

LOS ANGELES COUNTY COLLEGE OF NURSING AND ALLIED HEALTH

ANNUAL PROGRAM EVALUATION REPORT

ACADEMIC YEAR: 2014 - 2015

REPORTING PROGRAM: EDUCATIONAL RESOURCE CENTER

PART I: EVALUATION OF ANNUAL GOALS AND COLLEGE ASSIGNMENTS AS APPLICABLE

Evaluation of annual goals from the preceding academic year

- Investigate up-grading the Nursing Reference Center which includes 102 skills videos, more than 300 nurse management topics and 50 care plans. **Met.** The ERC up-graded to Nursing Reference Center Plus which includes the additional video, management, and care plan material.
- Explore adding nursing assessment skills videos via a streaming video database. **Met.** The ERC has obtained the Alexander Street's Nursing Assessment in Video streaming database.
- Develop a dedicated simulation lab to be opened by May 2015. **Met & Ongoing.** The ERC has obtained building space in a trailer adjacent to the College and has begun renovations. The simulation lab opened in January 2015 and all four semesters are currently using it as part of the curriculum. Additional equipment and supplies are being added to the simulation lab on an ongoing basis.
- Continue to add books and journals to strengthen the library collection. **Ongoing.** The ERC has continued to add items to the library collection. The ERC purchased 89 new hardcopy books, added a streaming video database, 6 DVDs, and the Nursing Reference Center Plus database. The ERC also continued to maintain its current subscriptions to 37 hardcopy journals, 3 journal, and 2 eBook databases.
- Continue to up-date the ERC's media collection and remove out-of-date materials. **Ongoing.** The ERC is investigating streaming nursing video databases and DVD collections to up-date the current collection.
- Standardize label format for videos retained in collection. Will necessitate relabeling project. **Ongoing.** Videos that were obtained during the 2013 – 2014 academic year have been label in a standardize format. The ERC is evaluating streaming video databases.

- Complete weeding of video collection so that video catalog can be finalized. **Ongoing.** The ERC is investigating a video on demand database. This video database may provide the ERC with up-to-date nursing related videos on a wide variety of nursing related topics and facilitate the removal of out dated media.

PART II: STUDENT PERFORMANCE EVALUATION

Assessment of Student Learning Outcomes:

The Student Learning Outcomes for the Skills Lab, computer lab, and library are that students:

- Demonstrate knowledge of skills development resources by accessing the skills lab and using these resources to enhance learning.
- Demonstrate psychomotor skills, critical thinking and communication skills in the skills lab setting to be used in the provision of safe care in the clinical setting to diverse patient populations.
- The Student Learning Outcomes for the Library and Computer Labs are that students demonstrate knowledge of available learning resources both in print and electronic form and effectively access, retrieve and analyze information. They utilize these resources for personal and professional growth.

The survey findings discussed in the following sections validate that the ERC has met its student learning outcomes for the 2014 – 2015 academic year and is continuing to sustain improvements achieved in the previous academic years.

Access:

Access to learning resources is reflected in usage statistics for the College Library, Nursing Skills Lab and Student Computer Lab.

Skills lab:

- The skills lab usage thresholds of ≥ 800 appointments and ≥ 800 student sign-ins were exceeded. There were 1,036 appointments made and there were 1,915 student Skills Lab sign-ins. This was a slight increase in the number of students signing into the skills lab during the 2014 – 2015 AY. Approximately 60 more students signed-in to the skills lab compared to the previous academic year. The students continue to successfully meet their skills objectives and learning outcomes.

Computer lab:

- The Computer Lab usage threshold of ≥ 800 student sign-ins was exceeded. There was a total of 1,800 student sign-ins to the Computer Lab during the 2014 -2015 AY. This was an increase of 257 more students using the computer lab compared to the previous academic year. The increase of student usage of the computer lab is continuing from the last academic year. Computer lab usage has increased by nearly 660 students in the last three academic years. There may be several reasons for the increase in student usage of the computer labs, such as, new computers, increased electronic ERC resources, increased computerization of patient medical records and students' preference in using electronic vs. hardcopy learning materials.

Library:

- The Library usage threshold of $\geq 3,500$ student sign-ins was not met. There was a total of 2,166 student sign-ins to the Library during the 2014 -2015 AY. This was a large decrease in the number of students signing into the library during the 2013 – 2014 AY. Approximately 1,000 fewer students signed-in to the Library compared to the previous academic year. The large decrease in the number of students using the library may have been due to several factors. These factors include the reduction in the library's operating hours due to a shortage in staffing and the increase in access to electronic resources that assist students/faculty/staff with clinical, academic research from home and their mobile devices. Another factor may be due to a reduction in enrollment over the last several years and that not all patrons sign-in when using the library.

