## College of Micronesia-FSM [Program Review Report](#_How_to_Complete_6) Template (for Academic Programs)

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| AP Full Official |  | | |
| Campus | National | AP Review Submission Date 11/28/2018 |  |
| Completed by | Kathleen Benjamin | AR Review Cycle | *Fall 2016 – Spring 2017*  *Fall 2017 – Spring 2018* |
| **Program Goals** | | | |
| Program goals are broad statements concerning knowledge, skills, or values that the faculty members expect the graduating students to achieve. | | | |
| 1. Model personal and professional actions based on self-reflection, core nursing values, and lifelong growth integrating new knowledge, ethical principles, and legal standards for safe, quality nursing practice. 2. Incorporate nursing knowledge to assess, plan, deliver, and evaluate care within the context of the inter-professional health team. 3. Make evidence-based nursing judgments in the delivery of safe, holistic nursing care. 4. Demonstrate a spirit of inquiry to manage and improve the quality of care and outcomes for individuals, families, and communities. 5. Practice relationship-centered communication and incorporate health technology as a member of the inter-professional team. 6. Advocate for a caring, culturally safe, and flourishing environment that reflects the values and needs of Micronesian families and communities. 7. Practice and contribute to the primary care and public health care systems in Micronesia to promote family and community wellness. | | | |
| **Program History** | | | |
| This section describes the history of the program. This includes the date and reason of implementation, significant milestones in the development of the program, and significant current activities. | | | |
| The Nursing program constitutes an academic response to the health staff situation in Micronesia and has taken account the current academic realities of the region. There has been a recognized chronic shortage of health workers coupled by the marked under-training of those workers, who have, in large part, learnt through “on-the-job” training, frequently from predecessors also trained “on-the-job”.  The college added the Nursing Program to its program offerings in Fall of 2011. | | | |
| **Program Description** | | | |
| The program description describes the program, including its organization, relationship to other programs in the system, program design, degree(s) offered, and other significant features of the program, such as elements/resources for forward-looking new program contributions to the state’s economy, or specialized program accreditation. | | | |
| The Nursing program is a multi-entry, multi exit program that prepares practical nurses and registered nurses with the theoretical and clinical foundations for educational and career mobility in nursing, including advanced placement for currently licensed practical nurses. The Associates of Science degree prepares nurses with the fundamentals to articulate into baccalaureate and masters degree education. The program prepares graduates to practice nursing in a variety of health care settings in the Pacific Islands. The core-competencies integrate evidence based practice with health promotion, acute, and chronic care of individuals across the lifespan, families, villages and communities. The emphasis on culture and caring is adapted from the work of American Indian tribal college nursing program. | | | |
| **Program Admission Requirements** | | | |
| This section describes the requirements for admission into the program and other requisites. | | | |
| Total credit required: 72 – 82 Credits    **General Education Core requirements: (24 credits)**  EN 120a: Expository Writing I (3)  EN 120b: Expository Writing II (3)  PH 109: Math for Health Science **or**  MS 100: College Algebra (3)  SC 122a : Anatomy and Physiology I with Lab (4)  SC 122b: Anatomy and Physiology II with lab (4)  SC 180 Microbiology with Lab (4)  PH 131: Food and Nutrition in the Lifecycle (3) **or**  PH 231: Food and Nutrition and Lifestyle Disease (3) **or**  SC 112: Introduction to Human Nutrition (3)  **General Education Courses During the Program: (10 credits)**  ED/PH 201: Human Growth and Development (3)  SS 150: History of Micronesia (3)  Exercise Sports Science Course (1)  Humanities (3)  **Major Course Requirements: (38 credits)**    NU 123: Writing Research in Nursing Lab (1)  NU 125: Health Promotion in Nursing with Lab (7)  NU 133: Pharmacology (3)  NU 134: Pathophysiology (3)  NU 135: Health and Illness in Nursing I with Lab (7)  NU 225: Health and Illness in Nursing II with Lab (7)  NU 235: Health and Illness in Nursing III with Lab (7)  NU 245: Leadership in Clinical Practice Capstone (3)  **Major Course Electives: (10 credits)**    NU 121: Study and Test Taking Skills in Nursing I (2)  NU 122: Math Skills in Nursing I (2)  NU 131: Study and Test Taking Skills in Nursing II (2)  NU 132: Math Skills in Nursing II (2)  NU 221 Study and Test Taking Skills in Nursing III (2)  NU 222: Math Skills in Nursing III (2)  NU 231: Study and Test taking Skills in Nursing IV (2)  NU 246: NCLEX RN Prep (3) | | | |
| **Program Certificate/Degree Requirements** | | | |
| This section specifies the requirements for obtaining a certificate/degree in the program, including specific courses, credits, internships, practical, etc. This section should also include the program’s suggested schedule and program course matrix. | | | |
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| **Program Courses and Enrollment** | | | |
| This section lists courses offered in the program, including number of sections, course enrollment, section fill rates, and redundancy of courses across the institution. | | | |

