

Mission Fulfillment Measures

Spring 2023

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1. Learner Academic Success

Cognitive

1.1.1 General Education Outcomes

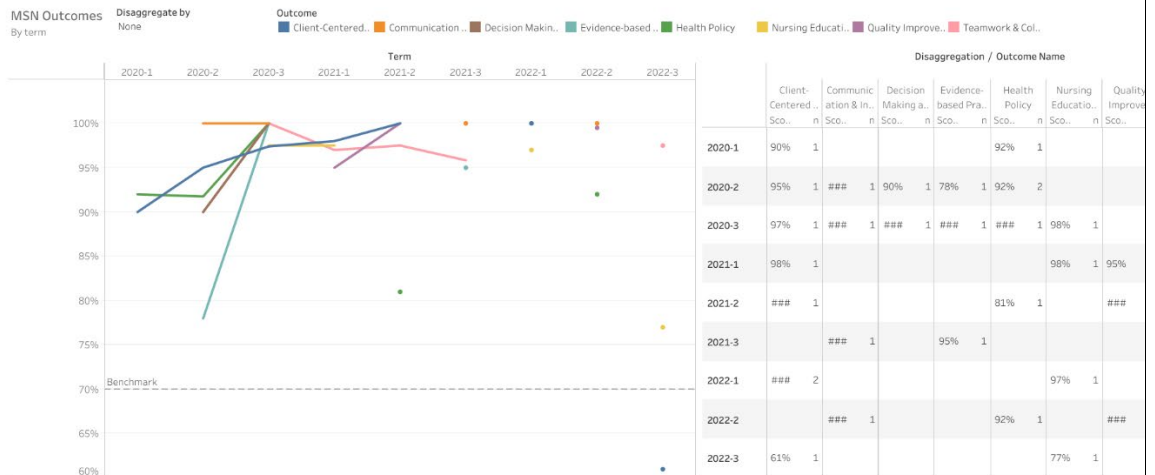
Function	Last Update
General Education	5/16/2023
Benchmark(s)	Statistics
70% in all 8 competency frames.	
Sources	Narrative
Internal Dashboard	General Education outcomes are derived from the average scores of assignments mapped to the eight competency areas.
Tactical Code	
	Implemented a thorough review process for curriculum, data points, and measurement items.
NWCCU Standard	NWCCU Standard Description
1.C.6	Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

1.1.2 Nursing Education Outcomes

Function	Last Update																																																																																																																																																																																																			
Nursing Education	5/16/2023																																																																																																																																																																																																			
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70% in all 8 competency frames	<p>Undergraduate</p> <p>BSN Outcomes... Disaggregation / Outcome Name</p> <table border="1"> <thead> <tr> <th>Disaggregation / Outcome Name</th> <th>Client-Centered Score</th> <th>Client-Centered Count</th> <th>Communication Score</th> <th>Communication Count</th> <th>Decision-making & Clinical Score</th> <th>Decision-making & Clinical Count</th> <th>Evidence-based Practice Score</th> <th>Evidence-based Practice Count</th> <th>Intentional Learning with Local, Regional, & Global Score</th> <th>Intentional Learning with Local, Regional, & Global Count</th> <th>Organizational, Professional, & Safety Score</th> <th>Organizational, Professional, & Safety Count</th> <th>Quality & Safety Assurance Score</th> <th>Quality & Safety Assurance Count</th> </tr> </thead> <tbody> <tr><td>2019-2</td><td>100%</td><td>1</td><td>50%</td><td>1</td><td>100%</td><td>1</td><td>100%</td><td>1</td><td>100%</td><td>1</td><td>100%</td><td>1</td><td>100%</td><td>1</td></tr> <tr><td>2019-3</td><td>80%</td><td>2</td><td>75%</td><td>2</td><td>75%</td><td>2</td><td>75%</td><td>2</td><td>50%</td><td>2</td><td>100%</td><td>2</td><td>75%</td><td>2</td></tr> <tr><td>2020-1</td><td>76%</td><td>5</td><td>80%</td><td>5</td><td>90%</td><td>5</td><td>90%</td><td>5</td><td>60%</td><td>5</td><td>90%</td><td>5</td><td>85%</td><td>5</td></tr> <tr><td>2020-2</td><td>61%</td><td>27</td><td>67%</td><td>26</td><td>76%</td><td>25</td><td>80%</td><td>26</td><td>65%</td><td>26</td><td>72%</td><td>26</td><td>75%</td><td>26</td></tr> <tr><td>2020-3</td><td>72%</td><td>51</td><td>75%</td><td>52</td><td>84%</td><td>51</td><td>83%</td><td>51</td><td>81%</td><td>51</td><td>74%</td><td>51</td><td>81%</td><td>51</td></tr> <tr><td>2021-1</td><td>80%</td><td>72</td><td>80%</td><td>74</td><td>86%</td><td>72</td><td>80%</td><td>68</td><td>76%</td><td>72</td><td>84%</td><td>68</td><td>83%</td><td>68</td></tr> <tr><td>2021-2</td><td>76%</td><td>94</td><td>72%</td><td>99</td><td>86%</td><td>95</td><td>82%</td><td>90</td><td>66%</td><td>94</td><td>87%</td><td>91</td><td>81%</td><td>89</td></tr> <tr><td>2021-3</td><td>75%</td><td>121</td><td>69%</td><td>128</td><td>82%</td><td>120</td><td>80%</td><td>119</td><td>78%</td><td>120</td><td>84%</td><td>118</td><td>81%</td><td>118</td></tr> <tr><td>2022-1</td><td>69%</td><td>99</td><td>74%</td><td>111</td><td>75%</td><td>99</td><td>75%</td><td>95</td><td>92%</td><td>97</td><td>81%</td><td>94</td><td>74%</td><td>95</td></tr> <tr><td>2022-2</td><td>79%</td><td>150</td><td>78%</td><td>158</td><td>81%</td><td>146</td><td>81%</td><td>145</td><td>85%</td><td>148</td><td>87%</td><td>143</td><td>75%</td><td>144</td></tr> <tr><td>2022-3</td><td>78%</td><td>181</td><td>76%</td><td>187</td><td>81%</td><td>180</td><td>79%</td><td>173</td><td>86%</td><td>182</td><td>86%</td><td>173</td><td>79%</td><td>173</td></tr> <tr><td>2023-1</td><td>74%</td><td>256</td><td>70%</td><td>272</td><td>74%</td><td>245</td><td>84%</td><td>242</td><td>82%</td><td>253</td><td>82%</td><td>238</td><td>79%</td><td>239</td></tr> </tbody> </table>	Disaggregation / Outcome Name	Client-Centered Score	Client-Centered Count	Communication Score	Communication Count	Decision-making & Clinical Score	Decision-making & Clinical Count	Evidence-based Practice Score	Evidence-based Practice Count	Intentional Learning with Local, Regional, & Global Score	Intentional Learning with Local, Regional, & Global Count	Organizational, Professional, & Safety Score	Organizational, Professional, & Safety Count	Quality & Safety Assurance Score	Quality & Safety Assurance Count	2019-2	100%	1	50%	1	100%	1	100%	1	100%	1	100%	1	100%	1	2019-3	80%	2	75%	2	75%	2	75%	2	50%	2	100%	2	75%	2	2020-1	76%	5	80%	5	90%	5	90%	5	60%	5	90%	5	85%	5	2020-2	61%	27	67%	26	76%	25	80%	26	65%	26	72%	26	75%	26	2020-3	72%	51	75%	52	84%	51	83%	51	81%	51	74%	51	81%	51	2021-1	80%	72	80%	74	86%	72	80%	68	76%	72	84%	68	83%	68	2021-2	76%	94	72%	99	86%	95	82%	90	66%	94	87%	91	81%	89	2021-3	75%	121	69%	128	82%	120	80%	119	78%	120	84%	118	81%	118	2022-1	69%	99	74%	111	75%	99	75%	95	92%	97	81%	94	74%	95	2022-2	79%	150	78%	158	81%	146	81%	145	85%	148	87%	143	75%	144	2022-3	78%	181	76%	187	81%	180	79%	173	86%	182	86%	173	79%	173	2023-1	74%	256	70%	272	74%	245	84%	242	82%	253	82%	238	79%	239
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Graduate



PN

Graduation Cohort	Outcome	Assignment Score
2022 Spring	Client-Centered Care	
	Intentional Learning with Reflection	66.7%
	Evidence-based Practice	100.0%
	Decision-making & Clinical Judgement	100.0%
	Organizational, Local, & Global Leadership	
	Communication & Informatics	
	Quality & Safety Assurance	
	Teamwork & Collaboration	
2022 Summer	Client-Centered Care	
	Intentional Learning with Reflection	100.0%
	Evidence-based Practice	100.0%
	Decision-making & Clinical Judgement	
	Organizational, Local, & Global Leadership	
	Communication & Informatics	

