

# Board of Trustees

## Education and Workforce Development Committee Meeting

Tuesday, January 15, 2019

3:30 p.m.

Ann Richards Administration  
Building, Board Room  
Pecan Campus  
McAllen, Texas



SOUTH TEXAS  
COLLEGE

*In the Making!*

Online Copy

**South Texas College  
Board of Trustees  
Education and Workforce Development Committee  
Ann Richards Administration Building, Board Room  
Pecan Campus, McAllen, Texas  
Tuesday, January 15, 2019 @ 3:30 p.m.**

**AGENDA**

“At anytime during the course of this meeting, the Board of Trustees may retire to Executive Session under Texas Government Code 551.071(2) to confer with its legal counsel on any subject matter on this agenda in which the duty of the attorney to the Board of Trustees under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code. Further, at anytime during the course of this meeting, the Board of Trustees may retire to Executive Session to deliberate on any subject slated for discussion at this meeting, as may be permitted under one or more of the exceptions to the Open Meetings Act set forth in Title 5, Subtitle A, Chapter 551, Subchapter D of the Texas Government Code.”

- I. Approval of Minutes for Tuesday, December 4, 2018 Committee Meeting ..... 3 – 6
- II. Review and Recommend Action on the Proposed Bachelor of Science in Nursing Program ..... 7 - 66

## **Approval of Minutes for Tuesday, December 4, 2018 Committee Meeting**

The Minutes for the Education and Workforce Development Committee meeting of Tuesday, December 4, 2018 are presented for Committee approval.

**South Texas College  
Board of Trustees  
Education and Workforce Development Committee  
Ann Richards Administration Building, Board Room  
Pecan Campus, McAllen, Texas  
Tuesday, December 4, 2018 @ 3:30 p.m.**

**MINUTES**

The Education and Workforce Development Committee Meeting was held on Tuesday, December 4, 2018 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 3:38 p.m. with Dr. Alejo Salinas, Jr. presiding.

Members present: Dr. Alejo Salinas, Jr., Mrs. Victoria Cantú, and Mr. Gary Gurwitz

Other Trustees present: Mr. Paul R. Rodriguez

Members absent: None

Also present: Dr. Shirley A. Reed, Dr. Anahid Petrosian, Dr. Brett Millan, Dr. Jayson Valerio, Dr. Murad Odeh, Ms. Crystal Bird, Ms. Yvette Gonzalez, and Mr. Andrew Fish.

**Approval of Minutes for Tuesday, November 6, 2018 Committee Meeting**

Upon a motion by Mr. Gary Gurwitz and a second by Mrs. Victoria Cantú, the Minutes for the Education and Workforce Development Committee meeting of Tuesday, November 6, 2018 were approved as written.

**Review and Recommend Approval of the Diagnostic Medical Sonography Associate of Applied Science Program**

The Education and Workforce Development Committee was asked to recommend Board approval to offer a Diagnostic Medical Sonography Associate of Applied Science program.

The proposed Diagnostic Medical Sonography Associate of Applied Science Degree would allow students to gain the knowledge and skills necessary to seek employment as a certified diagnostic medical sonographer, including extensive knowledge in ultrasound physics and instrumentation, use of Doppler imaging, cross-sectional anatomy and

pathophysiology. Clinical and practicum aspects of the program will include hands-on training with experienced sonographers in various medical facilities.

EMSI data indicates a strong demand for Diagnostic Medical Sonographers in the local region, with an expected 24.7% growth in demand in the Lower Rio Grande Valley from 2018 – 2028.

Upon completion, students with the Diagnostic Medical Sonography Associate of Applied Science Degree would be eligible and prepared for the American Registry for Diagnostic Medical Sonography (ARDMS) national examination

Program implementation costs would be low, as South Texas College currently offers the necessary coursework, including for its current Advanced Technical Certificate in Diagnostic Medical Sonography.

The following pages contain the Program Development Packet, which includes:

- Program Development Checklist
- Program Demand and Projected Outcomes
- Program Summary
- Enrollment Management Plan
- Student Survey
- Proposed Curriculum & Course Descriptions
- Instructional Costs and Projected Revenues
- Supporting Documents:
  - Advisory Committee Members List
  - Letters of Support

Dr. Anahid Petrosian, Vice President for Academic Affairs, and Dr. Murad Odeh Interim Administrator for Curriculum & Student Learning, and Ms. Crystal Bird, Radiologic Technology Clinical Coordinator/Instructor, reviewed the proposed new program and the development process with the Committee and responded to questions.

The Committee asked whether there would be collaboration between the English Composition course offered to students in this program with the instructors of the specialized program courses, to help students apply writing skills within their field of study. Administration noted that this was integrated generally, but additional effort could be made to reinforce field-specific terminology and concepts within their composition course.

Upon a motion by Mr. Gary Gurwitz and a second by Mrs. Victoria Cantú, the Education and Workforce Development Committee recommended Board approval to offer the Diagnostic Medical Sonography Associate of Applied Science program as presented. The motion carried.

## **Adjournment**

There being no further business to discuss, the Education Workforce Development Committee Meeting of the South Texas College Board of Trustees adjourned at 4:10 p.m.

I certify that the foregoing are the true and correct Minutes of the December 4, 2018 Education and Workforce Development Committee of the South Texas College Board of Trustees.

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Dr. Alejo Salinas, Jr.  
Presiding

## **Review and Recommend Action on the Proposed Bachelor of Science in Nursing Program**

The Education and Workforce Development Committee is asked to review and recommend Board approval of the proposed Bachelor of Science in Nursing (BSN) Program as presented.

### **Prior Committee and Board Action**

The Committee initially reviewed the BSN Program in August 2017, and at that time recommended Board approval of the program. While the Board approved the program on August 22, 2017, administration delayed the application process to further ensure the College was in full compliance with all criteria and newly developed guidelines for Texas Board of Nursing approval.

The BSN Program is presented once again for consideration. While the prior Board authorization satisfies the state's requirement for governing board approval, administration provides this update and an opportunity to discuss the program and ask the Board of Trustees to reaffirm the prior approval.

### **BSN Program Development at South Texas College**

South Texas College has been a strong proponent for the role of community colleges to meet the increasing demand for high-skilled registered nurses with the baccalaureate credential. The Program Summary includes a survey of the research showing the great demand for an increased presence of BSN-holding registered nurses; the Institute of Medicine has recommended that at least 80% of nurses should hold a baccalaureate degree by 2020, and Texas was well short of that mark in 2018, at 61.7%.

### **Legislative Authority to Develop BSN Program**

With tremendous support from the local delegation and legislative consultants Dean McWilliams and Leticia Van de Putte, Senate Bill 2118 passed the 85<sup>th</sup> Texas Legislature and provided legislative authority for Texas community colleges that meet selective criteria to offer the BSN Program.

### **Proposed South Texas College RN-to-BSN Program**

The proposed BSN program would establish an RN-to-BSN track, developed for existing registered nurses to continue their education to attain the BSN. This BSN program would further develop critical clinical and knowledge-based skills initially included in an Associate Degree Nursing (ADN) program, providing a pathway for registered nurses to meet the expectations of hospitals and healthcare partners nationwide.

### **Hybrid Program**

This is a unique and innovative program, which is significantly different from bachelor programs at Texas A&M and UTRGV. The South Texas College RN-to-BSN Program

will be a hybrid on-line program, which integrates face-to-face activities with online learning resources to help students pursue their degree while working as full time nurses.

### **Clinical Component**

The program will also include a clinical component, which is often not included in bachelor's programs. This component has been included in the South Texas College RN-to-BSN program to ensure that graduates have "hands-on" learning experience beyond their associate degree learning experience.

The Education and Workforce Development Committee is asked to recommend Board approval of the proposed Bachelor of Science in Nursing Program.



## Program Summary

**Institution:** South Texas College, McAllen Texas

**Proposed Award:** Bachelor of Science in Nursing - RN to BSN

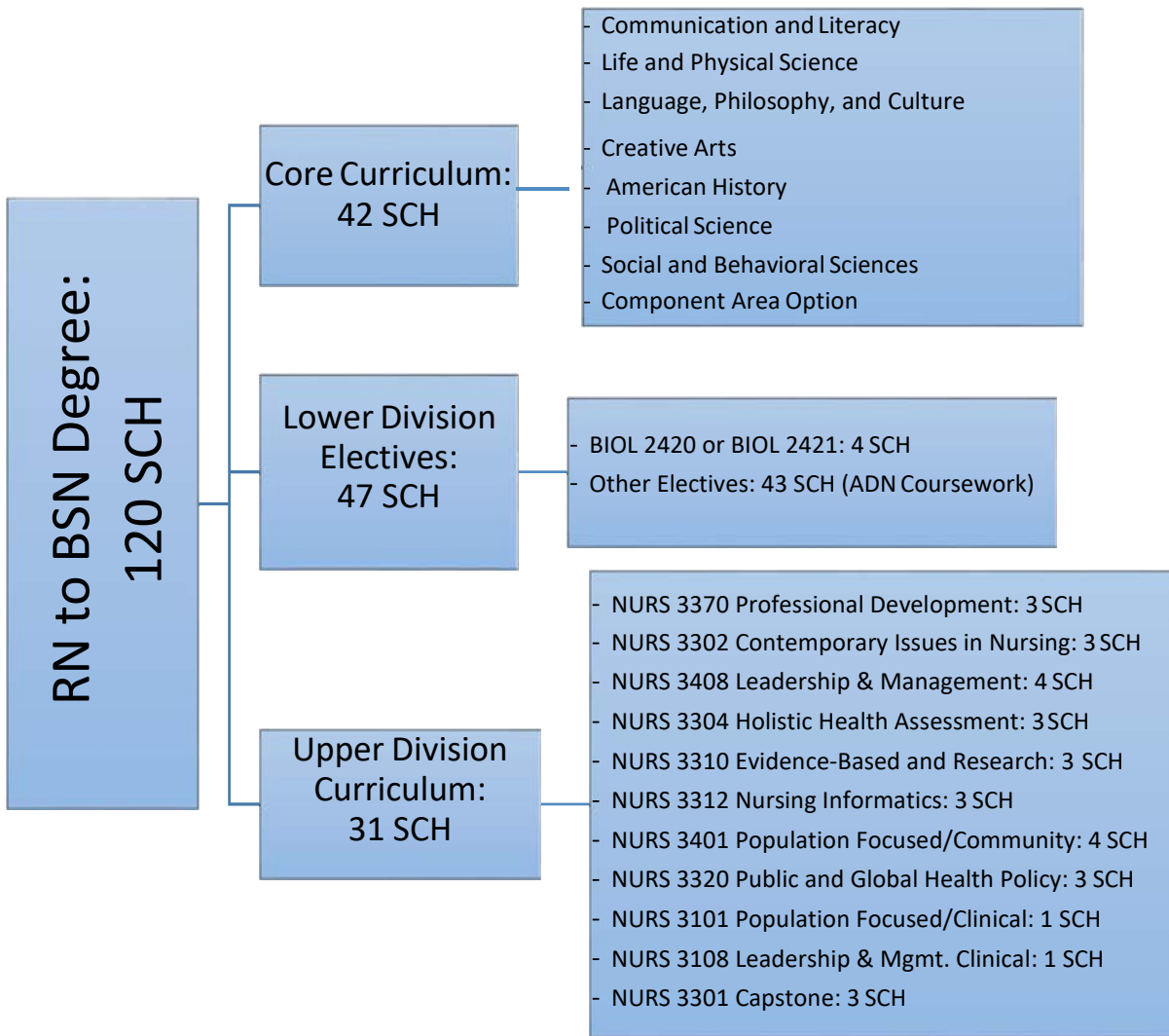
### CURRICULUM QUALITY

**Program Objective:** The Bachelor of Science in Nursing - RN to BSN degree focuses on advancing competencies, skills, and values needed to meet the demands of the current healthcare system.

At the completion of the RN to BSN degree, the graduate will be able to:

1. Apply clinical judgment and knowledge based on the nursing program of study, evidenced-based practice outcomes, and research studies as the basis for decision-making and comprehensive, safe patient and population care.
2. Deliver safety and quality improvement initiatives as a provider of patient care, and as part of the interdisciplinary healthcare team, as an advocate, and as a manager of nursing care.
3. Demonstrate clinical inquiry and analysis in applying patient care technologies and information systems to support safe nursing practice and population risk reduction.
4. Participate in monitoring institutional, professional, and public healthcare policy to maintain adherence to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.
5. Manage care transitions across the healthcare continuum and promote a culture of health in the community and population with diverse communities in collaboration with members of the interdisciplinary health care team.
6. Demonstrate effective leadership and advocacy that reflects the values, ethics, and continuing competence of the nursing profession.
7. Provide leadership skills related to financial resources, human resources, clinical management, and professional issues in providing and evaluating care.

**Curriculum:** The degree consists of 89 hours of lower-division courses accepted from the RN to BSN track and the core curriculum, and 31 hours of upper-division course work. The upper-division coursework includes the BSN role in the nursing practice, research, evidence-based practice, interprofessional communication, professionalism, clinical prevention, population health, leadership for quality care and patient safety, management of information and patient care technology, and healthcare policy.



**Admission Requirements:** The admission requirements for this program will follow the South Texas College general admission policy. STC general admission requirements are listed in the Catalog 2018-2019 pages 24-25. The RN to BSN program will require the following additional requirements. The applicant must:

- have an Associate of Applied Science degree in Nursing from a regionally accredited institution;
- submit an official transcript of records;
- have completed 60 transferable college credits hours with a minimum GPA of 2.5 on a 4.0 scale;
- submit a personal statement letter of intent and professional resume;
- have a current, unencumbered RN license to practice in the State of Texas or an Enhanced Nurse Licensure Compact RN License; and
- submit two letters of professional recommendation from a faculty or employer.

## PROGRAM DEMAND

**Occupational Need:** Today's new nurses are faced with a workplace full of unparalleled multifarious demands. Nurses in the 21<sup>st</sup> century must perform to full responsibilities with competencies more swiftly than in the past. In order to meet demands of the evolving environment of health care, today's nurses must be armed with knowledge, skills, clinical reasoning, technology know-how, the ability to care for clients in different settings, and to work collaboratively with various healthcare disciplines.

Responding to these issues, the Institute of Medicine (IOM) report, *The Future of Nursing: Leading Change, Advancing Health (2010)*, has recommended that the proportion of nurses with baccalaureate degrees be increased to 80% by the year 2020. Studies have shown that nurses with baccalaureate degrees have improved patient outcomes, stronger communications skills, higher adeptness in making diagnoses and evaluating interventions, and higher competencies in leadership and nursing practice (Aiken, Clarke, Sloane, Lake, and Cheney, 2008).

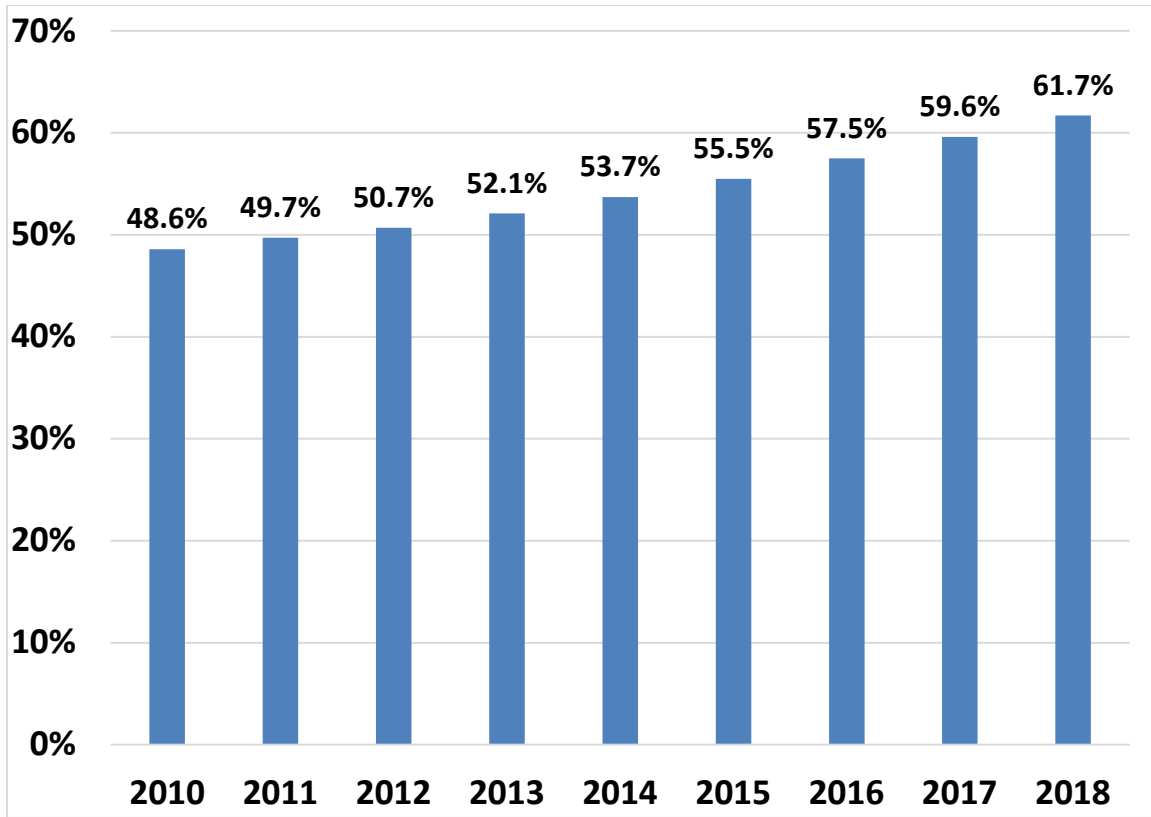
Propelled by this research study, many nursing associations have pushed for registered nurses to advance their degrees for a more highly educated nursing workforce to meet the demands of a more complex healthcare delivery system. The Institute of Medicine and the Robert Wood Johnson Foundation have directed state nursing organizations to adopt strategies to improve addressing the healthcare issues by producing more BSN prepared nurses.

