

Northland Pioneer College

Nursing Program

**Project Evaluation Report
Homegrown Healers
Arizona Department of Commerce
Community College Grant for Nursing Programs
G058-05**

September 30, 2007

**Submitted by: Debra McGinty, RN PhD
Dean of Nursing and Allied Health
Project Director**

Changes in Key Personnel

Dr. Debra McGinty, Dean of Nursing and Allied Health at Northland Pioneer College, continues to function as the Project Director. Marilyn Page, RN who holds a Bachelor of Science in Health Arts continues to perform the duties of Nursing Advisor. Her excellent interpersonal and communication skills have contributed to a 14 % Full Time Equivalency (FTE) increase at the White Mountain Campus. Ms. Page understands the value of nursing education. She conveys enthusiasm and encourages Homegrown Healers during every contact.

Over the past year, Ruth Zimmerman, RN, MSN was hired as Graduation and Retention Specialist. She planned and implemented key project activities which supported student academic performance. She conducted assessments of student academic performance, identified knowledge and skill deficits, and developed and provided direct services to students at risk in collaboration with faculty. Student progress was tracked by a confidential, individualized portfolio for each participant in the form of a structured learning plan. Scheduled participation in study groups, individual tutoring, mentoring, and laboratory skill reviews provided opportunities to note progress in knowledge acquisition and clinical competence. Her exemplary performance in this position, her qualifications, and her experience allowed her to move to a core faculty position. Currently she is directing and coordinating clinical faculty, providing didactic instruction to first year students, and supervising students in simulation skills labs and clinical rotations. The Project Director and nursing faculty are grateful the Community College grant supported Ms. Zimmerman's position. She is a valuable addition to our faculty.

A review committee recently completed a screening process and interviewed five qualified candidates for the Instructional and Retention Specialist positions. The committee selected Carol Elaine Stewart, RN BSN as Instructional Specialist at the White Mountain Campus. Ms. Stewart's resume (Appendix A) reflects extensive clinical experience. She has effectively supervised students in the past year at Summit Healthcare Regional Medical Center, providing direction at the bedside and in the simulation laboratory to optimize student academic performance and acquisition of clinical skills. Michelle Hunt, RN BSN was selected for the Retention Specialist position at the Little Colorado Campus. Ms. Hunt entered the grant as a recipient of tuition assistance to complete her Master's degree while serving as laboratory manager for the program. She is the epitome of the Homegrown Healer as she was raised in Winslow, Arizona, acquired training and experience in the Phoenix area and returned to the Winslow area to practice at the Little Colorado Medical Center. She will complete a Master in Nursing degree July 2008 (Appendix B).

The purpose of these positions is to increase the retention of students by conducting assessments of student academic performance, identifying knowledge and skill deficits, and developing and providing direct services to students at risk in collaboration with faculty. Student progress will be tracked for each participant and structured learning plans designed. Scheduled participation in study groups, individual tutoring, mentoring, and laboratory skill review will provide opportunities to note progress in knowledge acquisition and clinical competence. The nursing program is following a model similar to the previous year while awaiting results of the NCLEX-RN for one student who has not taken the exam. Currently the program NCLEX pass rate for students graduating in last year's class is 90% which is above the national and state average and

a significant improvement over previous years. The Project Director and nursing faculty are very excited to have hired these faculty and look forward to improving our student performance and promoting retention with the use of these grant-supported positions.

I. Formative Evaluation

To ensure continual refinement and improvement of the Homegrown Healers project, and to assure that progress is being made toward achieving objectives, formative evaluations were conducted by Project Director and Nursing Advisor. The formative evaluations examined 1) evidence of progress as related to the outcome measures identified in the Work Time Schedule charts, 2) numbers of participants served, the services each received, and anticipated entry of Homegrown Healers to the nursing program as a result of project services, and 3) a new participant satisfaction/suggestion survey currently in process, results to be reported in the semi-annual report.

A. Effectiveness of Key Process Objectives

To analyze the effectiveness of key process objectives, please refer to the Work Time Schedule charts (Appendix C) which indicate if outcome measures for each process objective have been met. Some process objectives required modification because they were not instrumental in promoting overall project outcomes. Outcome measures were met because the Program Director worked with faculty, the Nursing Program Advisory Board and Instructional Leadership Council to determine curricular issues and designed changes to address problems. When it was discovered, for example, that students enrolled in the Homegrown Healer cohort were needing to extend the time required to complete prerequisites due to course sequencing requirements, meetings were held with other departments to negotiate adjustments. For example, Chemistry and Anatomy and Physiology became co-requisites rather than sequential courses, thus reducing the time to enter the program by an additional year for many students.

