

**Northland Pioneer College
Nursing Program**

**Project Evaluation Report
Homegrown Healers
Arizona Department of Commerce
Community College Grant for Nursing Programs
Contract #G058-05-01**

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Northland Pioneer College Nursing Program
Final Summative Evaluation

The Homegrown Healers grant from the Arizona Department of Commerce provided the Northland Pioneer College (NPC) Nursing Program resource capacity to expand program enrollment. In its 2005 proposal to the Arizona Department of Commerce Community College Grant for Nursing Programs, NPC chose to extend the focus beyond increasing the number of nursing students in its program to increasing the *diversity* of those students. Indeed, our goal for G058-05 was to “increase the number of students in the nursing program by not less than 25% (20 students), of which not less than 75% (15 students) will be from populations currently under-represented in the nursing profession.” The widespread shortage of registered nurses is well documented, but it is underscored by the need for nurses who are non-traditional in gender or minority status to aid under-served populations. This report serves to summarize the activities that increased enrollment and diversity in the Northland Pioneer College Nursing Program during the three-year grant period.

6.1.1 Number of nursing program faculty as of June 30, 2005, June 30, 2006, June 30, 2007, and June 30, 2008.

The number of nursing program faculty as of June 30, 2005 included 4 full-time nursing faculty, 2 full-time nursing assistant faculty, 7 total adjunct faculty and one Registered Nurse (RN) lab manager. Although the program was late to hire some faculty supported by the grant for the 2005-2006 fiscal year, by June 30, 2006, the number of faculty had increased significantly over the previous year. The addition of two Master’s level faculty supported by the grant allowed classes in Winslow to continue and provided support for the clinical supervision of 25 additional students from the previous year.

During FY 2006-07 and 2007-08, the number of faculty continued to increase (Table 1). Three faculty members who acquired graduate degrees as a result of funding by the grant continue to teach in the nursing program. The fourth faculty member funded by the grant will graduate Spring 2009. In 2007-2008 additional faculty were necessarily hired into clinical positions to support increases in enrollment at the Winslow campus where 20 first year students were admitted following extensive marketing efforts. The limits of enrollment with clinical resources and space available at the White Mountain Campus were reached in August 2007 when 40 students were enrolled at the facility.

NPC Employment	June 30, 2005	June 30, 2006	June 30, 2007	June 30, 2008
Full Time ADN Faculty	4	5	5	6
Part Time ADN Faculty	0	0	1	1
Adjunct ADN Faculty	2	5	5	6
Full Time NAT Faculty	2	2	2	2
Adjunct NAT Faculty	5	5	10	12
Laboratory Managers	1	2	2	2
Total	14	19	25	29

Table 1. Number of Nursing Program Faculty Positions

6.1.2 Number of students enrolled in the nursing program as of June 30, 2005, June 30, 2006, June 30, 2007, and June 30, 2008.

At the beginning of the fiscal year 2005-2006, a total of 62 students were enrolled in the nursing program. Table 2 illustrates the nursing program enrollment of 38 first-year students and 24 second-year students June 30, 2005. By September of the second year of the grant, the program achieved a 30% increase in enrollment. While students left the program for different reasons over the past three years, enrollment has increased. It was the goal of the Homegrown Healers grant project to increase the number of students in the nursing program by not less than 25%. With the assistance of the grant funds, the program exceeded that goal by increasing enrollment by 50% in three years.

Nursing Enrollment	June 30 2005	September 30 2006	September 30 2007	September 30 2008
1 st year students	38	44	45	49
2 nd year students	24	37	42	44
Total	62	81	87	93
Enrollment Change		30% increase	40% increase	50% increase

Table 2. Number of Nursing Students Enrolled

6.1.3 Northland Pioneer College has a 100% average pass rate for students testing for the Licensed Practical professional designation. There was no substantial increase in the number of students who passed the exam between 2006 and 2007 despite increasing enrollment (Table 3). This leveling effect was due to a decrease in the percentage of students who sat for the NCLEX-PN compared to 2005 when all examination costs were paid for by a grant.

NPC Campus	FY 2004- 2005	FY 2005- 2006	FY 2006- 2007	FY 2007- 2008
Little Colorado	11	10	6	4
White Mountain	14	19	23	34
Total	25	29	29	38

Table 3. Number of Licensed Practical Nurses by Campus

Twenty-Four (24) second year students graduated from the nursing program during the fiscal year 2005-2006. Thirty-seven (37) nursing students graduated from the nursing program in 2008 representing a 54% increase in the number of graduates from 2006 to 2008 (Table 4).