As a result of this call from the Institute of Medicine (IOM) and the Robert Wood Johnson Foundation, a Texas Team Coalition was created in 2011 with partnerships from diverse sectors, including physicians, nurses, insurers, consumers, business, academia, and health systems. The Texas Team Coalition has launched major initiatives to address the current healthcare issues through nursing. One of the eight major initiatives is to increase the proportion of nurses with baccalaureate degrees to 80% by 2020 as recommended by the IOM report.

According to the Texas Nursing Workforce Studies (2018), 61.7% of registered nurses in Texas have at least a Bachelor of Science in Nursing. Looking at the IOM goal of 80% by 2020 and the statistical trajectory of yearly production of BSN prepared nurses, Texas will not meet the Institute of Medicine's goal of 80% of RN's having at least a BSN by 2020.

The table below shows the percentage of RN's who have a BSN or higher from 2010 to 2018.

### Percent of RNs who have a BSN or Higher



South Texas College’s proposal of the RN to BSN degree will respond to the increased demand for baccalaureate prepared nurses. Survey results conducted by STC’s Research & Analytical Services showed that 68% of STC Allied Health students preferred the BSN program to their current Allied Health major, 87% agreed with the statement “Sounds like a good-paying job,” and 90% agreed with the statement “Sounds like the kind of job that employers are hiring for here in the Valley.”

STC’s total cost for tuition and fees for the RN to BSN program would be sustainably lower than other programs from institutions in the region:

School	Cost
South Texas College <sup>1</sup>	\$6,531
UTGRV <sup>2</sup>	\$7,500
Texas A&M International <sup>3</sup>	\$8,995
Texas A&M Health Science Center <sup>4</sup>	\$8,916

1 – Total program cost includes tuition and fees for 31 hours and 3 semesters

2 – Total program cost as published at: <https://www.utrgv.edu/accelerated/programs/rn-to-bsn/index.htm>

3 – Total program tuition cost as published at: <https://online.tamtu.edu/programs/rn-to-bsn.aspx#tuition>

4 – Total program cost as published at: <https://financialaid.tamu.edu/Undergraduate/Cost-of-Attendance#0-NursingUndergraduate>

These results indicate the likelihood that Allied Health students would advance their degree to the BSN level if this pathway was provided. In addition to the favorable ratings, the low cost of tuition and fees, familiarity with the community college environment, faculty, and staff, and planned curricular alignments are considered prime benefits.

An Economic Modeling Specialist Inc. (EMSI) study conducted in May 2017 showed there was a total gap of 272 BSN nurses for the STC service area (Hidalgo and Starr counties) (see chart below). This study indicated that based on occupational and wage data, a BSN program would be a good fit for STC, its students, and the region.

Program	Region	Average Annual Openings	Average Annual Completers	Average STC Completers	Total Gap or Surplus
Bachelor of Science in Nursing	STC Service Area	380	108	0	272

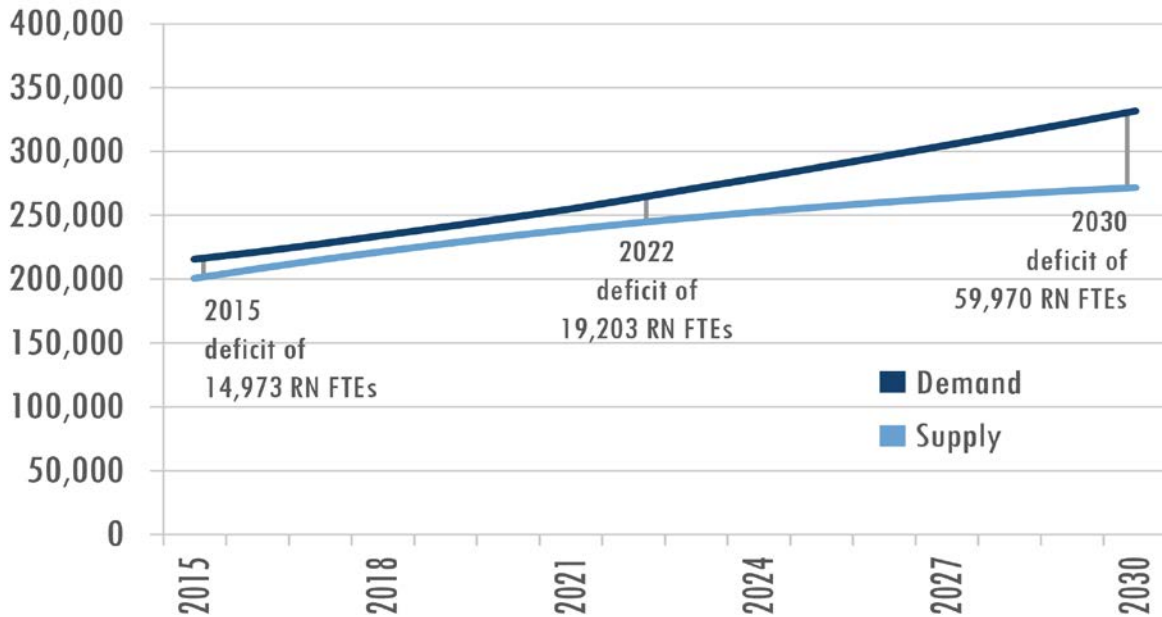
In addition, ten letters of support were received from regional health facilities stating the need for BSN level nurses and that many of the local health care institutions require their registered nurses to be enrolled in an RN to BSN program. The employers also state confidence in South Texas College to produce qualified graduates.

The American Association of College Nursing (AACN) report on *2014-2015 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing* reported that U.S. nursing schools turned away 68,938 qualified applicants from baccalaureate and graduate nursing programs in 2014. Almost two thirds of the nursing schools responding to the survey pointed to faculty shortages as a major reason for not accepting all qualified applicants into baccalaureate programs (<http://www.aacn.nche.edu/research-data>).

As U.S. healthcare shifts from hospital-focused patient care to more preventive and primary care, the healthcare system requires professional nurses that can function with more autonomy in clinical decision-making, case management, and work in multiple care settings within and beyond the hospital system. The U.S. Bureau of Labor Statistics projects that more than 430,000 additional registered nurse jobs will be created in the next decade.

Using projection models from the Health Resources and Services Administration (HRSA) and Texas-specific data to estimate nurse supply and demand, the Texas Center for Nursing Workforce Studies was able to more accurately model the future need for the nursing workforce in Texas. The results of this model were reported in the *Nurse Supply and Demand Projections, 2015-2030: Executive Summary* (2016, Texas Center for Nursing Workforce Studies). The table below shows the general summary of the Nurse Supply and Demand Projections, 2015-2030.

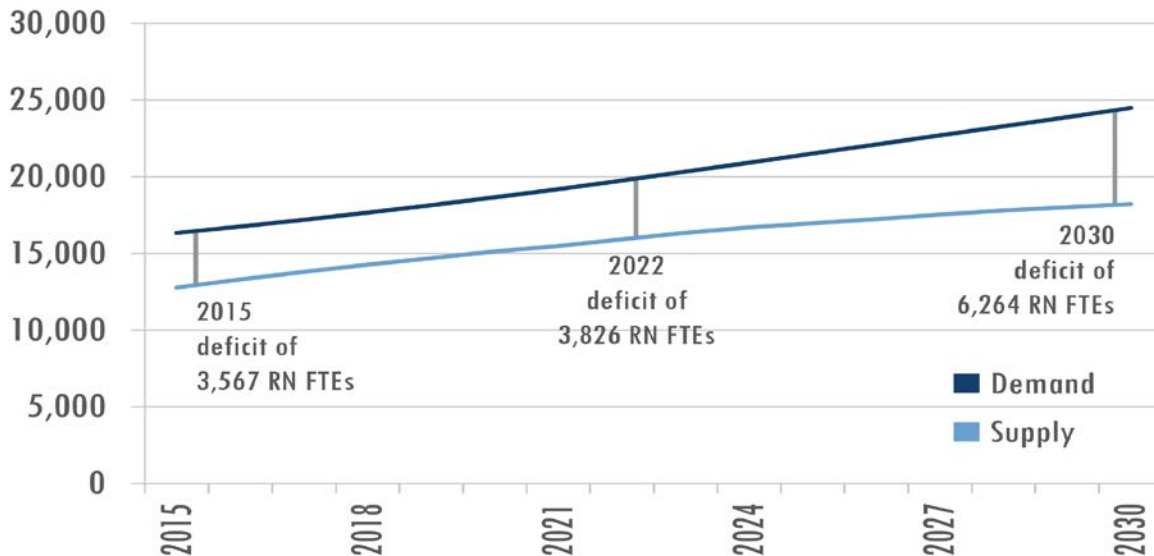
### RN FTE Supply and Demand, 2015-2030



According to this report, in 2015, the supply of RNs in Texas will be 200,663 RN full-time equivalents (FTEs). Demand for RNs will be 215,636 FTEs, leaving a deficit of 14,973 RN FTEs. By 2030, the supply of RN FTEs is expected to grow by 35.4% to 271,667, while demand will grow by 53.8% to 331,638, leaving a deficit of 59,970 RN FTEs. Based on these projections, 20% of the projected demand for RNs in 2030 will not be met.

According to the Texas Nursing Workforce Studies, the RN FTE Supply & Demand for Rio Grande Valley 2015-2030 will need more RNs than anywhere else in the State from 2015-2022. The table below shows the RN FTE supply and demand for Rio Grande Valley 2015-2030.

### RN FTE Supply and Demand, Rio Grande Valley, 2015-2030



**Student Demand:** South Texas College is receiving frequent inquiries from current students and graduates requesting an RN to BSN degree program, as most if not all hospitals in the Rio Grande Valley area are encouraging their registered nurses to pursue a BSN degree. Currently the college has an inquiry list of approximately 180 prospective students.

Dr. Christie Candelaria, RN, CCRN-K, South Texas College Associate Degree Nursing (ADN) Program Director conducted a qualitative research inquiry on the *Voices of Associate Degree Registered Nurses about the Pursuit of Bachelor of Science in Nursing in a Community College Setting* in 2015. Based on the study, 100 percent of all respondents (eight one-on-one interviews and five focus groups with five participants in each group) indicated interest in pursuing the RN to BSN at South Texas College.

An internal analysis of the ADN graduates in Fall 2015, Spring 2016, Fall 2016, and Spring 2017, conducted by the STC Research & Analytical Services department, showed that 80 percent of ADN graduates have already completed the Core Curriculum (42 SCH) required for the Bachelor of Science in Nursing (RN to BSN) and are ready to begin upper-division coursework for the BSN. Additionally, an internal student demand survey conducted by STC’s Research & Analytical Services showed that among 7 proposed new programs tested in Fall 2018, BSN was the top program tested across nearly all measures of student interest.

**Existing Programs:** The University of Texas-Rio Grande Valley (UTRGV) offers the Bachelor of Science in Nursing. In Summer 2015, the University of Texas at Brownsville (UTB) and the University of Texas-Pan American (UTPA) were dissolved and the final graduating classes were in Summer 2015. UTRGV then started their first BSN cohort in Fall 2015. The table below shows the enrollment and graduates for each program for the past five years.

		2013		2014		2015		2016		2017	
School	Program	Enrollment	Graduates	Enrollment	Graduates	Enrollment	Graduates	Enrollment	Graduates	Enrollment	Graduates
UTB	BSN	Unavailable	75	504	46	N/A	39	N/A	N/A	N/A	N/A
UTPA	BSN	Unavailable	144	1373	110	N/A	128	N/A	N/A	N/A	N/A
UTRGV	BSN	N/A	N/A	N/A	N/A	1996	N/A	1956	200	1935	145

Source: <http://www.txhighereddata.org/Interactive/Accountability/>

N/A – Enrollment or graduates not applicable at the institution for the given academic year due to merger of the 2 institutions.

Unavailable – Data not available through the Accountability system.

University of Texas Rio Grande Valley offers two tracks, the full Bachelor of Science in Nursing (BSN) Track Program which is the traditional four-year pathway for registered nurses, and the RN to BSN track which is delivered as a fully online program. Both tracks are designed to enable students to integrate knowledge from theory and research, high-level skills, and concepts of leadership into the practice of professional nursing care of individuals, families, groups, and communities. The BSN program provides a foundation for graduate study. The BSN graduates from the traditional four-year pathway are eligible to apply to the Texas Board of Nursing to take the National Council Licensure Examination. After successfully completing this

examination, graduates are issued a license to practice as a registered nurse in the state of Texas. Texas A&M Health Science Center system offers an online RN to BSN program but does not currently offer any face-to-face or hybrid RN to BSN program at the McAllen location.

South Texas College, Bachelor of Science in Nursing (RN to BSN) will be delivered in a hybrid instructional model with a carefully planned blend of both classroom instruction and online learning activities. South Texas College provides a unique educational opportunity for students to complete the RN to BSN program via a hybrid model that is not currently offered anywhere else in our region. Through the hybrid model of program delivery, students will be able to make meaningful connections with their instructors, as well as other students. Knowing the culture of higher education in the Rio Grande Valley and our students, the hybrid model will be more beneficial for our students in the RN to BSN program. According to Fanter (2010), the hybrid model of course instruction can foster self-directed learning, time-management, problem solving, and critical thinking skills. Students are able to participate more in group discussions and promote collaboration. In addition, students are more responsive, yield better test performance, receive immediate feedback, and the hybrid model supports full mastery of the subject matter.

In the research study conducted by Posey and Pintz (2017), titled *Transitioning a Bachelor of Science in Nursing Program to Blended Learning: Successes, Challenges & Outcomes*, students enrolled in the hybrid online course modality demonstrated deeper reflective, critical thinking, and problem-solving skills. Several studies have compared blended/hybrid learning approaches to the face-to-face modality and found no significant differences in students' learning performance (Method et. al., 2011; Kelly et. al., 2009; Parker et al., 2011). Research has also shown significant growth in learner's knowledge scores after completing blended/hybrid courses (Cho and Shin, 2014; Jang et. al., 2006). Lastly, students in the blended/hybrid teaching approach have been found to exhibit higher self-reported reasoning, decision making and metacognition after finishing a blended/hybrid course (Hsu and Hsei, 2011).

Another unique aspect of this program is the clinical component which other RN to BSN programs do not include. The clinical components provide students with experiential learning opportunities in leadership, management, and community health. These experiences allow students to apply skills and knowledge learned in the classroom to real-world settings.

The table below shows the number of graduates from the ADN program at STC that have taken and passed the National Council Licensure Examination – RN on the first attempt compared to the BSN graduates from the neighboring university, UTRGV, for 2016-2018. The South Texas College ADN program has produced more RNs than the UTRGV program for two of the past three years.



School	Program	2016		2017		2018	
		% Pass Rate	First Time Candidates Passed / Attempted	% Pass Rate	First Time Candidates Passed / Attempted	% Pass Rate	First Time Candidates Passed / Attempted
South Texas College	ADN	86.58	129/149	85.90	201/234	81.53	181/222
University of Texas - Rio Grande Valley	BSN	73.20	142/194	92.48	123/133	92.65	126/136

Source: [https://www.bon.texas.gov/pdfs/education\\_pdfs/education\\_programs/RN%205YR-17.pdf](https://www.bon.texas.gov/pdfs/education_pdfs/education_programs/RN%205YR-17.pdf) Report Cycle: October 1 to September 30)

**Program Linkage and Opportunities for Further Education:** South Texas College currently has RN to BSN articulation agreements with Stephen F. Austin State University, Texas A&M International University, Texas A&M University Health Science Center, and Central Texas A&M University. The RN to BSN articulation agreement with UTRGV is in the process of being updated and is currently pending final approval and signatures. The articulation agreement with Texas A&M International University and Central Texas A&M also includes a teach-out pathway for South Texas College RN to BSN students.

The current five existing articulation agreements follow the THECB Bachelor’s program core curriculum except for Grand Canyon University and National American University. The latter universities are not based in Texas, and they follow different state rules.

Despite the fact that the STC ADN program has articulation agreements with these universities, students still encounter barriers such as:

- transfer credit problems,
- some universities require unique additional institutional coursework,
- high tuition and fees,
- difficulty in navigating the learning platform system, and
- lack of student support services in an online environment.

**Enrollment Projections:** Table 1 presents the estimated headcount. For these calculations, a 23% attrition rate was used and was based on historical attrition rates for STC’s legacy baccalaureate programs. While other sources indicate a 50% (Kukkonen, Suhonen, & Salminen, 2016; Harris, Rosenberg, & Grace O’Rourke, 2014) attrition rate for nursing programs, these studies only included traditional BSN program—no studies were found that provided attrition rates specifically for RN to BSN programs. Therefore, a 23% attrition rate is appropriately aligned with the unique aspects of the RN to BSN program given (a) admitted students will have already completed the ADN program and obtained licensure, (b) STC’s success with other baccalaureate programs, (c) the hybrid model and face-to-face interaction with faculty of the program, and (d) additional support given to students via Academic Coaches and Success Specialists.

