PROAC Form 1   Group A – Program – Nursing, A.S.

NMC MISSION STATEMENT (COLUMN 1A)	CNMI Constitution. Amendment No. 38, Section 2: "The mission of Northern Marianas College shall be to provide the best quality and meaningful postsecondary and adult education opportunities for the purpose of improving the quality of life for the individual and for the Commonwealth as a whole. The College shall be responsible for providing education in the areas of adult and continuing education, postsecondary and adult vocational education and professional development for the people of the Commonwealth."
PROGRAM MISSION STATEMENT (COLUMN 1B)	The mission of the Nursing Department is to advocate for locally educated and licensed nurses to work in the various health care provider agencies in the Commonwealth of the Northern Mariana Islands as well as in the Pacific region by providing career guidance, education and the nursing knowledge and skills necessary to be eligible to take the National Council Licensure Examination and become Registered Nurses in support of the Northern Marianas College mission.

INTENDED PROGRAM/SERVICE OUTCOMES (Column 2)	MEANS OF ASSESSMENT AND SUCCESS CRITERIA (Column 3)	SUMMARY OF DATA COLLECTED (Column 4)	USE OF RESULTS (Column 5)
Group A- Program – Nursing, A.S. -PLO *3* – (4th Cycle) Students will provide nursing care for the medical-surgical client in the hospital, community or home integrating biological, psychological, sociological, cultural and spiritual knowledge. **Outcome Types:** SLO/PLO **Outcome Status:** Active **Program Review Cycle:** Cycle A **Priority Initiative:** 1.1 Improve the literacy and analytical problem-solving skills of students. 1.5 Assist students in establishing and realizing their education goals. 2.1 Build basic skills for personal enrichment and prepare individuals for rewarding careers. 2.2 Enrich workforce skills by providing quality training and learning opportunities.	**1. Assessment Method : Clinical Prep Papers from NU 212 – medical/surgical nursing III** - **Category: Presentation/Performance** - **Criterion: 90% of the 2nd year nursing students (graduating class) will demonstrate the ability to provide care for a medical-surgical client in different healthcare settings as reflected in their written plan of care and their (students') performance during clinical rotation.** - **Action Timeline: January – August 2011** **2. Assessment Method: Clinical Skills Checklist for NU 212 medical/surgical nursing III** - **Category: Presentation/Performance** - **Criterion: 90% of the 2nd year nursing students (graduating class) will have performed 90% of the skills at or beyond novice level.** - **Action Timeline: January – August 2011**	1a. The Clinical Prep Papers from NU 212 course were not copied for evidence and the clinical instructor returned them all back to the students. Dept. Chair did not remind clinical instructor to make copies for review and evaluation prior to giving students back their papers. 1b. In discussion with the clinical instructor, the second year students demonstrated the ability to provide care for medical-surgical clients and performed nursing skills as they come while caring for their assigned patients/clients. 2a. Nursing students were given their Clinical Skills Checklist during their first year in the nursing program in NU 105 course. In NU 212, the students should have covered all the skills in the checklist in skills lab and demonstrated in clinical. Found out that these skills checklist were not turned in this last NU course for clinical instructor to review and see if students have majority experienced the skills in clinical. No skills checklist turned in by the students for review. Dept. Chair found out the update and review of the skills checklist throughout the student training was not being done. The dates of skills performed in skills lab and clinical setting with instructor's initials were not done and none of the instructor's really	- We have no collected data to use to evaluate if the intended program outcome was met. Department Chair needs to be more proactive in ensuring that the clinical instructor makes copies of the Clinical Prep Papers before returning them back to the students. - Verbal report from clinical instructor indicated that the second year students have demonstrated the ability to provide care for medical-surgical clients and performed required nursing skills while caring for their assigned patients/clients. - We have no collected data to use to evaluate if the intended program outcome was met. Department Chair needs to be more proactive in ensuring that the clinical instructor emphasizes with the students that this skills checklist must always be with them during clinical or community health screenings to be initialed by instructor or staff nurse for skills performed. - Also, needs to make it a policy that these skills checklist are turned in by the students for review in NU 212 course so the clinical instructor can assess skills needs of the students and assigned them clinical experiences for exposure before graduation.

