

## **Consideration of an Innovative Professional Pilot Program Project by South Texas College in McAllen, Texas Associate Degree Nursing Education Program**

### **Summary of Consideration:**

Consider the Application for an Innovative Professional Pilot Program Project (Rule 227) from South Texas College (STC) Associate Degree Nursing (ADN) Program in McAllen, Texas to establish a separate track in the ADN program for high school students. The pilot program project will enable students without a high school diploma or General Education Development Equivalency Test (GED) to be admitted to a separate program track in the STC ADN program in McAllen, Texas (*See Attachment #1*).

### **Historical Perspective of Rule 227:**

- At the April 2005 Board meeting, Rule 227, *Pilot Programs for Innovative Applications to Professional Nursing Education*, was adopted to allow professional programs to develop proposals and implement innovative education delivery models that required a waiver to Rule 215.
- At the April 2005 meeting, the Board also approved the Request for Proposals (RFPs) for Board of Nursing Innovative Professional Nursing Education Pilot Programs consistent with Rule 227.
- At the April 2005 meeting, the first proposal for a pilot program was submitted for Board approval from Midwestern State University in collaboration with Vernon College and the United Regional Healthcare System. The pilot project was approved and was successfully implemented. The model remains viable and is implemented at this time.
- Five (5) additional innovative pilot projects have been approved by the Board:
  - Victoria College ADN program in Victoria: "Preparing Certified Clinical Instructors".
  - Western Governors University Baccalaureate Degree Nursing Education (BSN) program: Program Expansion While on Initial Approval Status. An evaluation of this project was presented at the January 2013 Board meeting.
  - Coastal Bend College ADN program in Beeville, Texas: "The Use of BSN-Prepared Nurses Engaged in Graduate Studies to Serve as Certified Clinical Instructors". A final report was submitted in January 2013.
  - Tarleton University BSN program in Stephenville, Texas: "Using BSN RN Lab Mentors for Increasing Enrollment and Integrating Simulation Across the Curriculum: Metrics of Success".
  - Trinity Valley Community College ADN program: "Joint Pilot Project Among A Group of Associate Degree Nursing Education Programs for An Innovative Professional Nursing Education Approach Using Concept-Based Instruction". A report to the Board is scheduled for December 2015.

**Summary of the STC Pilot Project proposal (See Attachment #1):**

- The proposed pilot project is a public-private partnership among the Pharr-San Juan-Alamo (PSJA) Independent School District (ISD), the Region One Education Service, and Doctors Hospital at Renaissance (DHR) in Edinburg, Texas.
- The proposed student population is specific to twenty (20) to twenty-four (24) high achieving high school juniors. Students from five (5) high schools in the PSJA ISD will be invited to make application to the program.
- STC plans to begin a cohort of high school students in fall 2015. The anticipated graduation date for this cohort is August 2017. It is unclear in the proposal if STC plans to admit a cohort of junior year high school students in fall 2016.
- Prospective high school students seeking acceptance to the program will have completed the four (4) pre-requisite courses for admission to the STC ADN program: Anatomy, Physiology, English, and, Introduction to Nursing. Application to the pilot program will occur in the summer between the sophomore and junior year of high school. Students completing program prerequisites are able to make application to the nursing program.
- All general education courses required for the Associate in Applied Science in Nursing degree will be taught by STC faculty in respective high school facilities.
- Upon program acceptance, students will begin nursing courses in the junior year of high school, taking twelve (12) semester credit hours (SCH) in the fall semester of junior year, twelve (12) SCH in the spring semester of junior year, eleven (11) SCH in the fall semester senior year, six (6) SCH in the spring semester of senior year, and three (3) SCH in the summer after high school graduation.
- High school courses will be taken each morning from 8:00AM to 11:41AM. Students are then transported by the school district to the STC campus where nursing courses will be held in the afternoon from 1:00PM to 5:00PM, Monday through Wednesday. Clinical courses will be held for six (6) hours on Thursdays and Fridays from 1:00PM through 6:30PM. In some semesters, clinical courses will be held on Saturdays from 7:30AM through 3:30PM (See Attachment #2).
- Weekly contact hours for the pre-licensure nursing education program vary from twelve (12) to eighteen (18) depending on the semester. Weekly hours for high school courses are approximately fifteen (15).
- The proposed program will utilize the STC ADN existing curriculum/program of study.
- The PSJA school districts have agreed to cover financial costs for each student. These costs include: faculty salaries, nursing program costs, lab credit hour tuition, books, liability and medical insurances, and all clinical and program testing requirements.