	Quality & Safety Assurance	
	Teamwork & Collaboration	
2022 Fall	Client-Centered Care	
	Intentional Learning with Reflection	25.0%
	Evidence-based Practice	75.0%
	Decision-making & Clinical Judgement	
	Organizational, Local, & Global Leadership	
	Communication & Informatics	
	Quality & Safety Assurance	
	Teamwork & Collaboration	
2023 Spring	Client-Centered Care	
	Intentional Learning with Reflection	45.5%
	Evidence-based Practice	81.8%
	Decision-making & Clinical Judgement	
	Organizational, Local, & Global Leadership	
	Communication & Informatics	
	Quality & Safety Assurance	
	Teamwork & Collaboration	



Survey Semester	PO #	PO Name	Survey Score
2022 Summer	1	Client-Centered Care	4
	2	Intentional Learning with Reflection	3.5
	3	Evidence-based Practice	3
	4	Decision-making & Clinical Judgement	4
	5	Organizational, Local, & Global Leadership	4
	6	Communication & Informatics	3
	7	Quality & Safety Assurance	4.33
	8	Teamwork & Collaboration	4
2022 Fall	1	Client-Centered Care	4
	2	Intentional Learning with Reflection	4
	3	Evidence-based Practice	4.43
	4	Decision-making & Clinical Judgement	4.14
	5	Organizational, Local, & Global Leadership	4.14
	6	Communication & Informatics	4.43
	7	Quality & Safety Assurance	4.33
	8	Teamwork & Collaboration	4
2023 Spring	1	Client-Centered Care	4.5
	2	Intentional Learning with Reflection	4
	3	Evidence-based Practice	
	4	Decision-making & Clinical Judgement	4.6
	5	Organizational, Local, & Global Leadership	4.6
	6	Communication & Informatics	
	7	Quality & Safety Assurance	4
	8	Teamwork & Collaboration	4

Sources	Narrative
Internal Dashboard	Nursing Education Program Outcomes are a product of averaged scores from end of course Hallmark assignments and HESI exam results.
Tactical Code	Tactic
	Faculty development is a primary focus to ensure faculty are facilitating the curriculum in the most effective intended ways possible. Additionally, the curriculum restructuring due to COVID-19 has created new opportunities to reinforce constructs, gather additional data, and improve the learning experience overall. Continual curriculum review and enhancements continue to develop positive learner outcomes.

Practice

1.2.1 EL Evaluation Components

Function	Last Update
Nursing Education	
Benchmark(s)	Statistics
Sources	Narrative
	Under Development – The tools to extract needed data from rubrics is currently being researched but not yet available. Structuring of data in the LMS will allow for the components to be extracted and aggregated.
Tactical Code	Tactic

1.2.2 EL Survey Metrics

Function	Last Update
Nursing Education	
Benchmark(s)	Statistics
Sources	Narrative
	Under Development and available Fall 2023 for measurement.
Tactical Code	Tactic

Everyday Ethical Comportment

1.3.1 EL Evaluation Components

Function	Last Update

Nursing Education	
Benchmark(s)	Statistics
Sources	Narrative
	Under Development – The tools to extract needed data from rubrics is currently being researched but not yet available. Structuring of data in the LMS will allow for the components to be extracted and aggregated.
Tactical Code	Tactic

1.3.2 Wellness Measures

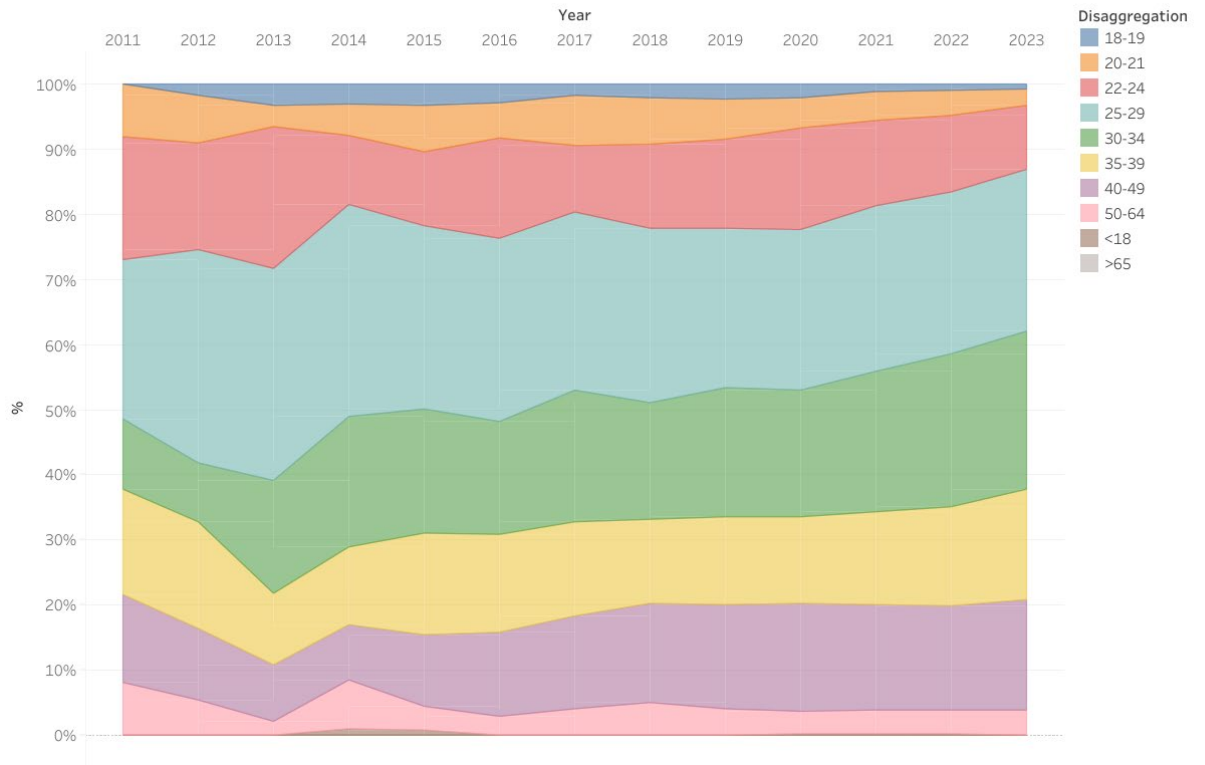
Function	Last Update
Nursing Education	
Benchmark(s)	Statistics
Sources	Narrative
	Under development and available Fall 2023 for measurement.
Tactical Code	Tactic

2. Serving Diverse Communities

2.1 Learner Demographics

Function	Last Update																																																																																																																																																																																																																																																																																																																																
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	<p>Race</p> <p>4.1 Proportion Chart</p> <p>4.1 Table</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th colspan="13">Year</th> <th>Grand T..</th> </tr> <tr> <th></th> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th></th> </tr> </thead> <tbody> <tr> <td>American Indian or Alaska Native</td> <td>%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0%</td> <td>1%</td> <td>1%</td> <td>1%</td> <td>1%</td> <td>1%</td> <td>1%</td> <td>1%</td> </tr> <tr> <td></td> <td>n</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>4</td> <td>14</td> <td>21</td> <td>33</td> <td>43</td> <td>52</td> <td>1</td> </tr> <tr> <td>Asian</td> <td>%</td> <td>3%</td> <td>4%</td> <td>1%</td> <td>3%</td> <td>4%</td> <td>1%</td> <td>3%</td> <td>4%</td> <td>6%</td> <td>8%</td> <td>12%</td> <td>15%</td> <td>16%</td> 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races	%							0%	2%	2%	1%	1%	1%	0%	1%		n							1	11	15	15	21	21	8	1%	White	%	65%	80%	88%	83%	80%	79%	80%	74%	62%	53%	46%	38%	30%	45%		n	24	44	81	166	216	270	359	492	617	873	1,303	1,482	1,342	45%	Undisclosed	%	27%	11%	2%	2%	6%	4%	2%	1%	2%	4%	3%	5%	14%	7%		n	10	6	2	4	16	15	8	6	24	59	82	188	632	7%
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		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023																																																																																																																																																																																																																																																																																																																			
American Indian or Alaska Native	%							0%	1%	1%	1%	1%	1%	1%	1%																																																																																																																																																																																																																																																																																																																		
	n							1	4	14	21	33	43	52	1																																																																																																																																																																																																																																																																																																																		
Asian	%	3%	4%	1%	3%	4%	1%	3%	4%	6%	8%	12%	15%	16%	12%																																																																																																																																																																																																																																																																																																																		
	n	1	2	1	6	10	3	14	29	64	128	333	585	710	12%																																																																																																																																																																																																																																																																																																																		
Black	%			3%	6%	4%	4%	6%	9%	11%	15%	17%	18%	17%	15%																																																																																																																																																																																																																																																																																																																		
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Hispanic	%	3%	4%	4%	5%	6%	11%	7%	8%	14%	17%	19%	21%	20%	17%																																																																																																																																																																																																																																																																																																																		
	n	1	2	4	10	16	36	31	56	134	277	532	820	885	17%																																																																																																																																																																																																																																																																																																																		
Native Hawaiian or other Pacific Islander	%	3%	2%	1%	1%	0%	1%	1%	1%	1%	2%	2%	2%	2%	2%																																																																																																																																																																																																																																																																																																																		
	n	1	1	1	2	1	2	6	5	10	29	48	84	101	2%																																																																																																																																																																																																																																																																																																																		
Nonresident alien	%											0%			0%																																																																																																																																																																																																																																																																																																																		
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Two or more races	%							0%	2%	2%	1%	1%	1%	0%	1%																																																																																																																																																																																																																																																																																																																		
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White	%	65%	80%	88%	83%	80%	79%	80%	74%	62%	53%	46%	38%	30%	45%																																																																																																																																																																																																																																																																																																																		
	n	24	44	81	166	216	270	359	492	617	873	1,303	1,482	1,342	45%																																																																																																																																																																																																																																																																																																																		
Undisclosed	%	27%	11%	2%	2%	6%	4%	2%	1%	2%	4%	3%	5%	14%	7%																																																																																																																																																																																																																																																																																																																		
	n	10	6	2	4	16	15	8	6	24	59	82	188	632	7%																																																																																																																																																																																																																																																																																																																		