Nursing Skills Lab:

- Ranking for the Skills Lab service questions, which reflect satisfaction with this learning resource, exceeded threshold. For the 2014 – 2015 AY, the overall ranking was 4.63. This ranking is an improvement from the overall ranking for 2013-2014 AY which was 4.49.

Computer Lab:

- Ranking for the Computer Lab service questions, which reflect satisfaction with this learning resource, exceeded threshold. For the 2014 – 2015 AY, the overall ranking was 4.49. This ranking is an improvement from the overall ranking for 2013-2014 AY which was 4.32.

College Library:

- Ranking for the Library service questions, which reflect satisfaction with this learning resource, exceeded threshold. For the 2014 – 2015 AY, the overall ranking was 4.55. This ranking is an improvement from the overall ranking for 2013-2014 AY which was 4.36.

Student related problems:

The computer lab had some minor disruptions in services due to the County's implantation of the Orchid system. These computer problems were dealt with in a timely manner through a working partnership between the College's IT Department and the ERC staff. Students have been requesting up-dated NCLEX software, after contacting multiple vendors, vendors no longer provide institutional NCLEX software for sale.

Another identified issue impacting the students was the continuing reduction in the hours of operation for the library and computer lab due to staffing issues. The reassignment of a library assistant in the spring of 2013 and their subsequent resignation, followed by the retirement of the long standing ERC Director reduced staffing which in turn lead to a reduction in operating hours and services provided.

Student Comments for the academic year of 2014 – 2015

- Skills Lab
 - Several students requested more PICC line dressing kits, more blood draw practice models, and a ventilator.
 - Several student requested more practice with mock codes
 - Several student noted that the skills lab faculty was very helpful
- Computer Lab
 - Several students complained that the NCLEX 4000 could not be used in the computer lab
 - Several students requested longer computer lab hours
- Library
 - Several students requested that the library be open longer
 - Several students requested more NCLEX and test success books
 - Several students reported that the library staff was very helpful and supportive

Faculty /staff intervention to improve student learning:

Skills Lab

- Continue expanded Skills Lab hours prior to skills competency testing and provide data analysis of usage to College Planning Committee
- Continued collaboration with faculty to integrate simulation into skills lab clinical practice sessions. Evaluate student responses to this new teaching methodology and its effectiveness as a learning tool to enhance student success
- Simulation computerized scenarios with the new high-fidelity manikin were integrated into all the School's clinical experiences
- Increase PICC line and blood draw the supplies available for student practice
- Up-date skills lab equipment per the equipment replacement plan

Computer Lab/Library

- Ongoing tracking and trending of survey questions and comments
- Further up-dating of PowerPoint tutorials on internet searches and other topics to be available on College website
- Continue book/media purchases to strengthen Library collection in support of nursing curriculum and student learning resources
- Up-date the ERC multimedia collection, such as nursing education videos
- Increase ERC staffing to previous levels to open the library earlier and stay open later

PART III: PROGRAM PERFORMANCE EVALUATION

Nursing Skills Lab Usage:
Statistics:

Usage By Semester: July 2014- June 2015			Reason for Use: July 2014-June 2015					
Semester I	462	24.2%	Assess.*	135	3.5%	Bed Make*	43	1.1%
Semester II	725	38%	Blood Draw***	35	0.9%	Chest Tube***	146	3.8%
Semester III	542	28.4%	Crash Cart	0	0%	CVC/PICC***	312	8.3%
Semester IV	125	6.5%	Drsg. Chg.*	247	6.5%	IV starts***	159	4.2%
LVN to RN	56	2.9%	Enema**	0	0%	Foley**	527	13.9%
Undesignated	0		Injections*	207	5.4%	IVs**	550	14.5%
Graduate	0		IsolationTech.*	0	0%	Med Adm*	122	3.2%
			LVN Checklist	56	1.5%	NGT**	428	11.3%
			Newborn Asses**	0	0%	Ostomy**	0	0%
			O2 Therapy*	1	0.02%	POCT**	34	0.9%
			Peds IV**	0	0%	Review Skills	8	0.2%
			Remediation	55	1.4%	Suctioning***	278	7.3%
			Sterile Tech.*	0	0%	Undesignated	77	2%
			Trach Care***	341	9%	Wound Care*	9	0.2%
			VS*	36	0.9%			
Grand Total	1910	100%	Grand Total	3806				

*- first semester skills

** - second semester skills

***- third semester skills

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As demonstrated by the skills lab statistics, the student usage of the skills lab is continuing to reflect a historic use patterns. The third and second semester students continue to be the most active users of the skills lab followed by the first semester students. The fourth semester students use the skills lab the least. The total percentage of specific skills practiced is distributed as follows; second semester skills 38%, third semester 28.4%, first semester 24.2%, fourth – 6.5%, and LVN to RN 2.9%.