NPC Campus	FY 2004- 2005	FY 2005- 2006	FY 2006- 2007	FY 2007- 2008
Little Colorado	13	10	8	8
White Mountain	12	14	25	29
Total	25	24	33	37

Table 4. Number of Associate of Applied Science Graduates by Campus

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

By increasing enrollment as demonstrated in Table 4, the Northland Pioneer College nursing program was able to maintain the concentration of employed nurses in relation to the area's growing population. Summit Healthcare Regional Medical Center in Show Low nearly doubled its capacity in November 2007 but did not experience a corresponding increase in census which reduced the number of graduates hired. Many 2008 graduates were hired by other outlying hospitals, i.e., Whiteriver Service Unit and White Mountain Regional Medical Center in Springerville. The use of grant monies to continue to support greater numbers of students clearly improved the geographic availability of nurses as graduates acquired positions at smaller, rural hospitals.

Most importantly, the judicious use of grant monies not only supported increase enrollments but also influenced higher first time NCLEX-RN pass rates. The nursing program NCLEX-RN pass rate was 68% in 2006 at the conclusion of year one. With the addition of the Instructional Specialists and investment in faculty education, the pass rate jumped to 91% in 2007 and 94% in 2008 while simultaneously increasing the number of students enrolled and graduating.

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

Table 5 reflects significant increases in the number of non-traditional ethnicity and gender attributes in nursing students. Marketing and outreach efforts supported by grant monies resulted in an increase in enrollment of male students during the first two years of the grant. When marketing and outreach were focused more heavily on the geographic area north of the I-40, there was a substantial increase in the number of Native American students and the enrollment at the Winslow campus doubled by 2008. Male students admitted to the program declined as some did not complete prerequisites or decided on alternate career paths.

Under-Represented Groups	June 30, 2005	September 30, 2006	September 30, 2007	September 30, 2008
Native American	6	8	9	10
Hispanic	3	4	4	5
African American			2	3
Male	3	10	14	8
Asian/Pacific Islander	1	0	1	0
Self-Identified as Other	0	2	0	0
Total	13	22	28	26

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

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

In 2006, a proposal to establish an LPN program in Whiteriver was not approved by the Arizona State Board of Nursing Education Committee amidst concerns that 1) students would be admitted with less than a 3.0 GPA, and 2) Native American student experience would not benefit from the advantages of diversity as learning would occur in relative isolation from higher performing nursing students. While an LPN program would benefit the geographical availability of nurses in the community, there are yet not enough students who have fulfilled the nursing program prerequisites to support enrollment at the present time. The nursing program hired a Native American nursing educator who is both Apache and Navajo. Her salary is partially supported by the Arizona Health Education Consortium to teach nursing assistant training in Whiteriver, work closely with Native American nursing program graduates, and actively recruit Native American students to the nursing program.

The nursing program received Carl Perkins monies in 2006 to supplement the purchase of mannequins and simulative technology by the Homegrown Healer grant. Five simulative mannequins provide valuable learning experiences at both campuses. As a result of this initiative and additional training of faculty, each student receives four additional hours of substantive clinical skill instruction in low to moderate fidelity simulative laboratories each week. The college has sustained funding of the laboratory manager positions supported the grant.

In 2006, the college built a 20-station computer laboratory dedicated for use by nursing students. The grant permitted the purchase of simulative and instructional software. Faculty utilize the laboratory to conduct assessments of student needs, provide virtual clinical excursions, and allocate remediation materials.

Northland Pioneer College received Carl Perkins funds in 2007 for the purchase of SMART boards for nursing classrooms to increase the variety of instructional methods and access to multimedia materials. The positive reception by faculty and students supported additional installations in classrooms used by nursing students in 2008.

Selected students were offered financial support by the Department of Economic Security supported by the Workforce Investment Act in 2007. Shortly after, the nursing program was endowed with a private donation which offers a sustainable source of scholarships to student annually. The program recognizes personal and financial responsibilities limit choices to acquire educational degrees and must be overcome with a variety of sources of funding.

In 2007 and 2008, the nursing program accessed more than \$12,000 in accumulated Arizona Community College Grant funds to provide enrichment courses for students not served by this grant. The funds were earmarked to cover overhead contributions and were donated by the college with the approval of the grant directors.

