Indiana State Board of Nursing

402 West Washington Street, Room W072

Indianapolis, Indiana 46204

Telephone: (317) 234-2043   Fax: (317) 233-4236

Website: www.PLA.IN.gov Email: pla2@pla.in.gov

Governor Mitchell E. Daniels, Jr.

ANNUAL REPORT FOR PROGRAMS IN NURSING

Guidelines: An Annual Report, prepared and submitted by the faculty of the school of nursing, will provide the Indiana State Board of Nursing with a clear picture of how the nursing program is currently operating and its compliance with the regulations governing the professional and/or practical nurse education program(s) in the State of Indiana. The Annual Report is intended to inform the Education Subcommittee and the Indiana State Board of Nursing of program operations during the academic reporting year. This information will be posted on the Board's website and will be available for public viewing.

Purpose: To provide a mechanism to provide consumers with information regarding nursing programs in Indiana and monitor complaints essential to the maintenance of a quality nursing education program.

Directions: To complete the Annual Report form attached, use data from your academic reporting year unless otherwise indicated. An example of an academic reporting year may be: August 1, 2011 through July 31, 2012. Academic reporting years may vary among institutions based on a number of factors including budget year, type of program delivery system, etc. Once your program specifies its academic reporting year, the program must utilize this same date range for each consecutive academic reporting year to insure no gaps in reporting. You must complete a **SEPARATE report** for each PN, ASN and BSN program.

This form is due to the Indiana Professional Licensing Agency by the close of business on October 1st each year. The form must be electronically submitted with the original signature of the Dean or Director to: PLA2@PLA.IN.GOV. Please place in the subject line "Annual Report (Insert School Name) (Insert Type of Program) (Insert Academic Reporting Year). For example, "Annual Report ABC School of Nursing ASN Program 2011." The Board may also request your most recent school catalog, student handbook, nursing school brochures or other documentation as it sees fit. It is the program's responsibility to keep these documents on file and to provide them to the Board in a timely manner if requested.

Indicate Type of Nursing Program for this Report: PN_____   ASN__X___   BSN_____

Dates of Academic Reporting Year:__09/01/2011 to 08/31/2012_____
(Date/Month/Year) to (Date/Month/Year)

Name of School of Nursing: _____Harrison College_____

Address:___8150 Brookville Road   Indianapolis, IN 46239_____

Dean/Director of Nursing Program

        Name and Credentials:__ Margaret J. Broadus, MSN, RN_____

        Title: Dean of Nursing, ASN Program___ Email; margaret.broadus@harrison.edu_____

Nursing Program Phone #:317-447-6419_____Fax: 317-351-1871_____

Website
Address:___http://harrison.edu_____

Social Media Information Specific to the SON Program (Twitter, Facebook,
etc.):_http://www.facebook.com/HarrisonCollege_; http://twitter.com/harrisoncoll ; _____

_____

Please indicate last date of NLNAC or CCNE accreditation visit, if applicable, and attach the
outcome and findings of the visit:___NLNAC__Initial accreditation visit was October, 2011(See
attachment)__

If you are not accredited by NLNAC or CCNE where are you at in the
process?_____

_____

SECTION 1: ADMINISTRATION

Using an "X" indicate whether you have made any of the following changes during the preceding academic year. For all "yes" responses you must attach an explanation or description.

1) Change in ownership, legal status or form of control   Yes_____ No__X___

2) Change in mission or program objectives   Yes___X__ No_____

3) Change in credentials of Dean or Director   Yes_____ No__X___

4) Change in Dean or Director   Yes _____ No __X____

5) Change in the responsibilities of Dean or Director   Yes _____ No __X___

6) Change in program resources/facilities   Yes _____ No__X___

7) Does the program have adequate library resources?   Yes ___X_ No _____

8) Change in clinical facilities or agencies used (list both   Yes __X___ No _____

   additions and deletions on attachment)

9) Major changes in curriculum (list if positive response)   Yes__X___ No_____

SECTION 2: PROGRAM

1A.) How would you characterize your program's performance on the NCLEX for the most recent academic year as compared to previous years? Increasing __X__ Stable _____ Declining _____

1B.) If you identified your performance as declining, what steps is the program taking to address this issue?