4.1 Proportion Chart

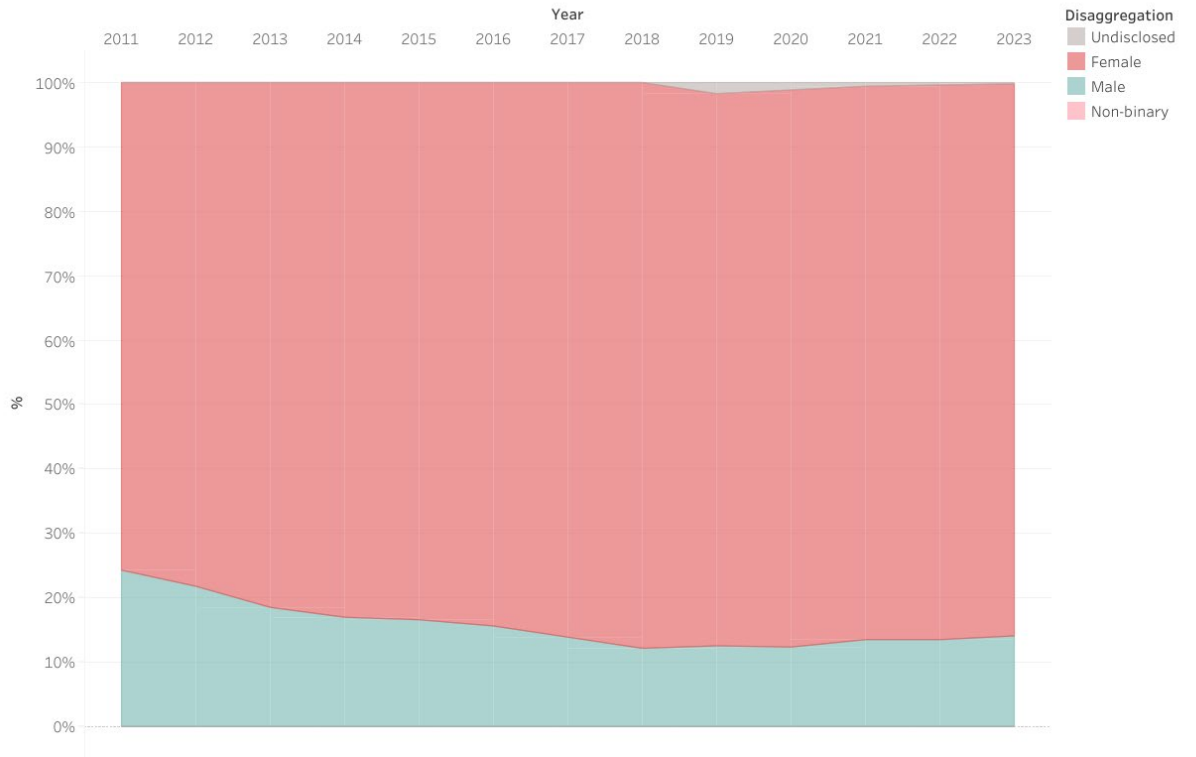


4.1 Table

		Year												Grand T..	
		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
18-19	%		2%	3%	3%	3%	3%	2%	2%	2%	2%	1%	1%	1%	1%
	n		1	3	6	9	10	8	14	22	35	31	41	37	
20-21	%	8%	7%	3%	5%	7%	5%	8%	7%	6%	5%	5%	4%	2%	4%
	n	3	4	3	10	19	18	34	48	61	77	128	152	109	
22-24	%	19%	16%	22%	11%	11%	16%	10%	13%	14%	16%	13%	12%	10%	12%
	n	7	9	20	21	31	53	46	85	137	259	373	459	446	
25-29	%	24%	33%	33%	33%	28%	28%	27%	27%	24%	25%	25%	25%	25%	25%
	n	9	18	30	65	76	96	122	179	242	410	718	975	1,117	
30-34	%	11%	9%	17%	20%	19%	17%	20%	18%	20%	19%	22%	24%	24%	22%
	n	4	5	16	40	52	59	91	119	196	321	614	926	1,101	
35-39	%	16%	16%	11%	12%	15%	15%	14%	13%	13%	13%	14%	15%	17%	15%
	n	6	9	10	24	42	51	64	85	132	222	400	594	760	
40-49	%	14%	11%	9%	9%	11%	13%	14%	15%	16%	17%	16%	16%	17%	16%
	n	5	6	8	17	30	44	64	101	159	275	460	630	766	
50-64	%	8%	5%	2%	8%	4%	3%	4%	5%	4%	3%	4%	4%	4%	4%
	n	3	3	2	15	10	10	18	34	40	57	105	148	170	
<18	%				1%	1%					0%	0%	0%	0%	0%
	n				2	2					3	4	3	2	
>65	%											0%	0%	0%	0%
	n											2	2		

Gender

4.1 Proportion Chart

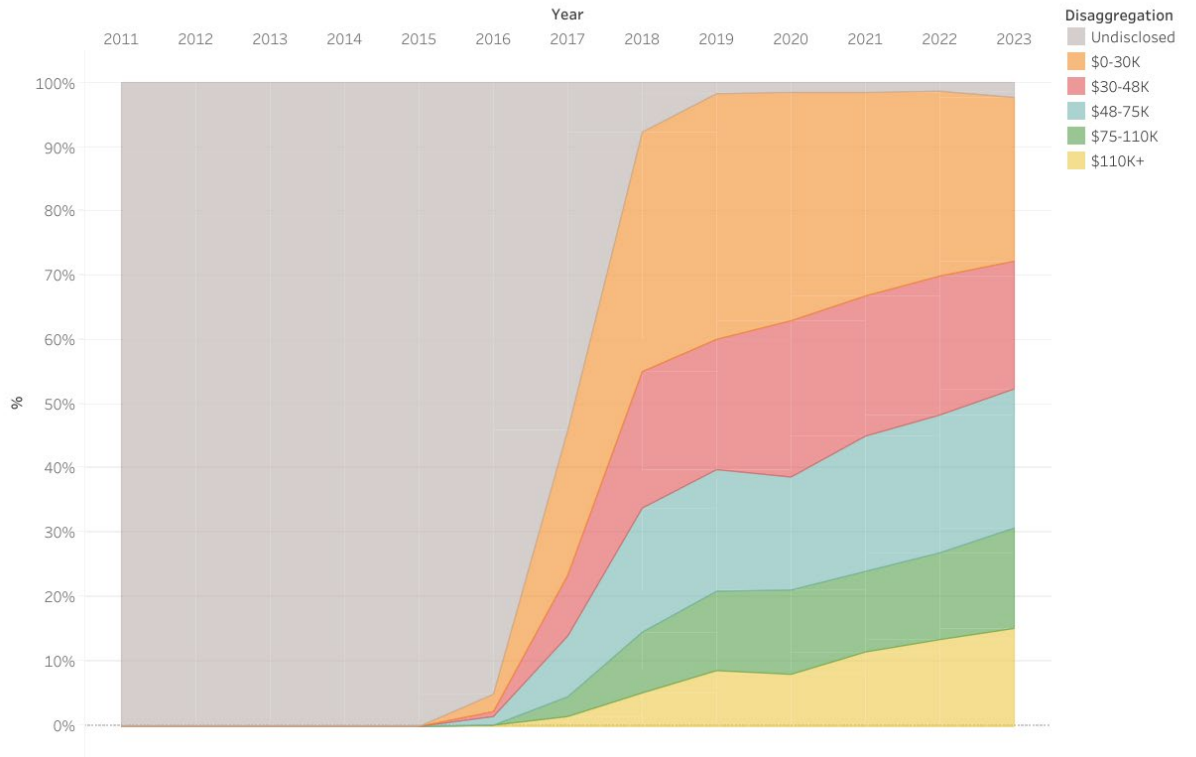


4.1 Table

		Year													Grand T..
		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
Undisclosed	%									2%	1%	0%	0%	0%	0%
	n									18	19	14	12	10	
Female	%	76%	78%	82%	83%	83%	84%	86%	88%	86%	86%	86%	86%	86%	86%
	n	28	43	75	166	226	288	385	584	848	1,434	2,437	3,386	3,868	86%
Male	%	24%	22%	18%	17%	17%	16%	14%	12%	12%	12%	13%	13%	14%	14%
	n	9	12	17	34	45	53	62	81	123	206	381	530	628	14%
Non-binary	%											0%	0%	0%	0%
	n											1	2	4	