The nursing department partnered with NPC Developmental Services to access funds from the Department of Education and the Department of Economic Security to support several cohorts of students to complete Nursing Assistant Training in Chinle, Winslow, Show Low, and Springerville-Eagar. Many of these students expressed interest in continuing their education toward a nursing degree.

Carl Perkins funding in Spring 2008 provided a significant funding to support professional development for many nursing faculty. Faculty participated in certification and continuing education opportunities, attending classes and conferences to improve teaching methods and update knowledge of evidence-based practices.

Currently, the Northland Pioneer College is developing a master facilities plan to enlarge the nursing department's physical plant. Larger lecture halls and laboratory facilities will provide the infrastructure to meet the demand for nurses in this rapidly growing, rural area. A contribution campaign is expected to support the construction of new facilities.

A meeting with a Robert Wood Johnson Foundation project undertaken by the Northern Arizona University School of Public Health resulted in developing a grant awarded by the Arizona Health Education Consortium (AHEC). The Review, Apply, Master, and Succeed (RAMS) project provides funds to former nursing graduates who are Native American and have failed to pass the NCLEX. Funded August 2008, the grant is serving four Native American students while case-finding efforts continues. This grant supports the mission of the nursing program to increase the diversity of the nurse workforce in the Navajo and Apache County areas.

6.1.7 Comparison of the projected goals and objectives as outlined in your proposal and the actual accomplishments with discussion of success stories as well as obstacles.

Efforts to recruit a Homegrown Healer cohort were centered at the Whiteriver, Winslow, and outlying communities north of I-40. The recruitment efforts continued to increase interest and enrollment of students in healthcare careers. The nursing program accepted applications from more students than ever before and set admission standards to fill the nursing program to capacity. Student-centered services such as academic advisement, financial assistance counseling, and instructional tutoring were provided by the Instructional Specialist and Nursing Advisor. A mentoring program entitled “Connections” was designed and implemented in response to project objectives.

Student in the project encountered the difficult, personal barriers that created obstacles in their pursuit of a nursing degree, i.e., transportation, child care and financial limitations. While there were available federal and tribal funds to support education for some students, the criteria for eligibility sometimes prevented participation. Students experienced difficulty supporting a family and sustaining employment while attending classes. To address this problem, the nursing program worked interdepartmentally to effectively reduce the number of courses that required prerequisites. The nursing program removed the mathematics requirement and integrated nutrition. Outcome measures continued to be met because the faculty and Program Director examined curricular issues and sought the guidance of the Nursing Advisory Board and Instructional Leadership Council. When it was discovered, for example, that students enrolled in the Homegrown Healer cohort were needing additional time to complete prerequisites, curricular changes in science courses reduced the time to enter the nursing program by as much as one year.

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

Referrals to access federal, state, local, and private sources of funding to meet student financial need will continue. The nursing program will continue to seek additional scholarship sources and utilize resources available through the College Foundation. Efforts to address the financial needs and acquire additional support for student transportation, child care and financial requirements continue.

In the interest of student assessment and remediation, purchases of Evolve testing materials utilizing the Health Educations Systems, Inc. (HESI) positively influenced retention of students. This time sensitive opportunity for students to experience the remediation features of an NCLEX

preparation program supported by a large nursing education publishing firm dramatically increased knowledge, improved study skills and supported academic success.

Faculty gathered relevant data to describe their experience with the Homegrown Healers program. Efforts to document the successful work of the Instructional Specialist were shared with college faculty at the Assessment of Academic Achievement Dialogue Day. The faculty will continue to share their experiences about supportive processes to improve the learning and performance of minority students.

While nursing program enrollment increased, requirements presented problems for a substantial number of students, many of whom were from non-traditional populations. Only four students from the first, largely Native American Homegrown Healer cohort were admitted to the program during this three year period. Like many other students, because of work and family demands, these students were able to complete only one or two prerequisite courses each semester. This pattern presents a problem for students entering the nursing program. In addition to significantly increased study and reading requirements, students are faced with a required load of 10 credit hours which requires 18 hours of in-class time each week. These hours do not include co-requisites the student may need. Microbiology BIO 205, for example, requires an additional 6 hours of class time weekly. These unanticipated time demands understandably influence academic performance, the student's ability to complete course requirements, and thus retention in the nursing program. As a result, microbiology has been changed to a prerequisite course.

