

**Request to Conduct an Innovative Pilot Project
Coastal Bend College in Beeville, Texas
Associate Degree Nursing Educational Program**

Summary of Request:

Consider request from Coastal Bend College Associate Degree Nursing (ADN) Educational Program in Beeville, Texas, to conduct an innovative pilot program in order to participate in a partnership with Texas A&M University, in Corpus Christi, Texas, in a Nursing Innovation Grant Program (NIGP) administered by the Texas Higher Education Coordinating Board (THECB).

Historical Perspective:

- The ADN program at Coastal Bend was approved by the Board at the April 2008 meeting.
- The first cohort of graduates achieved an NCLEX-RN® examination pass rate of 85.71% and the approval status of the Coastal Bend ADN program was changed to full approval at the July 2011 Board meeting.
- Coastal Bend College has agreed to partner with Texas A&M University Baccalaureate Degree Nursing Program in Corpus Christi, Texas (TAMUCC), in a Nursing Innovation Grant Program (NIGP) administered by the THECB.
- The grant proposal follows the Certified Clinical Instructors Model used by Victoria College.
- Rule 227 provides a mechanism whereby educational programs may apply to conduct a pilot program for innovative applications requiring an exception to the education rules.
- Coastal Bend ADN program is requesting a waiver from the faculty qualification requirement for a Master's degree in nursing (See Attachment #4).
- The other school involved in the grant project is Del Mar College in Corpus Christi, Texas, who hold national nursing accreditation from the National League for Nursing Accrediting Commission (NLNAC). The NLNAC executive officer expressed acceptance of this model to Board staff, based upon the fact that it provides a rationale for using these faculty who are engaged in graduate studies and may eventually become fully qualified faculty members. Likewise, the executive director at the Commission on Collegiate Nursing Education (CCNE) also indicated acceptance of this model for clinical instruction.

Description of the Project:

- See Attachments #2 and #3.
- The grant proposal would allow baccalaureate-prepared nurses to function as Certified Clinical Instructors (CCIs), replicating the NIGP received for Victoria College. Victoria College has reported no significant differences in the areas of academic and clinical outcomes when compared to the control group. The CCIs were supervised by Master's prepared faculty.
- The use of CCIs allows an educational program the opportunity to enroll more nursing students.
- The CCIs at Coastal Bend and at Del Mar College will be graduate students at TAMUCC who are interested in teaching. The TAMUCC graduate students will be considered Clinical Instructor Assistants (CIAs) in their teaching role.
- The education and role development of the graduate students will be enhanced by mentoring sessions, tuition, remission, provision of textbooks, experiencing the role of the CCI, and salary compensation.
- The project will be implemented over a period of two years.
- The outcomes of this project will be measured by comparing the following indicators from the CCI and CIA student groups to the results of the paired/comparative mentored faculty's clinical groups:
(1) students' summative assessment on the clinical evaluation tool,
(2) grades that are earned from the theory courses that augment the clinical courses,
(3) scores on comprehensive tests. For Del Mar =, Kaplan's total Curriculum Support is used; for Bend College, Assessment Technology Institute testing is used; and for TAMUCC, the HESI test is used.

(4) scores for the NCLEX-RN® pass rates for Del Mar College, Coastal Bend College, and for TAMUCC, and

(5) retention rates for clinical experiences for the past two years will be compared to the retention rates for the clinical groups with the CIAs.

- Mechanisms are in place to assist any students who may experience negative effects. The CCIs will have a faculty mentor readily available to assist with problem resolution. During this first phase, faculty will retain ultimate responsibility for the students.

Pros:

- This model was successfully implemented by Victoria College in Victoria, Texas.
- The model provides a mechanism for programs to “grow their own” faculty.
- THECB has awarded funding for this project and has encouraged nursing programs to use this model.

Cons:

- Though the data at Victoria College supported the concept, the model has not been widely tested.
- It may not be possible for programs to continue the model without ongoing funding.

Staff Recommendation:

Move to approve Coastal Bend College’s request to conduct an innovative pilot project allowing a waiver for faculty qualification requirements allowing their participation in the Nursing Innovation Grant Program administered by the Texas Higher Education Coordinating Board and issue the requirement as indicated in the attached letter (Attachment #3).

