

Substantive Change Proposal

Multi-level Nursing Program

College of Micronesia-FSM

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A. Description of the proposed change and the reasons for it.

• A brief description of the change

The College of Micronesia-FSM proposes a new academic program leading to an associate degree in nursing. The proposed program addresses the national need for health care providers in all four states – Chuuk, Kosrae, Pohnpei, and Yap. The proposed program is designed as a multiple entry multiple exit program. Those students placing in developmental English and/or math can begin the program with a six credit hour nursing course sequence combined with an additional 13-25 hours depending on placement in the English and Math sequence. The program prepares graduates to function as an entry level nursing assistant. After successful completion of the program at this level, graduates earn a certificate of completion and can choose to continue enrollment in the certificate of achievement program in practical nursing (PN) or the associate degree program in nursing. Students placing in college-level, credit-bearing courses enroll in a sequence of nursing courses that provide for exit at the practical nurse level after 45 credit hours and earn the associate degree after the successful completion of an additional 29 credit hours and achievement of all institutional graduation requirements. Practical nurses who hold certificates from other practical nurse programs and licensure in the FSM may apply for a PN to RN (registered nurse) transition option within this program. They must meet admission requirements for the associate degree program, complete all general education and support courses sequenced in the first academic year of the associate degree program, and successfully complete a transitional course during the summer to enter the second academic year of the associate degree program.

Proposed program exit points:

- Nursing Assistant Certificate of Completion
- Practical Nursing Certificate of Achievement
- Associate Degree in Nursing

Program admission, progression, and graduation requirements, including the curriculum, are described later in this document. Graduates from the practical and associate degree programs meet the FSM Board of Nursing's educational eligibility for licensure (see website <http://www.fsmlaw.org/>). In addition to educational eligibility, graduates must submit an application for licensure that addresses personal eligibility requirements and must successfully pass the FSM Board of Nursing licensing examination.

• Evidence of a clear relationship to the institution's stated mission

The proposed program aligns with the vision and mission of the College of Micronesia-FSM.

College of Micronesia-FSM Vision Statement: "The College of Micronesia-FSM will assist the citizens of the Federated States of Micronesia to be well-educated, prosperous, globally connected, accountable, healthy and able to live in harmony with the environment and the world community."

College of Micronesia-FSM Mission Statement: "Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The College is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical education opportunities for student learning."

Proposed Nursing Program Philosophy: The Nursing Department believes that fulfilling the mission and vision of the College of Micronesia-FSM rests with creating a healthy community. The department values diversity while recognizing the uniqueness and cultural perspectives of our region, and strives to educate professional nurses within the context of this region and community.

Nursing Program Mission: The Nursing Program educates students to serve the health care needs of the people of Micronesia as certified nursing assistants, practical nurses, and associate degree nurses, in community-based health care sites across the Federated States of Micronesia.

The proposed program supports the College mission and addresses the College's role in achieving the national Strategic Goal 6 of the 2004 Health Sector Strategic Plan (Appendix A). The proposed program offers additional opportunities for the citizens of the Federated States of Micronesia to advance career and technical education, while improving the health care for the citizens of the country and contributing to the economic base.

B. Description of the program to be offered including evidence that:

• **The educational purposes of the change are clear and appropriate**

The proposed program offers students the opportunity to acquire educational preparation to enter the health care workforce at three levels: as a certified nursing assistant, a certified practical nurse, and a registered nurse prepared at the associate degree level. A description of each of these programs follows.

The curricular design integrates diversity, health promotion, disease prevention, communication, and caring. The program is designed to serve students based on their abilities and as such is a multiple entry multiple exit (or ladder) program. The nursing curriculum integrates COM-FSM's general education student learning outcomes with student learning outcomes specific to professional nursing practice. Students entering the program must demonstrate competency in math, science, English and reading using admission data from high school and any standardized testing.

The curriculum builds developmentally from basic or foundational knowledge and skills to increasingly more complex knowledge and skills. Student learning is enhanced when students are enrolled in support courses and nursing courses within the same semester. Nursing knowledge is linked to knowledge in the biological and social sciences in a developmental sequence that progresses from the known to the unknown and from simple to complex concepts.