In the past year, the Instructional Leadership Council approved additional changes which shortened the time to complete all prerequisites to the program to three semesters. The number of prerequisites and total number of credits required to graduate were reduced to align the program with the National League for Nursing accreditation requirements. Nutrition and Intermediate Algebra prerequisites requirements were eliminated. The new curriculum was approved by the Arizona State Board of Nursing.

Nursing program enrollment increased 38% from June 30, 2005 to June 30, 2006 and had increased 64% by June 30, 2007. Prerequisite requirements presented problems for a substantial number of students, many of whom were from non-traditional populations. Only two additional students from the first, largely Native American Homegrown Healer cohort were admitted to the program this past year. Like other many other students, because of work and family demands, these students were able to complete only one or two prerequisite courses each semester. This pattern presents a problem students enter the nursing program. In addition to significantly increased study and reading requirements, they are faced with a required load of 10 credit hours

which requires 18 hours of in-class time each week. These hours do not include co-requisites the student may need. Microbiology BIO 205, for example, requires an additional 6 hours of class time weekly. These unanticipated time demands understandably influence academic performance, the student's ability to complete course requirements, and thus retention in the nursing program.

B. Homegrown Healers

Beginning September 2006 and continuing through June 2007, students currently under-represented in nursing were enrolled in the Homegrown Healers program. Students were identified from Certified Nursing Assistant classes in the Whiteriver, Show Low, and Winslow geographic areas. Five additional students were enrolled in the program from the Whiteriver area (in addition to the fifteen from previous year). Sixteen additional students were enrolled in nursing prerequisites at the White Mountain Campus (in addition to five from previous year). Significantly greater recruitment efforts resulted in more services being provided to students from Winslow and north of I-40 this year. Thirteen students at the Little Colorado Campus (in addition to five from the previous year) were selected (Table 1). The nursing advisor developed a program of study for each student and reviewed results from a personal learning style inventory where applicable. Referrals to financial assistance sources both on and off campuses supported student efforts to acquire funds. Students were denied in some cases because they had already exhausted their eligibility for financial aid or were attending classes on a part-time basis.

The nursing department is meeting funding needs of prospective students in a variety of ways. The Department of Economic Security is currently meeting with many students, awarding funds provided by the Workforce Investment Act. Recently, the nursing program became the recipient of a privately endowed fund which will offer sustainable annual scholarships beginning next year. The nursing program has received additional scholarship funds this year for textbook and childcare needs. The program recognizes personal and financial responsibilities limit choices to acquire educational degrees and must be overcome with a variety of sources of funding.

Students attended sessions with the advisor and/or other faculty to receive tutoring in math, biology, English, philosophy, and other prerequisites as well as those skills covered in Destination: Nursing, a pre-session series of workshops presented by the faculty (Appendix D). Additional advisement is being provided as necessary.

To determine progress toward the project goal, Table 1 displays data collected for the 1) number of students enrolled in Homegrown Healers in the latest cohort, 2006-2007, 2) the specific support services each participant received, and 3) the entry year to the nursing program. These data demonstrate progress is being made toward increasing the number of students in the nursing program from under-represented populations utilizing grant funds.

The grant-supported outreach efforts undertaken by the Nursing Advisor attracted a large number of applicants to the nursing program who have subsequently enrolled. The Nursing Advisor visited nursing assistant and prerequisite classes in the Fall 2006 and Spring 2007 semesters. She identified potential nursing students and provided information and support. These visits included traveling to campuses and centers at Whiteriver, Springerville/Eager, Winslow, Polacca, and

Chinle, AZ. The Nursing Advisor attended college/career fairs at many area high schools including Joseph City, Whiteriver, Show Low, and Dinnehotso. She provided presentations and nursing program information. Students from area grade schools attended a career day at the college featuring interactive games and discussions with nursing faculty in the nursing simulation skills lab.

Student	Academic Advisement	Instructional Assistance Tutoring	Financial Aid	Counseling	Workshop or Boot Camp Series	Planned Entry to Nursing Program
WRV1	X	X	X	X		2008
WRV2	X	X	X	X		2009
WRV3	X	X		X		2009
WRV4	X	X	X	X		2008
WRV5	X	X				2009
WMC1	X	X			X	2007
WMC2	X				X	2007
WMC3	X	X	X		X	2007
WMC4	X		X	X	X	2007
WMC5	X				X	2007
WMC6	X		X		X	2007
WMC7	X		X		X	2007
WMC8	X				X	2007
WMC9	X				X	2007
WMC10	X				X	2007
WMC11	X	X		X	X	2007
WMC12	X				X	2007
WMC13	X		X		X	2007
WMC14	X			X	X	2007
WMC15	X				X	2007
LCC1	X	X	X	X	X	2007
LCC2	X	X	X		X	2007
LCC3	X	X			X	2007
LCC4	X	X		X	X	2007
LCC5	X	X			X	2007
LCC6	X	X			X	2007
LCC7	X	X			X	2007
LCC8	X	X			X	2007
LCC9	X	X			X	2007
LCC10	X	X		X	X	2007
LCC11	X	X		X	X	2007
LCC12	X	X		X	X	2007
LCC13	X	X			X	2007