**Other Pertinent Information:**

- STC has one of the largest high school/dual enrollment programs in Texas. Established in 1997, the college provided dual enrollment to over twelve thousand (12,000) students in 2014.
- In 2012, STC received the 12<sup>th</sup> Annual Texas Higher Education Star Award from the Texas Higher Education Coordinating Board (THECB) for its Dual Enrollment Medical

Science Academy (DEMSA). DEMSA provides an opportunity for high school students to earn an Associate of Science degree in Biology before earning a high school diploma.

- In January 2015, through a newspaper article, Board Staff were advised of STC's intent to provide an opportunity for high school students to be admitted to the STC ADN program in the junior year of high school, completing the nursing education program in the summer following high school graduation. On January 29, 2015, a conference call was held with the Program Director, Mr. Jayson Valerio, and interim Dean, Ms. Melba Trevino, who confirmed STC's plan to admit a cohort of high school students to the ADN program in fall 2015.
- The STC ADN Program Director reported that the pilot program curriculum will be identical to the existing curriculum with one exception specific to admission criteria. Pilot program students are not required to have a high school diploma or General Educational Development (GED) for program admission/acceptance. The current admission policy for the STC ADN program requires that applicants must have graduated from high school or hold a GED.
- In continuing conversations between the Program Director and Consultants for Nursing Education, it became evident that the high school cohort would be a separate track in the ADN program with only high school students accepted to the track.
- As admission criteria for the high school track differs from the current admission criteria and the proposed track is a new and separate track in the program, Board Staff requested that the STC ADN program submit an Innovative Professional Nursing Education Pilot Program proposal for consideration at the July Board meeting.
- In March 2015, Board Staff met with representatives from THECB and the Texas Workforce Commission (TWC) to discuss the proposed project. A telephone conversation was also held with a representative from Texas Education Agency (TEA).
- Each of the three agencies, THECB, TWC, and TEA, reports that the proposed program meets or is exempt from their regulations.
- The STC ADN program has been in operation since 1998.
- STC holds regional accreditation through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) with the most recent re-accreditation occurring in 2010.
- STC ADN program does not hold national nursing accreditation.
- Board Rule 215 for professional nursing education programs does not require specific admission, progression, dismissal, or graduation criteria. Rule 215 does specify that faculty have the responsibility to define and enforce nursing student policies, to include, but not limited to admission, progression, dismissal, and graduation.
- Board Staff reviewed the Licensure Member Board Profile on the National Council of State Boards of Nursing (NCSBN) website and found that twenty-eight (28) jurisdictions require high school graduation for registered nurse (RN) licensure. Texas does not require high school graduation for RN licensure.
- Forty-two (42) Boards in the NCSBN Licensure Member Board Profile cite no minimum age requirement for licensure as an RN. Texas is one of the forty-two (42) Boards.

- A survey of state boards found that sixteen (16) of the thirty-four (34) boards who responded have a rule requirement that high school graduation or completion of a GED be part of admission criteria for pre-licensure professional programs.
- Data from the STC 2014 Texas Board of Nursing Nursing Education Program Information Survey for Professional Nursing Programs (RN-NEPIS) include:
  - In academic year 2013-2014, 290 students were accepted to the STC program from a qualified pool of 442 applicants.
  - Reasons cited as very important and important for why qualified applicants were not offered admission included: 1) lack of qualified faculty applicants for budgeted positions, 2) lack of budgeted faculty positions, 3) lack of clinical space, and 4) limited classroom space.
- The STC ADN NCLEX-RN® pass rates for the past five (5) years are:

Year	BON Approval Status	NCLEX-RN® Pass Rate	Number of First Time Candidates (Passed/Total)
2014	Full	80.21%	150/187
2013	Full	88.33%	159/180
2012	Full	92.90%	144/155
2011	Full	85.87%	158/184
2010	Full	90.10%	173/192

**PROS AND CONS:**

**Pro:**

Approval of the Application for Innovative Professional Nursing Education Pilot Program from the STC in McAllen, Texas ADN program will enable the program to be in compliance with Rule 215.8(c), *Students* and Rule 215.9(i)(2)(B), *Program of Study*, which requires submission of a request for a major curriculum change for addition of a track to the program.