Texas A&M University, Corpus Christi
College of Nursing and Health Sciences

**Nursing Innovation Grant Program
Best Practices Pre-proposal
Due Monday, March 15, 2010**

Project Title: TAMUCC Best Practices Preparing Certified Clinical Instructors

Applicant Organization: Texas A&M University, Corpus Christi (TAMUCC),
College of Nursing and Health Sciences (CONHS)

Project Director: Mary D. Bantell EdD, RN, Associate Professor

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Introduction/Collaboration

The Best Practices Grants Competition, Best Practices #3: *Preparing Certified Clinical Instructors* will be replicated. TAMUCC will form partnerships with Del Mar College and Coastal Bend Community College to implement this program. Dr. Bertha Almendarez, Nursing Chair, Del Mar College and Ms. Betty Sims, Director of Nursing Education for Coastal Bend College have agreed to collaborate on this grant.

TAMUCC has the administrative and managerial resources and capacity to implement the proposed program as described in this proposal. Established in 1947, TAMUCC is part of the Texas A&M University System, a network of nine universities, seven state agencies and a comprehensive health science center. Designated a Hispanic-Serving Institution with a budget of \$11 million, TAMUCC is a four-year university with an enrollment of 9,100 students representing forty-eight states and sixty-seven foreign countries. More than seventy percent of students receive some form of financial assistance. The university offers Bachelor's, master's and doctoral degrees in five colleges including Business, Education, Liberal Arts, Nursing & Health Sciences and Science Technology. TAMUCC has a long history of working with and administering grant funded programs that benefit underserved, disadvantaged and/or minority students. Our partner organizations, Del Mar College and Coastal Bend College, are also well established, accredited colleges accustomed to working with the target population.

GOALS

The goals of this grant are consistent with the Nursing Innovation Grant Program: Best Practices 3: *Preparing Certified Clinical Instructors*, in that the purposes of this proposal are to:

increase the number of initial RN licensure nursing students in Associate Degree Programs by preparing Certified Clinical Instructors to teach in undergraduate clinical areas at Del Mar College and Costal Bend College;

increase the retention of initial RN licensure students in the undergraduate Baccalaureate Program at TAMUCC by preparing Clinical Instructor Assistants to augment the workload of clinical faculty, thereby freeing-up time for clinical faculty to work more closely with at-risk students; and

support the education and role development of graduate students who express an interest in pursuing a faculty role through a graduate student mentoring program by providing:

- structured mentoring sessions for graduated students;
- mentoring with identified expert clinical faculty;
- tuition remission of graduate education courses, and course textbooks;
- experiential experience in the role as either a Certified Clinical Instructor or a Clinical Instructor Assistant, and;
- salary compensation.

STRATEGIES

The strategies for implementing this program include indentifying:

a Program Coordinator who would be responsible for coordinating, planning, implementing of the program in general and who would be responsible for planning and implementing the mentoring sessions with the graduate students;

masters prepared faculty to act as mentors for both the Certified Clinical Instructors and Clinical Instructor Assistants to the graduate students by Costal Bend Community College, Del Mar College and TAMUCC;

graduate students enrolled in the Graduate Program at TAMUCC who are interested in teaching.

The Chairs/Directors of the nursing programs or their designees will identify Masters prepared clinical faculty to act as the clinical faculty mentors/support persons. It is estimated that six graduate students will be identified in TAMUCC's Graduate Program. The criteria for graduate students to be eligible to participate in this program are: an unencumbered RN Texas License, BS in nursing, three years of recent clinical experience, enrolled in TAMUCC Graduate Program, complete 7 credit hours of nursing education graduate courses; Nursing 5353 Nursing Theories, a 3 credit hour course and Nursing 5459 Practicum in Nursing Education a 4 credit course, and attend mentoring sessions. The National League for Nursing (NLN) The Mentoring of Faculty Tool Kit has been identified as the framework for the sessions <http://www.nln.org/facultydevelopment/facultyresources.htm>

OUTCOMES

As identified in the Best Practices 3 Grant *Preparing Certified Clinical Instructors*, the number of initial RN licensure nursing students who graduated and successfully sat for the NCLEX increased by preparing clinical faculty to teach a full complement of students in the clinical area.

The outcomes of this program are similar to the Best Practices 3 Grant: *Preparing Certified Clinical Instructors* in that the program is projected to:

1. Provide education and support for the Certified Clinical Instructors and the Clinical Instructor Assistants to facilitate safe and quality patient care in the clinical areas;
2. Provide a quality education and mentoring support to the Certified Clinical Instructors and the Clinical Instructor Assistants based on recognized national standards;
3. Increase the number of initial RN licensure nursing students for each of the nursing programs by

identifying, supporting, and preparing graduate students to assume the roles as Certified Clinical Instructors for Del Mar College and Costal Bend College, and Clinical Instructor Assistances for TAMUCC;

4. In addition, as identified as an added benefit in the Best Practices 3 Grant, some of the Certified Clinical Instructors continued to pursue their MSN education. It is anticipated that some of the graduate students participating in this program will also complete their MSN degrees and continue to pursue a career as nurse educators. The additional mentoring process integrated into this proposal may provide the added support and mentoring of graduate students who are interested in pursuing a career as a nurse educator, thereby increasing the likelihood of continuing in a career path as a nurse educator.