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| Courses | Number of section/s | Course Enrollment | Section fill-rates |
| NU 123: Writing Research in Nursing with Lab | 3 | 36 | 48.3% |
| NU 125: Health Promotion in Nursing with Lab | 3 | 44 | 48.3% |
| NU 133: Pharmacology | 2 | 34 | 25.0% |
| NU 134: Pathophysiology | 2 | 29 | 30.0% |
| NU 135: Health and Illness in Nursing I | 2 | 15 | 37.5% |
| NU 225: Health and Illness in Nursing II with Lab | 3 | 18 | 30.0% |
| NU 235: Health and Illness in Nursing III with Lab | 2 | 14 | 35.0% |
| NU 245: Leadership in Clinical Practice Capstone | 2 | 14 | 35.0% |

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| **Program Faculty** |
| This section reports the faculty of the program, including full-time and part-time faculty. The degrees held and rank are provided for the full-time and part-time faculty. |

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| Instructor | Position | Degrees Held | Status |
| **Paul Dacanay** | Assistant Professor | Doctor of Medicine  Bachelor of Science Degree Major in Biology | Full time Faculty |
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| **Kathleen Benjamin** | Instructor | Master’s in Public Health  Registered Nurse  Bachelor of Science in Nursing | Full time Faculty |
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| **Rudelyn Dacanay** | Instructor | Registered Nurse  Bachelors of Science in Nursing | Full-time Faculty |
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| **Garnette Gorospe** | Instructor | Bachelors of Science in Nursing  Registered Nurse | Part-time Instructor |