**Table 1.** Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Total New Students</b>	30	30	30	65	65
Attrition	7	7	7	15	15
<b>Cumulative Headcount</b>	30	30	30	65	65
FTSE	31	31	31	67	67
Graduates	23	23	23	45	45

The faculty and staff from Academic Affairs, Student Affairs and Enrollment Management, and Public Relations Department have a strong commitment to promoting the opportunities with this program. The marketing plan for this degree includes TV commercials, newspaper ads, the college news-letter, flyers, banners, social media, etc.

The Bachelor of Science in Nursing (RN to BSN) degree application and admission requirements will be presented during advising sessions for the Associate Degree in Nursing and will also be marketed to current registered nurses working in the different healthcare settings. Face-to-face advising sessions will be held every month at the Nursing and Allied Health campus for prospective BSN students. Local healthcare partners also provide financial incentives for their ADN's to pursue the BSN and have expressed willingness to coordinate their work schedules around the RN-BSN program's course schedule to facilitate degree completion.

The College is committed to lifelong learning for all students and graduates. The ADN program will establish a progressive ADN-RN to BSN Pathway so students can seamlessly transition into the RN to BSN degree. An academic coach dedicated to the RN to BSN program will work directly with ADN students to promote the BSN program, and to streamline the transition process for those students interested in pursuing the BSN. The STC ADN-RN to BSN progressive pathway via a hybrid model will offer an alternative to university fully online programs, which may be a better alternative to some students.

Non-traditional students are attracted to community colleges due to familiarity with faculty and staff, resources, convenience, and smooth transition. A familiar community college environment will encourage first-generation college students to pursue a baccalaureate degree. Students will be able to continue their education immediately after they pass their licensure examination.

## **PROGRAM SUPPORT**

**Faculty:** All the faculty listed in tables 6 and 7 earned their doctoral degrees while employed at South Texas College. Strong faculty mentorship in the ADN program will continue to encourage other faculty members to pursue their doctorate degrees and will provide homegrown faculty for the RN-BSN Program. Future graduates of the RN-BSN Program will provide potential students in the pipeline for advanced degrees which could be our own source of future faculty.

Currently, STC board approved nursing faculty positions for the ADN program are in the process of hiring for Academic Year 2019-2020. This is in anticipation of current terminal degree nursing faculty being available to teach upper level BSN courses while ensuring adequate faculty for the existing ADN program.

**Table 6. Core Faculty**

Name and Rank of Core Faculty	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned to Program
<i>e.g.: Robertson, David Assoc. Prof</i>	<i>PhD. in Molecular Genetics Univ. of Wisconsin-Madison</i>	<i>MG200, MG285 MG824 (Lab Only)</i>	<i>50%</i>
*Candelaria, Christie, EdD, CCRN-K, CNE Instructor	Ed.D. in Higher Education & Adult Learning Walden University Certified Nurse Educator	NURS 3370, NURS 3302	100%
Acevedo, Mariano, PhD, RN Instructor	Ph.D. in Educational Management Akron State University	NURS 3312, NURS 3304	50%
Esguerra, Raquel, DNP, RN Instructor	DNP in Educational Leadership American Sentinel University	NURS 3304, NURS 3320	50%
Projected New Support Faculty in Year _____	N/A		

**Table 7. Support Faculty**

Name and Rank of Support Faculty	Highest Degree and Awarding Institution	Courses Assigned in Program or Other Support Activity	% Time Assigned to Program
<i>e.g.: Robertson, David Assoc. Prof</i>	<i>PhD. in Molecular Genetics Univ. of Wisconsin-Madison</i>	<i>MG200, MG285 MG824 (Lab Only)</i>	<i>10%</i>
Ayala, Margo DNP, RN, Instructor	DNP in Educational Leadership American Sentinel University	NURS 3304	20%
Aguilera, Minerva, PhD, RN Instructor	Ph.D. in Nursing University of Texas Tyler	NURS 3302	20%
Cedillo, Estela, DNP, RN- FNP-BC Lecturer	DNP in Nursing University of Incarnate Word	NURS 3301	20%
Valerio, Jayson, DNP, RN, Instructor	DNP in Educational Leadership American Sentinel University	NURS 3301	20%
Garcia, Edmundo, DNP, RN, FNP-BC Instructor	DNP in Nursing University of Incarnate Word	NURS 3101, NURS 3108	20%
Martinez, Nora DNP, RN, FNP-BC Instructor	DNP in Nursing University of Incarnate Word	NURS 3401, NURS 3304	20%
Thomas, Jessy DNP, RN, FNP-BC Instructor	DNP in Nursing Walden University	NURS 3304, NURS 3310	20%
Projected New Support Faculty in Year _____	N/A		

**Facilities and Equipment:** South Texas College utilizes Blackboard as its learning management system for online, hybrid, and web-enhanced course offerings. With the rise of blended learning and the rapid transition to digital learning environments, STC's Online Campus provides entire online programs supported by fully integrated and responsive student services delivered at any time and any place to both traditional and non-traditional learners with academic and professional goals. Educational Technologies has 3 classrooms equipped for hybrid/online course delivery to serve students at the Starr County Campus.

The Blackboard learning management system comes with Ultra Blackboard Collaborate which provides web-conferencing, video conferencing, and interactive online classes. In addition, students are able to record and playback discussions and lessons.

South Texas College will utilize Quality Matters™ for the BSN hybrid/online course delivery. The Quality Matters™ for online course delivery program is a faculty-centered, peer-review process designed to certify the quality of online courses and online components. The primary components of QM include a set of standards (rubrics) for the design of online courses, a peer-review process for applying the standards to provide feedback for faculty in the continuous improvement of their courses, and professional development opportunities for faculty. The QM process certifies the design of courses as meeting shared standards of best practice. All coursework for this program will follow QM standards to ensure quality and consistency in course delivery.

The 87,222-square foot expansion to the Nursing and Allied Health West Campus in McAllen includes a four-story building, a 76,069-square foot expansion in Mid Valley, and a 48,690-square foot two-story Health Professions and Sciences building in Starr County. This college-wide campus expansion provides the latest technology and simulation experiences needed to offer the RN to BSN degree.

The Nursing and Allied Health West Campus Expansion in McAllen includes the Inter-Professional Simulation Learning Center (a full hospital simulation center) through the collaborative vision of South Texas College and its twelve Nursing & Allied Health programs and industry partners. It is designed to further support the production of healthcare practitioners that will be well-trained and competent. The high-fidelity learning environments feature state-of-the-art manikins, and equipment to create innovative and meaningful experiential learning experiences. South Texas College has been awarded \$196,537.75 through the THECB Nursing Shortage Reduction Program, which will assist in providing the most advanced simulation technology at in this facility. The highly trained simulation faculty and staff collaborate to implement simulation throughout our curriculum. STC engages in inter-professional collaborations across academic institutions, the STC community, and with our industry partners to provide high quality simulation training aimed towards improving patient care and enhancing safety in health care.

The Educational Technologies Department has sufficient instructional equipment to support the BSN program as well. Since its inception, STC has undergone extensive growth in classroom technologies. Currently, 48% of the institution's classrooms, located throughout the five (5) campuses, are classified as multimedia classrooms. These classrooms contain an instructor's

lectern, computer, control system/video switcher, document imaging camera, data projector(s), internet connectivity, and projection screens. An additional 37% of the classrooms are designated as standard technology classrooms with data projectors, sound systems, and are computer equipped with internet connectivity. Classroom instructional equipment is available to all programs through the Educational Technologies Department, including the proposed Bachelor of Science in Nursing (RN to BSN) degree.

**New Costs:** Total new costs for the first five years of the program are projected to be \$1,619,813. Sources of funds to cover for the first five years of the program are projected to be \$1,436,820 from tuition, and \$321,470 from state appropriations for a total revenue of \$1,758,290. See attached specific budget details.

Five-Year Costs		Five-Year Funding	
<b>Personnel</b>	\$1,440,439	<b>Reallocated Funds</b>	\$0
<b>Facilities and Equipment</b>	\$17,000	<b>Anticipated New Formula Funding</b>	\$321,470
<b>Library, Supplies, and Materials</b>	\$147,374	<b>Designated Tuition and Fees</b>	\$1,436,820
<b>Other</b>	\$15,000	<b>Other<sup>4</sup></b>	\$0
<b>Total Costs</b>	<b>\$1,619,813</b>	<b>Total Funding</b>	<b>\$1,758,290</b>

## INSTITUTIONAL EFFECTIVENESS

**Program Review and Improvement Plans:** South Texas College identifies expected outcomes for every instructional program, administrative and educational support service, and assesses whether these outcomes are achieved, in order to make continuous improvements based on assessment data. The College commits to continuous improvement in achieving expected outcomes through its strategic planning process, including *2-year Institutional Effectiveness (IE) Plans* for every instructional, administrative or educational support unit in the College. An *Institutional Effectiveness (IE) Plan* serves as a means to establish and assess expected outcomes for each program.

Instructional programs are also subject to a program review process which is embedded within the 2-year IE assessment cycle. Program Review assessment evaluates program viability, effectiveness, and student achievement through a variety of outcomes including the *number of graduates, graduate placement, and maintenance of program specific accreditations*. Program leaders and faculty review the assessment data and develop action plans for outcomes that did not meet the desired targets. Additional programmatic success metrics will include course pass rates and persistence.

In addition to these IE processes and SACSCOC guidelines, STC will also be pursuing programmatic accreditation by ACEN. After initial accreditation, ACEN requires a review for reaccreditation every seven years in which similar success metrics are reported and evaluated.

**Accreditation:** The Associate Degree Nursing Program at STC obtained candidacy status for ACEN accreditation in December 2017. The site visit for initial accreditation of the ADN

program is scheduled for February 20-22, 2019. The faculty and staff of the ADN program are committed to completing the rigorous process of accreditation. Achieving ACEN accreditation by the ADN program will pave the way for the accreditation of the RN-BSN program. Below is the timeline for ACEN accreditation of the ADN program.

**Table 1: Timeline for ACEN Accreditation of the ADN Program**

TERM	GOAL	ACTIVITIES
Fall 2017	Attain Candidacy Status	Candidacy Status attained
Fall 2018	Complete Self-Study and Site Visit	Submitted self-study report Submitted <i>Information Form for Accreditation Site Visit</i> Site visit scheduled February 2019
Fall 2019	Attain Full ACEN Accreditation	ACEN response to site visit Full accreditation expected Fall of 2019

The RN-BSN program will seek accreditation from the Accreditation Commission for Education in Nursing (ACEN) in order to ensure high quality education to the registered nurses of the community. ACEN supports nursing education and nursing practice through accreditation which is a “voluntary, peer-review, self-regulatory process” (ACEN Manual, 2016, p. 2). ACEN is recognized by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA) as the accrediting body for all types of nursing education.

The RN-BSN program meets the eligibility criteria for initial accreditation of a nursing program under ACEN Policy 3, #2, which states that if the nursing program is administered by a college, the college must be accredited or must hold candidacy status from listed agencies, which includes the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). STC is SACSCOC accredited, thus making the RN-BSN program eligible to apply for ACEN accreditation.

The RN-BSN program will seek candidacy for ACEN accreditation as soon as the curriculum and the program is approved by the Texas Higher Education Coordinating Board (THECB) and the Board of Nursing (TX BON) if determined to be applicable to the BSN program. The goal is to admit the first cohort of RN-BSN students by Fall 2019. The Program Chair and faculty will initiate the required application for candidacy status. A self-study report will be prepared and submitted by Spring 2020.

ACEN Policy 3, #5 mandates that for initial accreditation of a nursing program without previous graduates, the initial accreditation site visit for the nursing program should occur while the initial cohort of students is enrolled in either (1) the final semester/quarter/term of the nursing program or (2) the semester/quarter/term prior to the final semester/quarter/term of the nursing program. The site visit would be planned for Summer 2020 which will be the final semester of the first cohort of students.

**Table 1: Timeline for ACEN Accreditation**

TERM	GOAL	ACTIVITIES
Fall 2019	First semester of the RN-BSN program	Admit first cohort of students.
		Initiate the candidacy process: <ol style="list-style-type: none"> <li>1. Complete the Candidacy Eligibility Form.</li> <li>2. After confirmation of eligibility, submit payment for the application fee (\$2,500.00)</li> <li>3. Initiate the Candidacy Presentation.</li> </ol>
		Submit a narrative Candidacy Presentation.  Once candidacy status is confirmed, Programs that have achieved candidate status may indicate the following to potential students and interested members of the public:  <i>"This nursing education program is a candidate for accreditation by the Accreditation Commission for Education in Nursing."</i>  Prepare the Self-Study Report.  Submit <i>Official Authorization for Candidacy Process Form</i> .
Spring 2020	Second semester	Submit Self-Study Report  Submit <i>Information Form for Accreditation Site Visit</i>
Summer 2020	Third semester	ACEN Site Visit

## Instructional Costs and Projected Revenue for Bachelor of Science in Nursing (RN to BSN)

Faculty Salary & Benefits	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Totals
LHE Rate	\$850.00	\$850.00	\$850.00	\$850.00	\$850.00	
# of LHE's per Course	3	3	3	3	3	
Subtotal	\$2,550.00	\$2,550.00	\$2,550.00	\$2,550.00	\$2,550.00	
# of Sections Taught by Adjunct	2	2	2	5	5	
# of Sections Taught by F/T	7	7	7	13	13	
Adjunct Salary	\$5,100.00	\$5,100.00	\$5,100.00	\$12,750.00	\$12,750.00	
Multiplied by Benefits Rate (14.8%)	\$754.80	\$754.80	\$754.80	\$1,887.00	\$1,887.00	
Total Salary for Adjunct	\$5,854.80	\$5,854.80	\$5,854.80	\$14,637.00	\$14,637.00	
Number of Faculty at 50% Load	1.50	1.50	1.50	3.00	3.00	
F/T Faculty @ \$65000 * 50% = \$32500	\$63,375.00	\$63,375.00	\$63,375.00	\$125,750.00	\$125,750.00	\$443,625.00
Educational Stipend \$15,000 * 50% = \$7500	\$14,625.00	\$14,625.00	\$14,625.00	\$29,250.00	\$29,205.00	\$102,375.00
Program Director Salary/Stipends/Benefits	\$104,000.00	\$104,000.00	\$104,000.00	\$104,000.00	\$104,000.00	\$520,000.00
Academic Coach Salary	\$46,800.00	\$46,800.00	\$46,800.00	\$93,600.00	\$93,600.00	\$327,600.00
Total Salary + Stipend	\$228,800.00	\$228,800.00	\$228,800.00	\$353,600.00	\$353,600.00	\$1,393,600.00
<b>Cost for Faculty Salary/Benefits</b>	<b>\$234,654.80</b>	<b>\$234,654.80</b>	<b>\$234,654.80</b>	<b>\$368,237.00</b>	<b>\$368,237.00</b>	<b>\$1,440,438.40</b>

**Assumptions:** 50% load for faculty is 4 sections per year, teaching in the BSN Program.

**Year One:** 1.5 faculty teaching at 50% load = 6 sections (4 +2). 1 section taught by Program Coordinator for a total of 7 sections taught by full-time faculty.