ESTIMATED COST OF THE PROJECT

\$ 299,986.00

**Nursing
Innovation
Grant Program
Project
Description**

| | |
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| Project # | Institution and Project Title: Texas A&M University, Corpus Christi (TAMUCC), College of Nursing and Health Sciences (CONHS) TAMUCC Best Practices Preparing Certified Clinical Instructors |
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Briefly describe the problem that TAMUCC Best Practice Project is designed to address

TAMUCC's Certified Clinical Instructor and Clinical Instructor Assistant Project (TAMUCC Best Practices) is designed to increase the number of initial RN licensure students graduating from three programs by addressing the problem of a shortage of clinical nursing faculty. Nursing programs are limited as to the number of students that they can admit to their programs if they do not have adequate numbers of faculty to teach both didactic and clinical components. Large numbers of students can adequately receive a quality education in the didactic component with a limited number of faculty, however, it is mandated by the Texas Board of Nurse Examiners (2009) that the clinical component remain with a smaller faculty to student ratio of 1:10. (Rule 215.10, *Clinical Learning Experiences*, paragraph 1).

In the American Association of Colleges' (AACN, 2009) most recent report on faculty shortages, it was noted that almost 50,000 qualified applicants were not admitted to undergraduate or graduate nursing programs. Insufficient number of faculty was cited as one of the primary reasons schools turned-away students. Nursing programs that do not have adequate numbers of faculty to teach the clinical components of their curriculum must limit the number of students that they admit, thereby limiting the number of initial RN licensure students they graduate.

This TAMUCC Best Practice Project is designed to increase the number of faculty to teach as Certified Clinical Instructors (CCIs) for Del Mar College and Coastal Bend College thereby increasing the total number of initial RN students graduating from both programs. The project will also support the role of Clinical Instructor Assistant (CIA) to reduce the workload of the teaching responsibilities of clinical faculty at TAMUCC to free-up time for the clinical faculty to work more closely with at-risk students, thereby increasing the retention rate of the student population and increasing the initial RN licensure students graduating from TAMUCC.

Describe the previous best practice that supports the proposed project

The Best Practice 3: Preparing Certified Clinical Instructors, implemented by Victoria College (VC) is the general framework used for the project. The Best Practice 3 project created an innovative educational path to offer graduate nursing

education courses, and to identify clinical practice requirements of baccalaureate-prepared nurses to prepare the nurses to work in the role as a CCI. They were paired with a more experienced faculty to act as a mentor. The results of the Best Practices 3 project suggest that the CCIs provided a clinical education to pre-licensure RN students in the clinical area that was comparable to the clinical education provided by the MSN clinical instructors based on identified criteria.

In Victoria College's January 2009 Status Report of the Nursing Innovation Grant, it was reported that there were no differences in comparing course grades, clinical performance, and the Assessment Technologies Institute score results between the students in the CCI groups and the students who were assigned in the MSN clinical instructor group. It was also noted that all four of the CCIs continued to pursue their MSN degree and that student evaluations of the CCIs were favorable.

The final evaluation of the Best Practice 3 project reiterates the formative results of the project and reported that 100% of the students in the CCIs clinical group passed their NCLEX-RN examination on their first attempt. As a result of implementing this project an additional twenty-eight students graduated.

The TAMUCC Best Practices project will mirror the essence of the Best Practice 3 project with three modifications. The modifications to this project are based on the different levels of education offered at TAMUCC and the accreditation requirements of TAMUCC; Victoria College is an Associate Degree Nursing (ADN) program and TAMUCC is a baccalaureate and graduate degree-granting institution. TAMUCC is accredited by the Commission on Collegiate Nursing Education (CCNE) and Victoria College is accredited by the National League for Nursing Accrediting Commission (NLNAC).

The differences in the grant-seeking institutions [Victoria College and TAMUCC] resulted in the modifications to the original Best Practice 3 and include:

- 1) adding an additional title and role for the baccalaureate prepared nurse as the Clinical Instructor Assistant (CIA) for TAMUCC. The rationale for creating this position was to work within the accreditation requirements of CCNE to have only master's prepared faculty to work autonomously with students, and to meet the program goal to increase the retention of students

- 2) collaborating with partners in our local ADN programs (Del Mar College and Coastal Bend College) as opposed to collaborating with clinical/hospital-based partners. In the Best Practice 3 project, the pool of baccalaureate prepared RNs were identified by the hospital partners. Since TAMUCC also offers graduate degrees, there is a pool of students that have expressed an interest in pursuing a career path in nursing education. The primary barriers to the graduate students either working as TAs or taking additional nursing education courses have been related to the low salaries for TAs [they could make more money in their current RN position], and the added cost of the education courses.