_____

_____

2A.) Do you require students to pass a standardized comprehensive exam before taking the NCLEX?
Yes____X_____ No_____

2B.) If **not**, explain how you assess student readiness for the NCLEX._____

_____

2C.) If **so**, which exam(s) do you require? _____ATI Comprehensive Predictor_____

2D.) When in the program are comprehensive exams taken: Upon Completion__ X_____
As part of a course ____X____ Ties to progression or thru curriculum_____

2E.) If taken as part of a course, please identify course(s):_ Fundamentals (Given in Adult Health I due to inclusion of Dosage Calculations which also occurs in same quarter), Adult Health III, Pharmacology, Maternity, Pediatrics, Mental Health_____

3.) Describe any challenges/parameters on the capacity of your program below:

    A. Faculty recruitment/retention:_____

    _____

    B. Availability of clinical placements:_____

    _____

    C. Other programmatic concerns (library resources, skills lab, sim lab, etc.):_____

    _____

4.) At what point does your program conduct a criminal background check on students? __Prior to pre-admission interview with Dean of Nursing_____

5.) At what point and in what manner are students apprised of the criminal background check for your program? Orientation session presented by Dean of Nursing after passing the TEAS pre-admission exam_____

SECTION 3: STUDENT INFORMATION

1.) Total number of students admitted in academic reporting year:

Summer_____ Fall_____40_____ Spring_____

2.) Total number of graduates in academic reporting year:

Summer_____23_____ Fall_____ Spring_____

3.) Please attach a brief description of all complaints about the program, and include how they were addressed or resolved. For the purposes of illustration only, the CCNE definition of complaint is included at the end of the report.

4.) Indicate the type of program delivery system:

Semesters_____ Quarters_____X_____ Other (specify):_____

SECTION 4: FACULTY INFORMATION

A. Provide the following information for **all faculty new** to your program in the academic reporting year (attach additional pages if necessary):

Faculty Name:	Denise Ward
Indiana License Number:	28097309A
Full or Part Time:	Full-time
Date of Appointment:	12/28/2011
Highest Degree:	Master of Science in Nursing
Responsibilities:	Didactic and clinical instruction

Faculty Name:	Vanessa Phares
Indiana License Number:	28090424A
Full or Part Time:	Full-time
Date of Appointment:	03/28/2012
Highest Degree:	Master of Science in Nursing
Responsibilities:	Didactic and clinical instruction

Faculty Name:	
Indiana License Number:	

Full or Part Time:	
Date of Appointment:	
Highest Degree:	
Responsibilities:	

B. Total faculty teaching in your program in the academic reporting year:

    1. Number of full time faculty:_____6_____

    2. Number of part time faculty:_____0_____

    3. Number of full time clinical faculty:_____

    4. Number of part time clinical faculty:_____

    5. Number of adjunct faculty:_____

C. Faculty education, by highest degree only:

    1. Number with an earned doctoral degree:_____0_____

    2. Number with master's degree in nursing:_____6_____

    3. Number with baccalaureate degree in nursing:_____

    4. Other credential(s). Please specify type and number:_____

D. Given this information, does your program meet the criteria outlined in **848 IAC 1-2-13**?

    Yes_____X___   No_____

E. Please attach the following documents to the Annual Report in compliance with **848 IAC 1-2-23**:

    1. A list of faculty no longer employed by the institution since the last Annual Report;

    2. An organizational chart for the nursing program and the parent institution.

I hereby attest that the information given in this Annual Report is true and complete to the best of my knowledge. This form **must** be signed by the Dean or Director. No stamps or delegation of signature will be accepted.

(signature)   9-17-12

Signature of Dean/Director of Nursing Program   Date

(handwritten name)

Printed Name of Dean/Director of Nursing Program

Please note: Your comments and suggestions are welcomed by the Board. Please feel free to attach these to your report.

Definitions from CCNE:

Potential Complainants

A complaint regarding an accredited program may be submitted by any individual who is directly affected by the actions or policies of the program. This may include students, faculty, staff, administrators, nurses, patients, employees, or the public.