**Year Three:** Hiring of another Academic Coach to assist with the student load.

Projected Revenue	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Totals
Headcount Enrollment	30	30	30	65	65	
Total Student Credit Hours	930	930	930	930	2015	
Total FTE (SCH/30)	31	31	31	31	67	
<b>State Appropriations</b>	-	-	<b>\$77,153.00</b>	<b>\$77,153.00</b>	<b>\$167,164.00</b>	<b>\$321,470.00</b>

State Appropriations funding is based upon enrollment from previous biennium

Tuition	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Totals
Credit Hour Tuition Rate (\$70 + \$55 + \$30 per credit hour)	\$144,150.00	\$144,150.00	\$144,150.00	\$312,325.00	\$312,325.00	\$1,057,100.00
Registration Fee (100 per term, total \$300 per hour credit)	\$9,000.00	\$9,000.00	\$9,000.00	\$19,500.00	\$19,500.00	\$66,000.00
Instructional Technology Fee (\$30 * total SCH)	\$27,900.00	\$27,900.00	\$27,900.00	\$60,450.00	\$60,450.00	\$204,600.00
Learning Support Fee (\$12 x total SCH)	\$11,160.00	\$11,160.00	\$11,160.00	\$24,180.00	\$24,180.00	\$81,840.00
Student Activities (\$4 * total SCH)	\$3,720.00	\$3,720.00	\$3,720.00	\$8,060.00	\$8,060.00	\$27,280.00
<b>Total Tuition</b>	<b>\$195,930.00</b>	<b>\$195,930.00</b>	<b>\$195,930.00</b>	<b>\$424,515.00</b>	<b>\$424,515.00</b>	<b>\$1,436,820.00</b>



**Operating Costs and Revenue Projections**  
**Bachelor of Science in Nursing (RN to BSN)**

<b>ESTIMATED COSTS BY YEAR</b>						
<b>CATEGORY</b>	<b>INITIAL COST</b>	<b>BUDGET 2ND YEAR</b>	<b>BUDGET 3RD YEAR</b>	<b>BUDGET 4TH YEAR</b>	<b>BUDGET 5TH YEAR</b>	<b>TOTAL BUDGET</b>
	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2019-2024</b>
Faculty Salaries and Benefits	\$234,655.00	\$234,655.00	\$234,655.00	\$368,237.00	\$368,237.00	\$1,440,439.00
Supplies and Materials (Operating)	\$5,000.00	\$5,000.00	\$5,000.00	\$10,000.00	\$10,000.00	\$35,000.00
Library Resources	\$19,155.00	\$20,687.00	\$22,342.00	\$24,130.00	\$26,060.00	\$112,374.00
Equipment and Software (Capital)	\$10,000.00	\$0.00	\$0.00	\$7,000.00	\$0.00	\$17,000.00
Facilities (Furniture) (Operating)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Faculty Professional Development/(Travel)	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$15,000.00
<b>Subtotal – Instructional &amp; Operating Budget</b>	<b>\$271,810.00</b>	<b>\$263,342.00</b>	<b>\$264,997.00</b>	<b>\$412,367.00</b>	<b>\$407,297.00</b>	<b>\$1,619,813.00</b>
<b>Total Budget Per Year</b>	<b>\$271,810.00</b>	<b>\$263,342.00</b>	<b>\$264,997.00</b>	<b>\$412,367.00</b>	<b>\$407,297.00</b>	<b>\$1,619,813.00</b>

<b>REVENUE PROJECTIONS BY YEAR</b>						
<b>CATEGORY</b>	<b>REVENUE</b>	<b>REVENUE</b>	<b>REVENUE</b>	<b>REVENUE</b>	<b>REVENUE</b>	<b>TOTAL</b>
	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2019-2024</b>
<b>State Appropriations</b>	-	-	\$77,153.00	\$77,153.00	\$167,164.00	\$321,470.00
<b>Tuition</b>	\$195,930.00	\$195,930.00	\$195,930.00	\$424,515.00	\$424,515.00	\$1,436,820.00
<b>TOTAL REVENUE</b>	<b>\$195,930.00</b>	<b>\$195,930.00</b>	<b>\$273,083.00</b>	<b>\$501,668.00</b>	<b>\$591,679.00</b>	<b>\$1,758,290.00</b>

**South Texas College Bachelor of Science in Nursing  
RN-BSN CURRICULUM 120 SCH**

**RN to BSN Degree Plan Core Curriculum**

<b>Course</b>	<b>Required Credits from State of Texas</b>	<b>Core Curriculum courses from the STC ADN Degree Plan</b>	<b>RN to BSN Additional Core Curriculum Courses</b>
Communication	6	ENGL 1301 = <b>3</b> credits	ENGL 1302 = <b>3</b> credits
Mathematics	3	None	MATH 1442 = <b>4</b> credits
Life and Physical Sciences	6	BIOL 2401 = <b>4</b> credits BIOL 2402 = <b>4</b> credits	N/A
Language, Philosophy & Culture	3	PHIL 2306 = <b>3</b> credits	N/A
Creative Arts	3	None	ARTS 1301 = <b>3</b> credits
American History	6	None	HIST 1301 = <b>3</b> credits HIST 1302 = <b>3</b> credits
Government/ Political Science	6	None	GOVT 2305 = <b>3</b> credits GOVT 2306 = <b>3</b> credits
Social and Behavioral Science	3	PSYC 2301 = <b>3</b> credits	N/A
			<b>Core Curriculum: 42 SCH</b>

### Prescribed Elective Courses

Prefix and Number	Prescribed Elective Course Title	SCH
RNSG 1209	Introduction to Nursing	2
RNSG 1300 or RNSG 1301	Health Assessment Across the Lifespan or Pharmacology	3 or 3
RNSG 1513	Foundations for Nursing Practice	5
RNSG 1205	Nursing Skills I	2
RNSG 1262	Clinical I	2
RNSG 1144	Nursing Skills II	1
RNSG 1341	Common Concepts of Adult Health	3
RNSG 2161	Clinical - Medical/Surgical	1
RNSG 2213	Mental Health Nursing	2
RNSG 2162	Clinical - Mental Health	1
RNSG 1412	Nursing Care of the Childbearing and Childrearing Family	4
RNSG 2260	Clinical - Pediatrics/Maternal/Infant	2
RNSG 1343	Complex Concepts of Adult Health	3
RNSG 2361	Clinical - Complex Medical Surgical	3
RNSG 2331	Advanced Concepts of Adult Health	3
RNSG 2163	Clinical IV	1
RNSG 2221	Professional Nursing: Leadership and Management	2
RNSG 2363	Clinical V	3
<b>ADN Electives</b>		<b>43</b>
BIOL 2420 or BIOL 2421	Microbiology for Non-Science Majors or Microbiology for Science Majors	4 or 4
<b>Total Credit Hours</b>		<b>47</b>

### Required Upper Division Courses

Prefix and Number	Required/Core Course Title	SCH
*NURS 3370	Professional Development & Inter-Professional Collaboration	3
*NURS 3302	Contemporary Issues in Nursing and Healthcare	3
*NURS 3304	Holistic Health Assessment Across the Lifespan	3
*NURS 3312	Nursing Informatics	3
*NURS 3401	Population Focused Community Health Care	4
*NURS 3101	Population Focused Community Health Care Clinical	1
*NURS 3310	Evidence-Based Nursing Practice and Research	3
*NURS 3320	Public and Global Health Policy	3
*NURS 3408	Leadership and Management in Professional Nursing	4
*NURS 3108	Leadership and Management Clinical	1
*NURS 3301	Nursing Capstone - Capstone	3
<b>Total Credit Hours</b>		<b>31</b>

### Semester Credit Hour Requirements by Category

Category	Semester Credit Hours	Clock Hours	Contact Hours
General Education Core Curriculum ( <i>Bachelor's degree program only</i> )	42		
Required Courses	31		
Prescribed Electives	47		
Free Electives	N/A		
Other ( <i>Specify, e.g., internships, clinical work</i> )	(if not included above)		
<b>TOTAL</b>	<b>120</b>		

**Note:** Bachelor's degree programs should not exceed 120 SCHs. Bachelor's degree programs that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as program accreditation requirements, statutory requirements, and/or licensure/certification requirements that cannot be met without exceeding 120 SCH.



Texas Higher Education Coordinating Board  
Texas Public Community Colleges

Proposal for a New Bachelor’s Degree Program  
Full Request Form

**Directions:** Texas public community colleges must complete this form to propose a new bachelor’s degree in one of the following fields: (1) Bachelor of Applied Science, including a program with an emphasis in early childhood education; (2) Bachelor of Applied Technology; and Bachelor of nursing Science, limited to the RN-to-BSN completion degree program.

Institutions should notify the Division of Academic Quality and Workforce of its intent to plan a new bachelor’s degree program via a letter submitted through the online portal prior to submission of the Full Request Form.

Institutions submit Planning Notification through the [Document Submission Portal](#) as a letter to the Assistant Commissioner of the Academic Division of Academic Quality and Workforce. The letter should include the title, degree designation, CIP code of the program, the anticipated date of submission of the proposal, and a brief description of the program.

In completing the proposal, the institution should refer to the document *Standards for Bachelor’s and Master’s Degree Programs*, which prescribes specific requirements for new degree programs.

This form requires the signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program and the notification of other Texas public institutions of higher education; (2) the Chief Financial Officer, certifying the accuracy of funding estimates for the new program; and (3) a member of the Board of Trustees (or designee) certifying Board approval.

**Information:** Contact the Division of Academic Quality and Workforce at 512-427-6200.

**Administrative Information**

1. Institution: **South Texas College**

2. Institution’s Composite Financial Index (CFI) Score:

CFI Score: **8.03**

The CFI scores may be accessed online in the Community College Financial Condition Report at [Composite Financial Index \(CFI\)](#).

3. Taxable Property Valuation: Amount **\$38,236,277,532** Tax Year **2018**

Valuation must be equal to or greater than \$6 billion for the most recent tax year and be based on the combined value of the taxing district and approved branch campus maintenance taxing regions. Provide a copy of the certified valuation from the county appraisal district. A copy of the certified valuation from each county appraisal district is provided as **Appendix A**.

4. Institution's existing bachelor's degree programs:  
Provide the name of the existing bachelor's degree program(s). Colleges that participated in a baccalaureate degree pilot project are limited to five bachelor degree programs. Colleges that did not participate in a pilot project are limited to three bachelor degree programs.

1. Bachelor of Applied Technology –Technology Management
2. Bachelor of Applied Technology – Computer and Information Technologies
3. Bachelor of Applied Technology – Medical and Health Services Management
4. Bachelor of Applied Science – Organizational Leadership

5. Proposed Program:  
Show how the proposed program would appear on the Coordinating Board's Program Inventory (e.g., Bachelor of Applied Science degree with a major in Process Technology).

### **Bachelor of Science in Nursing (RN to BSN)**

6. Proposed CIP Code:  
List of CIP Codes may be accessed online at [www.txhighereddata.org](http://www.txhighereddata.org). Include justification if the proposed program title is not already included in the Texas Classification of Instructional Programs.

Proposed CIP Code: **51.3801**

7. Semester Credit Hours Required:  
For bachelor's degree programs the number should be 120 SCH (if the number of SCH exceeds 120 for a bachelor's degree program, the institution must submit documentation explaining the compelling academic reason).

Semester Credit Hours Required: **120**

8. Location and Delivery of the Proposed Program:  
Provide the location of instruction and how the proposed program will be delivered to students (e.g., face-to face to students on the El Centro Campus in Dallas).

The Bachelor of Science in Nursing (RN to BSN) program will be delivered in a hybrid/online format through the Blackboard Learning Management System. Face-to-face instructional time and hybrid (50 percent or more with a mandatory on-campus component) for the hybrid courses will be offered at the Nursing and Allied Health Campus located at 1101 E. Vermont in McAllen, Texas.

South Texas College will utilize Quality Matters™ (QM) for the RN to BSN hybrid online course delivery. The Quality Matters™ for online course delivery program is a faculty-centered, peer-review process designed to certify the quality of online courses and online components. The primary components of QM include a set of standards (rubrics) for the design of online courses, a peer-review process for applying the standards to provide feedback for faculty, and professional development opportunities for faculty. The QM process certifies the design of courses meets shared standards of best practice. All coursework design

for the RN to BSN degree will follow QM standards to ensure quality and consistency in course delivery.

9. Administrative Unit:

Identify where the proposed program would fit within the organizational structure of the institution (e.g., Division of Social Sciences and Business).

Administrative Unit: **Division of Nursing and Allied Health**

10. Program Description:

Describe the proposed program and the program's learning outcomes.

The Institute of Medicine, now known as National Academy of Medicine, recommends that by 2020, 80 percent of nurses should have a bachelor's degree in Nursing to meet the complex needs of the U.S. healthcare delivery system. The Bachelor of Science in Nursing (RN to BSN) degree focuses on advancing competencies, skills, and values needed to meet the demands of the current healthcare system. The degree consists of 89 hours of lower-division courses accepted from the RN to BSN track and the core curriculum, and 31 hours of upper-division course work. The upper-division coursework includes the BSN role in the nursing practice, research, evidence-based practice, interprofessional communication, professionalism, clinical prevention, population health, leadership for quality care and patient safety, management of information and patient care technology, and healthcare policy. These program learning outcomes are directly aligned with the BSN graduate competencies from the Texas Board of Nursing Differentiated Essential Competencies (DECS), the Nine Essentials of Baccalaureate Education for Professional Nursing Practice by the American Association of Colleges of Nursing (AACN), and the Quality and Safety Education for Nurses (QSEN).

Upon completion of the RN to BSN degree, the graduate will be able to:

- A. Apply clinical judgment and knowledge based on the nursing program of study, evidenced-based practice outcomes, and research studies as the basis for decision-making and comprehensive, safe patient and population care.
- B. Deliver safety and quality improvement initiatives as a provider of patient care, and as part of the interdisciplinary healthcare team, as an advocate, and as a manager of nursing care.
- C. Demonstrate clinical inquiry and analysis in applying patient care technologies and information systems to support safe nursing practice and population risk reduction.
- D. Participate in monitoring institutional, professional, and public healthcare policy to maintain adherence to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.
- E. Manage care transitions across the healthcare continuum and promote a culture of health in the community and population with diverse communities in collaboration with members of the interdisciplinary health care team.
- F. Demonstrate effective leadership and advocacy that reflects the values, ethics, and continuing competence of the nursing profession.
- G. Provide leadership skills related to financial resources, human resource, clinical management, and professional issues in providing and evaluating care.

# Draft 01/11/2019

Proposal for a New Bachelor's Degree Program at a Texas Public Community College

Page 4

11. Proposed Implementation Date:

Provide the date that students would enter the proposed program.

Proposed Implementation Date: **08/26/2019**

12. Institutional and Departmental Contacts:

Provide contact information for the person(s) responsible for addressing any questions related to the proposal.

1. Name: Jayson T. Valerio, DNP, RN  
Title: Dean of Nursing & Allied Health  
E-mail: [jaysonva@southtexascollege.edu](mailto:jaysonva@southtexascollege.edu)  
Phone: 956-872-3113
2. Name: Anahid Petrosian, MPA, Ph.D.  
Title: Interim Vice President for Academic Affairs  
E-mail: [anahid@southtexascollege.edu](mailto:anahid@southtexascollege.edu)  
Phone: 956-872-6790

13. Notification to Area Institutions:

Provide a copy of the notification sent to area institutions.

The institution proposing the new bachelor's degree program must notify all public institutions of higher education within 50 miles of the teaching site of their intention to offer the program at least 30 days prior to submitting their request to the Coordinating Board. If objections occur, the proposing institution must resolve those objections prior to submitting the request to the Coordinating Board. If the proposing institution cannot resolve the objection(s), and the institution wishes to submit the proposed program, the proposing institution may request the assistance of the Assistant Commissioner of Academic Quality and Workforce to mediate the objections and determine whether the proposing institution may submit the proposed program. No new program will be approved until all objections are resolved.

Copies of the notifications sent to area institutions are provided as **Appendix B** and no objections have been filed. In addition, letters of support from local employers **Appendix C** are included.

14. Accreditation Level:

If the institution is not currently recognized as a Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Level II degree granting institution, the proposal must include a long-term financial plan for obtaining Level II status. The plan must include a detailed description for recruiting and paying increased salaries of doctoral faculty without cannibalizing faculty from nearby universities with similar programs.

Institution's current degree granting level as approved by SACSCOC:

- Level I Offers the associate degree as the highest degree  
 Level II Offers the baccalaureate degree as the highest degree

## Proposed Program Information

### I. Need

#### A. Job Market Need

Provide short- and long-term evidence of the need for graduates in the Texas and US job markets. Common sources for workforce need and workforce projections include the Bureau of Labor Statistics, the Texas Workforce Commission, and professional associations. If the proposed program is designed to address particular regional or state needs in addition to workforce demands, provide a detailed description.

Today's new nurses are faced with a workplace full of unparalleled multifarious demands. Nurses in the 21<sup>st</sup> century must perform to full responsibilities with competencies more swiftly than in the past. In order to meet the demands of evolving environment of health care, today's nurses must be armed with knowledge, skills, clinical reasoning, technology know how, the ability to care for clients in different settings, and to work collaboratively with various healthcare disciplines.

Responding to these issues, the Institute of Medicine (IOM) report, *The Future of Nursing: Leading Change, Advancing Health (2010)*, has recommended that the proportion of nurses with baccalaureate degrees be increased to 80% by the year 2020. Studies have shown that nurses with baccalaureate degrees have improved patient outcomes, stronger communications skills, higher adeptness in making diagnoses and evaluating interventions, and higher competencies in leadership and nursing practice (Aiken, Clarke, Sloane, Lake, and Cheney, 2008).

Propelled by this research study, many nursing associations have pushed for registered nurses to advance their degrees for a more highly educated nursing workforce to meet the demands of a more complex healthcare delivery system. The Institute of Medicine and the Robert Wood Johnson Foundation have directed state nursing organizations to adopt strategies to improve addressing the healthcare issues by producing more BSN prepared nurses.

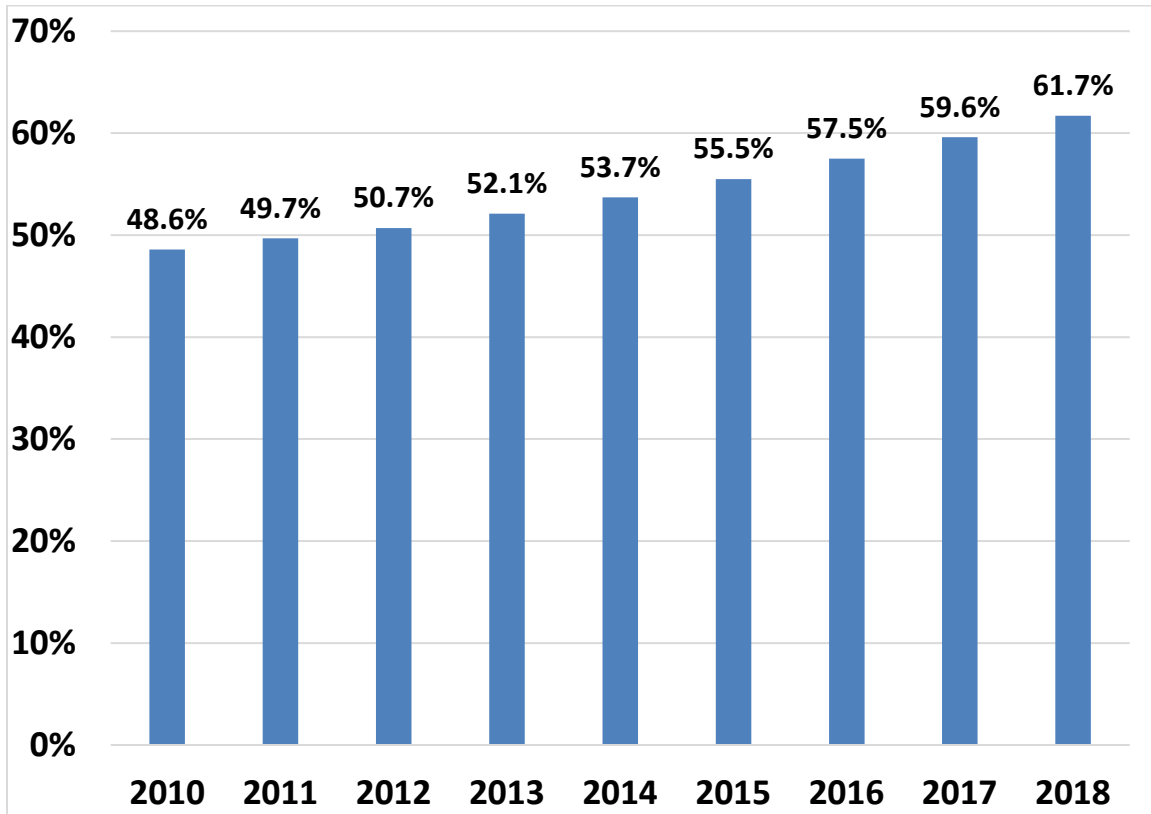
As a result of this call from the Institute of Medicine (IOM) and the Robert Wood Johnson Foundation, a Texas Team Coalition was created in 2011 with partnerships from diverse sectors, including physicians, nurses, insurers, consumers, business, academia, and health systems. The Texas Team Coalition has launched major initiatives to address the current healthcare issues through nursing. One of the eight major initiatives is to increase the proportion of nurses with baccalaureate degrees to 80% by 2020.