- 3) integrating a mentoring program to provide consistent support throughout the project cycle. It is documented that nursing faculty beginning their careers are more likely to remain in their teaching positions and are better satisfied with their career choice when they have been mentored. According to Dunham-Taylor et al. "Mentorship is the single most influential way to successfully develop new nursing

faculty, reaping the benefits of recruitment, retention, and long-term maturation of future nurse mentors” (2008, p. 337). This project has integrated structured face-to-face mentoring sessions to be scheduled at two intervals during the teaching semesters. The face-to-face mentoring sessions will be augmented by utilizing distance education technology. A course shell will be developed within TAMUCC’s Blackboard distance education course delivery system to provide formal and informal mentoring support and information to the CCI and CIA faculty. The Project Director Dr. Mary Bantell has been identified to facilitate the mentoring sessions. The National League for Nursing’s (NLN) publication The Mentoring of Faculty Tool Kit (2006) has been identified as the framework for the sessions.

The criteria for the baccalaureate prepared nurses in this project also includes:

1) an unencumbered RN Texas license, 2) three years of recent clinical experience within the past five years, 3) successful completion of two nursing education graduate courses; Nursing 5353 and Nursing 5459. Taken in the fall semester at TAMUCC through the graduate program, the courses are taught by doctoral prepared faculty. Nursing 5353, Theory and Concepts for the Nurse Educator (Appendix A), a three credit hour course focuses on the scientific and theoretical foundations of nursing education.

Nursing 5459, Education Practicum for the Nurse Educator (Appendix B), is a four credit hour course that applies the roles of the nurse educator by using the nurse educator competencies as a framework for the practicum experience. The total number of 7 credit hours of coursework in nursing education, and 4) compliance with the faculty requirements [as set forth by the clinical agency] for teaching in the clinical areas, i.e. immunizations, in-services.

Estimate the number of people affected by the project

The TAMUCC Best Practice project will prepare a total of seven instructors (4 certified clinical Instructors (CCIs,) 2 to work at Del Mar College, 2 to work at Coastal Bend College and 3 Clinical Instructor Assistants (CIAs) to work at TAMUCC). While this project does replicate the Best Practice 3 project in that CCIs are identified to teach clinical courses in the ADN programs, the project was required to differentiate TAMUCC based on the baccalaureate level of the program and on the educational requirements of faculty set forth by the Program’s accrediting agency, the Commission on Collegiate Nursing Education (CCNE, 2010).

TAMUCC does hire baccalaureate prepared nurses to work under the direct supervision of a faculty with a minimum education of a master’s degree. However, the nurses do not work autonomously and most work as TAs or under the title of CIAs. It was identified that the retention rates for TAMUCC for 2005 and 2006 respectively are; 85% and 92%. It was also identified that the CIAs in this project could be utilized as adjuncts for the clinical faculty. The role of the CIAs will be to reduce the workload of the clinical faculty in the clinical area, thereby freeing-up time for the faculty to work more closely with at-risk students. Since the Clinical Instructor Assistants will be required to meet the same criteria as the CCIs, have the experience of working in the role as a clinical faculty, and attend the mentoring sessions, it is predicted that they may also continue to pursue a career in nursing education, as identified as an added benefit to the Best Practice 3 project.

The goals of TAMUCC best Practice project are to: 1) expand the applicant pool of qualified ADN clinical instructors, and 2) expand the role of the baccalaureate prepared nurse working as a CIA in TAMUCC's baccalaureate program.

The overarching goal of the project is designed to provide the education and mentoring support for BSN nurses to successfully teach clinical courses to ADN and BSN students thereby increasing the number of initial RN graduates from three nursing programs. The goals of the TAMUCC Best Practices project are consistent with the Best Practices 3 project: Preparing Certified Clinical Instructors in that the project will replicate the essence of the Best Practice 3 project and expand the applicant pool of qualified ADN clinical instructors. Additionally, the TAMUCC Best Practices project is designed to expand the education and support of the baccalaureate prepared nurse working as a Clinical Instructor Assistant in TAMUCC's baccalaureate program.

The preparation and requirements of the CCIs and CIAs in the TAMUCC Best Practices project are consistent with the Best Practice 3 project.

