



NIGHTINGALE  
COLLEGE

**Institutional  
Effectiveness Plan**

Fall 2020

# Nightingale College

## Institutional Effectiveness Plan

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# 1. Facilitate Academic Achievement

## 1.1.1 Learner Graduation Rate

Ownership	Last Update																
Institutional Analytics and Effectiveness	1/29/2021																
Benchmark(s)	Statistics																
60% is currently set for graduation rates based on IPEDS data	Start Cohort	ADN				BSN				RNBSN				MSN			
		n	In-Time	On-Track	%	n	In-Time	On-Track	%	n	In-Time	On-Track	%	n	In-Time	On-Track	%
2011 Summer	18	13	0	72%													
2011 Fall	19	17	0	89%													
2012 Spring	15	14	0	93%													
2012 Summer	6	6	0	100%													
2012 Fall	5	4	0	80%													
2013 Spring	16	13	0	81%													
2013 Summer	16	11	0	69%													
2013 Fall	42	40	0	95%													
2014 Spring	33	30	0	91%													
2014 Summer	50	45	0	90%													
2014 Fall	57	43	0	75%					1	0	0	0%					
2015 Spring	55	37	0	67%					5	2	0	40%					
2015 Summer	41	30	0	73%					6	2	0	33%					
2015 Fall	60	33	0	55%													
2016 Spring	60	38	0	63%													
2016 Summer	66	43	0	65%					3	0	0	0%					
2016 Fall	78	56	0	72%					3	1	0	33%					
2017 Spring	58	40	0	69%					3	3	0	100%					
2017 Summer	88	58	0	66%					1	0	0	0%					
2017 Fall	109	66	0	61%					11	5	0	45%					
2018 Spring	97	72	0	74%	7	0	0	0%	6	3	0	50%					
2018 Summer	118	87	0	74%	22	5	2	32%	4	1	0	25%					
2018 Fall	79	44	0	56%	111	43	32	68%	5	5	0	100%					
2019 Spring	70	50	0	71%	124	22	58	65%	7	4	0	57%					
2019 Summer	37	22	0	59%	181	11	113	69%	7	2	0	29%					
2019 Fall	17	13	0	76%	237	2	145	62%	2	1	1	100%					
2020 Spring	6	5	0	83%	251	0	168	67%	7	2	5	100%	1	0	1	100%	
2020 Summer	1	0	0	0%	314	0	248	79%	3	1	0	33%	1	0	1	100%	
2020 Fall	3	1	0	33%	449	0	397	88%	3	0	1	33%					
<b>Overall</b>	1320	931	0	71%	1696	83	1163	73%	77	32	7	51%	2	0	2	100%	

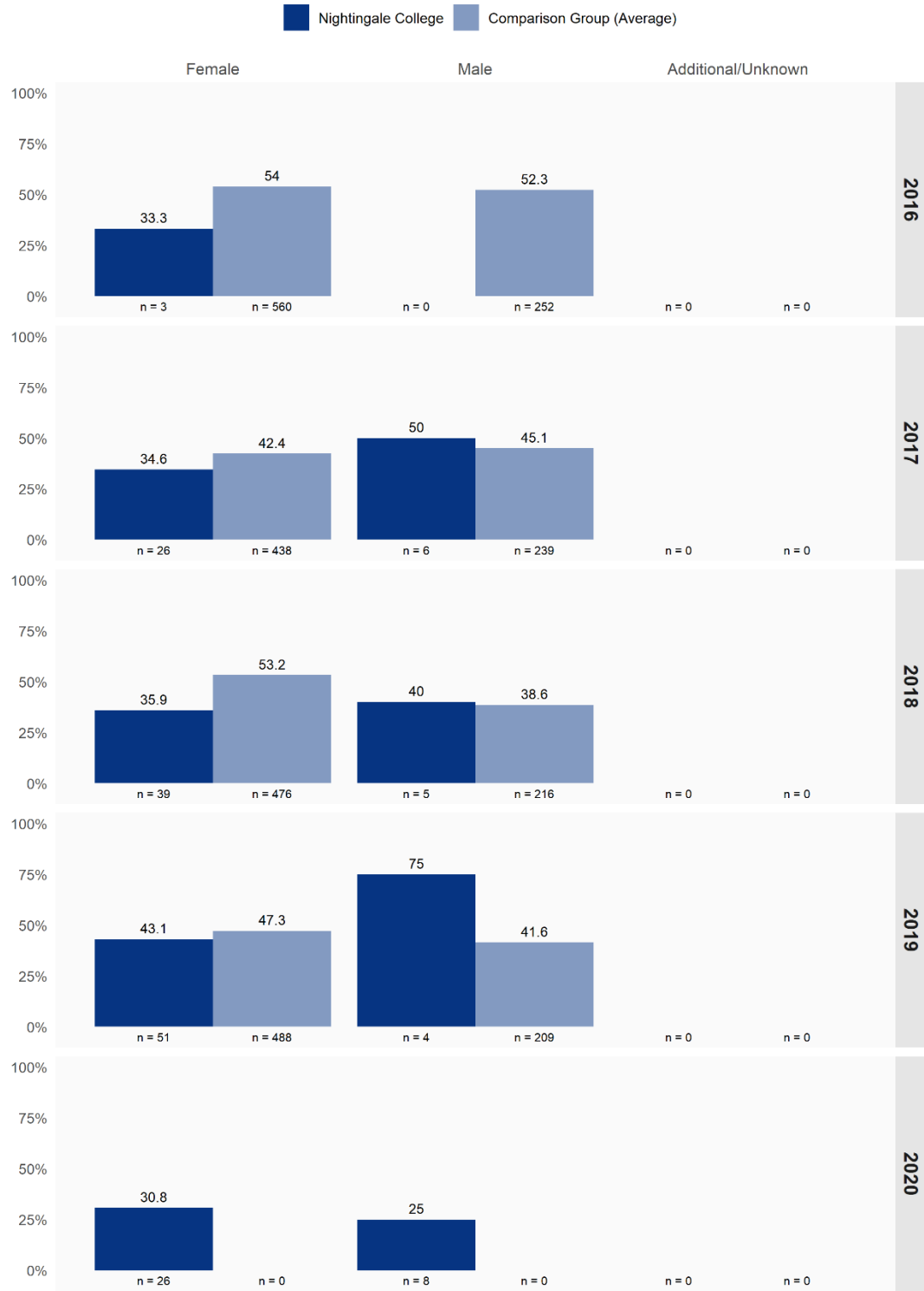
% = proportion of cohort who graduated within 150% completion time, or are on track to

## Comparisons

\*comparisons updated on a yearly basis as new IPEDS and/or external reports become available

### 150% Graduation Rate - Gender

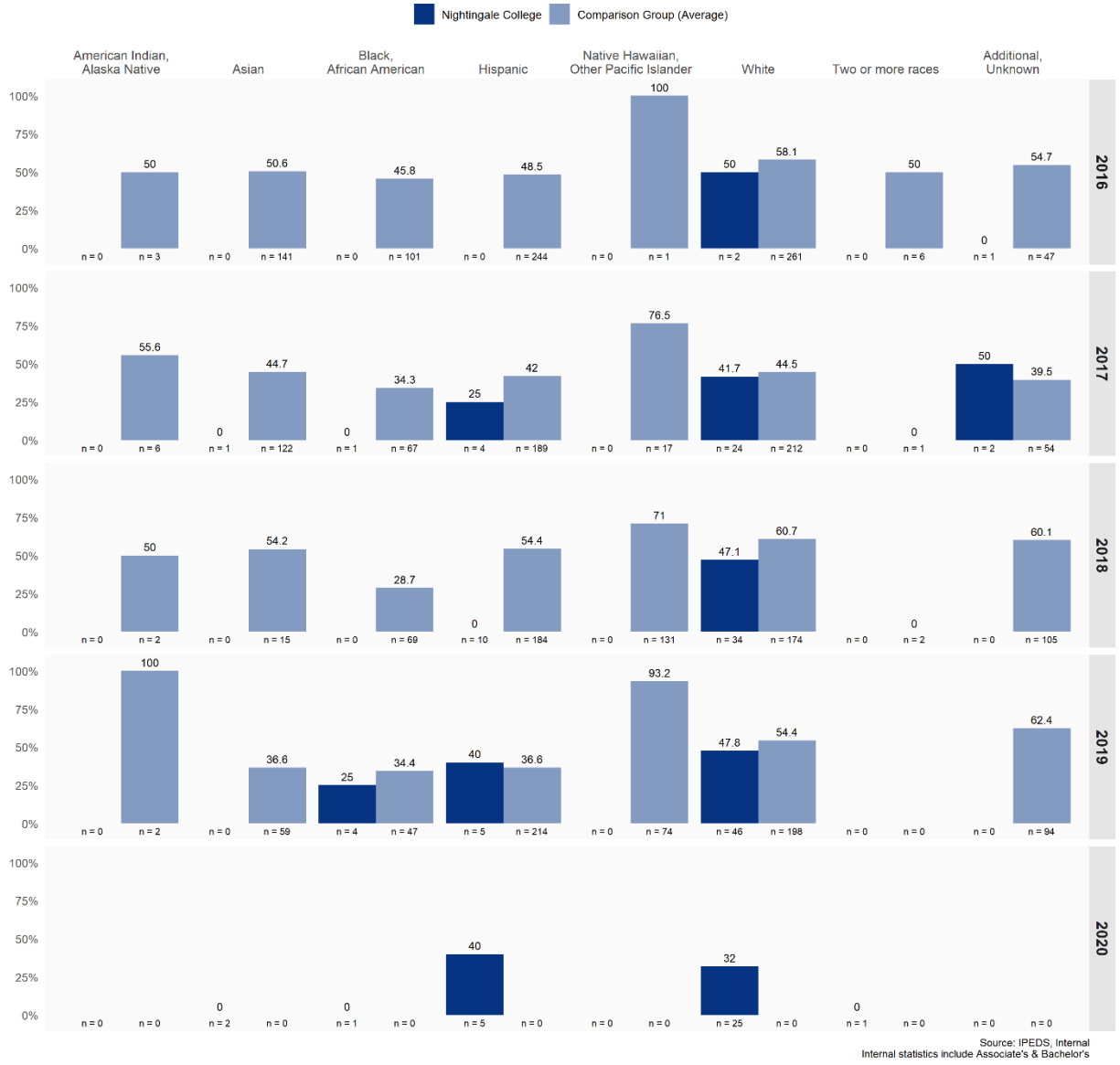
First-Time Full-Time Degree Seeking Students by Expected Grad Year



Source: IPEDS, Internal  
Internal statistics include Associate's & Bachelor's

**150% Graduation Rate - Race**

First-Time Full-Time Degree Seeking Students by Expected Grad Year



**Sources**

**Narrative**

Nexus

The 150% graduation rate for learners, when combined with those learners on track to graduate in 150% time, remains above benchmark. There are not enough graduates in the BSN program to draw conclusions by itself at this time.

Table two shows our female learners with a 150% graduation rate slightly below comparable institutions, but this metric has been trending upward and does not take into account some of the active learners on track to graduate in 150% time. Our male learner graduate population is too small to draw meaningful conclusions at this time, but currently remains at a higher rate than our female learner graduates. Similarly, as shown in table three, comparisons across race for our graduates cannot be made at this time. However, graduation rates for our white learners do show a positive trend.