Table 1. Student Services Provided to Homegrown Healers and Anticipated Entry into Program

II. Summative Evaluation

6.1.1 Although the program was late to hire some faculty for the 2007-2008 fiscal year, as of June 30, 2007, the number of faculty increased significantly over previous years (see Table 2). The continuation of a grant-supported Master's level faculty member allowed classes in Winslow to continue and provided support for clinical supervision. In 2007-2008 more faculty are being hired into clinical positions to support increased enrollment and alleviate the load of our faculty. The limits of enrollment with our current faculty resources and space available at the White Mountain Campus have been reached.

NPC Employment	Fiscal Year 2005-2006	Fiscal Year 2006-2007	Fiscal year 2007-2008
Full Time ADN Faculty	4	5	5
Part Time ADN Faculty			1
Adjunct ADN Faculty	2	5	5
Full Time NAT Faculty	2	2	2
Adjunct NAT Faculty	5	5	9
Laboratory Managers	1	2	2
Total	14	19	23

Table 2. Number of Nursing Faculty Positions

6.1.2 By September of the second year of the grant, the program realized a 30% increase in enrollment. While the retention of the first year students appears quite good from June 30, 2006 to June 30 2007, nine students left the program. Three students left with a Certificate of Applied Science and passed the NCLEX-PN. This option is a choice in this multiple exit program. Two students changed career paths and are currently enrolled in EMT classes. Two students experienced severe personal problems. Two other students returned to the program. Since the beginning of the current year, five students have been dismissed or withdrew. Three students failed to pass the dosage calculation exam. Another student received a grade correction notice from another college making her ineligible to continue. The last student was just notified by the Arizona State Board of Nursing an investigation was necessary before awarding her a Nursing Assistant Certificate. Most of these students plan to complete their co-requisites and return to the program next fall. The high number of returning 2nd year students reflects returning students who left the program for medical reasons last year, students re-entering from previous years, and Licensed Practical Nursing transfer students.

Nursing Enrollment	June 30, 2005	September 30, 2006	September 30,2007
1 st year students	38	44	45
2 nd year students	24	37	42
Total	62	81	87
Enrollment Change		30% increase	40% increase

Table 3. Number of Nursing Students Enrolled

6.1.3 Thirty-three second year student graduated from the nursing program in fiscal year 2006-2007.

NPC Campus	2004-2005	2005-2006	2006-2007	Projected 2007-2008
Little Colorado	13	10	8	14
White Mountain	12	14	25	30
Total	25	24	33	42

Table 4. Number of Nursing Program Graduates by Campus

6.1.4 Description of the impact the grant monies had on the geographic availability of nurses.

Table 4 demonstrates a 38% increase in the number of graduates from the nursing program from 2006 to 2007. The increase was a result of effective retention as well as larger admissions. By continuing to increase enrollment, the Northland Pioneer College nursing program will be able to maintain the concentration of employed nurses in relation to the area's growing population. Summit Healthcare Regional Medical Center (formerly Navapache Regional Medical Center) in Show Low is planning to open an addition which will significantly increase its capacity this semester and provide more local positions for our graduates. The use of grant monies to continue to support greater numbers of students is improving the geographic availability of nurses. To date, 29 of the 2007 graduates have passed the NCLEX-RN. Twenty-seven of those students currently have confirmed employment as registered nurses. The employment status of two students is unknown.

6.1.5. Description of how the grant monies were used to increase the diversity of the nurse workforce.

Table 5 reflects significant increases in the number of non-traditional ethnicity and gender attributes in nursing students. Marketing and outreach efforts supported by grant monies have resulted in an increase in enrollment of students from all geographical areas but particularly at the White Mountain campus. Marketing and outreach is currently focused more heavily on the geographic area north of the I-40 to increase nursing enrollment of Native American students and provide clinical experiences at Indian Health Service units. Nursing assistant courses in Polacca and Chinle in the past year were opened to students to support that effort. While these classes fill quickly, the program continues to experience great difficulty in recruiting and retaining nursing faculty for these sites.

Under-Represented Groups	June 30, 2005	September 30, 2006	September 30, 2007
Native American	6	8	9
Hispanic	3	4	4
Male	3	10	14
Asian/Pacific Islander	1	0	1
Self-Identified as Other	0	2	0
Total	13	22	28

Table 5. Number of Nursing Students with Attributes of Under-Represented Groups

6.1.6 Description of any other initiatives the community college has taken during the fiscal year to increase nursing education resources.