According to the Texas Nursing Workforce Studies (2018), 61.7% of registered nurses in Texas have at least a Bachelor of Science in Nursing. Looking at the IOM goal of 80% by 2020 and the statistical trajectory of yearly production of BSN prepared nurses, Texas will not meet the Institute of Medicine's goal of 80% of RN's having at least a BSN by 2020. The table below shows the percentage of RN's who have a BSN or higher from 2010 to 2018.



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Percent of RNs who have a BSN or Higher



South Texas College's proposal of the RN to BSN degree will respond to the increased demand for baccalaureate prepared nurses. Survey results conducted by STC's Research & Analytical Services, showed that 68% of STC Allied Health students preferred the BSN program to their current Allied Health major, 87% agreed with the statement "Sounds like a good-paying job", and 90% agreed with the statement "Sound like the kind of job that employers are hiring for here in the Valley."

STC's total cost for tuition and fees for the RN to BSN program would be sustainably lower than other programs from institutions in the region:

School	Cost
South Texas College <sup>1</sup>	\$6,531
UTGRV <sup>2</sup>	\$7,500
Texas A&M International <sup>3</sup>	\$8,995
Texas A&M Health Science Center <sup>4</sup>	\$8,916

1 – Total program cost includes tuition and fees for 31 hours and 3 semesters

2 – Total program cost as published at: <https://www.utrgv.edu/accelerated/programs/rn-to-bsn/index.htm>

3 – Total program tuition cost as published at: <https://online.tamtu.edu/programs/rn-to-bsn.aspx#tuition>

4 – Total program cost as published at: <https://financialaid.tamu.edu/Undergraduate/Cost-of-Attendance#0-NursingUndergraduate>

These results indicate the likelihood that Allied Health students would advance their degree to the BSN level if this pathway was provided. In addition to the favorable ratings, the

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low cost of tuition and fees, familiarity with the community college environment, faculty, and staff, and planned curricular alignments are considered prime benefits.

An Economic Modeling Specialist Inc. (EMSI) study conducted in May 2017 showed there was a total gap of 272 BSN nurses for the STC service area (Hidalgo and Starr counties) (see chart below). This study indicated that based on occupational and wage data, a BSN program would be a good fit for STC, its students and the region.

Program	Region	Average Annual Openings	Average Annual Completers	Average STC Completers	Total Gap or Surplus
Bachelor's of Science in Nursing	STC Service Area	380	108	0	272

In addition, ten letters of support were received from regional health facilities stating the need for BSN level nurses and that many of the local health care institutions require their registered nurses to be enrolled in an RN to BSN program. The employers also state confidence in South Texas College to produce qualified graduates.

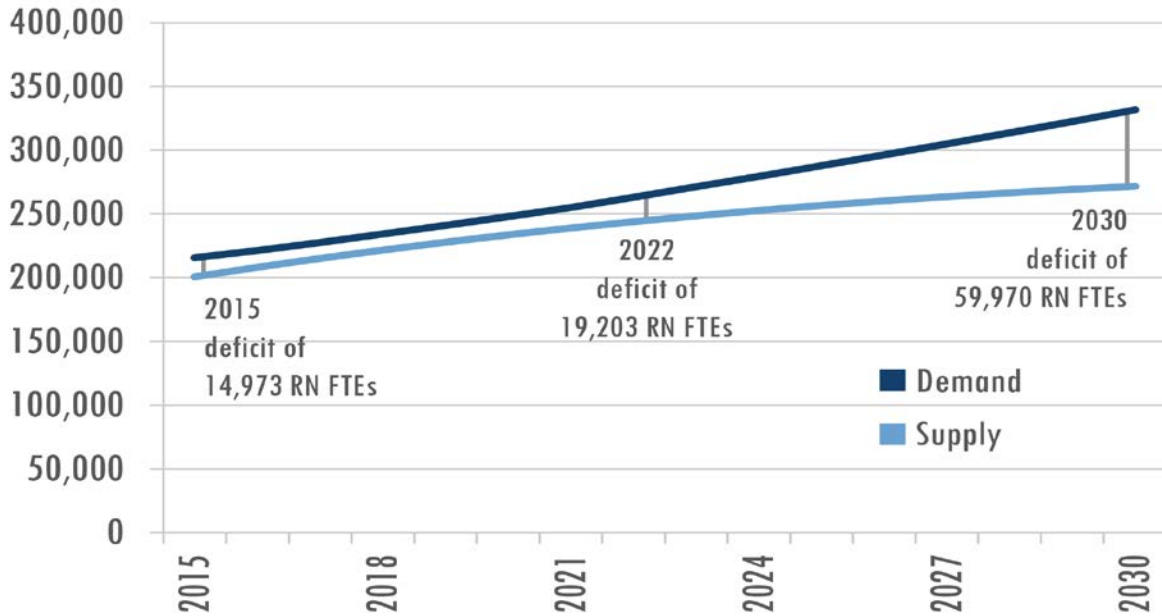
The American Association of College Nursing (AACN) report on *2014-2015 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing* reported that U.S. nursing schools turned away 68,938 qualified applicants from baccalaureate and graduate nursing programs in 2014. Almost two thirds of the nursing schools responding to the survey pointed to faculty shortages as a major reason for not accepting all qualified applicants into baccalaureate programs (<http://www.aacn.nche.edu/research-data>).

As U.S. healthcare shifts from hospital-focused patient care to more preventive and primary care, the healthcare system requires professional nurses that can function with more autonomy in clinical decision-making, case management, and work in multiple care settings within and beyond the hospital system. The U.S. Bureau of Labor Statistics projects that more than 430,000 additional registered nurse jobs will be created in the next decade.

Using projection models from the Health Resources and Services Administration (HRSA) and Texas-specific data to estimate nurse supply and demand, the Texas Center for Nursing Workforce Studies was able to more accurately model the future need for the nursing workforce in Texas. The results of this model were reported in the *Nurse Supply and Demand Projections, 2015-2030: Executive Summary* (2016, Texas Center for Nursing Workforce Studies). The table below shows the general summary of the Nurse Supply and Demand Projections, 2015-2030.

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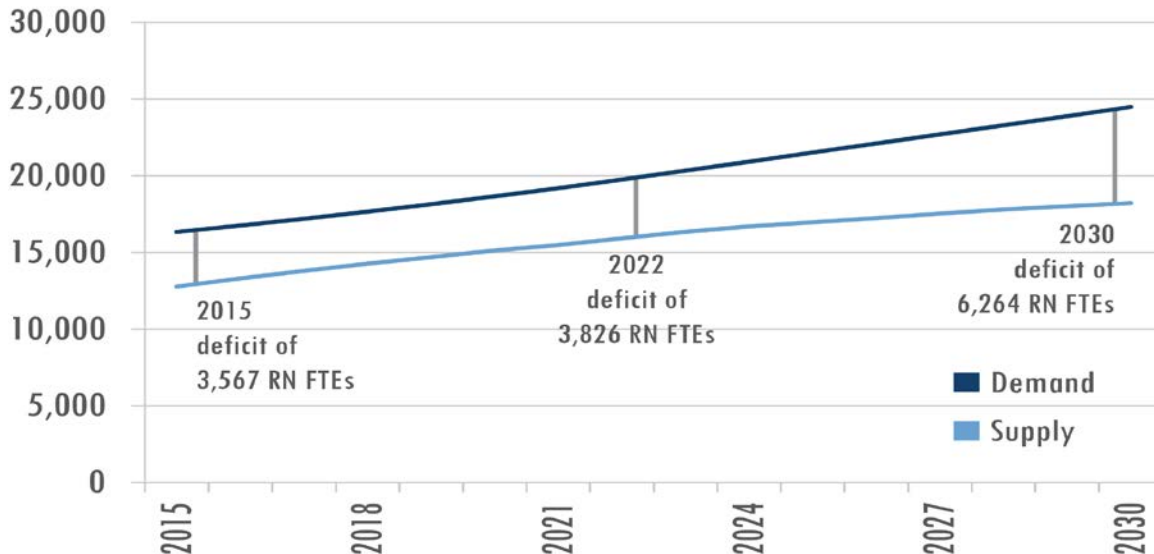
## RN FTE Supply and Demand, 2015-2030



According to this report, in 2015, the supply of RNs in Texas will be 200,663 RN full-time equivalents (FTEs). Demand for RNs will be 215,636 F, leaving a deficit of 14,973 RN FTEs. By 2030, the supply of RN FTEs is expected to grow by 35.4% to 271,667, while demand will grow by 53.8% to 331,638, leaving a deficit of 59,970 RN FTEs. Based on these projections, 20% of the projected demand for RNs in 2030 will not be met.

According to the Texas Nursing Workforce Studies, the RN FTE Supply & Demand for Rio Grande Valley 2015-2030 will need more RNs than anywhere else in the State from 2015-2022. The table below shows the RN FTE supply and demand for Rio Grande Valley 2015-2030.

## RN FTE Supply and Demand, Rio Grande Valley, 2015-2030



## B. Existing Programs

Identify existing similar programs and their locations in Texas. Provide enrollments and graduates of these programs for the last five years, and explain how the proposed program would not unnecessarily duplicate existing programs.

The University of Texas-Rio Grande Valley (UTRGV) offers the Bachelor of Science in Nursing. In Summer 2015, the University of Texas at Brownsville (UTB) and the University of Texas-Pan American (UTPA) were dissolved and the final graduating classes were in Summer 2015. UTRGV then started their first BSN cohort in Fall 2015. The table below shows the enrollment and graduates for each program for the past five years.

		2013		2014		2015		2016		2017	
School	Program	Enrollment	Graduates	Enrollment	Graduates	Enrollment	Graduates	Enrollment	Graduates	Enrollment	Graduates
UTB	BSN	Unavailable	75	504	46	N/A	39	N/A	N/A	N/A	N/A
UTPA	BSN	Unavailable	144	1373	110	N/A	128	N/A	N/A	N/A	N/A
UTRGV	BSN	N/A	N/A	N/A	N/A	1996	N/A	1956	200	1935	145

Source: <http://www.txhighereddata.org/Interactive/Accountability/>

**N/A** – Enrollment or graduates not applicable at the institution for the given academic year due to merger of the 2 institutions.

**Unavailable** – Data not available through the Accountability system.

University of Texas Rio Grande Valley offers two tracks, the full Bachelor of Science in Nursing (BSN) Track Program which is the traditional four-year pathway for registered nurses, and the RN to BSN track which is delivered as a fully online program. Both tracks are designed to enable students to integrate knowledge from theory and research, high-level skills, and concepts of leadership into the practice of professional nursing care of individuals, families, groups, and communities. The BSN program provides a foundation for graduate study. The BSN graduates from the traditional four-year pathway are eligible to apply to the Texas Board of Nursing to take the National Council Licensure Examination. After successfully completing this examination, graduates are issued a license to practice as a registered nurse in the state of Texas. Texas A&M Health Science Center system offers an online RN to BSN program but does not currently offer any face-to-face or hybrid RN to BSN program at the McAllen location.

South Texas College, Bachelor of Science in Nursing (RN to BSN) will be delivered in a hybrid instructional model with a carefully planned blend of both classroom instruction and online learning activities. South Texas College provides a unique educational opportunity for students to complete the RN to BSN program via a hybrid model that is not currently offered anywhere else in our region. Through the hybrid model of program delivery, students will be able to make meaningful connections with their instructors, as well as other students. Knowing the culture of higher education in the Rio Grande Valley and our students, the hybrid model will be more beneficial for our students in the RN to BSN program. According to Fanter (2010), the hybrid model of course instruction can foster self-directed learning, time-management, problem solving, and critical thinking skills. Students are able to participate more on group discussions and promote collaboration. In addition, students are more responsive, yield better test

performance, receive immediate feedback, and the hybrid model supports full mastery of the subject matter.

In the research study conducted by Posey and Pintz (2017), titled *Transitioning a Bachelor of Science in Nursing Program to Blended Learning: Successes, Challenges & Outcomes*, students enrolled in the hybrid online course modality demonstrated deeper reflective, critical thinking, and problem-solving skills. Several studies have compared blended/hybrid learning approaches to the face-to-face modality and found no significant differences in students' learning performance (Method et. al., 2011; Kelly et. al., 2009; Parker et al., 2011). Research has also shown significant growth in learner's knowledge scores after completing blended/hybrid courses (Cho and Shin, 2014; Jang et. al., 2006). Lastly, students in the blended/hybrid teaching approach have been found to exhibit higher self-reported reasoning, decision making and metacognition after finishing a blended/hybrid course (Hsu and Hsei, 2011).

Another unique aspect of this program is the clinical component which other RN to BSN programs do not include. The clinical components provide students with experiential learning opportunities in leadership, management, and community health. These experiences allow students to apply skills and knowledge learned in the classroom to real-world settings.

### **C. Student Demand**

Provide short- and long-term evidence of demand for the proposed program.

South Texas College is receiving frequent inquiries from current students and graduates requesting RN to BSN degree program, as most if not all hospitals in the Rio Grande Valley area are encouraging their registered nurses to pursue their BSN degree. Currently the college has an inquiry list of approximately 180 prospective students.

Dr. Christie Candelaria, RN, CCRN-K, South Texas College Associate Degree Nursing (ADN) Program Director conducted a qualitative research inquiry on the *Voices of Associate Degree Registered Nurses about the Pursuit of Bachelor of Science in Nursing in a Community College Setting* in 2015. Based on the study, 100 percent of all respondents (eight one-on-one interviews and five focus groups with five participants in each group) indicated interest in pursuing the RN to BSN at South Texas College.

An internal analysis of the ADN graduates in Fall 2015, Spring 2016, Fall 2016, and Spring 2017, conducted by the STC Research & Analytical Services department, showed that 80 percent of ADN graduates have already completed the Core Curriculum (42 SCH) required for the Bachelor of Science in Nursing (RN to BSN) and are ready to begin upper-division coursework for the BSN. Additionally, an internal student demand survey conducted by STC's Research & Analytical Services showed that among 7 proposed new programs tested in Fall 2018, BSN was the top program tested across nearly all measures of student interest.

### **D. Enrollment Projections**

Complete Table 1 to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the proposed program. Include majors only and subtract students as necessary for projected graduations or attrition.

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Table 1 presents the estimated headcount. For these calculations, a 23% attrition rate was used and was based on historical attrition rates for STC's legacy baccalaureate programs. While other sources indicate a 50% (Kukkonen, Suhonen, & Salminen, 2016; Harris, Rosenberg, & Grace O'Rourke, 2014) attrition rate for nursing programs, these studies only included traditional BSN program—no studies were found that provided attrition rates specifically for RN to BSN programs. Therefore, a 23% attrition rate is appropriately aligned with the unique aspects of the RN to BSN program given (a) admitted students will have already completed the ADN program and obtained licensure, (b) STC's success with other baccalaureate programs, (c) the hybrid model and face-to-face interaction with faculty of the program, and (d) additional support given to students via Academic Coaches and Success Specialists.

**Table 1.** Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Total New Students</b>	30	30	30	65	65
Attrition	7	7	7	15	15
<b>Cumulative Headcount</b>	30	30	30	65	65
FTSE	31	31	31	67	67
Graduates	23	23	23	45	45

## E. Existing Associate Degree Information

Complete Table 2 to show the number of students enrolled in the existing associate degree program in the same field (2-digit CIP), and compute the full-time student equivalent (FTSE) enrollment for the previous five years.

**Table 2.** Existing Associate Degree Information

Program Name (2-digit CIP):	4 Years 2013- 2014	3 Years 2014- 2015	2 Years 2015- 2016	Past 2016- 2017	Current 2017- 2018
Headcount	271	272	306	235	302
FTSE*	135	134	167	122	172
Attrition	104	95	N/A	N/A	N/A
Graduates	169	177	N/A	N/A	N/A

\*Annual undergraduate FTSE student = 30 undergraduate credit hours.

Notes: N/A means these cohorts' graduate numbers are not yet available to calculate three-year graduates.