**Con:**

The proposed pilot program is an unproven model for associate degree programs which prepare graduates for licensure. No evidence is found in the literature related to outcomes of high school students admitted to pre-licensure professional nursing education programs.

**Staff Rationales:**

Board Staff have provided rationales for the requirements in the attached Board Order.

**Staff Rationale for Requirement #1:**

Rule 215.8(c) states “The program shall have well-defined, written nursing student policies based upon statutory and Board requirements, including nursing student admission, dismissal, progression, and graduation policies that shall be developed, implemented, and enforced.”

Existing admission policies require completion of high school graduation or evidence of a GED. The proposed change to the admission policy is specific to a separate track of program students.

**Therefore**, no later than September 1, 2015, the program shall submit to Board Staff a copy of all policy changes specific to the separate program track as identified in the Innovative Pilot Project Program.

**Staff Rationale for Requirement #2:**

Rule 215.9(i)(2)(B) states “Curriculum changes shall be developed by the faculty according to Board standards and shall include information outlined in the Board Education Guideline 3.7.1.a. Proposals for Curriculum Changes”. . . . “Major curriculum changes requiring Board staff approval prior to implementation include: . . .The addition of transition course(s), tracks/alternative programs of study, including MEEP, that provide educational mobility;”.

Rule 215.9 (m) states: “All professional nursing education programs implementing any curriculum change shall submit to Board Staff an evaluation of the outcomes of the implemented curriculum change through the first graduating class under the new curriculum”.

Board approval of the Innovative Pilot Project Program proposal waives Rule 215.9(i)(2)(B) ensuring program compliance with the rules governing professional nursing education programs.

The proposed addition of a separate track in the STC ADN program is an unproven model with no literature evidence of outcomes. Close monitoring by Board Staff is warranted to provide assistance or direction and promote student success as the pilot program project evolves.

**Therefore**, the program shall submit to Board Staff regular reports on the progress of the project. Data included in the progress reports should include, but not be limited to: admission, progression, and retention numbers; student course grades for each semester; student clinical grades; and, academic support interventions, such as tutoring, remediation, and supplemental instruction, provided each semester. Board Staff will provide a schedule of progress report deadlines. Board Staff will communicate dates for the progress reports to the Program Director.

**Staff Recommendation:**

Move to grant the request from the South Texas College Associate Degree Nursing Education program in McAllen, Texas for an exemption from Rules 215.8 (c) and 215.(9)(i)(2)(B) in the implementation of a separate track of students without high-school graduation or GED and impose the requirements/conditions indicated in the attached Board Order (Attachment #3).

Consideration of Request for Approval of  
South Texas College Associate Degree Nursing (ADN) Dual Enrollment  
in Partnership with Pharr-San Juan-Alamo Independent High School District and  
Doctor's Hospital at Renaissance for An Innovative Professional  
Nursing Program

Presented by:

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Texas Board of Nursing Application for Pilot Professional Nursing Education

May 27, 2015

## Summary of Request

Consider the Application for Innovative Professional Nursing Education Dual Enrollment Pilot Program from South Texas College Associate Degree Nursing (ADN) in Partnership with Pharr-San Juan-Alamo (PSJA) Independent High School District and Doctor's Hospital at Renaissance (DHR).