**Tactical Code**

**Tactic**

Driven by other metrics and tactics for retention and persistence to completion rates

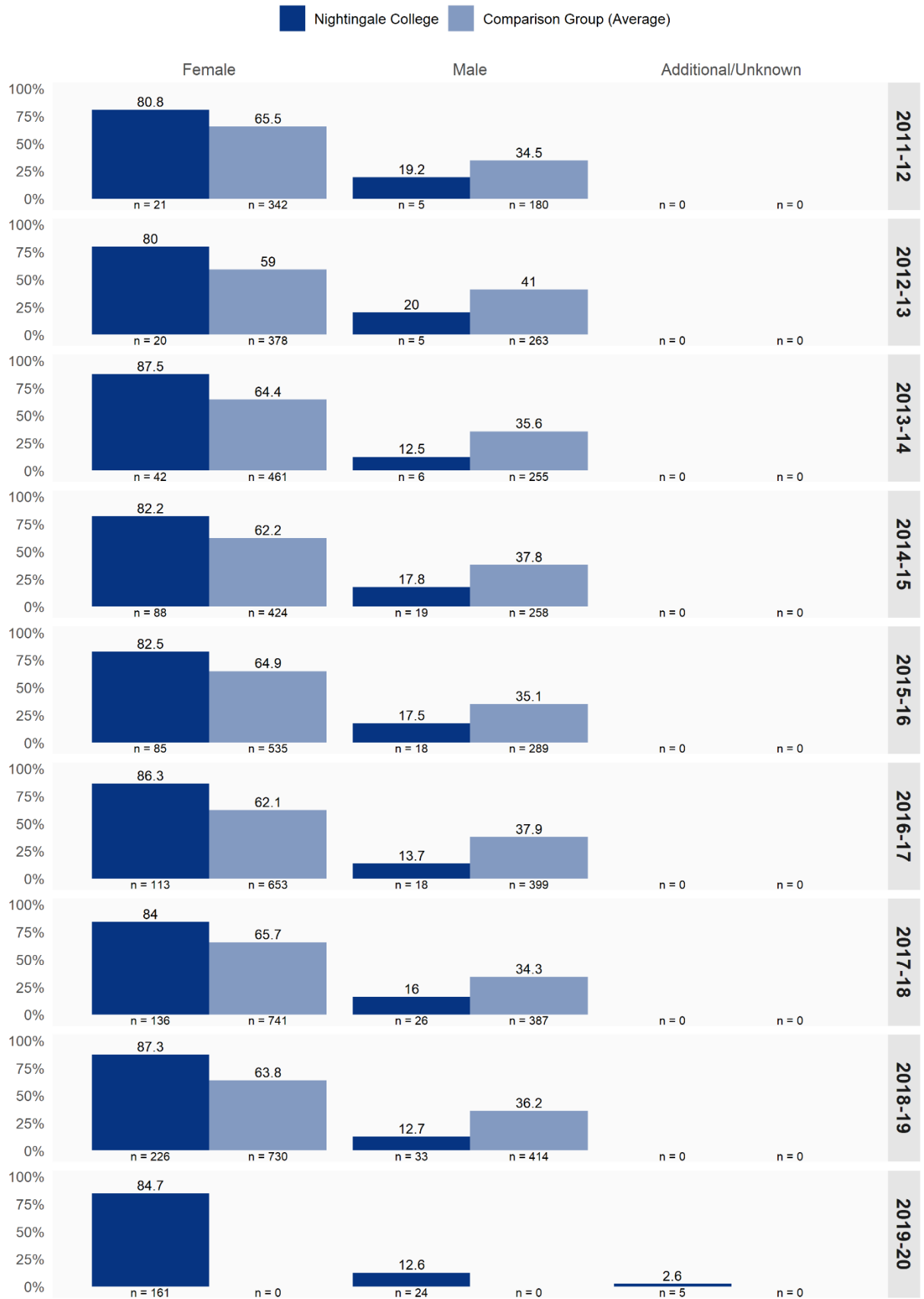
NWCCU Standard	NWCCU Standard Description
1.D.2	Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, 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).

### 1.1.2 Learner Persistence to Completion

Ownership	Last Update																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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A.D.N. - 70% BSN- 70% RN-to BSN- 70% MSN - TBD	<table border="1"> <thead> <tr> <th rowspan="2">Start Cohort</th> <th colspan="4">ADN</th> <th colspan="4">BSN</th> <th colspan="4">RNBSN</th> <th colspan="4">MSN</th> </tr> <tr> <th>n</th> <th>Grads</th> <th>Active</th> <th>%</th> <th>n</th> <th>Grads</th> <th>Active</th> <th>%</th> <th>n</th> <th>Grads</th> <th>Active</th> <th>%</th> <th>n</th> <th>Grads</th> <th>Active</th> <th>%</th> </tr> </thead> <tbody> <tr><td>2011 Summer</td><td>17</td><td>14</td><td>0</td><td>82%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2011 Fall</td><td>19</td><td>17</td><td>0</td><td>89%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2012 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Fall</td><td>42</td><td>40</td><td>0</td><td>95%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2014 Spring</td><td>33</td><td>31</td><td>0</td><td>94%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2014 Summer</td><td>50</td><td>45</td><td>0</td><td>90%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2014 Fall</td><td>52</td><td>44</td><td>0</td><td>85%</td><td></td><td></td><td></td><td></td><td>1</td><td>0</td><td>0</td><td>0%</td><td></td><td></td><td></td><td></td></tr> <tr><td>2015 Spring</td><td>49</td><td>39</td><td>0</td><td>80%</td><td></td><td></td><td></td><td></td><td>5</td><td>2</td><td>0</td><td>40%</td><td></td><td></td><td></td><td></td></tr> <tr><td>2015 Summer</td><td>38</td><td>32</td><td>0</td><td>84%</td><td></td><td></td><td></td><td></td><td>6</td><td>2</td><td>0</td><td>33%</td><td></td><td></td><td></td><td></td></tr> <tr><td>2015 Fall</td><td>51</td><td>36</td><td>0</td><td>71%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2016 Spring</td><td>48</td><td>40</td><td>0</td><td>83%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2016 Summer</td><td>57</td><td>49</td><td>0</td><td>86%</td><td></td><td></td><td></td><td></td><td>3</td><td>0</td><td>0</td><td>0%</td><td></td><td></td><td></td><td></td></tr> <tr><td>2016 Fall</td><td>70</td><td>60</td><td>0</td><td>86%</td><td></td><td></td><td></td><td></td><td>3</td><td>1</td><td>0</td><td>33%</td><td></td><td></td><td></td><td></td></tr> <tr><td>2017 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Summer</td><td>1</td><td>0</td><td>0</td><td>0%</td><td>162</td><td>0</td><td>148</td><td>91%</td><td>2</td><td>1</td><td>0</td><td>50%</td><td>1</td><td>0</td><td>1</td><td>100%</td></tr> <tr><td>2020 Fall</td><td>1</td><td>1</td><td>0</td><td>100%</td><td>73</td><td>0</td><td>67</td><td>92%</td><td>2</td><td>0</td><td>1</td><td>50%</td><td></td><td></td><td></td><td></td></tr> <tr> <td>Overall</td> <td>1187</td> <td>1010</td> <td>0</td> <td>85%</td> <td>946</td> <td>83</td> <td>714</td> <td>84%</td> <td>71</td> <td>34</td> <td>8</td> <td>59%</td> <td>2</td> <td>0</td> <td>2</td> <td>100%</td> </tr> </tbody> </table>	Start Cohort	ADN				BSN				RNBSN				MSN				n	Grads	Active	%	n	Grads	Active	%	n	Grads	Active	%	n	Grads	Active	%	2011 Summer	17	14	0	82%													2011 Fall	19	17	0	89%													2012 Spring	15	15	0	100%													2012 Summer	6	6	0	100%													2012 Fall	5	4	0	80%													2013 Spring	16	13	0	81%													2013 Summer	16	12	0	75%													2013 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	2017 Fall	90	74	0	82%					11	6	0	55%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
	2018 Spring	90	78	0	87%	2	0	0	0%	6	4	0	67%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
	2018 Summer	108	97	0	90%	16	5	3	50%	3	1	0	33%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
	2018 Fall	70	61	0	87%	95	43	33	80%	5	5	0	100%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
	2019 Spring	60	52	0	87%	99	22	58	81%	5	4	0	80%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
2019 Summer	28	22	0	79%	144	11	112	85%	6	2	1	50%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
2019 Fall	17	13	0	76%	183	2	143	79%	2	1	1	100%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
2020 Spring	6	5	0	83%	172	0	150	87%	7	2	5	100%	1	0	1	100%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
2020 Summer	1	0	0	0%	162	0	148	91%	2	1	0	50%	1	0	1	100%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
2020 Fall	1	1	0	100%	73	0	67	92%	2	0	1	50%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
Overall	1187	1010	0	85%	946	83	714	84%	71	34	8	59%	2	0	2	100%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
<p style="text-align: right;">GE-only/non-matriculated learners excluded % = proportion of cohort who have graduated or are still active</p> <p><b>Comparisons</b> *comparisons updated on a yearly basis as new IPEDS and/or external reports become available</p>																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																

## Completion Demographics - Gender

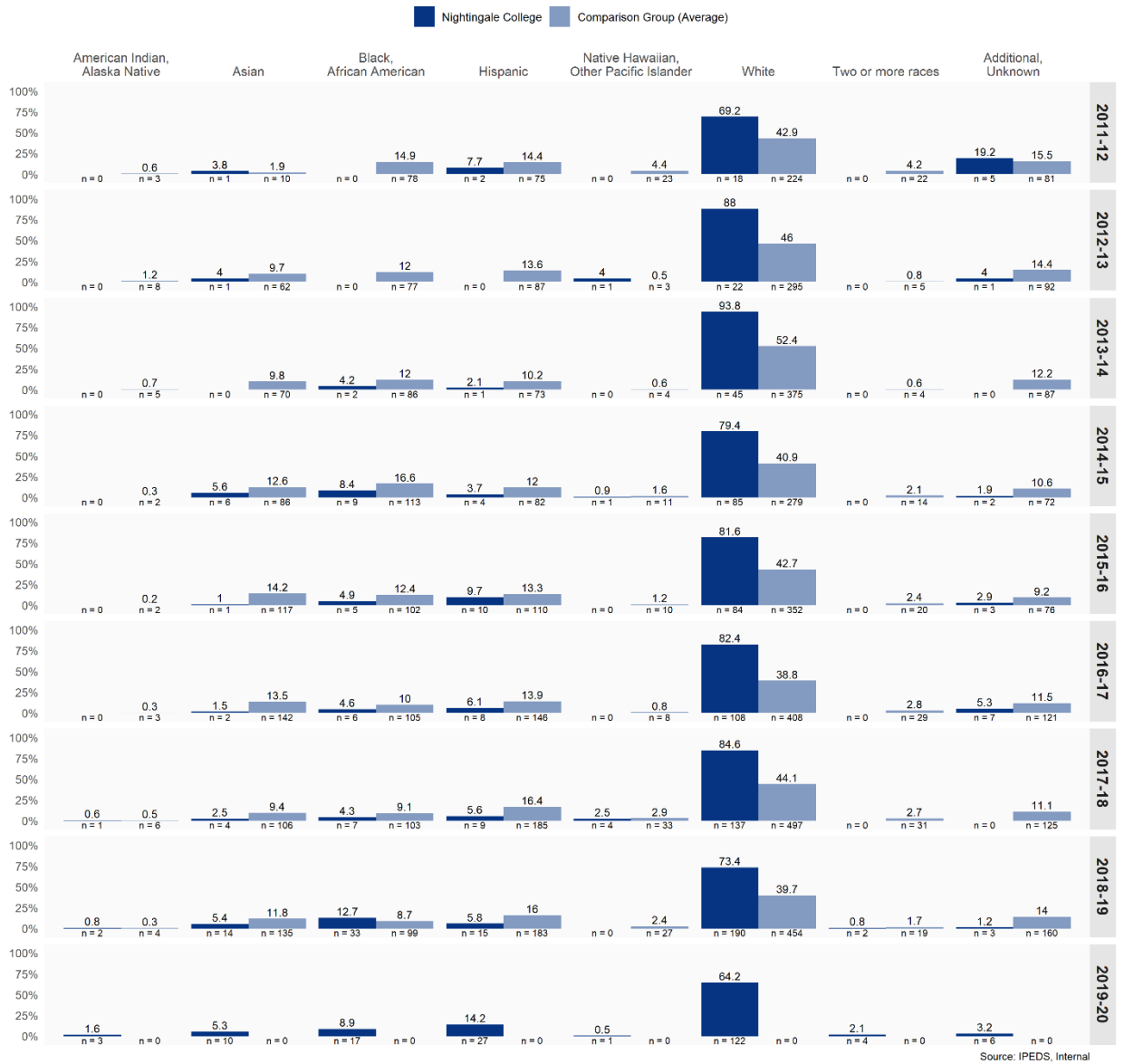
All Degree Types by Completion Year



Source: IPEDS, Internal



Completion Demographics - Race  
All Degree Types by Completion Year



Source: IPEDS, Internal

Sources

Narrative

Nexus

Our ADN Persistence Rate have tracked closely with the Graduation Rate. This means that for the most part, our ADN learners had graduated on time. Our RNBSN Persistence Rate is significantly higher than the Graduation Rate. This is partly due to learners who are still Active, but also means that RNBSN learners take longer to graduate than we would expect. Our BSN Persistence Rate is almost entirely made up of Active Learners. It is hard to make any definitive judgements currently, but considering the growth of the program, the Persistence Rate seems to be favorable. As part of ongoing operations, we review data weekly and determine plans for support of learners and courses. As of February 1, 2021, the first-time, full-time bachelor's degree seeking learners in the College's inaugural Bachelor of Science in Nursing (BSN) Program's cohort are progressing toward graduating within 150% of the total program length as described above in Frame 1.1.1 MSN ED program commenced in Spring 2020. Therefore, there is no current baseline data.