INTENDED PROGRAM/SERVICE OUTCOMES (Column 2)	MEANS OF ASSESSMENT AND SUCCESS CRITERIA (Column 3)	SUMMARY OF DATA COLLECTED (Column 4)	USE OF RESULTS (Column 5)
		took full responsibility of following this up when the students enrolled in their course that has a clinical component. The students did not follow up either with the instructor.	
	3. Assessment Method: Nursing Clinical Evaluation Tool for NU 212 medical/surgical nursing III - **Category: Presentation/Performance** - **Criterion: 90% of the 2nd year nursing students (graduating class) will score 2 or above on each of the 12 categories of competency.** - **Action Timeline: January – August 2011**	3a. There were 12 evaluations completed by the 12 2nd year nursing students. The evaluation tool has 12 competencies and the data collected are listed below: 1. Demonstrate Professional behavior (Adhere to professional standards of practice) = 100% 2. Analyze comprehensive client assessment data = 100% 3. Make complex clinical decisions = 92% 4. Adhere to principles of safety and infection control = 100% 5. Demonstrate Professional behavior (Provide safe caring interventions) = 100% 6. Provide individualized client/family education = 100% 7. Ensure collaborative client care = 100% 8. Manage care using principles of organization, prioritization, and delegation = 83% 9. Administer medications safely = 92% 10. Apply knowledge relevant to client care = 83% 11. Use effective communication skills = 83% 12. Document effectively = 83% The 2nd year nursing students scored 2 and 3 or 92% - 100% for 8 of the 12 competencies. This meant that the students were performing as expected or consistently exceeds expectations. For 4 of the 12 competencies, the students scored some 0, 1, 2, and 3 or 83%. This meant that there are some minor concerns and significant concerns for patient safety that the instructor must focus in helping the student improve in this area.	Department Chair will address the areas of competencies that these 2nd year students scored lower than 90% to all the faculty. The Chair will recommend that they work closely with all their students in building their knowledge base and skills to manage care using principles of organization, prioritization, and delegation. In addition, administering medication safely, applying knowledge relevant to client care, using effective communication and documenting effectively must be equally address and provide the students with variety of available hands on experiences.

	4. Assessment Method: Nursing Care Plan - **utilize critical and creative thinking in all setting to facilitate problem solving and decision-making in both themselves and clients.** - **Category: Presentation/Performance** - **Criterion: a. 90% of the 2nd year nursing student's written nursing care plan will show application of all five steps of the nursing process, incorporating knowledge of pathophysiology of disease processes, laboratory results, medications, and teachings related to assigned patients and their families** **b. 50% of the graduated nursing students will have passed the NCLEX-RN exam on their first attempt (NCLEX-RN Report).** - **Action Timeline: August – December 2011**	4a. The Clinical Prep Papers from NU 212 course that has Nursing Care Plan written by the students for their assigned patients were returned back to the students by the clinical instructor. Dept. Chair did not remind the instructor to make copies for review and collection of data, and evidence prior to giving them back to the students. In discussion with the clinical instructor, the second year students demonstrated the ability to write nursing care plans for their assigned medical-surgical clients and performed nursing skills as they come while caring for their assigned patients/clients. 4b. We graduated 12 students with Associate in Science Degree in Nursing (ASN) in spring 2011. So far, six (6) graduates or 50% passed the NCLEX-RN exam on first attempt. This information was made known to us by the graduates themselves who took and passed the exam. The remaining graduates continue to study for the exam through self-study, but they have attended an NCLEX-RN review course offered through NMC CDI during summer 2011.	- We have no collected data to use to evaluate if the intended program outcome was met. Department Chair needs to be more proactive in ensuring that the clinical instructor makes copies of the Clinical Prep Papers before returning them back to the students. - Verbal report from clinical instructor indicated that the second year students have demonstrated the ability to write nursing care plans for their assigned medical-surgical clients. They also demonstrated the ability to perform the required nursing skills while caring for them. - Annual subscription to NCSBN Report is still considered an ongoing need for the program. We need to discover how our graduates compare with other nursing program graduates in our state and nationwide so we can improve the education of our nursing students. Department Chair received on April 13, 2011 notification for program to nenew its NCLEX Program Report subscription. She was unable to access our account because the former full-time Department Chair still had her name listed as the administrator for NMC nursing program account. Mountain Measurement, Inc. had to check status of current Department Chair at the College in order to be made account administrator. Department Chair will follow up on this so we can get reports.