The program is academically challenging and requires intense time commitment. For this reason students may choose to enroll in some general education courses prior to enrolling in the nursing sequence. However, whenever possible, it is strongly encouraged that students take support courses with the nursing courses as shown in the course sequence that follows. In most cases nursing courses include a didactic and clinical component. The clinical component must be supervised by a qualified registered nurse. The contact hour to credit hour relationship is one contact hour for every credit hour of didactic instruction and 3 contact hours for every credit hour of clinical instruction.

Student Learning Outcomes

Nursing Assistant Certificate	Practical Nursing Certificate	Associate Degree in Nursing
<p>Under the supervision of professional nursing, medical or licensed health care personnel, graduates of the certificate program will:</p> <ul style="list-style-type: none"> • Assist patients with activities of daily living; • Collect basic health assessment data, including vital signs, weights, intake and output data, as examples; • Apply concepts of medical asepsis in the delivery of care; • Assist with ambulation, positioning, transfer, and range of motion; • Communicate effectively with patients, families, and health care providers. 	<p>Graduates will:</p> <ul style="list-style-type: none"> • Demonstrate all the outcomes associated with the NA certificate program; • Participate collaboratively in the nursing process by contributing to assessment, planning, implementation and evaluation of individualized, holistic plans of care; • Provide basic information to meet the learning needs of clients; • Use nursing knowledge, skills, and current technology to provide and promote safe nursing practice; • Demonstrate understanding of the levels of authority and responsibility and use basic leadership skills to delegate nursing care tasks. 	<p>Graduates will:</p> <ul style="list-style-type: none"> • Use the nursing process in the promotion of health, prevention of disease, and care of those suffering from illnesses; • Demonstrate effective decision making skills in all areas of nursing practice including community and hospital settings; • Pursue personal and professional development in nursing; • Recognize and act in accordance with his/her legal and ethical responsibilities as a professional nurse and citizen; • Work collaboratively with the healthcare team in all health care settings.

Nursing Assistant Program – 19 credits

(Certificate of Completion)

Program Description:

The skills learned in the Nursing Assistant program are a pre-requisite to all other Practical Nurse Certificate Program courses and Associate Degree Nursing courses. The program emphasizes the necessary skills for the student to function as an important member of the nursing team under the direction and supervision of a FSM Licensed Practical Nurse or Registered Nurse, and on basic self-care skills and health promotion activities.

Employment opportunities for the nursing assistant include hospitals, home health care, clinics and doctor's offices. All nursing assistants are required to complete the approved program and pass the nursing assistant competency test.

Admission Requirements – NA Program

- Earned High School diploma or GED
- GPA 2.5 or higher in high school or college
- COM – FSM Entrance Test

Nursing Assistant Course Requirement: (Pre-nursing requirement)

(6 credits in nursing plus a minimum of 13 credits in English, Computer Applications, and Math depending on placement)

Nursing Assistant Certificate of Completion Course Requirements:

- NURS 100 Basic Skills – 5 credit hours
- NURS 101 Medical Terminology – 1 credit hour
- English – based on placement - 6 credit hours
 - C or better in ESL 088 Reading IV or placement in ESL 089 Reading V*
 - C or better in ESL 098 Writing IV or placement in ESL 099 Writing V*
- Math based on placement - 4 credit hours
 - Successful completion of MS 099 Pre-Algebra*
- Computer Applications – 3 credit hours
 - CA 095 or CA 100 depending on placement

Support Courses for Nursing Assistant Certificate of Completion

ESL 089 Reading V (3 credits)*

ESL 099 Writing V (3 credits)*

MS 099 Pre Algebra (4 credits)*

CA 100 Computer Applications (3 credits)

SC 098 Survey of Science (3 credits) - strongly encouraged but not required

* These courses are not needed if students tests into 100 level English and/or Math. Credits for courses below 100 level will not count towards the practical nurse certificate or AS degree.

Licensed Practical Nurse Certificate Program - 45 credits

Certificate of Achievement

Program Description:

This program is designed to provide students with technical knowledge, skills and proper work habits/attitudes necessary for employment as practical nurses with eligibility to sit for the FSM Board of Nursing licensing exam. This program focuses on basic assessment skills, collection of pertinent data, use of basic critical thinking skills and effective communication with the professional nurse to implement safe patient care. The primary requirement for entry into the Practical Nurse Program will be based on the COM-FSM Entrance Test scores in English, Math and Science.