The grant-supported, valuable outreach efforts undertaken by the Nursing Advisor attracted a large number of applicants to the nursing program who have subsequently enrolled. The Nursing Advisor visited nursing assistant and prerequisite classes throughout the 3 year grant period. The Advisor identified potential nursing students and provided information and support. These visits included traveling to campuses and centers at Whiteriver, Springerville/Eager, Winslow, Polacca, and Chinle, AZ. The Nursing Advisor attended college/career fairs at many area high schools including Joseph City, Whiteriver, Show Low, and Dinnehotso. She provided presentations and nursing program information. Students from area grade schools attended career days and open houses at the college featuring interactive games and discussions with nursing faculty in the nursing simulation skills lab. The college has been unable to fund this position in the midst of anticipated budget cuts and impending economic down-turn.

While the retention of the first year students was academically acceptable in 2006 and 2007, administrative withdrawals lowered the enrollment during the first 6 weeks of the school year. Students arrived without having completed the prerequisites or were ill-prepared and dismissed from the program. This past year, admission requirements were clearly enforced and openings were immediately filled

6.1.8 Description of faculty training that has occurred utilizing grant funds and the impact of this training on the nursing program.

During FY 2005-06, grant funds supported two current NPC adjunct faculty, who held the Bachelor of Science in Nursing (BSN) and were qualified to enroll in a master of science in nursing (MSN) program, with tuition and fees so that they could become full-time instructors to

accommodate the expansion of program enrollment. When they completed the MSN program, the Arizona State Board of Nursing allowed them to teach full-time. They instructed the Fall 2006 cadre of Homegrown Healers, and subsequent non-traditional nursing student cohorts. Rather than conducting a search for new full-time faculty to accommodate the additional students, these efforts to support part-time faculty in their quest for the MSN was very successful. Both faculty members have been retained as full-time instructors. In the remaining two years of the grant, two more faculty members entered MSN programs sponsored by the grant. One faculty member graduated this month and is teaching at the Winslow campus. The other faculty member is currently enrolled and will complete her degree Spring 2009. These faculty are currently working full-time as instructional specialist and clinical instructors for the program. By qualifying associate faculty to become full-time NPC nursing instructors, we were again “growing our own” and enhancing the qualifications of a team of professionals who already understand and relate to the non-traditional students they will teach.

6.1.9 Summary of how grant funds were utilized

The budget table below illustrates how grant funds were utilized. Salaries were commensurate with the Northland Pioneer College salary schedule and approved by the Northland Pioneer College District Governing Board. Medical and fringe benefits were based on NPC board-approved rates. Purchases of computers and equipment were negotiated rates with board-approved NPC vendors, and represented the best pricing available. Before-tax costs of supplies were frequently lower than estimates and took advantage of applicable discounts.

A budget reduction amendment and transfer was requested and approved April 2006 and contributed to a shortfall of \$11,418.23 for tuition reimbursement. Because there were considerable monetary savings of \$14,701 for supply purchases for a larger inventory than originally planned, the year ended with a budgetary deficit of \$3,354.23. This amount was deducted from the grant budget for Year Two 07/01/06 to 06/30/07 summer pre-session.

Secondary to savings from Year Two, adjustments to the Year Three budget were approved. Personnel for Year Two were not hired until September and October 2006. Consequently, there were funds remaining for advisor and faculty salaries, pre-session books, and marketing. Modest adjustments in salaries were approved in April 2007 and April 2008 by the College District Governing Board.

Faculty enrolled in graduate school did not expend as much money as anticipated. One faculty member is attending a state school at substantially reduced costs. The budget was calculated for private, for-profit college tuition. Therefore, not as much money was expended as was anticipated. As of September 4, 2008, the following reconciliation of the budget was balanced.