The Best Practice 3 project included mentoring of the CCI faculty. This will continue in the same manner for the TAMUCC Best Practices project with the CCI and the CIA faculty being paired with a faculty who holds at least an MSN degree. As an enhancement, the TAMUCC Best Practices project has integrated structured face-to-face mentoring sessions to be scheduled at three intervals during the teaching semesters. The face-to-face mentoring sessions will be augmented by utilizing distance education technology. The Project Director Dr. Mary Bantell has been identified as organizing and implementing the mentoring sessions.

The objectives of this project are to: 1) demonstrate that ADN students who have clinical instruction by CCI's can successfully complete the nursing programs at Del Mar College and Coastal Bend College, 2) increase retention rates for students at TAMUCC where CIAs are used and, 3) maintain or increase current NCLEX-RN pass rates for the students in the CCI groups.

The outcomes of this project will be measured by comparing the following indicators from the CCI and CIA student groups to the results of the paired/comparative mentored faculty's clinical groups: 1) students' summative assessments on the clinical evaluation tool, 2) grades that are earned from the theory courses that augment the clinical courses, 3) scores on comprehensive tests, for Del Mar College Kaplan's Total Curriculum Support is used, for Coastal Bend College Assessment Technology Institute testing is used, and for TAMUCC the HESI test is used, 4) NCLEX-RN pass rates for Del Mar College, Coastal Bend College, and TAMUCC, and 5) the retention rates for clinical experiences for the past two years will be compared to the retention rates for the clinical groups with the CIAs.

Collaborations and partnerships

TAMUCC is the sponsoring organization for this grant. TAMUCC has the administrative and managerial resources and capacity to implement the proposed program as described in this proposal. Established in 1947, TAMUCC is part of the Texas A&M University System, a network of nine universities, seven state agencies and a comprehensive health science center. Designated a Hispanic-Serving Institution with a budget of \$11 million, TAMUCC is a four-year university with an enrollment of 9,100 students representing forty-eight states and sixty-seven

foreign countries. More than seventy percent of students receive some form of financial assistance. The university offers Bachelor's, master's and doctoral degrees in five colleges including Business, Education, Liberal Arts, Nursing & Health Sciences and Science Technology. TAMUCC has a long history of working with and administering grant funded programs that benefit underserved, disadvantaged and/or minority students.

TAMUCC's College of Nursing and Health Sciences will occupy a new 100,000 square foot building to officially open for the Fall 2010 semester. The building will house all faculty and support offices, additional conference and classroom space, and state-of-the-art simulation laboratories.

The most recent NCLEX-RN pass rate is 91.36%. TAMUCC's undergraduate and graduate programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

Qualifications and Experience of the key individuals

Dr. Mary Bantell is identified as the Project Manager. Dr. Bantell's terminal degree is an EdD from Teachers College, Columbia University. Dr. Bantell is an Associate Professor in the College of Nursing at TAMUCC. She has a twenty year history of teaching at the undergraduate level and has taught for over five years at the graduate level. Dr. Bantell has developed twelve online courses in the past five years. She has also worked closely with faculty in mentoring roles and her workload has consisted of both formal and informal mentoring of faculty. Dr. Bantell is also being mentored-through the grant writing process in this grant by Dr. Mary Jane Hamilton, the Dean of the College of Nursing and Health Sciences of TAMUCC. Dr. Hamilton has a distinguished history and success of grant writing.

TAMUCC will also provide support to the TAMUCC Best Practices project with the University's online distance education delivery system, Blackboard, to provide the distance-mentoring support. TAMUCC will also provide the meeting space locations for the face-to face mentoring sessions.

Our partner organizations, Del Mar College and Coastal Bend College, are also well established, colleges accustomed to working with the target population. Both colleges have identified a need for more clinical faculty and are enthusiastic and supportive in this partnership.

Del Mar College (DMC) was founded in 1935. DMC has over 21,000 students in academic, occupational, and noncredit courses. Ranked among the top 50 of the nation's community colleges awarding associate degrees to Hispanic students, fifty-eight percent of the student body is Hispanic which reflects the Coastal Bend community (60-mile radius of Corpus Christi) and the South Texas Region (48 counties).

The DMC Health Science Complex is a state-of-the-art facility with classrooms ranging in seating capacity from 30-200. There are four nursing labs and three computer labs. The nursing labs are equipped with all size high fidelity and low fidelity human simulators and up-to-date equipment. There are currently 470 students enrolled in DMC's Nursing Program. There are twenty-three full-time DMC faculty and twenty adjuncts. All full-time faculty have masters degrees in nursing. The director and one assistant have doctoral degrees in nursing with

part-time faculty having bachelor's or master's degrees in nursing. NCLEX-RN pass rates for the last three years have been 77.2%, 83.5%, and 86.13%. DMC notes that although the official report of first quarter 2010 scores have not been released, the department has been tracking graduate scores and the indication is an increase well over 80%. DMC's nursing program is accredited by the National League for Nursing National Accreditation Agency (NLNAC).