(Minimum) Admission Requirements – PN Program

- Age 18
- Earned high school diploma or GED
- GPA 2.5 in high school or college
- COM-FSM Entrance Test with Minimum Passing Scores
- Demonstrate proficiency levels to enter credit-bearing English and Math courses

Prior to beginning any PN program nursing courses

- Nursing Assistant Certification in FSM and/or demonstrated competency
- Documentation of current CPR certification
- Updated immunization card on file at nursing office at hospital
- Police clearance check within the last 6 months

PN Program General Education and Support Course Requirements:

English Requirements.....6 Credits

EN 110 Advanced Reading (3 credits)

EN 120a Expository Writing (3 credits)

Math Requirements.....3 Credits

MS 109 Math for Nurses (3 credits)

Science Requirements.....	8 Credits
Anatomy and Physiology I & II w/lab (4 credits each)	
ESS Requirements.....	1 Credit
Exercise Sports Science Course (1 credit)	
Support Courses:	9 Credits
Psychology 101 (3)	
Life-span Development (3)	
Nutrition (3)	
Nursing Requirements.....	18 Credits
Nursing and Health Promotion (5)	
Nursing in Health Deviations I w/Pharmacology I (7)	
Family Nursing (6)	

See the curriculum map and student learning portfolio requirements in Appendix B. The map connects the program outcomes to the institutional general education outcomes and nursing, support, and general education courses to the program outcomes. The portfolio lists required evidence of student learning that students must collect over their educational pathway. Faculty will develop standardized rubrics to be used for the assessment of nursing care plans and for the formative and summative assessment of the portfolio. Nursing course descriptions and program course sequencing can be found in Appendix B. Sample syllabi can be found in Appendix O.

C. Description of the planning process which led to the request for the change including:

- **How the change relates to the institution’s planning process and stated mission**

The following chart tracks the proposed program’s path through the institutional planning and approval process.

Date	Agency	Action
1998-1999	FSM Economic Summit	Identified the need for development of an educated health care workforce with a charge to the College of Micronesia –FSM to explore and develop programs.
2004	FSM Health Sector Strategic Plan (Appendix A)	Identified specific need for educated nurses within FSM and established a goal for launching a nursing program.
2005	WHO Contract for Curricular Development (Appendix C)	Developed a curriculum for the proposed program.
2006-2007	PIHOA Nahlap Meeting and Resolution FSM HRIH Report FSM Nurse Advisory Council COM-FSM Curriculum Committee Endorsement (Appendix D) COM-FSM Cabinet (Appendix E) COM Board of Regents (Appendix E)	Continued identification of the need and bringing to bear external agencies’ influence to develop nursing and public health programs in the FSM. Proposed program is presented to the curriculum committee undergoes some suggested revisions and receives endorsement. Cabinet approves the program. BOR approves the program.

2004	ACCJC/WASC Sanction of COM-FSM (Appendix F)	No new programs can be submitted for approval.
2005 -2006	WASC accreditation reaffirmed (Appendix G) Board of Regents approves program In May 2006.	Continue to identify funding sources for proposed nursing program.
2007	American Pacific Nurse Leaders Council Meeting	Discussed specialized accreditation of nursing programs (NLN) standards and criteria. Meeting outcomes <ul style="list-style-type: none"> • call for cooperation and development of shared curricular framework through-out the Pacific • seek funding to support faculty development, improve faculty credentials, and support curricular development • identified concerns with the number of credit hours (>90) in the proposed program at COM-FSM and in the programs at Northern Marianas College and College of the Marshall Islands.
2008	PIHOA Nursing Advisory Group	Provides funding for continued development of the nursing program and revision of the curriculum to meet accreditation criteria. (Appendix L) Representatives from FSM nursing communities in all four states formed to provide input on program revisions, curriculum, and strategies for identifying and recruiting qualified faculty and students.
2009	Curriculum Committee (Appendix D) Cabinet Board of Regents (Appendix E)	Reviewed and endorsed the revised curricular framework. Revised curriculum reviewed and approved through internal structures and processes.