Our demographics for completed learners remain majority female; however, our racial demographics are trending down from majority white and becoming more diverse as we expand outside of the intermountain rural west.

Tactical Code	Tactic
	Tactics connected to persistence closely tied to retention and graduation rates listed in frames 1.1.1, and 1.1.3.
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).

### 1.1.3 Learner Retention

Ownership	Last Update
Institutional Analytics and Effectiveness	2/2/2021
Benchmark(s)	Statistics

A.D.N. - 80% BSN- 80% RN to BSN – 80% MSN – 80%	Term	ADN		BSN		RNBSN		MSN	
		%	n	%	n	%	n	%	n
	2011 Summer	88%	17						
	2011 Fall	90%	31						
	2012 Spring	97%	36						
	2012 Summer	100%	25						
	2012 Fall	84%	19						
	2013 Spring	87%	23						
	2013 Summer	91%	32						
	2013 Fall	95%	63						
	2014 Spring	95%	66						
	2014 Summer	96%	101						
	2014 Fall	95%	110			0%	1		
	2015 Spring	91%	124			60%	5		
	2015 Summer	91%	128			78%	9		
	2015 Fall	90%	147			40%	5		
	2016 Spring	83%	167			0%	1		
	2016 Summer	89%	163			33%	3		
	2016 Fall	90%	193			75%	4		
	2017 Spring	93%	190			80%	5		
	2017 Summer	91%	213			80%	5		
	2017 Fall	85%	239			80%	15		
	2018 Spring	92%	249	67%	6	71%	14		
	2018 Summer	93%	300	79%	24	86%	14		
	2018 Fall	92%	265	89%	131	83%	12		
	2019 Spring	89%	245	86%	244	88%	16		
	2019 Summer	91%	205	88%	364	83%	18		
	2019 Fall	92%	146	93%	559	100%	10		
	2020 Spring	82%	103	87%	762	87%	15	100%	1
	2020 Summer	74%	39	86%	958	83%	12	100%	2
	2020 Fall			92%	1240	73%	11	100%	2

n = Total eligible (excludes Graduates and Full Audits)

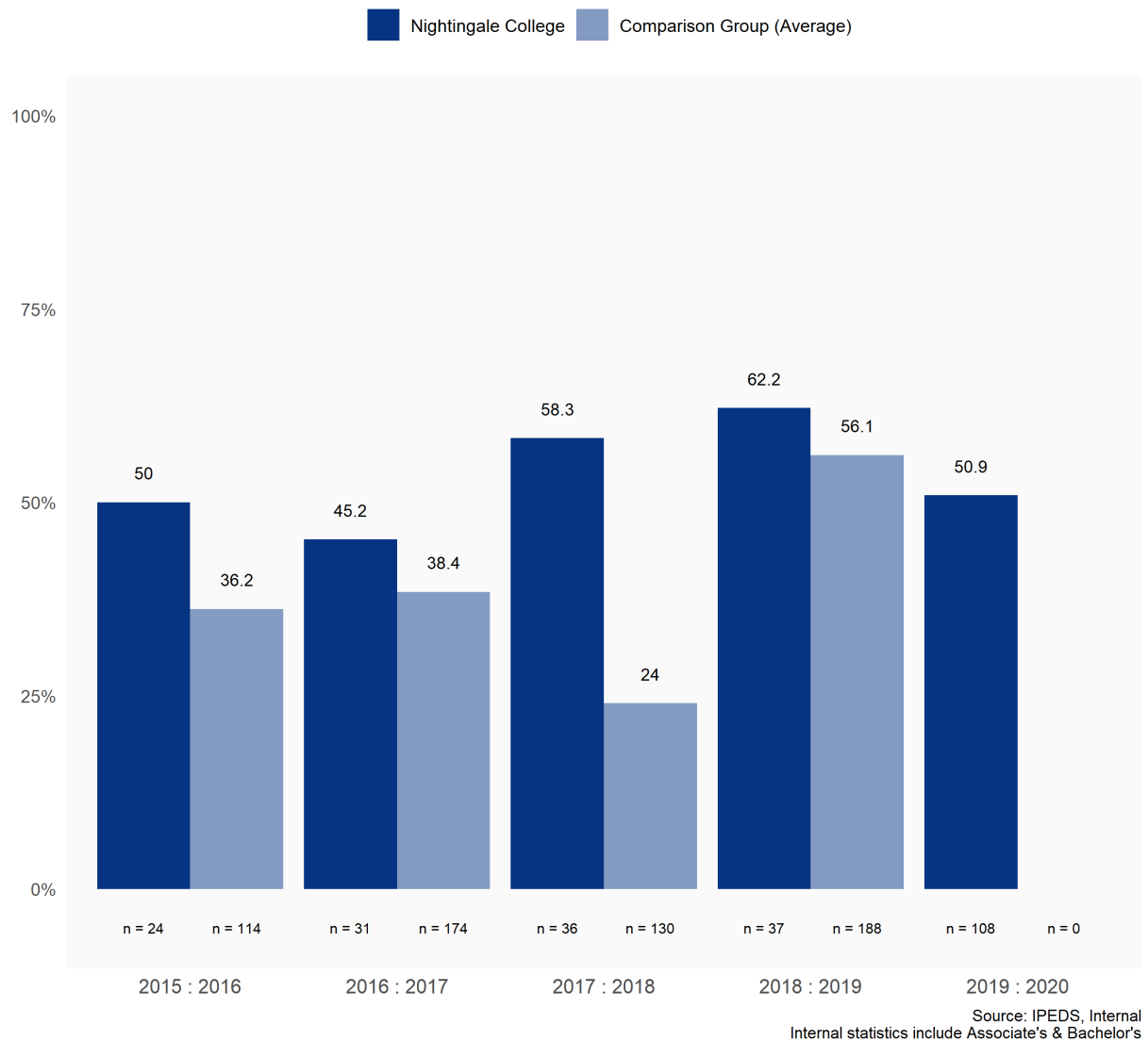
% = Proportion of eligible learners retained from term Add/Drop Deadline to subsequent term Add/Drop Deadline

**Comparisons**

*\*comparisons updated on a yearly basis as new IPEDS and/or external reports become available*

**Retention Rate**

Fall Term Year-Over-Year  
First-Time Full-Time Degree Seeking Students



**Sources**

**Narrative**

Nexus

Table one breaks down the percentages of retention for learners overall each semester broken down by program. The benchmark for retention for all programs is set by this internal metric.

The second table shows the Nightingale College first-time full-time degree-seeking learners. As indicated in the above table, the N size for the College has been too small to generalize on how effective the retention rates have been overall, but the numbers did show a steady increase in retention numbers year over year within the target population. A trend was observed in that Fall retention numbers typically fare better than the other semesters. Work is ongoing throughout the Spring and Summer semesters of 2021 to incorporate the Fall's success across the other semesters. During Spring and Summer of 2020, ADN retention rates have expectedly fallen due to the coming removal of the program. Moving forward, we will turn our attention to future BSN learner data for generalization purposes, which has improved from 2018.

<b>Tactical Code</b>	<b>Tactic</b>
	Driving learner satisfaction results through retention efforts and learner support models is outlined in frame 1.1.6.
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>
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).

#### 1.1.4 Learner General Education Programmatic Outcomes

<b>Ownership</b>	<b>Last Update</b>
Institutional Analytics and Effectiveness, GE	1/27/2021
<b>Benchmark(s)</b>	<b>Statistics</b>
70% in all 8 competency frames.	By Program

Competency	Program	2019 Summer		2019 Fall		2020 Spring		2020 Summer		2020 Fall	
		%	n	%	n	%	n	%	n	%	n
Decision Making and Judgement	ADN	54%	199	48%	235	73%	44	75%	4	84%	32
	BSN	54%	695	57%	1268	66%	1138	78%	3579	77%	4681
	RNBSN	71%	24	67%	9	72%	18	87%	31	76%	25
Diversity and Engagement	ADN	52%	133	44%	174	79%	28	50%	6	57%	23
	BSN	39%	344	49%	666	69%	378	69%	3450	71%	3899
	RNBSN	71%	7	0%	4	100%	2	83%	36	59%	27
Evidence Based Practice	ADN	61%	228	50%	273	78%	49	67%	9	73%	62
	BSN	58%	778	61%	1658	70%	1516	69%	5114	72%	6721
	RNBSN	76%	21	85%	13	71%	21	84%	38	66%	35
Human Ideals and Ethics	ADN	58%	165	50%	223	75%	44	100%	3	82%	17
	BSN	50%	504	57%	1031	71%	703	79%	2174	79%	2559
	RNBSN	88%	8	50%	8	100%	4	90%	20	94%	18
Intentional Learning and Reflection	ADN	55%	194	50%	232	77%	44	50%	10	85%	40
	BSN	54%	704	56%	1306	65%	1082	74%	4575	75%	5643
	RNBSN	68%	22	63%	16	60%	15	78%	45	71%	35
Quantitative Reasoning Skills	ADN	56%	57	91%	11	57%	7	100%	6	83%	42
	BSN	62%	271	69%	297	71%	398	72%	2451	72%	3338
	RNBSN	71%	17	92%	12	72%	18	82%	17	53%	15
Teamwork and Collaboration	ADN	81%	42	86%	21	67%	6	0%	2	68%	41
	BSN	79%	140	63%	265	73%	171	67%	3714	69%	4539
	RNBSN	71%	7	56%	9	50%	2	76%	38	58%	24
Written and Verbal Communication	ADN	77%	79	97%	29	78%	9	50%	8	82%	55
	BSN	78%	385	69%	573	72%	561	76%	5170	74%	6595
	RNBSN	75%	16	40%	10	67%	9	87%	45	61%	36

n = total assignment submissions  
 % = total proportion of scores ≥80% on GE coursework measures

Sources	Narrative
Canvas. Tracked through the curriculum mapping documents.	<p>For BSN – which has much larger sample sizes – we are trending up in almost every competency. ADN and RNBSN – which both have much lower sample sizes – do not show a clear trend in either direction. Initial data collection began in Summer 2019, determining refinements to metrics. Maps available for multiple data points across multiple courses.</p> <p>After curriculum review and revision prior to Summer 2020 term, new data points were identified in order to more accurately reflect measurement of the GE programmatic outcomes. This data will drive curriculum revisions as needed. Programmatic Outcome measurement will be reviewed and refined as curriculum evolves in effort to keep the metrics current.</p> <p>Within the summer semester the items we were tracking were significantly revamped to be more detailed and specific within the courses. <b>The summer term data represents focused measurement of outcomes. Within each course, each week’s coursework was examined for curriculum scaffold to the course outcome, and subsequently, the programmatic outcome. When three unique data points are found to measure a GEPO, these become the n for this report. There is no assignment used to measure multiple GEPOs in one course, keeping the data clean for evaluation. For example, in ENG120 there are three data points measured for GEPO1, three separate data points for GEPO2, three unique data points in GEPO3, in GEPO4, GEPO6, and GEPO7 etc. for a total of 18 total data points found in ENG120 alone. GEPO5 and GEPO8 did not have adequate representation to be sufficiently measured in ENG120. After reviewing each course for scaffolding to measure GEPO data, a fuller picture is then taken of the measurement to ensure all 8 GEPOs are evaluated in each program offered, and at each course-level. In Summer 2020, there were a total of 276 unique</b></p>