Northland Pioneer College received Carl Perkins funds. These monies allowed the purchase of SMART boards for nursing classrooms to increase the variety of instructional methods and access to multimedia materials. The positive reception of this technology by nursing faculty and students is stimulating plans to provide similar resources to other departments throughout the college.

The nursing department partnered with NPC Developmental Services to access funds from the Department of Education and Workforce Investment Act to support several cohorts of students to complete Nursing Assistant Training in Chinle, Winslow, and Springerville-Eagar.

Carl Perkins funds will be providing a significant sum during the current year for the purpose of professional development. Faculty are currently participating in certification and continuing education opportunities and plan to access these funds for reimbursement.

The Northland Pioneer College Division of Building and Maintenance is currently coordinating efforts to design a Facilities Master Plan to enlarge the nursing department physical plant. Larger lecture halls and laboratory facilities are necessary to accommodate and sustain our current growth patterns. The construction of larger facilities will provide the infrastructure to meet the demand for nurses in this rapidly growing, rural area. A contribution campaign is expected to be launched to support the construction of new facilities.

The nursing program accessed \$7,168 in accumulated Arizona Community College Grant funds to satisfy costs for students not served by this grant to complete an enrichment course.

A meeting of the Program Director and Retention Specialist with Project Director and Principles Investigators of a Robert Wood Johnson Foundation grant awarded to Northern Arizona University is planned at the Winslow Indian Health Service Unit. That project has selected two cohorts, one each from the Winslow and Chinle Service Units to pursue competency-based skill development and postsecondary education toward a

certificate or degree in nursing. The meeting will determine if these participants can be supported for admission into the Northland Pioneer College nursing program.

III. Budget

Secondary to savings from Year Two, adjustments to the Year Three budget were approved. Personnel for Year Two were not hired until September and October 2006. Consequently, there were funds remaining for the advisor and faculty salaries, pre-session books, and promotion. Modest adjustments in the salaries were approved in April 2007 by the College District Governing Board.

The Homegrown Healer cohort at the Little Colorado Campus in Winslow required more assistance with coursework and review than previously anticipated. The program's success exceeded the grant objectives for increased enrollment. Site preference is offered students with higher qualifications and most students live in the White Mountain area. Thus students in Winslow are typically disadvantaged. Pre-nursing members of this cohort experienced academic challenges resulting in lower GPA and admission testing scores. Several Homegrown Healers were not admitted to the program due to the competitive admission process. A half-time faculty position to tutor, mentor, and create structured learning and remediation plans for current and prospective students was hired to support successful student outcomes.

Supplies

Non instructional

Marketing costs for the printing of promotional materials are currently encumbered within the grant budget. The design and distribution of brochures, posters, and flyers is being accomplished (Appendix E).

The PDA-based system for instructors of the Homegrown Healer cohorts provided databases of pharmacological preparations. Opportunities to access and record evaluations from clinical experiences and performance reports in real time are anticipated with the addition of student tracking software. The addition of this technology will address the burden of increased number of students and greater reliance on adjunct clinical faculty.

The Summer 2007 Destination: Nursing pre-session offered 6 specialized workshops. Books and materials for this purpose were purchased with funds from the grant (Appendix D).

Instructional

Our computer lab will not support the skill-building virtual clinical excursion software purchased by the Homegrown Healer cohort and requires memory upgrades at the cost of \$350 per student. We are currently working with Information Services to acquire the memory from a vendor at below market costs. There is some question regarding the cost benefit to replacing our current computers with new ones so a buy/lease analysis is being conducted.

Books, tutorial materials and supplies for the end of year enrichment course with online access cost will be approximately \$500 per student.

Tuition

Faculty enrolled in graduate school did not expend as much money as anticipated. One faculty member is attending a state school at substantially reduced costs. The budget was calculated for private, for-profit college tuition. Therefore, not as much money was expended as was anticipated.

Below is what was saved since the grant inception:

Salary/Benefit	\$21,346.00
Promotion	\$ 2,000.00
Supplies	\$21,520.00
Tuition	\$13,300.00

Total saved: \$58,166.00

These funds were moved forward into Year Three and the following expenditures approved:

Retention Specialist 1099 Contract	\$32,500.00
Promotion	\$ 2,000.00
PDA's	\$ 4,700.00
Computer Memory	\$ 7,000.00
Enrichment Course Materials and Enrollment	\$ 6,000.00
Supplies increased amount	\$14,875.00

Total for year 3: \$ 67,075.00

Grant Totals:	Original	Revised
First year	\$150,045.00	\$105,306.00
Second Year	\$174,888.00	\$148,304.00
Third Year	\$183,084.00	\$254,407.00
Totals:	\$508,017.00	\$508,017.00