The Vice President for Instructional Affairs (VP/IA), Jean Thoulag, provided leadership, management and coordination of community professionals, external agencies, and the internal college structures and processes influencing the development of the proposed program. Beginning in 2007, she represented the COM-FSM at the annual American Pacific Nurse Leaders Council meetings. This group plays an instrumental role in bringing together the nursing leadership from education, clinical practice, the World Health Organization, and the US Public Health Service in the Pacific islands including Hawaii, Guam, American Samoa, Federated States of Micronesia, Northern Marianas, Marshall Islands, and Palau. The nurse educators within the council continue to work on efforts to provide resources and programming for faculty development, create opportunities for current faculty to achieve advanced degrees, generate

curricular planning toward a common nursing curriculum at the associate degree level with articulations to baccalaureate programs in Guam and Hawaii, and seek funding resources to support these efforts.

Under the leadership of the College of the Marshall Islands, the council collaborated on the submission of a Partnership in Nursing Grant through the Northwest Foundation and the Robert Wood Johnson Foundation which resulted in \$860,844 in funding to support faculty development and training of clinical preceptors over a two year period beginning in November 2008 (Appendix H). Currently the council is awaiting the results of a grant submitted to US Department of Health and Human Resources under the Area Health Education Centers (AHEC) program (Appendix I). This grant provides for funding of a nursing program coordinator, nursing faculty positions and tutoring services for students.

- **The assessment of needs and resources which has taken place**

As identified earlier the College has in place sufficient academic and student services resources for this proposed program. The general education and support courses for the proposed program are being offered on a routine basis at the National Campus. Many of the support courses and general education courses are also available at the state campuses on Pohnpei, Chuuk, Kosrae, and Yap. No additional resources are expected to be needed for the support and general education components of the proposed program.

The Learning Resources Center at the National Campus holds over 60,000 volumes and 3,000 plus pieces of audio visual materials. Since 2007, the LRC began to incorporate the new public health training program and nursing program needs in their collection development plan. Acquisition of key references and support materials for both the public health and nursing programs is ongoing. Internet access is available to all college faculty, staff and students for research from desktops or for students through computers in the library or in one of four computer labs. In collaboration with Pacific Resources in Education and Learning, faculty and students at any campus have access to EBSCO databases and Stat!Ref, a collection of full text medical resources. EBSCO Publishing indexes more than 11,000 magazine and journals in all subject areas, including education, health, business, computing, current events and news, and social issues. State campus libraries under the guidance of the Director of the National Campus library have built modest collections to serve reference needs and program course needs.

Currently, each of the four hospitals in the four FSM states is in the process of updating on-site medical libraries with assistance from grant funds through the Robert Wood Johnson Foundation and the Ayuda Foundation based in Guam.

Faculty members also have access to support through the Pacific Open Health Learning Net for comparative course content information and linking with health and other information resources.

Space availability for classrooms, faculty offices, and conferencing space is available and adequate to support the proposed program. Space for an on-campus skills laboratory is available. Purchasing of equipment and supplies is reflected in the program's *pro forma* (see Appendix J). Start up funding for supplies and equipment is available through one time subsidies from the state governments

The anticipated effect of the proposed change on the rest of the institution.

As stated in the *General Catalog 2007-2009*, primary responsibility for the delivery of associate degree and third-year level certificate programs rests with the National Campus. The four state campuses support vocational education and certificate programs aimed at upgrading basic and specific skills. The

proposed nursing program will be initially centralized in Pohnpei at the National Campus. Students from Pohnpei, Chuuk, Kosrae, and Yap have the option to complete general education and support courses on their state campuses or at the national campus and will have an opportunity to return to their state health care facilities for clinical externships while they are enrolled in the degree program.

While the state campuses and health services are eager to offer this program at their sites, in order to ensure a quality program the college recognizes that it is prudent to initiate and manage this program from a central location. As the capacities on the state campuses and with the health care delivery systems increase, the proposed program will be distributed to the state campuses with management and oversight resting with the National Campus. The College continues to build its capacity to use technologies in the delivery of educational offerings. It is anticipated that this proposed program will benefit from the College's increased capacity to deliver a variety of courses at the state campuses. Work is underway to ensure technology (Elluminate and SMART Technologies) is in place and to improve the science laboratory facilities at these sites.