Income

4.1 Proportion Chart

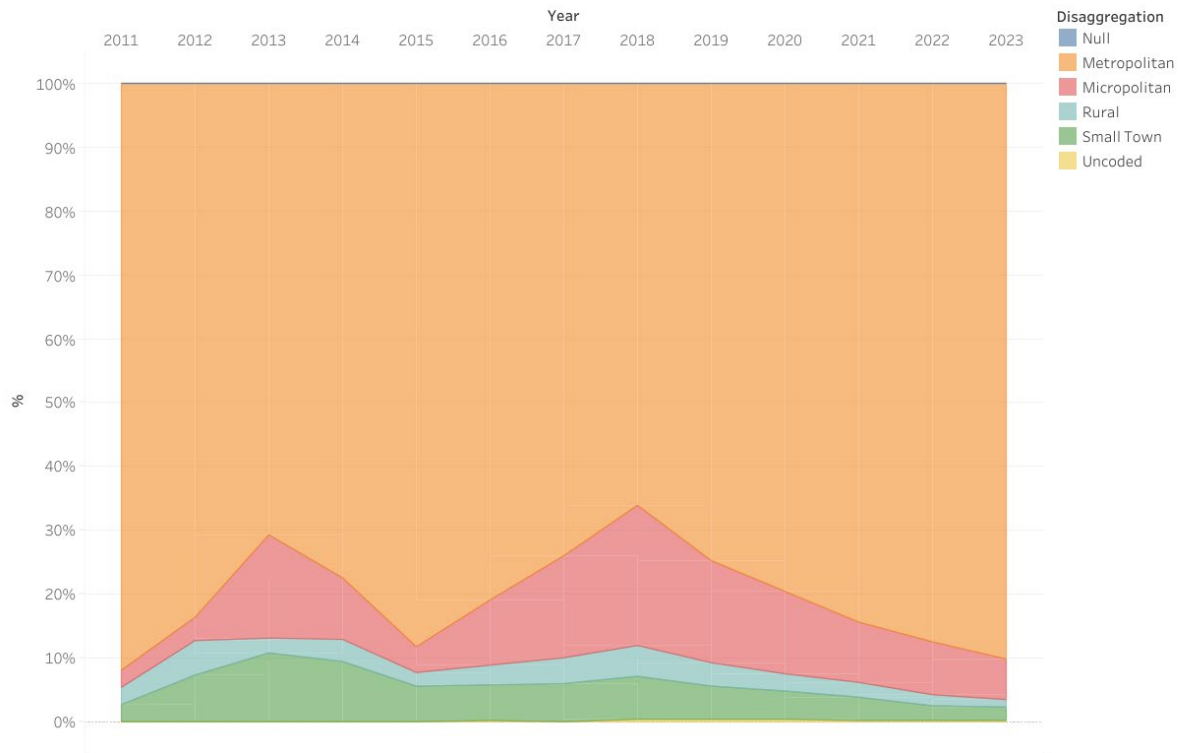


4.1 Table

		Year													Grand T..
		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
Undisclosed	%	100%	100%	100%	100%	100%	95%	54%	8%	2%	2%	1%	1%	2%	9%
	n	37	55	92	200	271	324	241	51	18	27	42	56	105	
\$0-30K	%						3%	23%	37%	38%	35%	32%	29%	25%	28%
	n						9	101	247	376	588	897	1,123	1,150	
\$30-48K	%						1%	9%	21%	20%	24%	22%	22%	20%	20%
	n						3	42	142	201	400	617	851	888	
\$48-75K	%						1%	9%	19%	19%	18%	21%	21%	22%	19%
	n						4	42	127	186	292	594	837	980	
\$75-110K	%							3%	9%	12%	13%	13%	13%	15%	12%
	n							14	63	123	217	355	529	697	
\$110K+	%						0%	2%	5%	9%	8%	12%	14%	15%	11%
	n						1	7	35	85	135	328	534	690	

RUCA

4.1 Proportion Chart



4.1 Table

		Year												Grand T..	
		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
Null	%									0%	0%	0%	0%	0%	0%
	n									1	1	2	3	1	
Metropolitan	%	92%	84%	71%	78%	88%	81%	74%	66%	75%	80%	84%	87%	90%	84%
	n	34	46	65	155	239	276	331	439	738	1,319	2,391	3,431	4,062	
Micropolitan	%	3%	4%	16%	10%	4%	10%	16%	22%	16%	13%	9%	8%	6%	10%
	n	1	2	15	19	11	35	71	146	158	213	266	329	293	
Rural	%	3%	5%	2%	4%	2%	3%	4%	5%	4%	3%	2%	2%	1%	2%
	n	1	3	2	7	6	10	18	32	37	47	64	68	53	
Small Town	%	3%	7%	11%	10%	6%	6%	6%	7%	5%	4%	4%	2%	2%	3%
	n	1	4	10	19	15	19	27	45	51	74	102	91	94	
Uncoded	%						0%		0%	0%	0%	0%	0%	0%	0%
	n						1		3	4	5	8	8	7	

Sources	Narrative
	Learner demographics continue to diversify as Nightingale College moves into new areas around the country and focuses on enrolling underserved populations.
Tactical Code	Tactic
	To drive forward the diversity of the nursing profession in setting and population. Potentially creating cluster demographics for learners in their enrollment areas, for socioeconomic, ethnicity, and race breakdowns- from enrollment to graduation.

2.2 Collaborator Demographics

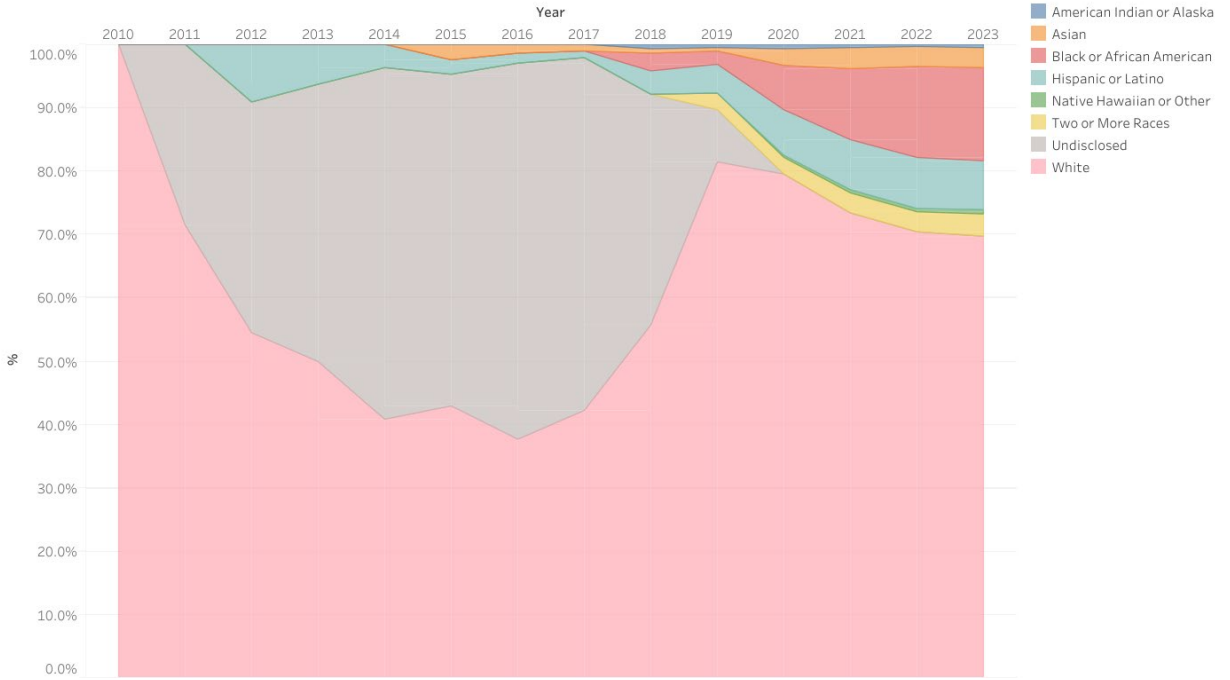
Function	Last Update
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Collaborator Experience May 2023