The average number of student visits to the skills lab per semester, based on the number of lab sign-ins and an average class size of 50, is 9.2 for first, 14.5 for second, 10.8 for third, and 2.5 for fourth. There are small variations in the skills lab usage of each individual skill and within semesters each year. However the semester and individual skill usage trends have remained constant.

**Student Computer Lab:
Statistics:**

Usage By Category – July 2014 - June 2015		Reason for Use - July 2014 - June 2015			Programs Used - July 2014 - June 2015		
Semester I	744	Computer Assign.	129	8.5%	Affinity	701	78.1%
Semester II	392	Care Plan	235	15.4%	NCLEX	64	7.1%
Semester III	351	Email	119	7.5%	Nrsg. Con.	18	2.0%
Semester IV	152	Self-Study	99	6.4%	MS Word	110	12.3%
Graduate	2	Internet/Research	235	15.4%	Drug Cal.	4	0.5%
LVN to RN	104	Edit/Print Document	198	12.9%			
Other	10	Other	145	9.4%			
Undesignated	27	Undesignated	376	24.5%			
TOTAL	1782	TOTAL	1536	100%	TOTAL	897	100%

As demonstrated by the computer lab statistics, the first and second semesters have the highest number of computer lab users, followed by the third and then the fourth semesters. The LVN to RN students represents the entire transition class for the summer of 2014.

The average number of student visits to the computer lab per semester, based on the number of lab sign-ins and an average class size of 50, is 14.8 for first, 7.8 for second, 7 for third, and 3 for fourth. The average number of student visits to the computer lab has more than doubled since 2012-2013 academic year.

The leading academic reasons for the students to use the computer lab were for care plans, printing and research, totaling 43.7% of usage. This percentage reflects the students' use of the lab to meet learning goals. However, the next leading usage categories was Undesignated (students did not identify) and other, totaling 33.9%. Lastly, Computer assignments/self-study made up 22.4% of usage.

The individual program that showed the most usage was Affinity totaling 78.1%. This very high level of affinity use indicates that students are using the computer lab to research their patients to prepare for their clinical experience. Students preparing for their clinical experience may be signing into the computer lab as Undesignated or Other.

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The other individual programs in order of usage are MS Word, NCLEX, and Nursing Concepts case studies. The students use MS Word for their various course writing assignments. Students have NCLEX assignments in the third and fourth semesters. Students also have Nursing Concept cases study assignments in the first. The Drug Calculation software continues to be under-used by students.

Due to the statistical support that a large number of students are using the computer lab to research patients for their clinical practice the ERC will investigate additional clinical resource databases to assist students with their clinical preparations.

College Library:

Statistics:

	FIGURES FOR 07/01/14 – 06/30/15
GENERAL SERVICES	
Users Signed In	2166
Audiovisual/Skills Lab Equipment Reservations Made	601 total number of reservations 581 LCD reservations (96.7%)
<u>Items Placed on Reserve</u> (textbooks, journal articles, videos, CD, DVD)	Titles: 3 Copies: 48
<u>EXAMINATIONS ADMINISTERED</u>	
<u>Critical Care Exams</u>	
Advanced Neonatal/ Pediatric Critical Care Program Pretest	0
Phase I Pretest	65
Phase II Pretest	0
<u>Total Critical Care Exams</u>	65
<u>Life Support Exams</u>	
Arrhythmias: Interpretation & Management	81
Basic Life Support	104
Total Life Support Exams	185
	FIGURES FOR 07/01/14 – 06/30/15
<u>EXAMINATIONS ADMINISTERED (cont.)</u>	
<u>Challenge Exams</u>	
Pathophysiology	0
Phase I	0
Phase II	0
<u>Total Challenge Exams</u>	0