## F. Evidence of Success

Provide evidence that the associate of applied science degree in the same field is successful.

The table below shows the THECB's Annual Licensure and Placement Rates (enrolled or employed) for South Texas College Associate Degree Nursing Program for the past six years.

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## THECB Annual Licensure Report Program: Registered Nursing/Registered Nurse CIP Code: 51380100

Report Year	Licensure Taken	Licensure Passed	Placement Rate
2012	185	98.37%	93%
2013	176	99.43%	92%
2014	193	99.48%	91%
2015	207	99.00%	95%
2016	151	98.00%	95%
2017	224	93.86%	95%

Notes: Placement Rate defined as student who were either enrolled in higher education or employed after graduation. Source: Texas Higher Education Data – Annual Student and Adult Learner Follow-Up System (ASALFS).

The table below shows the number of graduates from the ADN program at STC that have taken and passed the National Council Licensure Examination – RN on the first attempt compared to the BSN graduates from the neighboring university, UTRGV, for 2016-2018. The South Texas College ADN program has produced more RNs than the UTRGV program for two of the past three years.

School	Program	2016		2017		2018	
		% Pass Rate	First Time Candidates Passed / Attempted	% Pass Rate	First Time Candidates Passed / Attempted	% Pass Rate	First Time Candidates Passed / Attempted
South Texas College	ADN	86.58	129/149	85.90	201/234	81.53	181/222
University of Texas - Rio Grande Valley	BSN	73.20	142/194	92.48	123/133	92.65	126/136

Source: [https://www.bon.texas.gov/pdfs/education\\_pdfs/education\\_programs/RN%205YR-17.pdf](https://www.bon.texas.gov/pdfs/education_pdfs/education_programs/RN%205YR-17.pdf) Report Cycle: October 1 to September 30)

In June 2016, South Texas College's Associate Degree Nursing and Licensed Vocational Nursing programs were named one of the Top 50 Nursing Schools in the Southwest by the Nursing Schools Almanac. The Nursing Schools Almanac recognized that South Texas College graduates 70-120 new LVN's and nearly 200 new RN's annually and that students have exhibited strong licensure exam pass rates. Since 2008, ADN students achieved an NCLEX-RN pass rate of 86%, according to the Nursing Schools Almanac. The following states within the Southwest were included in the rankings: Arizona, New Mexico, Oklahoma, and Texas. Each Nursing school was evaluated on three dimensions:

1. The institution's academic prestige and perceived value;
2. The breadth and depth of nursing programs offered; and
3. Student success, particularly on the NCLEX national licensure exam.



In addition, Nursing School Almanac 2018 ranked the South Texas College Nursing program as #33 in Texas and #45 in the Southwest region (<https://www.nursingschoolsalmanac.com/>).

## **G. Complementary Program(s)**

Explain how the proposed program would complement existing programs and course offerings.

The South Texas College ADN program graduates approximately 180 students annually. The RN to BSN program will pave the way for an ADN-RN progressive pathway to the BSN Program. This will directly address the shortage of nurses with bachelor degrees in the Rio Grande Valley. Providing a more highly educated nursing workforce is critical to meeting the region's nursing needs and for the delivery of safe and cost-effective coordinated care.

As the U.S. health care shifts from hospital-focused patient care to more promotive, preventive, and primary care, the health care system requires professional nurses that can function with more autonomy in clinical decision-making, case management, and working in multiple care settings within and beyond the hospital system.

According to the Institute of Medicine, nurses with Bachelor of Science in Nursing (BSN) possess the skills, knowledge, and abilities required to manage the increasing complexity of both patient needs and the healthcare system. Furthermore, nursing workforce disparities in the Rio Grande Valley make it more difficult to meet the healthcare needs unique to an area with "high rates of poverty, lower rates of health insurance coverage, and poor environmental conditions such as high levels of air pollution and pesticide contamination, and limited public health infrastructure" (Texas Center for Nursing Workforce Studies, 2012).

In an attempt to improve patient outcomes, a national goal of increasing the number of baccalaureate prepared nurses in the workforce to 80% by 2020 was set forth in the October 2010 report by the Institute of Medicine on "The Future of Nursing." According to a study conducted by the National Council of State Boards of Nursing and the Forum of State Nursing Workforce Centers in 2016, the percentage of nurses in the U.S. with a baccalaureate or higher degree was only 61% while the percentage of Texas RNs holding a baccalaureate or higher degree is only 57.5% (Texas Center for Nursing Workforce Studies, 2016, p. 19).

## **II. Quality**

### **A. Degree Requirements**

Complete Table 3 to show semester credit hours (SCH) and clock hours (if applicable) for the proposed program. Modify the table as needed; if necessary; replicate the table for more than one option.



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**Table 3. Semester Credit Hour Requirements by Category**

Category	Semester Credit Hours	Clock Hours	Contact Hours
General Education Core Curriculum ( <i>Bachelor's degree program only</i> )	42		
Required Courses	31		
Prescribed Electives	47		
Free Electives	N/A		
Other ( <i>Specify, e.g., internships, clinical work</i> )	(if not included above)		
<b>TOTAL</b>	<b>120</b>		

**Note:** Bachelor's degree programs should not exceed 120 SCHs. Bachelor's degree programs that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as program accreditation requirements, statutory requirements, and/or licensure/certification requirements that cannot be met without exceeding 120 SCH.

## B. Curriculum

Complete Tables 4 and 5 to identify the required courses and prescribed electives of the proposed program. Note with an asterisk (\*) courses that would be added if the program is approved. Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.

**Table 4. Required Upper Division Courses**

Prefix and Number	Required/Core Course Title	SCH
*NURS 3370	Professional Development & Inter-Professional Collaboration	3
*NURS 3302	Contemporary Issues in Nursing and Healthcare	3
*NURS 3304	Holistic Health Assessment Across the Lifespan	3
*NURS 3312	Nursing Informatics	3
*NURS 3401	Population Focused Community Health Care	4
*NURS 3101	Population Focused Community Health Care Clinical	1
*NURS 3310	Evidence-Based Nursing Practice and Research	3
*NURS 3320	Public and Global Health Policy	3
*NURS 3408	Leadership and Management in Professional Nursing	4
*NURS 3108	Leadership and Management Clinical	1
*NURS 3301	Nursing Capstone - Capstone	3
<b>Total Credit Hours</b>		<b>31</b>

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**Table 5. Prescribed Elective Courses**

Prefix and Number	Prescribed Elective Course Title	SCH
RNSG 1209	Introduction to Nursing	2
RNSG 1300 or RNSG 1301	Health Assessment Across the Lifespan or Pharmacology	3 or 3
RNSG 1513	Foundations for Nursing Practice	5
RNSG 1205	Nursing Skills I	2
RNSG 1262	Clinical I	2
RNSG 1144	Nursing Skills II	1
RNSG 1341	Common Concepts of Adult Health	3
RNSG 2161	Clinical - Medical/Surgical	1
RNSG 2213	Mental Health Nursing	2
RNSG 2162	Clinical - Mental Health	1
RNSG 1412	Nursing Care of the Childbearing and Childrearing Family	4
RNSG 2260	Clinical - Pediatrics/Maternal/Infant	2
RNSG 1343	Complex Concepts of Adult Health	3
RNSG 2361	Clinical - Complex Medical Surgical	3
RNSG 2331	Advanced Concepts of Adult Health	3
RNSG 2163	Clinical IV	1
RNSG 2221	Professional Nursing: Leadership and Management	2
RNSG 2363	Clinical V	3
<b>ADN Electives</b>		<b>43</b>
BIOL 2420 or BIOL 2421	Microbiology for Non-Science Majors or Microbiology for Science Majors	4 or 4
<b>Total Credit Hours</b>		<b>47</b>

## C. Faculty

The proposed program shall have a sufficient number of core and support faculty to teach the scope of the discipline, consistent with similar programs in the state and nation. At least 50 percent of the faculty FTE supporting a bachelor's or master's program must be Core Faculty.

Complete Table 6 to provide information about Core Faculty. Add an asterisk (\*) before the name of the individual who will have direct administrative responsibilities for the proposed program. Core Faculty are full-time tenured and tenure-track faculty who would teach 50 percent or more in the proposed program or other individuals integral to the proposed program. Modify the table as needed.

All the faculty listed in tables 6 and 7 earned their doctoral degrees while employed at South Texas College. Strong faculty mentorship in the ADN program will continue to encourage other faculty members to pursue their doctorate degrees and will provide homegrown faculty for the RN-BSN Program. Future graduates of the RN-BSN Program will provide potential students in the pipeline for advanced degrees which could be our own source of future faculty.

Currently STC board approved nursing faculty positions for the ADN program are in process for hiring for Academic Year 2019-2020. This is in anticipation of current terminal degree nursing faculty being available to teach upper level BSN courses while ensuring adequate faculty for existing ADN program.

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**Table 6. Core Faculty**

Name and Rank of Core Faculty	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned to Program
<i>e.g.: Robertson, David Assoc. Prof</i>	<i>PhD. in Molecular Genetics Univ. of Wisconsin-Madison</i>	<i>MG200, MG285 MG824 (Lab Only)</i>	<i>50%</i>
*Candelaria, Christie, EdD, CCRN-K, CNE Instructor	Ed.D. in Higher Education & Adult Learning Walden University Certified Nurse Educator	NURS 3370, NURS 3302	100%
Acevedo, Mariano, PhD, RN Instructor	Ph.D. in Educational Management Akalan State University	NURS 3312, NURS 3304	50%
Esguerra, Raquel, DNP, RN Instructor	DNP in Educational Leadership American Sentinel University	NURS 3304, NURS 3320	50%
Projected New Support Faculty in Year _____	N/A		

Complete Table 7 to provide information about Support Faculty. Support Faculty are other tenured or tenure-track faculty from related disciplines, adjunct faculty, and graduate teaching assistant or assistant instructor who meets SACSCOC minimum requirements and serves as the instructor of record for a course. Modify the table as needed.

**Table 7. Support Faculty**

Name and Rank of Support Faculty	Highest Degree and Awarding Institution	Courses Assigned in Program or Other Support Activity	% Time Assigned to Program
<i>e.g.: Robertson, David Assoc. Prof</i>	<i>PhD. in Molecular Genetics Univ. of Wisconsin-Madison</i>	<i>MG200, MG285 MG824 (Lab Only)</i>	<i>10%</i>
Ayala, Margo DNP, RN, Instructor	DNP in Educational Leadership American Sentinel University	NURS 3304	20%
Aguilera, Minerva, PhD, RN Instructor	Ph.D. in Nursing University of Texas Tyler	NURS 3302	20%
Cedillo, Estela, DNP, RN- FNP-BC Lecturer	DNP in Nursing University of Incarnate Word	NURS 3301	20%
Valerio, Jayson, DNP, RN, Instructor	DNP in Educational Leadership American Sentinel University	NURS 3301	20%
Garcia, Edmundo, DNP, RN, FNP-BC Instructor	DNP in Nursing University of Incarnate Word	NURS 3101, NURS 3108	20%
Martinez, Nora DNP, RN, FNP-BC Instructor	DNP in Nursing University of Incarnate Word	NURS 3401, NURS 3304	20%
Thomas, Jessy DNP, RN, FNP-BC Instructor	DNP in Nursing Walden University	NURS 3304, NURS 3310	20%
Projected New Support Faculty in Year _____	N/A		

## **D. Students**

Describe general recruitment efforts and admission requirements. In accordance with the institution's Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups to the proposed program.

### **Recruitment Efforts**

The faculty and staff from Academic Affairs, Student Affairs and Enrollment Management, and Public Relations Department have a strong commitment to promoting the opportunities with this program. The marketing plan for this degree includes TV commercials, newspaper ads, the college news-letter, flyers, banners, social media, etc.

The Bachelor of Science in Nursing (RN to BSN) degree application and admission requirements will be presented during advising sessions for the Associate Degree in Nursing and will also be marketed to current registered nurses working in the different healthcare settings. Face-to-face advising sessions will be held every month at the Nursing and Allied Health campus for prospective BSN students. Local healthcare partners also provide financial incentives for their ADN's to pursue the BSN and have expressed willingness to coordinate their work schedules around the RN-BSN program's course schedule to facilitate degree completion.

The College is committed to lifelong learning for all students and graduates. The ADN program will establish a progressive ADN-RN to BSN Pathway so students can seamlessly transition into the RN to BSN degree. An academic coach dedicated to the RN to BSN program will work directly with ADN students to promote the BSN program, and to streamline the transition process for those students interested in pursuing the BSN. The STC ADN - RN to BSN progressive pathway via a hybrid model will offer an alternative to university fully online programs, which may be a better alternative to some students.

Non-traditional students are attracted to community colleges due to familiarity with faculty and staff, resources, convenience and smooth transition. A familiar community college environment will encourage first-generation college students to pursue a baccalaureate degree. Students will be able to continue their education immediately after they pass their licensure examination.

### **Underrepresented Students**

Currently, 92% of South Texas College ADN graduates are Hispanic and will stay and work in the Rio Grande Valley (RGV). The ADN-RN to BSN Progressive Pathway will be an effective strategy to increase the number of nurses with baccalaureate degrees in the U.S.-Mexico border region with the cultural relevancy to better meet the needs of a 94% Hispanic population with specific health care challenges. These challenges include lack of access to primary health care, a high number of uninsured, and high teen birth rates. This unique health care setting in the region requires professional nurses with bachelor's degrees that can function in an environment that demands expanded delivery of primary care beyond hospital setting and throughout the community.

## Admission Requirements

The admission requirements for this program will follow the South Texas College general admission policy. STC general admission requirements are listed in the 2018-2019 Catalog, included in **Appendix D**. The RN to BSN program will require the following additional requirements, included in **Appendix E**. The applicant must:

- a. have an Associate of Applied Science degree in Nursing from a regionally accredited institution.
- b. submit an official transcript of records.
- c. have completed 60 transferable college credits hours with a minimum GPA of 2.5 on a 4.0 scale.
- d. submit a personal statement letter of intent and professional resume.
- e. have a current, unencumbered RN license to practice in the State of Texas or an Enhanced Nurse Licensure Compact RN License.
- f. submit two letters of professional recommendation from a faculty or employer.

## Retention Strategies

- a. An active and student-centered approach to learning will be promoted to enhance student engagement and course commitment and program completion, (Crossing and Heagney, 2009).
- b. A Formal mentoring academic advising process will be implemented for students whereby an academic nurse educator/advisor will be assigned to ten students and will monitor their progress for every course until completion of their degree.
- c. Faculty-led remediation strategies for "at risk" students will be implemented. Faculty will be able identify students as "at risk" after their first assignment or first test grades earned are <80% utilizing an early alert system. Students identified "at risk" will be required to join study groups, assigned a mentor, and/or referred to a Student Success Specialist or Academic Coach.
- d. Open labs will be available for students who want to practice their skills.
- e. Students who are encountering psycho-social issues that affect their academic performance will be referred to free professional counselors at the Nursing and Allied Health Campus.
- f. An orientation to distance learning will be conducted for all students admitted to the program and will focus on how to navigate the online learning platform that supports the hybrid model, how to use discussion board, how to interact with peers, and how to contact support services.
- g. A social presence will be fostered in the online learning environment across the curriculum, including but not limited to prompt feedback, frequent contact via Blackboard Collaborate; open discussions, and encouragement of interactions through collaborative learning, (Piante and Asselin, 2014).

- h. An atmosphere of peer tutoring will be cultivated in the learning environment where students can freely ask questions about specific assignments and course requirements.
- i. The RN to BSN program will have a dedicated academic coach that will work directly with students in the program to increase retention and success. In this capacity the coach will mentor, advise, and recommend appropriate interventions based on individualized student needs.

## Online Student Services

The following are student support resources available for students for the Bachelor of Science in Nursing (RN to BSN) degree through the STC Online Campus, as well as on the Nursing and Allied Health Campus.

- a. The Center for Learning Excellence (CLE) tutoring services can be accessed on campus or online. The Centers for Learning Excellence uses Smart Thinking and Upswing to provide online, academic tutoring. The Centers on all campuses also provide computers for student use, internet access, and academic printing. The CLE also provides Campus-2-Campus tutoring services among campuses. All services in the Centers for Learning Excellence are free of charge.
- b. Advisors assist students in managing their degree plan and planning for semester courses to ensure that students are on the path to graduation. Advising services are accessible through the STC Online Campus as well as on physical campuses.
- c. Life situations at times require professional assistance. At South Texas College, counselors provide many services designed to help students attain educational, career and personal goals. These services are offered in a confidential atmosphere where the student may discuss concerns that are important to their educational and personal success. Personal counseling services include assistance in resolving a crisis or personal issue interfering with educational success. Examples include becoming comfortable in a college setting; making personal, educational, and career choices; taking control student's life; reducing stress; setting goals, and coping with a crisis. Students can contact an STC Online Campus Counselor or receive services on campus.
- d. disABILITY Support Services (DSS) is a component of the Counseling Center. DSS is committed to providing an array of supportive services to meet the educational, career and personal needs of persons with disabilities attending or planning to attend STC.
- e. The Office of Veteran Affairs promotes educational opportunities to community members who are eligible for Veteran education benefits. The office provides support, guidance and a variety of services and programs to students who are using educational benefits under the Department of Veteran Affairs Educational Assistance Programs.
- f. Help Desk Support for technical issues with Blackboard LMS is available 24/7.

## E. Marketable Skills

Describe the marketable skills associated with the proposed program. Describe how the

student will be informed of the marketable skills associated with the proposed program.