Guidelines for the Complainant

The CCNE Board considers formal requests for implementation of the complaint process provided that the complainant: a) illustrates the full nature of the complaint in writing, describing how CCNE standards or procedures have been violated, and b) indicates his/her willingness to allow CCNE to notify the program and the parent institution of the exact nature of the complaint, including the identity of the originator of the complaint. The Board may take whatever action it deems appropriate regarding verbal complaints, complaints that are submitted anonymously, or complaints in which the complainant has not given consent to being identified.

Additional clinical facilities:

1. Community Health Network- initiated July 2011
2. IU Health Network- initiated May, 2012

Change in Mission:

See attachment

Major Change in curriculum:

See attachment

NLNAC notice of initial accreditation:

See attachment

Organizational Charts:

See attachments

Faculty no longer employed:

Noadiah Malott, MSN, RN

Kendra Clay, MSN, RN

Doris Moses, MSN, RN

Inga Crim, MSN,RN

Harrison College Nursing Program Philosophy and Mission

Faculty believe in the importance of incorporating professional standards, guidelines, and competencies as the basis for the nursing curriculum. Nursing program curricula must reflect current nursing practice and be based on current nursing and healthcare initiatives to ensure safe, quality patient care. A curriculum built in this manner provides an evidence -based curriculum to meet today's healthcare needs. This is in compliance with both the state Indiana Nurse Practice Act and the standards of the National League for Nursing Accrediting Commission (NLNAC).

The mission of the nursing program is to deliver a curriculum to meet the healthcare needs of the diverse patient populations for whom the graduates will care. It is the mission of Harrison College to prepare students for careers that positively impact society, both locally and globally. The nursing program's mission aligns with that of the college by preparing nurses to positively impact the lives of their patients and the patients' support network.

To this end, a rigorous and thorough examination of the current literature on nursing practice and nursing education was conducted. The results of this literature search guided the development of the program student learning outcomes along with their related competencies reflect the expected knowledge, skills, and attitudes of the graduates of Harrison College's Associate Degree Nursing program preparing graduates as registered nurses.

In keeping with sound curriculum design principles, the program student learning outcomes were used to organize the course student learning outcomes. These student learning outcomes will be the basis for all activities related to the teaching/learning process, including delivery of instruction and evaluation of student progress. They are also the basis for evaluating program outcomes such as graduate and employer satisfaction.

The terms used in developing this curriculum include:

- Program student learning outcomes: Statements of expectations written in measurable terms that express what a student will know, do, or think at the end of the nursing program; characteristics of the student at the completion of the program. Learning outcomes are measurable learner-oriented abilities that are consistent with standards of professional practice. (NLNAC glossary)
- Course student learning outcomes: Statements of expectations written in measurable terms that express what a student will know, do, or think at the end of the nursing program; characteristics of the student at the completion of a course. Learning outcomes are measurable learner-oriented abilities that are consistent with standards of professional practice. (NLNAC glossary)
- Competencies: Competency statements used to evaluate students' achievement of the course/program outcomes. The competencies (expectations) that demonstrate the students have attained the student learning outcomes. These are the knowledge, skills, and attitudes

that students need to achieve the course outcomes that build to achieve the program student learning outcomes. The IOM's 2011 publication *The Future of Nursing* notes the importance of competencies on pages 4-31: "A competency-based approach to education strives to make the competencies for a particular course explicit to students and require them to demonstrate mastery of those competencies. Performance-based assessment then shows whether students have both a theoretical grasp of what they have learned and the ability to apply that knowledge in a real-world or realistically simulated situation".

- Objectives: Specific expectations of a learning unit
- Program outcomes: Performance indicators that reflect the extent to which the purposes of the nursing education program are achieved and by which program effectiveness is documented. Program outcomes are measurable consumer-oriented indexes designed to evaluate the degree to which the program is achieving its mission and goals. Includes program completion rates, job placement rates, licensure pass rates, and program satisfaction. (NLNAC glossary)

Student Learning Outcomes

Upon graduation a student will:

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patients across the lifespan.
2. Promote a culture of caring to provide compassionate, culturally-competent care.
3. Engage in critical thinking when making nursing judgments to provide and improve quality patient care.
4. Communicate and collaborate with members of the interdisciplinary team, the patient, and the patient's support persons.
5. Use information management principles, techniques, and systems and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
6. Provide leadership in a variety of healthcare setting for diverse patient populations.
7. Assimilate professional, legal and ethical guidelines in practice as a professional nurse.