Benchmark(s) Statistics

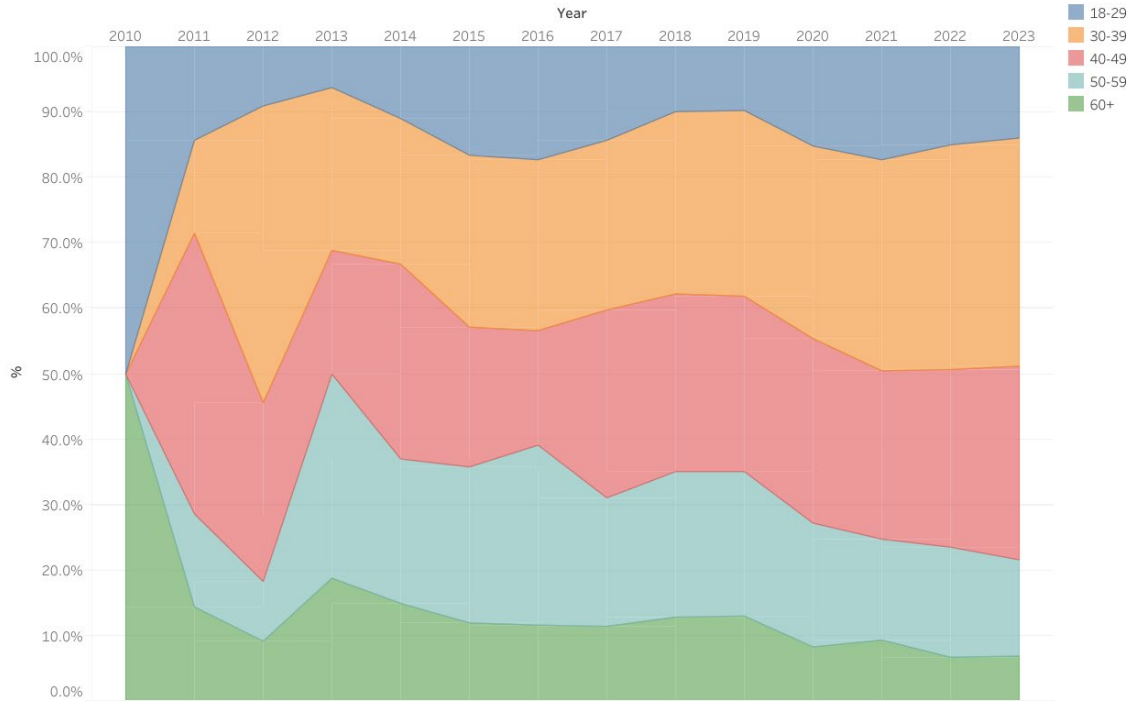
Race

4.3 Proportion Chart



Age

4.3 Proportion Chart



Gender

4.3 Proportion Chart



Sources	Narrative
Collaborator Files	Our demographics represent the nursing industry and the national makeup very closely. We have been mindful of how we post positions to make sure we use neutral wording that encourages all qualified applicants to apply.
Tactical Code	Tactic
	Maintain an inclusive workplace.

2.3 Alumni Work Placement Settings

Function	Last Update					
Learner Support Services	September 2022					
Benchmark(s)	Statistics					
Accreditation standard is 70%		ADN/ASN	RN-BSN	BSN	PN	MSN-Ed
	2021-2022	N/A	66.67%	76.63%	100%	100%
	2020-2021	70.11%	100%	80.42%		
	2019-2020	80.00%	100%	100%		
	2018-2019	77.23%	100%	N/A		
Sources	Narrative					
	<p>The Learner Support Services – Career Services department is tasked with tracking alumni to determine whether their work is directly related to their degree and in which type of setting they are employed. Career Services also assists with resume and cover letter preparation as well as interviewing skills.</p> <p>Career Services establishes relationships with learners before the point of separation to encourage them to communicate with the College after graduation and licensure and report where they are working. Career Services also reaches out to learners who do not reach back voluntarily. The College also utilizes Equifax to track learners who do not respond to requests for information.</p>					

Tactical Code	Tactic
	These will be updated at least monthly until all graduates from each cohort have been graduated for one calendar year beyond the point of the final conferral date. Need to increase bandwidth to be able to outline the historic data for placement settings.

2.4 Learner Satisfaction

Function	Last Update																																																																																																																								
Institutional Analytics and Effectiveness, Learner Experience	5/21/23																																																																																																																								
Benchmark(s)	Statistics																																																																																																																								
4.0 as reflective of Agree on the Likert Scale.	<p>1.1.6 Chart</p> <p>1.1.6 Table</p> <table border="1"> <thead> <tr> <th></th> <th colspan="11">Term</th> </tr> <tr> <th></th> <th>2020-1</th> <th>2020-2</th> <th>2020-3</th> <th>2021-1</th> <th>2021-2</th> <th>2021-3</th> <th>2022-1</th> <th>2022-2</th> <th>2022-3</th> <th>2023-1</th> <th></th> </tr> </thead> <tbody> <tr> <td>Composite</td> <td>4.11</td> <td>3.86</td> <td>3.92</td> <td>4.04</td> <td>4.14</td> <td>4.17</td> <td>4.24</td> <td>4.06</td> <td>4.11</td> <td>4.24</td> <td></td> </tr> <tr> <td>Expectation</td> <td>4.14</td> <td>3.61</td> <td>3.70</td> <td>4.19</td> <td>4.28</td> <td>4.25</td> <td>4.32</td> <td>4.21</td> <td>4.27</td> <td>4.32</td> <td></td> </tr> <tr> <td>Loyalty</td> <td>4.45</td> <td>4.40</td> <td>4.60</td> <td>4.35</td> <td>4.40</td> <td>4.45</td> <td>4.45</td> <td>4.55</td> <td>4.58</td> <td>4.62</td> <td></td> </tr> <tr> <td>Perceived Value (Referrals)</td> <td>4.37</td> <td>4.28</td> <td>3.87</td> <td>4.46</td> <td>4.21</td> <td>4.33</td> <td>4.65</td> <td>4.02</td> <td>3.60</td> <td>4.49</td> <td></td> </tr> <tr> <td>Perceived Value (Survey)</td> <td>3.67</td> <td>3.17</td> <td>3.36</td> <td>3.43</td> <td>3.64</td> <td>3.68</td> <td>3.84</td> <td>3.42</td> <td>3.65</td> <td>3.69</td> <td></td> </tr> <tr> <td>Quality of Course Materials</td> <td></td> <td></td> <td></td> <td>4.03</td> <td>4.14</td> <td>4.24</td> <td>4.29</td> <td>4.21</td> <td>4.29</td> <td>4.30</td> <td></td> </tr> <tr> <td>Quality of Faculty</td> <td></td> <td></td> <td></td> <td>4.26</td> <td>4.45</td> <td>4.43</td> <td>4.45</td> <td>4.39</td> <td>4.48</td> <td>4.49</td> <td></td> </tr> <tr> <td>Satisfaction</td> <td>3.82</td> <td>3.50</td> <td>3.60</td> <td>3.61</td> <td>3.81</td> <td>3.81</td> <td>3.86</td> <td>3.55</td> <td>3.76</td> <td>3.78</td> <td></td> </tr> </tbody> </table>		Term												2020-1	2020-2	2020-3	2021-1	2021-2	2021-3	2022-1	2022-2	2022-3	2023-1		Composite	4.11	3.86	3.92	4.04	4.14	4.17	4.24	4.06	4.11	4.24		Expectation	4.14	3.61	3.70	4.19	4.28	4.25	4.32	4.21	4.27	4.32		Loyalty	4.45	4.40	4.60	4.35	4.40	4.45	4.45	4.55	4.58	4.62		Perceived Value (Referrals)	4.37	4.28	3.87	4.46	4.21	4.33	4.65	4.02	3.60	4.49		Perceived Value (Survey)	3.67	3.17	3.36	3.43	3.64	3.68	3.84	3.42	3.65	3.69		Quality of Course Materials				4.03	4.14	4.24	4.29	4.21	4.29	4.30		Quality of Faculty				4.26	4.45	4.43	4.45	4.39	4.48	4.49		Satisfaction	3.82	3.50	3.60	3.61	3.81	3.81	3.86	3.55	3.76	3.78	
	Term																																																																																																																								
	2020-1	2020-2	2020-3	2021-1	2021-2	2021-3	2022-1	2022-2	2022-3	2023-1																																																																																																															
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Satisfaction	3.82	3.50	3.60	3.61	3.81	3.81	3.86	3.55	3.76	3.78																																																																																																															
Sources	Narrative																																																																																																																								
Internal Dashboard	As learner satisfaction has been trending near goal over the past couple of semesters, increased efforts have been put in place to improve systems, processes, and expressed																																																																																																																								

