognize problems and make appropriate decisions for patients with postpartum complications, patients in respiratory distress, and patients in a code | Case studies | <p>Students will:</p> <ul style="list-style-type: none"> • Attain an 80% or higher on case studies • Increase scores of post-test from pre-test • Answer exam questions about simulation subject the same or better as those without simulation • Chart satisfactorily on electronic record • Receive 80% or higher on skill check-offs • Faculty rate clinical performance as satisfactory • Faculty review student journals to assess evidence of critical thinking, and decision making skills • Students rate self-confidence at 3.5 or higher on a 5 point scale | Content analysis | Each time case studies used | Faculty Member |
| | Pre/post tests | | Dependent t-test | Each time pretest/posttest used | Faculty Member |
| | Exam Questions | | Descriptive statistics | Each semester | Faculty Member |
| | Electronic records | | Content Analysis | Each experience | Faculty Member |
| | Skills check-off form | | Descriptive statistics | Each semester | Faculty Member |
| | Clinical evaluations | | Descriptive statistics | Each semester | Faculty Member |
| | Journal writing after simulation | | Content analysis | Each semester | Faculty Member |
| Student Satisfaction and Self-Confidence in Learning Tool: 13 items with Likert response format (interval data) (8 of | Descriptive statistics | Each time lab is used for first year | Director of SL | | |

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| | the items measure student self-confidence) | | | | |
| <p>Stakeholders will express satisfaction with the simulation learning environment by May 2009</p> <ul style="list-style-type: none"> • Students • Faculty • SOHS Administration • USF Administration • PH Administration | <u>Student satisfaction</u> | | | | |
| | Student Satisfaction and Self-Confidence in Learning Tool: 13 items with Likert response format (interval data) (5 of the items measure student satisfaction) | Overall mean of satisfaction on tool is 3.5 or higher on a 5 point scale | Descriptive statistics | Each time lab is used | Director of SL |
| | Open ended comments | Overall mean of each indices on tool is 3.5 or higher on a 5 point scale | Descriptive statistics | Each time lab is used | Director of SL |
| | Journal writing after simulation | Discover themes and patterns of satisfaction with SL | Content analysis | Each semester | Director of SL |
| | <u>Faculty satisfaction</u> | Faculty review journals to assess satisfaction | Content analysis | Each semester | Faculty Member |
| | Faculty satisfaction tool: 10-15 items with Likert response format (interval data) | Overall mean of satisfaction on tool is 3 or higher on a 4 point scale | Descriptive statistics | Each time lab is used | Director of SL |
| | | Overall mean of each indices on tool is 3 or higher on a 4 point scale | Descriptive | Each time lab is used | Director of SL |

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| | Open ended discussions in focus groups <u>SOHS, USF, and PH Administration</u> Open ended discussions in focus groups | Discover themes and patterns of satisfaction with SL Discover themes and patterns of satisfaction with SL | statistics Content analysis Content analysis | Each semester Annually at PH meeting | Director of SL Dean of SOHS and Director of SL |
| Simulated clinical experiences will be integrated the into each department in the School of Heath Sciences by 2012 | Syllabi and Curriculum plans Data collection on lab use form | 5 departments in the SOHS use the lab for consistent clinical experiences, for remediation, and for make-up clinical experiences. | Content Analysis Descriptive statistics | Annually | Director of SL |
| Continued funding will be obtained to maintain and upgrade lab and equipment 2012-2015 | Budget | Grants obtained (# will depend on amount of each) \$110,000 dollars in funding obtained between 2012 and 2015 | Descriptive statistics | By 2011 and then annually | Dean of the SOHS and USF Development Office |
| Interdisciplinary scenarios will be developed among at least three departments | Data collection on lab use form | 5 departments in the SOHS use the lab for consistent clinical experiences, for | Descriptive statistics | Annually | Director of SL |

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| <p>in the university (Nursing, Physical Therapist Assistant, Physician Assistant, Radiologic Technology, Surgical Technology, Education, Pastoral Counseling, Psychology, or Social Work) by 2012</p> | | <p>remediation, and for make-up clinical experiences.</p> | | | |
| <p>By 2011, the cost and benefit of allowing community agencies to use the lab will be assessed. If feasible, develop program for community agencies.</p> | <p>Financial feasibility study Data collection on lab use</p> | <p>Community usage is economically viable Community use will not interfere with USF classes using SL</p> | <p>Descriptive statistics</p> | <p>By 2009 and then Annually</p> | <p>Director of CEL and Business Office</p> |