

**NORTHLAND PIONEER COLLEGE
NURSING PROGRAMS**

PROGRAM REVIEW

ADN PROGRAM

September, 2002

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REVIEW COMMITTEE

Barbara T. Ballard, Director of Nursing

Carl Heilman, Vice-President of Instruction and Student Services

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Chuck Kermes, Dean of Business and Technology

James S. Jacob, Instructor, Biology

Nursing Programs Advisory Committee

LEVEL II DOCUMENT

ASSOCIATE DEGREE NURSING PROGRAM REVIEW

PART I: PROGRAM/PREFIX DATA

Name of Program or Prefix: ADN PROGRAM (NUR)

Division Director/Program Director: Barbara T. Ballard

Academic Year Review Completed In 2002 - 2003

A. Program/Prefix Characteristics

1. List the programs for which this prefix (or cluster of prefixes) provides 15 or more hours

Name	Number of Credit Hrs	Degree	Certificate
NUR	65 (66)	AAS	CAS

2. Employment projections over three years in service/regional area in programs for which this prefix provides more than 15 credit hours.

There is a shortage of RNs and LPNs in Apache and Navajo Counties. According to Arizona Department of Economics most recent document 400 registered nurses were employed in Navajo County while 240 were employed in Apache County in 2000 (Labor Market: Apache County and Navajo County Occupational Employment and Hourly Wage Estimate, 2000. www.de.state.az.us). Expansion of IHS Hospitals in Whiteriver and Ft. Defiance, along with a new LTC facility in Whiteriver, will increase the demand for qualified nurses. There also is a need for nurses in the counties' public health, home health, and hospice agencies along with local hospitals and clinics. The State's employment projections over the next 10 years for Arizona excluding Maricopa, Tucson, Yuma and Coconino counties shows an increase need of 1397 (5.0%) of registered nurses and a projection for nursing instructors as 14 (5.2%) (Labor Market: Balance of State Occupational projections, 1998. www.de.state.az.us).

3a. Where are similar programs/prefixes available in the state? (Check all that apply)

 X Community Colleges

 Proprietary

 X 4 Year

 High School

 Other (Identify)

3b. Check each type of institution with which the nursing program has an articulation status:

 X Community Colleges

 Proprietary

 X 4 Year

 High School

 Other (Identify)

The ADN Program collaborates with the Healing Community's colleges (Arizona Western College, Central Arizona College, Mohave Community College, and Yavapai College) and Northern Arizona University (see Appendix A). It participates in the Nursing Articulation Task Force.

4a. If an occupational program, provide the number of students on a waiting list for this program's next admission point.

Two hundred seventy-eight students declared nursing program as their degree intent in 2001 and 2002 excluding out of service areas and those degree intents without dates. There were 96 applicants for fall of 2002. Forty students were accepted with a waiting list of sixteen. Currently there are thirty-six applicants for the fall of 2003.

4b. If an occupational program, provide the number of students having both 1) registration in the most recent fall semester and 2) a degree contract on record with the registration office.

Total number of students meeting both 4b 1 & 2: 69

Break out by campus/center:

Little Colorado: 32

White Mountain: 37

5. How many years has this program/prefix been in existence at this college?

 0-3 Yrs

 X 4-10 Yrs

 over 10 Yrs

6. List additional certificates or degrees, outside this program/prefix, for which courses from this program/prefix are required, or satisfy restricted electives for: (Exclude General Education Courses)

Degrees: None
Courses Supplied by program/prefix: _____

Certificates: None
Courses Supplied by program/prefix: _____

Restricted Electives for:

Degrees: None
Courses Supplied by program/prefix: _____
Certificates: None
Courses Supplied by program/prefix: _____

7. List requirements for admission to program (if applicable)

- Achieve 50% composite score on the Nursing Entrance Test
- Complete with a grade of C or above the required prerequisites
- Complete the application packet on or before the established deadline
- Be a Certified Nursing Assistant (starting fall of 2003)

B. PROGRAM GOALS AND ASSESSMENTS

B1. PROGRAM GOALS

What are the overall goals of your program/prefix? Attach copies of any adopted ones by advisory councils, etc.

The ADN Program's goals are to:

- Provide student-focused learning experiences through effective didactic and clinical teachings.
- Prepare the students to be competent and safe licensed practical nurses or registered nurses within the health care field.

B2. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

A two-year cycle for the assessment of student academic achievement is underway. The analysis of the formative assessment tools, i.e. dosage calculation test and IV proficiency examinations reveals a need to further assess the high passing rate requirements and to utilize standardize testing that is achievable for students. The summative assessment data indicates need for capstone testing and computerized NCLEX preparation for students. Performance feedback from graduates is lacking. Continued implementation of current assessment tools along with incorporation of new ones as part of the cycle's utilization of results and curriculum changes are identified (see Annual and Interim Reports, Appendices B and C).

B3. OTHER DEPARTMENT RELATED SURVEYS/ASSESSMENTS/REVIEWS

A Systematic Program Evaluation Plan that meets the requirements of the Arizona State Board of Nursing is being utilized to track multiple activities and evaluations of the nursing program. Categories covered in this plan are Organization and Administration of the Program; Philosophy and Objectives; Curriculum; Education Facilities; Resources and Services; Clinical Resources, Student Achievement; Graduates' Performance on Licensing Examination; Graduates' Nursing Competence; and performance of the Faculty. Evaluation methods range from observational and feedback to establish nursing program's and college's evaluation tools (see Appendix D).

C. Program Enhancement Efforts:

What, as a department or program area, are you doing to enhance student

Learning?

Intensive curriculum development to meet Arizona State Board of Nursing standards has been accomplished. Upgrading of audio/ visual/computer software supplies is providing multi-media learning opportunities for the students. Students have access to the skills lab to practice procedures and to utilize the multi-media. Faculty are utilizing innovative classroom presentations including accessing the internet via laptop computers/proximas as part of a Title III Project.

Recruitment?

Admission staff recruits district-wide high school students. Marketing does news releases on nursing program activities within region, state and out of state contacts. Faculty and student nurses participate in job and health career fairs. The Director of Nursing has been interviewed on radio and provides program information to individuals and community groups. The Nursing Programs' Advisory Committee provides admission information to their agencies' staff.

Advisement?

Advisement is done on all campuses and centers by designated academic advisors. Nursing faculty serve as mentors for pre-nursing students. The Director of Nursing provides advisement on an ongoing basis.

Success/Retention?

Class of 1997 – 1999 WMC and LCC: 28 graduated – 77%

Class of 1998 – 2000 WMC: 18 graduated – 90%

Class of 1999 – 2001 WMC and LCC: 33 graduated – 92%

Class of 2000 – 2002 WMC and LCC: 29 graduated – 81%

Students have the opportunity to seek readmission. For example two students who were dismissed in 2000 were readmitted in 2001. No student has exited after the first year as an LPN.

D. Faculty/Support Staff Data

Full-Time and Part-Time Faculty:

	2000 to 2001	2001 to 2002	2002 to 2003
	2-Years Ago	1-Year Ago	Current Annual Cycle
1. Number of Full-Time Faculty (AFTTE) projected spring faculty load hours	<u>4.05</u>	<u>4.23</u>	<u>4.1</u>
2. Number of Part-Time Faculty (AFTTE) Based on clock hours, not faculty load hours.	<u>2</u>	<u>2.5</u>	<u>2.5</u>
3. Total AFTTE Faculty	<u>8</u>	<u>9</u>	<u>9.1</u>

Full-Time Staff:

4. Secretarial	<u>.50</u>	<u>.50</u>	<u>1</u>
5. Work-study	<u> </u>	<u>.47*</u>	<u> </u>
6. Institutional Work-Study	<u> </u>	<u> </u>	<u> </u>
7. Lab Technicians	<u> </u>	<u>.40</u>	<u>.40</u>
8. Other (describe)	<u> </u>	<u> </u>	<u> </u>
9. Total FTTE Support Staff	<u>.50</u>	<u>1.37</u>	<u>1.40</u>

*Allotted—did not put in this total amount of time.

APPROPRIATE FACULTY CREDENTIALS

Per—Arizona State Board Statutes:

- Full-time faculty are required to be registered nurses with a Masters Degree in nursing (may have a masters degree in a related field if the majority of faculty members degrees are in nursing). Fifty percent of the faculty have a masters or higher degree in nursing; fifty percent of the faculty are completing their graduate studies.
- Part-time clinical instructors are required to be registered nurses with a BSN and three years of experience. All current clinical instructors meet this requirement.

10a. What non-teaching responsibilities are assigned to full-time faculty? Include projects requiring reassigned time, administrative duties, etc. Use the most recent annual cycle.

NAME	ACTIVITY
None	

10b. What committee/task force meetings do full-time faculty participate in voluntarily to enhance program and institutional quality? Use the most recent annual cycle.

NAME	ACTIVITY
Katherine Nicolet	Standards Sub-Committee
Nancy Williams	Professional Development Committee

11. What is the percentage of all credit hours taught by full-time and part-time faculty? Use most recent annual cycle.

#FTSE TAUGHT BY F/T	#FTSE P/T	TOTAL # OF FTSE	PERCENT BY F/T	PERCENT BY P/T
3	0	3	100%	0

12. Faculty Strengths (Beyond minimal credential criteria previously attached).

An instructor has a Ph.D. and has grantmanship experience. Another instructor's teaching experience in the armed forces provides relevant academic experience to the ADN program. Two instructors maintain specialty skills—one in oncology; the other in prenatal care.

13. What needed areas of expertise in your departmental or program area are not currently represented (if any)?

Psychiatric nursing—use clinical instructor and Director of Nursing

E. Unique Characteristics of the Program/Prefix. Explain (e.g., only one in the state)

The ADN Program is a participant in the Healing Community. Its philosophy, curriculum and level outcomes are used by five community colleges and a university (see section A. 3b.).

F. Program Advisory Council (if applicable)

- | | | |
|----|--|---|
| a. | Number of members | <u>23</u> |
| b. | Number of Meetings Held Last full Annual Cycle | <u>2</u> |
| c. | <u>Attach</u> copies of meeting minutes from last full annual cycle to present (Appendix E). | <u>11/8/01 & 4/25/02</u>
(List dates of mtgs.) |
| d. | Extent of Advisory Council involvement in the program | |

Explain: The Nursing Programs Advisory Committee provides input in curriculum, catalog and agency contracts changes for the ADN program. This committee gives feedback on clinical placements and experiences.

G. Other Entity Arrangements

Are there other arrangements with business, industry and the community which enhance the program?

Explain: 1) Beginning dialogue with Northern Arizona Area Health Education Center for potential funding for students via small grants has been initiated. 2) University of Arizona has made initial contacts for a partnership in some aspects of rural nursing education. 3) A nurse at the Arizona State Prison will serve as an adjunct faculty in the spring semester. 4) Under the partnership with Northern Arizona Vocational Institute of Technology (NAVIT) high school students are enrolled in nursing prerequisite courses. Northland Pioneer College Business and Community Services is developing continuing education courses in the nursing field.

H. Professional Development (Staying current within your field)

1. External to NPC Professional Development

What have full-time faculty done to keep themselves current? (Provide specifics for each faculty member by name, within the last three years)

Name: Katherine Nicolet works as a staff nurse at Navapache Regional Medical Center (NRMC) in the outpatient chemotherapy unit.

Name: Polly Hoyt works in multiple areas at NRMC as a staff nurse.

Name: Loria Hute works as a staff nurse in obstetrics at Flagstaff Medical Center and teaches community birthing classes.

Name: Nancy Williams is a consultant for the County of San Diego for improving health services for people with HIV and AIDS. Attended National Conference on Technology used in Nursing Education. She is a consultant for the San Diego County Health Department.

All faculty have had the opportunity to participate in the annual Healing Community Workshops.

2. Internal to NPC Staff Development (organized group program oriented staff in-service activities within the institution.)

Some of the faculty have attended workshops on: Use of e-mail, Introduction to the WebCT/course development, and WIDs.

I. Program development or revisions in the last 3 years.

Specific Program NUR **Year Revised or Developed** 1999 – 2002

What was changed? 1) Total curriculum. 2) Introduced Pharmacology course as an elective. 3) Approved for 2003 – delete NUR 101, make Pharmacology required course, and CNA as a prerequisite.

Rationale for change: 1) Became part of the Healing Community. 2) Weakness found in Healing Community curriculum. 3) Deleting NUR 101 provides credit hours within the AAS degree for pharmacology. CNA credentials will provide a competency level that students were unable to achieve in NUR 101. 4) Correct deficiencies as cited by the Arizona State Board of Nursing (See Appendix F).

J. Comments regarding “outside of program” services to this selected Instructional program.

The ADN Program is supported by numerous NPC services. Academic Advising; Financial Aid; Library Services; Disability; Resources and Access; Admissions; Records and Registration; and Career Services are available and utilized by the students. The

faculty and Director of Nursing use Library Services, Information Services, Marketing and Public Relations, Personnel, Business Office, Maintenance, and other services that interface with the daily operations of the nursing program. The divisions of Mathematics and Sciences, and Liberal Arts provide education as support for the required non-nursing courses of the programs. Northland Pioneer College Foundation obtains scholarships and community funding for the students.

K. Projections

1. Goals:

- Maintain full enrollment of first and second year students per class on both campuses.
- Continue to have the two year program at WMC and LCC.
- Provide means for students to achieve higher NCLEX pass rate.
- Provide a entrance process for LPNs to be able to enter the second year of the nursing program.
- Begin to meet identified community needs for continuing education.

2. Objectives:

- Improve marketing program for student recruitment.
- Update admission criteria to national standards.
- Implement standard testing/remediations, capstone testing and NCLEX software to promote students' mastering nursing competencies.
- Develop and implement a bridge course or testing for LPNs.
- Prioritize topics for continuing education and begin to develop workshops or courses.

- List for the next three years the **projected** enrollment and **projected** cost of faculty, staff, equipment, and supplies for the program:

	Year 1 (2002 to 2003)	Year 2 (2003 to 2004)	Year 3 (2004 to 2005)
a) Enrollment:			
full-time:	80	80	80
part-time:	0	0	0
b) Faculty:			
full-time:	4	4	5
Clinical instructor:	5	5	6
part-time:	0	.5	1
c) Staff:	1.4	1.4	1.9
d) Equipment:	\$ 500	\$ 700	\$1,000
e) Supplies:	\$4,500	\$5,000	\$5,500

4. Are the human, financial, and physical resources organized to accomplish the program's objectives? State the reasons and/or evidence for your conclusions.

Dual enrollment, NAVIT pre-nursing classes and Outreach at Hopi Center, provides ongoing recruitment. Admissions Office conducts district-wide surveys of high school students to obtain their interests in further education. The students who are interested in nursing are contacted by letter. The Hopi Tribe initiated an exploration of a "2 + 2 + 2" plan, i.e. students would take nursing pre-requisites in high school; complete ADN education at Northland Pioneer College; and then proceed to Northern Arizona University to earn a BSN. Currently there is no NAU representation.

Budget restraints may limit accomplishment of some objectives. The limited number of full-time staff and the lack of associate faculty curtails additional course development such as the LPN bridge course or internet courses. At the same time the full-time faculty has been able to meet the challenge of the new curriculum development and plans for standard testing with support of the Healing Community and national testing company. And, Title III funding is contributing to classroom instruction. Nursing is collaborating with Northland Pioneer College's Business and Community Services to provide nursing continuing education opportunities.

PART II: HISTORICAL QUANTITATIVE DATA (FROM LEVEL I DATA AND OTHER SOURCES)

Program: Nursing

Prepared by: Institutional Research and Planning Office, Personnel, and Nursing Programs

A. Data from 1999 to 2001 See the following pages:

1. Enrollment and Retention and Grade Trends
2. Sex and Ethnic Profiles
3. Grade Profiles
4. Head Count and FTSE
5. Number of Earned Associate of Applied Sciences Degrees

ENROLLMENT, RETENTION, AND GRADE TRENDS DATA

NURSING (NUR)

Level I Data for 2000-2001

All data is given in production terms. Production Headcount and FTSE refer to the data for the period of enrollment after the passing of time in which a student may typically drop their course without a "W" being posted to their transcript. This typically is the end of the fourth week of a regular semester or its equivalent.

Departmental courses which are shaded indicate departments as a whole not meeting one Assessment of Student Academic Achievement Goal for their past production FTSE date enrollment. That NPC assessment goal is that over 75% of students enrolled will successfully complete (grades A-D or P) the course they were enrolled in (see column 11).

Departmental GPA Key: A = 4.0; A- = 3.7; B+ = 3.4; B = 3.0; B- = 2.7; C+ = 2.4; C = 2.0; C- = 1.7; D+ = 1.4; D = 1.0; D- = 0.7; F = 0

			Enrollment Retention & Analysis (#5 + #6 = 100%)					Retained Student Grade Analysis (#7 + #8 + #9 = 100%)								#4 - #6 - #9 - #10 / #4)	
1	2	3	4	5		6		7			8		9		10		11
Course #	Course Title	Credits	Production Headcount	Retention Rate (all non-W grades including P's) % and #		W Rate (W's, WF's and WP's) % and # (no credit earned)		Letter Grades (A - F) Assigned (% , #, GPA)			"P" Grades Assigned (% and #)		"I" Grades Assigned (% and #)		"F" Grades Assigned (% and #)		% of Departmental Enrollments Successfully Completing Their Course(s) In The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5516	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			247	96%	237	4%	10	78%	185	B	22%	52	0%	0	1%	2	95%
NUR 101	BASIC NURSING SKILLS	2	16	100%	16	0%	0	100%	16	B+	0%	0	0%	0	0%	0	100%
NUR 120	NURSING I FOR ADVANCED PL	4	2	100%	2	0%	0	100%	2	A	0%	0	0%	0	0%	0	100%

			Enrollment Retention & Analysis (#5 + #6 = 100%)					Retained Student Grade Analysis (#7 + #8 + #9 = 100%)								(#4 - #6 - #9 - #10 / #4)	
1	2	3	4	5		6		7			8		9		10		11
Course #	Course Title	Credits	Production Headcount	Retention Rate (all non-W grades including P's) % and #		W Rate (W's, WF's and WP's) % and # (no credit earned)		Letter Grades (A - F) Assigned (% , #, GPA)			"P" Grades Assigned (% and #)		"I" Grades Assigned (% and #)		"F" Grades Assigned (% and #)		% of Departmental Enrollments Successfully Completing Their Course(s) In The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5516	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			247	96%	237	4%	10	78%	185	B	22%	52	0%	0	1%	2	95%
NUR 121	NURSING I	6	34	100%	34	0%	0	100%	34	B	0%	0	0%	0	0%	0	100%
NUR 122	NURSING II	8	33	97%	32	3%	1	100%	32	B	0%	0	0%	0	0%	0	97%
NUR 125	PRACTICAL NURSE COMPLETION	3	28	96%	27	4%	1	96%	26	B-	4%	1	0%	0	0%	0	96%
NUR 199S	BASIC ISSUANCE HEALTH CARE ETHI	0.5	35	100%	35	0%	0	0%	0	NA	100%	35	0%	0	0%	0	100%
NUR 218	NCLEX REVIEW	1	25	72%	18	28%	7	11%	12	F	88%	16	0%	0	11%	2	64%
NUR 221	NURSING III	8	35	97%	34	3%	1	100%	34	B-	0%	0	0%	0	0%	0	97%

			Enrollment Retention & Analysis (#5 + #6 = 100%)					Retained Student Grade Analysis (#7 + #8 + #9 = 100%)								#4 - #6 - #9 - #10 / #4	
1	2	3	4	5		6		7			8		9		10		11
Course #	Course Title	Credits	Production Headcount	Retention Rate (all non-W grades including P's) % and #		W Rate (W's, WF's and WP's) % and # (no credit earned)		Letter Grades (A - F) Assigned (% , #, GPA)			"P" Grades Assigned (% and #)		"I" Grades Assigned (% and #)		"F" Grades Assigned (% and #)		% of Departmental Enrollments Successfully Completing Their Course(s) In The Semester Enrolled (% that actually earned course credit)
ALL NPC DEPARTMENTS			34081	84%	28565	16%	5516	79%	22588	B	21%	5947	<1%	27	4%	1242	80%
DEPARTMENT (from Level I Department Summary)			247	96%	237	4%	10	78%	185	B	22%	52	0%	0	1%	2	95%
NUR 222	NURSING IV	8	33	100%	33	0%	0	100%	33	B-	0%	0	0%	0	0%	0	100%

Enrollment Retention & Analysis (#3 + #4 = 100%)				Retained Student Grade Analysis (#5 + #6 + #7 = 100%)				(#2 - #4 - #7 - #8 / #2)
1	2	3	4	5	6	7	8	9
Department	Production Headcount	Retention Rate (all non-W grades including P's) % and #	W Rate (W's, WF's and WP's) % and # (no credit earned)	Letter Grades (A - F) Assigned (% , #, GPA)	*P* Grades Assigned (% and #)	*I* Grades Assigned (% and #)	*F* Grades Assigned (% and #)	% of Departmental Enrollments Successfully Completing Their Course(s) In The Semester Enrolled (% that actually earned course credit)
LAS	40	85% 34	15% 6	97% 33 B+	3% 1	0% 0	0% 0	85%
LIB	69	80% 55	20% 14	100% 55 B+	0% 0	0% 0	2% 1	78%
MAT	1715	64% 1090	36% 625	100% 1089 B-	0% 1	0% 0	8% 90	58%
MDA	48	96% 46	4% 2	74% 34 B+	26% 12	0% 0	0% 0	96%
MUS	498	91% 451	9% 47	99% 445 A-	1% 6	0% 0	2% 11	88%
NAT	81	84% 68	16% 13	100% 68 C	0% 0	0% 0	21% 14	67%
NUR	232	99% 229	1% 3	80% 184 B	20% 45	0% 0	1% 1	98%
OED	1617	84% 1359	16% 258	95% 1291 B	5% 68	0% 0	6% 79	79%

DEPT NUR

			ETHNIC				All
			AM	BL	HI	WH	
			N	N	N	N	
CAM-PUS	SEM	SEX					
LCC	FA	F	12	1	2	12	27
		M	1	.	.	2	3
		All	13	1	2	14	30
	SP	SEX					
		F	12	.	1	11	24
		M	1	.	.	2	3
		All	13	.	1	13	27
	WMC	SEX					
		F	.	.	3	29	32
		M	.	.	1	7	8
		All	.	.	4	36	40
	SP	SEX					
		F	.	.	2	30	32

(Continued)

DEPT NUR

			ETHNIC				All
			AM	BL	HI	WH	
			N	N	N	N	
CAM- PUS	SEM	SEX					
WMC	SP	M	.	.	1	7	8
		All	.	.	3	37	40

DEPT NUR

			ETHNIC			All
			AM	HI	WH	
			N	N	N	
CAM-PUS	SEM	SEX				
LCC	FA	F	11	4	13	28
		M	2	.	2	4
		All	13	4	15	32
	SP	SEX				
		F	9	4	12	25
		M	2	.	2	4
		All	11	4	14	29
	WMC	FA	SEX			
F			2	3	26	31
M			.	.	7	7
All			2	3	33	38
SP		SEX				
		F	2	3	26	31

(Continued)

DEPT NUR

			ETHNIC			All
			AM	HI	WH	
			N	N	N	
CAM-PUS	SEM	SEX				
WMC	SP	M	.	.	7	7
		All	2	3	33	38

DEPT NUR

			GRADE							All
			A	B	C	D	F	P	W	
			N	N	N	N	N	N	N	
Course	year	Dual Enrl.								
NUR101	2001									
		No	12	10	1	.	.	.	.	23
	2002	No	18	5	.	.	.	.	.	23
NUR120	2001	No	.	.	1	.	.	.	.	1
NUR121	2001	No	5	24	5	.	.	.	.	34
	2002	No	21	13	.	.	.	.	1	35
NUR122	2001	No	11	20	1	.	.	.	1	33
	2002	No	12	16	.	.	4	.	1	33
NUR125	2001	No	3	18	5	.	.	1	1	28
	2002	No	12	14	.	.	1	.	1	28
NUR199	2002	No	24	9	2	.	.	3	1	39
NUR199S	2001	No	.	.	.	.	.	35	.	35
NUR218	2001	No	.	.	.	.	2	16	7	25
	2002	No	.	.	.	.	.	9	9	18

(Continued)

DEPT NUR

			GRADE							All
			A	B	C	D	F	P	W	
			N	N	N	N	N	N	N	
Course	year	Dual Enrl.								
NUR221	2001									
		No	4	26	3	1	.	.	1	35
	2002	No	15	16	1	.	2	.	.	34
NUR222	2001	No	1	22	10	.	.	.	.	33
	2002	No	1	21	6	.	3	.	1	32
All	2001	No	36	120	26	1	2	52	10	247
	2002	No	103	94	9	.	10	12	14	242

DEPT NUR

			SUCCESS						All
			A,B,C, or P		D or F		R, IP, or W		
			N	PctN	N	PctN	N	PctN	
Course	year	Dual Enrl.							
NUR101	2001		23	100	.	.	.	.	23
	No								
	2002	No	23	100	.	.	.	.	23
NUR120	2001	No	1	100	.	.	.	.	1
NUR121	2001	No	34	100	.	.	.	.	34
	2002	No	34	97	.	.	1	3	35
NUR122	2001	No	32	97	.	.	1	3	33
	2002	No	28	85	4	12	1	3	33
NUR125	2001	No	27	96	.	.	1	4	28
	2002	No	26	93	1	4	1	4	28
NUR199	2002	No	38	97	.	.	1	3	39
NUR199S	2001	No	35	100	.	.	.	.	35
NUR218	2001	No	16	64	2	8	7	28	25

(Continued)

DEPT NUR

			SUCCESS						All
			A,B,C, or P		D or F		R, IP, or W		
			N	PctN	N	PctN	N	PctN	
Course	year	Dual Enrl.							
NUR218	2002	No	9	50	.	.	9	50	18
NUR221	2001	No	33	94	1	3	1	3	35
	2002	No	32	94	2	6	.	.	34
NUR222	2001	No	33	100	.	.	.	.	33
	2002	No	28	88	3	9	1	3	32
All	2001	No	234	95	3	1	10	4	247
	2002	No	218	90	10	4	14	6	242

DEPT NUR

	GRADE														All
	A		B		C		D		F		P		W		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	
Course															
NUR101	30	65	15	33	1	2	.	.	.	.	.	.	.	.	46
NUR120	.	.	.	.	1	100	.	.	.	.	.	.	.	.	1
NUR121	26	38	37	54	5	7	.	.	.	.	.	.	1	1	69
NUR122	23	35	36	55	1	2	.	.	4	6	.	.	2	3	66
NUR125	15	27	32	57	5	9	.	.	1	2	1	2	2	4	56
NUR199	24	62	9	23	2	5	.	.	.	.	3	8	1	3	39
NUR19-9S	.	.	.	.	.	.	.	.	.	.	35	100	.	.	35
NUR218	.	.	.	.	.	.	.	.	2	5	25	58	16	37	43
NUR221	19	28	42	61	4	6	1	1	2	3	.	.	1	1	69
NUR222	2	3	43	66	16	25	.	.	3	5	.	.	1	2	65
All	139	28	214	44	35	7	1	0	12	2	64	13	24	5	489

DEPT NUR

	GRADE														All
	A		B		C		D		F		P		W		
	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N	PctN	N
ccur															
No	139	28	214	44	35	7	1	0	12	2	64	13	24	5	489
All	139	28	214	44	35	7	1	0	12	2	64	13	24	5	489

NURSING (NUR)

<u>SEMESTER</u>	<u>HEADCOUNT*</u>	<u>FTSE*</u>
Fall, 1999	55	28.07
Spring, 2000	53	35.53
Fall, 2000	69	32.00
Spring, 2001	66	40.60
Fall, 2001	70	37.07
Spring, 2002	64	40.67

*From Registration Statistics

**NUMBER OF EARNED ASSOCIATE OF APPLIED SCIENCE
DEGREES**

<u>YEAR</u>	<u>CAMPUS</u>	<u>NUMBER</u>
1999	LCC, WMC	28
2000	WMC	18
2001	LCC, WMC	33
2002	LCC, WMC	29

B. Additional Information

1. Admission Information (See Appendix G). The admission information for perspective nursing students is available in all academic advisory areas, Admissions office, and the Nursing Programs office
2. National Council Licensure Examination – Registered Nurse (NCLEX—RN):
Percentage of graduates to pass

1999 – 87.5

2000 – 84.2

2001 – 67.6

2002 – 64.3 (includes only 11 out of 31 2002 graduates)

Initiation of a new curriculum and admission of students who met the minimal admission criteria contributed to the decline in the first-time NCLEX pass rates.

3. Clinical Instructor and Clinical Site Evaluations are done by the students after each clinical rotation (see Appendix H). These evaluations provide feedback on the instructors' supervision, learning opportunities in the agencies and agency staff involvement.
4. Mosby Assess Test (2000, 2001, & 2002) has been administered to fourth semester students. This test shows group performance relative to RN and Associate groups and overall group profile in readiness of taking the NCLEX-RN (see Appendix I). The test results for each student provides his/her strengths and weaknesses for taking the NCLEX-RN.
5. One year after Graduation Survey for 2000 & 2001 (see Appendix J). This survey's data focuses on the graduates' assessment of nursing and non-nursing education they received through Northland Pioneer College.
6. There are Educational Agreements with seventeen health care agencies including three out of the college district agencies. As of this year all agreements are ongoing with an indefinite termination statement.

PART III A. FISCAL CONTRIBUTION ANALYSIS: DETAIL

From Level I Data

(Prepared by the Instructional Support Services Office)

Program Title ADN Program

Expense Description	3 Yrs Ago 1999 to 2000	2 Yrs Ago 2000 to 2001	1 Yr Ago 2001 to 2002
1. Salaries & Fringe Benefits	<u>156,006</u>	<u>208,016</u>	<u>240,721</u>
a. Full-Time Faculty	<u>117,721</u>	<u>158,203</u>	<u>169,973</u>
b. Part-Time Faculty	<u>15,095</u>	<u>19,921</u>	<u>33,014</u>
c. Fringe Benefits	<u>23,190</u>	<u>30,747</u>	<u>37,734</u>
d. Administration (prorated by FTSE)			
2. Non-Student Hourly			
3. Professional Services	<u>0</u>	<u>25</u>	<u>8,187</u>
4. Advertising	<u>0</u>	<u>0</u>	<u>0</u>
5. Instructional Supplies (also includes software, non-capital equipment, contracted services, 60% of division director's budget, non-instructional supplies, expenses prorated by FTSE, desk copy etc. bookstore purchases).	<u>43,555</u>	<u>48,571</u>	<u>59,170</u>
6. Duplicating	<u>0</u>	<u>0</u>	<u>100</u>
7. Travel	<u>10,938</u>	<u>11,026</u>	<u>11,143</u>
8. Capital Equipment	<u>0</u>	<u>4,735</u>	<u>17,198</u>
9. Indirect Costs (prorated per ftse from: academic support, institutional support, student support, operations & maintenance of plant, scholarships & grants)	<u>76,626</u>	<u>71,927</u>	<u>72,017</u>

Total Expenses

287,125

344,300

408,536

Revenues Description	3 Yrs Ago 1999 to 2000	2 Yrs Ago 2000 to 2001	1 Yr Ago 2001 to 2002
1. Tuition, Govt. Appropriations, Other Institutional Revenues (prorated by FTSE)	<u>48,280</u>	<u>59,757</u>	<u>59,396</u>
2. Program Course Fees	<u>18,900</u>	<u>20,250</u>	<u>23,450</u>
3. Program Grant Revenues			<u>16,000</u>

Total Revenues

67,180

80,007

98,846

	3 Yrs Ago 1999 to 2000	2 Yrs Ago 2000 to 2001	1 Yr Ago 2001 to 2002
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Total Program Fiscal Contribution (+ or -)

-219,945

-264,293

-309,690

PART III B. FISCAL CONTRIBUTION ANALYSIS: SUMMARY
(Prepared by the Instructional Support Services Office from Level I Data)

Program Title ADN Program

COST ANALYSIS	3 Yrs Ago 1999 to 2000	2 Yrs Ago 2000 to 2001	1 Yr Ago 2001 to 2002
TOTAL FTSE (Includes Intersections from Institutional Research and Planning)	35.55	39.23	40.78
SALARY COST	156,006	208,016	240,721
SALARY COST/FTSE	4,388	5,302	5,903
OPERATIONAL COST (excludes salaries)	54,493	59,622	78,600
OPERATIONAL COST/FTSE	1,533	1,520	1,927
INDIRECT OPERATIONAL COSTS	76,626	71,927	72,017
INDIRECT OPERATIONAL COSTS/FTSE	2,063	1,823	1,766
CAPITAL COST	0	4,735	17,198
CAPITAL COST/FTSE	0	121	422
TOTAL PROGRAM COSTS	287,125	344,300	408,536
TOTAL PROGRAM COSTS/FTSE	8,077	8,776	10,018
TOTAL REVENUE	67,180	80,007	98,846
TOTAL REVENUE/FTSE	1,890	2,039	2,424
TOTAL PROGRAM CONTRIBUTION (Revenue Less Expenses)	-219,945	-264,293	-309,690
TOTAL PROGRAM CONTRIBUTION/FTSE	-6,187	-6,737	-7,594

SPECIAL NOTES:

PART IV: PROGRAM STATUS AND RECOMMENDATIONS

A. INTRODUCTION

The last program Review of the ADN Program was in May of 1995. Since 1995 the ADN Program became part of the Healing Community (see Appendix A). An entirely new curriculum was established and implemented. The first Director of Nursing retired in 2000. The new Director of Nursing and two new instructors started in August of 2000. Since then the second year full-time position at LCC has been filled two times and the one full-time position at WMC has been filled one time. In addition, a Self Study and site visit for approval of the ADN Program by Arizona State Board of Nursing occurred in the fall of 2000. Although the program was granted full approval, nine deficiencies were identified. Eight of the deficiencies have been corrected within eighteen months (see Appendix F).

B. MISSION AND OBJECTIVES OF THE ADN PROGRAM

1. Mission: The mission of the ADN Program supports Northland Pioneer College's mission by providing quality nursing education that is accessible and affordable to the students. The comprehensive program prepares the students to practice as licensed registered nurses. The profession of nursing provides the graduates with improved quality of life and to continue a life-long learning process.
2. Objectives:
 - a. Create educational atmosphere and activities to provide students learning opportunities in order to master nursing understandings as well as clinical skills.
 - b. Enhance students' transition into professional nursing.
 - c. Facilitate students in becoming safe and competent in their nursing care.

C. PROGRAM DESCRIPTION

The Associate Degree Nursing Program (ADN Program) prepares students to make application to take the National Council Licensing Examination for Registered Nurse (NCLEX-RN) and for beginning employment in direct patient care. Admission to or graduation from the program at any level does not guarantee licensure by the Arizona State Board of Nursing. Graduates must satisfy the licensing requirements of the state board independently of any college requirements per the Arizona Nurse Practice Act. Under the Arizona Nurse Practice Act, an applicant could be denied certification as a nursing assistant or licensure as a registered or practical nurse if convicted of a felony or addicted to habit-forming drugs or if the applicant in any other way fails to meet qualifications required by law.

In 1997 the ADN Program became part of the Healing Community composed of five rural community colleges and Northern Arizona University that work together on a collaborative basis. The Healing Community designed a common curriculum that provides students an opportunity for seamless articulation from the associate degree in nursing program to a baccalaureate degree in nursing program. The graduate from the ADN Program applies to take the NCLEX-RN. When he/she becomes a registered nurse, he/she can apply to Northern Arizona University to complete the upper division courses in nursing that apply to a B.S.N.

Northland Pioneer College's ADN Program, approved by the Arizona State Board of Nursing, is offered on the White Mountain Campus and Little Colorado Campus. Many of the prerequisites and general education courses are available at other NPC campuses and centers. The program of 65 (66) credit hours is designed for two academic years. After completion of the first year with the addition of the Practical Nurse Completion course, the student nurse can receive a Certificate of Applied Science in Practical Nursing and apply to take the NCLEX-PN. The student nurse may then exit the program or continue on to earn the Associate of Applied Science Degree.

D. ANALYSIS OF PROGRAM

1. Effective Areas:

- The ADN Program experiences a solid history with and support by Northland Pioneer College. Positive interchanges occur between the faculty/staff and other services/academic divisions.
- The ADN Program is part of the Nursing Programs that stands separate in Northland Pioneer College organizational structure, directly under the Vice-President of Instruction and Student Services.
- Budget for the increasing needs of equipment and supplies has been forthcoming. Capital equipment and computers have been purchased with 301 funding and a Title III Grant.
- The new classroom and skills laboratory in the Blunk Building on LCC has contributed greatly to meeting the student nurses' learning needs.
- Two full-time instructors who are past their probationary period with Northland Pioneer College are invested in the program and plan to continue teaching in the program. The two new full-time instructors, who were previously clinical instructors, are also, invested in the program.
- The nursing faculty and Director of Nursing experience positive collaborations with the majority of the healthcare agencies with which the program has educational agreements. Meetings through out each academic year occur with the agencies' staff to ensure optimal clinical experiences for the students.
- The nursing faculty and Director of Nursing are participating in college wide committees and meetings.

- The nursing faculty and Director of Nursing are committed to improve upon the new curriculum as part of the college and program's mission.
- Ways to meet the learning needs of the college's diversified students are taken under consideration and resources are utilized accordingly.
- The ADN Program experiences ongoing recruitment of applicants from the dual enrolled high school students and NAVIT students enrolled in nursing prerequisite courses.