After completion of the RN to BSN program, students are able to increase their worth to a hospital or healthcare organization, as it makes them a more valuable asset to the health care team. An STC RN to BSN graduate will acquire the following skills set more appealing to employers:

- a. Strengthened Management Skills  
Through targeted coursework, RN to BSN students are provided an in-depth training in staffing, leadership and management skills, budgeting, and cost-effective day-to-day operations.
- b. Effective Leadership Skills  
In today's complex health care delivery system, RN to BSN students boost their leadership skills as they are expected to run departments efficiently, act as role models, and adapt to the pressures confronted in today's healthcare environment.
- c. Proficient in Applying Evidence-Based Practice (EBP)  
The RN to BSN program is focused on applying the principles of EBP in the workplace. The RN to BSN degree plan has a separate capstone course on EBP where students are required to formulate a capstone project designed to yield better patient outcomes in the health care setting/department where the students work.
- d. Foster an Attitude of Continuous (Continued) Learning  
This is an affective trait rather than a skill that STC has nurtured in the ADN program. In today's ever-evolving and rapid-pace healthcare environment, students need to develop this trait to keep abreast with the latest trends in their field of specialty and expand their knowledge to stay ahead.
- e. Effective Financial Skills  
The RN to BSN coursework provides a solid foundation of instruction in healthcare fiscal planning and accountability for costs and outcomes. This instruction is designed to produce a budget manager equipped with the knowledge, skills, and principles in financial management, as well as knowledge of the political, economic, and social factors that affect healthcare.

Students will be provided information on these marketable skills through the programs website.

## **F. Library**

Provide the library director's assessment of both paper and electronic library resources necessary for the proposed program. Describe plans to build the library holdings to support the proposed program.

## **Library Online Resources and Services**

South Texas College maintains a robust collection of online information resources to support teaching and learning across the curriculum. Bachelor of Science in Nursing (BSN)



students have access to these online resources through STC's library website irrespective of the student's physical location. All STC students have digital access through a database search to approximately 100 research databases that provide full-text articles from scholarly journals, magazines, and newspapers.

Students also have access to over 220,000 eBooks, primarily licensed through EBSCOhost eBooks. The library continues to develop its electronic book collection through additional sources such as the Gale Virtual Reference Library, ProQuest Ebrary, Project Muse, Rittenhouse, and other sources. It also licenses access to over 650 reference books through Credo Reference.

The EBSCO Discovery Search service, accessible through the Library Services' website, provides a flexible, intuitive and comprehensive search platform that allows users to find items in the library's catalog and in most of the library's research databases in one search. This access is facilitated through the use of the student's STC user identification for college information, which includes student services, distance education services, and library services. The STC user identification and password allow students to log into the research databases from any location outside of STC's campus.

The STC Library Services' online website (<http://library.southtexascollege.edu>) provides access for all students and faculty to the following resources:

## Access to Online Resources

- Approximately 100 subscription databases supporting college academic and career programs (<http://libguides.southtexascollege.edu/az.php>)
- EBSCO Discovery Search, which allows searching of most library research databases and the STC online catalog from a single platform (<http://library.southtexascollege.edu>)
- EBSCO Research Starters on over 64,000 popular topics available through Discovery Search
- SirsiDynix Online Catalog accessible through EBSCO Discovery Search (<https://library.southtexascollege.edu>) which provides the following:
  - advanced searching of all information resources owned by the library
  - user account information, renewals, and holds
  - information on course reserves
- On-campus and off-campus access to over 650,000 journal articles, e-books, and streaming videos
- Over 50 subject/research guides that link users to discipline-specific resources and collections (<http://libguides.southtexascollege.edu/welcome>)
- Online guides that focus on specialized topics, such as copyright and fair use, writing and citing sources, and resources for dual credit students
- Fourteen online video tutorials covering library instruction and basic information literacy skills (<http://library.southtexascollege.edu/resources/tutorials/>)
- A journal portal for searching and browsing serial publications available through the library's databases, and a link resolver enabling access to full-text articles (<http://search.ebscohost.com/login.aspx?authtype=ip,guest&custid=s9009319&groupid=main&direct=true&db=edspub&profile=eds&plp=1>)



## Access to Services

Services at the campus libraries available to faculty members include library orientation and research skills sessions for students by specialists who tailor instruction to faculty needs. Each library offers a Reserve Desk where faculty can leave books, articles, and other items for student availability. Library services also include assistance in making online readings—such as books and articles from STC's databases or pages on the open Web—available to students through authenticated proxy server access and links in STC's online catalog. Faculty can request materials through Interlibrary and Campus to Campus loan. The following online library services are available to students and faculty through the STC Library Services' online website (<http://library.southtexascollege.edu>):

- A Study Room page facilitating the reservation of a study room in any campus library (<https://library.southtexascollege.edu/services/studyrooms>)
- Chat reference assistance 24 hours a day, 7 days a week (<http://library.southtexascollege.edu/aboutus/contact>)
- Online request forms for interlibrary loan (<http://library.southtexascollege.edu/services/interlibrary/>), library materials delivery (<http://library.southtexascollege.edu/services/delivery/>), and library purchases (<http://library.southtexascollege.edu/faculty/collectionfaculty/>)
- Information about available computer lab hardware and software at each campus (<http://library.southtexascollege.edu/aboutus/openlabs/hardwaresoftware>)
- A faculty resources page providing library instruction information and online request form, course reserves information and online request form, links to collection development resources, copyright compliance guidelines for faculty, and library liaison information (<http://library.southtexascollege.edu/faculty/>)

## BSN Collections

The STC Libraries have a well-rounded collection of resources for the BSN Program. These include print and electronic books; subscription access to full-text online journals and magazines devoted to nursing; and subscription access to related educational videos.

**Appendix F** provides a sample listing of 3,987 print books and electronic books in the collection that are appropriate for the BSN Program; **Appendix G** provides a sample listing of 783 full text magazines and journals in the library's subscription collection that are specifically devoted to the discipline of nursing; and **Appendix H** lists 848 educational videos relating to nursing.

In addition to its collections, STC Libraries provide interlibrary loan services to students and faculty. All campus and site libraries at STC participate in interlibrary loan services. This resource borrowing services provide STC Library users with access to collections from other participating libraries throughout the nation. Depending on the time and day of the request, usually within 24-48 hours, students will obtain their books through STC intercampus library loan. Typical response time to interlibrary loan requests from other libraries across the state and nation is one (1) to two (2) weeks.

Student access to library resources is significantly enhanced by STC's membership in TexShare (<http://www.tsl.texas.gov/texshare/index.html>) a consortium of public, academic, and medical libraries designed to improve library services to the citizens of Texas. TexShare supplies

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academic and public libraries throughout Texas with an online subscription package that includes access to 27,571 full text journals; and 171,304 full-text electronic books. Membership in TexShare also includes reciprocal borrowing agreements with most of the academic and public libraries in Texas through the TexShare card program that allows borrowing of resources both in-person and through interlibrary loan. The TExpress courier, another TexShare service, provides ground delivery of interlibrary loan materials three (3) days per week. STC is also a member of AMIGOS Library Services (<http://www.amigos.org/>) and OCLC (<http://www.oclc.org/en/worldshare-ill.html>), which provide reciprocal borrowing of library materials through interlibrary loan with most academic libraries in the United States. Through TexShare, AMIGOS, and OCLC, STC students have access to virtually every print resource in public and academic libraries in Texas, as well as in academic libraries throughout the United States.

Library Services is dedicated to providing students with continual assistance throughout the semester. Bibliographic instruction and flexible orientation schedules are available on demand to all classes and one-on-one instruction is available to all students on an as-needed basis. Extended hours during periods of peak library usage, as well as during midterm exams, final exams, and weekends are available. The Library offers a chat reference service more than 70 hours per week, including some weekend and evening hours when the Library is closed. The Library also offers a 24 hour, seven (7) day a week e-mail reference service. Both chat and e-mail reference services are available through the Library's website at (<http://library.southtexascollege.edu/aboutus/contact>).

The College's Associate Dean of Library Services coordinates and oversees district-wide collection development. The collection development process involves librarians and professional staff serving as faculty liaisons to the various academic departments and working with faculty and Library Services staff to develop the excellent print and digital collections at all STC campus libraries. The Nursing and Allied Health programs are assigned a faculty liaison librarian. This method of collection development has greatly strengthened the ability of STC Library Services to respond specifically to the needs of the Nursing and Allied Health programs and to the needs of the STC community in general.

STC's Library Services has sufficient staffing services to assist with the needs of students. STC employs 81 full-time staff and 63 part-time staff including work-study. All 15 of the full-time librarians throughout the College District have earned a master's degree in library science from an ALA (American Library Association) accredited library school, and the part-time librarian has an MLS degree from a non-ALA accredited institution.

In addition to librarians, Library Services also employs other full-time professional staff who all have bachelor's degrees. District-wide positions include:

- Public Services - assist with reference, circulation, bibliographic instruction, and day-to-day management of the libraries
  - four (4) full-time Specialists
  - four (4) full-time Technicians
- Technical Services - assist with cataloging, acquisitions, serials, interlibrary loan, dual credit and distance education support
  - four (4) full-time Specialists

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- four (4) full-time Technicians
- Systems and Applications – assist with automation duties
  - three (3) full-time Specialists
  - one (1) full-time Technician
  - one (1) full time Learning Support Systems and Applications Analyst
- Open Labs - manage computers located in the Library and Open Labs
  - 33 full-time

The Library administrative team is confident that the Library Services department provides the BSN Program with a robust collection of resources and services necessary to the success of students enrolled in this Program. Maintaining current database subscriptions, serial subscriptions, and book collections as well as adequate numbers of properly trained library staff are necessities to support the BSN Program. Operating funds are allotted to ensure the maintenance and currency of the entire collection and the maintenance of appropriate staffing levels. These areas are a funding priority for the Library and are regularly reviewed and revised to meet the needs of the College's programs.

## Physical Collections

The existing STC library collection provides a large number of resources to support the program. The table below lists the holdings at each STC campus library:

CAMPUS	PRINT BOOKS	DVDS	TOTAL ITEMS
MID-VALLEY	30,480	493	30,973
NURSING AND ALLIED HEALTH	3,425	178	3,603
PECAN	69,875	2,573	72,448
STARR COUNTY	23,483	340	23,823
TECHNOLOGY	7,874	302	8,176
<b>TOTAL</b>	<b>135,137</b>	<b>3,886</b>	<b>139,023</b>

## Plans to build the library holdings to support the program.

While the STC library already has a strong collection of library resources to support the BSN program, the college is committed to continuous improvement of BSN resource materials. To provide a more comprehensive range of resources, the library intends to enhance offerings for this program by increasing its current collection of online subscription resources in the following areas:

- Scholarly Journals in Nursing. The Library intends to subscribe to an expanded collection of online full-text scholarly journals.
- Evidence-Based Resources. The Library intends to expand access to evidence-based information designed for nurses. It plans to acquire a resource that will provide access to care plans, video demonstrations, and resources for continuing education.
- Nursing eBooks. The Library also intends to subscribe to a collection of several hundred eBooks for nursing professionals including practical handbooks and clinical guides.

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STC is committed to continue enhancing the library collection for the BSN program and has budgeted \$112,375 over the next five (5) years to continue to grow the current library holdings. The enhancements will focus on adding the above online digital resources identified by faculty. Continuing coordination between a designated library liaison staff member and faculty members from the BSN Program will assure that the collection is sufficient to meet the needs of the faculty and students.

## Library Facilities

South Texas College has library services located on each of the five (5) college campuses. Library Services is committed to providing facilities, services and other learning and information resources that are appropriate to support the College's teaching and service mission. Students enrolled in the BSN courses have ready access to the library at the Nursing and Allied Health (NAH) Campus and online. They also have convenient access to the Pecan Campus Library, the largest in the district.

Building projects completed in the summer of FY18 included new libraries for Nursing and Allied Health and Starr County Campuses. The Mid-Valley Library was remodeled and expanded. The combined space for all sites grew from 116,527 to 136,608 square feet providing an increase of seating, study rooms including a deep-quiet room, technology, and a library instruction room. Growth specific to the NAH Campus Library included increases in:

- square footage from 4,759 to 13,530 (184.3%),
- seating capacity from 100 to 157 (42.7%),
- number of computers from 38 to 108 (184.2%),
- number of study rooms from four (4) to seven (7) (75%), and
- instructional space from 0 to a 30-seat active-learning classroom.

CAMPUS	SQUARE FOOTAGE	STUDY ROOMS	SEATING CAPACITY (EXCLUDING COMPUTER LABS)
MID-VALLEY	31,561	21	402
NURSING AND ALLIED HEALTH	13,530	7	157
PECAN	37,266	7	396
STARR COUNTY	18,831	8	218
TECHNOLOGY	5,417	2	110
<b>STC TOTAL</b>	<b>136,608</b>	<b>45</b>	<b>1,286</b>

Collectively, the STC Library facilities provide one (1) traditional library instruction lab and three (3) 30-36 seat active-learning classrooms and 904 open-access computers with Internet connectivity, MS Office, and several other more specialized software programs. The following table summarizes the Library's computer resources:

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CAMPUS	INFORMATION COMMONS AND OPEN LAB COMPUTERS	GROUP STATIONS/ COLLABORATION STATION COMPUTERS	AFTER-HOURS AREA COMPUTERS
MID-VALLEY	277	7	4
NURSING AND ALLIED HEALTH	108	14	2*
PECAN	341	35	13
STARR COUNTY	106	4	4
TECHNOLOGY	70	2	12
<b>STC TOTAL</b>	<b>904</b>	<b>62</b>	<b>35</b>

\*Students are required to have a personal laptop. Wi-Fi is available throughout all buildings and self-service printing is accessible in open areas of the building.

## G. Facilities and Equipment

Describe the availability and adequacy of facilities and equipment to support the proposed program. Describe plans for new facilities and equipment, improvements, additions, and renovations.

### Physical Facilities and Equipment to Support the BSN Program

Due to the rapid growth of the College, the Hidalgo and Starr County voters approved an additional \$159,028,940 bond for construction of new buildings at all campuses and provides funds for maintenance and operation of the additional facilities.

The 87,222-square foot expansion to the Nursing and Allied Health West Campus in McAllen includes a four-story building, a 76,069-square foot expansion in Mid Valley, and a 48,690-square foot two-story Health Professions and Sciences building in Starr county. This college-wide campus expansion provides the latest technology and simulation experiences needed to offer the RN to BSN degree.

The Nursing and Allied Health West Campus Expansion in McAllen includes the Inter-professional Simulation Learning Center (a full hospital simulation center) through the collaborative vision of South Texas College and its twelve Nursing & Allied Health programs and industry partners. It is designed to further support the production of healthcare practitioners that will be well-trained and competent. The high-fidelity learning environments feature state-of-the-art manikins, and equipment to create innovative and meaningful experiential learning experiences. South Texas College has been awarded \$196,537.75 through the THECB Nursing Shortage Reduction Program, which will assist in providing the most advanced simulation technology at in this facility. The highly trained simulation faculty and staff collaborate to implement simulation throughout our curriculum. STC engages in inter-professional collaborations across academic institutions, the STC community and with our industry partners to provide high quality simulation training aimed towards improving patient care and enhancing safety in health care. Images of the new facilities are provided as **Appendix I**.

The Educational Technologies Department has sufficient instructional equipment to support the BSN program as well. Since its inception, STC has undergone extensive growth in classroom technologies. Currently, 48% of the institution's classrooms located throughout the five (5) campuses, are classified as multimedia classrooms. These classrooms contain an

instructor's lectern, computer, control system/video switcher, document imaging camera, data projector(s), internet connectivity, and projection screens. An additional 37% of the classrooms are designated as standard technology classrooms with data projectors, sound systems, and are computer equipped with internet connectivity. Classroom instructional equipment is available to all programs through the Educational Technologies Department, including the proposed Bachelor of Science in Nursing (RN to BSN) degree.

## Facilities and Equipment to Support the Online/Hybrid Instruction

South Texas College utilizes Blackboard as its learning management system for online, hybrid, and web-enhanced course offerings. With the rise of blended learning and the rapid transition to digital learning environment, STC's Online Campus provides entire online programs supported by fully integrated and responsive student services delivered at any time and any place to both traditional and non-traditional learners with academic and professional goals. Educational Technologies has 3 classrooms equipped for hybrid/online course delivery to serve students at the Starr County Campus.

The Blackboard learning management system comes with Ultra Blackboard Collaborate which provides web-conferencing, video conferencing, interactive online classes. In addition, students are able to record and playback discussions and lessons.

South Texas College will utilize Quality Matters™ for the BSN hybrid/online course delivery. The Quality Matters™ for online course delivery program is a faculty-centered, peer-review process designed to certify the quality of online courses and online components. The primary components of QM include a set of standards (rubrics) for the design of online courses, a peer-review process for applying the standards to provide feedback for faculty in the continuous improvement, and professional development opportunities for faculty. The QM process certifies the design of courses as meeting shared standards of best practice. All coursework for this program will follow QM standards to ensure quality and consistency in course delivery.

## H. Accreditation

If the discipline has a national accrediting body, describe the plans and timeline to obtain accreditation. For disciplines where licensure of graduates is necessary for employment, plans for accreditation are required. If the program will not seek accreditation, provide a detailed rationale.

The Associate Degree Nursing Program at STC obtained candidacy status for ACEN accreditation in December 2017. The site visit for initial accreditation of the ADN Program is scheduled for February 20-22, 2019. The faculty and staff of the ADN program are committed to completing the rigorous process of accreditation. Achieving ACEN accreditation by the ADN program will pave the way for the accreditation of the RN-BSN Program. The timeline for ACEN accreditation for the ADN program is provided on **page 28** of this application.