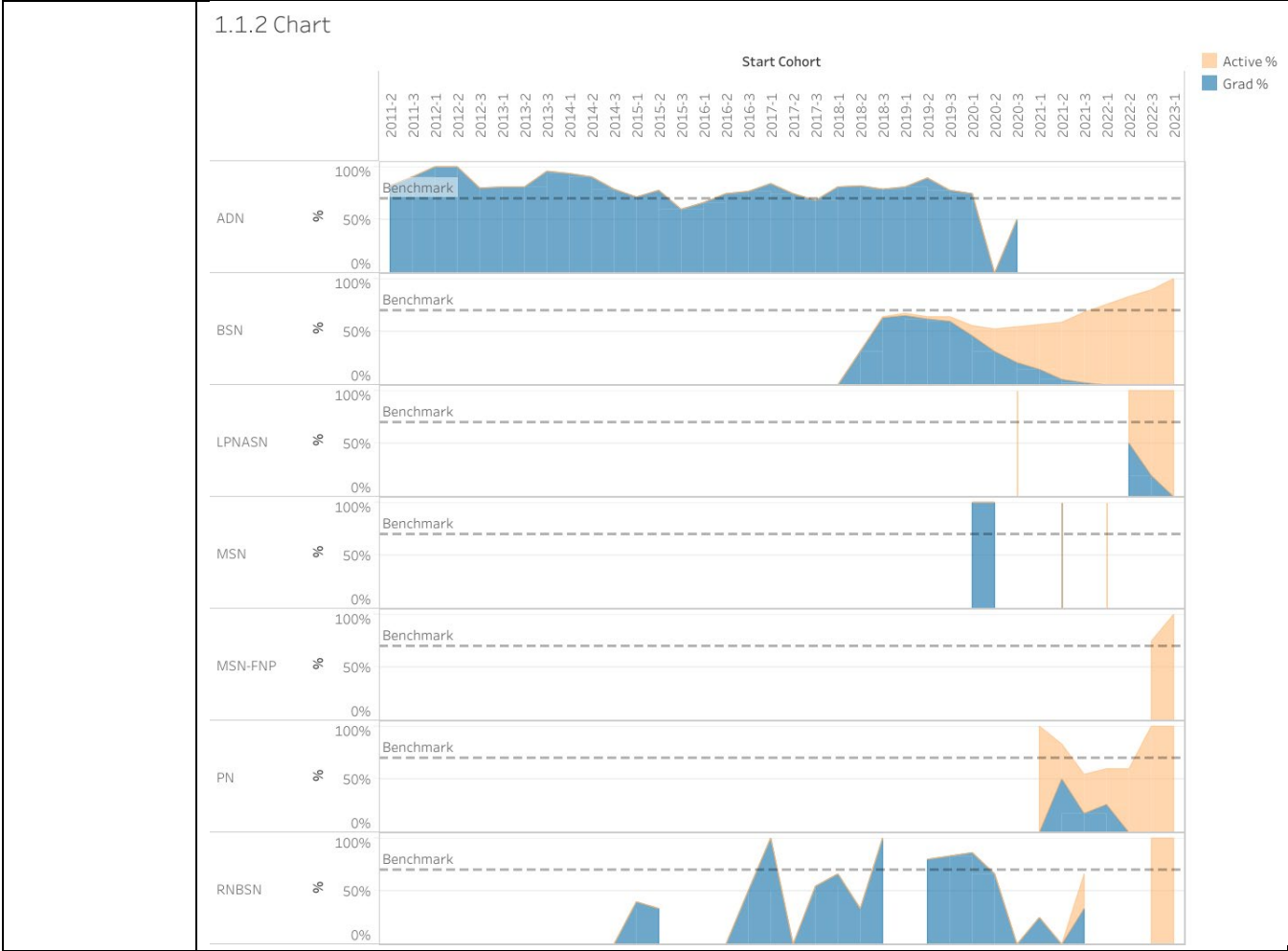
	<p>pain-points for learners. Ongoing issues relating to the COVID-19 pandemic resulted in a dip in the learner satisfaction score for most of 2020. Coordination of efforts across the functions, enhanced support services, and increased communication have promoted the support of learners through the challenging current environment. Academic Faculty Managers were created to expand the time and administrative support potential in coordination with other support structures, such as Learner Support Services (LSS) Counselors. Communicating the processes and increasing the transparency of these processes with learners are providing increased pathways to resolving concerns, answering questions, and communicating needs. Further, new College Navigator roles were created within the college to provide immediate support and handholding resolution of issues and concerns across multiple functions. This will increase the immediate contact and communication metrics with learners to ensure they feel engaged and supported with issues that arise. In an effort to support learners in understanding the expectations and adhering to the required elements of their programs, increased communication, follow-up, and documentation are implemented with a new role for coordinating learner communication and establishing feedback loops and coordinated support with cross-functional management.</p>
Tactical Code	Tactic
	<p>The expansion of learner support services, tutoring services, and streamline communication channels. Learner Satisfaction is driven through all functions of the College and each function has additional metric to improve individual functional satisfaction scores.</p>



3. Closing Equity Gaps

3.1 Persistence to Completion

Function	Last Update																																																																																																																																																																																																																																																																																																																																																												
Institutional Analytics and Effectiveness	5/21/2023																																																																																																																																																																																																																																																																																																																																																												
Benchmark(s)	Statistics																																																																																																																																																																																																																																																																																																																																																												
A.D.N. - 70% BSN- 70% RN-to BSN- 70% MSN – TBD PN – 70%	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">ADN</th> <th colspan="3">BSN</th> <th colspan="3">LPNASN</th> <th colspan="3">MSN</th> </tr> <tr> <th>Active %</th> <th>Grad %</th> <th>N</th> <th>Active %</th> <th>Grad %</th> <th>N</th> <th>Active %</th> <th>Grad %</th> <th>N</th> <th>Active %</th> <th>Grad %</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>2019-3</td> <td>0%</td> <td>78%</td> <td>40</td> <td>3%</td> <td>60%</td> <td>354</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2020-1</td> <td>0%</td> <td>75%</td> <td>4</td> <td>9%</td> <td>46%</td> <td>226</td> <td></td> <td></td> <td></td> <td>0%</td> <td>100%</td> <td></td> </tr> <tr> <td>2020-2</td> <td>0%</td> <td>0%</td> <td>1</td> <td>21%</td> <td>32%</td> <td>278</td> <td></td> <td></td> <td></td> <td>0%</td> <td>100%</td> <td></td> </tr> <tr> <td>2020-3</td> <td>0%</td> <td>50%</td> <td>2</td> <td>33%</td> 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<td>20%</td> <td>5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2023-1</td> <td></td> <td></td> <td></td> <td>100%</td> <td>0%</td> <td>683</td> <td>100%</td> <td>0%</td> <td>5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grand Total</td> <td>0%</td> <td>78%</td> <td>1,292</td> <td>58%</td> <td>14%</td> <td>5,569</td> <td>85%</td> <td>15%</td> <td>13</td> <td>25%</td> <td>75%</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">MSN-FNP</th> <th colspan="3">PN</th> <th colspan="3">RNBSN</th> <th colspan="2">Grand Total</th> </tr> <tr> <th>Active %</th> <th>Grad %</th> <th>N</th> <th>Active %</th> <th>Grad %</th> <th>N</th> <th>Active %</th> <th>Grad %</th> <th>N</th> <th>Active %</th> <th>Grad %</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0%</td> <td>83%</td> <td>6</td> <td>3%</td> <td>62%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> 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Sources	Narrative
Internal Dashboard MFM 1.1.2	Persistence to Completion is a measurement of learners starting a program and persisting until graduation has been reached.
Tactical Code	Tactic
	Tactics connected to persistence are closely tied to retention and graduation rates listed in frames 1.1.1, and 1.1.3.
NWCCU Standard	NWCCU Standard
1.D.2	Driving learner satisfaction results through retention efforts and learner support models is outlined in frame 1.1.6.