2. Areas That Needed Improvement:

- Marketing was been limited, mostly by word of mouth and advising.
- Admission criteria were found to be unclear and not available in writing for the applicants.
- Licensed Practical Nurses who are employed the communities' healthcare agencies are reluctant to the required two years of nursing education minus one practicum.
- The new Healing Community curriculum at Northland Pioneer College was incomplete during its first phase of implementation. The Healing Community curriculum as well as its philosophy, concepts and outcome levels need further evaluation for improvement. The majority of the original Healing Community's Directors of Nursing and faculty are no longer present. Lack of investment into the curriculum is surfacing.
- The program was cited with nine deficiencies by the Arizona State Board of Nursing in the fall of 2000 (See Appendix F).
- Recruitment and retention of faculty is most difficult for the isolated rural communities. There has been an ongoing turn over of both full-time and clinical faculty.
- NCLEX first time pass rates have been below the ASBN requirement of 75% for the past two years. Lower pass rates do occur during a curriculum change over.
- Evaluation tools are outdated or lacking:
 1. Outdated- Clinical Instructor and Site Evaluation, One Year after Graduation Questionnaire
 2. Lacking - Graduates' Competencies, correlation of student nurses' course grades with NCLEX-RN pass/fail rates
- Although there are fifteen healthcare agencies' staff and program's graduates who are invited to the Advisory Committee meetings, attendance is very poor. There has been two meetings scheduled per academic year. Each member receives copies of the minutes (Appendix E - last years minutes).

E. ACTION STEPS TAKEN:

Brochures on the ADN Program became available in the spring of 2001. Nursing students and/or nursing assistant students are participating in health or wellness fairs in the local communities. The Director Of Nursing participated in a NPC "Picnic in the Park" on the WMC.

Admission criteria along with the Admission Information and Application Packet have been improved and updated with input from the Admission Committee, Director of Student Services, Coordinator of Disability Resources and Access, and NPC's legal counsel.

The curriculum has been revised to meet the Arizona State Board of Nursing requirement to reflect the components of the Healing Community. A consultant was used in the spring of 2002 to review the curriculum and to make recommendations. The revised items include syllabi, class/ clinical assignment, students' clinical evaluation, course descriptions and outlines. Prerequisites' new time frame and the addition of being a CNA prior to admission have been established. A pharmacology course is part of the curriculum.

A standardized Nursing Assistant Training course is taught at different sites and in different periods of time. Increasing enrollment of this course has reflected the pre-nursing students pursuing the CNA requirement.

Personnel and the Director of Nursing made extensive efforts to recruit full-time faculty at both LCC and WMC. The following advertisements and contacts for the two full-time instructors' positions for the academic year of 2002-2003 represent these efforts:

1. Advertising - NPC, Arizona Education and Nurses Week Web sites, Arizona State Board of Nursing Newsletter, eight newspapers (local, surrounding communities, Albuquerque, Phoenix, and Tucson), and 28 universities' Colleges of Nursing in AZ, CA, CO, NM, TX UT & WY. Responses: three to NPC Web site, one to Tucson's newspaper and one to Albuquerque newspaper. One of these nurses was interviewed for the WMC position.
2. Director of Nursing's Contacts - Three local hospitals and Navajo County Health Department; ASBN Nurse Education Consultant; Colleague's in Caring; Northern Arizona University's Nursing Chairperson; Arizona State Department of Correction's Nursing Program Manager; University of Arizona's College of Public Health Coordinator who e-mailed nursing education departments at University of Arizona and Arizona State University; and twenty-two individual nurses. Five were active candidates for the open positions.

Salary for full-time nursing faculty has been addressed. Salaries are meeting the marketing demands of the nursing profession. Clinical instructors are paid by the hour based on the associate faculty salary with coverage of preparation, paper work and direct supervision of student nurses.

A full-time secretary is employed to meet the increasing clerical work of the program.

Improved Educational Agreements with the contracted healthcare agencies have been written and sent to them for the 2002-2003 academic year. One major difference from the former contracts is the indefinite termination statement under the Terms, Renewal, Termination section. Faculty, the Advisory Committee and NPC's legal counseling contributed to the contract changes. Several governmental or larger healthcare organizations utilize their educational agreements with Northland Pioneer College.

Classes at both LCC and WMC each year started in 2000 instead of alternating every other year for the LCC class. As of 2002 twenty students (instead of sixteen) were admitted to LCC.

Faculty have explored standardized tests to use at the end of each semester to promote the students' achieving the required competencies to be successful in passing the NCLEX-RN.

F. RECOMMENDATIONS:

- Develop survey on graduate competencies. (Utilize Instructional Research and Planning Office.)
- Establish correlation of students' course grades with NCLEX-RN pass/ fail rates (Utilize Instructional Research and Planning Office.)
- Develop, implement, and evaluate survey of Advisory Committee to determine how to increase the attendance numbers and participation. Possibly change composition of committee to include community residents.
- Consider raising the required composite score of the Nurse Entrance Test from 50% to that of the national ADN group's composite score. This was done in spring of 2002 due to the large number of applicants. Students with 68% and higher were admitted.
- Develop and implement a summer bridge course or testing out process for licensed practical nurses in order that they can enter the second year of the program.
- Incorporate standard testing at the end of each nursing course. Students would need to pass the test in order to pass the course and continue in the program or graduate.
- Revisit the Healing Community curriculum to determine the need for revisions and/or to change to a curriculum that will promote students' having successful pass rates on the NCLEX-RN
- Retain full time faculty who meets the educational requirements of the ASBN.
- Obtain educational agreements with agencies on the Hopi and Navajo Reservations in addition to Tuba City Indian Medical Center/TCRHC Corporation.
- Continue to interface with the Nursing Assistant Training.

Obtain National League for Nursing Accrediting Commission (NLNAC) accreditation. Northland Pioneer College's ADN Program graduates will be able to be accepted into BSN and graduate programs in other states that require graduates to be from NLNAC programs. Federal funds are available to NLNAC accredited programs, i.e. Title IV.

APPENDIX A

THE HEALING COMMUNITY

THE HEALING COMMUNITY

OVERVIEW

Societal influences in the evolving health care system challenge all involved in nursing education. The creation and purpose of the Healing Community is to develop new roles and partnerships for nurses. To this end, the Healing Community was created. This educational consortium is comprised of community college and university faculty committed to a seamless articulation model. The Healing Community acknowledges the strength of commonalities as well as diversity between and among nursing education programs in rural Arizona. It provides a collaborative effort among the nurse educators of the participating colleges and university.

PHILOSOPHY

Education provides a mechanism by which an individual pursues life goals, broadens human potential and opportunities, develops critical thinking and clarifies values. Education is a life long collaborative process between learner and teacher. The Healing Community faculty members' philosophy reflects the values of culturally diverse human life and dignity, environment, health, and nursing. This philosophy promotes excellence for nursing education and practice incorporating changes aimed at current and emerging health care trends in the rural southwest.

The Healing Community faculty believes that nursing is an art and science that is an integral component of the health care system. Members of the Healing Community value the different levels of knowledge, skills, and abilities of competent and caring practitioners within the discipline of nursing. Nursing practice is holistic and focuses on transitional experiences and meanings of individuals, families, groups and communities related to health and illness. Special attention is given to the full range of health related experiences without restriction to a problem focused orientation.

As part of the Healing Community, the faculty believes that the faculty members are facilitators of the nursing students' learning process. We believe that the students take ownership of learning and have diverse individual learning needs. We recognize that our students come to us from diverse cultural and ethnic backgrounds. We acknowledge that our students will set a range of personal goals based on their prior exposure to health care and life experiences. We also acknowledge that our students are adult learners with various learning styles and personal support systems.

The nursing faculty believes that learning is a life-long process. We also believe the transition to the role of competent professional nurse is a major developmental achievement. It is the faculty who facilitate this transition, but the student must take ultimate responsibility for his/her own learning.

GOALS

1. To develop seamless articulation agreements among rural community colleges and Northern Arizona University.
2. To develop an organizing framework and curriculum for implementation of the articulated model.
3. To develop a flexible infrastructure for ongoing communication and collaboration between and among community college faculty and university faculty.

METAPARADIGM CONCEPTS

The following concepts guide the implementation of the organizing framework for the Healing Community's common curriculum. The nurse educators within the Healing Community agree upon these concepts.

CLIENT

Members of the Healing Community faculty define client as being the individual, family, groups and community. Faculty place a high value on culturally diverse human life and dignity. All life experiences involve dynamic and complex processes of human development and achievement of personal growth through learning. Recognizing these processes, faculty view each client as a unique, dynamic being which is more than and different from the sum of bio-psycho-social, cultural, spiritual, and developmental dimension and which is interdependent with an ever-changing environment. People come from diverse cultural backgrounds which influence the ways in which each client constructs reality, sets personal goals and assigns meaning to life's experiences. Individuals have the right to choose from multiple options that are available in daily living experiences but must also accept responsibility for their choices.

ENVIRONMENT

The environment is comprised of internal and external forces which affect individuals, families, groups and communities. Environmental forces influencing everyday life include, but are not limited to, bio-psycho-social, cultural, spiritual, and developmental dimensions, political and economic structures, physical surroundings, and human relations.

HEALTH

Health is a dynamic process that is self-defined by individuals, families, groups and communities and is influenced by personal, family, cultural and societal norms.

TRANSITIONS

Transition denotes a passage or change, from one condition to another. Nurses may deal with developmental, situational, health/illness, organizational, political and community transitions. Transitions are multifaceted and potentially complex processes which occur over time and involve multi-directional movement from one state to another and changes in life patterns. Nurses assess meanings and expectations ascribed to transitions and evaluate environmental forces and the level of skill/knowledge and planning associated with transitions. Outcomes of transitions include, but are not limited to, subjective well being, role development and mastery, and well being within relationships. Nursing therapeutics facilitate healthy transitions.

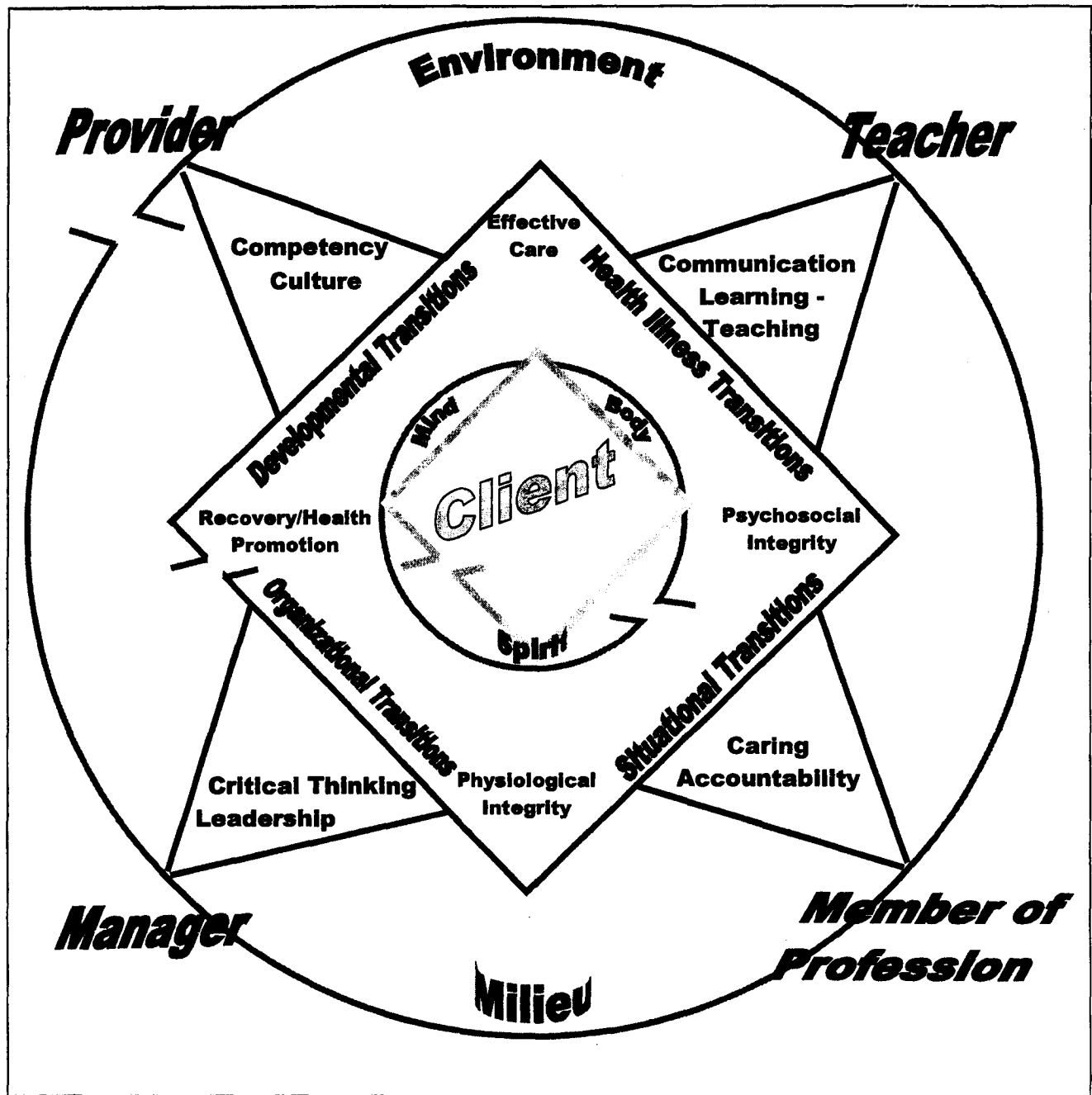
NURSING THERAPEUTICS

As a practice discipline, nursing strives to gain knowledge about the clients' experiences and meanings associated with health and illness. Nursing therapeutics are concerned with designing, implementing, evaluating activities and actions that promote, maintain, or restore the health of individuals, families, groups and communities. The goal of nursing therapeutics is to develop methods to foster human choices and independence that lead to health and well-being. The foundation for implementing nursing therapeutics is the nurse client interaction and the major expression of nursing therapeutics is client outcome.

ORGANIZATION FRAMEWORK

The Healing Community nurse educators have developed an organizational framework that forms the basis for the course objectives, exit outcomes, and for nursing education. This framework represents a systematic organization of concepts which are essential components of the healing Community's curriculum. The framework serves as a guide and provides direction for faculty to organize nursing knowledge into nursing courses, clinical experiences and independent studies. (See the Healing Community Model on the next page.)

The curriculum begins at the freshmen level in which students begin foundational course work for nursing through various articulation agreements and ends at the senior level with completion of the baccalaureate degree requirements. As the curriculum progresses, each of the component concepts is developed at increasingly complex levels. Students at statewide articulated community colleges may opt to exit from the nursing program after completion of associate degree requirements and/or continue with nursing courses offered at statewide sites for completion of the NAU baccalaureate degree. The outcome goal of this curricular approach is to integrate the concepts depicted in the organizing framework that facilitate seamless articulation and promote professional nursing.



Healing Community Nursing Model

Schematic design by Marilyn Lusk,
Mohave Community College
(8/13/98)

CURRICULUM CONCEPT DEFINITIONS

Competency

Competency is inherent to the practice of nursing. Competency is defined as the ability to plan and carry out knowledgeable, efficient, and safe nursing care and assumes an awareness of one's own limitations. The achievement of competency is evidenced by the student's ability to provide nursing care in increasingly complex settings and situations. Students are required to master the core competencies which include: 1) achieving a minimal knowledge base, 2) practicing safe and efficient nursing care, and 3) demonstrating basic nursing skills.

At the associate level, the students learn the skills and knowledge needed to demonstrate competency in classroom and laboratory settings. They begin their initial clinical experiences, to become familiar with nursing skills and the nursing process. Subsequently, students continue to develop proficiency in their skills and knowledge base for providing nursing care that maintains patient safety and patient confidentiality. Students must prove their competency to demonstrate responsibility and accountability in well defined practice settings with individuals, families and groups.

At the baccalaureate level, students display a synthesis of nursing knowledge and skills by demonstrating competency in nursing practice. They must prove their competency to provide and coordinate nursing care by developing and implementing a comprehensive plan of care with individuals, families, groups and communities in complex practice settings. Students reflect the knowledge and skills that are needed to practice safely and efficiently as professional nurses. (See Outcome Objectives, page 10.)

Critical Thinking

Critical thinking is "based on the evaluation and integration of existing data and theory into a solution about the problem at hand, a solution that can be rationally defended as most plausible or reasonable, taking into account the sets of conditions under which the problem is being solved" (King and Kitchener, 1994, p.8). Critical thinking is defined as reflective judgement and reasonable thought that focuses on deciding what to believe or do and is a composite of attitudes, knowledge and skills. Attitude denotes a frame of mind in which there is the recognition of problems. Knowledge involves weighing the accuracy and logic of the evidence and understanding the nature of valid inferences, abstractions, and generalizations. Skill in cognitive application attitudes and knowledge must be demonstrated. The nursing process is a framework within which nurse educators expect students to apply critical thinking skills. Students are required to use knowledge from the natural, behavioral, social and nursing sciences and humanities to assess, plan, implement and evaluate care. They need to be able to arrive at decisions that are specific to the particular circumstances of each individual, family, group and community to facilitate health.

At the associate level, students are required to derive information from general studies and nursing theory research to use as a basis for nursing decisions. They learn to develop nursing interventions by selectively evaluating and integrating knowledge. At this level, students also learn to assess the health as well as the multifaceted needs of individuals, families, and groups at a basic level. Subsequently, students are required to apply information derived from individuals, families and groups to structure clinical decision-making for common nursing problems.

At the baccalaureate level, students synthesize information from all previous nursing and general studies courses to initiate interventions that are based upon in depth assessments of individuals, families, groups, and communities. Using this information, they formulate independent, complex decisions that relate to nursing care.

Caring

Caring is an essential component of nursing which involves the therapeutic use of self within the context of nursing practice. Caring requires a personal, social moral and spiritual engagement of the nurse. The nurse is committed to self and others. Caring involves the protection, enhancement and preservation of human dignity. Therapeutic caring is intentional in nature, and is promoted by knowledge, awareness of need, and use of empathy. Therapeutic caring is of benefit to the client. Caring actions do not occur in isolation, but exist within the socio-cultural context of all individuals involved.

At both the associate and baccalaureate levels, students apply and integrate caring behaviors into nursing practice. Students learn to differentiate between caring as an emotional response and a knowledgeable, deliberative intervention. Students incorporate the experience of the client into the self, bringing the caregiver to recognize the reality of the other's situation. Students recognize the interaction between their own feelings based on their own past experiences and the experiences identified and incorporated from the other person. They use this knowledge with cognitive and psychomotor activities to produce purposeful outcomes that protect, enhance, and preserve human dignity.

Culture

Important relationships between culture/diversity and health care require nursing faculty to acknowledge and integrate culture-related influences that help shape how individuals, families, groups and communities experience and ascribe meaning(s) to health and illness-related phenomena.

Culture refers to the acquired knowledge that groups (and individuals as members of groups) use to interpret life experiences and to generate social behavior. Nursing professionals need to learn, understand, acknowledge and integrate in practice the values, beliefs and daily living patterns of diverse cultural and sub-cultural orientations.

At the associate level, students learn to recognize ways that culture/diversity affects health care experiences of individuals. Students learn basic concepts of culturally competent caring. Students begin to develop and expand the awareness, sensitivity, knowledge, and skills that constitute

culturally competent and meaningful cross-cultural encounters and care. Students use relevant culture-congruent and culture-specific understandings and knowledge to elicit and analyze information and to plan culturally appropriate nursing care. They also recognize, acknowledge, and learn to manage interactions between one's own cultural/sub-cultural orientation(s) and those of individuals, families, and groups with whom they interact.

At the baccalaureate level, students build on the associate level to integrate cultural concepts and social dynamics in complex clinical judgement and problem solving with individuals, families, groups and communities.

Communication

Communication is the means of sending and receiving messages through symbols, words, signs, and gestures. A student brings to the program communication skills learned through life experiences and prior formal education. These are the foundations upon which theory and application necessary for the therapeutic nurse/client interactions and relationships are built.

Communication theory and application provide the student with the skills needed to interact with clients in a therapeutic manner. In implementing the nursing process, the student applies therapeutic communication relevant to the beliefs and value system of those receiving care. The student then adapts communication appropriate to the cultural background, education, development, and health of the individual, family, group, or community.

Effectiveness in the nurse/client relationship is dependent upon the ability to collaborate with nurses and other health care professionals. The student learns the terminology and the processes which support relationships with colleagues. These processes include clear, accurate, timely written and verbal communication. Formal presentations and papers contribute to the development of students as colleagues and nursing professionals.

At both the associate and baccalaureate levels, students are expected to use effective communication. Students are exposed to basic communication and interpersonal theories. Students engage in health history taking and learning about the process of developing a caring relationship. They apply the beginning skills needed to develop a therapeutic relationship with individuals in a clinical setting. Communication skills are applied to individuals, families, and groups across the life span and among culturally diverse populations. Students are prepared to transmit pertinent health care information to other members of the health care team. Students explore, analyze and evaluate communication processes with clients.

Learning-Teaching

The learning-teaching processes an ongoing, dynamic, interpersonal process whereby both the learner and the teacher grow, that is, become different from before. Learning is a process of sensory perception, conceptualization, and critical thinking. Teaching is the facilitation of learning based upon various principles of education as well as the theories in human development and learning. Through the learning-teaching process, the nurse facilitates health promotion, maintenance, and restoration of clients' health.

Faculty serve as catalysts, facilitators, and role models. Educational activities are designed to build upon the student's previous experiences, expand their perceptions, encourage them to clarify, modify and/or reaffirm their values, incorporate knowledge, and enhance their interpersonal relations. Through this process, the student has opportunities to develop the ability to think critically, act responsibly, be creative, and communicate effectively. Learning-teaching is most effective when the student is an active participant in the process. Thus, the student implements choices and selects opportunities to develop personal learning-teaching objectives and experiences.

At the associate level, students identify components of the learning-teaching process. They perform a learning-teaching needs assessment and develop a teaching plan for a learning need in a cognitive, affective, or psychomotor domain. Students incorporate the learning-teaching role into the nursing role. They develop a teaching project for an individual, family, or group situation.

At the baccalaureate level, students synthesize learning-teaching principles to assess individual, family, group, or community learning needs. They develop and conduct appropriate interventions to meet an identified need.

Accountability

The practice of nursing responds to health care needs of individuals, families, groups, and communities through services such as case finding, health teaching, health counseling, and the provision of supportive or restorative care. Nurses are held responsible and accountable for nursing practice based upon the professions' code of ethics, standards of practice, and legal regulations. Nurses are responsible for developing and maintaining current nursing knowledge and skills through formal and continuing education and, where appropriate, seeking certification in their areas of practice demonstrating this accountability. Peer review and laws are the mechanisms by which nurses are held accountable for practice.

Faculty foster the development of professional responsibility and accountability through students' self-regulatory mechanisms such as student self-appraisal, standards of academic integrity, honesty, and the maintenance of confidentiality.

At both the associate and baccalaureate level, responsibility and accountability are foundational to nursing practice. Students identify, explore, and analyze the ethical, legal, and political factors which impact upon the role of professional nursing in the health-care delivery system. Nurses are expected to demonstrate responsibility and accountability appropriate to their levels of education, experience, and practice.

Management/Leadership

Management and leadership skills are essential elements of nursing practice. Through knowledge and application of the theories and principles of management and leadership, nurses organize high quality health care to individuals, families, groups, and communities. Management in nursing occurs at all levels of practice and involves coordination of client care, participation in organizational and fiscal concerns, resource utilization, and responsibility associated with client

care. Faculty facilitate acquisition of the human, technical, and conceptual skills students need to become effective managers of client care.

Leadership is the ability to influence and guide the decisions and subsequent actions of others. Developing leadership skills involves self-reflection, understanding human processes and envisioning possibilities for enriching people's lives. An analysis of the health care delivery system introduces students to the importance of nursing involvement in professional organizations, political processes, and organizational procedures.

At the associate degree level, students learn traditional and contemporary theories of management and interpersonal processes. Knowledge and skills are developed in the supervision and delegation of nursing personnel and coordination of client care associated with accountabilities.

At the baccalaureate level, students synthesize management and leadership knowledge and skills in the delivery of health care in multi-disciplinary settings. Emphasis is on assuming a leadership role in the designing, organizing, directing, supervising, coordinating, and evaluating health care in diverse settings.

**HEALING COMMUNITY
OUTCOME OBJECTIVES BY LEVEL**

OUTCOME	LEVEL ONE: ADN FIRST YEAR	LEVEL TWO: ADN SECOND YEAR	LEVEL THREE: BSN
ACCOUNTABILITY	Identifies ethical, professional, and legal frameworks for nursing practice. Applies ethical, professional, and legal principles within their current scope of practice.	Practices within the ethical and legal framework of nursing, reflecting political awareness and established standards of care.	Practices within the ethical and legal frameworks of nursing reflecting political awareness and current practice standards.
CARING	Demonstrates physical, emotional, cultural, and spiritual components of caring behaviors for self and others.	Applies and integrates physical, emotional, cultural, and spiritual components of caring behaviors for self, individuals, families, and groups.	Applies and integrates physical, emotional, cultural, and spiritual components of caring behaviors for self, individuals, families, communities, and populations.
COMMUNICATION	Demonstrates effective communication skills in interactions with clients, families, peers, faculty, and others.	Communicates effectively in complex situations to achieve mutually defined goals in collaboration with clients, families, peers, faculty, and other members of the health care team.	Effectively communicates the nursing perspective to interdisciplinary groups to achieve mutually defined goals related to communities.
CLINICAL COMPETENCE	Demonstrates the use of knowledge and learned nursing skills to provide safe and effective therapeutic nursing interventions for self and for individuals and families.	Demonstrates the use of knowledge and learned nursing skills to provide safe and effective therapeutic nursing interventions for self and for individuals, families, and groups experiencing transitions in well-defined practice settings.	Demonstrates the use of knowledge and learned nursing therapeutics to develop and provide the overall comprehensive plan of nursing care in diverse settings for individuals, families, groups, and communities experiencing transitions.
CRITICAL THINKING	Begins to use theory and applies critical thinking in nursing clinical judgement and professional role development.	Uses theory, research, and critical thinking to formulate and implement decision-making in nursing care.	Incorporates and applies theory, research, and critical thinking to make complex decisions in all aspects of nursing care.
CULTURE	Recognizes that biological and cultural diversities impact self and others' experiences with health care.	Applies knowledge gained through recognition that biological and cultural diversities impact self and others' experiences with health care.	Synthesizes knowledge and integrates culture/diversity concepts in all nursing roles.
LEARNING/TEACHING	Applies learning principles for health promotion, restoration, maintenance, and illness prevention for individuals and families across the life span.	Identifies, adapts, and implements the learning-teaching process to address the needs of individuals, families, and groups.	Comprehensively applies the learning-teaching process to address the needs of communities and vulnerable populations.
MANAGEMENT/ LEADERSHIP	Implements basic management skills with individuals, families, and other members of the health care team.	Collaborates with other personnel within the organizational structure to manage client care through supervision, delegation, coordination, and procurement of available resources.	Assumes a leadership role in health care delivery in multi-disciplinary settings through supervision, delegation, coordination, and research endeavors using a broad knowledge base.

APPENDIX B

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

ASSESSMENT
OF
STUDENT ACADEMIC
ACHIEVEMENT
ANNUAL REPORT

NORTHLAND PIONEER COLLEGE
NURSING PROGRAMS

APRIL 5, 2002

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PARTICIPANTS

Director of Nursing: Barbara T. Ballard

Instructors:

Theresa Artz-Howard

Penny Chipman

Sister Judy Flowers

Barbara Higgins

Polly Hoyt

Maria Miller

Katherine Nicolet

Dianne Samarin

Nancy Williams

ACADEMIC MISSION AREAS ADDRESSED:

- Degree/Certificate Achievement and Transfer Preparation - to facilitate student achievement of Associate degrees, Certificates, and/or successful transfers to Baccalaureate programs.

And

- Employability - To promote the development of occupational skills.

ACTIVITY LEVELS

LEVEL I:

Both formative and summative assessment tools were identified for the ADN Program and the Nursing Assistant Training classes. It was decided to use already existing tools with two additional new ones for the first part of the two-year cycle. The One Year after Graduation Questionnaire (an existing tool) was added.

See Minutes of August 22, 2001 Nursing Programs Meeting and Tool List following the Department Activity Level Checklist.

LEVEL II:

The tools for Preceptorship Outcome and NAT Clinical Application Outcomes were not developed for this level of the two-year cycle. During the fall of 2001 the faculty and DON collected data from the remaining tools.

LEVEL III:

Progress in collecting data and initial analysis of findings were discussed with the agreement to submit findings by February, 15, 2002.

See Levels II and III data and analysis with beginning conclusions following the Department Activity Level Checklist.

LEVEL IV:

Beginning dialogue and identified changes for several assessment tools have been done. Curriculum upgrades for both the ADN Program and the NAT classes have been done.

See Level IV discussion following the Department Activity Level Checklist.

4

VI. ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT REPORT (DUE DATE APRIL 5, 2002)

DEPARTMENT: NURSING PROGRAMS

MISSION: (Circle One) General Education, Transfer Preparation, Employability,
Developmental Education, Customized Education (Economic Development), or Personal Interest.

There are currently five levels of assessment that are possible within each department. These levels are related to development of the department assessment data gathering techniques and use of the information to fine-tune courses as necessary.

Department Activity Level Checklist

Activity Level	Departmental Progress
Level I: The department assessment processes have been detailed and developed for use by faculty.	Yes <u>X</u> No ____ Attach copies of instruments used, instructions for students, time frames for activities, etc.
Level II: Data collection has been implemented.	Yes <u>X</u> No ____ Attach copies of grading rubrics, analysis of test questions and overall findings.
Level III: Faculty, instructional leaders, and deans have analyzed the data.	Yes <u>X</u> No ____ Attach copies of conclusions reached by the assessment team.
Level IV: Faculty, instructional leaders, and deans have used the data to improve student academic achievement.	Yes <u>X (Partially)</u> No ____ Attach highlights related to curriculum and/or assessment changes which were implemented through this process such as revision of study guides, exams, changes in grading rubrics.
Level V: Data has been used to improve the assessment process.	Yes ____ No ____ Attach highlights related to improvements and/or streamlining the assessment process.

Barbara T. Ballard
Assessment Chair's Signature

4/3/02
Date

Barbara T. Ballard
Director of Nursing

4/3/02
Date

NORTHLAND PIONEER COLLEGE
NURSING PROGRAMS

MEETING, AUGUST 22/01

This was the beginning work session for the assessment of student academic achievement. Faculty utilized the Faculty Handbook for the Assessment of Student Academic Achievement.

1. Faculty read pages 3-6 on their own.
2. Page 7 was reviewed with focus on #2 and #3.
3. Look at pages 8 and 9 for the guidelines - to include DON and all ADN and NAT faculty.
4. Goal for today was to establish tools for Level I using types of assessment on pages 15 & 16.

Established tools to be kept for the 2 year cycle.

Identified possible tools -

Formative: NAT skills check off list
ADN Clinical competencies
NAT student log as a portfolio
Dosage Proficiency Exam - ADN, 1st semester
IV Proficiency Exams - ADN, 2nd & 3rd semester

Summative: NAT Final Exam
ADN Mosby Test (commercial)
ADN Preceptorship Capstones (would you hire?)
NAT clinical application (observation)
ADN PN and RN NCLEX results
ADN telephone survey after one year of graduation

Random Samples: Stress Paper, nursing care plans, process recording, conflict paper, teaching plans/project, and leadership presentation

See attached list for tools established from the above lists for this 2 year cycle. To have been/to be implemented for the spring and fall semester of 2001.

LEVEL I

NORTHLAND PIONEER COLLEGE NURSING PROGRAMS

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

ASSESSMENT TOOLS FOR 2001

ADN PROGRAM:

Formative Assessment Tools:

Dosage Calculation Test
IV Proficiency Tests

Summative Assessment Tools:

Mosby Test
Preceptorship Outcomes (?)*
NCLEX - PN & RN

NAT PROGRAM:

Formative Assessment Tools:

Skills Check-off List
Student Log**

Summative Assessment Tools:

Final Examination
Clinical Application Outcomes *

*Need to be developed

**Same tool needs to be used by all faculty.

THESE TOOLS ARE TO BE ADMINISTERED DURING THIS SEMESTER.
(Spring Mosby and summer NCLEX results can be used.)

LEVELS II & III

ADN PROGRAM:

I. Formative Assessment:

A. Dosage Calculation Test for First Semester Students:

WMC:

YEAR	TOTAL STUDENTS	STUDENTS WHO PASSED FIRST TRY	STUDENTS WHO PASSED SECOND TRY	STUDENTS WHO PASSED THIRD TRY
2000	20	20/20 = 100%	N/A	
2001	19	15/19 = 79%	3/4 = 75%	1-withdrew

LCC:

YEAR	TOTAL STUDENTS	STUDENTS WHO PASSED FIRST TRY	STUDENTS WHO PASSED SECOND TRY	STUDENTS WHO PASSED THIRD TRY
2000	15	12/15 = 80%	1/3 = 33%	2/2 = 100%
2001	15	10/15 = 66%	5/5 = 100%	

The NUR121: Nursing I syllabus states that the student may re-test a maximum of two times. The past level for this test is 90%. The type of questions was approximately the same for 2000 and 2001 testing. 2001 students did not achieve as well as the 2000 students for both campuses. But, only two tests were required for students to achieve the required score as compared with 2000 testing (one with two retakes, one without retakes). Tutoring by the instructor was available for the LCC students during fall of 2001.

B. IV Proficiency Exams for Second Semester Students:

WMC:

YEAR	TOTAL STUDENTS	STUDENTS WHO PASSED FIRST TRY	STUDENTS WHO PASSED SECOND TRY	STUDENTS WHO PASSED THIRD TRY
2001	20	18/19 = 95%	7/19 = 37%	1/1 = 100%
2002	19	10/19 = 53%	5/9 = 56%	4/4 = 100%

LCC:

YEAR	TOTAL STUDENTS	STUDENTS WHO PASSED FIRST TRY	STUDENTS WHO PASSED SECOND TRY	STUDENTS WHO PASSED THIRD TRY
2001	14	13/14 = 93%	1/1 = 100%	
2002	14	5/14 = 36%	7/9 = 78%	1/2 = 50%

NUR122: Nursing II syllabus states that the student can retest a maximum of two times. Two significant changes occurred between the two years. The passing score of 73% for the 2000 exam was changed to 90% for the 2001 exam. The difficulty of the exam was increased by removing matching items and seven true and false questions. They were replaced with multiple-choice questions. Lower passing scores and increase number of students retaking the tests reflect these changes. One student was dropped from the program because of not being able to continue in the clinical practicum with the failing grade after the third exam. Tutoring by the instructor on LCC was available.

C. IV Proficiency Exam for Third Semester Students:

WMC:

YEAR	TOTAL STUDENTS	STUDENTS WHO PASSED FIRST TRY	STUDENTS WHO PASSED SECOND TRY	STUDENTS WHO PASSED THIRD TRY
2001		0/19 = 0%	18/19 = 95%	1/1 = 100%

LCC:

YEAR	TOTAL STUDENTS	STUDENTS WHO PASSED FIRST TRY	STUDENTS WHO PASSED SECOND TRY	STUDENTS WHO PASSED THIRD TRY
2001	(discarded)		15/11 = 73%	4/4 = 100%

NURIII: Nursing III syllabus states that there is the opportunity for one repeat on the IV proficiency exam. The passing score was 90%. No IV proficiency exam was administered in fall of 2000 for comparison. The first exam used was one that a previous instructor had used. Therefore, the content may not have been adequately covered. Students may have benefited from a review. The first exam for the LCC students was discarded due to instructor's administering method. Therefore, the LCC students took the exam two more times. One WMC student was permitted to take a third exam as part of a grade appeal.

II. Summative Assessment:

A. Mosby RN Assess Test:

This test is a national standard test that is administered to the fourth semester students. (Refer to Appendix A)

The Overviews of 2000 and 2001 profile indicates that the 2001 students tested lower than the 2000 students:

Group average of questions answered correctly: 8% lower
Group average of questions answered incorrectly: 12% higher

The 2001 students' comparison to the RN norm group and the associate norm group was lower than that of the 2000 students.

The Group Profiles Overall category reveals only one major lower % - Safety and Infection Control for 2001 compared with 2000. 2000 class has mid-60-70% scores that are not seen in the 2001 group.

Correlation of this test scores with the expectation to pass the NCLEX-RN is that 97% with scores between 173-190 will pass the NCLEX-RN.

100% of the 2000 class were within this range of scores
67% of the 2001 class were within this range of scores

This test has not been a required test for students to pass fourth semester and/or to graduate. It is used as an indicator for the student's strengths and weaknesses in preparation to taking the NCLEX-RN. The 2000 class had the former nursing curriculum while the 2001 class was the first class of the Healing Community to graduate. The Healing Community curriculum had been developed just prior to each semester and/or completed during given semesters. New faculty members were learning to do curriculum development during the past year.

B. NCLEX - PN & RN:

Refer to Appendix B.

Licensed Practical Nurses:

There have been only two classes prepared to take the NCLEX - PN after the first year of the nursing program. 2001 total passing rate (76.9%) is 10.3% lower than 2000 passing rate (85.7%).

Registered Nurses:

The total passing rate for 2001 (67.6%) has greatly fallen compared to the passing rate of 2000 (84.2%) - 20%.

It was anticipated that the passing rates (first time and repeating times) would be lower with a new curriculum. All Healing Community participants experienced lower rates although only one lower than NPC. Other factors that may have influenced the lower passing rates are 1) the timing of the turnover of faculty and the director of nursing, 2) the faculty's level of expertise in curriculum development, 3) the faculty's commitment to the Healing Community Consortium, and 4) the current student population.

C. One Year After Graduation Questionnaire:

This questionnaire by mail has been used for several years to get feedback from the graduates on their education. The percentage of returns for 1999 and 2000 WMC graduates is higher than those of the LCC graduates. All respondents indicated their place of employment, but not the date of hire. This tool was developed by the former director of nursing in 1994. Updates of the categories and content need to be done. The validity and reliability of the instrument is unknown. (See Appendix C.)

NURSING ASSISTANT TRAINING:

I. Formative Assessment:

A. Skills Checklist:

The Skills Checklist (See Appendix D.) is in compliance with the Arizona State Board of Nursing's required competencies for a certified nursing assistant. All students are required to do a returned demonstration of each skill on the list after the instructor has demonstrated the skill.