## Background

- According to the National League for Nursing (2014), our country continues to be challenged by a chronic nursing shortage of RNs that was first noted over 14 years ago in 1998.
- The March 2008 study, The Future of the Nursing Workforce in the United States: Data, trends, and implications, calculates an adjusted projected demand of 500,000 full-time equivalent registered nurses by 2025. m
- According to the U.S. Bureau of Labor Statistics, employment of registered nurses is expected to grow by 26% from 2010 to 2020 resulting in 711,900 new jobs.
- The demand for health care is only expected to increase with an influx of baby boomers aging, and 2-3 million additional patients will be eligible to apply to Medicare. In addition, with the 8 million people who have signed up for the Affordable Care Act, the demand for utilization of nurses will be greater (AACN, 2014).
- In state-by-state analysis, a shortage of registered nurses (RN) is projected to spread across the country between 2009 – 2030 and authors predict the RN shortage to be more severe in the South and the West (AACN, 2014).
- According to Texas Workforce Projections 2012-2022 Annual Job Growth, Registered Nurses will have 28% job growth as compared to other health care occupations.
- The proposed goals for the next long-range strategic plan for Texas Higher Education:
  - Education Attainment: By 2030, at least 60 percent of Texans aged 25-34 will have a postsecondary credential or degree.
  - Completion: By 2030, at least 550,000 students in that year will complete a certificate or an associate, bachelor's or master's degree from a Texas public, independent, or for profit college or university.
  - Marketable Skills: By 20130, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.
  - Student Debt: By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wage for graduates of Texas Public institutions.
- According to the 2014 Approved Demand Occupation List, there are 2,554 job openings for RN's in the Rio Grande Valley.

## Proposed Pilot Program

South Texas College Associate Degree Nursing program in partnership with Pharr-San Juan-Alamo High School Districts and Doctor’s Hospital at Renaissance would like to pilot a dual enrollment program for high achieving high school junior students.

### Explanation of Exception(s) Requested

Explanation of Exception(s) Requested		
Rule 215.8 (c) from which the exception is requested:	Explain the reason an exception is being requested.	If the Board grants a pilot program an exception to Rule 215, the applicant must demonstrate that the pilot program provides consumers with adequate protection. Explain how the proposed pilot program will achieve such a safeguard.
Written policies regarding nursing student admission and progression shall be developed and implemented in accordance with the requirements that the governing institution must meet to maintain accreditation. Student policies which differ from those of the governing institution shall be in writing and shall be made available to faculty and students, (Texas Board of Nursing, 2015).	Since STC has been very successful in offering Associate Degree Programs via the Academy Model, industry and community partners are requesting high achieving high school students be given access to the ADN Program. STC would like to explore giving access to this new pool of applicants by piloting a program and thus is requesting a waiver that allows the ADN Program to change Admission Criteria to allow high school students to be admitted to the program prior to receiving their high school diploma.	All aspects of the ADN program which include its Administration and Organization, Faculty, Student Policies, and Program of Study will remain the same with the exception of the change made to the Admission Criteria. In addition, the existing facilities at STC will be utilized.

## **Dual Enrollment Program**

- Dual enrollment offers high school students with opportunities to earn college credits by taking college courses while completing their high school program (Ward and Vargas, 2012), providing them a true level experience of college work and a greater understanding of what it takes to succeed in an academic environment. It also provided students a head start on taking college credits.
- Dual enrollment is not new in higher education.
- Texas, Mississippi, Missouri, Virginia, Maine, Kentucky, and Wisconsin are some of the states that have encouraged their State governors to expand dual enrollment to serve as a fundamental element for underpinning academic preparedness (Ward and Vargas, 2012).
- Research studies show that dual enrollment programs can:
  - increase the preparation for high school students by exposing them college work early to the academic rigor of post-secondary education (Ward and Vargas, 2012);
  - be a great motivator academically for young people (Ward and Vargas, 2012);
  - increase the likelihood of students entering post-secondary education, pursuing in college, and acquiring degrees (Swanson, 2008);
- In an extensive research study of Florida dual enrollment students, 67 percent enrolled at post-secondary education after high school as compared to 50 percent of the peers; 76 percent of the dual enrollment persisted to a second year versus 71 percent on non-dual enrollment students (Karp, 2007).
- In the Early College, Early Success: Early College High School Initiative Impact Study compared the education outcome of students who applied for admission to Early College, participated in a lottery, and were admitted with those who applied but were not admitted. Key findings include the following:
  - Eighty-six percent of Early College students graduated from high school compared with 81 percent of comparison student.
  - Eighty percent of Early College students enrolled in college compared with 71 percent of comparison students during the study period. In addition, Early College students were more likely than comparison students to enroll in both two-year and four-year colleges and universities.
  - Up to one year after high school, 21 percent of Early College students earned a college degree (typically an associate's degree compared with only 1 percent for comparison students.)
  - Early College were particularly effective at helping female, minority, and lower income High School students earn college degrees (AIR, 2013).