Coastal Bend College (CBC) began as Bee County College in 1967. The Board of Trustees changed the college name to Coastal Bend College in 1998. The Coastal Bend College service area currently includes Karnes, McMullen, Live Oak, Bee, Duval, Jim Wells and Brooks Counties, and parts of Atascosa and Kleberg Counties. The main campus is located in Beeville. The current college enrollment is 3,992 students. CBC is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate degrees and approved by the Texas Higher Education Coordinating Board (THECB). The last SACS accreditation period extends to 2014.

CBC has operated successful vocational nursing programs at Beeville, Kingsville and Alice for more than 30 years. A fourth program, Pleasanton was added in 2002 and CBC established a professional nursing education program with a generic and LVN-RN Bridge track in the fall of 2008 which lead to an Associate of Applied Science degree. The first cohort of seven LVN to RN Bridge students graduated in May 2009, with an 85.7% NCLEX-RN pass rate. The second cohort, comprising both generic and Bridge students will graduate in May 2010. The anticipated number of students is 16. The number of students currently enrolled in the pre-licensure professional nursing program is 34. The program plans to seek accreditation by the National League of Nursing Accrediting Commission in 2011.

The resources and staffing for TAMUCC's Best Practice project replicate the Best Practice 3 project by Victoria College in that this project has identified BSN prepared nurses to teach in the clinical areas. Victoria College identified four BSN nurses to be included in their project and this project identified seven nurses. The number of BSN prepared nurses was increased in this project to seven nurses due to modifications in the design of the project to include two ADN nursing programs, and one baccalaureate nursing program. Two Certified Clinical Instructors each were identified to work as clinical faculty for Del Mar College and Coastal Bend College and three Clinical Instructor Assistants were identified to work for TAMUCC.

In the previous Best Practice 3 Project the collaborating partners were the clinical facilities. In TAMUCC's Best Practice Project, the collaborating partners are two area Associate Degree Nursing Programs. Del Mar College and Coastal Bend College have expressed a need to increase their pool of qualified clinical faculty to meet the demands of educating pre licensure nursing students. The additional clinical faculty can increase the number of students that progress through each of their programs by sixty students in the two-year grant cycle.

TAMUCC is limited by CCNE accreditation to only hire faculty with a minimum of a master's degree to teach autonomously in the clinical areas. However,

TAMUCC can hire Clinical Instructor Assistants to work in collaboration with and under the supervision of master's prepared faculty. It was determined that increasing the knowledge-base of the CIA through the education courses and mentoring sessions, the CIAs could be of greater value to the retention efforts of TAMUCC. Therefore, 3 CIAs were designated to work for TAMUCC to free-up time of the clinical faculty to work more closely with at risk students. It is predicted that the retention rates will increase by 80% in the clinical courses where the CIAs assist the clinical faculty.

Local funding used to leverage NIGP funds

TAMUCC will pay tuition for three of the seven CCI/CIA's in year one. The tuition will be for seven credit hours at a cost of \$1,835. per person. This reflects a \$5, 505 cash cost share. In addition, TAMUCC has a negotiated indirect cost rate approved by DHHS of 53% Salaries and Wages and this cost is being waived as an in-kind cost share for project. The total indirect cost associated with this project is calculated at \$74,752.

The roles of the collaborating partners, Del Mar College and Coastal Bend College, are to: 1) identify masters prepared faculty to work with the CCIs in a clinical mentoring and support role for the CCIs, 2) hire the CCIs as part of their clinical faculty and complete contracts within their subcontracting role, 3) collect the sources of data [course grades, clinical evaluation tools, scores on comprehensive tests, NCLEX-RN pass rates] and submit to the project director, 4) attend collaborative partner meetings, and 5) attend the required five grantee NIPG meetings in Austin. In addition, Dr. Eve Layman, Chair of TAMUCC's Graduate Program has volunteered her time to be on the committee to review the BSN nurse applicants for this project.

Methodology

The Best Practice 3 Project implemented by Victoria College used an experimental design and hypothesized that there would be no differences in the outcomes as measured by a). clinical performance measured by the clinical evaluation tool, b). course grades, c). subjective and comprehensive Assessment Technology Institute (ATI) scores, and d). NCLEX-RN pass rates between LVN-AND and 2nd year non LVN generic AND students who have a BSN Certified Clinical Instructor and those students who have a Master's prepared clinical instructor. TAMUCC's Best Practice Project will utilize the basic methodology of this project with several modifications.