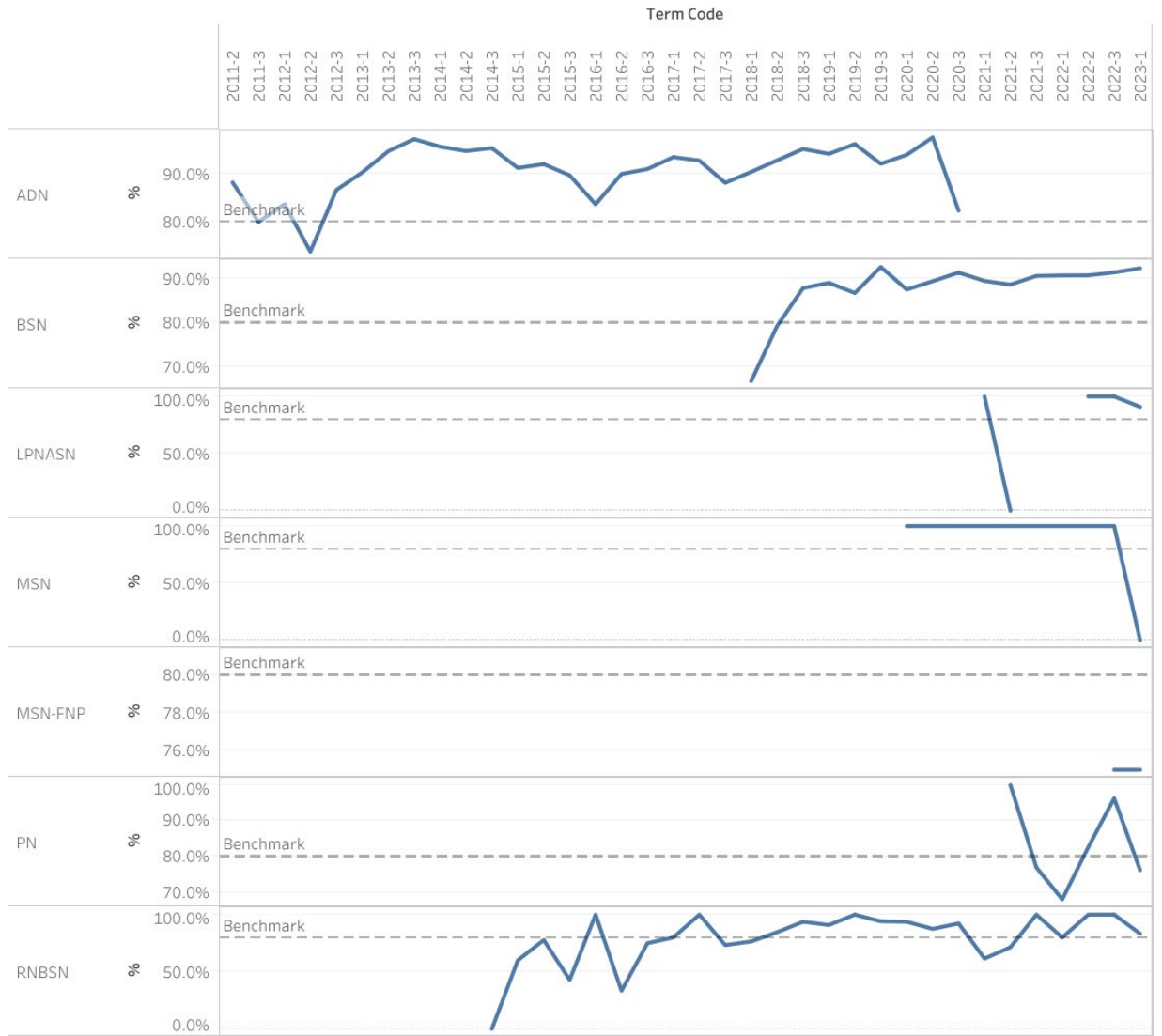
3.2 Retention

Function	Last Update
Institutional Analytics and Effectiveness	5/21/2023

Benchmark(s)	Statistics
A.D.N. - 80% BSN- 80% RN to BSN – 80% MSN – 80%	

		ADN	BSN	LPNASN	MSN	MSN-F..	PN	RNBSN	Grand T..
2020-1	%	94.0%	87.5%		100.0%			93.8%	88.5%
	n	125	662		1			15	803
	N	133	757		1			16	907
2020-2	%	97.6%	89.3%		100.0%			87.5%	90.0%
	n	82	855		2			14	953
	N	84	957		2			16	1,059
2020-3	%	82.4%	91.3%		100.0%			92.3%	91.1%
	n	28	1,176		2			12	1,218
	N	34	1,288		2			13	1,337
2021-1	%		89.4%	100.0%	100.0%			61.5%	89.2%
	n		1,434	1	2			8	1,445
	N		1,604	1	2			13	1,620
2021-2	%		88.6%	0.0%	100.0%		100.0%	71.4%	88.5%
	n		1,713	0	3		4	5	1,725
	N		1,934	1	3		4	7	1,949
2021-3	%		90.5%		100.0%		76.9%	100.0%	90.5%
	n		2,050		2		10	5	2,067
	N		2,264		2		13	5	2,284
2022-1	%		90.6%		100.0%		68.0%	80.0%	90.4%
	n		2,346		2		17	4	2,369
	N		2,588		2		25	5	2,620
2022-2	%		90.7%	100.0%	100.0%		82.6%	100.0%	90.6%
	n		2,402	2	2		19	4	2,429
	N		2,649	2	2		23	4	2,680
2022-3	%		91.3%	100.0%	100.0%	75.0%	96.3%	100.0%	91.4%
	n		2,676	8	2	3	26	4	2,719
	N		2,930	8	2	4	27	4	2,975
2023-1	%		92.3%	90.9%	0.0%	75.0%	76.2%	83.3%	92.0%
	n		2,971	10	0	6	32	5	3,024
	N		3,219	11	1	8	42	6	3,287
Grand Total	%	91.9%	90.5%	91.3%	94.7%	75.0%	80.6%	83.1%	90.7%
	n	4,191	19,253	21	18	9	108	192	23,792
	N	4,560	21,267	23	19	12	134	231	26,246

1.1.3 Chart



Sources	Narrative
Internal Dashboards	Retention rates are a measurement of learners who complete the semester and continue to the next over those who start the semester.
NWCCU Standard	NWCCU Standard Description
1.D.2	Consistent with its mission and in the context of and in comparison, with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other

institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

3.3 Licensure

Function	Last Update																																													
Institutional Analytics and Effectiveness	5/21/2023																																													
Benchmark(s)	Statistics																																													
3-year Overall Licensure Rate: 80%	<p>3 Year Rolling Average Pass Rate</p> <p>1.2.1 Amortization Chart</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Quarter</th> <th>Running Pass Rate</th> </tr> </thead> <tbody> <tr><td>2019</td><td>4</td><td>100.0%</td></tr> <tr><td>2020</td><td>1</td><td>100.0%</td></tr> <tr><td>2020</td><td>2</td><td>100.0%</td></tr> <tr><td>2020</td><td>3</td><td>100.0%</td></tr> <tr><td>2020</td><td>4</td><td>100.0%</td></tr> <tr><td>2021</td><td>1</td><td>100.0%</td></tr> <tr><td>2021</td><td>2</td><td>100.0%</td></tr> <tr><td>2021</td><td>3</td><td>100.0%</td></tr> <tr><td>2021</td><td>4</td><td>100.0%</td></tr> <tr><td>2022</td><td>1</td><td>100.0%</td></tr> <tr><td>2022</td><td>2</td><td>100.0%</td></tr> <tr><td>2022</td><td>3</td><td>100.0%</td></tr> <tr><td>2022</td><td>4</td><td>100.0%</td></tr> <tr><td>2023</td><td>1</td><td>100.0%</td></tr> </tbody> </table>	Year	Quarter	Running Pass Rate	2019	4	100.0%	2020	1	100.0%	2020	2	100.0%	2020	3	100.0%	2020	4	100.0%	2021	1	100.0%	2021	2	100.0%	2021	3	100.0%	2021	4	100.0%	2022	1	100.0%	2022	2	100.0%	2022	3	100.0%	2022	4	100.0%	2023	1	100.0%
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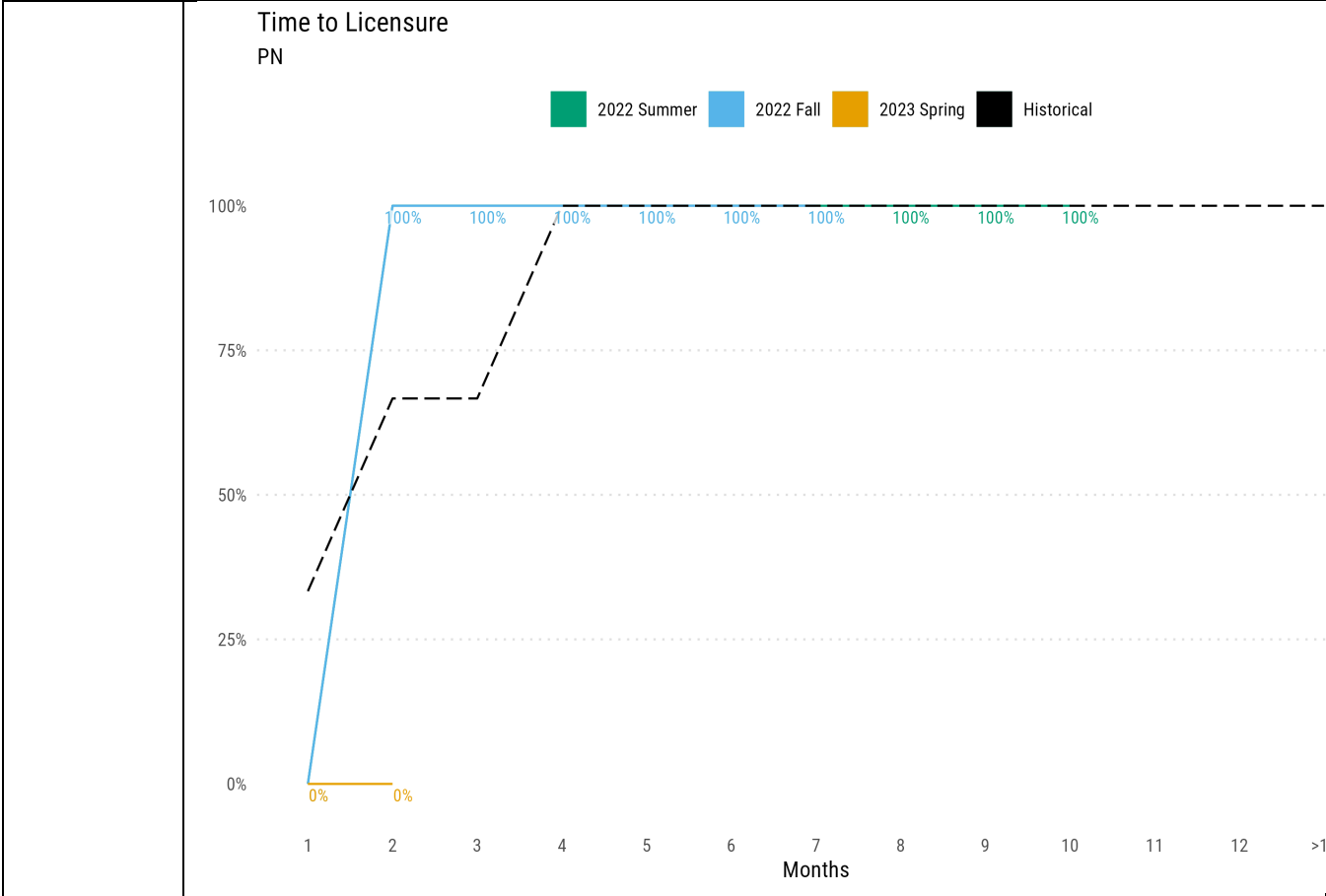


1.2.1 Amortization Table

Year	Quarter	Total Attempted	Quarters to Pass							
			0	1	2	3	4	5	6	7
2019	4	1	1							
			100.0%							
2020	1	2	2							
			100.0%							
	3	7	5	1						1
			71.4%	85.7%						100.0%
4	18	14	2		1		1			
		77.8%	88.9%		94.4%		100.0%			
2021	1	42	25	6	5	2		1		
			59.5%	73.8%	85.7%	90.5%		92.9%		
	2	37	24	5	1			1	1	
			64.9%	78.4%	81.1%			83.8%	86.5%	89.2%
3	37	24	4	2	1		1		1	
		64.9%	75.7%	81.1%	83.8%		86.5%		89.2%	
4	70	44	6	6	1	5	1			
		62.9%	71.4%	80.0%	81.4%	88.6%	90.0%			
2022	1	95	59	18	3	5	1			
			62.1%	81.1%	84.2%	89.5%	90.5%			
	2	66	34	7	4	6				
			51.5%	62.1%	68.2%	77.3%				
3	60	31	8	7						
		51.7%	65.0%	76.7%						
4	101	62	17	1						
		61.4%	78.2%	79.2%						
2023	1	161	92	19						
			57.1%	68.9%						

PN





Sources	Narrative
Internal Dashboard	Current 3 Year Rolling Average at 81.5 as of 5/1/2023.
Tactical Code	Tactic
	Using NURSYS and state boards of nursing, the NCLEX Coordinator will track progression of prior year’s graduating classes and provide feedback to NCLEX coaches to provide additional support. Learners will be made aware of resources available through NCLEX coaches throughout their tenure, with emphasis brought just prior to completion.
NWCCU Standard	NWCCU Standard Description
1.C.1	The institution offers programs with appropriate content and rigor that are consistent with its mission, culminates in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and includes designators consistent with program content in recognized fields of study.

4. Scale and Sustainability

4.1 Financial Viability, Cash, and Operating Capital

Function	Last Update					
Finance	05/15/2023					
Benchmark(s)	Statistics					
Positive net income, Composite Score 1.5 or above, positive cash flow, 90/10 below 85%	Year					
	2018	2019	2020	2021	2022*	
	Net Income	Positive	Positive	Positive	Positive	Positive
	Composite Score	2.9	1.6	3.0	3.0	3.0
	Cash Flow	Positive	Positive	Positive	Positive	Positive
90/10	66.96%	77.18%	75.41%	74.03%	74.78%	
Sources	Narrative					
External audit reports, internal financial reports	<p>The Finance function monitors the financial viability, cash, and operating capital on a monthly basis and reports monthly to the Board of Managers. This includes budget to actuals, re-forecasted financials where needed, cash projections, and changes to the financial model based on the most relevant data.</p> <p>Year over year trends and comparisons of financial metrics are routinely reviewed along with metrics required by the College’s accrediting bodies and the Department of Education (ED).</p> <p><i>*Forecast</i></p>					
Tactical Code	Tactic					
	Operationalized.					

4.2 Revenue Scale and Population

Function	Last Update		
Finance	05/15/2023		
Benchmark(s)	Statistics		
Cash flow positive covering projected	2023		
	Spring	*Summer	*Fall

growth and current operations.	Cash Collected as % of revenue	95.00%	92%	92%
	Revenue population	3,367	3,804	4,323
	Operational Cash Flow Positive	Yes	Yes	Yes
*Forecasted				
See also statistics in sections 5.1 and 6.2				
Sources	Narrative			
Financial forecast and budget	<p>The Finance function monitors the financial viability, cash, and operating capital on a monthly, semester, and yearly basis and reports monthly to the Board of Managers.</p> <p>The Finance department uses the budget to actuals, re-forecasted financials, cash projections, and changes to the financial model based on the most relevant data, to create a financial forecast to manage the growth of the College's revenue and population in a sustainable way.</p>			
Tactical Code	Tactic			
	Currently operationalized.			

4.3 External Audits

Function	Last Update						
Finance	05/15/2023						
Benchmark(s)	Statistics						
Unqualified opinions. No material adjustments, no material weaknesses. Title IV question costs below 0.1%. No repeat Findings.		Year					
		2018	2019	2020	2021	*2022	*2023
	Unqualified Opinion	Yes	Yes	Yes	Yes	Yes	N/A
	Material Adjustments	No	No	No	No	No	N/A
	Material Weaknesses	No	No	No	No	No	N/A
	Questioned Costs <0.1%	Yes	Yes	Yes	Yes	No	N/A
Repeat Findings	Yes	Yes	No	Yes	Yes	N/A	
Sources	Narrative						



Financial Audits	The College engages an external auditor on a yearly basis. The College’s independent board has both a finance and audit committee that reviews the external audit, and corresponding recommendations from the independent third-party audit firm.
Tactical Code	Tactic
	To bring all external audit findings to the benchmark.

4.4 Internal Audits

Function	Last Update
Finance	05/15/2023
Benchmark(s)	Statistics
Positive net income, Composite Score 1.5 or above, positive cash flow, 90/10 below 85%, Budget to Actual variations within \$5,000 and 5% of budget.	Budget to Actual Performance
	Year
	2019
	2020
	2021
	2022
	2023*
Revenue	Unfavorable
Ops Expenses	Favorable
EBITDA	Unfavorable
Net Income	Unfavorable
	<i>*Forecasted</i>
	See also statistics in section 5.1 above
Sources	Narrative
Internal Reporting	The College routinely reviews the financial data for accuracy on a monthly, quarterly, and yearly basis. These reviews include a review by the controller and CFO of the balance sheet, income statement, cash flow, comparisons to the approved budget. These internal audits and reviews are used to assess the effectiveness and accuracy of the processes and procedures around financial reporting and are adjusted based on these findings.
Tactical Code	Tactic
	To bring all frames into favorable status.