Major Changes in Curriculum

Harrison College ASN Program

The following revisions were made based on recommendations from our faculty and the NLNAC during their site visit:

1. Replaced Keyboarding with Information Literacy which is more relevant for our students
2. Revised overall course descriptions to better reflect nursing practice
3. Combined the clinical and didactic components of seven nursing courses
4. Changed the course code of the Psychology course taken by the nursing students (no content change)

The above revisions did not result in any changes in total credit hours. The content of the ASN program was not changed by these revisions.

Harrison College ASN Associate of Science Program
Vertical Curriculum

		First Year			
Course Code	Course Title	Quarter Credit Hours	Lecture Hours/ Quarter	Lab Hours/ Quarter	Clinical Hours/ Quarter
	First Quarter-Fall (12 weeks)				
ANP1040	Human Anatomy & Physiology I ✎	4	36	12	0
PSY1050	Strategies for Success	4	48	0	0
NUR1010	Nursing Fundamentals ✎	6	40	40	0
INF1100	Intro to Information Literacy	2	24	0	0
		16	**148**	**52**	**0**
	Second Quarter-Winter (12 weeks)				
ANP1050	Human Anatomy & Physiology II ✎	4	36	12	0
CPU1000	Computers & Office Automation	4	36	12	0
NUR1050	Adult Health & Illness I ✎	6	40	0	60
PHM1160	Dosage Calculations ✎	2	24	6	0
		16	**136**	**30**	**60**
	Third Quarter-Spring (11 weeks)				
PHM1360	Vital Pharmacology ✎	4	48	0	0
PSY1170	Psychology	4	48	0	0
NUR2010	Adult Health & Illness II ✎	8	40	20	90
		16	**136**	**20**	**90**
	Fourth Quarter-Summer (12 weeks)				
NUR1150	Developing Family/Pediatric Nursing ✎	8	40	20	90
COM2060	Composition II	4	36	12	0
PSY1470	Human Growth & Development ✎	4	48	0	0
CHM1020	General Chemistry I	4	36	12	
		20	**160**	**44**	**90**
	Page Total	**68**	**580**	**146**	**240**

Course Code	Course Title	Quarter Credit Hours	Lecture Hours	Lab Hours	Clinical Hours
	Second Year				
	Fifth Quarter-Fall (12 weeks)				
SOC1050	Introduction to Sociology	4	45	0	0
NUR1100	Psychosocial/Gerontologic Nursing ∽	8	40	20	90
BIO1070	Microbiology ∽	4	36	12	0
		16	**121**	**32**	**90**
	Sixth Quarter-Winter (12 weeks)				
NUR2050	Adult Health & Illness III ∽	8	40	0	120
SPC1010	Presentation Skills	4	45	0	0
	Gen Ed Elective	4	48	0	0
		16	**133**	**0**	**120**
	Seventh Quarter-Spring (11 weeks)				
NUR2100	Health Promotion & Management of Care ∽	8	40	0	0
NUR2150	Transition to Nursing Practice ∽	4	36	12	0
		12	**76**	**12**	**120**
	Page 2 Total	44	330	44	330
	Page 1 Total	68	580	146	240
	TOTAL	**112**	**910**	**190**	**570**
	Total Program Hours 1782				

∽   = Core Courses

National League for Nursing Accrediting Commission

Has Awarded

Accreditation

to

HARRISON COLLEGE - INDIANAPOLIS EAST
ASSOCIATE NURSING PROGRAM

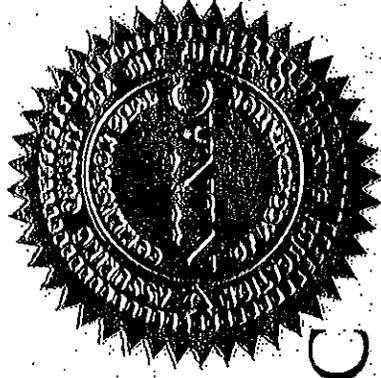For Achievement of Quality and Excellence in Nursing Education

FALL 2010 to FALL 2015

Elizabeth H. Mahaffey

Elizabeth H. Mahaffey, PhD, RN
Chair, NLNAC

Sharon J Tanner

Sharon J Tanner, EdD, RN
Chief Executive Officer, NLNAC

NLNAC

National League for Nursing Accrediting Commission, Inc.