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Expenditures Grant Year Two 7/1/06 – 6/30/2007		
Item	Estimated Cost	Actual Cost
Salaries		
• Salary for one full-time nursing pre-admissions advisor (NPC board-approved rate for master's level faculty)	\$52,000.00	
• Salary for full-time faculty member to teach Homegrown Healers cohort (NPC board-approved rate for master's level faculty)	\$47,667.00	
• Salary for part time skills lab assistant to run skills lab for students checkoff and skill testing. \$25.00/hour for 24 hours weekly for 9 months. (NPC board-approved rate for nursing adjunct faculty)	\$ 99,667.00	\$83,825
Total Salaries	\$22,000	\$23,987*
	\$121,667.00	\$107,812
Fringe Benefits		
• Standard NPC medical benefits package for pre-admissions advisor @ \$5,150 ea.	\$5,150.00	
• Standard NPC medical benefits package for full-time faculty @ \$5,150.00 based on 11 months (see ** below)	\$4,721.00	
• Average yearly benefits for pre-admissions advisor @ NPC board-approved rate of 15%	\$9,371.00	\$4,851
• Average yearly benefits for full-time faculty @ 15% @ NPC board-approved rate of 15% based on 11 months (see ** below)	\$7,800.00	
Total Fringe Benefits	\$7,150.00	
	\$14,950.00	\$12,986
	\$24,821.00	\$17,837
Supplies		
• (2) Notebook computers with docking ports and printers for grant program director and full-time faculty @ \$2,000.00 each (NPC negotiated rate)	\$4,000.00	\$3,776
• Marketing and promotional materials and supplies		
• Books, tutorial materials and supplies for summer pre-session @ \$200 per student	\$2,000.00	\$275
• Books, tutorial materials and supplies for enrichment course @ \$200 per student	\$4,000.00	0
	\$4,000.00	\$4,000
Supplies to expand nursing laboratory to accommodate Homegrown Healers:		
▪ Miscellaneous supplies, such as syringes, needles, IV catheters, tape, IV fluids, tube feeding etc.	\$4,000.00	\$2,920
Total Supplies to expand nursing laboratory to accommodate Homegrown Healers	\$18,000.00	\$10,971
Other		
• Tuition for (2) adjunct faculty for MSN program @ 18,200.00 ea.*	\$36,400.00	\$11,684
Total (Sum of boldfaced figures)	\$200,888.00	\$148,304

*Correction follows in 2007/08 budget year

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Revised budget grant year three 7/1/07 – 6/30/2008		
Item	Previous Budget	Revised Budget
Salaries		
• Salary for one full-time nursing pre-admissions advisor (NPC Board-approved rate for master's level faculty)	\$54,080.00	\$55,120.00 *
• Salary for full-time faculty member to teach Homegrown Healers cohort (NPC Board-approved rate for master's level faculty)	\$52,000.00	\$53,000.00**
• Salary for part time skills lab assistant to run skills lab for students checkoff and skill testing. \$25.00/hour for 24 hours weekly for 9 months. (NPC Board-approved rate for nursing adjunct faculty)	\$22,000.00	\$22,694.00§
• 1099 contract for half-time retention specialist to tutor and mentor Homegrown Healers cohort at Little Colorado Campus (NPC Board-approved rate for doctoral level faculty)		\$32,500.00
Total Salaries	\$128,080.00	\$163,314.00
Fringe Benefits		
• Standard NPC medical benefits package for pre-admissions advisor @ \$5,150 ea.	\$5,150.00	\$5,150.00
• Standard NPC medical benefits package for full-time faculty @ \$5,150 based on 11 months(see ** below)	\$5,150.00	\$5,150.00
• Average yearly benefits for pre-admissions advisor @ NPC board- approved rate of 15%	\$8,112.00	\$8,268.00
• Average yearly benefits for full-time faculty @ NPC Board-approved rate of 15% based on 11 months (see ** below)	\$7,800.00	\$7,950.00
Total Fringe Benefits	\$26,212.00	\$26,518.00
Supplies		
• Marketing and promotional materials and supplies	\$2,000.00	\$4,000.00
• 12 PDAs with software for clinical/lab instructors teaching Homegrown Healers		\$4,700.00
• Upgrading computer memory to accommodate virtual clinical excursion software @ \$350 per student		\$7,000.00
• Books, tutorial materials and supplies for summer pre-session @ \$200 per student	\$4,000.00	\$2,000.00
• Books, tutorial materials and supplies for enrichment course @ \$200 per student	\$4,000.00	
• Books tutorial materials and online access for enrichments @ 500 per student		\$10,000.00
• Miscellaneous supplies, such as syringes, needles, IV catheters, tape, IV fluids, tube feeding, instructional software, etc.		
Total Supplies to expand nursing laboratory to accommodate Homegrown Healers	\$2,000.00 \$12,000.00	\$11,600.00 39,300.00
Other		
• Tuition for (2) adjunct faculty for MSN program @ 18,200.00 ea.*	\$20,000.00	\$25,275.00
Total (Sum of boldfaced figures)	\$186,292.00	\$254,407.00

*Reflects NPC 2007 District Governing Board approved salary increase of 6% per year.