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| **Program Indicators** | |
| This section provides the data for analyzing the extent to which the program has achieved the established outcomes and criteria. This is the most important part of the program review. The data that will be collected and evaluated are the following: | |
| Assessment of course student learning outcomes of program courses | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Course Student Learning Outcome NU 123 | | | | | | | | |  | SLO 1 | SLO2 | SLO 3 | SLO 4 | SLO 5 | SLO 6 | SLO 7 | Number of Students | | Spring 2016 | 95% | 95% | 100% | 95% | 100% | 91% | 100% | 11 | | Spring 2017 | 76% | 76% | 76% | 76% | 76% | 76% | 76% | 21 | | Spring 2018 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 18 | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | | Average | 90% | 90% | 92% | 90% | 92% | 89% | 92% |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Course Student Learning Outcome NU 125 | | | | | | | | |  | SLO 1 | SLO2 | SLO 3 | SLO 4 | SLO 5 | SLO 6 | SLO 7 | Number of Students | | Spring 2016 | 80% | 90% | 100% | 95% | 100% | 100% | 95% | 12 | | Spring 2017 | 74% | 74% | 74% | 74% | 74% | 74% | 74% | 19 | | Spring 2018 | 73% | 73% | 73% | 73% | 73% | 73% | 73% | 15 | |  |  |  |  |  |  |  |  |  | | Average | 76% | 79% | 82% | 81% | 82% | 82% | 81% |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Course Student Learning Outcome NU 225 | | | | | | | | |  | SLO 1 | SLO2 | SLO 3 | SLO 4 | SLO 5 | SLO 6 | SLO 7 | Number of Students | | Spring 2016 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 5 | | Spring 2017 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 3 | | Spring 2018 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 14 | |  |  |  |  |  |  |  |  |  | | Average | 100% | 100% | 100% | 100% | 100% | 100% | 100% |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Course Student Learning Outcome NU 133 | | | | | | | | |  | SLO 1 | SLO2 | SLO 3 | SLO 4 | SLO 5 | SLO 6 | SLO 7 | Number of Students | | Fall 2016 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 11 | | Fall 2017 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 14 | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | | Average | 100% | 100% | 100% | 100% | 100% | 100% | 100% |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Course Student Learning Outcome NU 134 | | | | | | | | |  | SLO 1 | SLO2 | SLO 3 | SLO 4 | SLO 5 | SLO 6 | SLO 7 | Number of Students | | Fall 2016 | 100% | 100% | 100% | 100% | 100% | 100% | 75% | 4 | | Fall 2017 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 15 | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | | Average | 100% | 100% | 100% | 100% | 100% | 100% | 88% |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Course Student Learning Outcome NU 135 | | | | | | | | |  | SLO 1 | SLO2 | SLO 3 | SLO 4 | SLO 5 | SLO 6 | SLO 7 | Number of Students | | Fall 2016 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 4 | | Fall 2017 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 14 | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | | Average | 100% | 100% | 100% | 100% | 100% | 100% | 100% |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Course Student Learning Outcome NU 235 | | | | | | | | |  | SLO 1 | SLO2 | SLO 3 | SLO 4 | SLO 5 | SLO 6 | SLO 7 | Number of Students | | Fall 2016 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 4 | | Fall 2017 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 4 | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | | Average | 100% | 100% | 100% | 100% | 100% | 100% | 100% |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Course Student Learning Outcome NU 245 | | | | | | | | |  | SLO 1 | SLO2 | SLO 3 | SLO 4 | SLO 5 | SLO 6 | SLO 7 | Number of Students | | Fall 2016 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 4 | | Fall 2017 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 4 | |  |  |  |  |  |  |  |  |  | | Average | 100% | 100% | 100% | 100% | 100% | 100% | 100% |  | |  |  |  |  |  |  |  |  |  | |
| Assessment of program student learning outcomes | Associate of Science Degree in Nursing  What we looked at: Students who are taking courses related to PSLO 1 should be able to model personal and professional actions based on self-reflection, core nursing values, and lifelong growth integrating new knowledge, ethical principles, and legal standards for safe, quality nursing practice. Successful completion of this objective will be indicated by more than 80% of students being able to demonstrate personal and professional nursing practice. Assessment of this will be based on clinical skills check-off and clinical evaluation tools.  Students who are taking courses related PSLO 2 should be able to incorporate nursing knowledge to assess, plan, deliver and evaluate care within the context of the inter-professional health care team. Assessment of this course is based on the student’s skills in developing nursing care plan based on their assessment of the patient’s health status. The nursing care plan will show how they confront the patient’s issues within the legal and ethical boundaries of delivering quality and safe care.  Successful completion of this objective will be indicated by more than 85% of students being able to incorporate personal and professional nursing practice. Clinical skills check-off, clinical evaluation tools, and portfolio will be used.  Students who are taking courses related to PSLO 7 must be able to practice and contribute to the primary care and public health care systems in Micronesia to promote family and community wellness. In this course, students were asked to do community health assessment and develop a control measure and prevention (primary prevention) activity that they will teach members of the community. Written reports and oral presentation will be done at the end of the project. |