## **South Texas College Dual Enrollment Track Record**

- South Texas College (STC) has one of the largest high school/dual enrollment programs and services in the State of Texas.
- STC is the leader in the State and nation in creating dual enrollment opportunities.
- The program was established in 1997 and provides dual enrollment to over 12,000 students (STC, 2015).

- STC firmly believes that offering this kind of program is a key strategy to accelerate college readiness and has demonstrated its commitment by waiving tuition and fees for all dual enrollment students.
- As a result of this unwavering College's commitment to close readiness gap, the STC dual enrollment programs increased from 8 students to over 12,000 students in 2013 (STC, 2015). Since 2005, STC has been offering Dual Enrollment Academy programs for high achieving high school juniors to earn an associate degree while they earn their high school diploma.
- STC currently hosts 30 Early College High Schools, which is more than any college or university in the nation.
- STC offers the following dual enrollment academies:
  - DEMSA – Dual Enrollment Medical Science Academy
  - DEEA – Dual Enrollment engineering Academy
  - DECSA – Dual Enrollment Computer Science Academy
  - DECJA – Dual Enrollment Criminal Justice Academy
  - SCADE – School to Career Academy in Dual Enrollment for Welding and Electronic Health Records Specialist
- In 2012, the Academy program received the Texas Higher Education Star Award.
- In 2013 the program was selected as a finalist for the Bellwether Legacy Award, the American Association of Community Colleges Student Success Award, and the 2014 Excelencia in Education Award.
- It is highly evident that STC has a proven dual enrollment model that ensures students achieve successful outcomes and degree completion.

### **Full Description and Methodology of the Innovative Pilot Program**

- South Texas College in partnership with Doctor's Hospital at Renaissance (DHR), and Pharr-San Juan-Alamo (PSJA) high schools will recruit high achieving high school sophomores to begin their prerequisite courses during the end of the sophomore year. This will begin Phase I of the process. Students must pass the pre-requisite courses with a "B" or better and pass the HESI A2 test to be allowed to enter Phase II of the process. Phase II begins with the first nursing course which is Introduction to Nursing. Just as with other STC Dual Enrollment academies, students in this ADN Dual Enrollment program would be cohorted to take nursing classes and co-requisite classes beginning their junior year and culminating with preceptor clinical experiences during the summer of their senior year.
- Only the top 10% of PSJA high school students will be invited to take part in the ADN dual enrollment program with the consent of their parents.
- High achieving high school sophomore students are students that have/are:
  - strong GPAs (3.5 in a 4.0 scale) in their high school and college course work;
  - excellent organization and time management skills;
  - innovative and look for new ideas and concepts in the classroom setting;
  - highly motivated not only by knowledge in the classroom but also external factors like Health Occupations Students of America (HOSA) participation and community outreach activities;
  - actively engage in and out of the classroom setting.
- Dual enrollment candidates will be selected from the 5 high school districts from PSJA by the PSJA college readiness coordinators.