**Salary of \$53,000 (NPC 2007 District Governing Board approved for master's level faculty)

§ Salary for part-time \$28/hour rate for nursing adjunct faculty, correction from expenditure Year 2

IV. Summary

Lessons Learned

Efforts to recruit a Homegrown Healer cohort were centered at the Whiteriver, Winslow, and outlying communities north of I-40. The recruitment efforts continued to increase interest and enrollment of students in healthcare careers. The nursing program accepted applications from more students than ever before. Learner-centered services such as academic advisement, financial assistance counseling, and instructional tutoring were provided by the Instructional Specialist and Nursing Advisor. Thirteen students were enrolled in the program at the Little Colorado Campus in Winslow and seventeen students at the White Mountain Campus in Show Low. Students are being identified for the 2008-2009 cohort and should be ready to enter in the next couple of years. A couple of students have decided to delay to have families or to pursue allied health careers.

The project continues to encounter the typical personal barriers that prevent pursuit of higher education, i.e., transportation, child care and financial limitations. While there are available federal and tribal funds to support education for these students, the criteria for eligibility sometimes preclude participation. Students who are not dependents themselves experience difficulty supporting a family with gainful employment and attending more than one or two classes at a time. Thus the timeliness to complete the prerequisites is impeded. To address this problem, the nursing program worked interdepartmentally to effectively reduce the number of courses that require prerequisites. The nursing program removed the mathematics and the nutrition requirements resulting in only five prerequisites to enter the program with a nursing assistant certificate.

Referrals to access federal, state, local, and private sources of funding to meet student financial need will continue. The nursing program will continue to seek additional scholarship sources and spend down those sources that are available through the college foundation.

Faculty are currently gathering data to describe our experience with this program. Our efforts to document the successful work of the Instructional Specialist may assist other nursing faculty to put supportive processes in place to improve the learning and performance of minority students in their programs. The Homegrown Healers project will continue to be responsive to the demands of local health care employers by supporting increasing numbers of nurses in training. We appreciate the continued support from the Arizona Department of Commerce so that we may increase the number of graduates from our program by devising methods for retention and support.

Appendices

- A. Instructional Specialist Resume
- B. Retention Specialist Resume
- C. The Program Work Plan
- D. Nursing 'Boot Camp'
- E. Promotional Brochure

**APPENDIX C
The Program Work Plan**

Work Time Schedule

It is the goal of Northland Pioneer College’s Homegrown Healers program to increase the number of students in the nursing program by not less than 25% (20 students), of which not less than 75% (15 students) will be from populations currently under-represented in the nursing profession, by August of 2006. In order to achieve this goal, the Program Work Plan is built upon a set of process objectives and outcome measures that are quantified and described in the charts that follow. These charts will provide guidance to the Project Director as she manages the project, and furnish a framework for the formative and summative evaluation of outcomes.

Process Objectives	Responsible Person	Timeline	Outcome Measures	Evaluation
1. Employ a Nursing Pre-Admissions Advisor to recruit cohort of 20 Homegrown Healers support these students with individualized tutoring and mentoring in an intensive summer pre-session prior to their first year in the NPC nursing program.	Project Director	9/30/05 - 12/31/05	<ol style="list-style-type: none"> 1. Advertisements for employment; 2. Position description; 3. Applications for employment; 4. Interview logs; 5. Applicant is hired 	Met. Debra McGinty and Dan Roper were hired as Pre-Admissions Advisor. Debra took the south half of the counties, while Dan was assigned to the northern regions.
2. Assist two current adjunct faculty in enrolling in the MSN program at either Northern Arizona University, or the University of Phoenix.	Project Director	9/30/05 – 12/31/06	<ol style="list-style-type: none"> 1. Completed MSN application materials for each applicant; 2. Letter(s) of acceptance from MSN institution for each applicant 3. Course schedules for each MSN candidate 	Met. Both faculty members completed their MSN degrees and are currently employed full-time by NPC nursing program