For the Fall Semester 2001

<u>Class</u>	<u># of Students</u>	<u>Completed Skills</u>	<u>% of Completion</u>
Video	22	54 out of 56	96%
Hopi Center	8	56 out of 56	100%
WMC NAVIT	5	55 out of 56	98%
	1	54 out of 56	96%
Springerville NAVIT	7	55 out of 56	98%

Comments: Giving Showers and the use of bed scale and/or chair scale were the skills that students were unable to do return demonstrations.

B. Student Log:

The Student Log (See Appendix E.) provides demographic information of the student for the instructor's use. It provides for both the student and the instructor to track the student's test scores, training hours, skills checklist status and grade status of the student's clinical performance.

This ongoing assessment tool between the student and instructor for all the NAT classes has been very effective in monitoring the student's progress in the class.

C. Clinical Evaluation Tool (Appendix F)

<u>Class/# of Students</u>	<u>Percentage of Satisfactory Rating Per Section</u>		
	<u>Personal Characteristics</u>	<u>Execution of Nursing Care</u>	<u>Communication</u>
Video - 22	95%	95%	100%
Hopi Center - 8	(not used)		
WMC NAVIT - 6	100%	100%	100%
Springerville NAVIT - 7	71%*	71%*	100%

This tool was developed during fall semester of 2001 and proved helpful in evaluating the students in the clinical areas. It clarified for the student what the instructor was evaluating. *Two students received several "U's" in these categories with accompanied documentation.

II. Summative Assessment:

A. Final Exam:

<u>Class/# of Students</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>Failure</u>	<u>% Passed</u>
Video - 22	9%	68%	18%	5%	95%
Hopi Center - 9*	67%	33%			100%
WMC NAVIT - 6		83%	17%		100%
Springerville NAVIT - 7	14%	86%			100%

*Final exam grade from first spring semester class.

LEVEL IV

ADN PROGRAM:

I. Formative Assessment:

Dosage Calculation Test and IV Proficiency Exams:

This was the first year that all three tests required a 90% or above grade. Students need to pass these tests before doing specific clinical skills that require accuracy. The high level of proficiency has been identified as an issue. Exploration with other Healing Community colleges' expectations of proficiency levels and the ASBN consultant awareness of test scoring indicate that an 85% or above passing score on tests seem to be a reliable indicator for students passing NCLEX - RN.

The faculty plans to determine the passing percentage of each test/exam during their spring curriculum meeting. Analysis of each test/exams and their repeats need to be done and updated accordingly. The goal is to have standardized testing that is achievable for the students.

II. Summative Assessment:

During this past academic year the faculty have upgraded the nursing curriculum including introducing an elective pharmacology class. Consultation has been provided.

In addition, the faculty and Director of Nursing are in the initial stages of exploring testing avenues to ensure students are mastering information and skills at each level of their nursing education. Other colleges have exit tests like the Mosby RN Assess Test as part of the last semester theory grade, i.e. that the students need to pass the tests in order to graduate.

Two of the Healing Community colleges are using tests from the same company that does the Nursing Entrance Test (NET) at the end of each semester as part of passing the course and proceeding to the next semester. The faculty and DON have decided to pursue this testing strategy. They are looking at the current publication packet from the company and are aware that this company created specific tests for one of the colleges. They are aware of the potential of more students being dropped during the course of the two year program, but believe this will prepare candidates who take the NCLEX-RN to pass the exam.

It is the consensus to ask the Director of Institutional Research and Planning to evaluate the NCLEX results of those who did not pass to determine if there are any correlation to the current curriculum and/or preparedness of students prior to admission. Also, assistance is needed to get more effective information from the graduates of the program than the current instrument provides.

NURSING ASSISTANT TRAINING:

I. Formative:

No changes in the Skills Checklist and Student Log are recommended at this time.

II. Summative:

The Clinical Evaluation Tool was used by three out of four instructors. The goal for using this tool was to assess behaviors within the clinical area that were not on the Skills Checklist, but were assessed for the clinical grade. This goal was achievable with this first use of the tool. Recommendation is for instructors to continue to use the tool.

APPENDIX A

MODBY RN ASSESSTEST INSTITUTIONAL PROFILE

Report Prepared for

Northland Pioneer College

102 First Ave, Holbrook AZ 86025,

I. OVERVIEW A GENERAL INDEX OF HOW YOUR GROUP PERFORMED RELATIVE TO THE PERFORMANCE OF TWO NORM GROUPS:

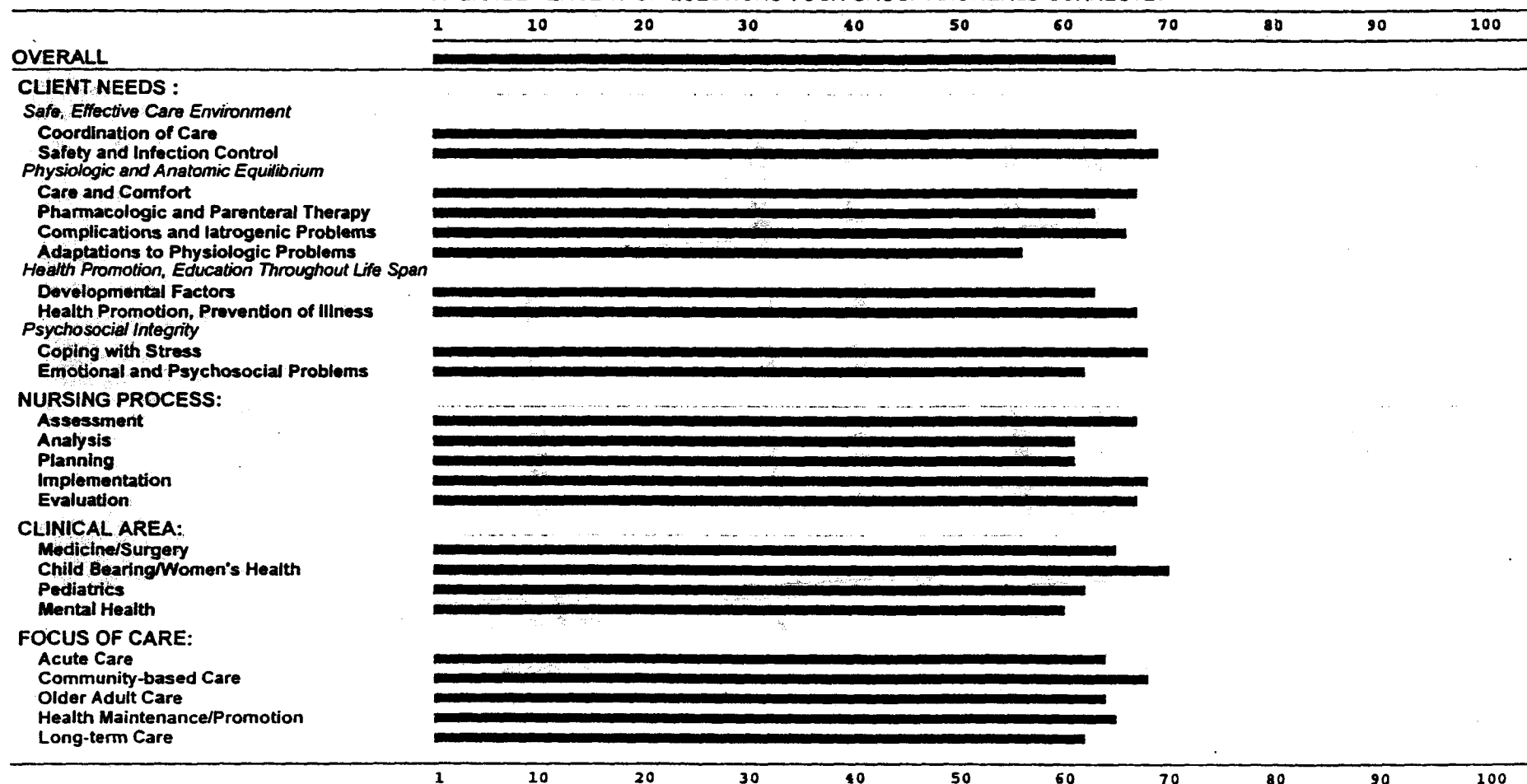
1. AN RN NORM GROUP, INCLUDING ALL THREE LEVELS OF BASIC NURSING EDUCATION
2. A NORM GROUP COMPRISED OF STUDENTS FROM PROGRAMS COMPARABLE TO YOUR OWN

Of the 300 RN AssessTest questions your group on the average answered correctly: 194 or 65 % , and incorrectly: 106 or 35%.

Overall, your group scored 4 points higher than the total RN norm group and 3 points higher than the associate norm group.

II. GROUP PROFILE A GRAPHIC SUMMARY OF YOUR GROUP'S PERFORMANCE OVERALL AND IN EACH OF THE CATEGORIES MEASURED BY THE ASSESSTEST

AVERAGE PERCENT OF QUESTIONS YOUR GROUP ANSWERED CORRECTLY



III. GROUP PERFORMANCE SUMMARY A REPORT OF THE AVERAGE SCORES OF YOUR GROUP COMPARED TO THE AVERAGE SCORES OF BOTH NORM GROUPS IN CLIENT NEEDS, NURSING PROCESS, CLINICAL AREA, AND FOCUS OF CARE.

	Number of Questions on AssessTest	Your Group		Total RN Norm Group		Associate Norm Group	
		#	%	#	%	#	%
CLIENT NEEDS :							
Safe, Effective Care Environment							
Coordination of Care	9	6	67	6	67	6	67
Safety and Infection Control	36	25	69	23	64	24	67
Physiologic and Anatomic Equilibrium							
Care and Comfort	24	16	67	16	67	16	67
Pharmacologic and Parenteral Therapy	30	19	63	18	60	18	60
Complications and Iatrogenic Problems	65	43	66	41	63	41	63
Adaptations to Physiologic Problems	34	19	56	19	56	19	56
Health Promotion, Education Throughout Life Span							
Developmental Factors	30	19	63	19	64	18	60
Health Promotion, Prevention of Illness	27	18	67	19	70	19	70
Psychosocial Integrity							
Coping with Stress	19	13	68	13	68	13	68
Emotional and Psychosocial Problems	26	16	62	17	65	17	65
NURSING PROCESS:							
Assessment	54	36	67	35	65	35	65
Analysis	67	41	61	40	60	40	60
Planning	56	34	61	33	59	33	59
Implementation	78	53	68	52	67	52	67
Evaluation	45	30	67	31	69	31	69
CLINICAL AREA:							
Medicine/Surgery	120	78	65	75	62	76	63
Child Bearing/Women's Health	60	42	70	39	60	39	65
Pediatrics	60	37	62	37	62	38	63
Mental Health	60	36	60	38	63	38	63
FOCUS OF CARE:							
Acute Care	118	76	64	72	61	73	62
Community-based Care	28	19	68	19	68	18	64
Older Adult Care	11	7	64	7	64	7	64
Health Maintenance/Promotion	74	48	65	48	65	49	66
Long-term Care	69	43	62	44	64	44	64

PE PRM DE: MA A PLAN SUMMARY OF YOUR GROUP IN THE CATEGORIES OF NURSING BEHAVIOR, FOCUS OF CARE AND CLIENT NEEDS IN EACH CLINICAL AREA, COMPARED TO THE PERFORMANCE OF BOTH NORM GROUPS.

	MED NSG			CW NSG			PED NSG			MH NSG		
	AVG YOUR GRP	AVG TOT RN	AVG AD GRP	AVG YOUR GRP	AVG TOT RN	AVG AD GRP	AVG YOUR GRP	AVG TOT RN	AVG AD GRP	AVG YOUR GRP	AVG TOT RN	AVG AD GRP
CLIENT NEEDS :												
Safe, Effective Care Environment												
Coordination of Care	3	3	3	1	1	1	0	0	0	1	1	2
Safety and Infection Control	10	10	9	6	5	5	7	7	7	2	2	2
Physiologic and Anatomic Equilibrium												
Care and Comfort	13	12	12	1	1	1	2	2	2	0	0	0
Pharmacologic and Parenteral Therapy	9	9	9	2	2	2	4	4	3	3	3	3
Complications and Iatrogenic Problems	23	22	23	12	10	11	7	7	7	1	0	1
Adaptations to Physiologic Problems	11	10	10	3	4	4	5	5	5	N/A	N/A	N/A
Health Promotion, Education Throughout Life Span												
Developmental Factors	0	0	0	9	9	9	6	6	6	3	3	3
Health Promotion, Prevention of Illness	7	7	7	4	4	4	6	6	6	1	2	2
Psychosocial Integrity												
Coping with Stress	2	2	2	2	2	2	N/A	N/A	N/A	9	9	9
Emotional and Psychosocial Problems	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16	17	17
NURSING PROCESS:												
Assessment	18	18	17	8	7	7	4	4	4	6	7	7
Analysis	16	15	15	9	8	8	6	6	6	10	10	11
Planning	13	13	13	8	7	7	4	4	4	9	9	9
Implementation	18	18	18	10	9	10	15	14	14	10	10	10
Evaluation	12	12	13	8	8	8	8	8	8	2	2	2
FOCUS OF CARE:												
Acute Care	33	31	31	22	20	21	16	16	17	5	5	5
Community-based Care	6	6	6	3	3	3	5	5	5	5	5	5
Older Adult Care	3	3	3	N/A	N/A	N/A	N/A	N/A	N/A	4	3	3
Health Maintenance/Promotion	16	17	18	16	15	14	11	11	11	5	5	5
Long-term Care	19	18	18	1	1	1	5	5	5	17	19	19

V. ITEM ANALYSIS A REPORT OF THE PERCENTAGE OF STUDENTS CHOOSING THE CORRECT ANSWER FOR EACH QUESTION.

Percent of your group choosing correct answer:

1	: 72	16	: 78	31	: 78	46	: 56	61	: 56	76	: 28	91	: 78	106	: 56	121	: 67	136	: 67	151	: 72	166	: 61	181	: 44	196	: 39	211	: 78	226	: 67	241	: 89	256	: 56	271	: 17	286	: 89
2	: 39	17	: 56	32	: 56	47	: 61	62	: 22	77	: 89	92	: 72	107	: 56	122	: 83	137	: 39	152	: 33	167	: 39	182	: 39	197	: 61	212	: 89	227	: 56	242	: 44	257	: 67	272	: 72	287	: 44
3	: 61	18	: 22	33	: 94	48	: 50	63	: 17	78	: 100	93	: 72	108	: 44	123	: 89	138	: 61	153	: 89	168	: 28	183	: 61	198	: 61	213	: 72	228	: 89	243	: 67	258	: 44	273	: 56	288	: 78
4	: 78	19	: 78	34	: 89	49	: 67	64	: 89	79	: 72	94	: 56	109	: 83	124	: 67	139	: 50	154	: 89	169	: 56	184	: 100	199	: 78	214	: 100	229	: 39	244	: 78	259	: 94	274	: 78	289	: 89
5	: 83	20	: 50	35	: 56	50	: 17	65	: 78	80	: 61	95	: 83	110	: 56	125	: 72	140	: 67	155	: 44	170	: 72	185	: 61	200	: 100	215	: 94	230	: 50	245	: 33	260	: 50	275	: 0	290	: 89
6	: 61	21	: 89	36	: 72	51	: 72	66	: 83	81	: 33	96	: 78	111	: 94	126	: 50	141	: 61	156	: 61	171	: 67	186	: 67	201	: 78	216	: 67	231	: 17	246	: 78	261	: 56	276	: 67	291	: 100
7	: 50	22	: 83	37	: 56	52	: 72	67	: 50	82	: 89	97	: 44	112	: 78	127	: 39	142	: 22	157	: 67	172	: 83	187	: 67	202	: 78	217	: 17	232	: 67	247	: 83	262	: 44	277	: 44	292	: 50
8	: 83	23	: 83	38	: 83	53	: 28	68	: 61	83	: 89	98	: 56	113	: 83	128	: 83	143	: 50	158	: 39	173	: 28	188	: 83	203	: 22	218	: 61	233	: 28	248	: 83	263	: 100	278	: 72	293	: 89
9	: 44	24	: 78	39	: 78	54	: 61	69	: 67	84	: 94	99	: 100	114	: 72	129	: 94	144	: 33	159	: 83	174	: 17	189	: 33	204	: 89	219	: 72	234	: 56	249	: 72	264	: 33	279	: 56	294	: 78
10	: 67	25	: 100	40	: 67	55	: 50	70	: 78	85	: 61	100	: 67	115	: 50	130	: 67	145	: 44	160	: 94	175	: 67	190	: 61	205	: 61	220	: 56	235	: 61	250	: 78	265	: 72	280	: 78	295	: 61
11	: 44	26	: 33	41	: 50	56	: 61	71	: 89	86	: 39	101	: 89	116	: 83	131	: 17	146	: 83	161	: 100	176	: 56	191	: 39	206	: 78	221	: 50	236	: 94	251	: 33	266	: 72	281	: 28	296	: 83
12	: 83	27	: 72	42	: 83	57	: 28	72	: 94	87	: 83	102	: 33	117	: 78	132	: 22	147	: 83	162	: 89	177	: 39	192	: 56	207	: 89	222	: 83	237	: 50	252	: 78	267	: 17	282	: 72	297	: 22
13	: 83	28	: 89	43	: 83	58	: 17	73	: 72	88	: 89	103	: 72	118	: 61	133	: 61	148	: 89	163	: 89	178	: 89	193	: 78	208	: 72	223	: 67	238	: 78	253	: 100	268	: 39	283	: 72	298	: 61
14	: 28	29	: 33	44	: 72	59	: 50	74	: 72	89	: 94	104	: 78	119	: 78	134	: 17	149	: 89	164	: 56	179	: 44	194	: 67	209	: 78	224	: 83	239	: 67	254	: 39	269	: 61	284	: 50	299	: 83
15	: 50	30	: 33	45	: 78	60	: 72	75	: 67	90	: 89	105	: 67	120	: 61	135	: 61	150	: 89	165	: 78	180	: 72	195	: 94	210	: 61	225	: 94	240	: 11	255	: 89	270	: 61	285	: 56	300	: 44

VI. STUDENT ROSTER
TO THE NORM GROUP.

A LIST OF ALL STUDENTS IN YOUR GROUP WITH THE OVERALL SCORE, PERCENT CORRECT AND PERCENT RANKING RELATIVE

Northland Pioneer College
102 First Ave
Holbrook AZ 86025

Northland Pioneer College Name	Number Correct	Percent Correct	Percentile Ranking Relative to RN Norm Group
	240	80	99
	201	67	71
	216	72	90
	185	62	41
	182	61	37
	180	60	34
	180	60	34
	199	66	69
	215	72	89
	187	62	46
	198	66	67
	198	66	67
	186	62	43
	175	58	24
	176	59	26
	199	66	69
	184	61	40
	183	61	39

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MOSBY RN ASSESSTEST INSTITUTIONAL PROFILE

Report Prepared for

Northland Pioneer College - Show Low
1001 West Duece of Clubs - Aspen Center, Show Low AZ 85901,

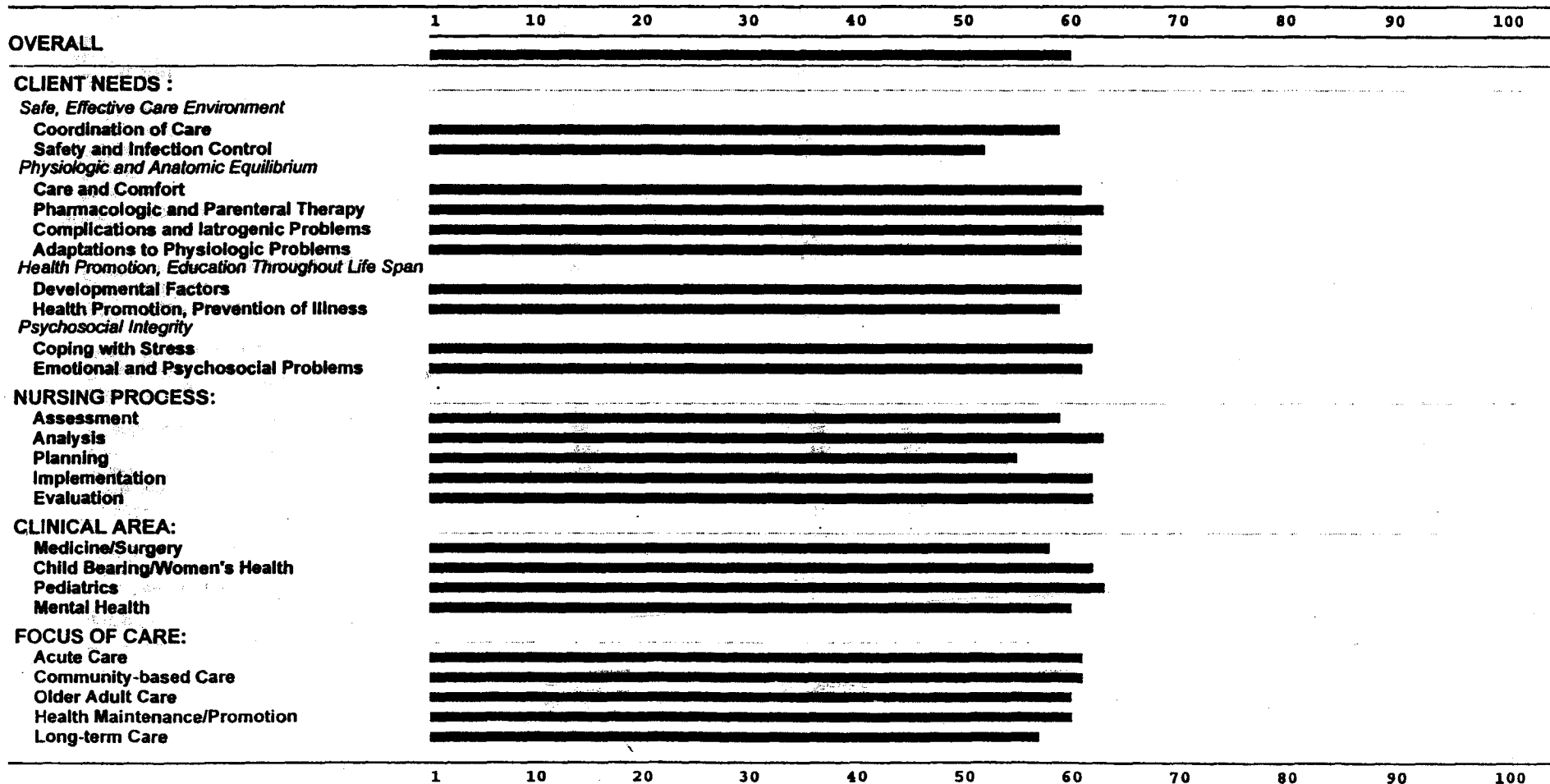
I. OVERVIEW A GENERAL INDEX OF HOW YOUR GROUP PERFORMED RELATIVE TO THE PERFORMANCE OF TWO NORM GROUPS:

1. AN RN NORM GROUP, INCLUDING ALL THREE LEVELS OF BASIC NURSING EDUCATION
2. A NORM GROUP COMPRISED OF STUDENTS FROM PROGRAMS COMPARABLE TO YOUR OWN

Of the 300 RN AssessTest questions your group on the average answered correctly: 181 or 60 % , and incorrectly: 119 or 40%.

Overall, your group scored 6 points lower than the total RN norm group and 10 points lower than the associate norm group.

II. GROUP PROFILE A GRAPHIC SUMMARY OF YOUR GROUP'S PERFORMANCE OVERALL AND IN EACH OF THE CATEGORIES MEASURED BY THE ASSESSTEST AVERAGE PERCENT OF QUESTIONS YOUR GROUP ANSWERED CORRECTLY



A REPORT OF THE AVERAGE SCORES OF YOUR GROUP COMPARED TO THE AVERAGE SCORES OF BOTH NORM
GROUPS IN CLIENT NEEDS, NURSING PROCESS, CLINICAL AREA, AND FOCUS OF CARE.

	Number of Questions on AssessTest	Your Group		Total RN Norm Group		Associate Norm Group	
		#	%	#	%	#	%
CLIENT NEEDS :							
<i>Safe, Effective Care Environment</i>							
Coordination of Care	22	13	59	14	64	14	64
Safety and Infection Control	23	12	52	13	57	13	57
<i>Physiologic and Anatomic Equilibrium</i>							
Care and Comfort	28	17	61	16	57	16	57
Pharmacologic and Parenteral Therapy	38	24	63	25	66	26	68
Complications and Iatrogenic Problems	49	30	61	30	61	30	61
Adaptations to Physiologic Problems	36	22	61	23	64	23	64
<i>Health Promotion, Education Throughout Life Span</i>							
Developmental Factors	28	17	61	18	57	18	64
Health Promotion, Prevention of Illness	29	17	59	18	62	18	62
<i>Psychosocial Integrity</i>							
Coping with Stress	24	15	62	16	67	16	67
Emotional and Psychosocial Problems	23	14	61	15	65	15	65
NURSING PROCESS:							
Assessment	59	35	59	36	61	36	61
Analysis	60	38	63	39	65	40	67
Planning	56	31	55	34	61	34	61
Implementation	73	45	62	46	63	48	66
Evaluation	52	32	62	33	63	33	63
CLINICAL AREA:							
Medicine/Surgery	120	70	58	72	60	74	62
Child Bearing/Women's Health	60	37	62	39	65	38	63
Pediatrics	60	38	63	38	63	40	67
Mental Health	60	36	60	38	63	40	67
FOCUS OF CARE:							
Acute Care	136	83	61	85	62	87	64
Community-based Care	38	23	61	24	63	25	66
Older Adult Care	5	3	60	3	60	3	60
Health Maintenance/Promotion	58	35	60	35	60	35	60
Long-term Care	63	36	57	39	62	41	65

VI. STUDENT ROSTER

A LIST OF ALL STUDENTS IN YOUR GROUP WITH THE OVERALL SCORE, PERCENT CORRECT AND PERCENT RANKING RELATIVE TO THE NORM GROUP.

Northland Pioneer College - Show Low
1001 West Duece of Clubs - Aspen Center
Show Low AZ 85901

Northland Pioneer College - Show Low

Name	Number Correct	Percent Correct	Percentile Ranking Relative to RN Norm Group
	191	64	56
	181	60	41
	165	55	17
	180	60	39
	184	61	45
	156	52	8
	179	60	38
	137	46	2
	207	69	83
	171	57	25
	175	58	31
	226	75	96
	227	76	96
	200	67	72
	199	66	70
	149	50	5
	207	69	83
	174	58	30
	178	59	37
	185	62	47
	207	69	83
	156	52	8
	168	56	20
	79	26	1
	158	53	10
	202	67	76
	198	66	69
	197	66	67
	180	60	39
	208	69	84
	187	62	50
	198	66	69
	164	55	16

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APPENDIX B

Data are based on aggregate results from National Council of State Boards of Nursing and may contain minor errors due to miscoding by candidates. NCLEX ® results are only one measure of program performance and due to natural variation can fluctuate from year to year.

LICENSED PRACTICAL NURSES

1995 % Pass Nationally 91%	% Pass Arizona 96 %
1996 % Pass Nationally 91%	% Pass Arizona 96%
1997 % Pass Nationally 89%	% Pass Arizona 93%
1998 % Pass Nationally 87%	% Pass Arizona 95%
1999 % Pass Nationally 86%	% Pass Arizona 93%
2000% Pass Nationally 85.1%	% Pass Arizona 90.25
2001% Pass Nationally 86.5%	% Pass Arizona 90.37%

School	City	% Pass-1995	% Pass-1996	% Pass-1997	% Pass-1998	% Pass-1999	% Pass-2000	5 Pass 2001
Scottsdale Com. College	Scottsdale	98	100	100	97.8	100	90	100
Yavapai College	Prescott	98	97	95.1	95.8	100	100	100
Phoenix College	Phoenix	97	97	100	96.3	93.8	93.8	85.7
Northland Pioneer	Show Low						85.7	76.9
Glendale Com. College	Glendale						100	100
Cochise College	Douglas	100	97	89.5	100.0	97.1	97.4	100
Mohave Com. College	Kingman	97	100	94.7	100.0	96.7	100	100
Central Arizona College	Coolidge	96	96	100	100.0	92.3	100	100
Mesa Com. College	Mesa	100	99	98	97.8	96.7	94.7	93.9
Metro Tech/VIP	Phoenix	74	90	73.7	88.9	93.8	93.3	69.2
Arizona Western College	Yuma	NA	94	100	100.0	80	100	92.9
Maricopa Skill Center	Phoenix	100	100	100	96.8	92	77.8	76.8
Pima Com. College/CTD	Tucson	90	89	88	87.0	85	90	86.4
Pima Com. College P.N.	Tucson	92	98	91.3	76.2	85	86.1	85.7
GateWay Com. College	Phoenix	98	95	85.7	92.6	92	87.5	97.9

Data are based on aggregate results from National Council of State Boards of Nursing and may contain minor errors due to miscoding by candidates. NCLEX ® results are only one measure of program performance and due to natural variation can fluctuate from year to year.

TABLE 4.

NATIONAL COUNCIL LICENSURE EXAMINATION
FOR PRACTICAL NURSES

DATE 10/22/01

PAGE 7

JURISDICTION: ARIZONA

TESTED FROM 07/01/01 TO 09/30/01

JURISDICTION PROGRAM SUMMARY OF ALL FIRST TIME CANDIDATES EDUCATED IN MEMBER BOARD JURISDICTION

PROGRAM CODE	SCHOOL	CITY	GRAD DATE	----- 07/01/01 - 09/30/01 -----				----- 10/01/00 - 09/30/01 -----			
				NUM CANDS	NUM PASS	NUM FAIL	% PASS	NUM CANDS	NUM PASS	NUM FAIL	% PASS
96-100	SCOTTSDALE COMM COLLEGE-CT	SCOTTSDALE	0500	0	0	0	000.0	2	2	0	100.0
			0501	8	8	0	100.0	12	12	0	100.0
			0601	1	1	0	100.0	1	1	0	100.0
			TOTAL	9	9	0	100.0	15	15	0	100.0
96-102	YAVAPAI COLLEGE-CT	PRESCOTT	0500	0	0	0	000.0	1	1	0	100.0
			0501	9	9	0	100.0	10	10	0	100.0
			0502	2	2	0	100.0	2	2	0	100.0
			0600	0	0	0	000.0	1	1	0	100.0
			0601	1	1	0	100.0	1	1	0	100.0
			TOTAL	12	12	0	100.0	15	15	0	100.0
96-105	PHOENIX COMMUNITY COLLEGE-CT	PHOENIX	0500	0	0	0	000.0	1	1	0	100.0
			0501	6	5	1	083.3	7	6	1	085.7
			1085	1	0	1	000.0	1	0	1	000.0
			1200	0	0	0	000.0	2	2	0	100.0
			1201	0	0	0	000.0	1	1	0	100.0
			TOTAL	7	5	2	071.4	12	10	2	083.3
96-120	NORTHLAND PIONEER COL	SHOW LOW	0501	9	6	3	066.7	11	8	3	072.7
			0502	1	1	0	100.0	1	1	0	100.0
			TOTAL	10	7	3	070.0	12	9	3	075.0
96-125	GLENDALE COMM COLLEGE	GLENDALE	0500	0	0	0	000.0	3	3	0	100.0
			0501	2	2	0	100.0	3	3	0	100.0
			0502	1	1	0	100.0	2	2	0	100.0
			0800	0	0	0	000.0	1	1	0	100.0
			1200	0	0	0	000.0	6	6	0	100.0
			TOTAL	3	3	0	100.0	15	15	0	100.0

TABLE 4.

NATIONAL COUNCIL LICENSURE EXAMINATION
FOR PRACTICAL NURSES

DATE 01/23/02

PAGE 7

JURISDICTION: ARIZONA

TESTED FROM 10/01/01 TO 12/31/01

JURISDICTION PROGRAM SUMMARY OF ALL FIRST TIME CANDIDATES EDUCATED IN MEMBER BOARD JURISDICTION

PROGRAM CODE	SCHOOL	CITY	GRAD DATE	----- 10/01/01 - 12/31/01 -----				----- 01/01/01 - 12/31/01 -----			
				NUM CANDS	NUM PASS	NUM FAIL	% PASS	NUM CANDS	NUM PASS	NUM FAIL	% PASS
96-100	MCCDNP SCOTTSDALE COMM COLL	SCOTTSDALE	0501	1	1	0	100.0	13	13	0	100.0
			0601	0	0	0	000.0	1	1	0	100.0
			0899	1	1	0	100.0	1	1	0	100.0
			TOTAL	2	2	0	100.0	15	15	0	100.0
96-102	YAVAPAI COLLEGE-CT	PRESCOTT	0501	2	2	0	100.0	12	12	0	100.0
			0502	1	1	0	100.0	3	3	0	100.0
			0600	0	0	0	000.0	1	1	0	100.0
			0601	0	0	0	000.0	1	1	0	100.0
			TOTAL	3	3	0	100.0	17	17	0	100.0
96-105	MCCDNP PHOENIX COLLEGE	PHOENIX	0501	2	2	0	100.0	9	8	1	088.9
			0801	1	1	0	100.0	1	1	0	100.0
			1085	0	0	0	000.0	1	0	1	000.0
			1200	0	0	0	000.0	2	2	0	100.0
			1201	0	0	0	000.0	1	1	0	100.0
			TOTAL	3	3	0	100.0	14	12	2	085.7
96-120	NORTHLAND PIONEER COL	SHOW LOW	0501	1	1	0	100.0	12	9	3	075.0
			0502	0	0	0	000.0	1	1	0	100.0
			TOTAL	1	1	0	100.0	13	10	3	076.9
96-125	MCCDNP GLENDALE COMM COLL	GLENDALE	0500	0	0	0	000.0	2	2	0	100.0
			0501	1	1	0	100.0	4	4	0	100.0
			0502	0	0	0	000.0	2	2	0	100.0
			1200	0	0	0	000.0	6	6	0	100.0
			TOTAL	1	1	0	100.0	14	14	0	100.0

NCLEX® RESULTS FOR ALL FIRST-TIME CANDIDATES

EDUCATED IN ARIZONA

1995-2000

REGISTERED NURSES

1995--Pass % Nationally 90%

Pass % Arizona 93%

1996--Pass % Nationally 86%

Pass % Arizona 92%

1997--Pass % Nationally 88%

Pass % Arizona 92.1%

1998--Pass % Nationally 85%

Pass % Arizona 90.5%

1999--Pass % Nationally 84.8%

Pass % Arizona 88.2%

2000--Pass % Nationally 83.8%

Pass % Arizona 85.35%

2001--Pass % Nationally 85.53

Pass % Arizona 83%

School	City	% Pass 1995	% Pass 1996	% Pass 1997	% Pass 1998	% Pass 1999	% Pass 2000	% Pass 2001
Northland Pioneer College	Show Low	95	100	91.2	94.1.	87.5	84.2	67.6
Eastern Arizona College	Safford	NA	NA	88.9	90.0	88.2	85.7	83.3
*Phoenix College	Phoenix	98	90	86.3	86.8	87.5	74.3	74.1
Mohave Com. College	Kingman	83	89	86.1	95.5	74.1	84.4	82.9
*Scottsdale Com. College	Scottsdale	98	90	97.9	95.6	89.1	88.6	80
Pima Com. College	Tucson	92	90	91.3	86.2	81.5	85.8	84.7
Central Arizona College	Coolidge	100	72	84	88.9	95.2	86.7	73.3
Cochise College	Douglas	97	89	87	81.4	86.7	91.4	96.2
*Glendale Com. College	Glendale	92	88	90.2	95.7	86	84.0	74.2
Yavapai College	Prescott	89	90	93.6	82.7	80.5	86.3	73.2
*GateWay Com. College	Phoenix	95	91	97.3	91.4	93.2	86.2	86.2
*Mesa Com. College	Mesa	97	97	99.1	97.2	95.4	88.2	85.9
Arizona Western College	Yuma	85	90	92.6	90.5	81.8	84.8	70
University of Arizona	Tucson	91	97	96.8	92.9	92.6	89.5	92.5
Arizona State University	Tempe	90	88	87.3	90.8	88.8	87.3	90.6
Grand Canyon University	Phoenix	97	92	93.3	94.0	87.5	88.4	90.6
Northern Arizona University	Flagstaff	97	84	92.5	80.4	94	67.6	65.3
*MCCDNP	Maricopa Community Colleges							82.2

TABLE 4.

NATIONAL COUNCIL LICENSURE EXAMINATION
FOR REGISTERED NURSES

DATE 10/22/01

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JURISDICTION: ARIZONA

TESTED FROM 07/01/01 TO 09/30/01

JURISDICTION PROGRAM SUMMARY OF ALL FIRST TIME CANDIDATES EDUCATED IN MEMBER BOARD JURISDICTION

PROGRAM CODE	SCHOOL	CITY	GRAD DATE	07/01/01 - 09/30/01				10/01/00 - 09/30/01			
				NUM CANDS	NUM PASS	NUM FAIL	% PASS	NUM CANDS	NUM PASS	NUM FAIL	% PASS
96-400	NORTHLAND PIONEER COLLEGE	SHOW LOW	0301	1	0	1	000.0	1	0	1	000.0
			0500	1	1	0	100.0	1	1	0	100.0
			0501	22	14	8	063.6	29	20	9	069.0
			TOTAL	24	15	9	062.5	31	21	10	067.7
96-402	EASTERN ARIZONA COLLEGE	SAFFORD	0501	8	5	3	062.5	18	15	3	083.3
			TOTAL	8	5	3	062.5	18	15	3	083.3
96-452	PHOENIX COLLEGE	PHOENIX	0500	0	0	0	000.0	4	3	1	075.0
			0501	17	12	5	070.6	23	16	7	069.6
			0701	1	1	0	100.0	1	1	0	100.0
			TOTAL	18	13	5	072.2	28	20	8	071.4
96-487	MOHAVE COMMUNITY COLLEGE	KINGMAN	0500	0	0	0	000.0	1	1	0	100.0
			0501	10	10	0	100.0	13	13	0	100.0
			1200	1	1	0	100.0	26	21	5	080.8
			TOTAL	11	11	0	100.0	40	35	5	087.5
96-489	SCOTTSDALE COMMUNITY COLLEGE	SCOTTSDALE	0301	1	0	1	000.0	1	0	1	000.0
			0500	0	0	0	000.0	1	1	0	100.0
			0501	20	17	3	085.0	32	27	5	084.4
			0801	1	1	0	100.0	1	1	0	100.0
			TOTAL	22	18	4	081.8	35	29	6	082.9
96-490	PIMA COMM COLLEGE-WEST CAMPUS	TUCSON	0501	7	6	1	085.7	39	37	2	094.9
			1200	0	0	0	000.0	69	56	13	081.2
			1299	0	0	0	000.0	1	0	1	000.0
			TOTAL	7	6	1	085.7	109	93	16	085.3

TABLE 4.