INTENDED PROGRAM/SERVICE OUTCOMES (Column 2)	MEANS OF ASSESSMENT AND SUCCESS CRITERIA (Column 3)	SUMMARY OF DATA COLLECTED (Column 4)	USE OF RESULTS (Column 5)
2. Group A – Program – Nursing, A.S. - PLO 7 – (4th Cycle) The students will utilize critical and creative thinking in all settings to facilitate problem solving and decision-making in both themselves and clients. **Outcome Types: SLO/PLO** **Outcome Status: Active** **Program Review Cycle: Cycle A** **Priority Initiative:** **1.1 Improve the literacy and analytical problem-solving skills of students.** **1.5 Assist students in establishing and realizing their education goals.** **2.1 Build basic skills for personal enrichment and prepare individuals for rewarding careers.** **2.2 Enrich workforce skills by providing quality training and learning opportunities.**	**1. Assessment Method: Nursing Clinical Evaluation Tool for NU 212 medical/surgical nursing III** - **Category: Presentation/Performance** - **Criterion: 90% of the 2nd year nursing students (graduating class) will score 2 or above on the elements relating to critical and creative thinking skills.** - **Action Timeline: January – August 2011**	1a. There were 12 evaluations completed by the 12 2nd year nursing students. The evaluation tool has 12 competencies and the data collected for this means of assessment is listed below: Clinical Outcome: Make clinical decisions to assure safe and accurate nursing care. Competency: Make complex clinical decisions In this particular competency, 2 students scored 3, 9 students scored 2, and 1 student scored 1. The 11 students that scored 2 or above showed 92% performance as expected or consistently exceeded expectations in making clinical decisions. The student that scored 1 is a concern, but not unsafe to the patients.	The Chair will recommend to all the faculty to continue to work closely with all their students in building their knowledge base and skills in making clinical decisions to assure safe and accurate nursing care and provide the students with variety of hands on experiences or simulation experiences requiring complex clinical decisions.
	2. Assessment Method: Clinical Prep Papers for NU 212 medical/surgical nursing III - **Category: Presentation/Performance** - **Criterion: 90% of the 2nd year nursing students (graduating class) will demonstrate acquisition of this skill as evidenced in their written nursing care plan and their documentation in the patient's medical record (problem-oriented SOAPE charting).** - **Action Timeline: January – August 2011**	2a. The Clinical Prep Papers from NU 212 course that has Nursing Care Plan written by the students for their assigned patients were returned back to the students by the clinical instructor. Dept. Chair did not remind the instructor to make copies for review, collection of data, and evidence prior to giving them back to the students.	- We have no data collected to use to evaluate if the intended program outcome was met. Department Chair needs to be more proactive in ensuring that the clinical instructor makes copies of the Clinical Prep Papers before returning them back to the students. - Verbal report from clinical instructor indicated that the second year students have demonstrated the ability to write nursing care plans for their assigned medical-surgical clients and write SOAPE charting while caring for them.
	3. Assessment Method: **a. NCLEX-RN Program Report** **b. Employer Survey** - **Category: Report Review** - **Criterion:** **a. NCLEX RN report – 50% of the graduated nursing students will have passed the NCLEX-RN exam on their first attempt.** **b. 50% of employers expressed satisfaction in the work performance of our new RN graduate**	3a. We graduated 12 students with Associate in Science Degree in Nursing (ASN) in spring 2011. So far, six (6) graduates or 50% passed the NCLEX-RN exam on first attempt. This information was made known to us by the graduates themselves who took and passed the exam. The remaining graduates continue to study for the exam through self-study, but they have attended an NCLEX-RN review course offered through NMC CDI during summer 2011.	- Annual subscription to NCSBN Program Report is still an ongoing need for the program. Department Chair will follow up status of our subscription.