	<p><b>data points used to measure GEPO proficiency, making our n much higher than in prior terms.</b></p> <p>These metric shifts reflect multiple touch points within each course and ensure that specific items on the exams are aligned to the construct, not total data from the measurement point. Summer data demonstrates that the programmatic outcomes, five are above benchmark and three are still below benchmark.</p> <p>In an effort to align GE Outcomes with accreditation standards, the GE team (curriculum and management) has reviewed data to suggest GE-PO8 may not accurately reflect our curriculum focus. As such, a change in GE-PO8 has been implemented, effective the Fall 2020 term.</p> <p><b>In review of the Fall 2020 data, the RNBSN experienced a significant decline in meeting metrics; however, the n being measured within that program was smaller which could explain the decline. Conversely the ADN data showed improvement, likely due to an increased n size. Cumulatively, when looking at the GEPO data as a whole, we see improvement from the Summer term. In summer, 5 GEPOs cumulatively met benchmark, and 3 GEPOs were below. In the Fall 2020 term, 7 GEPOs cumulatively met benchmark, with only 1 GEPO falling below.</b> We are continuously engaged in curriculum review, analysis of the data points, and ensuring the metrics reflect the outcomes in the courses.</p>
<b>Tactical Code</b>	<b>Tactic</b>
	Implemented a thorough review process for curriculum, data points, and measurement items.
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>
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.

### 1.1.5 Learner Nursing Programmatic Outcomes

<b>Ownership</b>	<b>Last Update</b>
Institutional Analytics and Effectiveness, NES	1/20/2021
<b>Benchmark(s)</b>	<b>Statistics</b>
70% in all 8 competency frames	<b>Undergraduate</b>

Competency	Program	2019 Spring		2019 Summer		2019 Fall		2020 Spring		2020 Summer		2020 Fall	
		%	n	%	n	%	n	%	n	%	n	%	n
Client-Centered Care	ADN	92%	4842	94%	4490	89%	3727	87%	2482	83%	1597	86%	322
	BSN	95%	1225	95%	2872	90%	4649	89%	6193	87%	12026	46%	50
Communication & Informatics	ADN	55%	246	53%	191	67%	186	62%	149	71%	108	71%	72
	BSN	33%	3	33%	6	33%	6	51%	99	56%	169	42%	24
Decision-making & Clinical Judgement	ADN	89%	223	86%	138	84%	126	71%	103	89%	95	64%	55
	BSN	100%	4	100%	4	75%	4	78%	68	91%	253	84%	167
Evidence-based Practice	ADN	87%	164	84%	138	84%	126	68%	103	91%	95	80%	49
	BSN	100%	2	75%	4	75%	4	79%	67	83%	123	47%	15
Intentional Learning with Reflection	ADN	83%	3839	82%	3203	81%	3105	82%	1454	85%	883	82%	479
	BSN	80%	1035	76%	2238	78%	4090	79%	2035	83%	3119	85%	3272
Organizational, Local, & Global Leadership	ADN	80%	278	68%	198	76%	188	67%	154	78%	108	70%	73
	BSN	93%	43	60%	5	67%	6	64%	73	80%	230	91%	222
Quality & Safety Assurance	ADN	68%	328	68%	264	69%	252	54%	207	74%	144	63%	96
	BSN	100%	4	50%	8	50%	8	56%	136	58%	225	28%	32
Teamwork & Collaboration	ADN	74%	393	71%	328	72%	303	64%	241	80%	164	78%	96
	BSN	100%	7	93%	40	92%	66	78%	236	74%	309	82%	147

n = total assignment submissions & HESI scores  
 % = total proportion of scores ≥800 (prior to 2020 Spring), ≥850 (2020 Spring onward) on HESI measures, and ≥80% on Nursing coursework measures

### Graduate

Competency	Program	2020 Spring		2020 Summer		2020 Fall	
		%	n	%	n	%	n
Client-Centered Care	MSN	90%	1	95%	1	97%	1
Nursing Education Improvement	MSN					98%	1
Evidence-based Practice	MSN			78%	1	100%	1
Decision Making and Judgement	MSN			90%	1	100%	1
Health Policy	MSN	92%	1	94%	2	100%	1
Communication & Informatics	MSN			100%	1	100%	1
Quality Improvement & Evaluation	MSN						
Teamwork & Collaboration	MSN			90%	1	100%	1

n = learners with assignment submissions  
 % = average submission score

Sources	Narrative
Elsevier, Canvas, Tracked through the Curriculum mapping documents.	We are above the benchmark and trending upward in half of all competencies over the past 3 semesters. The other four competencies have seen a large drop in sample size, possibly due to assignment changes. The Outcomes Committee is currently revamping which data points are being worked into this model, so these numbers are not final. These will be adjusted and finalized in the coming weeks, as the competencies are receiving increased review into the data collection metrics, curriculum placement, and integration modalities to establish improvement processes. Informatics course was revised for the BSN program implemented Spring of 2020. Data related to the BSN informatics course is trending positively semester over semester reflecting effectiveness of curricular enhancements.
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 restructure 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.
NWCCU Standard	NWCCU Standard Description



1.C.5	The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.
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### 1.1.6 Learner Satisfaction

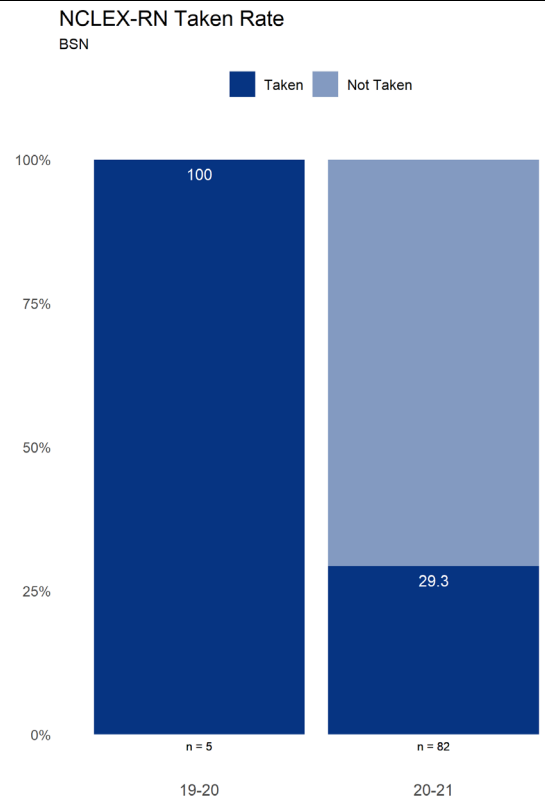
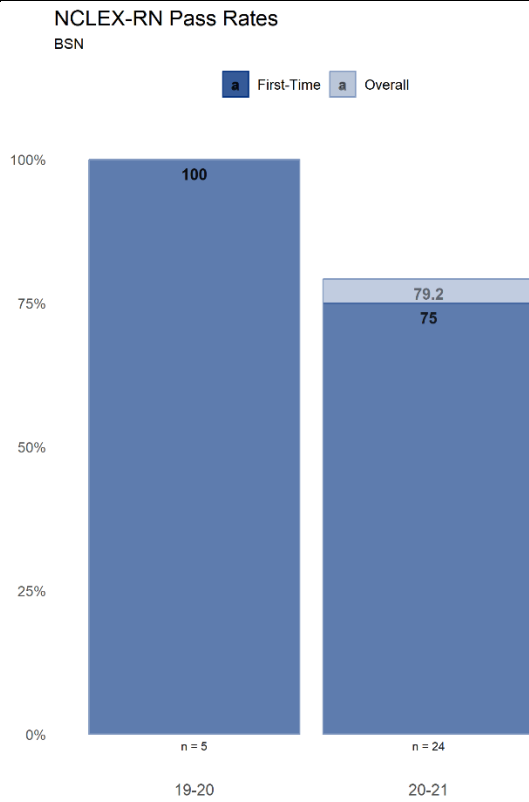
Ownership	Last Update																																																													
Institutional Analytics and Effectiveness, Learner Experience	1/13/2021																																																													
Benchmark(s)	Statistics																																																													
4.0 as reflective of Agree on the Likert Scale.	<table border="1"> <thead> <tr> <th colspan="4" data-bbox="483 550 1117 590">Learner Satisfaction</th> </tr> <tr> <th data-bbox="483 590 646 630">Semester</th> <th data-bbox="646 590 878 630">Program</th> <th data-bbox="878 590 1003 630">Score</th> <th data-bbox="1003 590 1117 630"><i>n</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="483 630 646 793" rowspan="3">2019 Summer</td> <td data-bbox="646 630 878 690">ADN</td> <td data-bbox="878 630 1003 690">3.84</td> <td data-bbox="1003 630 1117 690">97</td> </tr> <tr> <td data-bbox="646 690 878 751">BSN</td> <td data-bbox="878 690 1003 751">3.93</td> <td data-bbox="1003 690 1117 751">185</td> </tr> <tr> <td data-bbox="646 751 878 793">Overall</td> <td data-bbox="878 751 1003 793">3.90</td> <td data-bbox="1003 751 1117 793">282</td> </tr> <tr> <td data-bbox="483 793 646 957" rowspan="3">2019 Fall</td> <td data-bbox="646 793 878 854">ADN</td> <td data-bbox="878 793 1003 854">3.80</td> <td data-bbox="1003 793 1117 854">10</td> </tr> <tr> <td data-bbox="646 854 878 915">BSN</td> <td data-bbox="878 854 1003 915">3.91</td> <td data-bbox="1003 854 1117 915">79</td> </tr> <tr> <td data-bbox="646 915 878 957">Overall</td> <td data-bbox="878 915 1003 957">3.89</td> <td data-bbox="1003 915 1117 957">89</td> </tr> <tr> <td data-bbox="483 957 646 1121" rowspan="3">2020 Spring</td> <td data-bbox="646 957 878 1018">ADN</td> <td data-bbox="878 957 1003 1018">4.00</td> <td data-bbox="1003 957 1117 1018">43</td> </tr> <tr> <td data-bbox="646 1018 878 1079">BSN</td> <td data-bbox="878 1018 1003 1079">3.82</td> <td data-bbox="1003 1018 1117 1079">274</td> </tr> <tr> <td data-bbox="646 1079 878 1121">Overall</td> <td data-bbox="878 1079 1003 1121">3.84</td> <td data-bbox="1003 1079 1117 1121">317</td> </tr> <tr> <td data-bbox="483 1121 646 1285" rowspan="3">2020 Summer</td> <td data-bbox="646 1121 878 1182">ADN</td> <td data-bbox="878 1121 1003 1182">3.26</td> <td data-bbox="1003 1121 1117 1182">49</td> </tr> <tr> <td data-bbox="646 1182 878 1243">BSN</td> <td data-bbox="878 1182 1003 1243">3.50</td> <td data-bbox="1003 1182 1117 1243">439</td> </tr> <tr> <td data-bbox="646 1243 878 1285">Overall</td> <td data-bbox="878 1243 1003 1285">3.48</td> <td data-bbox="1003 1243 1117 1285">488</td> </tr> <tr> <td data-bbox="483 1285 646 1446" rowspan="4">2020 Fall</td> <td data-bbox="646 1285 878 1346">ADN</td> <td data-bbox="878 1285 1003 1346">3.48</td> <td data-bbox="1003 1285 1117 1346">24</td> </tr> <tr> <td data-bbox="646 1346 878 1407">BSN</td> <td data-bbox="878 1346 1003 1407">3.60</td> <td data-bbox="1003 1346 1117 1407">562</td> </tr> <tr> <td data-bbox="646 1407 878 1446">MSN</td> <td data-bbox="878 1407 1003 1446">4.25</td> <td data-bbox="1003 1407 1117 1446">2</td> </tr> <tr> <td data-bbox="646 1446 878 1446">Overall</td> <td data-bbox="878 1446 1003 1446">3.60</td> <td data-bbox="1003 1446 1117 1446">588</td> </tr> </tbody> </table>	Learner Satisfaction				Semester	Program	Score	<i>n</i>	2019 Summer	ADN	3.84	97	BSN	3.93	185	Overall	3.90	282	2019 Fall	ADN	3.80	10	BSN	3.91	79	Overall	3.89	89	2020 Spring	ADN	4.00	43	BSN	3.82	274	Overall	3.84	317	2020 Summer	ADN	3.26	49	BSN	3.50	439	Overall	3.48	488	2020 Fall	ADN	3.48	24	BSN	3.60	562	MSN	4.25	2	Overall	3.60	588
Learner Satisfaction																																																														
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	BSN	3.93	185																																																											
	Overall	3.90	282																																																											
2019 Fall	ADN	3.80	10																																																											
	BSN	3.91	79																																																											
	Overall	3.89	89																																																											
2020 Spring	ADN	4.00	43																																																											
	BSN	3.82	274																																																											
	Overall	3.84	317																																																											
2020 Summer	ADN	3.26	49																																																											
	BSN	3.50	439																																																											
	Overall	3.48	488																																																											
2020 Fall	ADN	3.48	24																																																											
	BSN	3.60	562																																																											
	MSN	4.25	2																																																											
	Overall	3.60	588																																																											
Sources	Narrative																																																													
Survey	<p>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 pain-points for learners. With COVID-19 in Summer semester of 2020, learners were pulled entirely out of in person experiential learning, driving down overall satisfaction from learners wanting to be in the direct client focused care component of their educational experience. Summer 2020 data also provided opportunities to identify further collaboration, communication, and participation of learners into the development process of the course. Challenges with partner support services also presented opportunities for improvement and led to some of the drop in satisfaction scores. Coordination of efforts across the functions, enhanced support services, and increased communication we are promoting to support learners through the challenging current environment. Also, Academic Faculty Managers role was created to expand the time and administrative support potential in coordination with other support structures, such as Learner Advising and Life Resources (LALR) Counselors.</p>																																																													