NATIONAL COUNCIL LICENSURE EXAMINATION
FOR REGISTERED NURSES

DATE 01/23/02

PAGE 10

JURISDICTION: ARIZONA

TESTED FROM 10/01/01 TO 12/31/01

JURISDICTION PROGRAM SUMMARY OF ALL FIRST TIME CANDIDATES EDUCATED IN MEMBER BOARD JURISDICTION

PROGRAM CODE	SCHOOL	CITY	GRAD DATE	----- 10/01/01 - 12/31/01 -----				----- 01/01/01 - 12/31/01 -----			
				NUM CANDS	NUM PASS	NUM FAIL	% PASS	NUM CANDS	NUM PASS	NUM FAIL	% PASS
96-400	NORTHLAND PIONEER COLLEGE	SHOW LOW	0301	0	0	0	000.0	1	0	1	000.0
			0500	0	0	0	000.0	1	1	0	100.0
			0501	3	2	1	066.7	32	22	10	068.8
			TOTAL	3	2	1	066.7	34	23	11	067.6
96-402	EASTERN ARIZONA COLLEGE	SAFFORD	0501	0	0	0	000.0	18	15	3	083.3
			TOTAL	0	0	0	000.0	18	15	3	083.3
96-452	MCCDNP PHOENIX COLLEGE	PHOENIX	0500	0	0	0	000.0	2	2	0	100.0
			0501	1	1	0	100.0	24	17	7	070.8
			0701	0	0	0	000.0	1	1	0	100.0
			TOTAL	1	1	0	100.0	27	20	7	074.1
96-487	MOHAVE COMMUNITY COLLEGE	KINGMAN	0501	0	0	0	000.0	13	13	0	100.0
			0799	1	0	1	000.0	1	0	1	000.0
			1200	0	0	0	000.0	26	21	5	080.8
			1299	1	0	1	000.0	1	0	1	000.0
			TOTAL	2	0	2	000.0	41	34	7	082.9
96-489	MCCDNP-SCOTTSDALE COMM COLL	SCOTTSDALE	0301	0	0	0	000.0	1	0	1	000.0
			0501	1	0	1	000.0	33	27	6	081.8
			0801	0	0	0	000.0	1	1	0	100.0
			TOTAL	1	0	1	000.0	35	28	7	080.0
96-490	PIMA COMM COLLEGE-WEST CAMPUS	TUCSON	0501	0	0	0	000.0	39	37	2	094.9
			1200	2	1	1	050.0	71	57	14	080.3
			1299	0	0	0	000.0	1	0	1	000.0
			TOTAL	2	1	1	050.0	111	94	17	084.7

APPENDIX C



NORTHLAND PIONEER COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
QUESTIONNAIRE (2000)
One Year After Graduation - 9 out of 18 Respondents

1. I began seriously taking nursing pre and co-requisites in
 - (2) 1994 Fall semester
 - (1) 1995
 - (1) 1996 Fall semester
 - (3) 1997 Spring semester
 - (1) 1997
 - (1) 1998 Fall semester
2. I graduated in 2000. My campus was WMC.
3. Mark the statement which best describes your objective for attending the nursing program?
 - 3 A. Preparation for a career change.
 - 5 B. I always wanted to be a nurse.
 - 1 C. This career gave me the best chance for employment.
 - 0 D. Nursing is one of the better paying jobs.
4. What was your first nursing position after graduation? Please give your job title and where you were employed for this first position.

RN-Flagstaff Medical Center Emergency Observation Department.

RN-Clinical nurse (med/surg at Winslow Memorial Hospital).

RN-Navapache Regional Medical Center, med/surg.

RN-Navapache Regional Medical Center, OB.

RN-Good Samaritan Hospital, Phoenix (neurology floor).

Health nurse for County Health Department.

RN-Navapache Regional Medical Center, staff OB.

RN-Navapache Regional Medical Center, staff med/surg.

RN-Agency Home Health with DDD clients (Dept. developmental disabilities) Nursing Solutions, Inc.
5. How would you rate the NPC program for preparing you for your first position?
 - 3 A. I was well prepared compared to other new graduates.
 - 3 B. I was adequately prepared.
 - 3 C. I was prepared except for a few areas.
 - 0 D. I was totally unprepared.

COMMENTS:

Unprepared for emergency room.

Program was well suited for students who paid attention and worked hard in preparing for entry-level nursing positions.

I found that the new grads from universities had none to very little clinical experience.

Please rate the following components of the ADN program, using the following rating scale. Circle the response that most closely matches your opinion:

- 5 - Positively Agree
- 4 - Agree
- 3 - Mostly Agree
- 2 - Mostly Disagree
- 1 - Absolutely Disagree

Pre-nursing

6. Prerequisites were realistic.

(5) = 7 (4) = 2 (3) = 0 (2) = 0 (1) = 0

7. Admission procedure was fair.

(5) = 7 (4) = 1 (3) = 1 (2) = 0 (1) = 0

8. Counseling was available when needed.

(5) = 3 (4) = 6 (3) = 0 (2) = 0 (1) = 0

9. Registration was efficient.

(5) = 3 (4) = 4 (3) = 1 (2) = 1 (1) = 0

COMMENTS:

Twice I was unable to register because of financial hold on my account. Once because the business office said I owed 25 cents (which I had paid a year before), and once because NPC owed me 75 cents! Janet Critser and Marva Fellows with VA benefits were always helpful.

Related Courses

10. Co-requisite courses were meaningful and current.

(5) = 4 (4) = 5 (3) = 0 (2) = 0 (1) = 0

11. Science courses were applicable to the program.

(5) = 6 (4) = 2 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

Did not take science courses here at NPC.

Instructor didn't instruct!

Dr. Nickolas provides excellent materials/books that can still be used for reference.

Joe Nickolas is a great source of knowledge-above and beyond what is required for program, which I feel is important. His classes have taught me critical thinking beyond what I learned in the program.

12. Social sciences (psychology, sociology, human development) were applicable to the program.

(5) = 5 (4) = 2 (3) = 1 (2) = 0 (1) = 0

COMMENTS:

Applicable, but did not take courses at NPC.

Dr. Boblett was an excellent psych teacher.

13. English courses were applicable to the program.

(5) = 3 (4) = 1 (3) = 4 (2) = 0 (1) = 0

COMMENTS:

Did not take here at NPC.

Too much of the same materials.

It is so important for nursing professionals to develop writing and communication skills to excel in the field. Ron Goulet was the toughest, best instructor I have ever had, challenging and encouraging me and others to do the best we could.

14. Humanities courses prepared me to be a well-rounded individual.

(5) = 3 (4) = 1 (3) = 4 (2) = 0 (1) = 0

COMMENTS:

Did not take here at NPC.

It is so important for nursing professionals to develop writing and communication skills to excel in the field. Ron Goulet was the toughest, best instructor I have ever had, challenging and encouraging me and others to do the best we could.

Professor Roush was interesting, understanding, and fair. Excellent teacher!

15. Math courses were applicable to the program.

(5) = 4 (4) = 4 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

Did not take here at NPC.

I did not have to take the math course. I had math credits from high school co-credits already.

However, I believe an RN should be capable of doing a higher level of math than intermediate algebra. College algebra is an entry-level freshman math class at many universities, and it is a disservice to the student to set a lower standard.

Gary Mack was patient, helpful, and supplied extra materials. Excellent teacher!

Nursing Didactic (class instruction only)

16. NUR 110 "Pharmacology" was meaningful and current.

(5) = 6 (4) = 2 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

Did not take course. Had taken course previously.

JoAnn Crownover and guest lecturers were very knowledgeable. The knowledge I gained from the course has stuck with me even though I do not often use many of the drugs I learned about in my field (OB).

17. NUR 112 "Introduction to Nursing" was meaningful and current.

(5) = 4 (4) = 2 (3) = 2 (2) = 0 (1) = 0

COMMENTS:

Did not take course. "Changing Nursing Roles" was extremely helpful for an LPN.

Good for those who had not worked in health care before.

Too basic. A little boring, but helpful, I suppose, to those students not in the medical field already.

18. NUR 114 "Nursing of the Family" was meaningful and current.

(5) = 5 (4) = 4 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

19. NUR 212 "Psychiatric Nursing" was meaningful and current.

(5) = 2 (4) = 3 (3) = 4 (2) = 0 (1) = 0

COMMENTS:

Confusing and clinicals very uninteresting. Clinicals a waste of time.

Struggled due to sensitive nature of variables with each individual.

20. NUR 214 "Nursing of the Adult" was meaningful and current.

(5) = 6 (4) = 3 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

Katherine Nicolet challenged everybody to think critically. Very tough, very good teaching methods. Many of the principles I learned in this class will stay with me forever.

21. NUR 216 "Advanced Nursing" was meaningful and current.

(5) = 7 (4) = 2 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

TMC trip, however, was a waste of time and money.

22. The nursing course sequence of content made sense.

(5) = 6 (4) = 3 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

23. Written objectives for nursing courses described what you needed to learn.

(5) = 4 (4) = 5 (3) = 0 (2) = 0 (1) = 0

Clinical Experiences:

24. Starting clinical first in the nursing home was the best time for this experience.

(5) = 0 (4) = 3 (3) = 2 (2) = 1 (1) = 0

COMMENTS:

All we spent was 2 days.

Clinical should begin in medical/surgical unit at Navapache. Nursing skills are made concrete and make sense with lecture.

Did not start in nursing home in this program. As an LPN, nursing home experience was invaluable!

My class did not start in the nursing home.

25. Spending equal amounts of time in the nursing lab, nursing home and hospital during first semester was appropriate.

(5) = 4 (4) = 3 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

Was not in 1st semester with rest of class.

Wasn't done.

Made sense of lecture and "theory" stuff.

26. Having clinical experience at an IHS facility was helpful.

(5) = 1 (4) = 1 (3) = 2 (2) = 0 (1) = 0

COMMENTS:

Never happened.

We didn't go to WRIHS if IHS is Whiteriver.

Did not have any!

Didn't have.

My class was not able to do clinical time at an IHS.

Did not have clinical at IHS during our school year.

Culture differences are an invaluable learning experience.

27. I received satisfactory medical/surgical clinical experiences at Navapache Hospital.

(5) = 2 (4) = 5 (3) = 1 (2) = 1 (1) = 0

COMMENTS:

Very well.

Little time to do IVs, NGTs, etc.

Due to the inconsistency in nursing staff here, it made some experiences difficult. Mostly it was okay.

28. I received a satisfactory OB experience in the program.

(5) = 1 (4) = 2 (3) = 3 (2) = 3 (1) = 0

COMMENTS:

I was able to see deliveries, but not everyone was able to.

No C-section.

It was very limited.

Two days of clinical time are insufficient.

Very helpful.

29. I received a satisfactory pediatric experience in the program.

(5) = 1 (4) = 2 (3) = 1 (2) = 5 (1) = 0

COMMENTS:

Okay except there weren't many pediatric patients and no pediatric ward.

Very few pediatric patients.

Not enough experience with peds. Unable to perform competencies, IVs, etc.

Not enough peds patients at NRMC to go around and decreased activity of peds patients. TMC peds rotations not helpful because we weren't allowed to do very much with the patients (PICU at TMC most helpful).

30. The preceptorship (last 2 weeks) helped prepare me for working as a nurse.

(5) = 7 (4) = 1 (3) = 1 (2) = 0 (1) = 0

COMMENTS:

Best part of the final educational experience.

Enjoyed very much my preceptorship in ER at Navapache.

I precepted in the ER.

Very much!

31. A preceptorship in a specialty unit (OB, ER, ICU, Home Health) would have been equally beneficial.

(5) = 8 (4) = 1 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

Very much so in the ER.

We got zero time in the ICU at Navapache. Would be great if there were patients.

I did my preceptorship in the ER, and now I work in an ED.

I precepted in ER.

Faculty

32. The nursing program faculty were sensitive to my needs.

(5) = 5 (4) = 3 (3) = 1 (2) = 0 (1) = 0

COMMENTS:

Always.

Katherine Nicolet and Karen Jones were excellent, as well as JoAnn Crownover. Faculty was outstanding, and I felt I belonged.

Katherine Nicolet was not sensitive and could stand to take further courses in human relations.

33. My first-year instructors were knowledgeable and helpful.

(5) = 7 (4) = 0 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

Best year of the ADN program.

Great teacher. JoAnn is one of the best.

34. My second-year medical/surgical instructor was knowledgeable and helpful.

(5) = 4 (4) = 2 (3) = 1 (2) = 0 (1) = 0

COMMENTS:

Katherine was also one of the best.

Needs to help out with more effective outlines to allow for focusing on the most fundamental.

Only helpful when convenient for them. Picked favorites and made it obvious.

35. My psychiatric nursing instructor was knowledgeable and helpful.

(5) = 0 (4) = 3 (3) = 4 (2) = 0 (1) = 0

COMMENTS:

Rote learning. Poor objective outlines.

Afternoon classes after a day of clinicals was difficult.

Loved Karen Jones!

Administration

36. The nursing director was knowledgeable, helpful, and sensitive to my needs.

(5) = 3 (4) = 3 (3) = 1 (2) = 0 (1) = 0

COMMENTS:

Karen Jones great director. Fair and knowledgeable.

Always available within a reasonable time.

37. The nursing program secretary was sensitive to my needs.

(5) = 6 (4) = 1 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

Love Bobbi.

Bobbi always positive, upbeat, and helpful. NPC could never find a better secretary!

38. The experience at Tucson Medical Center was a necessary part of the program.

(5) = 5 (4) = 0 (3) = 1 (2) = 1 (1) = 1

COMMENTS:

It provided a look at different facility and experience was good.

One week would have been sufficient.

A+.

Absolutely! As a rural college, we definitely need the experience of a large hospital where we can see other aspects of nursing. Taking my boards a lot of my clinical experience at TMC provided me with answers.

Equal time in different units at NRMC or WRIHS would have been more helpful and less stressful.

39. Another type of experience different from TMC would be better.

(5) = 1 (4) = 1 (3) = 2 (2) = 2 (1) = 1

SUGGESTION:

Equal time in different units at NRMC or WRIHS would have been more helpful and less stressful.

If it's of the same size and caliber.

I think it would have been more helpful to spend two weeks in a specialty area of our choice. Of course, without a varied experience, some of us may not have known what we wanted.

Any large hospital would do.

Psychiatric/ETOH and substance abuse facilities in Tucson would be helpful.

The Instructional Lecture and Laboratory Facilities:

40. Provided adequate lighting, ventilation, heating, power and other utilities.

(5) = 4 (4) = 2 (3) = 2 (2) = 0 (1) = 0

COMMENTS:

The room was cool sometimes. I just dressed appropriately.

Except heating and cooling in one of the main rooms.

The room used for lecture was either freezing or hot, never in between.

The temperature controls are horrible and made for many an uncomfortable day in class. Too hot then too cold. Never right!

41. Included enough work stations for the number of students enrolled.

(5) = 6 (4) = 2 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

More IV starts experience would have been helpful.

42. Are safe, functional and well-maintained.

(5) = 7 (4) = 1 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

43. Instructional equipment is current and representative of the industry.

(5) = 6 (4) = 2 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

44. What did you find particularly helpful in the program and why?

Instructors' flexibility-relatively inexpensive tuition and fees.

Materials/books provided insight into self and skills that are sharp in client care.

The instructors were very knowledgeable and helpful.

Clinicals were very helpful in helping gain confidence.

The instructors.

Clinical at TMC. Saw and participated in many different units.

Katherine and JoAnn were very knowledgeable and great teachers.

The instructors, always willing to help and encourage.

The preceptorship. Helps you prepare for the transition.

45. How would you improve the program?

Perhaps making clinical time longer.

Have more experience in other areas besides M/S.

Closer clinical supervision. Regret that we were not exposed to the Whiteriver Hospital. Would like to have had more exposure to other areas of the hospital.

Provide better outlined objectives. A must!

Not much.

I would strongly suggest to newcomers in the program to get experience in the medical field before and during school.

Clinical experience at hospitals other than NRMC and TMC would have given me a more well-rounded feeling upon graduation.

Assist instructors in bettering their ability to be patient and equal with all students.

Eliminate TMC trip, possibly provide tutors for struggling students so that class can move more quickly and efficiently by not having class periods dedicated to the needs of a few students who ~~do~~ not grasp concepts.

Information About You:

46. I passed the NCLEX RN:

8 On the first try

1 On the second try

 Within a year after I graduated

 I have not passed

47. 6 I give my permission for my employer to be surveyed about my preparation for employment as a new graduate (Optional). Current Employer:

NRMC.

Winslow IHS; ADON-Amelia Wilcox, RN.

Good Samaritan Regional Medical Center-Supervisor, Cindy Blomdahl, 602-239-3355.

Flagstaff Medical Center (Kim Gastelum, supervisor).

NRMC - OB.

NORTHLAND PIONEER COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
QUESTIONNAIRE (1999)
One Year After Graduation - 5 out of 11 Respondents

1. I began seriously taking nursing pre and co-requisites in
1997 spring semester.
1996 fall semester.
1995 fall semester.
1992 fall semester.
1995.
2. I graduated in 1999. My campus was WMC.
3. Mark the statement which best describes your objective for attending the nursing program?
20% A. Preparation for a career change.
60% B. I always wanted to be a nurse.
20% C. This career gave me the best chance for employment.
_____ D. Nursing is one of the better paying jobs.
4. What was your first nursing position after graduation? Please give your job title and where you were employed for this first position.

Labor and Delivery RN-Good Samaritan.

Neonatal Intensive Care-Tucson Medical Center.

Staff RN, Med/Surg-Navapache Regional Medical Center.

Staff RN, Med/Surg-RMCHCS, Gallup, New Mexico.

ER Nurse-Navapache Regional Medical Center.
5. How would you rate the NPC program for preparing you for your first position?
40% A. I was well prepared compared to other new graduates.
20% B. I was adequately prepared.
40% C. I was prepared except for a few areas.
_____ D. I was totally unprepared.

COMMENTS:

Further courses were required for my job!

Needed more hands-on experience within medical field and basic patient care.

The Peds area could have been covered as good as the other areas.

Please rate the following components of the ADN program, using the following rating scale. Circle the response that most closely matches your opinion:

- 5 - Positively Agree
- 4 - Agree
- 3 - Mostly Agree
- 2 - Mostly Disagree
- 1 - Absolutely Disagree

Pre-nursing

6. Prerequisites were realistic.

(5) = 20% (4) = 40% (3) = 40% (2) = 0% (1) = 0%

7. Admission procedure was fair.

(5) = 20% (4) = 80% (3) = 0% (2) = 0% (1) = 0%

8. Counseling was available when needed.

(5) = 0% (4) = 80% (3) = 20% (2) = 0% (1) = 0%

9. Registration was efficient.

(5) = 20 (4) = 40% (3) = 40% (2) = 0% (1) = 0%

COMMENTS:

Some misunderstanding of charges for cost used for trip to Tucson for training.

Related Courses

10. Co-requisite courses were meaningful and current.

(5) = 20% (4) = 40% (3) = 40% (2) = 0% (1) = 0%

11. Science courses were applicable to the program.

(5) = 40% (4) = 60% (3) = 0% (2) = 0% (1) = 0%

12. Social sciences (psychology, sociology, human development) were applicable to the program.

(5) = 40% (4) = 40% (3) = 0% (2) = 20% (1) = 0%

13. English courses were applicable to the program.

(5) = 20% (4) = 40% (3) = 20% (2) = 20% (1) = 0%

14. Humanities courses prepared me to be a well-rounded individual.

(5) = 0% (4) = 0% (3) = 60% (2) = 0% (1) = 20%

COMMENTS:

Not applicable. Took them years before I applied to the ADN program.

Please rate the following components of the ADN program, using the following rating scale. Circle the response that most closely matches your opinion:

- 5 - Positively Agree
- 4 - Agree
- 3 - Mostly Agree
- 2 - Mostly Disagree
- 1 - Absolutely Disagree

15. Math courses were applicable to the program.

(5) = 0% (4) = 40% (3) = 60% (2) = 0% (1) = 0%

Nursing Didactic (class instruction only)

16. NUR 110 "Pharmacology" was meaningful and current.

(5) = 20% (4) = 40% (3) = 40% (2) = 0% (1) = 0%

COMMENTS:

Was a little too technical which isn't necessary for "real-life".

Too much knowledge crammed into short period of time.

17. NUR 112 "Introduction to Nursing" was meaningful and current.

(5) = 40% (4) = 60% (3) = 0% (2) = 0% (1) = 0%

18. NUR 114 "Nursing of the Family" was meaningful and current.

(5) = 40% (4) = 40% (3) = 0% (2) = 20% (1) = 0%

COMMENTS:

The instructor for Peds did not have experience, which really showed. However, the maternity section was excellent.

19. NUR 212 "Psychiatric Nursing" was meaningful and current.

(5) = 0% (4) = 20% (3) = 80% (2) = 0% (1) = 0%

COMMENTS:

Needed more direction at Pineview. Classes at NPC needed to correlate more with hands-on experience. Need to be more interesting.

20. NUR 214 "Nursing of the Adult" was meaningful and current.

(5) = 60% (4) = 40% (3) = 0% (2) = 0% (1) = 0%

21. NUR 216 "Advanced Nursing" was meaningful and current.

(5) = 40% (4) = 40% (3) = 20% (2) = 0% (1) = 0%

22. The nursing course sequence of content made sense.

(5) = 40% (4) = 40% (3) = 20% (2) = 0% (1) = 0%

Please rate the following components of the ADN program, using the following rating scale. Circle the response that most closely matches your opinion:

- 5 - Positively Agree
- 4 - Agree
- 3 - Mostly Agree
- 2 - Mostly Disagree
- 1 - Absolutely Disagree

23. Written objectives for nursing courses described what you needed to learn.

(5) = 40% (4) = 20% (3) = 40% (2) = 0% (1) = 0%

Clinical Experiences:

24. Starting clinical first in the nursing home was the best time for this experience.

(5) = 60% (4) = 20% (3) = 0% (2) = 20 (1) = 0%

25. Spending equal amounts of time in the nursing lab, nursing home and hospital during first semester was appropriate.

(5) = 40% (4) = 40% (3) = 20% (2) = 0% (1) = 0%

26. Having clinical experience at an IHS facility was helpful.

(5) = 60% (4) = 20% (3) = 20% (2) = 0% (1) = 0%

COMMENTS:

Found employees more helpful there than any facility. Their attitude was always friendly and encouraging. Made you feel welcome. This was most enjoyable of all clinical in White Mountains.

27. I received satisfactory medical/surgical clinical experiences at Navapache Hospital.

(5) = 0% (4) = 80% (3) = 20% (2) = 0% (1) = 0%

COMMENTS:

Attitudes of staff were not always friendly and encouraging. Did not look forward to students.

28. I received a satisfactory OB experience in the program.

(5) = 20% (4) = 40% (3) = 20% (2) = 20% (1) = 0%

COMMENTS:

Staff did not appear to look forward to students being present.

29. I received a satisfactory pediatric experience in the program.

(5) = 0% (4) = 20% (3) = 20% (2) = 60% (1) = 0%

COMMENTS:

There were few Peds patients that semester.

30. The preceptorship (last 2 weeks) helped prepare me for working as a nurse.

(5) = 40% (4) = 40% (3) = 20% (2) = 0% (1) = 0%

31. A preceptorship in a specialty unit (OB, ER, ICU, Home Health) would have been equally beneficial.

(5) = 20% (4) = 40% (3) = 20% (2) = 0% (1) = 0%

COMMENTS:

N/A. I did my preceptorship in OB. It was equally beneficial.

Faculty

32. The nursing program faculty were sensitive to my needs.

(5) = 0% (4) = 60% (3) = 40% (2) = 0% (1) = 0%

33. My first-year instructors were knowledgeable and helpful.

(5) = 60% (4) = 40% (3) = 0% (2) = 0% (1) = 0%

COMMENTS:

JoAnn Crownover was excellent. Very personable. Did not intimidate.

34. My second-year medical/surgical instructor was knowledgeable and helpful.

(5) = 60% (4) = 40% (3) = 0% (2) = 0% (1) = 0%

COMMENTS:

Katherine Nicolet excellent instructor. Personable at times, but not always consistent. Felt she used intimidation. She appeared very nervous in clinical setting.

35. My psychiatric nursing instructor was knowledgeable and helpful.

(5) = 0% (4) = 0% (3) = 60% (2) = 40% (1) = 0%

COMMENTS:

Appeared lacking in knowledge at times. Did not relate well to students.

Administration

36. The nursing director was knowledgeable, helpful, and sensitive to my needs.

(5) = 0% (4) = 0% (3) = 80% (2) = 20% (1) = 0%

37. The nursing program secretary was sensitive to my needs.

(5) = 40% (4) = 40% (3) = 20% (2) = 0% (1) = 0%

COMMENTS:

Excellent.

38. The experience at Tucson Medical Center was a necessary part of the program.

(5) = 60% (4) = 40% (3) = 0% (2) = 0% (1) = 0%

COMMENTS:

Thoroughly enjoyed it. Also felt instructors did not communicate well with students about last night in Tucson, therefore, the mix up on staying over. Felt student was blamed unfairly.

39. Another type of experience different from TMC would be better.

(5) = 0% (4) = 0% (3) = 0% (2) = 80% (1) = 0%

The Instructional Lecture and Laboratory Facilities:

40. Provided adequate lighting, ventilation, heating, power and other utilities.

(5) = 40% (4) = 20% (3) = 20% (2) = 20% (1) = 0%

41. Included enough work stations for the number of students enrolled.

(5) = 40% (4) = 40% (3) = 0% (2) = 20% (1) = 0%

42. Are safe, functional and well-maintained.

(5) = 40% (4) = 40% (3) = 20% (2) = 0% (1) = 0%

43. Instructional equipment is current and representative of the industry.

(5) = 40% (4) = 40% (3) = 0% (2) = 20% (1) = 0%

44. What did you find particularly helpful in the program and why?

The small class size. This allowed for more individualized attention.

The intense learning is essential. Very applicable to the job.

Katherine's knowledge.

Clinical experience.

45. How would you improve the program?

Discontinue having the WMC affiliate with the LCC. More "work" was required from both sides, i.e. driving to meet with other campus.

By making it more accessible to a four-year degree.

Offer a part-time program for people with children, as it's very stressful on families.

When a student is possibly going to be removed from the program, I believe more than one instructor needs to evaluate student.

Information About You:

46. I passed the NCLEX RN:

100% On the first try

 On the second try

 Within a year after I graduated

 I have not passed

47. I give my permission for my employer to be surveyed about my preparation for employment as a new graduate (Optional). Current Employer:

RMCHCS, Gallup, New Mexico

NORTHLAND PIONEER COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
QUESTIONNAIRE (1999)
One Year After Graduation - 2 out of 17 Respondents

1. I began seriously taking nursing pre and co-requisites in 1991 ~~spring~~ semester.
1996 fall semester.
2. I graduated in 1999. My campus was LCC.
3. Mark the statement which best describes your objective for attending the nursing program?
50% A. Preparation for a career change.
_____ B. I always wanted to be a nurse.
50% C. This career gave me the best chance for employment.
_____ D. Nursing is one of the better paying jobs.
4. What was your first nursing position after graduation? Please give your job title and where you were employed for this first position.

Winslow Memorial Hospital. Staff Nurse.

Dialysis RN/Winslow.
5. How would you rate the NPC program for preparing you for your first position?
_____ A. I was well prepared compared to other new graduates.
50% B. I was adequately prepared.
50% C. I was prepared except for a few areas.
_____ D. I was totally unprepared.

COMMENTS:

Didn't know what to expect.

Please rate the following components of the ADN program, using the following rating scale. Circle the response that most closely matches your opinion:

- 5 - Positively Agree
- 4 - Agree
- 3 - Mostly Agree
- 2 - Mostly Disagree
- 1 - Absolutely Disagree

Pre-nursing

6. Prerequisites were realistic.

(5) = 0% (4) = 100% (3) = 0% (2) = 0% (1) = 0%

Please rate the following components of the ADN program, using the following rating scale. Circle the response that most closely matches your opinion:

- 5 - Positively Agree
- 4 - Agree
- 3 - Mostly Agree
- 2 - Mostly Disagree
- 1 - Absolutely Disagree

7. Admission procedure was fair.

(5) = 100% (4) = 0% (3) = 0% (2) = 0% (1) = 0%

8. Counseling was available when needed.

(5) = 50% (4) = 50% (3) = 0% (2) = 0% (1) = 0%

9. Registration was efficient.

(5) = 0% (4) = 100% (3) = 0% (2) = 0% (1) = 0%

Related Courses

10. Co-requisite courses were meaningful and current.

(5) = 0% (4) = 100% (3) = 0% (2) = 0% (1) = 0%

11. Science courses were applicable to the program.

(5) = 50% (4) = 50% (3) = 0% (2) = 0% (1) = 0%

12. Social sciences (psychology, sociology, human development) were applicable to the program.

(5) = 0% (4) = 100% (3) = 0% (2) = 0% (1) = 0%

13. English courses were applicable to the program.

(5) = 0% (4) = 0% (3) = 100% (2) = 0% (1) = 0%

14. Humanities courses prepared me to be a well-rounded individual.

(5) = 0% (4) = 50% (3) = 50% (2) = 0% (1) = 0%

15. Math courses were applicable to the program.

(5) = 0% (4) = 50% (3) = 50% (2) = 0% (1) = 0%

Nursing Didactic (class instruction only)

16. NUR 110 "Pharmacology" was meaningful and current.

(5) = 100% (4) = 0% (3) = 0% (2) = 0% (1) = 0%

17. NUR 112 "Introduction to Nursing" was meaningful and current.

(5) = 100% (4) = 0% (3) = 0% (2) = 0% (1) = 0%

Please rate the following components of the ADN program, using the following rating scale. Circle the response that most closely matches your opinion:

- 5 - Positively Agree
- 4 - Agree
- 3 - Mostly Agree
- 2 - Mostly Disagree
- 1 - Absolutely Disagree

18. NUR 114 "Nursing of the Family" was meaningful and current.

(5) = 50% (4) = 50% (3) = 0% (2) = 0% (1) = 0%

19. NUR 212 "Psychiatric Nursing" was meaningful and current.

(5) = 50% (4) = 50% (3) = 0% (2) = 0% (1) = 0%

20. NUR 214 "Nursing of the Adult" was meaningful and current.

(5) = 100% (4) = 0% (3) = 0% (2) = 0% (1) = 0%

21. NUR 216 "Advanced Nursing" was meaningful and current.

(5) = 100% (4) = 0% (3) = 0% (2) = 0% (1) = 0%

22. The nursing course sequence of content made sense.

(5) = 0% (4) = 100% (3) = 0% (2) = 0% (1) = 0%

23. Written objectives for nursing courses described what you needed to learn.

(5) = 0% (4) = 100% (3) = 0% (2) = 0% (1) = 0%

Clinical Experiences:

24. Starting clinical first in the nursing home was the best time for this experience.

(5) = 0% (4) = 100% (3) = 0% (2) = 0% (1) = 0%

25. Spending equal amounts of time in the nursing lab, nursing home and hospital during first semester was appropriate.

(5) = 50% (4) = 50% (3) = 0% (2) = 0% (1) = 0%

26. Having clinical experience at an IHS facility was helpful.

(5) = 50% (4) = 0% (3) = 0% (2) = 50% (1) = 0%

COMMENTS:

Only had one day at IHS. Experience was excellent in prenatal area for me.

27. I received satisfactory medical/surgical clinical experiences at Winslow Memorial Hospital.

(5) = 0% (4) = 100% (3) = 0% (2) = 0% (1) = 0%

Please rate the following components of the ADN program, using the following rating scale. Circle the response that most closely matches your opinion:

- 5 - Positively Agree
- 4 - Agree
- 3 - Mostly Agree
- 2 - Mostly Disagree
- 1 - Absolutely Disagree

28. I received a satisfactory OB experience in the program.

(5) = 0% (4) = 50% (3) = 0% (2) = 50% (1) = 0%

COMMENTS:

I feel my OB experience was weakest area. Not enough time and no hands-on experience.

29. I received a satisfactory pediatric experience in the program.

(5) = 0% (4) = 0% (3) = 50% (2) = 50% (1) = 0%

30. The preceptorship (last 2 weeks) helped prepare me for working as a nurse.

(5) = 50% (4) = 50% (3) = 0% (2) = 0 (1) = 0%

31. A preceptorship in a specialty unit (OB, ER, ICU, Home Health) would have been equally beneficial.

(5) = 50% (4) = 0% (3) = 0% (2) = 0% (1) = 0%

COMMENTS:

A preceptorship in your choice of practice would be beneficial.

Faculty

32. The nursing program faculty were sensitive to my needs.

(5) = 0% (4) = 50% (3) = 50% (2) = 0% (1) = 0%

33. My first-year instructors were knowledgeable and helpful.

(5) = 0% (4) = 100% (3) = 0% (2) = 0% (1) = 0%

34. My second-year medical/surgical instructor was knowledgeable and helpful.

(5) = 0% (4) = 50% (3) = 50% (2) = 0% (1) = 0%

35. My psychiatric nursing instructor was knowledgeable and helpful.

(5) = 0% (4) = 100% (3) = 0% (2) = 0% (1) = 0%

Please rate the following components of the ADN program, using the following rating scale. Circle the response that most closely matches your opinion:

- 5 - Positively Agree
- 4 - Agree
- 3 - Mostly Agree
- 2 - Mostly Disagree
- 1 - Absolutely Disagree

Administration

36. The nursing director was knowledgeable, helpful, and sensitive to my needs.

(5) = 0% (4) = 50% (3) = 50% (2) = 0% (1) = 0%

37. The nursing program secretary was sensitive to my needs.

(5) = 0% (4) = 50% (3) = 50% (2) = 0% (1) = 0%

38. I feel the experience at Flagstaff Medical Center was a necessary part of the program.

(5) = 100% (4) = 0% (3) = 0% (2) = 0% (1) = 0%

39. Another type of experience different from FMC would be better.

(5) = 0% (4) = 50% (3) = 0% (2) = 0% (1) = 50%

The Instructional Lecture and Laboratory Facilities:

40. Provided adequate lighting, ventilation, heating, power and other utilities.

(5) = 0% (4) = 50% (3) = 50% (2) = 0% (1) = 0%

COMMENTS:

LCC needs improvement in lab facilities.

41. Included enough work stations for the number of students enrolled.

(5) = 0% (4) = 50% (3) = 0% (2) = 0% (1) = 50%

42. Are safe, functional and well-maintained.

(5) = 0% (4) = 50% (3) = 50% (2) = 0% (1) = 0%

43. Instructional equipment is current and representative of the industry.

(5) = 0% (4) = 50% (3) = 0% (2) = 0% (1) = 50%

COMMENTS:

Lab equipment either outdated or lacking.

44. What did you find particularly helpful in the program and why?

Clinical experiences were especially helpful.

Understanding teacher, Don Johnson, very helpful and patient.

45. How would you improve the program?

Hire experienced instructors with teaching abilities. More "hands-on" lab experience such as IVs.

Better organization.

Information About You:

46. I passed the NCLEX RN:

100% On the first try

 On the second try

 Within a year after I graduated

 I have not passed

47. I give my permission for my employer to be surveyed about my preparation for employment as a new graduate (Optional). Current Employer:

Winslow Memorial Hospital, Winslow, AZ.

APPENDIX D

NORTHLAND PIONEER COLLEGE
NURSING ASSISTANT SKILLS/COMPETENCY CHECKLIST

NA STUDENT NAME _____

COMPETENCY	DEMO DATE	DEMO INIT.	RETURN DEMO DATE	RETURN DEMO INIT.	COMMENTS
1. Therapeutic Communication					
2. Positioning Call Light					
3. Heimlich Maneuver					
4. Handwashing					
5. Putting On & Removing PPE					
6. Restraint Application					
7. Positioning Resident/Bed-WC					
8. Turning Resident/Respositioning					
9. Moving Resident Up in Bed					
10. Transferring Patient/Gaitbelt					
11. Mechanical Lift Transfer					
12. Ambulating Resident/Gaitbelt					
13. Assist. Patient to Walk with Cane					
14. Assisting Pt. to Walk with Walker					
15. Assisting the Falling Patient					
16. Measuring Oral Temp. (Glass)					
17. Measuring Oral Temp (Electronic)					
18. Measuring Temperature/Axillary					
19. Measuring Temperature/Rectal					
20. Measuring Temperature/Tympanic					
21. Counting Radial Pulse					
22. Counting Apical Pulse					
23. Counting Respirations					
24. Taking Blood Pressure					
25. Recording Vital Signs					
26. Weight & Height/Upright Scale					
27. Weight/Bed Scale					

COMPETENCY	DEMO DATE	DEMO INIT	RETURN DEMO DATE	RETURN DEMO INIT	COMMENTS
28. Weight/Chair Scale					
29. Making an Unoccupied Bed					
30. Making an Occupied Bed					
31. Giving a Shower					
32. Giving a Bedbath					
33. Giving Perineal Care: Male/Female					
34. Hand and Fingernail Care					
35. Giving a Bed Shampoo					
36. Dressing and Undressing Patient					
37. A.M./H.S. Care					
38. Assist. with Routine Oral Hygiene					
39. Assist. With Special Oral Hygiene					
40. Caring for Dentures					
41. Giving a Backrub					
42. Shaving a Male Patient					
43. Hair Care					
44. Giving & Receiving Bedpan					
45. Assisting with Use of BSC					
46. Restorative Care/PROM					
47. Feeding the Dependent Patient					
48. Measuring & Recording I&O					
49. Applying Elasticized Stockings					
50. Postmortem Care					
51. O2 Care					
52. Gown Change/TV					
53. Documentation ADLS					
54. Environmental Safety/Fire & Disaster					
55. Specimen Collection					
56. Catheter Care					

APPENDIX E

STUDENT INFORMATION LOG

NAME

MAILING ADDRESS

TELEPHONE NUMBER

ALTERNATE TELEPHONE NUMBER

DATE OF BIRTH (OPTIONAL)

TEST SCORES

#1	
#2	
#3	
#4	
#5	
AVERAGE	

HOURS OF ATTENDANCE

WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	

TOTAL

CHECKLIST

COMPLETE

INCOMPLETE

LAB/CLINICAL (PASS OR FAIL)

COMMENTS:

GRADE EARNED

APPENDIX F

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Northland Pioneer College
Nursing Assistant Training
NAT 101

Student: _____

Semester/Year: _____

Faculty: _____

Clinical Agency: _____

Please rate each objective at the end of the semester. Grading is pass/fail. In order to receive a passing grade on the clinical evaluation tool, the student must obtain a satisfactory rating on all but two line items on the performance criteria. (More than 2 unsatisfactory scores = fail.)
Criteria scored as N/A, are not considered part of the overall grade on the clinical evaluation tool.