The College of Micronesia-FSM provides student resources and activities on all of its campuses. Resources provided include an orientation program, academic advising, guidance and counseling services, health services, sport and recreation facilities and services, a college bookstore, and student centers. Dorm facilities are available at the national campus site on Pohnpei. Students admitted to the proposed program will have access to all the resources and support services as students enrolled in current certificate and degree programs. The enrollment projections for the proposed program will not significantly increase the demand for these resources.

The proposed program requires the addition of a program coordinator, faculty to teach the nursing courses (four when the program is in full operation), and training of clinical preceptors to assist with the supervision of student learning experiences in the hospital and community settings. The current faculty handbook describes faculty workload and expectations. The faculty handbook can be found at <http://www.comfsm.fm/national/instrutional/handbooks/fachb.pdf>. Nursing faculty will function within the policies and procedures as any other faculty member at the College.

- **A clear statement of the intended benefits that will result from the change.**

The proposed program meets a significant need for health care providers in the Federated States of Micronesia. Increasing the local health care workforce supply reduces the cost of recruiting ex-patriots to serve in this workforce. The program builds on the College's academic programs in the liberal arts and builds on the College's capacity to support a program based on the applied sciences. The multiple entry/exit options of the proposed program have the capacity to serve up to 70 students by the second full academic year of the program. While the budgetary figures reflect revenues from only nursing courses, students in the program will be enrolling in and contributing to tuition revenues from general education and support courses. Many students will choose to take these courses before matriculation into the nursing course sequence. The proposed program's design potentially increases the diversity of students being served. Many students enrolling will be non-traditional aged students who are already in the workforce.

- **A description of the preparation and planning process for the change.**

Preparation and planning for this new program began a decade ago with recommendations from a health care needs assessment of the Pacific Islands conducted by the World Health Organization. An in-depth assessment of the health workforce training needs was commissioned by WHO in 1998-99 (the FSM Health Workforce Development Plan 2000-2019). At the time it was written, the authors estimated

that, “Over the next twenty years, something like 50 percent of the 300-strong nursing workforce will have reached the age of 60 years and presumably retired.” They further estimated that about 150 new nurses (about 7-8 graduates each year), would be needed to replace those lost to retirement and projected that 20 additional new nurses were needed each year thereafter to replace those lost to attrition. After taking into consideration other factors such as student drop out and population growth rate the final estimate was 280 new nurses required over the next twenty years.

Since very few nurses have returned from training abroad since this report was written, there is a current estimated backlog of 120 nurses needed. This view is corroborated by data from HESA and the four state DHS (See report in Appendix C and Appendix K). By this measure, there is an immediate need for about 200 new nurses in the FSM, in addition to the estimated 20 needed each year to replace those lost to attrition. However, because the estimates in the assessment done in 1999 ignored the fact that many of the 300 nurses in the FSM have had no formal training and need to enter nursing school as well, the actual number of nursing students may be much higher. The urgency of the need for more nurses has been acknowledged by the FSM national government. Strategic Goal 6 of the FSM Health Sector Strategic Plan, published in January 2004 (Appendix A), commits to: “Establish long-term training for nurses and para-medicals” and the Report of the Third FSM Economic Summit recommends that “the resources of COM-FSM be used to develop and train health care workers within the FSM.”

The Institute of Medicine (IOM) also acknowledged health worker training as one of the foremost needs of six jurisdictions in the region (FSM, Guam, Commonwealth of the Northern Mariana Islands, Republic of Palau, the Republic of the Marshall Islands and American Samoa). Follow-up studies and grant applications to AHEC in 2004 and 2006 also underscore the need for additional health care providers, specifically registered nurses. Most recently in 2008 and 2009, this need has again been underscored by needs assessments in support of new AHEC grant proposals and PIHOA health care workforce plan.

In fall 2008, the College with the financial support of PIHOA, contracted the services of a consultant to assess the capacity of the College and the community to deliver an associate degree nursing program (see report in Appendix P). With the significant need for registered nurses throughout the FSM, and with particularly lacking health care services in the states of Chuuk and Kosrae, it may appear appropriate for the College to develop a distributive model for the delivery of the nursing curriculum. However, given the need for academic support courses in the sciences, the lack of qualified nurses to support the curriculum, and the differences in hospital and community health facilities across the four states, the proposed program will initially be launched and coordinated from a centralized location on Pohnpei.