	<p>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, we have created new College Navigator roles within the college to provide immediate support and hand holding 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 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> <p>With the opening of some person experiential learning in Fall 2020 and the development of VCBC's, coupled with these systemic and organizational enhancements, learner satisfaction rebounded somewhat from the Summer 2020 dip. A more robust Learner Satisfaction metric is under development for Spring 2021 that should be affected less by extraneous circumstances in addition to being a more holistic measurement.</p>
<b>Tactical Code</b>	<b>Tactic</b>
	The expansion of learner support services, tutoring services, and streamlining communication channels. Learner Satisfaction is driven through all functions of the College and each function has additional metrics to improve individual functional satisfaction scores. Individualized NCLEX support contracts to ensure preparation (Spring 2020), Evaluator roles for ensuring consistency (Fall 2020).
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>
1.C.5	The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

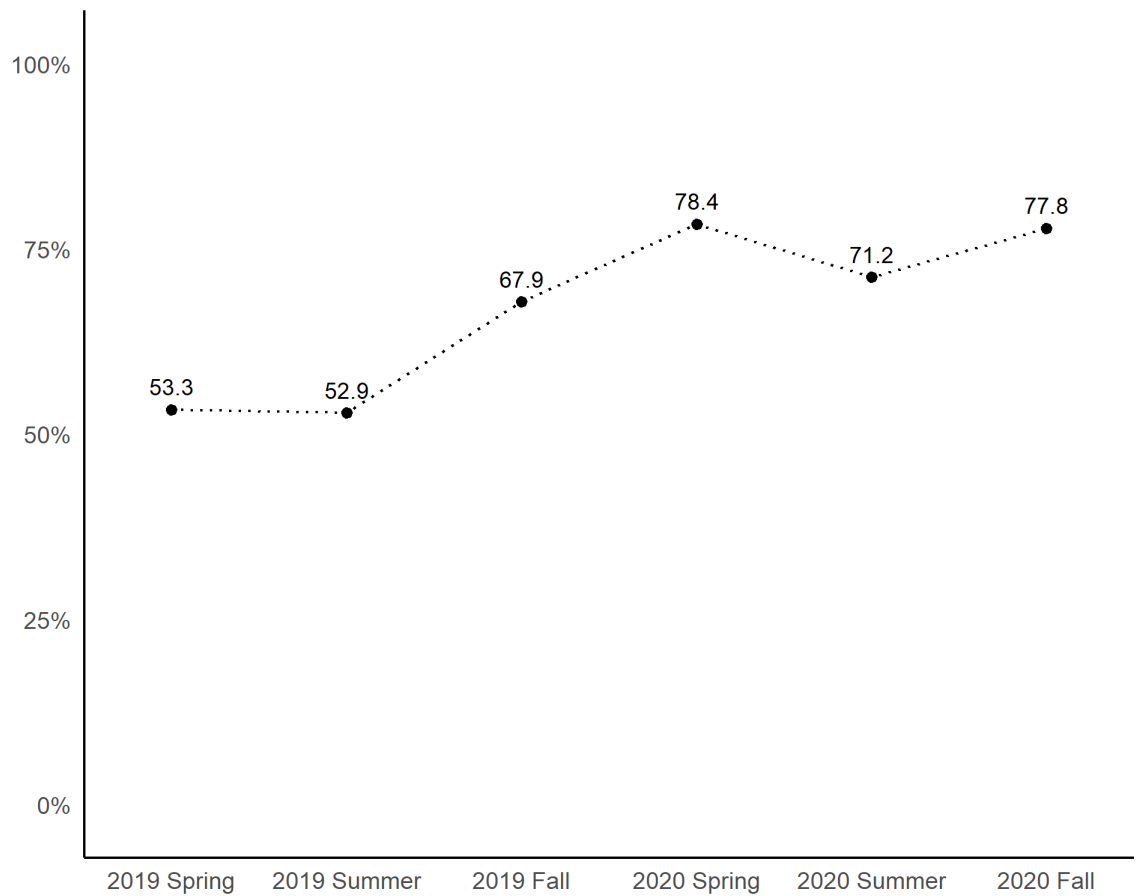
### 1.2.1 Alumni Licensure Overall

<b>Ownership</b>	<b>Last Update</b>
Institutional Analytics and Effectiveness, LCAS	2/10/2021
<b>Benchmark(s)</b>	<b>Statistics</b>

Overall NCLEX  
 Pass Rate: 80%  
 First-Time NCLEX  
 Pass Rate: 70%



### NCLEX First-Time Pass Rate



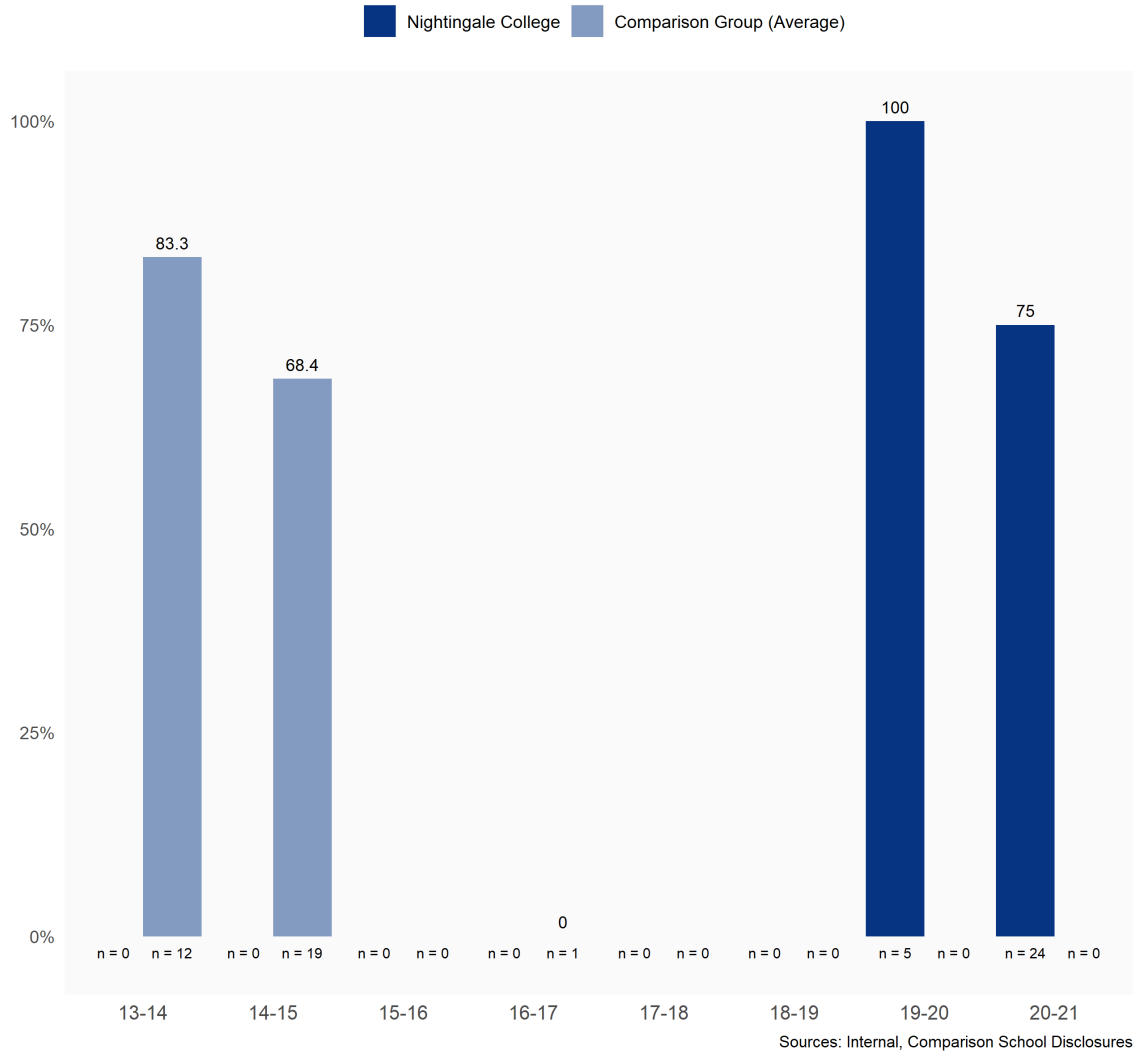
ADN data available in Appendix

### Comparisons

\*comparisons updated on a yearly basis as new IPEDS and/or external reports become available

NCLEX-RN First-Time Pass Rate

BSN



**Sources**

[NCLEX Master List](#)

**Narrative**

In progress. To align with comparable institutions and accrediting bodies, Nightingale College has established a benchmark for overall NCLEX pass rates. This number represents the number of BSN pre-licensure learners who pass the NCLEX over the total number of learners. Academic year is July 1 – June 30<sup>th</sup>, with final information posted after every member of that each graduating class from the prior year at the point of one calendar year beyond completion. As of January 20, 2021, overall pass rate for BSN learners is 80.00%.