Code: S = Satisfactory
N = Needs Improvement
U = Unsatisfactory
N/A = Not able to measure

AREAS OF EVALUATION

Objective

1. Personal Characteristics

- A. Student is present for 48-hours of clinical.

Attendance-

- B. Demonstrates ability to change assignments as needed.

Flexibility-

- C. Is in uniform as describe in orientation information.

Grooming-

- D. Demonstrates ability to maintain a working relationship with peers and co-workers.

Interpersonal Relationships-

- E. Is present 10 minutes prior to scheduled clinical.

Promptness-

- F. Responds appropriately to suggestions for improvement.

Response to Criticism-

2. Execution of Nursing Care

- A. Demonstrates ability to carry out patient care carefully and thoroughly.

Acceptance of responsibilities-

- B. Is precise in reporting and recording information.

Accuracy-

- C. Demonstrates ability to protect patient from harm.

Safety-

- D. Demonstrates activity level necessary to complete assignment.

Energy level; productivity-

- E. Is aware of and seeks necessary assistance.

Knows limitations; seeks guidance-

- F. Is able to determine what is abnormal.

Observational skills-

- G. Demonstrates ability to plan and implement patient care assignment.

Organization; use of time-

3. Communication

A. Demonstrates ability to relay necessary information at appropriate time.

Oral-

B. Demonstrates ability to document necessary information in appropriate place and in appropriate format.

Written-

Student

Date

Instructor

Date

APPENDIX C

INTERIM REPORT

ASSESSMENT
OF
STUDENT ACADEMIC ACHIEVEMENT
(From August, 2002 Division Meeting)

Steps One through Four of the two-year cycle of the assessment have been completed. Today, Step Five - the results of the report were shared with the faculty. Step Six of the cycle - Implement Results/Curricular Change was completed"

1. The percentage level of 90% or above for all three proficiency examinations (formative tools) are to be kept for another year before considering changing the levels.
2. Standard national testing is to be incorporated into the program's curriculum to help assess the student's academic achievement and to prepare them for being successful in taking the NCLEX-RN. The Director of Nursing is to explore utilizing the standard tests used most successfully by the Healing Community Members (HESI?, ERI?). These tests will be capstone tests at the end of each semester and therefore, will be summative tools. This year they will be piloted and thereafter, they will be included as part of the course grade.
3. Other Summative tools, the Mosby Test and NCLEX-RN were discussed. The Mosby test may be replaced depending on the standard testing package that is chosen. The use of the passing rate of the NCLEX-RN is to remain with the goal of increasing the passing rate to 75% or higher as required by the Arizona State Board of Nursing

The faculty and Director of Nursing are able to draw beginning correlation between students who fail the NCLEX-RN and their overall course exam grade. They all fell in the 74, 76, 77 percent. In addition, students who failed the NCLEX-PN are not passing the NCLEX-RN. The Director of Institutional Research and Planning will be asked to correlate students' test scores with their NCLEX-RN results and to summarize in a table format the available data on the areas in which the non-passing candidates do poorly:

4. Preceptorship outcomes are not to be pursued at this time, as findings from the current evaluation tools do not warrant further exploration.
5. A graduate performance outcome tool is lacking as a summative tool. A survey for the graduates to ask their employers to fill out and send back is to be developed and use in the next assessment cycle.

APPENDIX D

SYSTEMATIC PROGRAM EVALUATION PLAN

**NORTHLAND PIONEER COLLEGE
NURSING PROGRAMS
ADN PROGRAM**

SYSTEMATIC PROGRAM EVALUATION PLAN

I. Organization and Administration of the Program:

EVALUATIVE CRITERIA	METHODOLOGY	ASSIGNMENT OF RESPONSIBILITY	FREQUENCY
ADN Program is an integral part of NPC operations as evidence by:			
Program's placement in NPC Table of Organization.	Updates NPC Table of Organization.	NPC Administration	Annually
Director of Nursing (DON) administers the ADN Program and reports directly to the Vice President of Instructional Services.	Conducts Performance Evaluation using the DON Job description and Administrative Performance Review.	Vice President of Instructional Services	Annually
The Director of Nursing participates in college-wide meetings and committees.	Assigns DON to college-wide committees and monitors attendance of college-wide meetings.	Vice President of Instructional Services	Annually/Ongoing
Full-time faculty members volunteer to serve on college wide committees as part of their job description and attend NPC Faculty Association and other college-wide meetings.	Document on which committees faculty serve and attendance of meetings via minutes or sign-in sheets.	DON and college administration	Annually/Ongoing

II. PHILOSOPHY AND OBJECTIVES:

EVALUATIVE CRITERIA	METHODOLOGY	ASSIGNMENT OF RESPONSIBILITY	FREQUENCY
The Healing Community philosophy and goals along with the NPC's ADN Program's mission and objectives reflect the college's mission, and the faculty and students education beliefs and values.	Review and update the Healing Community philosophy and goals if needed.	The Healing Community members	Annually in annual workshop
	Review and update the ADN Program's mission and objectives as needed.	Faculty, DON, and Students	Annually

III. CURRICULUM:

EVALUATIVE CRITERIA	METHODOLOGY	ASSIGNMENT OF RESPONSIBILITY	FREQUENCY
Each course contains the Healing Community's core concepts along with the specified transitions and Gordon's Functional Patterns.	Review and update of all syllabi, unit objectives, clinical objectives and evaluation tools, assignments, etc.	Faculty, DON, and Students	Biannually
Competencies of Level I and II of the Healing Community are achieved.	Clinical mid-term and final evaluations for each course.	Faculty	Per semester

IV. EDUCATION FACILITIES, RESOURCES, AND SERVICES:

EVALUATIVE CRITERIA	METHODOLOGY	ASSIGNMENT OF RESPONSIBILITY	FREQUENCY
Classroom environment is conducive for active student learning.	Obtain student and faculty feedback regarding the physical facilities.	DON	Ongoing
	Monitor and correct problem areas when indicated.	Director of Facilities/Vehicles or designee	Ongoing

A/V equipment and computer software are available for student's and faculty's use in classrooms and/or skills labs.	Receive feedback from faculty and students and conduct classroom/skills labs inspections to determine use of A/V equipment and computers.	Faculty, Students and Director of Nursing	Feedback - Ongoing Inspections - Two per semester
Skills labs are stocked with updated supplies and are accessible to the students.	Review established inventories. Assess use of open skills labs' times by students by reviewing the lab sign-in sheets. Budget for instructional and computer software supplies.	Faculty and Director of Nursing Skills Lab Managers and Director of Nursing DON	End of each semester Monthly Annually - March
NPC advisement and student services.	Track advisement of pre-nursing students. Complete graduate audits for each student. Document referrals to Student Services and track the outcomes.	Program's secretary Academic Advisors Faculty or Director of Nursing	During application process Prior to graduation Per each referral as it occurs

V. CLINICAL RESOURCES:

EVALUATIVE CRITERIA	METHODOLOGY	ASSIGNMENT OF RESPONSIBILITY	FREQUENCY
Healthcare agencies that are used for clinical placement by students maintain required standards of care.	Exchange information at nursing management levels via Advisory Committee and established meetings agencies' meetings. Keep informed of license and sanction status of contract healthcare agencies.	Advisory Committee Members and Ex-officio Members DON and Faculty	Two times per academic year Ongoing

Healthcare agencies provide opportunities for students to meet their clinical objectives.	Survey students' mid-term and final clinical evaluations of clinical facilities and staff.	DON and Faculty	Two times per semester
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VI. STUDENTS' ACHIEVEMENT:

EVALUATIVE CRITERIA	METHODOLOGY	ASSIGNMENT OF RESPONSIBILITY	FREQUENCY
Formative and summative assessments of students' academic performance reflect established grading standards of program.	Conduct NPC's Assessment of Student Academic Achievement for the Nursing Programs.	DON and Faculty	Two Year Cycle
Students gain theoretical knowledge and understanding to apply in their clinical practice.	Achieve 75% average or higher on all tests and examinations per each nursing course.	Faculty	Per each course's examination schedule
Students achieve clinical objectives, skills and nursing behaviors.	Pass mid-term and final clinical evaluations.	Faculty	Two times per semester
Students' testing performance is profiled with national norm groups and correlated to expected passing of NCLEX-RN.	Administer and evaluate Mosby's Assess Test to fourth semester students.	Fourth semester faculty and DON	One time each spring semester

VII. GRADUATES' PERFORMANCE ON THE LICENSING EXAMINATION:

EVALUATIVE CRITERIA	METHODOLOGY	ASSIGNMENT OF RESPONSIBILITY	FREQUENCY
Graduates maintain a 75% or higher pass rate on the NCLEX-RN	Assess quarterly reports of NCLEX-RN results from ASBN	DON and Faculty in Faculty	At least four time per year and ongoing

VIII. GRADUATES' NURSING COMPETENCE:

EVALUATIVE CRITERIA	METHODOLOGY	ASSIGNMENT OF RESPONSIBILITY	FREQUENCY
Graduates demonstrate nursing competencies in his/her specialty area.	Develop and conduct survey using NCLEX-RN Relative Activity Statements of two-year graduates and collate /evaluate findings.	DON, Director of Institutional Research and Planning Office, Program Secretary	Every other year starting in 2003
Graduates effectively assume nurse's role and responsibilities.	Obtain feedback from Advisory Committee members and anecdotal reports from healthcare agency staff.	DON and Faculty	One time per semester and ongoing

IX. THE PERFORMANCE OF THE FACULTY:

EVALUATIVE CRITERIA	METHODOLOGY	ASSIGNMENT OF RESPONSIBILITY	FREQUENCY
Full time nursing instructors facilitate student learning and promote learning opportunities within the classroom, skills lab and clinical settings.	Use College Procedure 2970: Assessment of Instructional Effectiveness that includes Probationary, Quality Improvement, and Developmental Tracks.	Director of Nursing and Probationary Faculty Committee for Probationary Track faculty	Per Policy 2970 during each academic year
	Make unannounced classroom observations.	Director of Nursing or Designee	One time per semester
	Evaluate student assessments in classes.	NPC Institutional Research and Planning Office and Director of Nursing; Probationary Faculty Committee when indicated	Two times per semester; one time in February
Clinical instructors provide effective supervision of student nurses and demonstrate competent nursing skills.	Evaluate students' clinical evaluations of clinical instructors (including full time instructors).	Director of Nursing; Probationary Faculty Committee when indicated	Two times per semester; one time in February

X. PROTECTION OF PATIENT SAFETY:

EVALUATIVE CRITERIA	METHODOLOGY	ASSESSMENT OF RESPONSIBILITY	FREQUENCY
Student nurses demonstrate safe patient care in the healthcare facilities.	Utilize Skills Check-off List in both Skills Lab and the clinical settings.	Nursing and clinical instructors	Ongoing
	Evaluate students' implementation of the OSHA guidelines, Infection Control, and Standard Precautions in the clinical settings.	Nursing and clinical instructors	Ongoing
	Require students' 90% pass rate on the medication dosage examination and the two IV proficiency examinations.	Nursing instructors	1 st , 2 nd , and 3 rd semesters

XI. THE METHODS AND INSTRUMENTS USED FOR EVALUATIVE PURPOSES:

Northland Pioneer College's: Program Review including statistical data from the Institutional Research and Planning Office
 Student Academic Achievement Assessment (Formative and Summative)
 Instructor Observation - classroom observation
 Student Evaluation of Instructional Effectiveness - classroom assessment
 Assessment of Instructional Effectiveness - Procedure 2970

ADN Program's: Clinical Instructor and Clinical Site Evaluation
 Preceptor and Preceptee Evaluation
 One Year after Graduation Questionnaire - survey
 Healing Community Faculty and Students survey
 Mosby Assess Test - examination

Arizona State Board of Nursing: Site Visits
 NCLEX - RN & PN testing results

APPENDIX E

NURSING ADVISORY COMMITTEE MINUTES

APPENDIX E

ETHICS ADVISORY COMMITTEE MINUTES

NORTHLAND PIONEER COLLEGE
NURSING PROGRAMS
ASSOCIATE DEGREE NURSING PROGRAM
NURSING ADVISORY COMMITTEE MEETING
11/8/01

Members present: Theresa Artz-Howard, Barbara Ballard, Shirley Cooper (Navajo County Health Department), Carl Heilman, Polly Hoyt (Navapache Regional Medical Center), Debbie McDonald (Whiteriver IHS Hospital), Maria Miller, Nancy Williams

Meeting came to order at 1535

ITEM:	DISCUSSION:	DECISION:
1. Minutes of 4/19/01 Meeting	<p>The minutes from 4/19/01 were reviewed by the committee. Debbie McDonald suggested that the word "contracts" on page 11 should be changed to "policies".</p> <p>Introductions were made by the committee members present.</p>	<p>A motion was made by Shirley Cooper to approve the minutes as read with the noted change. The motion was seconded by Maria Miller.</p>
2. Continued Business A. Contracts	<p>Barbara Ballard shared her desire to have all of NPC's nursing clinical agency contracts incorporate an indefinite termination clause for the future, and paragraph #12 will not be included on long-term care facility contracts.</p>	<p>Contracts with indefinite termination clause after attorney's guidelines will be sent out starting for next academic year.</p>

ITEM:	DISCUSSION:	DECISION:
	<p>Debbie McDonald expressed the success and pleasure of having NPC nursing students at the Whiteriver IHS Hospital.</p>	
<p>B. Malpractice Insurance</p>	<p>Barbara stated that NPC has been able to obtain malpractice insurance for their nursing students as well as their ADN instructors. Carl Heilman further explained that NPC has risk-management insurance coverage for all NPC employees.</p>	
<p>C. Status of Deficiencies Correction Plan</p>	<p>Barbara explained to the committee that the NPC ADN program has nine deficiencies from the ASBN site visit. The program has full-approval status, however. Barbara and the faculty are working together to correct and address those deficiencies. She is also working with Pam Randolph to delay our site visit until fall so the faculty and students will be on board for the fall semester. NPC's goal is for the ADN program to</p>	

ITEM:	DISCUSSION:	DECISION:
	<p>Obtain NLN accreditation in the future. The Vice President has given approval to hire a consultant to address the deficiencies. Two lab managers have been hired in relation to the supplies deficiency-student access to the nursing skills lab. The ASBN regulations and requirements will be going to the board for approval by next month. Some changes as far as faculty are concerned may be changed with the board approval. This would alleviate another of the deficiencies.</p>	
<p>3. New Business A. ADN Program a. Status</p>	<p>NPC currently has 20 WMC and 16 LCC students in the first year program, and 19 WMC and 15 LCC students in the second year program. NPC's LPN pass rate average is 75%, and the RN pass rate average is 67.7%. Lower scores can be anticipated when a</p>	

ITEM:	DISCUSSION:	DECISION:
	<p>new curriculum is presented. Currently there are four full-time faculty on board. Three have an MSN while one has an MPH. There are one associate faculty and three clinical instructors. One more clinical instructor is needed for the spring semester.</p>	
<p>b. Proposed Changes in Admissions Guidelines, Catalog, and Curriculum</p>	<p>Barbara explained the proposed curriculum changes that will go through the Academic Standards and Curriculum (ASCC) approval. High school transcripts will no longer be required. The application will have to be notarized verifying that the given information including high school graduation/ GED is true.</p> <p>Co-requisite and prerequisite courses may be up to 8 years old. This will require a catalog change after ASCC approval.</p> <p>NUR 101 has no hands-on experience and is recommended</p>	<p>The committee was in favor of these changes.</p>

ITEM:	DISCUSSION:	DECISION:
	to be dropped from the curriculum. It is recommended that students are CNAs as an admission requirement. Then it is recommended that the two credits formerly used for NUR 101 be used for a pharmacology course. An eight-week NAT 101 summer session will be offered to meet this requirement if it is approved by the ASCC.	The committee was in favor of moving ahead with this plan.
c. LPN Placement Issue	Placement for LPNs is currently on the agenda for the faculty to address. Currently, NUR 120 for LPNs is a 4 credit course which waives the clinical component for the 6 credit NUR 121 course. This may be changed if a "test out" course or a bridge course can be developed for LPN advanced placement.	The committee was supportive of this potential change.
d. Total Hours for Degree	Discussed changes due to MAT 121 (4 credit hours) replacing MAT 120 (3 credit hours).	The committee was supportive of this needed change.
B. NAT Program a. Status of Current Classes and Labs	NPC currently has one full-time faculty NAT instructor who teaches a video	

ITEM:	DISCUSSION:	DECISION:
	<p>course reaching the 4 main campuses and the six satellite centers. There are two associate faculty teaching the high school NAVIT programs in Show Low and Springerville. One associate faculty is also teaching at the Hopi Center. There is one clinical instructor on LCC.</p>	
<p>b. NAT 102</p>	<p>NAVIT has expressed interest in offering NAT 101 in the fall semester and NAT 102 in the spring semester. NAT 101 covers long-term care while NAT 102 covers pediatrics, OB, newborn, and med/surg.</p> <p>Debbie McDonald reported that the tribe will be building a 100-bed facility within the next two years. This would help with the limited clinical rotations currently available for students.</p>	
<p>c. Continuing Education Needs</p>	<p>Requests from the community have come in for venipuncture and IV certification courses. Continuing education courses for CNAs and</p>	

ITEM:	DISCUSSION:	DECISION:
	<p>refresher courses for RNs have also been requested. The faculty expressed concerns that the current nursing courses should be solidified before branching out to these other areas of need.</p>	
d. NLNAC	<p>NPC is looking to NLN accreditation for the future. NLN accreditation would allow the college to receive grant funding and scholarships for its students.</p>	
e. Nursing Scholarships/ Grants	<p>Winslow Campus of Care has donated money for a scholarship. Winslow Memorial Hospital has a scholarship fund and hopes to support 4 students with \$1,000 per semester. NRMC also is also working on scholarships for two of their employees. NPC is aggressively working on a Helen Fuld Health Trust Grant to provide one or two year grants in light of the nursing shortage. It would</p>	

ITEM:	DISCUSSION:	DECISION:
	<p>provide \$100,000 for two years, which would be \$347.00 per semester per student.</p> <p>Debbie McDonald reported that there are scholarships available to non-Native American students through IHS.</p>	
f. Other	<p>Rick Swanson, a representative from Northern Arizona Area Health Education Center (NAAHEC) talked with Barbara Ballard about how to recruit adult learners from this area. He has provided CEUs via the State Board of Nursing in California that may be utilized by NPC nursing programs. NAAHEC is heavily supporting the addition of Coconino Community College's new ADN program which will be up and running by 2003.</p> <p>Debbie McDonald expressed a desire for NPC to host a continuing education course presented by the ASBN similar to</p>	

ITEM:	DISCUSSION:	DECISION:
	<p>that hosted three or four years ago. The course reviewed the statutes of the ASBN and included open-ended questioning from participants.</p> <p>Barbara elicited input from the committee as to when the best time for future advisory committee meetings would be.</p>	<p>Barbara Ballard will check with Pam Randolph to see if this can be done again, possibly at NPC's next site visit.</p> <p>It was the consensus of the committee that afternoon meetings were best.</p>

The meeting adjourned at 1650.

NORTHLAND PIONEER COLLEGE
NURSING PROGRAMS
ADN PROGRAM

PROPOSED CHANGES IN ADMISSION GUIDELINES, CATALOG, AND CURRICULUM

ADMISSION GUIDELINES/CATALOG CHANGE:

1. No longer require official high school transcript....
Applicant to indicate on the application form date of high school graduation or when GED was obtained.
2. Change prerequisite and co-requisite courses that are to be done within the last five years to eight years, similar to NPC requirement (Catalog, p. 23). This requires a catalog change on page 75.

CURRICULUM CHANGES:

1. Discontinue NUR 101: Basic Nursing Skills - 2 cr. hr.
 - a. Instead require CNA certification as a pre-requisite to the program.
 - b. Use the 2 cr. hr. for Nursing Pharmacology course (currently a NUR 199 course).

Need to make sure the Pharmacology course and NUR 121 6 cr. hr. meet Healing Community approval for the 8 cr. hr. NUR 121 that other consortium colleges have. May need to combine.

CLEAN-UP ISSUES:

MAT 120 3 cr. hr. changed to MAT 121 4 cr. hr. This makes the AAS degree 66 cr. hr. instead of 65 cr. hr. (latter if MAT 112 is taken).

NUR 120 for practical nurses is problematic. ASCC and the District Governing Board in 1/99 approved this course as an addition to the curriculum. No reference is found for the 2 cr. hr. elective option from the LPN program to cover the lab component of NUR 121.

11/01

NORTHLAND PIONEER COLLEGE
NURSING PROGRAMS
NURSING ADVISORY COMMITTEE MEETING
4/25/02

Members present: Theresa Artz-Howard, Barbara Ballard, NPC DON; NPC Faculty; Diane Campbell, NPC Faculty; Sister Judy Flowers, NPC Faculty; Carl Heilman, NPC V.P. for Instructional Services; Barbara Higgins, NPC Faculty; Polly Hoyt, NPC Faculty; Willadine Hughes, Whiteriver IHS Hospital; Rachel McCormick, Navajo County Health Department; Dianne Samarin, NPC Faculty; Jayne Swinford, Navapache Regional Medical Center; Julie Tatum, RTA Hospice; Amy Webb, Tuba City Medical Center

Meeting came to order at 1535.

ITEM:	DISCUSSION:	DECISION:
1. Review of Minutes from 11/08/01	The minutes from 11/08/01 were reviewed.	Barbara Higgins motioned that the minutes be approved as read. The motion was seconded by Dianne Samarin.
2.Continued Business a. Approval of Catalog/Curric- ulum Changes	Beginning in the fall of 2003, new applicants will be required to be CNAs upon entering the program. NUR 101, Basic Skills, will be discontinued, and in its place will be NUR 117, Pharmacology. Courses over eight years old may not be accepted without approval and proper documentation. The admission packet and catalog will reflect these changes.	

ITEM:	DISCUSSION:	DECISION:
2.b. Contract Revisions	<p>At the last meeting, Barbara discussed the future use of a contract with an indefinite renewal. A copy of this type of contract was given to NPC's lawyer, and he made changes for legality purposes. Copies of that contract were distributed for the committee to look at. Barbara asked the committee to take the contract back to their agencies to be reviewed by them for any discussion and/or questions. Some agencies will require specific wording that will be taken care of on an as needed basis.</p>	<p>Barbara asked that committee members give consideration to the contract and respond to her with appropriate feedback by May 1st.</p>
2.c. Agencies' Feedback	<p>Barbara asked for feedback from the committee members.</p> <p>The Navajo County Health Department encouraged NPC to get the students more involved with their immunization clinic.</p>	

ITEM:	DISCUSSION:	DECISION:
	<p data-bbox="613 254 998 443">Amy Webb stated that Human Resources has allotted 900 further scholarships for students other than Navajo students.</p> <p data-bbox="613 468 998 783">Theresa Artz-Howard asked Willadine Hughes if they had broken ground yet for the long-term care facility, and she said that it had not occurred yet but was anticipated soon.</p> <p data-bbox="613 808 998 1031">RTA Hospice will be breaking ground in July for their own facility in which an additional 7 beds will be made available.</p> <p data-bbox="613 1056 998 1278">Jayne Swinford said NRMHC is in full force for their remodeling. Up to 5 more beds will be available in ICU and med/surg.</p> <p data-bbox="613 1304 998 1581">Tuba City reported that 9 of NPC's nursing students were doing their preceptorship there. Page Hospital is also hosting one of NPC's students for preceptorship.</p>	

ITEM:	DISCUSSION:	DECISION:
<p>2. New Business</p> <p>a. Admissions for Fall of 2002</p>	<p>There were 96 students applying for the program this year. Twenty students were admitted at both WMC and LCC. Eight students were also put on a waiting list for both campuses. Barbara shared that one of the Arizona community colleges were looking at the National average for ADN students' NET scores, which was 64%. NPC had 61 students who met that average composite score.</p>	
<p>3. b. Admission Guidelines and Procedures for ADN Program</p>	<p>This April the committee looked at the nursing admission guidelines and procedures. Prerequisite courses that are "In Progress" were looked at because some students received no points in the GPA portion of the rating system because of these "In Progress" courses. The admission committee is looking at whether to give</p>	

ITEM:	DISCUSSION:	DECISION:
	<p>the grade that the "In Progress" sheet projected or to continue to give a zero score.</p> <p>Barbara proposed the suggestion that prerequisite courses be finished by December. This would do away with the problems of "In Progress" grades and would also allow students seeking scholarships the ability to meet those financial aid deadlines.</p> <p>Jayne Swinford suggested that students be admitted using the projected "In Progress" grade with a contingency of admission that they receive that grade or higher at the completion of the course.</p> <p>Another problem occurring in the admissions process is that some students are taking a higher level of Biology where BIO 181 is not a prerequisite and are, therefore, are petitioning for waivers or substitutions for BIO 181.</p>	

ITEM:	DISCUSSION:	DECISION:
	<p>Co-requisite courses are currently given one point for each course finished. Some of the admission committee discovered that some students were admitted because they had finished a lot of co-requisite courses, but their grade may be lower than others who received less points.</p>	<p>Barbara suggested the committee take the procedures and guidelines back to their agencies for feedback before the next meeting.</p>
<p>3. c. Membership of the Advisory Committee</p>	<p>There are approximately 25 agencies that receive invitations to attend the advisory committee meetings. The number that actually come to the meetings has been relatively small. Barbara asked for suggestions which might increase the attendance.</p> <p>Carl Heilman suggested sending out surveys to agencies and other health care</p>	<p>A survey will be developed and sent to current members.</p>

ITEM:	DISCUSSION:	DECISION:
	<p>professionals in the community to see which would be more likely to attend.</p> <p>Barbara Higgins suggested that maybe personal visits could be conducted.</p> <p>Amy Webb suggested sending out surveys to determine what hindered the members from coming to the meetings.</p> <p>Rachel McCormick suggested getting a survey from the current participants asking for suggestions of others to be invited.</p>	
<p>3.d. Nursing Training 101 Special Skills</p>	<p>The acute care facilities have been asking for more continuing education courses for CNAs. NAT 101 emphasizes more long-term care while NAT 102 is being geared more for peds, ob, med/surg, etc. The high school NAVIT program is asking that 102 be used in the spring semester of their program for CNAs.</p>	<p>NAT 102 will be revised to delete "advanced" terminology and procedures.</p>

ITEM:	DISCUSSION:	DECISION:
	<p>Pam Randolph has stated that there are no "advanced" CNAs, and that language needs to be taken out of the current outline for NAT 102. Techs are not CNAs and are asked to not be referred to as CNAs. Each facility is dictating the skill level difference between a Tech and a CNA. CNAs are not permitted under their scope of practice to do invasive procedures.</p>	
<p>4. Reports a. NAT Program</p>	<p>In-services will be carried out at each agency's request. NPC can provide faculty to be available for these training sessions for the agencies.</p> <p>Currently, NPC offers NAT 101 on a video class and at the Hopi Center, with NAVIT courses on the White Mountain and Springerville Campuses. There will be 2 courses offered in the summer session at WMC and</p>	

ITEM:	DISCUSSION:	DECISION:
<p>4. b. ADN Program</p>	<p>at HOPI. The fall session will include a NAVIT program in Winslow.</p> <p>Theresa Artz-Howard asked if there was a possibility of adding another full-time instructor for NAT. Carl said he could see this as a viable addition at a later date with some marketing and advertising and prepwork.</p> <p>Infinia (formerly Pueblo Norte) may be available for use by NPC students in the fall.</p> <p>Pam Randolph came for an interim visit in April. She saw favorable changes and noted them accordingly. She extended the site visit follow-up date to September so that faculty members could be included.</p> <p>The Healing Community has been cooperative in correcting the philosophy as needed.</p>	

ITEM:	DISCUSSION:	DECISION:
	<p>The skills lab has been made available to students.</p> <p>A nursing consultant has been utilized to address how the other deficiencies are being met.</p>	<p>Polly Hoyt motioned to adjourn the meeting, and Jayne Swinford seconded the motion. The meeting was adjourned at 1654.</p>

1 **ARIZONA STATE BOARD OF NURSING**
2 **1651 East Morten Avenue, Suite 210**
3 **Phoenix, Arizona 85020**
4 **602-331-8111**

5 IN THE MATTER OF THE PROFESSIONAL
6 NURSING PROGRAM APPROVAL
7 ISSUED TO:
8 NORTHLAND PIONEER COLLEGE
9 P.O. BOX 610
10 HOLBROOK AZ 86025-0610

NOTICE OF DEFICIENCIES

11 Pursuant to A.R.S. § 32-1644(D) and A.A.C. R4-19-211(A), the Arizona
12 State Board of Nursing ("Board") hereby determines that Northland Pioneer College
13 ("Respondent") is not in compliance with R4-19-201 through 204. The Board
14 provides notice of the following deficiencies:

15 1. R4-19-201(B): As required by R4-19-201(B), a nursing program
16 shall have a written statement of philosophy and objectives, consistent with the
17 parent institution, which serves as a basis for curriculum structure. In a survey
18 performed on October 23-24, 2000, the philosophy Respondent provided was not
19 accompanied by evidence that it served as a basis for the curriculum structure.
20 Faculty were unable to explain the philosophy or provide evidence that it was
21 incorporated in the curriculum. In addition, the class objectives, lecture objectives
22 and assignment guidelines provided did not reflect or incorporate elements of the
23 philosophy. The above constitutes a violation of R4-19-201(B).

24 2. R4-19-201(B)(1): As required by R4-19-201(B)(1), the statement of
25 philosophy and objectives of the program shall take into consideration the
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1 individual differences of students including their cultural and ethnic background,
2 learning styles, goals and support systems. In a survey performed on October 23-
3 25, 2000, Respondent failed to provide a statement of philosophy and objectives
4 that included this consideration constituting a violation of R4-19-201(B) (1).
5

6 3. R4-19-201(C): As required by R4-19-201(C) a nursing program
7 shall be an integral part of the parent institution and shall have comparable status
8 with other academic units of the parent institution. In a survey conducted on
9 October 23-25, 2000, Respondent failed to provide evidence demonstrating the
10 comparable status of the nursing program to other programs and admitted that
11 under the present structure the nursing program did not have an integral role in
12 the governance of the institution constituting a violation of R4-19-201(C).
13
14

15 4. R4-19-201(H): As required by R4-19-210(H), a nursing program
16 shall have a written plan for the systematic evaluation of the total program,
17 including methodology, frequency of evaluation, assignment of responsibility and
18 evaluative criteria. In a survey performed on October 23-25, 2000, Respondent
19 failed to provide evaluative criteria for each evaluation area constituting a violation
20 of R4-19-201(H).
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23 5. R4-19-202(A)(1-3): As required by R4-19-202(A)(1-3), the parent
24 institution shall provide financial and administrative support and resources to the
25 nursing program, including the following: physical facilities for the program, a
26 library and instructional materials and secretarial, clerical, and other support
27 personnel. In a survey performed on October 23-25, 2000, both faculty and
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1 students reported a lack of basic supplies, outdated instructional materials and
2 inadequate access to the skills lab. When the site visitor inspected the supplies, it
3 was difficult to determine the adequacy of the materials due to the lack of an
4 accounting system and the disorganization of the supply closet. The above
5 constitutes a violation of R4-19-202 (A).
6

7
8 6. R4-19-202(B)(4): As required by R4-19-202(B)(4), Classrooms,
9 laboratories, and conference rooms shall be provided in such number, size and type
10 to meet the needs of the number of students and the educational purposes for
11 which the rooms are used. In a survey performed on October 23-25, 2000, lack of
12 access to the skills lab and climate control problems that disrupted the learning
13 process in room 110 Ponderosa Center in Show Low were reported by both students
14 and faculty constituting a violation of R4-19-202(B)(4).
15
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17 7. R4-19-202(B)(5): As required by R4-19-202(B)(5), there shall be
18 secretarial and clerical support personnel to assist the administrator and faculty.
19 In a survey performed on October 23-25, 2000, Respondent failed to provide
20 evidence that the faculty residing at the Winslow campus had secretarial or clerical
21 support constituting a violation of R4-19-202 (B)(5).
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24 8. R4-19-203(C): As required by R4-19-203(C), the administrator of
25 the nursing program shall not teach more than three contact hours per week. In a
26 survey conducted on October 23-25, 2000, Respondent admitted that the
27 administrator was teaching a course requiring 9 hours of teaching per week in
28 violation of R4-19-203(C).
29

1 9. R4-19-204(D)(1): As required by R4-19-204(D)(1), each professional
2 nursing program faculty shall have a graduate degree with a major in nursing. In a
3 survey performed on October 23-25, 2000, Respondent admitted that two of the five
4 faculty lacked the required educational preparation constituting a violation of R4-
5 19-204(D)(1).
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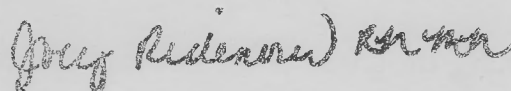
9 Pursuant to A.R.S. § 32-1644(D) and A.A.C. R4-19-211(A), Respondent
10 shall correct the deficiencies identified above within 18 months. Respondent is
11 hereby advised that failure to correct the deficiencies within this specified time
12 period may result in rescission of approval of Respondent's nursing program.
13

14 Pursuant to A.A.C. R4-19-211(A), Respondent shall file a plan of
15 correction within 10 days from the date of service of this Notice of Deficiencies.
16

17 Pursuant to A.A.C. R4-19-211(A)(2), Respondent may, within 10 days of
18 receipt of this Notice of Deficiencies, submit a written request for a hearing before
19 the Board to appeal the Board's determination of deficiencies.
20

21 Dated this 14th day of December, 2001.
22

23 SEAL
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25 
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27 Joey Ridenour, R.N., M.N.
28 Executive Director
29

1 Copy hand-delivered this 9th day of January, 2001 by Pamela Randolph and
2 mailed by regular mail to:

3 Barbara Ballard
4 Director, Department of Nursing
5 Northland Pioneer College
6 PO Box 610
7 Holbrook, AZ 86025-0610

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Cc: Gary Passer, President NPC

**NORTHLAND PIONEER COLLEGE
DEPARTMENT OF NURSING
ASSOCIATE DEGREE IN NURSING PROGRAM**

ASBN NOTICE OF DEFICIENCIES FOLLOW-UP REPORT

August 2002

DEFICIENCIES	CORRECTION PLAN	RESPONSIBLE PERSON(S)	TARGET DATE	OUTCOMES
<p>R4-19-201(B): As required by R4-19-201(B), a nursing program shall have a written statement of philosophy and objectives, consistent with the parent institution, which serves as a basis for curriculum structure. In a survey performed on October 23-24, 2000, the philosophy Respondent provided was not accompanied by evidence that it served as a basis for the curriculum structure. Faculty were unable to explain the philosophy or provide evidence that it was incorporated in the curriculum. In addition, the class objectives, lecture objectives and assignment guidelines provided did not reflect or incorporate elements of the philosophy. The above constitutes a violation of R4-19-201(B).</p>	<ol style="list-style-type: none"> 1. Study and evaluate Healing Community's philosophy, concepts and levels of competencies. 2. Attend Healing Community faculty meetings via teleconferencing and summer workshops as scheduled. 3. Work cooperatively with other members of the Healing Community to develop and implement a curriculum that integrates philosophy into the goals and objectives of courses. 4. Explore and possibly utilize the Wisconsin Instructional Design System as a curriculum framework and tool for linking desired outcomes with learning strategies. 5. Incorporate philosophy and program objectives into class objectives, lecture objectives, theoretical approaches and clinical assignment guidelines. 6. Continue process of linking courses with delineated levels of student outcomes. 7. Implement and evaluate the impact of this improved and integrated curriculum. 	<p>Nursing Faculty Director of Nursing</p>	<p>May, 2002</p>	<ol style="list-style-type: none"> 1. The Healing Community's philosophy, concepts and levels of competencies are distributed to the faculty to study and evaluate for curriculum development. 2. Two full-time faculty and the Director of Nursing attended the Healing Community workshop on May 4-5, 2001. Four full-time faculty and the Director of Nursing attended the video conference on September 20, 2001. And two full-time faculty and the Director of Nursing attended the December 15, 2001 teleconference. The Director of Nursing has been attending the Healing Community Board of Directors' meetings. 3. Content mapping of the nursing courses was done prior to the Healing Community workshop. This allowed the faculty to determine how Northland Pioneer College's content was in relationship with the other Healing Community participants' course contents during the May workshop. Exchange of ideas and concerns were done during the meetings listed in item 2. 4. An inservice on WIDS was presented to the nursing faculty on 2/22/01. Because this computerized curriculum framework required extensive work in the development stage, the faculty decided not to utilize it, but rather focus on the Healing Community curriculum development. 5. NUR121, NUR122, NUR221, and NUR222 syllabi, unit objectives, calendars, and clinical assignments have been revised to reflect the Healing Community philosophical concepts/model, curriculum conceptual threads, and the Transitional Model. Gordon's Functional Health Patterns are used for some of the courses' units and for arriving at NANDA diagnoses. 6. The courses' objectives and clinical outcomes reflect Levels I and II competency outcomes. A master clinical evaluation tool that is to be used throughout the the four semesters reflects the two levels. 7. The Healing Community surveys for faculty and students to evaluate the impact of the new curriculum will be done during the Fall of 2002. In addition, the NCLEX-RN results of 2002 and 2003 will be evaluated. The returned One Year After Graduation Questionnaires comments on the didactic and clinical section are assessed for the impact of the curriculum.