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Total Number of Examinations Administered	250
CIRCULATION STATISTICS	
Books	1748
Journals	6
Modules	560
Reserve Material	783
Videos/DVDs	310
Electronic Databases Sessions/Searches	
CINAHL Plus With Full Text	7,689/31,938
Nursing Reference Center	No Data
Nursing Reference Center Plus	891/3839
Health News	6,099/23,151
EBooks	1,343/6,663
Clinical eBooks	982/3,076
Nursing Assessment Streaming Video database	
Total Number of Items Checked Out	3816
Pick-Up/Re-shelve	2133
New Users Registered	88
ACQUISITION STATISTICS	
New Books Acquired	89
New Journal Subscriptions	1
New Video/CD-ROM/DVD Titles Acquired (Correlative Neuro Anatomy, Comprehensive Neuro Assessment, Ischemic Cerebrovascular Event, Spinal Cord Anatomy & Common Pathology, Age-Specific Competencies)	5
Video/DVDs Replaced with Updated Version	Titles: 0
	Copies: 0

	FIGURES FOR 07/01/14 – 06/30/15
ACQUISITION STATISTICS	
Books Withdrawn from Collection	52
Journal Subscriptions Cancelled	19

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Video Titles Withdrawn from Collection	0
Converted VHS to DVD	0
OTHER SERVICES	
Equipment Sent for Repair (1 library computer-replaced hard drive, 1 laptop to I.T. for repair)	3 lap top computers
Videos Dubbed for:	
College	0
Non-College	0
Clinical Affiliate Faculty	3
Student Nurse Workers	0

As indicated by the statistics the library continues to be extensively used by students, faculty, and staff of the College and the LAC+USC Medical Center. There are several areas of note, including audio/visual (A/V) equipment, examinations, circulation, and acquisition.

The library A/V equipment (laptop computers and LCD projectors) was checked out approximately 581 times during the 2014-2015 time period. The most common type of equipment requested, 96.7% of the time, was the LCD projectors. The ERC obtained two new LCDs in the summer 2015.

The library staff proctored 250 examinations as prerequisites for several different continuing education programs and courses.

The library collection continues to be used by students, faculty, and staff with a total of 5,927 books; video, journals, etc. check out/re-shelved. The ERC continued to increase the library collection by adding 89 new books and an eBooks database that includes 1,300 titles during the 2013 – 2014 AY. The total number of items check-out of the library is less than the 2013 – 2014 AY. This may be due to the increased use of the library's databases.

The library's electronic database statistics demonstrates extensive student usage of these resources. The statistical report has two categories, sessions and searches. Sessions indicates the number of users who logged-on and searches identifies the number of topics researched.

All databases increased in usage or remained approximately the same from the previous FY with the exception of the Nursing Reference Center (NRC) database. There were two main issues impacted the use of the NRC database. First, the NRC database was up-graded to the Nursing Reference Center Plus (NRC-P) which included skills videos, nursing management topics and nursing care plans. When the NRC was upgraded to the NRC-P in January 2014 the vendor deleted the NRC usage data from 7/2014 – 12/2014, so not data from this period is available. The second issue was difficulty in renewing the database through the LAC+USC Medical Center's finance department, the finance department's delay of funding approval for the database lead to a loss of access from January 2015 – April 2015. This time period included most of the 2015 spring semester, thus students were forced to use other resources leading to a drastic decrease in the NRC-P usage. Student usage of the NRC and NRC-P dropped from 4,733 sessions and 14,442 searches during 2013 – 2014 FY to 891 sessions and 3,839 searches for 2014 – 2015 FY.

The ERC also added 5 new DVDs to the library resources.

Problems experienced/changes relating to course/service/structure/process:

Staffing issues that continued the current reduction in the hours of operation for the library and computer lab due to the reassignment of a library assistant in the spring of 2013 and their subsequent resignation, followed by the retirement of the long standing ERC Director reduced staffing which in turn lead to a reduction in operating hours and services provided.

Another issue was the difficulty in obtaining funding approval for critical library services and equipment from the Medical Center's finance department.

Effectiveness of curriculum/services rendered:

The ERC in AY 2014-2015 results of the Program Evaluation Survey (which demonstrate satisfaction with service) show improvement in ratings since 2008. Threshold rating of 3.5 was exceeded and ratings of 4.0 or > were achieved.

Policies & Protocols:

No ERC policies were reviewed during the 2014 -2015 academic year.

PART IV: PROGRAM STATUS AND RECOMMENDATION

Accomplishments of the Program:

The ERC has consistently continued to exceed threshold on all measured items in the Program Evaluation Survey. Improvements from previous academic years have continuously been sustained.