3. Mentor two MSN candidates throughout their MSN programs, meeting at least quarterly to ensure that each is on track for timely program completion	Project Director	Ongoing	Activity log for project director; Notes from meetings with each MSN candidate	Met. The current project director is mentoring three candidates through their MSN programs to ensure they are on track for timely program completion.
4. Secure permission from the Arizona State Board of Nursing for expansion of the existing NPC nursing program to accommodate additional students and faculty per project description.	Project Director	9/30/05 – 6/30/06	Petition materials from NPC nursing program to AZ State Board of Nursing; Written response(s) from AZ State Board of Nursing	Met. The program was permitted to increase enrollment
5. Secure permission from the Arizona State Board of Nursing for MSN candidates to teach as full-time faculty in order to accommodate the additional students as described in the project narrative.	Project Director	9/30/05 – 6/30/06	Petition materials from NPC nursing program to AZ State Board of Nursing; Written response(s) from AZ State Board of Nursing	Met. The MSN candidates are now teaching full time to accommodate the additional students.
6. Purchase supplies for expansion of current NPC nursing lab to accommodate additional students as described in the project narrative.	Project Director	9/30/05 – 6/30/06	Copies of purchase orders for each item; Copies of receipts for each item	Met. Please see Budget Section. Copies of Purchase Orders on file.
7. Establish clinical opportunity sites and faculty for each of the 20 Homegrown Healers.	Project Director	Ongoing	Memorandum(s) of Agreement between clinical site(s) and NPC nursing program for each student	Met. Morning and evening 8 hour clinical blocks reduced the burden on community sites while augmented with 4 hours of laboratory skill instruction weekly increased academic rigor and alleviated the burden of additional students on sites.

8. Recruit first cadre of 20 Homegrown Healers	First Nursing Pre-Admissions Advisor	01/01/06 – 08/15/06	Project promotional materials; Pre-admissions advisor's activity log Completed Homegrown Healers admissions packets in each student's portfolio	Met. 22 Native American students enrolled in nursing pre-requisites were recruited and supported during the Spring Semester 2006. Promotional Materials Appendix F
9. Meet with each Homegrown Healer on an individual basis to establish a portfolio documenting his or her goals and progress and to assist him or her in completing application materials for the NPC nursing program,	First Nursing Pre-Admissions Advisor	01/01/06 – 03/31/06	Pre-admissions advisor's activity log; Copies of completed admissions materials in each student's portfolio	Met. While many prospective students responded to the marketing campaign, the students enrolled in the cohort were working toward completion of prerequisites at a slower pace due to financial limitations and family responsibilities.
10. Enroll each Homegrown Healer in intensive summer pre-session, prior to the start of the Fall 2006 semester.	First Nursing Pre-Admissions Advisor	03/31/06 – 06/01/06	Copies of course registration form(s) for intensive summer pre-session in each student's portfolio	The summer pre-session was not conducted as the new Nursing Advisor was hired after the academic year was underway. During the week prior to classes, the Student Study Group Series commenced 08/14/06 to serve the Homegrown Healer cohort.

<p>11. Assist each Homegrown Healer in registering for the first semester of nursing classes in Fall 2006.</p>	<p>First Nursing Pre-Admissions Advisor</p>	<p>07/31/06 – 08/15/06</p>	<p>Completed registration form(s) for Fall 2006 semester in each student’s portfolio</p>	<p>Two members of the Homegrown Healer cohort were able to complete their prerequisites to enter the Fall 2006 nursing classes. Additional nontraditional students not included in the cohort but who received NPC services were admitted to the nursing program. Two more students were admitted to the program Fall 2007.</p>
<p>12. Assign each Homegrown Healer a faculty mentor from the NPC nursing program.</p>	<p>First Nursing Pre-Admissions Advisor</p>	<p>07/31/06 – 08/15/06</p>	<p>Faculty mentor and contact information in each student’s portfolio</p>	<p>Ongoing since core faculty are extended with significantly greater numbers of students (see Table 4), we are contacting alumni to serve in these roles. The Nursing Advisor and Project Director are mentoring students as well.</p>
<p>13. Begin recruitment process for second cohort of 20 Homegrown Healers for Fall 2007</p>	<p>Nursing Pre-Admissions Advisor</p>	<p>08/15/06 – 3/31/07</p>	<p>Project promotional materials. Pre-admission advisor’s activity log. Complete Homegrown Healers admissions packets in each student’s portfolio.</p>	<p>Met. See Table 1 Each participant has portfolio with biographical data, transcripts, and financial data.</p>