| Program enrollment (historical enrollment patterns, student credits by major) | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Program | Term | Sections | Maximum Enrollment | Enrollment | Enrollment Ratio | Enrollment average | | Associate of Science in Nursing | Sp’ 2016 | 3 | 60 | 28 | 47% | 9.3 | | Fa’ 2016 | 5 | 60 | 34 | 57% | 9.4 | | Sp’ 2017 | 3 | 60 | 44 | 73.3% | 10.4 | |  | Fa’ 2017 | 5 | 60 | 51 | 85% | 16% | |
| Average class size |  |
| Course completion rate | Term Course No. of Students Passing  Rate  Spring 2016 NU 123 11 100%  NU 125 12 100%  NU 225 4 100%  Fall 2016 NU 133 11 100%  NU 134 4 100%  NU 135 4 100%  NU 235 4 100%  NU 245 4 100%  Spring 2017 NU123 16 100%  NU 125 14 100%  NU 225 3 100%  Fall 2017 NU 133 14 100%  NU 134 15 100%  NU 135 14 100%  NU 235 4 100%  NU 245 4 100%  Spring 2018 NU 123 18 100%  NU 125 15 73%  NU 225 14 100% |
| Student retention rate (Fall-to-Fall for two-year programs; Fall-to-Spring for one-year programs) | Fall 2016 – Fall 2017 111% |
| Graduation rate based on yearly number | Fall 2016 - 14% Fall 2017 – 21% |
| Students seat cost |  |
| Cost of duplicate or redundant courses, programs or services | There are no duplicate or redundant courses |
| Students’ satisfaction rate | Based on the College student satisfaction survey done every semester, and the Division of Health Science student satisfaction survey, the rate the Nursing Program as satisfactory to be very satisfactory. |
| Alumni data | There are 24 nursing student alumni from our program |
| Employment data and employer feedback (employer survey) | Of the 9 students who graduated in Fall 2014, two [2] have further pursued their education. One is in Fiji National University pursuing his Bachelor in Nursing and another student is in University of Hawaii, Manoa pursuing a Bachelors Degree in Nutrition. Two of the graduate went back to their home state [Yap and Kosrae], and is presently working with the State Hospital. The other 5 graduates are presently working at the Pohnpei State Hospital.  As for the four [3] graduates in Fall 2015, all are working as staff nurse at Pohnpei State Hospital.  As for the four [4] graduates in Fall 2016, all are working as staff nurses in the Pohnpei State Hospital.  Fall 2017, four [4] graduates two [2] are currently working as staff nurses at the Pohnpei State Hospital and two [2] are working as staff nurses at the Kosrae State Hospital. |
| Program added or cancelled at nearby regional institutions (PCC, GCC, Hawaii schools, UOG, CMI, NMC) | Still no data available |
| Transfer rate |  |
| **Analysis** | |
| **Findings**  This section provides discussion of information discovered as a result of the evaluation such as problems or concerns with the program and what part of the program is working well and meeting expectation. | Enrollment for the AS Nursing Program relies on the number of students in the Pre-Nursing program to complete their pre-requisite courses or HCOP graduates who completed their CNA. To increase our enrollment for the AS in Nursing Program, we must provide a good academic advisement to our pre-nursing students so they will be able to complete their pre-requisites and enter the program early. Also to do more recruitment of HCOP graduates since they already met the pre-requisites and only require them to pass the CNA program. |
| **Recommendations**  This section provides recommendations from the program on what to do to improve or enhance the quality of program and course learning outcomes as well as program goals and objectives. This section should also include suggestions that describe how the program might be able to create opportunities for a better program in the future. Some examples are exploring alternate delivery mechanisms, forming external partnerships, or realigning with other programs. | Nursing major students are delayed in graduating due to some required general education courses offered are limited in number therefore they have to wait for a year in order to be able to take the course. If the nursing program can offered the required science courses such as A&P to our students will expedite their completing the program on a timely basis. |

*Form is newly revised. Previous Program Reviews are available at* [*http://wiki.comfsm.fm/Academic\_Programs*](http://wiki.comfsm.fm/Academic_Programs)

*Micronesian Studies is a very good example. Program review checklist is on the next page.*