The ERC has strengthened Library collection through on-going purchases in support of the College's divisions. Approximately 89 new books were added to the library collection. The ERC added two electronic databases to the library collection an eBook database with 1,300 titles. The ERC was able to add 5 new DVDs to the media collection and the Alexandra Street Press streaming nursing assessment video database was added in January 2015.

The ERC is progressing with its on-going salvage of out-dated material – both print and media. The ERC collaborated with faculty and staff from the School of Nursing and EDCOS to ensure collection reflects any curriculum or program changes.

The dedicated simulation lab opened in January 2015. The ERC continues to assist the School of Nursing faculty with the integration of the high-fidelity manikin it their curriculum. Currently, all four School semesters use the high-fidelity manikin as part of their clinical practice. Student surveys and comments regarding the use of the manikins as part of their clinical practice have consistently been very positive. The ERC in conjunction with the Simulation Lab Committee is continuing to up-grade the lab on on-going bases.

The ERC is continuing to up-grade and obtain equipment per the ERC technology replacement plan.

The ERC library staff and skills lab coordinator continued to receive many outstanding student compliments on Program Evaluation Survey regarding the services provided. Some examples:

- (they) are very very helpful
- I couldn't ask her to do any better
- Very knowledgeable and was a great resource to have for researching and studying

Status to date:

As stated above.

Quality improvement plans:

- The ERC will continue ongoing tracking/trending of Program Evaluation Survey results.
- The ERC will further develop tutorials on internet searches, database collections, and other topics for inclusion on College website as well as student orientation.
- The ERC will continue collaboration with faculty to integrate simulation scenarios into student skills lab experience. Evaluate student responses to this new teaching methodology and its effectiveness as a learning tool to enhance student success.
- The ERC will explore increasing the amount of skills lab supplies for the students' practice.
- The ERC will continue to improve the skills lab equipment per the technology replacement plan.
- The ERC is in the process of hiring a librarian to increasing staffing and provide additional library/computer lab hours.

Goals for upcoming academic year:

- Hire a librarian to assist in maintaining and strengthen the library collection
- Investigate converting the current paper card catalog to an electronic card catalog
- Continue to up-grade the simulation lab.
- Continue to add books and journals to strengthen the library collection.
- Explore up-loading the College's training videos to the intranet

PART V: ACCOMPLISHMENTS TO THE STRATEGIC PLAN

Goal I.A. Maintain current educational equipment and materials to support student learning

- Continued book and database purchases in support of nursing curriculum and to provide resources for student learning. The ERC added 89 new books and two databases; an up-graded Nursing Reference Center Plus and a streaming nursing assessment video database.
- Replaced 2 LCDs, 4 CPR baby manikins, 1 CPR choking manikin, multiple injection and blood draw/iv start models, and 1 ABG practice arm and repaired another.
- Maintained status quo in print and electronic journal resources despite on-going budget constraints and funding approval issues
- Added 5 DVDs to Library collection
- **Goal II.A. Explore use of alternative teaching/learning models/methods and integrate technology in teaching and learning**
 - Continue the revision of library orientation handout on locating books and journals in the Library as needed.
 - Continue to integrate simulation with computerized scenarios and high-fidelity manikin into student skills lab experience.
- **Goal II.B. Increase student retention in college programs**
 - The library staff assists students with research projects, internet searches and access to database to improve student learning outcome in theory courses. The skills lab coordinator assists students in practices clinical skills and assisting faculty with student remediation plans. The ERC director assists students with tutoring. The staff also provides student orientation to the available resources to support them in meeting their learning goals.
- **Goal V.C Participate in professional, academic, and community organizations**
 - ERC Director holds a certification from the Board of Registered Nurses, and is a member LAC+USC Medical Center nursing and College committees. The Director is also a member of the Statewide California Electronic Library Consortium (SCELC) and the Southern California Simulation Collaborative (SCSC).

PART VI: CONTRIBUTORS TO REPORT

- Jeffrey Anderson, RN, Director, Educational Resource Center

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- Trina Trongone, RN, Skills and Computer Lab Coordinator
- Yolanda Ochoa, Library Assistant

PART VII: DATA SOURCES

- Program Evaluation Survey, Class of 2014-II and 2015-I
- Nursing Skills Lab sign-in sheet for AY 2014 - 2015
- Nursing Skills Lab appointment book for AY 2014 - 2015
- Library sign-in sheet for AY 2014 - 2015
- College Strategic Plan 2010 - 2015