DEFICIENCIES	CORRECTION PLAN	RESPONSIBLE PERSON(S)	TARGET DATE	OUTCOMES
R4-19-201(B)(1): As required by R4-19-201(B)(1), the statement of philosophy and objectives of the program shall take into consideration the individual differences of students including their cultural and ethnic background, learning styles, goals and support systems. In a survey performed on October 23-25, 2000, Respondent failed to provide a statement of philosophy and objectives that included this consideration constituting a violation of R4-19-201(B)(1).	<ol style="list-style-type: none"> 1. Establish a philosophical statement and objectives that address teaching students with individual differences. 2. Share the statement and objectives with members of the Healing Community. 	Nursing Faculty Director of Nursing	August 2001	<ol style="list-style-type: none"> 1. The nursing faculty and Director of Nursing completed the philosophical statements addressing teaching students with individual differences in the nursing faculty meetings on 4/12/01 and 4/27/01. 2. The philosophical statements were approved by the Healing Community on May,5, 2001.
R4-19-201(C): As required by R4-19-201(C) a nursing program shall be an integral part of the parent institution and shall have comparable status with other academic units of the parent institution. In a survey conducted on October 23-25, 2000, Respondent failed to provide evidence demonstrating the comparable status of the nursing program to other programs and admitted that under the present structure the nursing program did not have an integral role in the governance of the institution constituting a violation of R4-19-201(C).	Director of Nursing representing the Department of Nursing is to report to the Chief Academic Officer (Vice President for Instructional Services) and participate in the Vice President for Instruction's Council composed of academic deans and division directors.	President	January 3, 2001	Completed. The Nursing Programs is placed directly under the Vice-President for Instructional Services and Student Services on the Northland Pioneer College Table of Organization. The Director of Nursing participates in the Vice President Instructional Council, the Academic Standards and Curriculum Committee, the Instructional Leadership Group and the Enrollment Management Committee. All full-time faculty are encourage to serve on college-wide committees. One instructor was the College Faculty Association President for the academic year of 2001/2002.

DEFICIENCIES	CORRECTION PLAN	RESPONSIBLE PERSON(S)	TARGET DATE	OUTCOMES
<p>R4-19-201(H): As required by R4-19-201(H), a nursing program shall have a written plan for the systematic evaluation of the total program, including methodology, frequency of evaluation, assignment of responsibility and evaluative criteria. In a survey performed on October 23-25, 2000, Respondent failed to provide evaluative criteria for each evaluation area constituting a violation of R4-19-201(H).</p>	<ol style="list-style-type: none"> 1. Examine and revise plan for program evaluation to promote program quality improvement. 2. Establish more explicit criteria for each evaluation process and clarify the methodology for assessing the effectiveness of each of the evaluative tools. 3. Adhere to the College's guidelines and deadlines for Program Review. 	<p>Nursing Faculty Nursing Students Director of Nursing</p>	<p>January, 2002</p>	<p>1 and 2. A systematic program evaluation plan that addresses the rule's specified areas has been established in a grid format. The two-year cycle of Northland Pioneer College Assessment of Student Academic Achievement is underway.</p> <p>3. The College Program Review of the Nursing Programs has been completed.</p>
<p>R4-19-202(A)(1-3): As required by R4-19-202(A)(1-3), the parent institution shall provide financial and administrative support and resources to the nursing program, including the following: physical facilities for the program, a library and instructional materials and secretarial, clerical, and other support personnel. In a survey performed on October 23-25, 2000, both faculty and students reported a lack of basic supplies, outdated instructional materials and inadequate access to the skills lab. When the site visitor inspected the supplies, it was difficult to determine the adequacy of the materials due to the lack of an accounting system and the disorganization of the supply closet. The above constitutes a violation of R4-19-202(A).</p>	<ol style="list-style-type: none"> 1. Centralize in the Nursing Department Office the processes for ordering and maintaining a current inventory of supplies and instructional materials. 2. Delete outdated materials and videos. 3. Acquire current state-of-the-art patient care supplies and instructional learning tools for students. 4. Develop job description for lab aides at both Little Colorado Campus and White Mountain Campus nursing skills laboratories. 5. Hire two lab aides to support the nursing skills laboratories as well as to assist the faculty and the Nursing Department Office in maintaining appropriate inventories. 	<p>Nursing Faculty Director of Nursing Vice President for Instructional Services President Head Librarian</p>	<p>FY 2001- 2002</p>	<ol style="list-style-type: none"> 1. The LCC and WMC skills lab managers order and maintain inventories of supplies and instructional materials. They coordinate the purchasing of new items the with the Program's secretary. 2. Outdated materials and videos have been identified. Some of the supplies are used for students' practice. The remaining have been discarded or removed. 3. A new skills lab on Little Colorado Campus has new capital equipment and computers. CD-Roms are being previewed and ordered along with videos on both campuses. And, WMC has a new bed, mannequins, and computers. Title III funding has been granted for one instructor's proposal to access the internet and to use CD's and DVD's in the classrooms on both campuses. 4. A job announcement was developed to advertise for the two skills lab managers' positions. At the end of the past academic year both managers contributed to this new position job description. 5. Two skills lab managers were hired in the fall of 2001. In addition to assuming no. 1 and 2 responsibilities they are assisting faculty in lab set-ups and getting needed supplies/instructional materials to them per their schedules.

DEFICIENCIES	CORRECTION PLAN	RESPONSIBLE PERSON(S)	TARGET DATE	OUTCOMES
R4-19-202(B)(4): As required by R4-19-202(B)(4), Classrooms, laboratories, and conference rooms shall be provided in such number, size and type to meet the needs of the number of students and the educational purposes for which the rooms are used. In a survey performed on October 23-25, 2000, lack of access to the skills lab and climate control problems that disrupted the learning process in room 110 Ponderosa Center in Show Low were reported by both students and faculty constituting a violation of R4-12-202(B)(4).	<ol style="list-style-type: none"> 1. Establish and post open nursing skills laboratory hours during lab aides' working hours in order for nursing students to have access to the lab to practice new nursing skills. 2. Request that the Facilities Director assess thermostat and climate control in Ponderosa Center Room #110 to ensure it is working properly to minimize disruption of student learning. [Built in 1995, Ponderosa Center's central heating/cooling system includes an alternating heat and outdoor air flow fan.] 	<p>Lab Aides Director of Nursing</p> <p>Maintenance</p>	<p>August, 2001</p> <p>May, 2001</p>	<ol style="list-style-type: none"> 1. Each skill lab managers gets feedback on when to have open hours for the skills labs from both level of students. These hours are established and posted. Students are encouraged to use the labs to enhance their learning. 2. The Director of Facilities and Vehicles submitted a memorandum that addressed the design of the Ponderosa Building and room temperatures indicating attempts to adjust the temperatures. In the spring of 2002 two ceiling fans with wall controls were installed to maintain the flow of the air.
R4-19-202(B)(5): As required by R4-19-202(B)(5), there shall be secretarial and clerical support personnel to assist the administrator and faculty. In a survey performed on October 23-25, 2000, respondent failed to provide evidence that the faculty residing at the Winslow campus had secretarial or clerical support constituting a violation of R4-19-202(B)(5).	<ol style="list-style-type: none"> 1. Increase access to copy machine and shredder. 2. Replace a printer for one faculty member. 3. Utilize the lab aides to facilitate routine paperwork (such as immunization records updates, purchase orders), provide support in preliminary library searches, and improve access to the department secretary. 4. Utilize department secretary more fully in processing correspondence and telephone calls. 5. Increase utilization of campus faculty secretaries for routine clerical support. 	<p>Director of Nursing Vice President for Instructional Services Nursing Faculty</p>	<p>FY 2001-2002</p>	<ol style="list-style-type: none"> 1. A new copier for nursing use only has been acquired for the WMC. Shredders for nursing faculty use on both LCC and WMC. 2. The printer for one instructor and a computer for another instructor were installed. Replacement of other faculty's computers are being planned for through Title III funding. 3. The skills lab managers assist with handouts, copying, Internet searches, and other delegated responsibilities by the instructors. 4. As of August, 2002 the Nursing Programs has a full-time secretary who is available to the faculty to do the typing requests and other secretarial duties. All college instructors use a voice mail system along with E-Mail. 5. Instructors have not used campus faculty secretaries although they are available.

DEFICIENCIES	CORRECTION PLAN	RESPONSIBLE PERSON(S)	TARGET DATE	OUTCOMES
R4-19-203(C): As required by R4-19-203(C), the administrator of the nursing program shall not teach more than three contact hours per week. In a survey conducted on October 23-25, 2000, Respondent admitted that the administrator was teaching a course requiring 9 hours of teaching per week in violation of R4-19-203(C).	Develop aggressive plan for recruitment and retention of psychiatric clinical instructor.	Director of Nursing Personnel Department	August, 2001	The Director of Nursing is no longer doing psychiatric clinical supervision. The second year clinical instructors on both campuses assumed this role.
R4-204-(D)(1): As required by R4-19-204(D)(1), each professional nursing program faculty shall have a graduate degree with a major in nursing. In a survey performed on October 23-25, 2000, Respondent admitted that two of the five faculty lacked the required educational preparation constituting a violation of R4-19-204(D)(1).	<ol style="list-style-type: none"> 1. Provide support and encouragement for current faculty lacking graduate degrees to complete these degrees. 2. Conduct local, state, regional and countrywide search for nurses with graduate degrees in nursing. 3. Review current salary scales for nursing faculty and adjust to provide comparability with other similar institutions in Arizona. 	Personnel Department Director of Nursing	August, 2002 Ongoing FY 2001-2002	<p>For the academic year of 2001-2002 three instructors with master degrees in nursing and one with a master degree in public health taught the didactic portions of the nursing courses. Part time clinical instructors had BSN degrees.</p> <ol style="list-style-type: none"> 1. Two clinical instructors pursued graduate studies in nursing during the academic year 2001-2002. During the academic year of 2002-2003 two nursing instructors are finishing their graduate studies in Nursing. 2. Extensive advertising for new faculty has been done--letters to universities, newspaper and nursing newsletter advertisements, NPC web site and internet sources. 3. Northland Pioneer College's governing board approved a 9% increase in salary for faculty. NPC is committed to meet the market demands of the nursing profession.

8/26/02

Jane Dee Hull
Governor



Joey Ridenour
Executive Director

Arizona State Board of Nursing

1651 East Morten, Suite 210
Phoenix, AZ 85020

Phone (602) 331-8111 Fax (602) 906-9365

E-Mail: prandolph@azbn.org

Home Page: <http://www.azboardofnursing.org>

November 18, 2002

Barbara Ballard MS, RN
Director of Nursing
Northland Pioneer College
PO Box 610
Holbrook, AZ 86025

Dear Ms. Ballard:

On November 7, 2002, the Arizona Board of Nursing considered the Follow-up Site Visit Report of Northland Pioneer College submitted by the Education Consultant, Pamela Randolph. After a presentation of the facts by Ms. Randolph, the Board voted to continue approval of Northland Pioneer College Nursing Program with extension of the period of correction for deficiency R4-19-204 (D) for an additional 18 months. All other deficiencies are remedied. Based on the Board action and the date of the original notice of deficiency, the program is required to provide evidence that deficiency R4-19-204 (D), faculty qualifications, is remedied by January 30, 2004. If you have any questions or concerns, please contact Ms. Randolph at extension 139.

Sincerely,

A handwritten signature in cursive script that reads "Joey Ridenour RN, MN".

Joey Ridenour RN, MN
Executive Director

Cc. Gary Passer, President
Carl Heilman, Vice President of Instruction and Student Services

APPENDIX G

ADMISSION INFORMATION

APPENDIX C

ADMISSION INFORMATION

ASSOCIATE DEGREE IN NURSING PROGRAM

(ASSOCIATE OF APPLIED SCIENCE DEGREE IN NURSING)

ADMISSION INFORMATION

The Associate Degree Nursing Program (ADN Program) prepares students to make application to write the National Council Licensing Examination for Registered Nurse (NCLEX-RN) and for beginning employment in providing direct patient care. Admission to or graduation from the program at any level does not guarantee licensure by the Arizona State Board of Nursing. Graduates must satisfy the licensing requirements of the state board independently of any college requirements per the Arizona Nurse Practice Act. Under the Arizona Law of the State Board of Nursing, an applicant could be denied certification as a nursing assistant or licensure as a registered or practical nurse if convicted of a felony or addicted to habit-forming drugs or if the applicant in any other way fails to meet qualifications required by law.

In 1997 the ADN Program became part of the Healing Community composed of five rural community colleges and Northern Arizona University that work together on a collaborative basis. The Healing Community designed a common curriculum that provides students an opportunity for seamless articulation from the associate degree in nursing program to a baccalaureate degree in nursing program. The graduate from the ADN Program applies to write the NCLEX-RN. When he/she becomes a registered nurse, he/she can apply to Northern Arizona University to complete the upper division courses in nursing that apply to a B.S.N.

Northland Pioneer College's ADN Program, approved by the Arizona State Board of Nursing, is offered on the White Mountain (Show Low) and Little Colorado (Winslow) campuses. Many of the prerequisites and general education courses are available at other NPC campuses and centers. The program of 65 (66) credit hours is designed for two academic years. After completion of the first year with the addition of the Practical Nurse Completion course, the student nurse can receive a Certificate of Applied Science in Practical Nursing and apply to write the NCLEX-PN. The student nurse may then exit the program or continue on to earn the Associate of Applied Science Degree.

All prerequisite courses must be completed prior to admission into the ADN Program. Some students may choose to take the general education (co-requisites) courses prior to admission. **All co-requisite courses must be completed prior to or in the sequential order listed on the curriculum outline.** Courses over eight years old may be accepted with appropriate documentation (see Director of Nursing). Students must be admitted to the ADN Program in order to take the nursing courses.

Clinical experiences take place in various health care agencies in and outside the college's district. Hours may vary from the class schedule depending on the clinical placement and travel will be required at times. In addition, overnight stays may be required.

If you have a disability that qualifies under the Americans with Disabilities Act (ADA), please contact the coordinator of Disability Resource and Access at (928) 532-6178.

STEPS FOR ADMISSION TO NURSING

I. Prerequisite Courses

Completion of prerequisites with a grade of "C" or better:

BIO 181

CHM 130

HES 145

MAT 112* or 121

*MAT 109 is a prerequisite for MAT 112.

Three out of the four prerequisite courses must be completed by the end of the fall semester prior to the application deadline.

II. Prerequisite Certification

Must be a current CNA (Certified Nursing Assistant) and submit a copy of current license prior to the fall of admission.

III. Submit a completed notarized application and a waiver form (white and blue forms in admission packet).

IV. Submit 3 references (yellow forms in admission packet) from someone who has known the applicant in a supervisory situation such as work or school (**no relatives or clergy**).

V. Request an "official" transcript of the above courses from any college that you have attended be sent directly to the Nursing Programs. If you attended Northland Pioneer College, request that transcript as well be forwarded to the Nursing Programs.

VI. Take the Nurse Entrance Test (date to be announced) following completion of steps I through V. If you require testing accommodations, you must contact the Disability Resources and Access Coordinator 48 hours before the test.

VII. A physical examination with required immunizations will be required after admission.

ADMISSION SELECTION

An Admission Committee composed of the Director of Nursing, two nursing instructors, Director of Student Services, and two faculty at large makes the selection of applicants for admission.

Admission criteria will include: NET composite percentage, prerequisites GPA, completed co-requisite courses GPA, letters of recommendation, and faculty or counselor recommendations. The factors will be weighted by the committee. Significant weight will be given to NET composite percentage and prerequisites GPA.

Admission may be contingent upon completion of all four prerequisites and prerequisite certification by the end of the spring semester.

PUBLIC NOTICE OF NON-DISCRIMINATION: The College does not discriminate on the basis of race, color, national origin, religion, marital status, gender, age or disability in admission or access to, or treatment or employment in its educational programs or activities. District grievance procedures will be followed for compliance with Title IX and Section 504 requirements. The Affirmative Action Compliance Officer is Mr. A. Daniel Simper, Director of Personnel, 103 N. 1st. Ave. at Hopi Dr., Holbrook, AZ 86025, (928) 524-7671. The Section 504 Compliance Officer is Dr. Adele Darr, Coordinator of Disability Resources and Access, 1001 W Deuce of Clubs, Show Low, AZ 85901, (928) 532-6178. The lack of English language skills will not be a barrier to admission and participation in vocational education programs.

6/02

**NORTHLAND PIONEER COLLEGE
NURSING CURRICULUM AAS DEGREE**

Prerequisites to Program Admission

Courses:

Before the student will be considered eligible to enter the nursing program, certain prerequisites must be met. Successful completion with a "C" or better of the following:

	<u>Credits</u>
BIO 181 General Biology	4
CHM 130 Fundamental Chemistry	4
HES 145 Nutrition	3
MAT 112* or 121 Intermediate Algebra (ADN program only)	3 or 4
*MAT 109 is a prerequisite for MAT 112.	14 or 15

Certification:

Current CNA (Certified Nursing Assistant) must submit a copy of current license.

Nursing Program and Co-Requisite (general education) Courses

<u>1st Semester</u>	<u>Credits</u>
ENL 101 College Composition I	3
BIO 201 Human Anatomy & Physiology I	4
PSY 101 Introduction to Psychology	3
NUR 117 Pharmacology	2
NUR 121 Nursing I	6
	<u>18</u>

<u>2nd Semester</u>	
BIO 202 Human Anatomy & Physiology II	4
PSY 240 Developmental Psychology	3
NUR 122 Nursing II	8
	<u>15</u>

<u>3rd Semester</u>	
BIO 205 Microbiology	4
ENL 102 College Composition II	3
NUR 221 Nursing III	8
	<u>15</u>

<u>4th Semester</u>	
SOC 120 or ANT 102	3
Arts/Humanities Elective	3
NUR 222 Nursing IV	8
	<u>14</u>

Elective Courses

NUR 125 P.N. Completion Course (required to take State Board exam for PN licensure)	3
NUR 218 NCLEX Review	1

65, (66) Credits Total Program Requirement (32 Nursing Credits)

All of the general education or non-nursing (non-NUR prefixed) courses may also be completed before entering the program, but no later than the semester listed above. All courses require a grade of "C" or better for advancement in the program.

**NORTHLAND PIONEER COLLEGE
ASSOCIATE DEGREE IN NURSING PROGRAMS**

ESSENTIAL FUNCTIONS IN NURSING

This document describes a variety of essential functions that students must be able to satisfy, with or without reasonable accommodation, in order to provide safe patient care. Essential functions, as distinguished from academic standards, refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students at graduation. The essential functions required by the curriculum are in the following areas: motor, sensory, communication, intellectual (conceptual, integrative, and quantitative abilities for problem solving and patient assessment) and the behavioral and social aspects that impact the performance of a nursing student.

There may be many settings in which the nursing students gain experience, e.g., hospital, nursing home, public health and community agencies, home health visits, school settings and clinics. Some of the physically demanding settings are the hospital, nursing home, home health and various clinical sites. The work terrain often varies and students may be expected to walk distances. Training in nursing includes active, complex experiences, requiring the ability to keep track of a large number of activities at a time. Transportation with or without accommodations to health care facilities, clinics, and home health settings is the responsibility of the student.

The program requires the use of comprehensive speech, memory, reading and writing to communicate with clients, families and other health professionals. The student must be able to quickly and efficiently provide and direct care functions, engage in therapeutic communication and counseling and function effectively in situations of stress.

Essential functions for nursing include the use of senses to gather information, i.e., color changes in skin, hearing heart and lung sounds through a stethoscope, feeling pulses and feeling hot/cold skin, etc. Patient care requires the ability to synthesize information from a variety of sources and apply it in making decisions regarding safe care. The student must be focused and alert to maintain patient safety. This includes the ability to place the patient's needs first. During each clinical experience, the nursing student is assigned patient care which may include medication administration and direct care functions. The student must be prepared to respond appropriately to medical emergencies.

The students are expected to respect and care for persons whose appearance, condition, behaviors and values may be in conflict with their own. Quality health related professions care is to be provided regardless of patient's race, ethnicity, age, gender, religion, sexual orientation or diagnosis. The student may be asked to participate in procedures which conflict with personal beliefs and values. A student within the nursing program is expected to conduct oneself in a composed, respectful manner in all situations and with all persons. The student must work as a member of a team to share the burden of caring for the physical and emotional needs of a patient and those close to the patient.

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During clinical experiences, the nursing student must be able to accomplish tasks that ordinarily require the student to: stoop/bend, squat, kneel, climb, push/pull, grasp/handle, reach over shoulders, reach at waist, reach below waist, lift, hear, see, touch, smell, stand, and walk during most of the entire clinical day (between 6 to 12 hours). Physical agility is required while working around tables and chairs in a patient's room and in a clinic, as well as occasional stooping and/or bending to retrieve supplies from lower storage areas. There is pushing and pulling of various medical equipment, medications, and items required for patient care. There may be a need to lift patients with and without mechanical devices. The student must be able to assess the patient's condition and changes in condition.

Please contact the Disability Resources and Access Coordinator to receive information regarding accommodations and documentation requirements. To insure appropriate accommodations, it is the student's responsibility to request accommodations in a timely manner and to provide appropriate documentation to verify eligibility for support services.

NORTHLAND PIONEER COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
ESTIMATED STUDENT COST (Nursing and Gen. Ed. Courses included)

<u>1st Year</u>	<u>1st Sem</u>	<u>2nd Sem</u>	<u>Totals</u>
1. Registration	\$540.00	\$450.00	\$990.00
NUR Course Fees	190.00	190.00	380.00
Science Course Fees (BIO 201 & 202)	15.00	15.00	30.00
2. Books	787.00	312.00	1,099.00
3. Supplies: uniform, shoes, watch, etc.	200.00	---	200.00
4. LPN Option: NCLEX-PN		456.00	456.00
<u>1st Year Total</u>	<u>\$1,732.00</u>	<u>\$1,423.00</u>	<u>\$3,155.00</u>
<u>2nd Year</u>	<u>1st Sem</u>	<u>2nd Sem</u>	<u>Totals</u>
1. Registration	\$450.00	\$420.00	\$870.00
NUR Course Fees	210.00	175.00	385.00
Science Course Fees (BIO 205)	35.00		35.00
2. Books	239.00	231.00	470.00
3. NCLEX-RN		456.00	456.00
<u>2nd Year Total</u>	<u>\$934.00</u>	<u>\$1,282.00</u>	<u>\$2,216.00</u>
Elective Courses:			
NUR 125		\$140.00	\$ 140.00
NUR 218		\$ 80.00	\$ 80.00
Graduation Fee	\$ 20.00	---	\$ 20.00
Pin	\$117.00	---	\$ 117.00
<u>Estimated Nursing Program Total</u>			<u>\$5,728.00</u>
(Travel expenses may be required for clinicals.)			

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6/02

ATTENTION ALL NURSING APPLICANTS:

MAILING DIRECTIONS

All materials, including "official" college transcripts, must be sent to the following address:

Northland Pioneer College
POB 610
Holbrook, AZ 86025

Attn: Nursing Programs

Any materials sent to the college without "**Attn: Nursing Programs**" may become lost.

NORTHLAND PIONEER COLLEGE

NURSING APPLICATION CHECK SHEET

DEADLINE: FEBRUARY 1

Three of the following prerequisite courses **must** be completed by the **end of the fall semester** prior to application deadline.

Courses:

General Biology I (BIO 181).....

Fundamental Chemistry (CHM 130).....

Nutrition (HES 145).....

Intermediate Algebra (MAT 112*or 121) or higher.....

***MAT 109 is a prerequisite for MAT 112.**

Certification:

Must be a current CNA (Certified Nursing Assistant) and submit a copy of current license prior to the fall of admission.

Then, submit the following:

1. A signed and notarized application to the Nursing Programs.
(This should be submitted first so that you can be contacted regarding your file.)

2. Copy of current CNA license.

3. Signed Waiver of Licensure/Certification (blue form).

4. Three letters of reference (yellow forms).

5. Have "Official" transcripts of all previous college courses sent to: Northland Pioneer College, POB 610, Holbrook, AZ 86025, ATTN: Nursing Programs.

6. You will be notified when the Nurse Entrance Testing (NET) will be administered. If you require testing accommodations, you must contact the Disability Resources and Access Coordinator 48 hours before the test.

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NORTHLAND PIONEER COLLEGE

NURSING CURRICULUM AAS DEGREE

Prerequisites to Program Admission

Before the student will be considered eligible to enter the nursing program, certain prerequisites must be met. Successful completion with a "C" or better of the following:

Courses:

	<u>Credits</u>
BIO 181 General Biology	4
CHM 130 Fundamental Chemistry	4
HES 145 Nutrition	3
MAT 112* or 121 Intermediate Algebra (ADN program only)	3 or 4
	<hr/> 14 or 15

*MAT 109 is a prerequisite for MAT 112.

Certification:

Current CNA (Certified Nursing Assistant) must submit a copy of current license

Nursing Program and Co-requisite (general education) Courses

1st Semester

	<u>Credits</u>
ENL 101 College Composition I	3
BIO 201 Human Anatomy & Physiology I	4
PSY 101 Introduction to Psychology	3
NUR 117 Pharmacology	2
NUR 121 Nursing I	6
	<hr/> 18

2nd Semester

BIO 202 Human Anatomy & Physiology II	4
PSY 240 Developmental Psychology	3
NUR 122 Nursing II	8
	<hr/> 15

3rd Semester

BIO 205 Microbiology	4
ENL 102 College Composition II	3
NUR 221 Nursing III	8
	<hr/> 15

4th Semester

SOC 120 or ANT 102	3
Arts/Humanities Elective	3
NUR 222 Nursing IV	8
	<hr/> 14

Elective Courses

NUR 125 P.N. Completion Course (required to take State Board exam for PN licensure)	3
NUR 218 NCLEX Review	1

65, (66) Credits Total Program Requirement (32 Nursing Credits)

All of the general education or non-nursing (non-NUR prefixed) courses may also be completed before entering the program, but no later than the semester listed above. All courses require a grade of "C" or better for advancement in the program.

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NORTHLAND PIONEER COLLEGE

ASSOCIATE DEGREE NURSING PROGRAM

COURSE DESCRIPTIONS

CORE NURSING CLASSES

NUR 117 PHARMACOLOGY

Introduces students to the use of pharmacological agents during health-illness transitions. It informs student of clinical and cultural competence in the administration of medications. Special emphasis is placed on the importance of caring behaviors and communication as they relate to patient teaching as well as to safe and accurate medication administration.

NUR 121 NURSING I

Within the framework of transitions, the focus is on individuals in well-defined practice settings. Situational transitions of the individual to the nursing student role and the client's admission to and movement within the healthcare system are included. Emphasis is on the student's development as a caring, competent nurse within the legal/ethical framework of the profession, using critical thinking and communication skills.

NUR 122 NURSING II

Focus is on nursing care to promote healthy transitions for individuals and families with chronic health conditions in well-defined practice settings. Emphasis is on basic management concepts and continued development of critical thinking, clinical judgment, and skills.

NUR 221 NURSING III

Focus is on nursing care to promote healthy transitions for individuals and families experiencing developmental milestones. The student's transition to nurse includes group theory and nursing therapeutics related to parenteral therapy and assisting the client through acute health care issues. Concepts in critical thinking, organizational skills, and psychosocial nursing are included.

NUR 222 NURSING IV

Focus is on the impact of acute health/illness transitions on individuals, families, and groups. Emphasis is on synthesis and application of nursing therapeutics in the transition of students to their role in the profession of nursing with an introduction to organizational transitions.

NURSING ELECTIVE COURSES

NUR 125 P.N. COMPLETION COURSE

Focus is on scope of practice issues specific to the practical nurse, including care of individuals and families experiencing selected developmental and acute health-illness transitions. Also includes practical nurse level concepts of management and supervision.

NUR 218 NCLEX REVIEW

An overview of NCLEX-RN requirements. This review is a bank of knowledge designed to assist student nurses to transition from a student to a registered nurse. The materials reviewed are required for examination completion, success, and to obtain licensure. The information includes simulated testing with practice in written and computerized examination.

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NORTHLAND PIONEER COLLEGE

Nursing Programs ♦ POB 610 ♦ Holbrook, AZ 86025 ♦ (928) 532-6136

ASSOCIATE DEGREE NURSING PROGRAM APPLICATION FOR ADMISSION

Name _____
Last First Middle

Other names used now or in the past _____

Address _____
Number Street City State Zip

Phone _____ / _____ Social Security Number _____
Home Work/Message

When do you anticipate starting the Nursing Program? Fall semester _____

High school graduation date _____ or GED date _____

Have you completed the following prerequisite courses? (College courses over eight years old may be accepted with appropriate documentation. See Director of Nursing.)

Course	Date Completed or Scheduled for Completion	School/College Attended	Grade
BIO 181 Biology			
CHM 130 Chemistry			
HES 145 Nutrition			
MAT 112 or 121 Intermediate Algebra			

Are you an AZ CNA? _____ If so, license # _____ Expiration Date _____

Are you an LPN applying for advanced placement in the Associate Degree Nursing Program? _____

If so, do you have an Arizona license or certificate? License # _____ Expiration Date _____

Explain your career goals as an RN. (What do you want to do when you graduate from NPC?)

Where would you prefer to attend classes?
White Mountain Campus, Show Low _____ Little Colorado Campus, Winslow _____ Either Campus _____

(Continued on reverse side)

NORTHLAND PIONEER COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
APPLICATION FOR ADMISSION CONTINUED

Bearing in mind the essential functions delineated in the Admission Information, are you able, with or without reasonable accommodations, to successfully perform these functions? ☐ Yes ☐ No

Have you ever been convicted of a felony? ☐ Yes ☐ No

Are you currently using illegal drugs, misusing prescription drugs? ☐ Yes ☐ No

(Felony conviction, history of drug and/or alcohol addiction may be reason for denial of Registered Nurse License by the State Board of Nursing.)

AFFIDAVIT

STATE OF _____
County of _____

The undersigned being duly sworn declares that he/she is the person referred to in the foregoing application; that the statements are true in every respect; that he/she has not suppressed any information that would affect this application; that he/she will conform to the ethical standards of conduct in the profession of nursing; and that he/she has read and understands this affidavit.

SIGNATURE

SUBSCRIBED AND SWORN to before me this _____ day of _____, 19____.

Commission Expires:

Notary Public

Notary Seal

Return completed nursing application forms to: Northland Pioneer College, POB 610, Holbrook, AZ 86025, Attn: Nursing Programs

Deadline is February 1.

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6/02

NORTHLAND PIONEER COLLEGE

ASSOCIATE DEGREE NURSING PROGRAM

DRUG SCREENING AND SUBSTANCE ABUSE PROCEDURES

A pre-clinical drug screening is required for all first year student nurses. It is done during the first part of the fall semester prior to the student nurses' clinical experiences. Students are given a twelve-hour or twenty-four hour notice to proceed with this drug screening (urine specimen). In addition, there is a "For Cause" substance abuse procedure for student nurses who exhibit mental or physical impairment due to use of alcohol, illegal or prescribed drugs while carrying out student nursing responsibilities in the college and health care settings. Both procedures are in the Student Handbook that is reviewed in detail during an orientation to the ADN program.

**NORTHLAND PIONEER COLLEGE
NURSING PROGRAMS
NOTICE OF NO GUARANTEE OF LICENSURE/CERTIFICATION**

Admission or graduation from the Program does not guarantee obtaining a license or certificate to practice nursing. Licensure and certification requirements and the subsequent procedures are the exclusive right and responsibility of the Arizona State Board of Nursing. Students must satisfy the requirements of the Nurse Practice Act: Statutes, Rules, and Regulations independently of any college or school requirements for graduation as they exist at the time of licensure/certification. Although this explanation and handbook materials may provide information concerning the licensing process, the applicant/student is solely responsible for understanding and meeting licensure/certification requirements. NPC does not guarantee the accuracy of any of the information presented here or in any other materials presented to the applicant/student concerning the licensure process. Verifying the accuracy of such information is solely the responsibility of the applicant/student.

If convicted of a felony, an applicant for licensure/certification must submit proof that he/she "has received an absolute discharge from the sentences for all felony convictions five or more years prior to the date of filing an application" (Nursing Practice Act 2002, 32-1632 and 32-1637). Such proof includes completion of any sentence including imprisonment, probation, parole, community supervision or any form of court supervision. Examples of unprofessional conduct, but not limited to, are felony or misdemeanor convictions, substance abuse, conviction of an offense involving immoral behavior, or being guilty of acts which deceive, defraud or harm the public in any way.

Fingerprinting will be part of the application process for the nursing assistant, LPN and RN applicants.

If there is any question about eligibility for licensure or certification, contact the Arizona State Board of Nursing (602-331-8111).

I have read and understood the above statement.

Signature

Date

This statement will become part of your permanent record.

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**NORTHLAND PIONEER COLLEGE
ASSOCIATE DEGREE IN NURSING PROGRAM**

REFERENCES

Please provide to three (3) individuals whom you want as references one of the following Personal Reference for Nursing Applicant sheets for completion. Please complete the waiver statements before distributing these forms to your references. These references should not be relatives or clergy.

NORTHLAND PIONEER COLLEGE

Nursing Programs ♦ POB 610 ♦ Holbrook, AZ 86025 ♦ (928) 532-6136

ASSOCIATE DEGREE NURSING PROGRAM

Personal Reference for Nursing Applicant

To: _____
(Reference name)

(Reference address)

(Name of Applicant) Is applying for acceptance into the Associate Degree Nursing Program at Northland Pioneer College. Please fill out the following form. Your cooperation is greatly appreciated. When completed, please return to the Nursing Programs at the above address.

In accordance with the Family Education Rights and Privacy Act, the applicant

_____ has requested _____ has not requested that this information be held confidential by the Admission Committee.

I _____ hereby waive my right to inspect and review this letter of recommendation. I understand that
(applicant)
this waiver is not required as a condition of admission or receipt of a service or benefit from NPC. _____
(signature of applicant).

	Above Average	Average	Below Average	Comments:
Attitude, motivation				
Initiative, creativity				
Interpersonal relationships				
Reaction to criticism				
Dependability, responsibility				
Maturity in judgment; handling of crises				
Personal habits; courtesy, grooming				

Additional comments: _____

How long have you known this applicant? _____ Relationship to applicant? _____

Highly recommend _____ Recommend _____ Do not recommend _____

Signature Date
Occupation/position _____

Thank you for completing this Personal Reference. Please return promptly.

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NORTHLAND PIONEER COLLEGE

Nursing Programs ♦ POB 610 ♦ Holbrook, AZ 86025 ♦ (928) 532-6136

ASSOCIATE DEGREE NURSING PROGRAM

Personal Reference for Nursing Applicant

To: _____
(Reference name)

(Reference address)

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	Above Average	Average	Below Average	Comments:
Attitude, motivation				
Initiative, creativity				
Interpersonal relationships				
Reaction to criticism				
Dependability, responsibility				
Maturity in judgment; handling of crises				
Personal habits; courtesy, grooming				

Additional comments: _____

How long have you known this applicant? _____ Relationship to applicant? _____

Highly recommend _____ Recommend _____ Do not recommend _____

Signature Date
Occupation/position _____

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NORTHLAND PIONEER COLLEGE

Nursing Programs ♦ POB 610 ♦ Holbrook, AZ 86025 ♦ (928) 532-6136

ASSOCIATE DEGREE NURSING PROGRAM

Personal Reference for Nursing Applicant

To: _____
(Reference name)

(Reference address)

(Name of Applicant)

Is applying for acceptance into the Associate Degree Nursing Program at Northland Pioneer College. Please fill out the following form. Your cooperation is greatly appreciated. When completed, please return to the Nursing Programs at the above address.

In accordance with the Family Education Rights and Privacy Act, the applicant

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I _____ hereby waive my right to inspect and review this letter of recommendation. I understand that
(applicant)

this waiver is not required as a condition of admission or receipt of a service or benefit from NPC. _____
(signature of applicant).

	Above Average	Average	Below Average	Comments:
Attitude, motivation				
Initiative, creativity				
Interpersonal relationships				
Reaction to criticism				
Dependability, responsibility				
Maturity in judgment; handling of crises				
Personal habits; courtesy, grooming				

Additional comments: _____

How long have you known this applicant? _____ Relationship to applicant? _____

Highly recommend _____ Recommend _____ Do not recommend _____

Signature

Date

Occupation/position _____

Thank you for completing this Personal Reference. Please return promptly.

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ATTENTION ALL NURSING APPLICANTS:

MAILING DIRECTIONS

All materials, including "official" college transcripts, must be sent to the following address:

Northland Pioneer College
POB 610
Holbrook, AZ 86025

Attn: Nursing Programs

Any materials sent to the college without
"Attn: Nursing Programs" may become lost.

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address:

Northland Pioneer College

Box 610

Holbrook, AZ 86025

Attn: Nursing Programs

Any materials sent to the college without
"Attn: Nursing Programs" may become lost.

Mail your transcripts to the address above. Do not
send them to the college's general address. If you
do, they may be lost. Also, do not send them to
the college's nursing department address. If you
do, they may be lost. Finally, do not send them
to the college's admissions office address. If you
do, they may be lost. Please follow the directions
above to ensure that your transcripts are received
by the nursing department.

APPENDIX H

CLINICAL INSTRUCTOR AND CLINICAL SITE EVALUATION

APPENDIX H

CLINICAL INSTRUCTOR AND CLINICAL SITE EVALUATION

NORTHLAND PIONEER COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM

COURSE

CLINICAL INSTRUCTOR AND CLINICAL SITE EVALUATION

AGENCY

CLINICAL INSTRUCTOR: _____

DATE: _____

Please respond by marking your level of satisfaction or dissatisfaction with each statement.