**Tactical Code**

**Tactic**

Using NURSYS and state boards of nursing, LCAS 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.
--	--

### 1.2.2 Alumni Additional Certifications

<b>Ownership</b>	<b>Last Update</b>			
LCAS	August 26, 2020; Next update July 2021			
<b>Benchmark(s)</b>	<b>Statistics</b>			
Benchmark: Response to alumni survey at 10%.	Total Alumni Population	Total Survey Responses as of 8/6/2020	Total Licensed in at Least One State	Total Licensed in Two or More States
	910	36	36	10
	No additional certifications, only additional state licensures are reported.			
<b>Sources</b>	<b>Narrative</b>			
Survey	Nightingale College seeks to engage with alumni to determine additional training that may be needed or desired to open additional training opportunities. The survey was initially written and deployed in June 2020. The current rate of response was 3.95%. As this was an initial survey, it was pulling the entire graduate population from all past semesters. Response rates from past semesters have historically not had as robust an alumni support and participation, which is a tactical push to increase the engagement and positive relationship. The next survey will be deployed in June 2021.			
<b>Tactical Code</b>	<b>Tactic</b>			
	The survey will be deployed in June of each year to graduates from the prior year. Initiatives to drive greater participation in voluntary surveys will be included in tactical planning this Fall for 2021. Aligning the survey to within a year of their graduation rate moving forward. Increasing the relationship building within their time as a learner to increase their positive reception toward response is also an ongoing tactic.			
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>			
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).			

### 1.3.1 Collaborator Tuition Reimbursement Programs Participation

<b>Ownership</b>	<b>Last Update</b>
Collaborator Experience	January 2021
<b>Benchmark(s)</b>	<b>Statistics</b>
TBD based on historical data, but the benchmark is	

not to be set until after we revisit the policy for Tactical Planning in 2021.	<b>Year</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
	<b># of Utilization</b>	5	4	6	14
	<b># Eligible</b>	25	39	46	61
	<b>Total Utilization</b>	20.00%	10.26%	13.04%	22.95%
<b>Sources</b>	<b>Narrative</b>				
HRIS Accounting	<p>The College provides opportunities for professional growth and development by offering a tuition reimbursement benefit to all collaborators who have been employed by the College for more than one year. Providing financial contributions to faculty, staff, and administrators leads to additional degree completions post-hire, thereby elevating educational achievement during employment.</p> <p>All collaborators' educational achievements were evaluated in relationship to eligibility based on one-year tenure. The total number of collaborators who used the tuition reimbursement benefit has been divided by the total number of collaborators who would have been eligible to receive the benefit. To be eligible for the benefit collaborators must have maintained employment for one year and not currently have a graduate degree. Sample pool was based on all active collaborators for the relative year of reporting. 2020 data is accurate up to the end of semester 1.</p> <p>With the implementation of the new HRIS software, these metrics will be enhanced. Recommend combining 1.3.1 and 1.3.2 To reflect as a row in the above table.</p> <p>Data provided in 2021 will reflect a higher number of eligible collaborators due to expanding the tuition reimbursement policy to include multiple levels of degrees being available for tuition reimbursement.</p>				
<b>Tactical Code</b>	<b>Tactic</b>				
	Determine baseline data for participation and work to internally promote the program more aggressively. Revisiting the policy itself during tactical planning for 2021, to determine increased participation potential. Also the process for tracking and disbursements.				
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>				
2.F.2	The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.				

### 1.3.2 Collaborator Degree Completion Post-Hire

<b>Ownership</b>	<b>Last Update</b>		
Collaborator Experience	January 2021		
<b>Benchmark(s)</b>	<b>Statistics</b>		
TBD based on historical data tables.	<b>Year</b>	<b>2020</b>	
	<b># of Completion</b>	13	
	<b># Eligible</b>	61	
	<b>Total Utilization</b>	21.31%	
<b>Sources</b>	<b>Narrative</b>		

Collaborator Files	The number of collaborators who have obtained additional degrees after joining the College is a new metric. The baseline for this metric will be established with data gathered in 2020.
<b>Tactical Code</b>	<b>Tactic</b>
	To drive further degree completion among collaborators.
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>
2.F.2	The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

## 2. Personal Growth

### 2.3.1 Collaborator Elevation Survey

<b>Ownership</b>	<b>Last Update</b>																																													
Collaborator Experience	October 2, 2020 (Annual survey in September.)																																													
<b>Benchmark(s)</b>	<b>Statistics</b>																																													
Pushing for an overall benchmark of 4 in 2021 in all Elevational concepts.	<table border="1"> <caption>Collaborator Elevation Data</caption> <thead> <tr> <th>Category</th> <th>1 Year Ago</th> <th>Today</th> </tr> </thead> <tbody> <tr><td>Johari Window</td><td>2.46</td><td>3.73</td></tr> <tr><td>Start Here</td><td>2.46</td><td>3.40</td></tr> <tr><td>Physiological</td><td>3.40</td><td>3.80</td></tr> <tr><td>Safety</td><td>3.60</td><td>4.00</td></tr> <tr><td>Belonging &amp; Love</td><td>3.40</td><td>3.90</td></tr> <tr><td>Esteem</td><td>3.20</td><td>3.80</td></tr> <tr><td>Cognitive</td><td>3.40</td><td>4.00</td></tr> <tr><td>Aesthetic</td><td>3.20</td><td>3.70</td></tr> <tr><td>Self-Actualizing</td><td>2.90</td><td>3.30</td></tr> <tr><td>Transcendence</td><td>2.70</td><td>3.40</td></tr> <tr><td>Core Values</td><td>2.80</td><td>3.70</td></tr> <tr><td>Aspirational Values</td><td>2.50</td><td>3.40</td></tr> <tr><td>Foundational Principles</td><td>2.90</td><td>3.70</td></tr> <tr><td>Overall Elevation</td><td>3.08</td><td>3.76</td></tr> </tbody> </table>	Category	1 Year Ago	Today	Johari Window	2.46	3.73	Start Here	2.46	3.40	Physiological	3.40	3.80	Safety	3.60	4.00	Belonging & Love	3.40	3.90	Esteem	3.20	3.80	Cognitive	3.40	4.00	Aesthetic	3.20	3.70	Self-Actualizing	2.90	3.30	Transcendence	2.70	3.40	Core Values	2.80	3.70	Aspirational Values	2.50	3.40	Foundational Principles	2.90	3.70	Overall Elevation	3.08	3.76
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<b>Sources</b>	<b>Narrative</b>																																													
Survey	Each year in September the College will request collaborator participation in an annual self-evaluation survey asking them to rate themselves on the elevational concepts the College drives through its frameworks and culture. Total participation in the 2020 Collaborator Elevation Survey was 89.04%. The most significant increase was in the understanding and utilization of Johari Window. The average number one year ago (2019) was 2.46 which increased by 1.27 points bringing it to an average of 3.73 in 2020. The overall elevation reflected as an average of 3.08 in 2019. This increased by .68 raising the average to 3.76 in 2020.																																													
<b>Tactical Code</b>	<b>Tactic</b>																																													
	Ensure we provide resources necessary for collaborators to continue their personal elevation. Focused on forgiveness, trust, transparency and inclusivity as items to focus on developing with Collaborators with the 2021 tactical.																																													
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>																																													
2.F.2	The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.																																													



### 2.3.2 Collaborator Own My Health

<b>Ownership</b>	<b>Last Update</b>																								
Collaborator Experience	October 2, 2020 (Final 2020 data provided in Feb 2021)																								
<b>Benchmark(s)</b>	<b>Statistics</b>																								
Based on Q1 results, Improvement plan by Own My Health recommends a four-year improvement goal of 57% for males and 79% for females.	<b>Annual Biometric Screening Results</b> (Updated annually in February)																								
	<table border="1"> <thead> <tr> <th>Gender</th> <th>Total</th> <th>Align</th> <th>Elevate</th> <th>Lead</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>12</td> <td>1</td> <td>4</td> <td>7</td> </tr> <tr> <td>Female</td> <td>30</td> <td>4</td> <td>6</td> <td>20</td> </tr> <tr> <td>Total</td> <td>42</td> <td>5</td> <td>10</td> <td>27</td> </tr> <tr> <td></td> <td></td> <td>11.9%</td> <td>23.8%</td> <td>64.3%</td> </tr> </tbody> </table>	Gender	Total	Align	Elevate	Lead	Male	12	1	4	7	Female	30	4	6	20	Total	42	5	10	27			11.9%	23.8%
Gender	Total	Align	Elevate	Lead																					
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<b>Sources</b>	<b>Narrative</b>																								
Own My Health	Own My Health (OMH) implemented January 2020. Biometric screening results are provided annually in January. Participation in the Own My Health wellness program is reported on a quarterly basis. The College has reached 100 health insurance enrollments and will now be able to receive claims data in order to better target key health impacts and develop wellness challenges to drive improved health outcomes. Improvement data will be evaluated quarterly against the suggested benchmarks by Own My Health. Recognizing the results are demonstrating a high number of leading participants, a reevaluation of the points that structure that metric are being reevaluated for the 2021 year.																								
<b>Tactical Code</b>	<b>Tactic</b>																								
3.2.3	Pilot a comprehensive Wellness initiative.																								
3.2.6	Perform quarterly assessment of the wellness initiatives programs.  Redesigned challenges and points awarded, as well as further premium incentives based on initial results. Focus on making the challenges more rigorous																								
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>																								
2.F.2	The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.																								

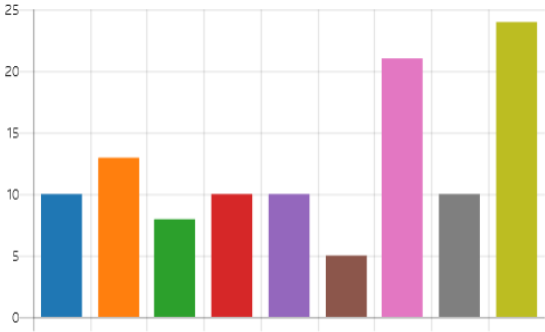
### 2.1.1 Learner Survey of Health

<b>Ownership</b>	<b>Last Update</b>
LCAS	January 20, 2021; Next update May 2021
<b>Benchmark(s)</b>	<b>Statistics</b>

Benchmark: 50% of learners expressing interest in each area of interest will participate in activities and events.	<p>Total participating in New Learner Orientation: 487</p> <p>Total completing Survey: 453</p> <p>299 (66%) reported interest in participating in activities/events that encourage holistic health.</p> <p>275 (61%) interested in physical health/exercise</p> <p>263 (58%) interested in meditation/mindfulness</p> <p>170 (38%) interested in financial literacy/debt management</p> <p>These data provide a foundation for developing learner activities and events.</p>
<b>Sources</b>	<b>Narrative</b>
Survey	<p>A survey to collect information on students' holistic health is written and was deployed during August, January, and May New Learner Orientation. The survey will be deployed each semester to compare data collected from new learners with progress made through the academic tenure. This information will be used to develop participation in events and activities centered around the interest described.</p> <p>Programming will be developed in response to learner requests beginning 2021.</p>
<b>Tactical Code</b>	<b>Tactic</b>
	<p>A survey to collect information on learners' holistic health has been dispatched. This will be updated as responses come in. Follow-up surveys on the dimensions of health and Evolutude will be dispatched at Future of Nursing and with the graduation survey.</p> <p>Programming will be developed in response to learner requests beginning 2021.</p>
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>
1.B.1	The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

### 2.2.1 Alumni Survey of Health

<b>Ownership</b>	<b>Last Update</b>					
LCAS	August 6, 2020; Next update July 2021; to be reviewed April 2021					
<b>Benchmark(s)</b>	<b>Statistics</b>					
Benchmark: Participation in events developed in response to survey 10%.	<table border="1"> <tr> <td>Total Alumni Population</td> <td>Total Survey Responses as of 8/6/2020</td> </tr> <tr> <td>910</td> <td>36</td> </tr> </table>	Total Alumni Population	Total Survey Responses as of 8/6/2020	910	36	
Total Alumni Population	Total Survey Responses as of 8/6/2020					
910	36					