A comparative descriptive research design will be used for TAMUCC's Best Practice Project. The convenience samples for TAMUCC's Best Practice Project will include students in the CCI groups for Del Mar and Coastal Bend Colleges and the CIAs for TAMUCC and students in the clinical groups taught by the Masters prepared faculty.

The clinical course grades, summative evaluations on the clinical evaluation tool, scores on the comprehensive examinations [ATI, Kaplan, HESI], graduation rates, and NCLEX-RN pass rates will be compared to a similar group of students taught by a Masters prepared faculty at the same nursing program.

At the end of the three semesters, Spring 2011, Fall 2011, and Spring 2012 the CCIs teach at Del Mar College, students' clinical course grades, summative evaluations, and comprehensive scores on the Kaplan Total Support System Examination will be compared to students in the comparative group, the group taught by the masters prepared faculty.

Similarly, at the end of the same three semesters, Spring 2011, Fall 2011, and Spring 2012 the CCIs who will teach at Coastal Bend College, those students' clinical course grades, summative evaluations, and comprehensive scores on the Assessment Technology Institute Test will be compared to students in the comparative group, the group taught by the masters prepared faculty.

At the end of the same three semesters, Spring 2011, Fall 2011, and Spring 2012 the CIAs who will teach at TAUMCC, those students' clinical course grades, and comprehensive scores on HESI will be compared to students in a comparative group, a group taught by a masters prepared faculty at TAMUCC without a CIA. In addition, retention rates for the same courses for the past two years will be compared to the retention rates for the courses taught with the CIAs.

Upon graduation, the graduation rates will be compared to the students in the CCI and CIA groups to the graduation rates of the students in the comparative clinical groups.

Data collection will continue to determine the NCLEX-RN pass rates of the students in the CCI and CIA groups. To maintain student confidentiality all information will be reported as aggregate data. Student names will be assigned numbers when reporting grades and test scores.

To further evaluate the efficacy of this project, the comprehensive exams and NCLEX results of student cohorts from 2008 who completed their program in four semesters will be compared against the 2011 and 2012 cohorts with the CCIs at Del Mar College, and Coastal Bend College respectively.

To provide formative evaluations to the CCIs and CIAs and for the purpose of assessing excellence in clinical teaching at the end of each clinical experience the CCIs and CIAs will be evaluated by their students and a peer evaluation will be done by their faculty mentor.

As part of a continuous quality improvement process, key participants in this project will be asked to complete surveys as formative evaluations to make minor revisions to the project. CCIs, CIAs, students in the respective groups, and faculty mentors will be asked to complete a survey to elicit responses to the project.

All formative evaluations will be reviewed by the Project Manager, Dr. Bantell and faculty conferences and/or changes will be made prior to the start of the next clinical experience.

The outcomes of this project will be made available to the public in a report at the Texas Association of Deans and Directors Professional Nursing Programs meetings and through publications and conference presentations

The outcomes of TAMUCC's Best Practice project will be evaluated and the results will be used to make program modifications to the hiring of clinical faculty for the three nursing programs.

Sustainability plan

Pending the outcomes of this project, it seems reasonable that other CCIs would be hired by the AND programs. It is also predicted that the CIAs would impact on the retention rates of students at TAMUCC. Therefore, continuing to hire CIAs would support the overall program goals and increase the initial RN licensure graduation rate for TAMUCC. TAMUCC is committed to maintaining this program and to pursuing a variety of sources to sustain this program. Since the project would encompass expenses to the sponsoring institution and collaborating partners, the sustainability of this project is dependent on identifying other funding sources. Four funding sources have been identified: 1) U.S. Department of Health and Human Services, Health Resources and Services Administration, Advanced Nurse Education Grant, 2) The National Council of State Board of Nursing, The Center for Regulatory Excellence Grants: Nursing Education, 3) The Elsevier Foundation and, 4) The Robert Wood Johnson Foundation, New Careers in Nursing and the Nursing Faculty Scholars Grants. The application process to seek additional funding sources to sustain the program would begin in the Fall of 2011.