D. Evidence that the institution has analyzed and provided for adequate human, administrative, financial, and physical resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including:

- **Evidence of sufficient and qualified faculty, management, and support staffing**

As indicated throughout this report, the proposed program has enjoyed the interest of wide-ranging constituencies including the national government and regional and global health agencies. Additionally, the local nursing communities in each state have been active in assisting with the needs assessment for nursing and the identification of qualified nurse clinicians and educators. A list of nurse practitioners and their academic credentials can be found in Appendix M. The College of Micronesia-FSM participates with several other colleges in the region in the Partners in Nursing (PIN) grant. This grant which is funded through the Northwest Health Foundation in partnership with the Robert Wood Johnson

Foundation provides for the development of nursing faculty in this region. The grant supports development activities for current faculty, provides preceptor training for clinical nurses, and offers educational grants and support for nurses to seek additional formal education. The College will work with nurses at the associate and bachelor's degree levels to encourage achievement of the master's degree in nursing.

Recruitment of qualified faculty at the master's degree or above is budgeted in the proposed program *pro forma*. The College anticipates delivering the first courses in the certified nursing assistant program in the fall of 2009. Due to the specialized professional qualifications for faculty in the proposed program it would not be fiscally or ethically responsible for the college to recruit and hire faculty for a program that has not been approved. However, as a part of the needs assessments conducted previously, the college has identified local professionals with minimum qualifications and has been in dialogue with regional health agencies that stand ready to assist in the recruitment of qualified nursing faculty.

Nursing faculty will meet the College's minimum requirement for educational preparation at the master's degree level. All nursing faculty will be required to have a current license for practice as a registered nurse in the FSM and recent clinical experience. The College's requirements exceed those established by the FSM Nurse Practice Act which states that the program coordinator must have a master's degree preferably in nursing and faculty must have a minimum of a bachelor's degree in nursing or its equivalent.

Several nursing practitioners in the community are minimally qualified to serve as the coordinator and/or in faculty positions in the proposed program (see Appendix M). They have been involved in the planning and design of the program and are interested in assuming roles in the delivery of the program. Additionally, pending approval of this proposed program, the college will launch an international faculty recruitment effort to bring academically and clinically qualified faculty to the region while the current practitioners with interest in faculty positions acquire the necessary academic degrees.

Through PIHOA and Pacific Open Learning Health Net (POLHN) a mixed cadre of faculty in the natural sciences and allied health, including nursing faculty will participate in the World Health Organization online courses for the development of distance learning courses. The software platform that supports all of the cooperative faculty development activities referred to in this report is Elluminate Live. COM-FSM has this software available at all its campuses and along with the SMART Technologies has the capacity to maximize participation in these faculty development activities.

The proposed program fits within the current academic administrative structure of the college, and will have a program coordinator to provide oversight for program management as well as serve as a member of the teaching faculty. The coordinator and nursing faculty will have access to secretarial and clerical support as other academic programs. The program coordinator and the college assessment committee will monitor staffing needs as a part of the routine program review and assessment process and make recommendations based on this process.

- **Evidence of appropriate equipment and facilities, including adequate control over any off-campus site.**

The proposed program *pro forma* in Appendix J describes the necessary equipment and resources required for the program. The College already is equipped to support technologies to enhance classroom instruction and access to electronic resources. The National Campus has 40 computers available for student access in the library; in addition there are 3 additional computer labs available for

student use. Most classrooms are air-conditioned and all are equipped with whiteboards. All educational departments have laptop computers and LCD projectors to take to the classrooms and many classrooms have SMART technologies.

The science laboratories on the National Campus are fully equipped to deliver science support courses such as microbiology and anatomy and physiology. State campuses are developing fully equipped science classrooms as part of facilities master plans. Yap and Kosrae have science classrooms and are currently acquiring and upgrading supplies and equipment.

The proposed program will require space and equipment to support a nursing skills laboratory. Equipment supplies include practice mannequins, specialty equipment associated with assessment and care of patients, audio-visual training resources and software to support the didactic and clinical components of the curriculum. These expenses will be integrated into the budgetary process over a three year period as the proposed program develops. Expenses for soft disposable supplies and equipment will be supported through the assessment of a laboratory fee charged to students when they enroll in the related nursing course(s). The budget reflects ongoing institutional support for replacement and upgrading of equipment beyond that required in the initial start-up phase.