1. I feel my clinical experience at _____ was beneficial.

Strongly Agree _____ Agree _____ Do Not Agree _____

Comments:

2. I feel that my clinical instructor is clear in her/his expectations of my clinical performance.

Strongly Agree _____ Agree _____ Do Not Agree _____

Comments:

3. I feel that my clinical instructor is clear in her/his expectations of my clinical performance.

Strongly Agree _____ Agree _____ Do Not Agree _____

Comments:

4. I feel that my clinical instructor is organized and fair when making client assignments.

Strongly Agree _____ Agree _____ Do Not Agree _____

Comments:

5. I feel that my instructor provides me with positive as well as constructive feedback as needed.

Strongly Agree _____ Agree _____ Do Not Agree _____

Comments:

6. I feel comfortable in telling my clinical instructor that I need help or that I have questions.

Strongly Agree _____ Agree _____ Do Not Agree _____

Comments:

7. My clinical instructor has made clear her expectations for the written care plans.

Strongly Agree _____ Agree _____ Do Not Agree _____

Comments:

8. My clinical instructor utilizes my written Nursing Care Plan as a tool for learning and provides me with constructive feedback regarding my client assessments, diagnoses, planning and implementation skills.

Strongly Agree _____ Agree _____ Do Not Agree _____

Comments:

9. The thing that I like the best about the "clinical component" is:
10. The thing that I like the least about the "clinical component" is:
11. Were there any staff members who were particularly helpful? Please list their names.
12. Were there any staff members who were NOT helpful and caused you difficulty?
Please list their name and the problem that occurred.
13. Any other comments or concerns:

Thank you for your input!

9. The thing that I like the best about the "clinical component" is:

10. The thing that I like the best about the "clinical component" is:

11. Were there any staff members who were particularly helpful? Please list their names.

12. Were there any staff members who were NOT helpful and caused you difficulty?
Please list their name and the problem that occurred.

13. Any other comments or concerns?

Thank you for your input!

APPENDIX I

MOSBY RN ASSESS TEST INSTITUTIONAL PROFILE

MOSBY RN ASSESSTEST INSTITUTIONAL PROFILE

Report Prepared for

Northland Pioneer College
102 First Ave, Holbrook AZ 86025,

I. OVERVIEW A GENERAL INDEX OF HOW YOUR GROUP PERFORMED RELATIVE TO THE PERFORMANCE OF TWO NORM GROUPS:

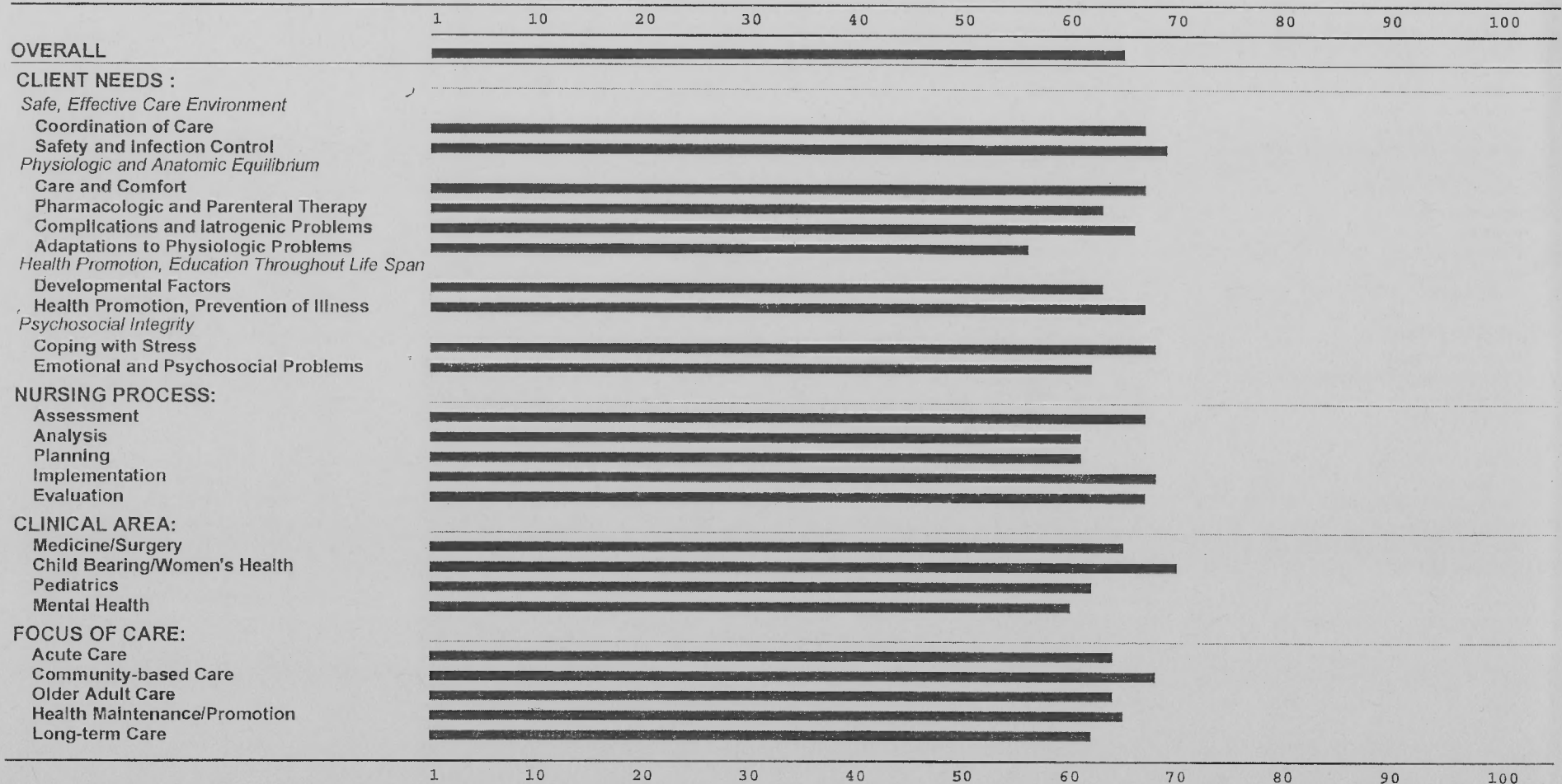
1. AN RN NORM GROUP, INCLUDING ALL THREE LEVELS OF BASIC NURSING EDUCATION
2. A NORM GROUP COMPRISED OF STUDENTS FROM PROGRAMS COMPARABLE TO YOUR OWN

Of the 300 RN AssessTest questions your group on the average answered correctly: 194 or 65 %, and incorrectly: 106 or 35%.

Overall, your group scored 4 points higher than the total RN norm group and 3 points higher than the associate norm group.

II. GROUP PROFILE A GRAPHIC SUMMARY OF YOUR GROUP'S PERFORMANCE OVERALL AND IN EACH OF THE CATEGORIES MEASURED BY THE ASSESSTEST

AVERAGE PERCENT OF QUESTIONS YOUR GROUP ANSWERED CORRECTLY



III. GROUP PERFORMANCE SUMMARY

A REPORT OF THE AVERAGE SCORES OF YOUR GROUP COMPARED TO THE AVERAGE SCORES OF BOTH NORM GROUPS IN CLIENT NEEDS, NURSING PROCESS, CLINICAL AREA, AND FOCUS OF CARE.

	Number of Questions on AssessTest	Your Group		Total RN Norm Group		Associate Norm Group	
		#	%	#	%	#	%
CLIENT NEEDS :							
<i>Safe, Effective Care Environment</i>							
Coordination of Care	9	6	67	6	67	6	67
Safety and Infection Control	36	25	69	23	64	24	67
<i>Physiologic and Anatomic Equilibrium</i>							
Care and Comfort	24	16	67	16	67	16	67
Pharmacologic and Parenteral Therapy	30	19	63	18	60	18	60
Complications and Iatrogenic Problems	65	43	66	41	63	41	63
Adaptations to Physiologic Problems	34	19	56	19	56	19	56
<i>Health Promotion, Education Throughout Life Span</i>							
Developmental Factors	30	19	63	19	64	18	60
Health Promotion, Prevention of Illness	27	18	67	19	70	19	70
<i>Psychosocial Integrity</i>							
Coping with Stress	19	13	68	13	68	13	68
Emotional and Psychosocial Problems	26	16	62	17	65	17	65
NURSING PROCESS:							
Assessment	54	36	67	35	65	35	65
Analysis	67	41	61	40	60	40	60
Planning	56	34	61	33	59	33	59
Implementation	78	53	68	52	67	52	67
Evaluation	45	30	67	31	69	31	69
CLINICAL AREA:							
Medicine/Surgery	120	78	65	75	62	76	63
Child Bearing/Women's Health	60	42	70	39	60	39	65
Pediatrics	60	37	62	37	62	38	63
Mental Health	60	36	60	38	63	38	63
FOCUS OF CARE:							
Acute Care	118	76	64	72	61	73	62
Community-based Care	28	19	68	19	68	18	64
Older Adult Care	11	7	64	7	64	7	64
Health Maintenance/Promotion	74	48	65	48	65	49	66
Long-term Care	69	43	62	44	64	44	64

IV. PERFORMANCE SUMMARY

A PERFORMANCE SUMMARY OF YOUR GROUP IN THE CATEGORIES OF NURSING BEHAVIOR, FOCUS OF CARE AND CLIENT NEEDS IN EACH CLINICAL AREA, COMPARED TO THE PERFORMANCE OF BOTH NORM GROUPS.

	MED NSG			CW NSG			PED NSG			MH NSG		
	AVG YOUR GRP	AVG TOT RN	AVG AD GRP	AVG YOUR GRP	AVG TOT RN	AVG AD GRP	AVG YOUR GRP	AVG TOT RN	AVG AD GRP	AVG YOUR GRP	AVG TOT RN	AVG AD GRP
CLIENT NEEDS :												
<i>Safe, Effective Care Environment</i>												
Coordination of Care	3	3	3	1	1	1	0	0	0	1	1	2
Safety and Infection Control	10	10	9	6	5	5	7	7	7	2	2	2
<i>Physiologic and Anatomic Equilibrium</i>												
Care and Comfort	13	12	12	1	1	1	2	2	2	0	0	0
Pharmacologic and Parenteral Therapy	9	9	9	2	2	2	4	4	3	3	3	3
Complications and Iatrogenic Problems	23	22	23	12	10	11	7	7	7	1	0	1
Adaptations to Physiologic Problems	11	10	10	3	4	4	5	5	5	N/A	N/A	N/A
<i>Health Promotion, Education Throughout Life Span</i>												
Developmental Factors	0	0	0	9	9	9	6	6	6	3	3	3
Health Promotion, Prevention of Illness	7	7	7	4	4	4	6	6	6	1	2	2
<i>Psychosocial Integrity</i>												
Coping with Stress	2	2	2	2	2	2	N/A	N/A	N/A	9	9	9
Emotional and Psychosocial Problems	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16	17	17
NURSING PROCESS:												
Assessment	18	18	17	8	7	7	4	4	4	6	7	7
Analysis	16	15	15	9	8	8	6	6	6	10	10	11
Planning	13	13	13	8	7	7	4	4	4	9	9	9
Implementation	18	18	18	10	9	10	15	14	14	10	10	10
Evaluation	12	12	13	8	8	8	8	8	8	2	2	2
FOCUS OF CARE:												
Acute Care	33	31	31	22	20	21	16	16	17	5	5	5
Community-based Care	6	6	6	3	3	3	5	5	5	5	5	5
Older Adult Care	3	3	3	N/A	N/A	N/A	N/A	N/A	N/A	4	3	3
Health Maintenance/Promotion	16	17	18	16	15	14	11	11	11	5	5	5
Long-term Care	19	18	18	1	1	1	5	5	5	17	19	19

V. ITEM ANALYSIS

A REPORT OF THE PERCENTAGE OF STUDENTS CHOOSING THE CORRECT ANSWER FOR EACH QUESTION.

Percent of your group choosing correct answer:

1	72	16 : 78	31 : 78	46 : 56	61 : 56	76 : 28	91 : 78	106 : 56	121 : 67	136 : 67	151 : 72	166 : 61	181 : 44	196 : 39	211 : 78	226 : 67	241 : 59	256 : 56	271 : 17	286 : 89
2	39	17 : 56	32 : 56	47 : 61	62 : 22	77 : 89	92 : 72	107 : 56	122 : 83	137 : 39	152 : 33	167 : 39	182 : 39	197 : 61	212 : 89	227 : 56	242 : 44	257 : 67	272 : 72	287 : 44
3	61	18 : 22	33 : 94	48 : 50	63 : 17	78 : 100	93 : 72	108 : 44	123 : 89	138 : 61	153 : 89	168 : 28	183 : 61	198 : 61	213 : 72	228 : 89	243 : 67	258 : 44	273 : 56	288 : 78
4	78	19 : 78	34 : 89	49 : 67	64 : 89	79 : 72	94 : 56	109 : 83	124 : 67	139 : 50	154 : 89	169 : 56	184 : 100	199 : 78	214 : 100	229 : 39	244 : 78	259 : 94	274 : 78	289 : 89
5	83	20 : 50	35 : 56	50 : 17	65 : 78	80 : 61	95 : 83	110 : 56	125 : 72	140 : 67	155 : 44	170 : 72	185 : 61	200 : 100	215 : 94	230 : 50	245 : 33	260 : 50	275 : 0	290 : 89
6	61	21 : 89	36 : 72	51 : 72	66 : 83	81 : 33	96 : 78	111 : 94	126 : 50	141 : 61	156 : 61	171 : 67	186 : 67	201 : 78	216 : 67	231 : 17	246 : 78	261 : 56	276 : 67	291 : 100
7	50	22 : 83	37 : 56	52 : 72	67 : 50	82 : 89	97 : 44	112 : 78	127 : 39	142 : 22	157 : 67	172 : 83	187 : 67	202 : 78	217 : 17	232 : 67	247 : 83	262 : 44	277 : 44	292 : 50
8	83	23 : 83	38 : 83	53 : 28	68 : 61	83 : 89	98 : 56	113 : 83	128 : 83	143 : 50	158 : 39	173 : 28	188 : 83	203 : 22	218 : 61	233 : 28	248 : 83	263 : 100	278 : 72	293 : 89
9	44	24 : 78	39 : 78	54 : 61	69 : 67	84 : 94	99 : 100	114 : 72	129 : 94	144 : 33	159 : 83	174 : 17	189 : 33	204 : 89	219 : 72	234 : 56	249 : 72	264 : 33	279 : 56	294 : 78
10	67	25 : 100	40 : 67	55 : 50	70 : 78	85 : 61	100 : 67	115 : 50	130 : 67	145 : 44	160 : 94	175 : 67	190 : 61	205 : 61	220 : 56	235 : 61	250 : 78	265 : 72	280 : 78	295 : 61
11	44	26 : 33	41 : 50	56 : 61	71 : 89	86 : 39	101 : 89	116 : 83	131 : 17	146 : 83	161 : 100	176 : 56	191 : 39	206 : 78	221 : 50	236 : 94	251 : 33	266 : 72	281 : 28	296 : 83
12	83	27 : 72	42 : 83	57 : 28	72 : 94	87 : 83	102 : 33	117 : 78	132 : 22	147 : 83	162 : 89	177 : 39	192 : 56	207 : 89	222 : 83	237 : 50	252 : 78	267 : 17	282 : 72	297 : 22
13	83	28 : 89	43 : 83	58 : 17	73 : 72	88 : 89	103 : 72	118 : 61	133 : 61	148 : 89	163 : 89	178 : 89	193 : 78	208 : 72	223 : 67	238 : 78	253 : 100	268 : 39	283 : 72	298 : 61
14	28	29 : 33	44 : 72	59 : 50	74 : 72	89 : 94	104 : 78	119 : 78	134 : 17	149 : 89	164 : 56	179 : 44	194 : 67	209 : 78	224 : 83	239 : 67	254 : 39	269 : 61	284 : 50	299 : 83
15	50	30 : 33	45 : 78	60 : 72	75 : 67	90 : 89	105 : 67	120 : 61	135 : 61	150 : 89	165 : 78	180 : 72	195 : 94	210 : 61	225 : 94	240 : 11	255 : 89	270 : 61	285 : 56	300 : 44

VI. STUDENT ROSTER

A LIST OF ALL STUDENTS IN YOUR GROUP WITH THE OVERALL SCORE, PERCENT CORRECT AND PERCENT RANKING RELATIVE TO THE NORM GROUP.

Northland Pioneer College
102 First Ave
Holbrook AZ 86025

Northland Pioneer College Name	Number Correct	Percent Correct	Percentile Ranking Relative to RN Norm Group
APODACA SHEA	240	80	99
BARRERA DEBI	201	67	71
BELL VICTORIA	216	72	90
CHURCHMAN MARC	185	62	41
DENNY KELLY	182	61	37
FINCH SAMMIE	180	60	34
GARCIA KYLE	180	60	34
HENDERSON COURTNEY A	199	66	69
HERNANDEZ JANET C	215	72	89
HUSTON PAMELA	187	62	46
KELLEY VALERIE	198	66	67
MAYER PATRICIA	198	66	67
MCCOMBS KAREN	186	62	43
REED ALFRED E	175	58	24
SANTANDER MARIA	176	59	26
TURNER DEVIN	199	66	69
WESTOVER LEAH	184	61	40
WILLIAMS LESLIE	183	61	39

Group Count: 18

MOSBY RN ASSESSTEST INSTITUTIONAL PROFILE

Report Prepared for

Northland Pioneer College - Show Low
1001 West Duece of Clubs - Aspen Center, Show Low AZ 85901,

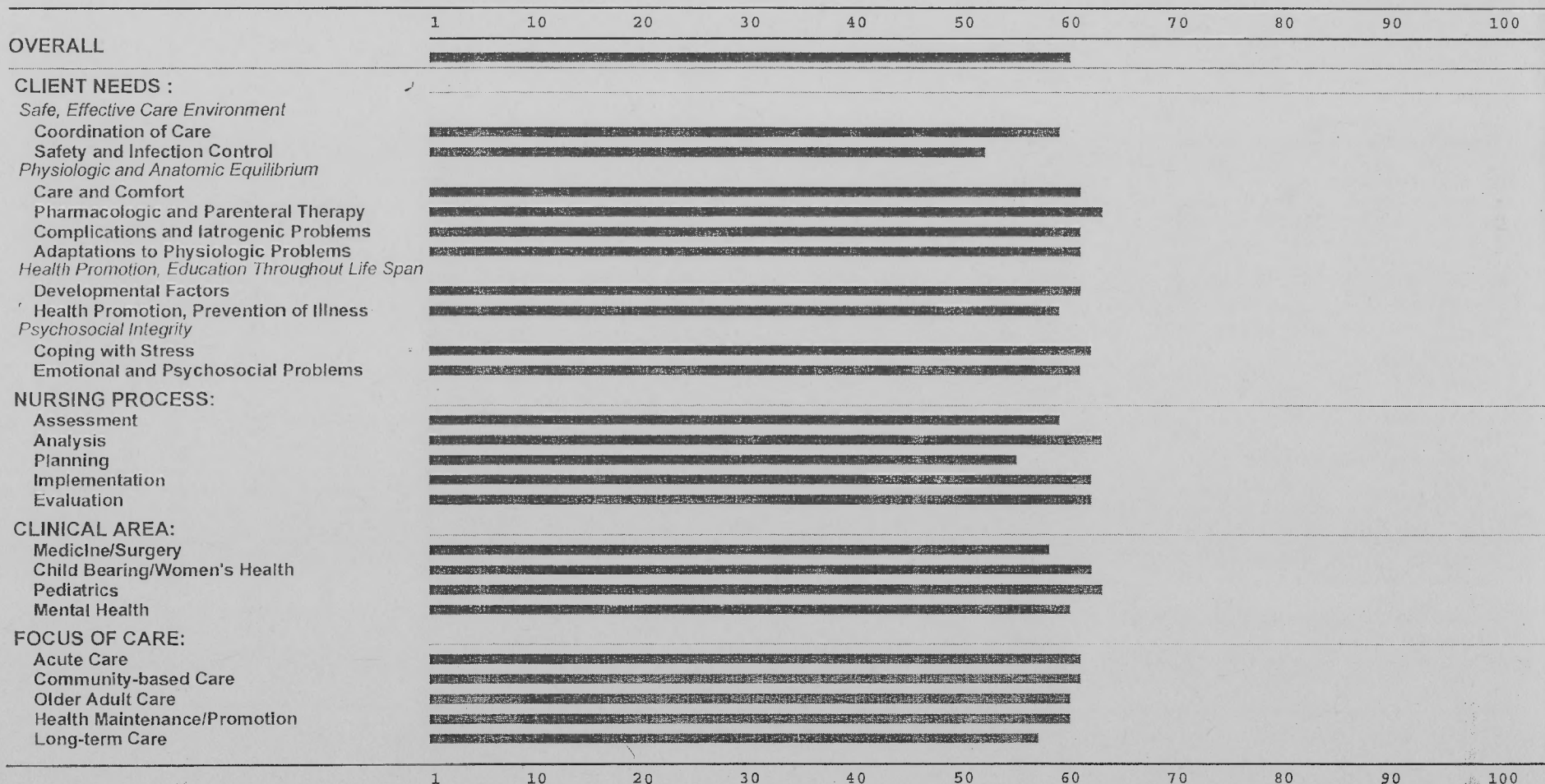
I. OVERVIEW A GENERAL INDEX OF HOW YOUR GROUP PERFORMED RELATIVE TO THE PERFORMANCE OF TWO NORM GROUPS:

1. AN RN NORM GROUP, INCLUDING ALL THREE LEVELS OF BASIC NURSING EDUCATION
2. A NORM GROUP COMPRISED OF STUDENTS FROM PROGRAMS COMPARABLE TO YOUR OWN

Of the 300 RN AssessTest questions your group on the average answered correctly: 181 or 60 % , and incorrectly: 119 or 40%.

Overall, your group scored 6 points lower than the total RN norm group and 10 points lower than the associate norm group.

II. GROUP PROFILE A GRAPHIC SUMMARY OF YOUR GROUP'S PERFORMANCE OVERALL AND IN EACH OF THE CATEGORIES MEASURED BY THE ASSESSTEST AVERAGE PERCENT OF QUESTIONS YOUR GROUP ANSWERED CORRECTLY



III. GROUP PERFORMANCE SUMMARY A REPORT OF THE AVERAGE SCORES OF YOUR GROUP COMPARED TO THE AVERAGE SCORES OF BOTH NORM GROUPS IN CLIENT NEEDS, NURSING PROCESS, CLINICAL AREA, AND FOCUS OF CARE.

	Number of Questions on AssessTest	Your Group		Total RN Norm Group		Associate Norm Group	
		#	%	#	%	#	%
CLIENT NEEDS :							
Safe, Effective Care Environment							
Coordination of Care	22	13	59	14	64	14	64
Safety and Infection Control	23	12	52	13	57	13	57
Physiologic and Anatomic Equilibrium							
Care and Comfort	28	17	61	16	57	16	57
Pharmacologic and Parenteral Therapy	38	24	63	25	66	26	68
Complications and Iatrogenic Problems	49	30	61	30	61	30	61
Adaptations to Physiologic Problems	36	22	61	23	64	23	64
Health Promotion, Education Throughout Life Span							
Developmental Factors	28	17	61	18	57	18	64
Health Promotion, Prevention of Illness	29	17	59	18	62	18	62
Psychosocial Integrity							
Coping with Stress	24	15	62	16	67	16	67
Emotional and Psychosocial Problems	23	14	61	15	65	15	65
NURSING PROCESS:							
Assessment	59	35	59	36	61	36	61
Analysis	60	38	63	39	65	40	67
Planning	56	31	55	34	61	34	61
Implementation	73	45	62	46	63	48	66
Evaluation	52	32	62	33	63	33	63
CLINICAL AREA:							
Medicine/Surgery	120	70	58	72	60	74	62
Child Bearing/Women's Health	60	37	62	39	65	38	63
Pediatrics	60	38	63	38	63	40	67
Mental Health	60	36	60	38	63	40	67
FOCUS OF CARE:							
Acute Care	136	83	61	85	62	87	64
Community-based Care	38	23	61	24	63	25	66
Older Adult Care	5	3	60	3	60	3	60
Health Maintenance/Promotion	58	35	60	35	60	35	60
Long-term Care	63	36	57	39	62	41	65

IV. PERFORMANCE SUMMARY

A PERFORMANCE SUMMARY OF YOUR GROUP IN THE CATEGORIES OF NURSING BEHAVIOR, FOCUS OF CARE AND CLIENT NEEDS IN EACH CLINICAL AREA, COMPARED TO THE PERFORMANCE OF BOTH NORM GROUPS.

	MED NSG			CW NSG			PED NSG			MH NSG		
	AVG YOUR GRP	AVG TOT RN	AVG AD GRP	AVG YOUR GRP	AVG TOT RN	AVG AD GRP	AVG YOUR GRP	AVG TOT RN	AVG AD GRP	AVG YOUR GRP	AVG TOT RN	AVG AD GRP
CLIENT NEEDS :												
<i>Safe, Effective Care Environment</i>												
Coordination of Care	5	5	5	1	2	2	3	3	3	4	4	4
Safety and Infection Control	5	6	6	3	3	3	2	3	3	1	1	1
<i>Physiologic and Anatomic Equilibrium</i>												
Care and Comfort	9	8	9	5	5	5	2	2	2	N/A	N/A	N/A
Pharmacologic and Parenteral Therapy	12	13	13	4	4	4	4	4	5	4	4	4
Complications and Iatrogenic Problems	15	15	16	5	6	5	9	8	9	1	1	1
Adaptations to Physiologic Problems	14	15	16	3	3	3	5	5	5	N/A	N/A	N/A
<i>Health Promotion, Education Throughout Life Span</i>												
Developmental Factors	1	1	1	8	8	9	7	7	7	2	2	2
Health Promotion, Prevention of Illness	7	7	8	5	5	5	4	5	5	1	1	1
<i>Psychosocial Integrity</i>												
Coping with Stress	①	2	1	3	3	3	1	1	1	10	11	11
Emotional and Psychosocial Problems	N/A	N/A	N/A	N/A	N/A	N/A	1	1	1	13	14	14
NURSING PROCESS:												
Assessment	16	17	17	6	6	6	7	7	7	6	6	6
Analysis	16	16	17	6	6	6	5	6	6	10	10	11
Planning	11	12	12	7	7	7	8	8	8	6	6	7
Implementation	15	15	15	12	12	12	10	9	10	9	10	10
Evaluation	11	12	12	7	7	7	8	8	8	6	6	6
FOCUS OF CARE:												
Acute Care	41	42	44	15	15	14	17	17	17	11	12	12
Community-based Care	5	5	5	7	8	8	5	5	5	7	7	7
Older Adult Care	1	1	1	0	0	1	N/A	N/A	N/A	2	2	2
Health Maintenance/Promotion	6	5	6	15	15	14	11	10	11	4	4	5
Long-term Care	18	19	19	1	1	1	5	6	6	13	13	14

V. ITEM ANALYSIS

A REPORT OF THE PERCENTAGE OF STUDENTS CHOOSING THE CORRECT ANSWER FOR EACH QUESTION.

Percent of your group choosing correct answer:

1 : 36	16 : 64	31 : 42	46 : 36	61 : 76	76 : 82	91 : 39	106 : 45	121 : 67	136 : 79	151 : 85	166 : 88	181 : 88	196 : 55	211 : 73	226 : 70	241 : 45	256 : 73	271 : 61	286 :
2 : 48	17 : 45	32 : 24	47 : 18	62 : 67	77 : 58	92 : 79	107 : 24	122 : 55	137 : 67	152 : 82	167 : 45	182 : 82	197 : 94	212 : 58	227 : 61	242 : 70	257 : 36	272 : 82	287 :
3 : 24	18 : 70	33 : 58	48 : 88	63 : 55	78 : 30	93 : 73	108 : 42	123 : 64	138 : 52	153 : 82	168 : 55	183 : 85	198 : 70	213 : 45	228 : 70	243 : 58	258 : 61	273 : 33	288 :
4 : 52	19 : 88	34 : 73	49 : 67	64 : 79	79 : 61	94 : 58	109 : 79	124 : 48	139 : 33	154 : 79	169 : 61	184 : 82	199 : 67	214 : 70	229 : 88	244 : 70	259 : 39	274 : 36	289 :
5 : 88	20 : 100	35 : 85	50 : 36	65 : 85	80 : 76	95 : 67	110 : 42	125 : 39	140 : 61	155 : 58	170 : 61	185 : 61	200 : 55	215 : 79	230 : 91	245 : 12	260 : 73	275 : 52	290 :
6 : 73	21 : 52	36 : 55	51 : 42	66 : 76	81 : 52	96 : 36	111 : 61	126 : 76	141 : 91	156 : 39	171 : 79	186 : 58	201 : 88	216 : 73	231 : 48	246 : 67	261 : 58	276 : 67	291 :
7 : 70	22 : 58	37 : 91	52 : 67	67 : 67	82 : 58	97 : 85	112 : 36	127 : 67	142 : 52	157 : 88	172 : 24	187 : 88	202 : 33	217 : 39	232 : 48	247 : 91	262 : 64	277 : 70	292 :
8 : 67	23 : 61	38 : 76	53 : 39	68 : 58	83 : 67	98 : 64	113 : 33	128 : 55	143 : 76	158 : 55	173 : 48	188 : 73	203 : 67	218 : 76	233 : 36	248 : 73	263 : 70	278 : 27	293 :
9 : 70	24 : 91	39 : 79	54 : 48	69 : 79	84 : 91	99 : 61	114 : 36	129 : 21	144 : 24	159 : 39	174 : 70	189 : 67	204 : 58	219 : 30	234 : 27	249 : 52	264 : 58	279 : 48	294 :
10 : 82	25 : 45	40 : 33	55 : 61	70 : 55	85 : 55	100 : 27	115 : 45	130 : 42	145 : 61	160 : 52	175 : 64	190 : 24	205 : 55	220 : 73	235 : 33	250 : 52	265 : 82	280 : 64	295 :
11 : 61	26 : 79	41 : 82	56 : 61	71 : 52	86 : 45	101 : 64	116 : 94	131 : 70	146 : 39	161 : 67	176 : 88	191 : 67	206 : 73	221 : 67	236 : 39	251 : 42	266 : 33	281 : 73	296 :
12 : 76	27 : 85	42 : 79	57 : 70	72 : 73	87 : 88	102 : 70	117 : 58	132 : 58	147 : 91	162 : 45	177 : 27	192 : 79	207 : 61	222 : 73	237 : 73	252 : 45	267 : 48	282 : 67	297 :
13 : 85	28 : 55	43 : 67	58 : 82	73 : 64	88 : 70	103 : 55	118 : 33	133 : 73	148 : 70	163 : 61	178 : 24	193 : 55	208 : 70	223 : 88	238 : 58	253 : 55	268 : 85	283 : 79	298 :
14 : 58	29 : 67	44 : 70	59 : 79	74 : 67	89 : 42	104 : 39	119 : 64	134 : 85	149 : 70	164 : 82	179 : 48	194 : 52	209 : 64	224 : 58	239 : 64	254 : 45	269 : 45	284 : 73	299 :
15 : 73	30 : 61	45 : 64	60 : 67	75 : 39	90 : 70	105 : 39	120 : 27	135 : 58	150 : 73	165 : 58	180 : 55	195 : 73	210 : 61	225 : 61	240 : 36	255 : 85	270 : 48	285 : 42	300 :

VI. STUDENT ROSTER

A LIST OF ALL STUDENTS IN YOUR GROUP WITH THE OVERALL SCORE, PERCENT CORRECT AND PERCENT RANKING RELATIVE

TO THE NORM GROUP.

Northland Pioneer College - Show Low
 1001 West Ducece of Clubs - Aspen Center
 Show Low AZ 85901

Northland Pioneer College - Show Low

Name	Number Correct	Percent Correct	Percentile Ranking Relative to RN Norm Group
ADAMS LORI	191	64	56
BEECROFT JODY	181	60	41
BIGLER LESLIE	165	55	17
BRINSER STACEY	180	60	39
BROWN DARLENE	184	61	45
BROWN DORIS	156	52	8
BROWN TERRI	179	60	38
CHILDERS DANNETTE	137	46	2
DITMORE LARISSA	207	69	83
DOMINGUEZ HERMAN	171	57	25
FRIEND HELEN	175	58	31
FUSARO LESLIE	226	75	96
HALPIN DEANNE	227	76	96
HAWKINS HEATHER	200	67	72
HEVBERGER THOMAS	199	66	70
HORN AMANDA	149	50	5
IANNOLI JESS	207	69	83
JOE SHARON J	174	58	30
KELLY SHARI	178	59	37
KENNEDY CATHERINA A	185	62	47
LEPELLEY LINDA	207	69	83
LESTER LAURA A	156	52	8
LILLY JAMES	168	56	20
OLMOS YVONNE	79	26	1
PECK CLINT	158	53	10
PETERS PAMELA	202	67	76
PIQOSA KAROLYNN	198	66	69
QUINN RANDY	197	66	67
RAINER MARY	180	60	39
TURNER KATHLEEN	208	69	84
WALLIS LYNNE	187	62	50
WEATHERFORD JAMES	198	66	69
WILKE THELMA L	164	55	16

Group Count:

33

MOSBY RN ASSESSTEST INSTITUTIONAL PROFILE

Report Prepared for:

Northland Pioneer College - Show Low
1001 West Duece of Clubs - Aspen Center, Show Low AZ 85901

I. OVERVIEW A GENERAL INDEX OF HOW YOUR GROUP PERFORMED RELATIVE TO THE PERFORMANCE OF TWO NORM GROUPS:

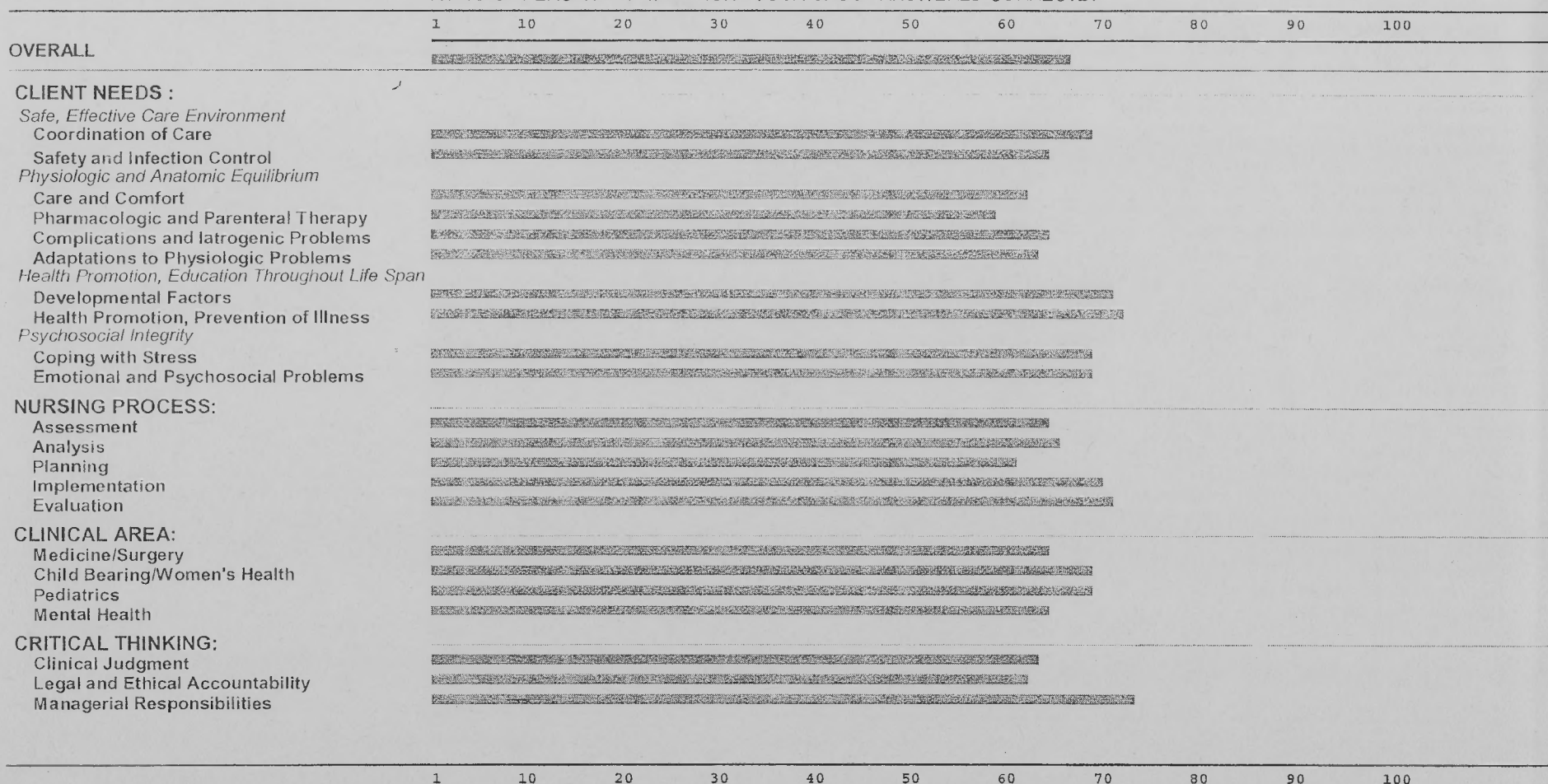
1. AN RN NORM GROUP, INCLUDING ALL THREE LEVELS OF BASIC NURSING EDUCATION
2. A NORM GROUP COMPRISED OF STUDENTS FROM PROGRAMS COMPARABLE TO YOUR OWN

Of the 265 RN AssessTest questions your group on the average answered correctly: 158 or 60 %, and incorrectly: 107 or 40%.

Overall, your group scored 6 points lower than the total RN norm group and 8 points lower than the associate norm group.

II. GROUP PROFILE A GRAPHIC SUMMARY OF YOUR GROUP'S PERFORMANCE OVERALL AND IN EACH OF THE CATEGORIES MEASURED BY THE ASSESSTEST

AVERAGE PERCENT OF QUESTIONS YOUR GROUP ANSWERED CORRECTLY



1 10 20 30 40 50 60 70 80 90 100

IV. PERFORMANCE SUMMARY A PERFORMANCE SUMMARY OF YOUR GROUP IN THE CATEGORIES OF CLIENT NEEDS, NURSING PROCESS, AND CRITICAL THINKING IN EACH CLINICAL AREA, COMPARED TO THE PERFORMANCE OF BOTH NORM GROUPS.