- Parents together with the students will be oriented to the nature, demands, rigor, and requirements of the ADN program while at the same time completing their high school requirements to be coordinated through independent school district (ISD) dual enrollment coordinators.
- Representatives from PSJA, DHR, and the STC ADN Program Director will be on the selection committee to determine the final selection of dual enrollment candidates and will be based upon proven academic tenacity as evidenced by their high grades and admission requirements set by the STC ADN Program. All dual enrollment ADN applicants must:
  - be Texas Success Initiative (TSI) complete;
  - complete all prerequisite courses with a minimum of “B” and these are:
    - ENGL 1301 – English Composition
    - BIOL 2401 – Anatomy and Physiology 1
    - BIOL 2402 – Anatomy and Physiology 2
    - RNSG 1209 – Introduction to Nursing
  - achieve an Admission Assessment (HESI) A2 test score of 75% in Math, Science (Anatomy and Physiology), and English composites;
  - pass criminal background check and drug screen through approved providers;
  - complete all required immunizations including Hepatitis B series before beginning of nursing clinical courses;
  - meet all technical standards as stated by the ADN program.
- All the required non-nursing pre-requisite and co-requisite courses of the ADN degree will be taught by STC College faculty at PSJA school facilities while nursing courses will be taught by STC ADN faculty at the Nursing & Allied Health Facility. (See Attachment A)
- Dual enrollment ADN students that are accepted into the program will be in a separate cohort.
- Only 20-24 qualified high school students will be accepted in the dual enrollment ADN pilot program.
- Dual enrollment ADN students will be transported to the STC campus and DHR clinical facilities by a school bus provided by the school district.
- All required nursing clinical courses will be completed at Doctor’s Hospital at Renaissance (DHR) and will utilize the dedication education unit (DEU) model for clinical.
- DHR has the capability for providing a wide range of health care settings and patient care specialty areas.
- Dedication education unit model is a robust academic-clinical partnership that purposefully develops high quality practice units into optimal clinical learning environments for the dual enrollment students (DEU, 2011).
- With DEU:
  - Each clinical group consists of 4-5 students only to be supervised by STC ADN clinical nursing faculty (full time or adjunct). In addition, there will be a full time STC ADN nursing faculty who will act as a coach. The STC ADN faculty will coach clinical nursing faculty in their role as a educator in the clinical, enhance collaborative relationships with the department staff, and attain clinical learning outcomes (Nishioka, Coe, Hanita, and Moscato, 2014, p. 301).
  - Dual enrolment students obtain individualized instruction, supervision, mentoring, and a realistic outlook on nursing.

- The clinical nursing faculty has the capability to assess and evaluate student's strengths and weaknesses and help students in fostering confidence in acquiring the needed knowledge, skills, and values of a professional nurse.
- The dual enrollment ADN program cohort will follow the same nursing curriculum, progression, retention, completion, and graduation requirements as other nursing cohorts in the program. (See Attachment B)
- The comprehensive mission of STC embodies Texas Education Code 130.001 – Public Junior Colleges.
- The institutional vision, purpose, core values, guiding principles, and strategic directions define its comprehensive mission.
- In addition, the comprehensive mission serves as the foundation for planning and assessment and this permeates in every academic program that the institution offers.
- To demonstrate alignment of student learning objectives to program outcomes and achievement of the College-wide mission and purpose, STC implements...
  - A sequence of continuous improvement program by helping each academic program to develop and measure student-learning outcomes (South Texas College, 2014).
  - STC ADN program supports the College continuous quality improvement (CQI) approach by conducting an internal evaluation of each nursing course's learning outcomes through the Providing Responsibility In Delivering Excellence (PRIDE) internal learning outcomes assessment information tool to assess and improve student learning outcomes and success (South Texas College, 2014).
  - Furthermore, STC's ADN program uses external evaluation's, institutional and departmental national benchmarks, surveys, and other focus of program study such as total program evaluation of the curriculum through Health Education System, Incorporation (HESI) course and exit exams, National Council Licensure Examination-RN (NCLEX-RN) pass rates, graduation rates, student satisfaction, and employer's satisfaction rate.
  - STC ADN program utilizes a blend of a CQI approach (Utley, 2011) and the Three C's Model (Kalb, 2009) to enable systematic program evaluation and continuous quality improvement of the program in nursing education. See Program Evaluation Model. (See Appendix C)

### **Controls to Maintain Quality Education and Ensure Delivery of Safe Competent Care**

- STC ADN Controls:
  - The dual enrollment ADN program cohort will be in a separate cohort.
  - TheDual enrollment ADN program cohort will follow the same nursing curriculum, progression, retention, completion, and graduation requirements.
  - The dual enrollment ADN program cohort will utilize the dedication education unit (DEU) model in all their related clinical learning experiences.
  - Dual enrollment ADN students' nursing fundamental skills will be checked – off and pass critical safety elements before application of procedure to patients.