Clinical experiences will take place in the on-campus skills laboratory, at the state hospital in Pohnpei, and in community agencies throughout the FSM. The hospital at Pohnpei and the state hospitals in Chuuk, Kosrae and Yap provide services for a wide-variety of patient condition. The state hospitals at Pohnpei and Yap are further along in the process of quality assurance, but PIHOA is working with the facilities in Chuuk and Kosrae to improve their processes.

All four states provide community-based health care services. The college will establish training contracts with clinical facilities to support the nursing courses ensuring that the curriculum, placement, supervision, and evaluation of student learning are the responsibility of the faculty and the College of Micronesia-FSM. Clinical preceptors (primary employees of the clinical agencies) will receive training from the College and will work cooperatively with the nursing faculty to ensure that students receive a quality clinical learning experience.

- **Evidence of fiscal resources including the initial and long-term amount and sources of funding for the proposed change.**

As indicated in the planning process, the proposed program grew out of a significant need to provide an educated nurse workforce for the Federated States of Micronesia and willingness to support the development of this program by the Pacific Island Health Officers Association, the national government of the Federated States of Micronesia, and grant funds from several U.S. government agencies and private foundations. The six-year projected cost and revenues for this program can be found in the *pro forma* in Appendix J. The budget reflects institutional revenues and budgetary dollars as well as the funding committed to the program from grants and other soft monies.

It is anticipated that the Nursing Assistant Program will offer courses leading to the certificate of completion every academic semester to cohorts of 20 students. Additionally, the program will be offered to a smaller cohort of 10 students during the summer session. The practical nurse/associate degree programs share two academic semesters and a summer session. This program will serve 20 students. It is anticipated that some of these students will exit at the practical nurse level, reducing the number of students who continue in the associate degree. The option for transitioning from practical nurse to associate degree will facilitate the current practical nurses practicing in the FSM and will be

offered in the summer to a cohort of up to ten students. This will alleviate some of the attrition that occurs for academic, personal, and/or exiting at the practical nurse option within the program. The budget reflects the enrollment numbers anticipated by academic year. When the program is fully operational the total number of students enrolled in all program options will range from 60-70. Normal attrition from the academic program is anticipated. However, with the multiple entry/exit option and the summer transition program for currently licensed practical nurses, the program should maintain a fairly steady enrollment.

Appendix J also contains letters documenting support for the development of the nursing program at the College of Micronesia-FSM.

- **Evidence of a plan for monitoring achievement of the desired outcomes of the proposed change**

The College of Micronesia-FSM implements an assessment plan that routinely calls for academic program review. The assessment plan, *College of Micronesia-FSM Institutional Assessment Plan (IAP) Handbook* can be accessed at <http://www.com fsm.fm/national/administration/VPA/researchdocs/irpo.html>. This handbook describes the process and includes assessment worksheets and forms to facilitate the work of the individual programs and the process. As a result of this assessment process, recommendations from the program and the Assessment Committee are forwarded to the Planning and Resources Committee which prioritizes these recommendations based on institutional priorities and budgetary restrictions. These recommendations inform the budget cycle and resource allocations for the institution. The proposed program will participate in this institutional assessment process.

E. Evidence that the institution has received all necessary internal or external approvals, including:

- **A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained.**

The internal approval of the proposed program began with the first program proposal in May 2006 with the more recent modified program being reviewed and endorsed.

- A detailed review by the college's curriculum committee which provided feedback in the early stages of the program development. The committee originally approved the program in April 2006 and the more recently modified program was reviewed on March 23, 2009 and approval through electronic vote on April 6, 2009. (See Appendix D)
- Review and analysis by the President's Cabinet with the recommendation that the program be approved by the President and forwarded to the Board of Regents took place initially in 2006. The cabinet endorsed the updates on the program modifications on April 7, 2009 for their endorsement. (See Appendix E)
- Submission to the COM-FSM Board of Regents for final internal approval initially occurred in May 2006 and recently the board endorsed the modifications to the 2006 program. See (Appendix E)

External approval for the program is required by the Federated States of Micronesia Board of Nursing. The Chair of the Board of Nursing is a member of the College's nursing advisory council and has been involved in all phases of the program planning and development. The Board of Nursing regulations are excerpted in Appendix N. The Nurse Practice Act for the Federated States of Micronesia can be found at

<http://www.fsmlaw.org/code>. The College will submit application for approval by the Board of Nursing upon approval by WASC/ACCJC. The proposed program has been designed to fulfill all the requirements of the FSM Board of Nursing.