	MED NSG			CW NSG			PED NSG			MH NSG		
	AVG YOUR GRP	AVG TOT RN	AVG AD GRP	AVG YOUR GRP	AVG TOT RN	AVG AD GRP	AVG YOUR GRP	AVG TOT RN	AVG AD GRP	AVG YOUR GRP	AVG TOT RN	AVG AD GRP
CLIENT NEEDS :												
Safe, Effective Care Environment												
Coordination of Care	4	4	4	6	6	6	6	6	6	4	4	5
Safety and Infection Control	5	6	6	6	6	6	3	3	3	N/A	N/A	N/A
Physiologic and Anatomic Equilibrium												
Care and Comfort	4	5	5	2	2	2	2	2	2	2	2	2
Pharmacologic and Parenteral Therapy	10	11	11	1	1	1	4	3	4	2	2	2
Complications and Iatrogenic Problems	16	16	16	7	7	7	3	4	4	N/A	N/A	N/A
Adaptations to Physiologic Problems	13	14	14	1	1	1	6	7	7	1	1	1
Health Promotion, Education Throughout Life Span												
Developmental Factors	1	1	1	7	7	7	6	6	6	2	2	2
Health Promotion, Prevention of Illness	5	6	6	2	2	2	2	2	3	1	1	0
Psychosocial Integrity												
Coping with Stress	2	2	2	2	2	2	N/A	N/A	N/A	12	13	13
Emotional and Psychosocial Problems	N/A	N/A	N/A	N/A	N/A	N/A	1	1	0	7	8	8
NURSING PROCESS:												
Assessment	16	17	17	7	8	8	5	6	6	1	2	2
Analysis	13	13	13	6	6	6	2	3	3	9	10	10
Planning	10	12	12	5	5	5	6	6	7	9	10	10
Implementation	16	16	16	9	10	10	16	15	15	10	10	10
Evaluation	6	7	7	5	5	5	4	4	4	1	1	1
CRITICAL THINKING:												
Clinical Judgment	35	38	39	13	12	12	12	13	13	18	20	20
Legal and Ethical Accountability	7	8	8	7	7	7	4	4	4	4	4	5
Managerial Responsibilities	19	19	19	14	15	14	17	15	16	9	8	8

V. ITEM ANALYSIS A REPORT OF THE PERCENTAGE OF STUDENTS CHOOSING THE CORRECT ANSWER FOR EACH QUESTION.

Percent of your group choosing correct answer:

1 : 71	16 : 55	31 : 45	46 : 48	61 : 81	76 : 65	91 : 45	106 : 77	121 : 42	136 : 74	151 : 74	166 : 81	181 : 45	196 : 90	211 : 74	226 : 81	241 : 61	256 : 68
2 : 81	17 : 13	32 : 39	47 : 58	62 : 81	77 : 61	92 : 48	107 : 55	122 : 32	137 : 32	152 : 61	167 : 58	182 : 71	197 : 52	212 : 35	227 : 68	242 : 94	257 : 52
3 : 81	18 : 26	33 : 74	48 : 71	63 : 77	78 : 52	93 : 58	108 : 58	123 : 48	138 : 81	153 : 19	168 : 61	183 : 52	198 : 74	213 : 90	228 : 61	243 : 55	258 : 55
4 : 81	19 : 48	34 : 26	49 : 52	64 : 90	79 : 42	94 : 32	109 : 61	124 : 23	139 : 19	154 : 90	169 : 55	184 : 74	199 : 81	214 : 45	229 : 58	244 : 90	259 : 87
5 : 45	20 : 87	35 : 87	50 : 74	65 : 58	80 : 84	95 : 68	110 : 58	125 : 58	140 : 87	155 : 39	170 : 77	185 : 52	200 : 65	215 : 48	230 : 77	245 : 52	260 : 48
6 : 55	21 : 39	36 : 58	51 : 45	66 : 61	81 : 77	96 : 65	111 : 68	126 : 48	141 : 26	156 : 35	171 : 45	186 : 52	201 : 29	216 : 74	231 : 100	246 : 45	261 : 71
7 : 84	22 : 65	37 : 81	52 : 61	67 : 74	82 : 87	97 : 48	112 : 71	127 : 26	142 : 55	157 : 39	172 : 68	187 : 43	202 : 61	217 : 52	232 : 61	247 : 39	262 : 42
8 : 68	23 : 16	38 : 68	53 : 13	68 : 65	83 : 52	98 : 19	113 : 45	128 : 81	143 : 42	158 : 10	173 : 26	188 : 81	203 : 29	218 : 71	233 : 58	248 : 52	263 : 71
9 : 94	24 : 42	39 : 74	54 : 58	69 : 65	84 : 74	99 : 74	114 : 52	129 : 94	144 : 61	159 : 39	174 : 81	189 : 39	204 : 61	219 : 42	234 : 39	249 : 61	264 : 45
10 : 39	25 : 55	40 : 48	55 : 65	70 : 52	85 : 74	100 : 32	115 : 26	130 : 39	145 : 29	160 : 42	175 : 58	190 : 68	205 : 68	220 : 68	235 : 68	250 : 77	265 : 55
11 : 48	26 : 61	41 : 55	56 : 45	71 : 84	86 : 39	101 : 74	116 : 13	131 : 65	146 : 74	161 : 23	176 : 81	191 : 84	206 : 65	221 : 81	236 : 94	251 : 35	
12 : 68	27 : 42	42 : 68	57 : 52	72 : 65	87 : 81	102 : 84	117 : 65	132 : 65	147 : 87	162 : 29	177 : 94	192 : 55	207 : 81	222 : 42	237 : 42	252 : 42	
13 : 29	28 : 77	43 : 68	58 : 35	73 : 58	88 : 65	103 : 39	118 : 55	133 : 74	148 : 74	163 : 87	178 : 61	193 : 84	208 : 55	223 : 58	238 : 77	253 : 52	
14 : 87	29 : 58	44 : 71	59 : 32	74 : 68	89 : 65	104 : 61	119 : 58	134 : 29	149 : 90	164 : 65	179 : 39	194 : 61	209 : 77	224 : 77	239 : 39	254 : 45	
15 : 84	30 : 87	45 : 84	60 : 32	75 : 61	90 : 71	105 : 74	120 : 74	135 : 71	150 : 77	165 : 45	180 : 71	195 : 90	210 : 71	225 : 68	240 : 32	255 : 65	

VI. STUDENT ROSTER

A LIST OF ALL STUDENTS IN YOUR GROUP WITH THE OVERALL SCORE, PERCENT CORRECT AND PERCENT RANKING RELATIVE TO THE NORM GROUP.

Northland Pioneer College - Show Low
 1001 West Duece of Clubs - Aspen Center
 Show Low AZ 85901

Northland Pioneer College - Show Low

Name	Number Correct	Percent Correct	Percentile Ranking Relative to RN Norm Group
BADGER MICHELLE	160	60	42
BINGHAM MICHELLE	191	72	91
BUNTON KELLY	185	70	86
BUTLER KELLY	135	51	7
DURAN LINDA	142	54	13
ELLS MICHAEL	154	58	31
FINDLAY LEANN	153	58	29
FRANCIS CHRISTINE	106	40	1
FREEMAN RACHAEL	139	52	10
GATTI JOHN J	149	56	22
GEORGE MARGIE	168	63	57
GOEDECKE TERRY	181	68	80
GORMAN LURA	151	57	25
HANCOCK MARIA	182	69	82
HERNANDEZ BETTY J	144	54	15
HINDMAN AURORA	176	66	72
JOHNSON JOANNA	170	64	61
KELLEY DIANNA	170	64	61
KINLECHEENIE ORLINDA	123	46	3
KRITER MISTY	147	55	19
MANHEIMER LUCITA	123	46	3
MCSPADDEN SHELLY	149	56	22
OLLERTON STARR	170	64	61
PARKER CYNTHIA L	171	65	63
PLANT KIM	170	64	61
RAUCCI CAROL	149	56	22
ROLAND GILBERT	139	52	10
SAYLES ROBIN L	200	75	97
SOLOMON CAMRA	136	51	7
SOUBIE THERESA	192	72	92
WHITMIRE CASSANDRA	161	61	44

Group Count: 31

APPENDIX J

ONE YEAR AFTER GRADUATION QUESTIONNAIRE

APPENDIX 1

ONE YEAR AFTER GRADUATION QUESTIONNAIRE

NORTHLAND PIONEER COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
QUESTIONNAIRE (2000)

One Year After Graduation - 9 out of 18 Respondents

1. I began seriously taking nursing pre and co-requisites in
 - (2) 1994 Fall semester
 - (1) 1995
 - (1) 1996 Fall semester
 - (3) 1997 Spring semester
 - (1) 1997
 - (1) 1998 Fall semester
2. I graduated in 2000. My campus was WMC.
3. Mark the statement which best describes your objective for attending the nursing program?
 - 3 A. Preparation for a career change.
 - 5 B. I always wanted to be a nurse.
 - 1 C. This career gave me the best chance for employment.
 - 0 D. Nursing is one of the better paying jobs.
4. What was your first nursing position after graduation? Please give your job title and where you were employed for this first position.

RN-Flagstaff Medical Center Emergency Observation Department.

RN-Clinical nurse (med/surg at Winslow Memorial Hospital).

RN-Navapache Regional Medical Center, med/surg.

RN-Navapache Regional Medical Center, OB.

RN-Good Samaritan Hospital, Phoenix (neurology floor).

Health nurse for County Health Department.

RN-Navapache Regional Medical Center, staff OB.

RN-Navapache Regional Medical Center, staff med/surg.

RN-Agency Home Health with DDD clients (Dept. developmental disabilities) Nursing Solutions, Inc.
5. How would you rate the NPC program for preparing you for your first position?
 - 3 A. I was well prepared compared to other new graduates.
 - 3 B. I was adequately prepared.
 - 3 C. I was prepared except for a few areas.
 - 0 D. I was totally unprepared.

26. Having clinical experience at an IHS facility was helpful.

(5) = 1 (4) = 1 (3) = 2 (2) = 0 (1) = 0

COMMENTS:

Never happened.

We didn't go to WRIHS if IHS is Whiteriver.

Did not have any!

Didn't have.

My class was not able to do clinical time at an IHS.

Did not have clinical at IHS during our school year.

Culture differences are an invaluable learning experience.

27. I received satisfactory medical/surgical clinical experiences at Navapache Hospital.

(5) = 2 (4) = 5 (3) = 1 (2) = 1 (1) = 0

COMMENTS:

Very well.

Little time to do IVs, NGTs, etc.

Due to the inconsistency in nursing staff here, it made some experiences difficult. Mostly it was okay.

28. I received a satisfactory OB experience in the program.

(5) = 1 (4) = 2 (3) = 3 (2) = 3 (1) = 0

COMMENTS:

I was able to see deliveries, but not everyone was able to.

No C-section.

It was very limited.

Two days of clinical time are insufficient.

Very helpful.

29. I received a satisfactory pediatric experience in the program.

(5) = 1 (4) = 2 (3) = 1 (2) = 5 (1) = 0

COMMENTS:

Okay except there weren't many pediatric patients and no pediatric ward.

Very few pediatric patients.

Not enough experience with peds. Unable to perform competencies, IVs, etc.

Not enough peds patients at NRMCC to go around and decreased activity of peds patients. TMC peds rotations not helpful because we weren't allowed to do very much with the patients (PICU at TMC most helpful).

30. The preceptorship (last 2 weeks) helped prepare me for working as a nurse.

(5) = 7 (4) = 1 (3) = 1 (2) = 0 (1) = 0

COMMENTS:

Best part of the final educational experience.

Enjoyed very much my preceptorship in ER at Navapache.

I precepted in the ER.

Very much!

31. A preceptorship in a specialty unit (OB, ER, ICU, Home Health) would have been equally beneficial.

(5) = 8 (4) = 1 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

Very much so in the ER.

We got zero time in the ICU at Navapache. Would be great if there were patients.

I did my preceptorship in the ER, and now I work in an ED.

I precepted in ER.

Faculty

32. The nursing program faculty were sensitive to my needs.

(5) = 5 (4) = 3 (3) = 1 (2) = 0 (1) = 0

COMMENTS:

Always.

Katherine Nicolet and Karen Jones were excellent, as well as JoAnn Crownover. Faculty was outstanding, and I felt I belonged.

Katherine Nicolet was not sensitive and could stand to take further courses in human relations.

33. My first-year instructors were knowledgeable and helpful.

(5) = 7 (4) = 0 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

Best year of the ADN program.

Great teacher. JoAnn is one of the best.

34. My second-year medical/surgical instructor was knowledgeable and helpful.

(5) = 4 (4) = 2 (3) = 1 (2) = 0 (1) = 0

COMMENTS:

Katherine was also one of the best.

Needs to help out with more effective outlines to allow for focusing on the most fundamental.

Only helpful when convenient for them. Picked favorites and made it obvious.

35. My psychiatric nursing instructor was knowledgeable and helpful.

(5) = 0 (4) = 3 (3) = 4 (2) = 0 (1) = 0

COMMENTS:

Rote learning. Poor objective outlines.

Afternoon classes after a day of clinicals was difficult.

Loved Karen Jones!

Administration

36. The nursing director was knowledgeable, helpful, and sensitive to my needs.

(5) = 3 (4) = 3 (3) = 1 (2) = 0 (1) = 0

COMMENTS:

Karen Jones great director. Fair and knowledgeable.

Always available within a reasonable time.

37. The nursing program secretary was sensitive to my needs.

(5) = 6 (4) = 1 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

Love Bobbi.

Bobbi always positive, upbeat, and helpful. NPC could never find a better secretary!

38. The experience at Tucson Medical Center was a necessary part of the program.

(5) = 5 (4) = 0 (3) = 1 (2) = 1 (1) = 1

COMMENTS:

It provided a look at different facility and experience was good.

One week would have been sufficient.

A+.

Absolutely! As a rural college, we definitely need the experience of a large hospital where we can see other aspects of nursing. Taking my boards a lot of my clinical experience at TMC provided me with answers.

Equal time in different units at NRMC or WRIHS would have been more helpful and less stressful.

39. Another type of experience different from TMC would be better.

(5) = 1 (4) = 1 (3) = 2 (2) = 2 (1) = 1

SUGGESTION:

Equal time in different units at NRMC or WRIHS would have been more helpful and less stressful.

If it's of the same size and caliber.

I think it would have been more helpful to spend two weeks in a specialty area of our choice. Of course, without a varied experience, some of us may not have known what we wanted.

Any large hospital would do.

Psychiatric/ETOH and substance abuse facilities in Tucson would be helpful.

The Instructional Lecture and Laboratory Facilities:

40. Provided adequate lighting, ventilation, heating, power and other utilities.

(5) = 4 (4) = 2 (3) = 2 (2) = 0 (1) = 0

COMMENTS:

The room was cool sometimes. I just dressed appropriately.

Except heating and cooling in one of the main rooms.

The room used for lecture was either freezing or hot, never in between.

The temperature controls are horrible and made for many an uncomfortable day in class. Too hot then too cold. Never right!

41. Included enough work stations for the number of students enrolled.

(5) = 6 (4) = 2 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

More IV starts experience would have been helpful.

42. Are safe, functional and well-maintained.

(5) = 7 (4) = 1 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

43. Instructional equipment is current and representative of the industry.

(5) = 6 (4) = 2 (3) = 0 (2) = 0 (1) = 0

COMMENTS:

44. What did you find particularly helpful in the program and why?

Instructors' flexibility-relatively inexpensive tuition and fees.

Materials/books provided insight into self and skills that are sharp in client care.

The instructors were very knowledgeable and helpful.

Clinicals were very helpful in helping gain confidence.

The instructors.

Clinical at TMC. Saw and participated in many different units.

Katherine and JoAnn were very knowledgeable and great teachers.

The instructors, always willing to help and encourage.

The preceptorship. Helps you prepare for the transition.

45. How would you improve the program?

Perhaps making clinical time longer.

Have more experience in other areas besides M/S.

Closer clinical supervision. Regret that we were not exposed to the Whiteriver Hospital. Would like to have had more exposure to other areas of the hospital.

Provide better outlined objectives. A must!

Not much.

I would strongly suggest to newcomers in the program to get experience in the medical field before and during school.

Clinical experience at hospitals other than NRMC and TMC would have given me a more well-rounded feeling upon graduation.

Assist instructors in bettering their ability to be patient and equal with all students.

Eliminate TMC trip, possibly provide tutors for struggling students so that class can move more quickly and efficiently by not having class periods dedicated to the needs of a few students who do not grasp concepts.

Information About You:

46. I passed the NCLEX RN:

8 On the first try

1 On the second try

 Within a year after I graduated

 I have not passed

47. 6 I give my permission for my employer to be surveyed about my preparation for employment as a new graduate (Optional). Current Employer:

NRMC.

Winslow IHS; ADON-Amelia Wilcox, RN.

Good Samaritan Regional Medical Center-Supervisor, Cindy Blomdahl, 602-239-3355.

Flagstaff Medical Center (Kim Gastelum, supervisor).

NRMC - OB.

NORTHLAND PIONEER COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
QUESTIONNAIRE (2001)
One Year After Graduation 5 out of 20 Respondents

1. I began seriously taking nursing pre and co-requisites in 19 _____ semester.
FALL 1992, SPRING 1998, SPRING 1998, 1998
2. I graduated in 2001 _____. My campus was WMC.
3. Mark the statement which best describes your objective for attending the nursing program?
40% A. Preparation for a career change.
40% B. I always wanted to be a nurse.
_____ C. This career gave me the best chance for employment.
20% D. Nursing is one of the better paying jobs.
4. What was your first nursing position after graduation? Please give your job title and where you were employed for this first position.
Med/Surg Staff RN. Navapache Regional Medical Center.
RN WMRMC, Charge Nurse Payson Care Center Station II, 2nd Shift.
5. How would you rate the NPC program for preparing you for your first position?
20% A. I was well prepared compared to other new graduates.
20% B. I was adequately prepared.
30% C. I was prepared except for a few areas.
30% D. I was totally unprepared.

COMMENTS:

Please rate the following components of the ADN program, using the following rating scale. Circle the response that most closely matches your opinion:

- 5 - Positively Agree
- 4 - Agree
- 3 - Mostly Agree
- 2 - Mostly Disagree
- 1 - Absolutely Disagree

Pre-nursing

6. Prerequisites were realistic.
(5) = % (4) = 80% (3) = 20% (2) = % (1) = %
7. Admission procedure was fair.
(5) = 40% (4) = 40% (3) = % (2) = % (1) = 20%

8. Counseling was available when needed.

(5) = 40% (4) = 40% (3) = 20% (2) = % (1) = %

9. Registration was efficient.

(5) = 60% (4) = 40% (3) = % (2) = % (1) = %

COMMENTS:

Related Courses

10. Co-requisite courses were meaningful and current.

(5) = 20% (4) = 20% (3) = % (2) = % (1) = %

11. Science courses were applicable to the program.

(5) = 60% (4) = % (3) = 40% (2) = % (1) = %

COMMENTS:

Yes! Microbiology, biology and Anatomy & Phys. Were well taught and reinforced. A lot of work! But I felt they prepared me pretty well for the Nursing classes.

I took all my Co's & Pre's at NAU prior to starting the Nursing Program. For my classmates who were doing both, I think it was difficult. It was also difficult that, for some, we weren't all on the same page because their anatomy courses or Micro courses weren't yet completed.

12. Social sciences (psychology, sociology, human development) were applicable to the program.

(5) = 20% (4) = 60% (3) = 20% (2) = % (1) = %

COMMENTS:

13. English courses were applicable to the program.

(5) = % (4) = 60% (3) = 20% (2) = 20% (1) = %

COMMENTS:

Yes! They helped with thought expression and paper/presentation preparation.

14. Humanities courses prepared me to be a well-rounded individual.

(5) = 20% (4) = 40% (3) = % (2) = 20% (1) = %

COMMENTS:

These were my favorite pre & co-requisite classes—Cultural Anthropology and Art History were well taught and enjoyable.

15. Math courses were applicable to the program.

(5) = % (4) = 60% (3) = % (2) = 40% (1) = %

COMMENTS:

Yes! But I still struggled with math.

Nursing Didactic (class instruction only)

16. NUR 110 "Pharmacology" was meaningful and current.

(5) = 20% (4) = % (3) = % (2) = % (1) = 20%

COMMENTS:

N/A Healing Community didn't take a separate pharmacology course. This would be a useful course to add to the curriculum.

Pharmacology was included/incorporated throughout our program. I feel that it is currently a week area for me. The two guest pharmacology lecturers were thorough but it was too much info at one time for me to be able to absorb and incorporate into my knowledge base at the time.

17. NUR 112 "Introduction to Nursing" was meaningful and current.

(5) = 20% (4) = 20% (3) = 20% (2) = % (1) = %

COMMENTS:

N/A

18. NUR 114 "Nursing of the Family" was meaningful and current.

(5) = 20% (4) = 20% (3) = % (2) = 20% (1) = %

COMMENTS:

N/A Healing community.

I enjoyed this class and learned a lot from it.

19. NUR 212 "Psychiatric Nursing" was meaningful and current.

(5) = 20% (4) = % (3) = 20% (2) = 20% (1) = 20%

COMMENTS:

N/A Healing Community-Psych portion of the program just slammed the basics.

I have a personal psych aversion. I learned a lot through this class but it was hard for me. The clinicals at Pineview were frustrating. The Safe House experience was very helpful for me. NPC staff/faculty were available for discussion which made the experience worthwhile.

20. NUR 214 "Nursing of the Adult" was meaningful and current.

(5) = 20% (4) = 20% (3) = % (2) = 20% (1) = %

COMMENTS: N/A Healing Community

Yes! And my textbook has continued to be a good source of information.

21. NUR 216 "Advanced Nursing" was meaningful and current.

(5) = 20% (4) = % (3) = 20% (2) = 20% (1) = %

COMMENTS:

N/A Healing Community

22. The nursing course sequence of content made sense.

(5) = % (4) = 40% (3) = 20% (2) = 20% (1) = %

COMMENTS:

Made sense but didn't feel that anyone area was covered in great detail.

23. Written objectives for nursing courses described what you needed to learn.

(5) = 20% (4) = 20% (3) = 40% (2) = % (1) = 20%

Especially Katherine's course.

Clinical Experiences:

24. Starting clinical first in the nursing home was the best time for this experience.

(5) = 20% (4) = 40% (3) = 40% (2) = % (1) = %

COMMENTS:

25. Spending equal amounts of time in the nursing lab, nursing home and hospital during first semester was appropriate.

(5) = 40% (4) = 20% (3) = 40% (2) = % (1) = %

COMMENTS:

26. Having clinical experience at an IHS facility was helpful.

(5) = 40% (4) = 40% (3) = % (2) = % (1) = 20%

COMMENTS:

27. I received satisfactory medical/surgical clinical experiences at Navapache Hospital.

(5) = 20% (4) = 20% (3) = 20% (2) = 40% (1) = %

COMMENTS:

My clinical 1st year experience at Navapache was unpleasant and I was not interested in making application there. I only applied there after graduation because I needed to work.

28. I received a satisfactory OB experience in the program.

(5) = 20% (4) = 20% (3) = 20% (2) = 40% (1) = %

COMMENTS:

Was unable to see a delivery but the information videos available to watch and the patient care experience was satisfactory.

29. I received a satisfactory pediatric experience in the program.

(5) = 20% (4) = 20% (3) = 20% (2) = 40% (1) = %

COMMENTS:

30. The preceptorship (last 2 weeks) helped prepare me for working as a nurse.

(5) = % (4) = 20% (3) = 40% (2) = 40% (1) = %

COMMENTS:

31. A preceptorship in a specialty unit (OB, ER, ICU, Home Health) would have been equally beneficial.

(5) = 60% (4) = % (3) = 20% (2) = % (1) = %

COMMENTS:

Faculty

32. The nursing program faculty were sensitive to my needs.

(5) = 20% (4) = 20% (3) = 40% (2) = % (1) = 20%

COMMENTS:

Katherine was a good teacher, though, she had favorites.

33. My first-year instructors were knowledgeable and helpful.

(5) = 40% (4) = 40% (3) = % (2) = % (1) = %

COMMENTS:

34. My second-year medical/surgical instructor was knowledgeable and helpful.

(5) = 40 (4) = 20% (3) = 20% (2) = % (1) = 20%

COMMENTS:

Second semester instructor was above and beyond with very high expectations of her students. I thoroughly enjoyed her course and learned so much that gave me confidence to go into my NCLEX exam and into my career.

35. My psychiatric nursing instructor was knowledgeable and helpful.

(5) = % (4) = 40% (3) = 20% (2) = % (1) = 40%

COMMENTS:

The psych portion was too short. The clinical experience was useless. Pineview was a complete waste of time.

We sat at Pineview, basically teaching ourselves. Pineview staff were no help at all.

Administration

36. The nursing director was knowledgeable, helpful, and sensitive to my needs.

(5) = 20% (4) = 40% (3) = 20% (2) = 20% (1) = %

COMMENTS:

37. The nursing program secretary was sensitive to my needs.

(5) = 60% (4) = 40% (3) = % (2) = % (1) = %

COMMENTS:

38. The experience at Tucson Medical Center was a necessary part of the program.

(5) = 60% (4) = % (3) = % (2) = 20% (1) = 20%

COMMENTS:

The limitations on what procedures we were able to perform was frustrating but understandable.

39. Another type of experience different from TMC would be better.

(5) = % (4) = % (3) = 20% (2) = 20% (1) = 20%

SUGGESTION:

More "hands" shifts

I didn't mind traveling to Tucson, and really enjoyed the week there. However, a lot of other students really didn't see the necessity in going. Maybe there could be longer specialty rotations at the two hospitals up here.

The Instructional Lecture and Laboratory Facilities:

40. Provided adequate lighting, ventilation, heating, power and other utilities.

(5) = % (4) = 60% (3) = % (2) = 40% (1) = %

Hot-Cold-Hot-Cold

The lecture room was consistently either too hot or too cold making concentration difficult.

41. Included enough work stations for the number of students enrolled.

(5) = 60% (4) = % (3) = 20% (2) = 20% (1) = %

42. Are safe, functional and well-maintained.

(5) = 40% (4) = 40% (3) = 20% (2) = % (1) = %

COMMENTS:

43. Instructional equipment is current and representative of the industry.

(5) = % (4) = 40% (3) = % (2) = 40% (1) = 20%

COMMENTS:

Never saw a blood warmer, or blood tubing like in use now. Had to refold and re-use sterile gloves when learning to put on. Only 1 foley for entire class.

44. What did you find particularly helpful in the program and why?

The staff were always available for questions & encouragement. Clinical experiences, overall, were wonderful.

Hands on experience "priceless."

Though I hated doing them, I made the greatest drug/disease process learning by doing the care plans. Forced me to look at the whole patient.

45. How would you improve the program?

Get rid of Healing Community and separate out the courses again!

More patients earlier in the program. I have 22 patients at work it was a big adjustment from 2-3 patients.

Clinical/hands on experience was my best learning experience. I learned the best through that and believe the more clinical experience the better.

Information About You:

46. I passed the NCLEX RN:

80% On the first try

 On the second try

 Within a year after I graduated

20% I have not passed

47. 40% I give my permission for my employer to be surveyed about my preparation for employment as a new graduate (Optional). Current Employer:

NRMC

Please return this questionnaire in the enclosed envelope. We appreciate your feedback to help us provide the best program possible.

5/00

NORTHLAND PIONEER COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
QUESTIONNAIRE (2001)
One Year After Graduation - 3 out of 13 Respondents

1. I began seriously taking nursing pre and co-requisites in 19 _____ semester.
Spring 1997, Fall 1997, Spring 1998.
2. I graduated in 2001. My campus was LCC.
3. Mark the statement which best describes your objective for attending the nursing program?
_____ A. Preparation for a career change.
66.6% B. I always wanted to be a nurse.
33.3% C. This career gave me the best chance for employment.
_____ D. Nursing is one of the better paying jobs.
4. What was your first nursing position after graduation? Please give your job title and where you were employed for this first position.

First job was at Flagstaff medical Center as a staff nurse, in the mother-infant unit.

The peaks LPN floor nurse, then Pueblo Norte floor nurse for RN.

Staff nurse x 1 month--->charge nurse--->clinical coordinator all within 6 months at Hopi Dialysis Unit.
5. How would you rate the NPC program for preparing you for your first position?
_____ A. I was well prepared compared to other new graduates.
33.3% B. I was adequately prepared.
66.6% C. I was prepared except for a few areas.
_____ D. I was totally unprepared.

COMMENTS:

Need to reinstitute Pharmacology, very important.

Please rate the following components of the ADN program, using the following rating scale. Circle the response that most closely matches your opinion:

- 5 - Positively Agree
- 4 - Agree
- 3 - Mostly Agree
- 2 - Mostly Disagree
- 1 - Absolutely Disagree

Pre-nursing

6. Prerequisites were realistic.

(5) = % (4) = 100% (3) = % (2) = % (1) = %

7. Admission procedure was fair.

(5) = 66.6% (4) = 33.3% (3) = % (2) = % (1) = %

8. Counseling was available when needed.

(5) = 33.3% (4) = % (3) = 33.3% (2) = 33.3% (1) = %

COMMENT: The nurses program counselor was hared to see because her office hours were different than the nursing students hours at school.

9. Registration was efficient.

(5) = 33.3% (4) = 66.6% (3) = % (2) = % (1) = %

COMMENTS:

Related Courses

10. Co-requisite courses were meaningful and current.

(5) = % (4) = 100% (3) = % (2) = % (1) = %

11. Science courses were applicable to the program.

(5) = % (4) = 33.3% (3) = 66.6% (2) = % (1) = %

COMMENTS:

12. Social sciences (psychology, sociology, human development) were applicable to the program.

(5) = % (4) = 66.6% (3) = 33.3% (2) = % (1) = %

COMMENTS:

13. English courses were applicable to the program.

(5) = % (4) = 100% (3) = % (2) = % (1) = %

COMMENTS:

14. Humanities courses prepared me to be a well-rounded individual.

(5) = % (4) = 100% (3) = % (2) = % (1) = %

COMMENTS:

15. Math courses were applicable to the program.

(5) = % (4) = 66.6% (3) = 33.3% (2) = % (1) = %

COMMENTS:

Nursing Didactic (class instruction only)

16. NUR 110 "Pharmacology" was meaningful and current.

(5) = % (4) = % (3) = 33.3% (2) = 33.3% (1) = %

COMMENTS:

Was not a well prepared class.

Should have been available to the students time.

17. NUR 112 "Introduction to Nursing" was meaningful and current.

(5) = % (4) = 100% (3) = % (2) = % (1) = %

COMMENTS:

18. NUR 114 "Nursing of the Family" was meaningful and current.

(5) = % (4) = 100% (3) = % (2) = % (1) = %

COMMENTS:

19. NUR 212 "Psychiatric Nursing" was meaningful and current.

(5) = % (4) = 100% (3) = % (2) = % (1) = %

COMMENTS:

20. NUR 214 "Nursing of the Adult" was meaningful and current.

(5) = % (4) = 100% (3) = % (2) = % (1) = %

COMMENTS:

21. NUR 216 "Advanced Nursing" was meaningful and current.

(5) = % (4) = 66.6% (3) = 33.3% (2) = % (1) = %

COMMENTS:

22. The nursing course sequence of content made sense.

(5) = % (4) = 66.6 % (3) = 33.3% (2) = % (1) = %

COMMENTS:

23. Written objectives for nursing courses described what you needed to learn.

(5) = % (4) = 100% (3) = % (2) = % (1) = %

Clinical Experiences:

24. Starting clinical first in the nursing home was the best time for this experience.

(5) = % (4) = 66.6% (3) = 33.3% (2) = % (1) = %

COMMENTS:

Hard to explain especially when you as a student do not see beyond what really goes on in Nursing homes.

25. Spending equal amounts of time in the nursing lab, nursing home and hospital during first semester was appropriate.

(5) = % (4) = 66.6% (3) = 33.3% (2) = % (1) = %

COMMENTS:

26. Having clinical experience at an IHS facility was helpful.

(5) = % (4) = 66.6% (3) = 33.3% (2) = % (1) = %

COMMENTS:

I really enjoyed it.

27. I received satisfactory medical/surgical clinical experiences at Winslow Memorial Hospital.

(5) = % (4) = 33.3% (3) = 33.3% (2) = 33.3% (1) = %

COMMENTS:

I enjoyed it.

For the most part, but on some days not enough pt/student ratio.

Winslow Memorial didn't always have enough patients for each student to have a separate patient.

28. I received a satisfactory OB experience in the program.

(5) = % (4) = 100% (3) = % (2) = % (1) = %

COMMENTS:

29. I received a satisfactory pediatric experience in the program.

(5) = % (4) = 33.3% (3) = 33.3% (2) = 33.3% (1) = %

COMMENTS:

30. The preceptorship (last 2 weeks) helped prepare me for working as a nurse.

(5) = 66.6% (4) = % (3) = 33.3% (2) = % (1) = %

COMMENTS:

31. A preceptorship in a specialty unit (OB, ER, ICU, Home Health) would have been equally beneficial.

(5) = 33.3% (4) = 66.6% (3) = % (2) = % (1) = %

COMMENTS:

I think we as students should have been able to pick the preceptor site most appropriate to what we wanted to pursue in our nursing career.

Faculty

32. The nursing program faculty were sensitive to my needs.

(5) = 33.3% (4) = 33.3% (3) = 33.3 % (2) = % (1) = %

COMMENTS:

33. My first-year instructors were knowledgeable and helpful.

(5) = 100% (4) = % (3) = % (2) = % (1) = %

COMMENTS:

Best instructor Nancy Williams that I could have ever asked for.

34. My second-year medical/surgical instructor was knowledgeable and helpful.

(5) = 66.6% (4) = % (3) = 33.3% (2) = % (1) = %

COMMENTS:

Rena Metts was very knowledgeable, she did a great job after she got organized.

My 2nd year instructor could have been good but she did not want to teach and it showed.

35. My psychiatric nursing instructor was knowledgeable and helpful.

(5) = 33.3% (4) = 33.3% (3) = 33.3% (2) = % (1) = %

COMMENTS:

Administration

36. The nursing director was knowledgeable, helpful, and sensitive to my needs.

(5) = % (4) = % (3) = 100% (2) = % (1) = %

COMMENTS:

37. The nursing program secretary was sensitive to my needs.

(5) = 33.3% (4) = 66.6% (3) = % (2) = % (1) = %

COMMENTS:

38. I feel the experience at Flagstaff Medical Center was a necessary part of the program.

(5) = 100% (4) = % (3) = % (2) = % (1) = %

COMMENTS:

39. Another type of experience different from FMC would be better.

(5) = 33.3% (4) = % (3) = % (2) = 33.3% (1) = %

SUGGESTION:

Do rounds in the speciality fields ex. Dialysis.

The Instructional Lecture and Laboratory Facilities:

40. Provided adequate lighting, ventilation, heating, power and other utilities.

(5) = 66.6% (4) = 33.3% (3) = % (2) = % (1) = %

41. Included enough work stations for the number of students enrolled.

(5) = 33.3% (4) = 66.6% (3) = % (2) = % (1) = %

42. Are safe, functional and well-maintained.

(5) = 33.3% (4) = 66.6% (3) = % (2) = % (1) = %

COMMENTS:

43. Instructional equipment is current and representative of the industry.

(5) = % (4) = % (3) = % (2) = 66.6% (1) = 33.3%

COMMENTS:

We had very few supplies and it is very hard to learn procedures when all you have are only pictures.

Lack of supplies.

44. What did you find particularly helpful in the program and why?

Nancy Williams is the best asset in the program. She is very knowledgeable and always ready to help the students.

The small classrooms help students get one on one instruction.

Too many to mention.

45. How would you improve the program?

A well prepared second year instructor.

More supplies.

Preparation, organization, priorities, charting accurately. Tell the students it's real-->not fantasy-->its hard work. Focus on how to take tests.

Information About You:

46. I passed the NCLEX RN:

66.6% On the first try

33.3% On the second try

 Within a year after I graduated

 I have not passed

47. 66.6% I give my permission for my employer to be surveyed about my preparation for employment as a new graduate (Optional). Current Employer:

Margaretville Hospital, Margaretville, NY
Flagstaff Medical Center

5/00

1. The first step in the process is to identify the problem.

2. The second step is to define the objectives of the study.

3. The third step is to design the study.

4. The fourth step is to collect data.

5. The fifth step is to analyze the data.

6. The sixth step is to interpret the results.

7. The seventh step is to draw conclusions.

8. The eighth step is to report the findings.

9. The ninth step is to evaluate the study.

10. The tenth step is to disseminate the results.

11. The eleventh step is to implement the findings.

12. The twelfth step is to monitor the progress.

13. The thirteenth step is to report the progress.

14. The fourteenth step is to evaluate the progress.

15. The fifteenth step is to disseminate the progress.

16. The sixteenth step is to implement the progress.

17. The seventeenth step is to monitor the progress.

18. The eighteenth step is to report the progress.

19. The nineteenth step is to evaluate the progress.

20. The twentieth step is to disseminate the progress.

21. The twenty-first step is to implement the progress.

22. The twenty-second step is to monitor the progress.

23. The twenty-third step is to report the progress.

24. The twenty-fourth step is to evaluate the progress.

25. The twenty-fifth step is to disseminate the progress.

26. The twenty-sixth step is to implement the progress.

27. The twenty-seventh step is to monitor the progress.

28. The twenty-eighth step is to report the progress.

29. The twenty-ninth step is to evaluate the progress.

30. The thirtieth step is to disseminate the progress.

31. The thirty-first step is to implement the progress.

32. The thirty-second step is to monitor the progress.

33. The thirty-third step is to report the progress.

34. The thirty-fourth step is to evaluate the progress.

35. The thirty-fifth step is to disseminate the progress.

36. The thirty-sixth step is to implement the progress.

37. The thirty-seventh step is to monitor the progress.