- Dual enrollment ADN students will conduct simulations first with low, mid, and high fidelity mannequins and pass the critical safety elements before going to real clinical course.
- Dual enrollment students will be supervised by STC ADN clinical nursing faculty and faculty coaches throughout clinical course.
- Each clinical group will consist of 4-5 dual enrollment ADN students.
- Supplemental instruction in nursing concepts will be offered for academic support.
- In addition to the ADN degree nursing curriculum, the dual enrollment cohort will incorporate grit curriculum and emotional intelligence will be assessed every semester.
- PSJA Controls:
  - Progress Reports from the STC instructor will be sent to the PSJA project coordinator to keep track of student grades
  - Supplemental instructor in classroom to provide academic support
  - Week night and Saturday tutoring sessions
  - Bi-weekly student workshops on progress grades, time management, study skills, study groups, college going culture...
  - Guest speakers from Doctors Hospital Renaissance and the STC program director
  - Trip to Doctors Hospital Renaissance
  - Transportation to all scheduled classes, tutoring sessions & workshops provided at tutoring and workshop sessions
  - Weekly emails to students
  - Calls to parents
  - Parent meetings
  - Visiting students weekly at their campus to check on progress and answer any questions
  - HESI Exam preparation classes using the Admission Assessment Exam Review booklet
- DHR Controls:
  - DHR will work closely with the Program Director to provide dual enrollment students an array of quality clinical exposure emphasizing patient's safety and students' clinical progress.
  - DHR will diligently supervise students at the clinical setting.
  - DHR will effectively coordinate and communicate with STC full time clinical liaison to attain clinical objectives and outcomes.

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Agenda Item: 3.2.8  
Board Meeting: July 2015  
Attachment #2

	Times	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Fall 1 <sup>st</sup> yr – Junior/grade 11	8:00am-9:51 am	Spanish II	Algebra II	Spanish II	Algebra II	Spanish II/Algebra II		
	9:56am-11:41am	US History	Physics	US History	Physics	US History/Physics		
	1:00pm-3:20pm	RNSG 1205	RNSG 1513	RNSG 1205	RNSG 1513			
	3:30pm-4:50pm	RNSG 1300	RNSG 1300	RNSG 1300	RNSG 1300			
	5:30pm-8:30pm				RNSG 1262#			
	1:00pm-6:00pm					RNSG 1262 #		RNSG 1262#
	7:30am-3:30pm							
Spring 1 <sup>st</sup> yr – junior/grade 11	8:00am-9:51 am	Spanish II	Algebra II	Spanish II	Algebra II	Spanish II/Algebra II		
	9:56am-11:41am	US History	Physics	US History	Physics	US History/Physics		
	1:00pm-4:00pm	RNSG 2213* RNSG 1341*	RNSG 1144	RNSG 2213* RNSG 1341*				
	1:00pm-6:30pm				RNSG 2161* # RNSG 2162 * #	RNSG 2161* # RNSG 2162* #		
Summer I b/t junior and senior yr	8:00am-10:20am	PSYC 2301	PSYCH 2301	PSYCH 2301	PSYCH 2301	Tutorials, workshops, presenters, activities, etc.		
	10:30am-12:50pm	Spanish 1311	Spanish 1311	Spanish 1311	Spanish 1311			
Fall 2 <sup>nd</sup> yr – senior/grade 12	8:00am-9:51am	American Govt	PreCal	American Govt	PreCal	American Govt/PreCal		
	9:56am-11:41am	4 <sup>th</sup> Science	English IV	4 <sup>th</sup> Science	English IV	4 <sup>th</sup> Science		
	1:00pm-5:00pm	RNSG 1412* RNSG 1343 *		RNSG 1412* RNSG 1343 *				
	1:00pm-6:30pm		RNSG 2260*# RNSG 2361*#		RNSG 2260*# RNSG 2361*#	RNSG 2260*# RNSG 2361*#		
Spring 2 <sup>nd</sup> yr senior/grade 12	8:00am-9:51am	Econ	PreCal	Econ	PreCal	Econ/PreCal		
	9:56am-11:41am	4 <sup>th</sup> Science	English IV	4 <sup>th</sup> Science	English IV	4 <sup>th</sup> Science		
	12:15pm-3:40pm		Speech/Fine Arts		Speech/Fine Arts	Speech/Fine Arts		
	1:00pm-5:00pm	RNSG 2331* RNSG 2221*		RNSG 2331* RNSG 2221*				
	8:00am-5:00pm							RNSG 2163#
Summer 2 <sup>nd</sup> yr Post-grad	7:00am-7:50am	Elective	Elective	Elective	Elective	Elective		
	8:30am-5:30pm	RNSG 2363#	RNSG 2363#	RNSG 2363#	RNSG 2363#	RNSG 2363#		