Bibliography

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Texas Board of Nursing (2009). Ratio of Faculty to Student in Clinical Learning Experiences: Rule 215.10. <http://www.bne.state.tx.us/>

The National League for Nursing (NLN) (2006). The Mentoring of Faculty Tool Kit. <http://www.nln.org/facultydevelopment/facultyresources.htm>

APPLICATION FORM TEXAS BOARD OF NURSING

Title of Proposed Pilot Program: TAMUCC Best Practices Preparing Certified Clinical Instructors and Clinical Instructor Assistants

Date Application Submitted: August 12, 2010

Proposed Pilot Program Contact: Coastal Bend College: Betty Sims RN, MSN, FRE

TAMUCC: Mary Bantell EdD, RN

Telephone Number: 361 354 2544

Email Address : bsims@coastalbend.edu

Institution: Coastal Bend College

Address: 3800 Charco Road

City: Beeville

State: TX

Zip Code:78102

Primary Participant (Dean or Director):Betty Sims

Title/Credentials: Director, Nursing Education

Telephone Number: 361 354 2544

Email Address:bsims@coastalbend.edu

Are you requesting an exception to Rule 215, Professional Nursing Education, adopted under Chapter 301 or Chapter 303 that related to the practice of professional nursing, including education and reporting requirements for registered nurses? **Yes** **No**

If “Yes”, **COMPLETE** the attached “**Explanation of Exception(s) Being Requested**” table.

If “No”, **STOP**. The proposed pilot program does not require a waiver from the current Texas Board of Nursing (BON) rules/regulation and therefore, does not meet the criteria for approval as an Innovative Professional Nursing Education Pilot Program.

I affirm that the application and accompanying documents are accurate and complete in accordance with the Texas BON requirements.

Complete the Table below related to the exception(s) being requested for the proposed pilot program. If additional space is needed to answer this question, attach additional pages with the table.

| Explanation of Exception(s) Requested | | |
|--|--|---|
| <p>List citation(s) from Rule 215, Chapter 301, and/or Chapter 303, and/or another rule/regulation from which an exception is requested.</p> | <p>Explain the reason an exception is being requested.</p> | <p>If the Texas Board of Nursing grants a pilot program an exception to Rule 215, Chapter 301, and/or Chapter 303, and/or another rule/regulation, the applicant must demonstrate that the proposed pilot program provides consumers adequate protection.</p> <p>Explain how the proposed pilot program will ensure that safeguards are in place to address possible vulnerabilities to the public, including students, created by the proposed pilot program with regard to the delivery of safe and competent nursing care.</p> |

| | | |
|---|---|--|
| <p>Rule 215.7, Chapter 301</p> <p>(2) Each nurse faculty member shall:</p> <p style="padding-left: 40px;">(C) Hold a master's degree or doctorate degree, preferably in nursing;</p> <p>Chapter 303</p> | <p>This project is in collaboration with TAMUCC and Delmar College. TAMUCC will act as the Principle partner. The innovative project is designed to replicate the best Practice Project, Preparing Certified clinical Instructors initiated and completed by Victoria College. The project will be implemented over a two year period and prepare BSN prepared nurses to function as clinical instructors. An exception is required because current Board of Nursing Rules require clinical instructors to have a masters degree.</p> | <p>The participants in the project will be paired with experienced faculty as a mentor and participants Safeguard for public safety embedded in the project: will be fully versed in the nursing program policies and procedures</p> |
|---|---|--|

DRAFT LETTER

October 25, 2010

Ms. Betty Sims, MSN, RN, Director
Associate Degree Nursing Program
Coastal Bend College
3800 Charco Rd.
Beeville, Texas 78102

Dear Ms. Sims:

At the October 21-22, 2010 meeting, the Texas Board of Nursing discussed the request from Coastal Bend College Associate Degree Nursing Program in Beeville to conduct an innovative pilot project using the BSN-prepared clinical instructor model (previously piloted by Victoria College in Victoria, Texas). This project would allow Coastal Bend to participate in a Nursing Innovation Grant Program (NIGP) administered by the Texas Higher Education Coordinating Board in collaboration with Del Mar College Associate Degree Program and Texas A&M University Baccalaureate Degree Program, both in Corpus Christi, Texas, and for which grant funding has been awarded. The title of the NIGP is "TAMUCC Best Practices Preparing Certified Clinical Instructors." Thank you for being present to answer questions.

After discussion, the Board approved the proposed pilot project from Coastal Bend College which will waive the faculty requirements and allow the use of BSN-prepared faculty and issue the requirement below. This will allow Coastal Bend College to participate in the collaborative project with Del Mar College and Texas A&M University in Corpus Christi, Texas.

Requirement:

Rule 227.4(c) related to *Pilot Programs for Innovative Applications to Professional Nursing Education* states that "if the proposed pilot receives approval, the nursing education program must submit a written report of outcomes resulting from the innovative educational application within 90 days from completion of the pilot." **Therefore**, Coastal Bend College shall submit a report of the results of the innovative educational application including data and analysis by January 1, 2013.

The Board congratulates Coastal Bend upon the opportunity to participate in the NIGP and looks forward to the report of the outcomes. If you have questions, please contact board staff at robin.caldwell@bon.state.tx.us or 512-463-4631.

Sincerely,

Linda R. Rounds, PhD, RN, FNP
Board President