14. Meet with each Homegrown Healer on an individual basis to establish a portfolio documenting his or her goals and progress and to assist him or her in completing application materials for the NPC nursing program.	Nursing Pre-Admissions Advisor	08/15/06 – 02/15/07	Pre-admissions advisor's activity log; Copies of completed admissions materials in each student's portfolio	Met. Each participant has portfolio with biographical data, transcripts, and financial data.
15. Conduct formative evaluation of Homegrown Healers based on timely and efficient completion of key objectives as evidenced by outcome measures; report findings to Vice President for Instructional Services	Project Director	Ongoing on a quarterly basis 03/31/07	Completed formative evaluation report	Met. Evaluation submitted April 2007. Evaluation of budget submitted July 2007.
16. Assign each Homegrown Healer a faculty mentor from the NPC nursing program.	Nursing Pre-Admissions Advisor	03/31/07 – 06/15/07	Faculty mentor and contact information in each student's portfolio	Ongoing. Alumni contacted with mixed response 04/ 07
17. Assist each Homegrown Healer in registering for the first semester of nursing classes in Fall 2008.	Nursing Pre-Admissions Advisor	03/31/07 – 06/15/07	Completed registration form(s) for Fall 2006 semester in each student's portfolio	Met. See Table 1.
18. Enroll each Homegrown Healer in intensive summer pre-session, prior to the start of the Fall 2008 semester.	Nursing Pre-Admissions Advisor	06/30/07	Copies of attendance for intensive summer pre-session in each student's portfolio	Met. Homegrown Healers attended Destination: Nursing pre-session workshops 08/07

<p>19. Conduct summative evaluation report regarding the use of grant monies, based on formative evaluations, achievement of project goal, and “Deliverables” identified on page 6 of the Arizona Department of Commerce Request for Grant Application – Solicitation # G058-05. Present report to Vice President for Instructional Services and Arizona Department of Commerce</p>	<p>Project Director</p>	<p>Ongoing on an annual basis 09/30/07</p>	<p>Completed summative evaluation report</p>	<p>Met. Evaluation delivered to Arizona Department of Commerce 09/30/07.</p>
<p>20. Begin recruitment process for third cohort of 20 Homegrown Healers for Fall 2007</p>	<p>Nursing Pre-Admissions Advisor</p>	<p>06/15/07 – 12/15/07</p>	<p>Project promotional materials. Pre-admission advisor’s activity log. Complete Homegrown Healers admissions packets in each student’s portfolio.</p>	<p>Currently underway. Prerequisite and Certified Nursing Assistant training classes being visited.</p>
<p>21. Meet with each Homegrown Healer on an individual basis to establish a portfolio documenting his or her goals and progress and to assist him or her in completing application materials for the NPC nursing program.</p>	<p>Nursing Pre-Admissions Advisor</p>	<p>08/15/07 – 02/15/08</p>	<p>Pre-admissions advisor’s activity log; Copies of completed admissions materials in each student’s portfolio</p>	
<p>22. Conduct formative evaluation of Homegrown Healers based on timely and efficient completion of key objectives as evidenced by outcome measures; report findings to Vice President for Instructional Services</p>	<p>Nursing Pre-Admissions Advisor</p>	<p>Ongoing on a quarterly basis 12/15/07</p>	<p>Completed formative evaluation report.</p>	

23. Assign each Homegrown Healer a faculty mentor from the NPC nursing program.	Nursing Pre-Admissions Advisor	03/31/08 – 06/15/08	Faculty mentor and contact information in each student’s portfolio	
24. Assist each Homegrown Healer in registering for the first semester of nursing classes in Fall 2008.	Nursing Pre-Admissions Advisor	03/31/08 – 06/15/08	Completed registration form(s) for Fall 2008 semester in each student’s portfolio	
25. Enroll each Homegrown Healer in intensive summer pre-session, prior to the start of the Fall 2008 semester.	Nursing Pre-Admissions Advisor	06/30/08	Copies of attendance for intensive summer pre-session in each student’s portfolio	
26. Conduct formative evaluation of Homegrown Healers based on timely and efficient completion of key objectives as evidenced by outcome measures; report findings to Vice President for Instructional Services	Nursing Pre-Admission Advisor	Ongoing on a quarterly basis, beginning 03/31/08	Completed formative evaluation report	
27. Conduct summative evaluation report regarding the use of grant monies, based on formative evaluations, achievement of project goal, and “Deliverables” identified on page 6 of the Arizona Department of Commerce Request for Grant Application – Solicitation # G058-05. Present report to Vice President for Instructional Services and Arizona Department of Commerce	Nursing Pre-Admission Advisor Project Director	Ongoing on an annual basis 06/30/08	Completed summative evaluation report	

B. Anticipated Outcomes Beyond Scope of Program Funding

- **Summer 2008** – First member of cohort of Homegrown Healers passes the NCLEX-RN. Members of second cohort pass NCLEX-LPN. Third faculty member will acquire graduate degree in nursing and join faculty.
- **Summer 2009** – Members of second cohort of Homegrown Healers pass the NCLEX-RN. Members of third cohort pass NCLEX-LPN. Fourth faculty member will acquire graduate degree in nursing and join faculty.
- **Summer 2010** – Members of third cohort of Homegrown Healers pass the NLCEX-RN.