	<ul style="list-style-type: none"> <li><span style="color: blue;">●</span> Fitness challenges 10</li> <li><span style="color: orange;">●</span> Mental health seminars 13</li> <li><span style="color: green;">●</span> Nutrition information 8</li> <li><span style="color: red;">●</span> Service-learning opportunities... 10</li> <li><span style="color: purple;">●</span> Meditation/Mindfulness 10</li> <li><span style="color: brown;">●</span> Understanding benefits and re... 5</li> <li><span style="color: pink;">●</span> Negotiating salary 21</li> <li><span style="color: grey;">●</span> Financial literacy 10</li> <li><span style="color: yellow;">●</span> Student loan repayment 24</li> </ul> 
<b>Sources</b>	<b>Narrative</b>
Survey	Nightingale College has established health as a goal for alumni, to include physical, mental, emotional, and financial health. This initial survey was to determine interest in health-related topic. The next survey will seek to determine alumni perception of their own healthy behaviors and engagement with improvement.
<b>Tactical Code</b>	<b>Tactic</b>
	<p>A survey to collect information on learners’ holistic health and interest in interacting with Nightingale to achieve overall health has been dispatched. This will be updated as responses come in. Using these data points, the College will create events and activities to address these areas of interest and measure alumni participation phasing in over 2021. The College will continue to establish and re-establish relationships with alumni in an effort to engage in activities that support overall health.</p> <p>Using the data collected we will work to build programming and to develop more constant communication and better engagement with alumni.</p>
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>
1.B.1	The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

### 3. Professional Development

### 3.1.1 Learner Nursing Associations Memberships

Ownership	Last Update
LCAS	January 20, 2021; review in April 2021
Benchmark(s)	Statistics
Benchmark: 30% participation in professional clubs and organizations.	<p>Total participating in New Learner Orientation: 487 N=453</p> <p>18 learners (&lt;1%) are currently engaged with professional associations. However, 238 learners (53%) expressed interest in participation.</p> <p>Learners are currently engaged with the following organizations:            ANA American Nursing Association            ICEA            Beta Beta Beta Biological Nursing Society            AMT            PTK Phi Theta Kappa            AST            NSNA National Student Nursing Association            NLN National League of Nursing            ISTT Sigma Theta Tau</p>
Sources	Narrative
Survey	Nightingale College cares about the needs and expectations of learners. To this end, we will ask learners what credentials/certifications they currently hold and what they believe they will need to be successful as a nurse.
Tactical Code	Tactic
	<p>Survey will be dispatched during August 2020 New Learner Orientation to establish a baseline and interest level in earning credentials and certifications beyond the degrees and nursing licenses that are currently part of the Nightingale curriculum. After a year of evaluation, strategies will be developed to include or not include additional certifications beyond current offerings. Information on professional organizations will be included in 205 and 395, with a follow-up survey to be dispatched in 395 just prior to graduation. Survey was deployed in August and January New Learner Orientation. This documented is updated to report the most current class.</p> <p>With this information, we will reach out to learner clubs and organizations to develop additional relationships.</p>
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).

### 3.2.1 Alumni Cohort Default Rate

Ownership	Last Update
-----------	-------------

Financial Aid	1/21/2021; next update April 2021, final September 2021																		
<b>Benchmark(s)</b>	<b>Statistics</b>																		
Below 10% per annum	<table border="1"> <thead> <tr> <th></th> <th colspan="5">YEAR</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Cohort Default Rate</td> <td>7.4</td> <td>2.1</td> <td>3.9</td> <td>4.8</td> <td>7.6</td> </tr> </tbody> </table>		YEAR						2014	2015	2016	2017	2018	Cohort Default Rate	7.4	2.1	3.9	4.8	7.6
	YEAR																		
	2014	2015	2016	2017	2018														
Cohort Default Rate	7.4	2.1	3.9	4.8	7.6														
<b>Sources</b>	<b>Narrative</b>																		
Audit Reports	<p>The College engages with a third party to manage minimizing the College's cohort default rate (CDR), who performs targeted outreach efforts to reduce the overall CDR. The College uses Ascendium Education Solutions Administration's product called Cohort Catalyst (CC). Their role is to reach out to all the College graduates and withdrawals using NSLDS reports. Traditionally, CC attempts a contact to grads/withdrawn learners at the time they leave school and before their payments begin.</p> <p>The College monitors the CDR annually, using the data provided to assess those who are listed on the report. Items that are reviewed are withdrawals listed versus the number of grads listed. Historically, most individuals in default on the CDR report are in the withdrawn status. The College data is researched and compared to the CDR report for accuracy. If errors are discovered the appeal process is begun to resolve discrepancies.</p> <p>In accordance with D.O.E. regulations, learners are required to complete exit counseling with Financial Aid prior to completing their degrees. This exercise provides the learner with their personalized total debt owed, the estimated payment amount and loan servicer information. The triggered exit counseling notification we send out provides a checklist of items the learner must complete. Previously this was completed with a partner vendor, Piecewise, but is now completed in-house.</p> <p>An assessment of the increase in the CDR percentage has revealed that student body has increased every year resulting in a larger population of graduates and withdrawn learners. Although an increase is reflected in the last three years of CDR reports, The College is well below the proscribed minimum by the Department of Ed.</p>																		
<b>Tactical Code</b>	<b>Tactic</b>																		
	Tactics for the default rate are currently operationalized. Under consistent review.																		
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>																		
2.G.5	Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.																		

### 3.2.2 Alumni Upward Career Mobility

<b>Ownership</b>	<b>Last Update</b>			
LCAS	August 6, 2020			
<b>Benchmark(s)</b>	<b>Statistics</b>			
Participation: 10% in survey Percentage of positive job increase: 50% Metrics set based on a minimum level of	Total Alumni population	Total survey responses 8/6/20	Total indicating upward mobility	Percentage of self report
	910	36	21	58%

participation in inaugural survey.	
<b>Sources</b>	<b>Narrative</b>
Survey	<p>Nightingale College has a vested interest in the career mobility of alumni and seeks feedback from prior learners to determine how their education and relationship has impacted their career opportunities.</p> <p>As of August 6, 2020, there have been 36 responses to the alumni survey. N=910. Of those, 21 report having earned a promotion in their careers since completing their studies with Nightingale College; or 58%.</p>
<b>Tactical Code</b>	<b>Tactic</b>
	<p>A survey to collect information on alumni career progression is written and was dispatched May 14, 2020 with a reminder on July 1, 2020; deadline of July 31<sup>st</sup>. Continual refinement to drive participation. Survey to be dispatched annually to graduates who have graduated within the last calendar year, with the next survey deployed in June 2021.</p> <p>The first credentials supporting continuing education will be deployed Fall 2021.</p> <p>Alumni survey will be updated and revised to further explore reasons for not receiving or seeking promotions.</p>
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>
1.D.2	<p>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).</p>

### 3.2.3 Alumni Professional Associations

<b>Ownership</b>	<b>Last Update</b>			
LCAS	August 6, 2020; Next update will be July 2021; revisit with Partnerships in April			
<b>Benchmark(s)</b>	<b>Statistics</b>			
Benchmark: Response to alumni survey at 10%.	Total Alumni Population	Total Survey Responses as of 8/6/2020	Participating in Professional Associations	Percentage of Respondents Reporting Participation in Professional Associations
	910	36	18	50%
<b>Sources</b>	<b>Narrative</b>			
Survey	<p>In an effort to maintain a professional relationship with alumni, Nightingale College seeks to understand the interest in participating in professional associations as well as the types of associations sought by alumni. This will assist in the College developing relationships with those associations to better facilitate alumni participation.</p>			

	<p>Nightingale College has a vested interest in maintaining connection with learners beyond the point of separation. To that end, Nightingale College seeks to understand alumni interest level in participating in an honors society and, if sufficient interest exists, to charter a membership with alumni chapters to best serve alumni and maintain connection with the college.</p> <p>As of August 6, 2020, there have been 36 responses to the alumni survey. N=910. Of those responses, 18 (50%) indicated that they are involved in professional associations. The organizations include American Nurses Association, Nevada Nurses Association, AAAMA, CAUTI/CLABSI Committee, ACCN, AANAC, AACN, AORN, UHMS, WOC, and Wyoming Nurses Association.</p> <p>As of August 6, 2020, 36 responses to the Alumni Survey with 3.06/5.0 as the average for alumni interest in participating in an alumni honor society. N=910.</p>
<b>Tactical Code</b>	<b>Tactic</b>
	Nightingale College will increase participation in alumni surveys by establishing relationships with learners prior to the point of completion. Additionally, the College will strive to inform learners and alumni about professional associations and the benefits of participating.
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>
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).

### 3.3.1 Collaborator Professional Development / CEUs / Conference Attendance

<b>Ownership</b>	<b>Last Update</b>						
Collaborator Experience	January, 2021						
<b>Benchmark(s)</b>	<b>Statistics</b>						
Benchmarks to be set based on historic data in October review.	<b>Collaborator CEU Hours</b>						
		<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020 S1</b>	<b>2020 S2</b>	<b>2020 S3</b>
	Completed CEUs	80	178.85	406.25	130	278.75	589.75
	Collaborator Population	84	119	167	207	221	266
<b>Sources</b>	<b>Narrative</b>						
Collaborator Files	Continuing education units is available for active faculty from 2017 through the end of the second semester of 2020. CEUs for the full collaborator population has not been tracked in the past. In-person conference attendance was halted in 2020 due to COVID-19 restrictions.						

<b>Tactical Code</b>	<b>Tactic</b>
	Promote and support collaborators in attaining CEUs and professional development. Enhancing the reporting structures for reporting professional development including a new process for engaging professional attendance, including webinars, and other professional engagements. Potential incentive or monitoring structure to support collaborator engagement. Enhance the reporting table breakdown to reflect different collaborator population sets. Increased faculty engagement in professional development to maintain additional state license requirements. Currently enrolled in educational programs (terminal degrees) are exempt from this requirement.
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>
2.F.2	The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

### 3.3.2 Collaborator Additional Certifications

<b>Ownership</b>	<b>Last Update</b>
Collaborator Experience	08/25/2020
<b>Benchmark(s)</b>	<b>Statistics</b>
Benchmarks to be set based on historic data.	New reporting item for IEP.
<b>Sources</b>	<b>Narrative</b>
Collaborator Files	Additional certifications have not been tracked for College collaborators in the past.
<b>Tactical Code</b>	<b>Tactic</b>
	Utilizing the certifications, potential financial incentive, for tracking. Creating a process for annual review to capture the additional certifications. Developing a process for financial considerations and the overall attainment compensations. Defining the framework for relevancy of the certification to work at NC.
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>
2.F.2	The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