	Original	Revised	Actual
First year	\$150,045.00	\$105,306.00	\$105,306.00
Second Year	\$174,888.00	\$148,304.00	\$145,214
Third Year	\$183,084.00	\$254,407.00	\$222,779
Total	\$508,017.00	\$508,017.00	\$473,299

Expenditures (as of September 4, 2008)	Year One 7/1/05 to 6/30/2006	Year Two 7/1/06 – 6/30/2007	Year Three 7/1/07 – 6/30/2008
Salaries <ul style="list-style-type: none"> Salary for full-time nursing pre-admissions advisor (NPC board-approved rate for master's level faculty) Salary for full-time faculty member to teach Homegrown Healers cohort (NPC board-approved rate for master's level faculty) Salary for part time skills lab manager to run skills lab 	19,728	105,855	147,206
Fringe Benefits <ul style="list-style-type: none"> Standard NPC medical benefits package for pre-admissions advisor @ \$5,150 ea. Standard NPC medical benefits package for full-time faculty @ \$5,150.00based on 11 months(see ** below) Average yearly benefits for pre-admissions advisor @ NPC board- approved rate of 15% Average yearly benefits for full-time faculty @ 15% @ NPC board-approved rate of 15% based on 11 months 	3,100	18,032	35,324
Instructional Supplies			
Notebook computers with docking port, PDAs, printers, RAM and software	22,439	2,447	7,630
Supplies to expand nursing laboratory: Simulative mannequins, Miscellaneous supplies, such as syringes, needles, IV catheters, tape, IV fluids, tube feeding etc.	37,196	2,921	11,971
Books, tutorial materials and supplies for enrichment course @ \$200 per student		4,000	1,606
Books, tutorial materials and supplies for summer pre-session @ \$200 per student			562
Marketing and promotional materials and supplies	25	275	4,163
Tuition for (2) adjunct faculty for MSN program @ 18,200.00 ea.*	22,819	\$11,684	14,317
Total	\$105,306	\$145,214	\$222,779

APPENDIX A
The Program Work Plan

Work Time Schedule

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

Process Objectives	Responsible Person	Timeline	Outcome Measures	Evaluation
1. Employ a Nursing Pre-Admissions Advisor to recruit cohort of 20 Homegrown Healers support these students with individualized tutoring and mentoring in an intensive summer pre-session prior to their first year in the NPC nursing program.	Project Director	9/30/05 - 12/31/05	<ol style="list-style-type: none">1. Advertisements for employment;2. Position description;3. Applications for employment;4. Interview logs;5. Applicant is hired	Met. Debra McGinty and Dan Roper were hired as Pre-Admissions Advisor. Debra took the south half of the counties, while Dan was assigned to the northern regions.
2. Assist two current adjunct faculty in enrolling in the MSN program at either Northern Arizona University, or the University of Phoenix.	Project Director	9/30/05 – 12/31/06	<ol style="list-style-type: none">1. Completed MSN application materials for each applicant;2. Letter(s) of acceptance from MSN institution for each applicant3. Course schedules for each MSN candidate	Met. Both faculty members completed their MSN degrees and are currently employed full-time by NPC nursing program

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

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

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

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

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

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23. Assign each Homegrown Healer a faculty mentor from the NPC nursing program.	Nursing Pre-Admissions Advisor	03/31/08 – 06/15/08	Faculty mentor and contact information in each student's portfolio	Met. Mentoring program entitled "Connections" developed by grant-supported faculty and implemented June 2008
24. Assist each Homegrown Healer in registering for the first semester of nursing classes in Fall 2008.	Nursing Pre-Admissions Advisor	03/31/08 – 06/15/08	Completed registration form(s) for Fall 2008 semester in each student's portfolio	Met. Eligible students registered for Fall semester
25. Enroll each Homegrown Healer in intensive summer pre-session, prior to the start of the Fall 2008 semester.	Nursing Pre-Admissions Advisor	06/30/08	Copies of attendance for intensive summer pre-session in each student's portfolio	Met. All students attended pre-session summer bootcamp
26. Conduct formative evaluation of Homegrown Healers based on timely and efficient completion of key objectives as evidenced by outcome measures; report findings to Vice President for Instructional Services	Nursing Pre-Admission Advisor	Ongoing on a quarterly basis, beginning 03/31/08	Completed formative evaluation report	Missed. Nursing Advisor was ill intermittently March through May and did not return to work until June
27. Conduct summative evaluation report regarding the use of grant monies, based on formative evaluations, achievement of project goal, and "Deliverables" identified on page 6 of the Arizona Department of Commerce Request for Grant Application – Solicitation # G058-05. Present report to Vice President for Instructional Services and Arizona Department of Commerce	Nursing Pre-Admission Advisor Project Director	Ongoing on an annual basis 09/30/08	Completed summative evaluation report	Met. Submitted 09/30/08

B. Anticipated Outcomes Beyond Scope of Program Funding

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