Assuring Quality for the Future of Nursing Education

NLNAC

National League *for* Nursing Accrediting Commission, Inc.

March 24, 2011

Annette Zanto, MSN, RN
Dean of Nursing Education
Associate of Science Degree in Nursing
Harrison College – Indianapolis East
8150 Brookville Road
Indianapolis, IN 46239

Dear Ms. Zanto:

This letter is formal notification of the action taken by the National League for Nursing Accrediting Commission (NLNAC) at its meeting on March 3-4, 2011. The Board of Commissioners granted the associate nursing program initial accreditation and scheduled the next evaluation visit for Fall 2015.

Deliberations centered on the Self-Study Report, the School Catalog, the Site Visitors' Report, and the recommendation for accreditation proposed by the Program Evaluators and the Evaluation Review Panel. (See Summary of Deliberations and Recommendation of the Evaluation Review Panel.)

The Board of Commissioners identified the following areas needing development:

Areas Needing Development by Accreditation Standard

Standard 2 Faculty and Staff
- Continue to refine orientation and mentoring processes for faculty in their areas of responsibilities.

Standard 4 Curriculum
- Ensure review of professional standards and guidelines as indicated in the evaluation plan in order to update the student learning outcomes and the curriculum as appropriate.
- Ensure that evaluation methodologies are varied, address established professional and practice competencies, and are at the appropriate level of complexity to measure the achievement of student learning outcomes and program outcomes.

Harrison College
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Standard 6 Outcomes
- Ensure that ongoing assessments of student learning outcomes are clearly linked to identified nursing program competencies.
- Ensure that aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes.
- Implement the strategies in the systematic evaluation plan to determine whether graduates demonstrate achievement of competencies appropriate to role preparation and instruments include evaluation of the competencies.
- Implement the actions in the systematic evaluation plan to demonstrate evidence of achievement in the program outcome of performance on licensure exam.

On behalf of the Commission, we thank you and your colleagues for your commitment to quality nursing education. If you have questions about this action or about Commission policies and procedures, please write or call me or a member of the professional staff.