F. Evidence that Eligibility Requirements will still be fulfilled after the Change

Authority – The implementation of the program will not impact the authority at the college. The proposed program instead, was established through the college’s free use of its authority.

Mission – The program will further promote the college’s ability to meet its mission by contributing to the development of the Federated States of Micronesia through the offering of another program as needed by the nation.

Governing Board – like any program offered by the college, the Board of Regents has approved this program and endorsed this proposal.

Chief Executive Officer – The chief executive officer endorsed the program, approved its review within the college’s committees, and submitted it to the governing board where it was approved.

Administrative Capacity – This program will be administered within the administrative matrix of the college.

Operational Status – This program fits into the operation of the college. Our prospective learners will be able to secure employment or pursue further education after completing this program.

Degrees – The degrees as described in section B of this proposal will enable our clientele another choice of program to choose from.

Educational Programs – The program has been approved through our curriculum approval process and will be monitored at course and program level and through the College’s institutional effectiveness processes which is currently being implemented in response to the Commission’s recommendations.

Academic Credit – The proposed program complies with the college’s format for offering credits. Details are available in section B of this proposal.

Student Learning and Achievement – The program will be regulated through the college’s institutional effectiveness plan. Student achievement will be monitored at both course and program level while student learning outcomes evaluation will be conducted using data generated from both internal and external sources. The extent of this process is documented under the college’s institutional effectiveness plan.

General Education – The learners will be required to take all general education requirements for academic programs.

Academic Freedom – The proposed program will also comply with the college’s academic freedom as clearly stated in its general catalog.

Faculty – Current faculty have the expertise and qualifications to support the general education and support course requirements for the proposed program. For a description of the anticipated faculty for the nursing courses and clinical experiences see section D of this report.

Student Services – The College will support the program using its student support services.

Admissions – Prospective learners will be required to enter the program through the approved college admission requirements for academic programs. This process is administered at each campus while all student records are accounted for and monitored by the office of admissions and records based at the National Campus. The college has implemented a web-based student data storage and access service which has greatly improved the admission process.

Information and Learning Resources – The Learning Resources Center at the National Campus is currently being stocked with materials to support this program. The learning support materials and resources necessary for the nursing skills laboratory are described in section C of this report.

Financial Resources – Refer to the financial section under section D of this report.

Financial Accountability – The college annually undergoes and makes available an external financial audit conducted by a certified public accountant. For the past three audit cycles, the college has received unqualified rating for its audits and is categorized as a low risk auditee.

Institutional Planning and Evaluation – The evaluation of this program will be integrated into the overall institutional effectiveness planning process which is being implemented by the college.

Public Information – Pending approval the program will appear in the next edition of college's general catalog. Current public information needs will be handled through the college's website, flyers, and radio public service announcements.

Relations with the Accrediting Commission – The College's ALO contacted Dr. Susan Clifford who verified the need to submit the report.

G. Evidence that accreditation standards will still be fulfilled after the change and all relevant Commission policies are followed:

- A. Standard I: Institutional Mission and Effectiveness
 - a. Mission – [See Eligibility Requirements section under section F of this proposal].
 - b. Improving Institutional Effectiveness – [See Eligibility Requirements under section F of this proposal].
- B. Standard II: Student Learning Programs and Services
 - a. Instructional Programs – The program will add another program offering to the college's current programs. The quality of the program will be regulated as part of the college's institutional effectiveness plan.
 - b. Student Support Services – [See *Administrative Services* under section D and *Admissions, Information, Learning Resources* under section F].
 - c. Library and Learning Support Services – [See *Eligibility Requirements* under section F of this proposal].
- C. Standard III: Resources – [Refer to section D of this proposal].
 - a. Human Resources
 - b. Physical Resources
 - c. Technology Resources
 - d. Financial Resources
- D. Standard IV: Leadership and Governance [Refer to section F of this proposal].
 - a. Decision-Making Roles and Processes
 - b. Board and Administrative Organization