Legend: \* (8 week course); # (clinical course); Blue (nursing); Red (high school); Purple (college)

DRAFT LETTER

July 27, 2015

Jayson T. Valerio, MSN, RN, Director  
South Texas College  
ADN-RN Program Director & Faculty  
NAH Bldg. Room 2.316  
East Wing Second Floor  
1101 East Vermont Ave  
McAllen, TX 78503

Dear Mr. Valerio:

At the July 23-24, 2015 meeting, members of the Texas Board of Nursing (Board) considered the Request for an Innovative Professional Nursing Education Pilot Program at the South Texas College Associate Degree Nursing Education Program in McAllen, Texas.

Based upon the discussion and review of documents, it was the decision of the Board to approve the request and impose the requirements/conditions as indicated in the attached Board Order.

Requirements are mandatory criteria based upon program assessment directly related to the rules that must be addressed in the manner prescribed.

If you have any questions or if we may be of any assistance, please contact Board Staff at 512-463-4631 or sandi.emerson@bon.texas.gov.

Sincerely,

Katherine A. Thomas, MN, RN, FAAN  
Executive Director

Copy: Dr. Shirley Reed, President

**BEFORE THE TEXAS BOARD OF NURSING**

\*\*\*\*\*

**In the Matter of:**

South Texas College  
Associate Degree Nursing Education Program  
McAllen, Texas

**ORDER OF THE BOARD**

A Public meeting of the Texas Board of Nursing, hereinafter referred to as the Board, was held on July 23-24, 2015, 333 Guadalupe, Tower II, Room 225, Austin, Texas to consider the Request for an Innovative Professional Nursing Education Pilot Program at the South Texas College Associate Degree Nursing Education Program in McAllen, Texas..

After review and due consideration of the filed materials, as well as the presentation by representatives from South Texas College in McAllen, Texas, and other interested parties, if any, the Board hereby APPROVES the Request for Innovative Professional Nursing Education Pilot Program at the South Texas College Associate Degree Nursing Education Program in McAllen, Texas, and hereby imposes the following requirements/conditions:

1. No later than September 1, 2015, the program shall submit to Board Staff a copy of all policy changes specific to the separate program track as identified in the Innovative Pilot Project Program.
2. The program shall submit to Board Staff reports on the progress of the project. Data included in the progress reports should include, but not be limited to: admission, progression, and retention numbers; student course grades for each semester; student clinical grades; and, academic support interventions, such as tutoring, remediation, and supplemental instruction, provided each semester. Reports are to be submitted to Board Staff no later than the following dates: 1/31/16, 6/30/16, 9/15/16, 1/31/17, 6/30/17, 9/30/17.
3. An evaluation of the Innovative Professional Nursing Education Pilot Program outcomes to Board Staff following the graduation of the first class of the Pilot Program.

Entered this 23<sup>rd</sup> day of July, 2015

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Katherine A. Thomas, MN, RN, FAAN  
Executive Director  
On behalf of the Texas Board of Nursing