Sincerely,
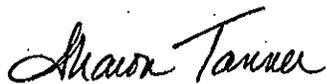
Sharon Tanner

Sharon J. Tanner, EdD, RN
Chief Executive Officer

cc: Linda Castaldi, Program Evaluator
       Linda Hoffman, Program Evaluator

Enc.   Summary of Deliberations of the Evaluation Review Panel

ASN Nursing Program

Margaret Broadus
Dean of Nursing

Donna Ward
Administrative Assistant to Nursing

Paula Hartman
Associate Dean of Nursing

Annette Zanto
Nursing Instructor

Monica Baugh
Nursing Instructor

Denise Ward
Nursing Instructor

Vanessa Phares
Nursing Instructor
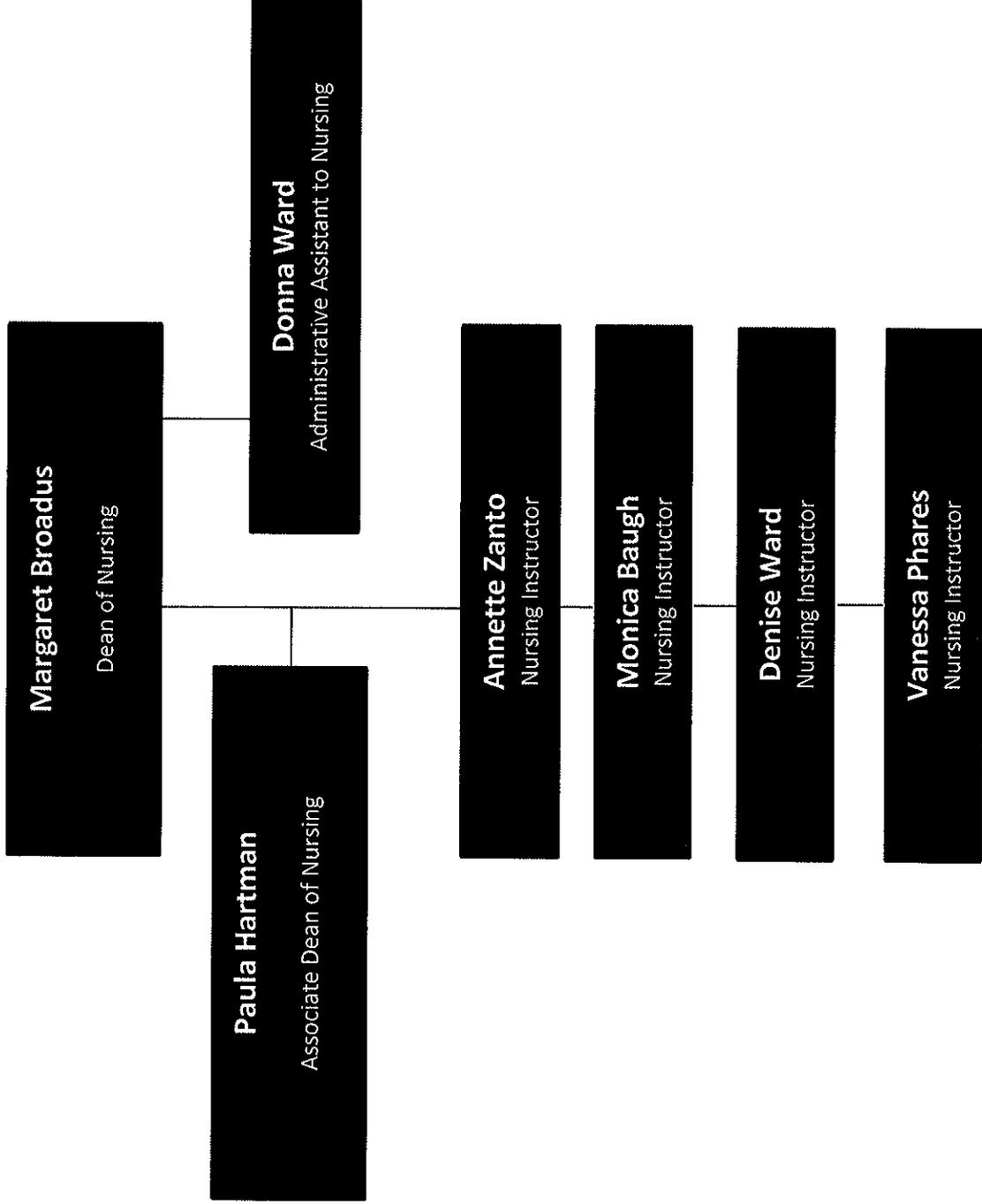
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South Region

HARRISON COLLEGE

Deborah Humphrey
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Dean of Nursing-ASN
Indianapolis East

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National Dean
Information Tech
Indianapolis Northwest

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Criminal Justice

Debora Erick
Dean of Nursing ASN to BSN
Indianapolis East

Megan Grady-Rutledge
Dean
Indianapolis Downtown

Shawn McPartland
Dean
Indianapolis Northwest

Sean Milliner
Program Coordinator

Benjamin Horner
Dean
Indianapolis East

Jeremy Wattenbarger
Dean
Evansville

Sara Arnett
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Terre Haute

Karen Buschkill
Associate Dean
Veterinary Tech
Evansville

Myra Jones
National Dean
Veterinary Tech
Indianapolis Northwest

Richard Ballard
Dean
Columbus, IN

Steve Wiltz
Librarian
Columbus, IN

Kimberly Bricker
Program Coordinator
Medical

A complete list of Harrison College's Instructors can be found in our Catalog