The RN-BSN Program will seek accreditation from the Accreditation Commission for Education in Nursing (ACEN) in order to ensure high quality education to the registered nurses of the community. ACEN supports nursing education and nursing practice through accreditation which is a "voluntary, peer-review, self-regulatory process" (ACEN Manual, 2016, p. 2). ACEN is



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recognized by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA) as the accrediting body for all types of nursing education.

The RN-BSN Program meets the eligibility criteria for initial accreditation of a nursing program under ACEN Policy 3, #2, which states that if the nursing program is administered by a college, the college must be accredited or must hold candidacy status from listed agencies, which includes the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). STC is SACSCOC accredited, thus making the RN-BSN Program eligible to apply for ACEN accreditation.

The RN-BSN Program will seek candidacy for ACEN accreditation as soon as the curriculum and the program is approved by the Texas Higher Education Coordinating Board (THECB) and the Board of Nursing (TX BON) if determined to be applicable to the BSN program. The goal is to admit the first cohort of RN-BSN students by fall 2019. The Program Chair and faculty will initiate the required application for candidacy status. A self-study report will be prepared and submitted by spring 2020.

ACEN Policy 3, #5 mandates that for initial accreditation of a nursing program without previous graduates, the initial accreditation site visit for the nursing program should occur while the initial cohort of students is enrolled in either (1) the final semester/quarter/term of the nursing program or (2) the semester/quarter/term prior to the final semester/quarter/term of the nursing program. The site visit would be planned for summer 2020 which will be the final semester of the first cohort of students.

**Table 1: Timeline for ACEN Accreditation**

TERM	GOAL	ACTIVITIES
Fall 2019	First semester of the RN-BSN program	Admit first cohort of students.
		Initiate the candidacy process: <ol style="list-style-type: none"> <li>1. Complete the Candidacy Eligibility Form.</li> <li>2. After confirmation of eligibility, submit payment for the application fee (\$2,500.00)</li> <li>3. Initiate the Candidacy Presentation.</li> </ol>
		Submit a narrative Candidacy Presentation.  Once candidacy status is confirmed, Programs that have achieved candidate status may indicate the following to potential students and interested members of the public:  <i>"This nursing education program is a candidate for accreditation by the Accreditation Commission for Education in Nursing."</i>  Prepare the Self-Study Report.  Submit <i>Official Authorization for Candidacy Process Form</i> .
Spring 2020	Second semester	Submit Self-Study Report  Submit <i>Information Form for Accreditation Site Visit</i>
Summer 2020	Third semester	ACEN Site Visit

## I. Evaluation

Describe how the proposed program will be evaluated. Describe the process that will be used to assess the quality and effectiveness of the new degree program. Describe any reviews that would be required by an accreditor.

South Texas College monitors and evaluates the quality of instructional degree and certificate programs through the Institutional Effectiveness & Program Review Process, the assessment of Program Learning Outcomes for each degree, and assessment of *Core Objectives* for the General Education Core Curriculum in accordance to SACSCOC guidelines.

### Institutional Effectiveness & Program Review

South Texas College identifies expected outcomes for every instructional program, administrative and educational support service, and assesses whether these outcomes are achieved, in order to make continuous improvements based on assessment data. The College commits to continuous improvement in achieving expected outcomes through its strategic planning process, including *2-year Institutional Effectiveness (IE) Plans* for every instructional, administrative or educational support unit in the College. An *Institutional Effectiveness (IE) Plan* serves as a means to establish and assess expected outcomes for each program.

Instructional programs are also subject to a program review process which is embedded within the 2-year IE assessment cycle. Program Review assessment evaluates program viability, effectiveness, and student achievement through a variety of outcomes including the *number of graduates, graduate placement, and maintenance of program specific accreditations*. Program leaders and faculty review the assessment data and develop action plans for outcomes that did not meet the desired targets. Additional programmatic success metrics will include course pass rates, and persistence.

In addition to these IE processes and SACSCOC guidelines, STC will also be pursuing programmatic accreditation by ACEN. After initial accreditation, ACEN requires a review for reaccreditation every seven years in which similar success metrics are reported and evaluated.

### Program Learning Outcomes Assessment

A separate set of competencies based upon program learning outcomes has been developed for each instructional program at STC, in addition to the traditional historical student success measures in the IE Plans, such as course completion, graduation rate, and student retention. The program learning outcomes are assessed and data are collected and reported on a yearly basis. The Office of Curriculum and Student Learning, along with the Academic Council, lead the systematic process across all programs allowing for significant critical amounts of dialogue among faculty members in order to develop a consistent structure for collecting and assessing data while allowing for the academic freedom of faculty members. Instructional programs utilize a variety of assessment methods, including embedded assessment, exit exams, exit interviews and portfolios to assess the program learning outcomes. Program learning outcomes for the BSN are provided on **page 3** of this application.



## III. Costs and Funding

### A. Five-Year Costs and Funding Sources Summary

On the attached forms, provide estimates of new and reallocated costs to the institution related to the proposed program and provide information regarding sources of the funding that would defray those costs. Community Colleges that participated in the Pilot Program calculate upper division formula funding using the General Academic Institutions formula; all others use the Community College Contact Hour formula.

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and special item funding can be included.

The table below is a summary of the anticipated costs and funding for the RN to BSN program. A detailed budget is provided as **Appendix J**.

Five-Year Costs		Five-Year Funding	
Personnel	\$1,440,439	Reallocated Funds	\$0
Facilities and Equipment	\$17,000	Anticipated New Formula Funding	\$321,470
Library, Supplies, and Materials	\$147,374	Designated Tuition and Fees	\$1,436,820
Other	\$15,000	Other <sup>4</sup>	\$0
<b>Total Costs</b>	<b>\$1,619,813</b>	<b>Total Funding</b>	<b>\$1,758,290</b>

## IV. Articulation Agreements

### A. Required Agreements

Provide three articulation agreements specific to the proposed program with general academic institutions and/or medical or dental units regarding existing transfer articulation pathways, including dual credit, and the capacity to serve a specific number of students. If no articulation agreements are available, explain why the program will not be offered by a general academic institution and/or medical or dental unit, or why the existing program(s) will not be expanded to meet workforce need.

At least one of the articulation agreements must provide a teach-out pathway, so that for at least the first five years the proposed program would be offered, enrolled students

enrolled would have an opportunity to complete the degree program if the college ceases to offer it.

South Texas College currently has RN-to-BSN articulation agreements with Stephen F. Austin State University, Texas A&M International University, Texas A&M University Health Science Center, and Central Texas A&M University (**Appendix K**). The RN to BSN articulation agreement with UTRGV is in the process of being updated and is currently pending final approval and signatures. The articulation agreement with Texas A&M International University and Central Texas A&M also includes a teach-out pathway for South Texas College RN to BSN students.

## **V. Special Requirements for Nursing Programs (BSN Completion Program)**

### **A. Clinical Site Placement Agreement**

Provide evidence that long-term clinical space agreements are in place to adequately support the program and the site providers have not refused to provide space to general academic institutions and medical or dental units.

Provide a copy of each clinical site agreement (**Appendix L**) and evidence that each clinical site provider has not refused a similar request from a general academic institutions and medical or dental unit.

Clinical site agreements are included in Appendix L. All sites have agreed to allow for clinical hours to be completed at their facilities and do not foresee a shortage of space for clinical hours. Additionally, no other RN to BSN programs in our region require clinical hours in their curriculum.

### **B. Job Placement and Licensing**

Provide evidence that the associate degree nursing (ADN) program offered has acceptable job placement rate and licensing exam scores, as determined by the Texas State Board of Nursing (BON). The existing ADN program must be in good standing with the BON.

The South Texas College ADN Program started in 1998 with an enrollment of 53 students and graduated 48 of these students in 2000. The ADN program was approved by the Texas Higher Education Coordinating Board (THECB) in 1998 and Texas Board of Nursing in 2001. Currently, the program has three tracks:

- Traditional,
- LVN to ADN-RN Transitional, and
- EMT-Paramedic to ADN-RN Transitional Track.

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**THECB Annual Licensure Report: South Texas College**  
**Program: Registered Nursing/Registered Nurse CIP Code: 51380100**

Report Year	Licensure Taken	Licensure Passed	Job Placement Rate
2012	185	98.37%	82%
2013	176	99.43%	89%
2014	193	99.48%	91%
2015	207	99.00%	95%
2016	151	98.00%	93%
2017	224	93.86%	95%

Notes: Placement Rate defined as student who were either enrolled in higher education or employed after graduation. Source: Texas Higher Education Data – Annual Student and Adult Learner Follow-Up System (ASALFS).

The ADN program at South Texas College is in good standing with the Texas State Board of Nursing as document in the most recent Certificate of Program Approval provided as **Appendix M**.

### C. Standards and Criteria

Provide evidence that the proposed BSN completion program meets all of the standards and criteria used to approve a pre-licensure program as determined by the BON, regardless if the proposed program is a pre-licensure or post-licensure pathway.

The BON requires that the NCLEX-RN® examination pass rate for the corresponding ADN program has been 80 percent or higher for the previous three years.

The BON application for an Associate Degree to Baccalaureate Degree in a Public Junior College may be accessed at [Texas Board of Nursing Application](#).

The South Texas College Associate Degree Nursing Program meets all the criteria for a pre-licensure associate pre-licensure pathway as stipulated in the 3.11.c Education Guideline.

All professional pre-licensure nursing education programs in Texas must be approved/licensed by the:

- Texas Workforce Commission (TWC) and/or the Texas Higher Education Coordinating Board (THECB), as applicable, unless deemed exempt from approval/licensing by the TWC and/or the THECB; **and**
- the Texas Board of Nursing (BON).

South Texas College ADN program's NCLEX-RN® examination pass rate for the has been 80 percent or higher for the previous three years.

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School	Program	2016		2017		2018	
		% Pass Rate	First Time Candidates Passed / Attempted	% Pass Rate	First Time Candidates Passed / Attempted	% Pass Rate	First Time Candidates Passed / Attempted
South Texas College	ADN	86.58	129/149	85.90	201/234	81.53	181/222

The Texas Nursing Practice Act, Section 301.157(d-6) related to Programs of Study and Approval requires that:

"The board, in cooperation with the Texas Higher Education Coordinating Board and the Texas Workforce Commission, shall establish guidelines for the initial approval of schools of nursing or educational programs. The guidelines must:

(1) identify the approval processes to be conducted by the Texas Higher Education Coordinating Board or the Texas Workforce Commission; (2) require the approval process identified under Subdivision (1) to precede the approval process conducted by the board; and (3) be made available on the board's internet website and in a written form."

The Associate Degree Nursing (ADN) Pre-licensure Program meets the educational and experiential faculty qualifications that are required by the Texas Board of Nursing Professional Nursing Education – Rule 215.1 – 215.13 and The Texas Higher Education Coordinating Board.

The certificate provided as **Appendix M** documents the ADN program has met all the required criteria and standards stipulated by the Texas Board of Nursing.

#### D. Programmatic Accreditation

Provide evidence the existing ADN program is accredited by a national nursing accrediting body recognized by the United States Department of Education and that the proposed program would seek accreditation at the earliest opportunity.

The Associate Degree Nursing (ADN) Program of STC applied for candidacy for accreditation with ACEN in October of 2017, and is expecting an accreditation site visit in the Spring of 2019. Full accreditation from ACEN is expected in Fall of 2019. The faculty in the ADN program are committed to complying with the rigorous standards of accreditation. Below is the timeline for ACEN Accreditation of the ADN Program.

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**Table 1: Timeline for ACEN Accreditation of the ADN Program**

TERM	GOAL	ACTIVITIES
Fall 2017	Attain Candidacy Status	Candidacy Status attained
Fall 2018	Complete Self-Study and Site Visit	Submitted self-study report Submitted <i>Information Form for Accreditation Site Visit</i> Site visit scheduled February 2019
Fall 2019	Attain Full ACEN Accreditation	ACEN response to site visit Full accreditation expected Fall of 2019

The detailed plan for seeking accreditation for the RN to BSN program is previously addressed in **Item II Quality, H - Accreditation**, within this application, found on **pages 27-28**.

## VI. Signatures

### A. Signature Page

Select and obtain required signatures for the signature page entitled, "Institutional and Board of Regents Signature Page".

**Costs to the Institution of the Proposed Program**

Complete the table to show the dollar costs to the institution that are anticipated from the proposed program.

Cost Category	Cost Sub-Category	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	TOTALS
Faculty Salaries <sup>1</sup>	New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Reallocated*	\$83,855.00	\$83,855.00	\$83,855.00	\$170,637.00	\$170,637.00	\$592,839.00
Program Administration	New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Reallocated	\$104,000.00	\$104,000.00	\$104,000.00	\$104,000.00	\$104,000.00	\$520,000.00
Graduate Assistants	New	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Reallocated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Clerical/Staff	New	\$46,800.00	\$46,800.00	\$46,800.00	\$93,600.00	\$93,600.00	\$327,600.00
	Reallocated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Support (Scholarships)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Supplies and Materials		\$5,000.00	\$5,000.00	\$5,000.00	\$10,000.00	\$10,000.00	\$35,000.00
Library & Instructional Technology Resources <sup>2</sup>		\$19,155.00	\$20,687.00	\$22,342.00	\$24,130.00	\$26,060.00	\$112,374.00
Equipment <sup>2</sup>		\$10,000.00	\$0.00	\$0.00	\$7,000.00	\$0.00	\$17,000.00
Facilities		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other (Faculty Professional Development/Travel)		\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$15,000.00
<b>TOTALS</b>		\$271,810.00	\$263,342.00	\$264,997.00	\$412,367.00	\$407,297.00	\$1,619,813.00

<sup>1</sup> Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).

<sup>2</sup> Equipment has the meaning established in the Texas Administrative Code §252.7(3) as items and components whose cost are over \$5,000 and have a useful life of at least one year.

\*Note: Funds for faculty will be reallocated from the ADN program. New faculty hires are in the process of being hired for AY1920 to fill gap of newly assigned faculty to RN to BSN program.

### Anticipated Sources of Funding

Complete the table to show the dollar amounts anticipated from various sources to cover new costs to the institution as a result of the proposed program. Use the Non-Formula Sources of Funding form to specify as completely as possible each non-general revenue source.

Funding Category	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	TOTALS
<b>I. Formula Funding<sup>1</sup></b>			\$77,153.00	\$77,153.00	\$167,164.00	\$321,470.00
<b>II. Other State Funding</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>III. Reallocation of Existing Resources</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>IV. Federal Funding (In-hand only)</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>V. Tuition and Fees</b>	\$195,930.00	\$195,930.00	\$195,930.00	\$424,515.00	\$424,515.00	\$1,436,820.00
<b>VI. Other Funding<sup>2</sup></b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTALS</b>	\$195,930.00	\$195,930.00	\$273,083.00	\$501,668.00	\$591,679.00	\$1,758,290.00

<sup>1</sup> Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.

<sup>2</sup> Report other sources of funding here. In-hand grants, "likely" future grants, and special item funding can be included.

### Non-Formula Sources of Funding

Complete the table to specify, as completely as possible, each of the non-formula funding sources for the dollar amounts listed on the Anticipated Sources of Funding form.

Funding Category	Non-Formula Funding Sources
II. Other State Funding	#1
	#2
III. Reallocation of Existing Resources	#1
	#2
IV. Federal Funding (In-hand only)	#1
	#2
V. Tuition and Fees	#1
	#2
VI. Other Funding	#1
	#2



**Institutional and Board of Regents  
Signature Page**

**1. Adequacy of Funding and Notification of Other Institutions** – The Chief Executive Officer shall sign the following statements:

I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

I certify that during the most recent review cycle by the Coordinating Board this institution received a positive assessment on the Community College Financial Condition Report.

I certify that my institution has notified all public institutions within 50 miles of the teaching site of our intention to offer the program at least 30 days prior to submitting this request. I also certify that if any objections were received, those objections were resolved prior to the submission of this request.

I certify that my institution will adhere to Texas Education Code, Article III, Sections 61.822 through 61.823, requiring my institution to accept and apply to the degree program Core Curriculum and Field of Study courses in transfer.

I certify each student enrolled in the proposed program, if approved, will be informed of the articulation agreements with general academic teaching institutions and medical or dental institutions concerning the transferability of the degree program.

I certify students in an approved bachelor's degree program will not be charged tuition and fees higher than for a similar associate degree program, unless my college previously participated in a pilot program to offer baccalaureate degree programs.

I certify that each student who enrolls in this program will be informed of articulation agreements with general academic institutions and medical or dental units that offer similar programs and the transfer options available to students.

I certify that if this application is for a Bachelor's of Science in Nursing program, the college will continue to offer the Associate Degree Nursing program and maintain or exceed the current level of enrollment until the 2021-2022 academic year.

\_\_\_\_\_  
Chief Executive Officer

\_\_\_\_\_  
Date

**2. Accuracy of Financial Estimates** – The Chief Financial Officer shall sign the following statement:

I certify that the estimated costs and sources of funding presented in the proposal are complete and accurate.

\_\_\_\_\_  
Chief Financial Officer

\_\_\_\_\_  
Date

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3. **Board of Trustees or Designee Approval** – A member of the Board of Regents or designee shall sign the following statement:

On behalf of the Board of Regents, I hereby certify that the program is appropriate for the mission of this institution, and the Board of Trustees has approved the program.

\_\_\_\_\_

Board of Regents (Designee)

\_\_\_\_\_

Date