	in their demonstration of critical and creative thinking skills in the care of their assigned patients or clients. - Action Timeline: August – December 2011	3b. Department Chair made attempt to do a follow up Employer Survey from what was done in 2008 but did not materialized in May 2011. She will make all effort to get this done by the end of this year December 2011.	- Department Chair will get the Employer Survey Form out by December of this year.
INTENDED PROGRAM/SERVICE OUTCOMES **(Column 2)**	**MEANS OF ASSESSMENT AND SUCCESS CRITERIA** **(Column 3)**	**SUMMARY OF DATA COLLECTED** **(Column 4)**	**USE OF RESULTS** **(Column 5)**
3. Group A – Program – Nursing A.S. - PLO 8 – The students will practice effective communication through the use of oral, written and computer skills to educate and collaborate with clients, significant support person(s), community agencies and other members of the health care team to promote, maintain, and reduce health risks and to assist clients in meeting their needs. **Outcome Types: LO/PLO** **Outcome Status: Active** **Program Review Cycle: Cycle A** **Priority Initiative:** **1.l Improve the literacy and analytical problem-solving skills of students.** **1.5 Assist students in establishing and realizing their education goals.** **2.1 Build basic skills for personal enrichment and prepare individuals for rewarding careers.** **2.2 Enrich workforce skills by providing quality training and learning opportunities.**	**1.Assessment Method:** **a. Nursing Clinical Evaluation Tool for NU 212 medical/surgical nursing III under competency #11 – Use Effective Communication Skills** **b. Presentation Project – Present a health-related topic to class.** **- Category: Presentation/Performance** **- Criterion:** **a. 90% of the 2nd year nursing students (graduating class) will score 2 or above on the communication skills competency element of the clinical evaluation tool.** **b. 90% of the 2nd year nursing students (graduating class) will score 2 or above on communication and presentation skills element of evaluation tool.** **- Action Timeline: January – August 2011**	1a. There were 12 evaluations completed by the 12 2nd year nursing students. The evaluation tool has 12 competencies and the data collected for this means of assessment is listed below: Clinical Outcome: Use Effective Communication Skills Competency: Use effectively with clients, families and groups In this particular competency, 8 students scored 3, 2 students scored 2, and 2 student scored 1. The 10 students that scored 2 or above showed 83% performance as expected or consistently exceeded expectations. The students that scored 1 is a concern, but not unsafe to the patients. 1b.According to instructor for NU 212, the 2nd year nursing students did presentations on a health-related topic to students at Marianas High School during Spring Semester 2011. Faculty did not keep health topic presentations that were done by the students for Department Chair to review. Instead, Department Chair will present data collected from NU 209 course in which the same 2nd year nursing students did research presentations and Department Chair observed the presentations. - 5 students did excellent research presentation – 100% - 1 student had 89% - 2 students had 86%	- The Chair will recommend to all the faculty to continue to work closely with all their students in building their knowledge base and skills in communicating effectively with clients , families, and groups. This is important to assure that safe and accurate nursing care is being provided. Faculty will be encouraged to provide the students with variety of hands on experiences or simulation experiences requiring the use of effective communication skills.

		- 1 student had 82% This data goes to show that some students still need to work on their communications and presentation skills.	
	2.Assessment Method: **a. Clinical Prep Papers for NU 212 medical/surgical nursing III** **- Category: Presentation/Performance** **- Criterion: 90% of the 2nd year nursing students (graduating class) will demonstrate acquisition of this skill as evidence by their written nursing care plan, their documentation in the patient's medical record, and therapeutic interactions with assigned patients, clients, families, and groups.** **- Action Timeline: January – August 2011**	The Clinical Prep Papers from NU 212 course that has Nursing Care Plan written by the students for their assigned patients were returned back to the students by the clinical instructor. Dept. Chair did not remind the instructor to make copies for review, collection of data, and evidence prior to giving them back to the students.	- We have no data collected to use to evaluate if the intended program outcome was met. Department Chair needs to be more proactive in ensuring that the clinical instructor makes copies of the Clinical Prep Papers before returning them back to the students. - Verbal report from clinical instructor indicated that the second year students have demonstrated the ability to write nursing care plans for their assigned medical-surgical clients and write SOAPE charting while caring for them.