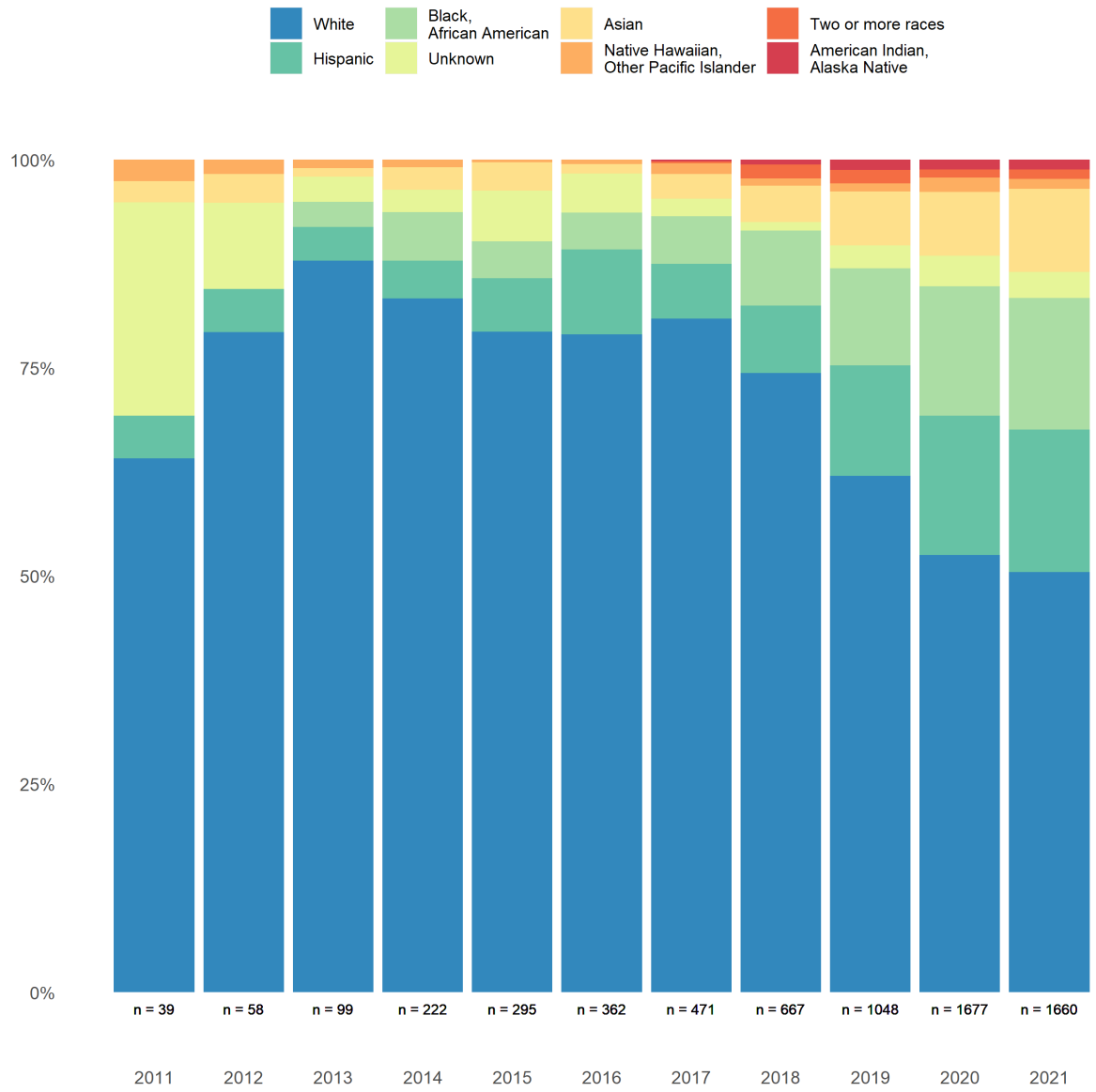


## 4. Serve Diverse Communities

### 4.1 Learner Demographics

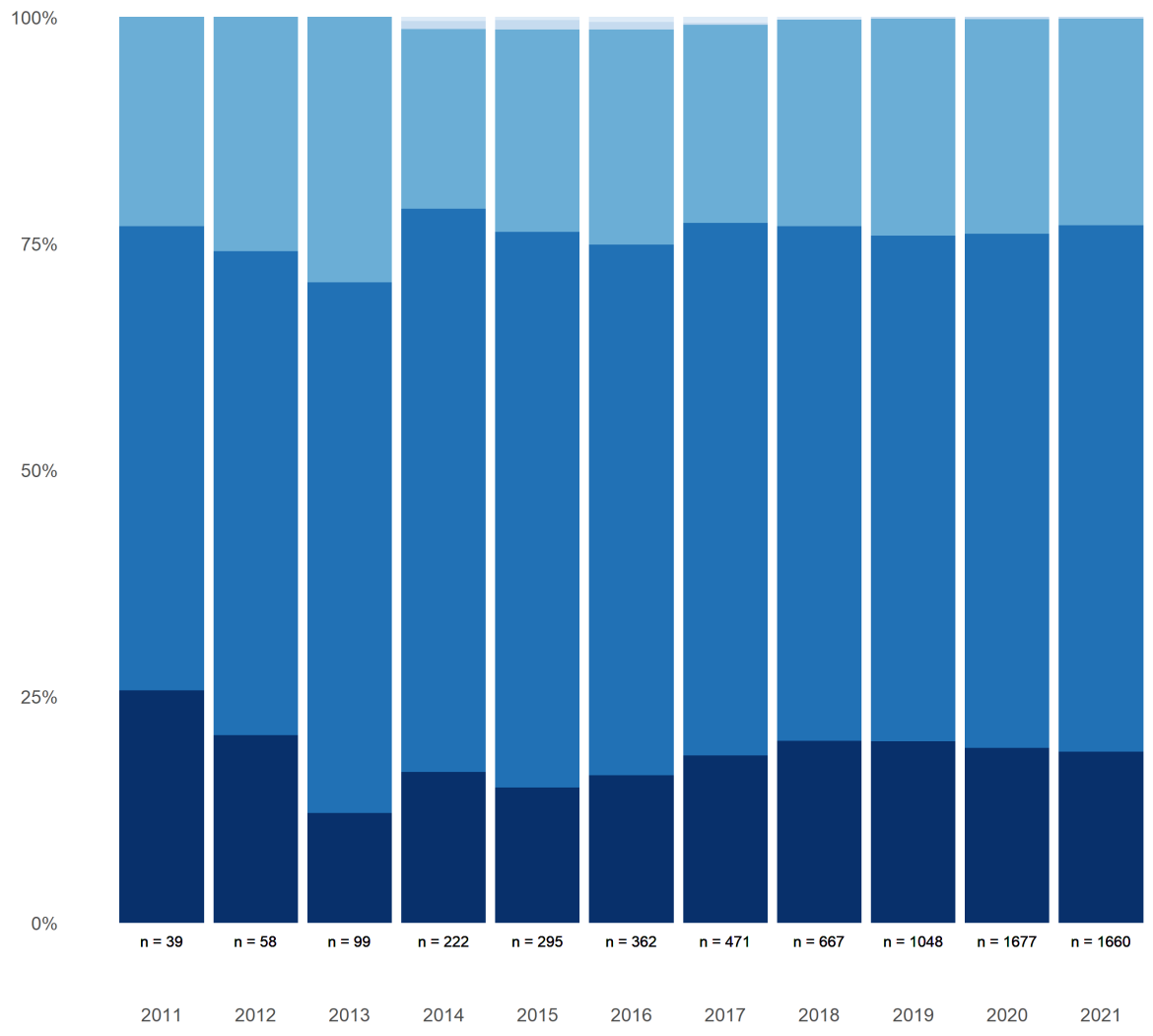
Ownership	Last Update																																																												
Institutional Analytics and Effectiveness	2/2/2021																																																												
Benchmark(s)	Statistics																																																												
<p>No benchmark set. Currently evaluating the population set against communities we serve to evaluate how reflective we are of the populations.</p>	<p style="text-align: center;"><b>Learner Demographics - Gender</b></p> <p>Legend: Female (Dark Blue), Male (Medium Blue), Additional/Unknown (Light Blue)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>n</th> <th>Female (%)</th> <th>Male (%)</th> <th>Additional/Unknown (%)</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>39</td> <td>72</td> <td>28</td> <td>0</td> </tr> <tr> <td>2012</td> <td>58</td> <td>76</td> <td>24</td> <td>0</td> </tr> <tr> <td>2013</td> <td>99</td> <td>82</td> <td>18</td> <td>0</td> </tr> <tr> <td>2014</td> <td>222</td> <td>84</td> <td>16</td> <td>0</td> </tr> <tr> <td>2015</td> <td>295</td> <td>83</td> <td>17</td> <td>0</td> </tr> <tr> <td>2016</td> <td>362</td> <td>86</td> <td>14</td> <td>0</td> </tr> <tr> <td>2017</td> <td>471</td> <td>88</td> <td>12</td> <td>0</td> </tr> <tr> <td>2018</td> <td>667</td> <td>89</td> <td>11</td> <td>0</td> </tr> <tr> <td>2019</td> <td>1048</td> <td>87</td> <td>13</td> <td>0</td> </tr> <tr> <td>2020</td> <td>1677</td> <td>88</td> <td>12</td> <td>0</td> </tr> <tr> <td>2021</td> <td>1660</td> <td>88</td> <td>12</td> <td>0</td> </tr> </tbody> </table>	Year	n	Female (%)	Male (%)	Additional/Unknown (%)	2011	39	72	28	0	2012	58	76	24	0	2013	99	82	18	0	2014	222	84	16	0	2015	295	83	17	0	2016	362	86	14	0	2017	471	88	12	0	2018	667	89	11	0	2019	1048	87	13	0	2020	1677	88	12	0	2021	1660	88	12	0
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## Learner Demographics - Race

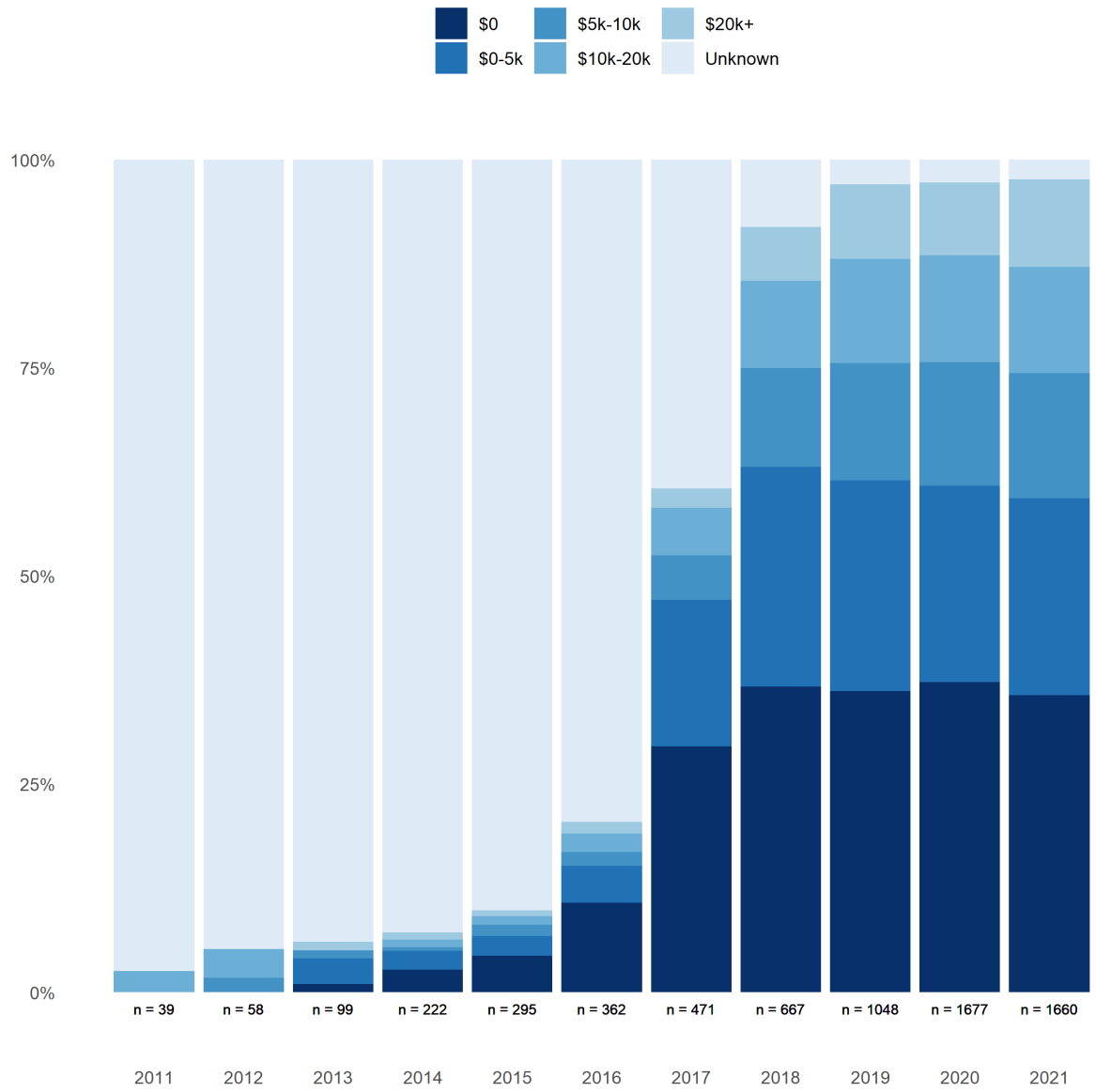


### Learner Demographics - Age

40 and Above 25-39 18-24 Under 18 Unknown



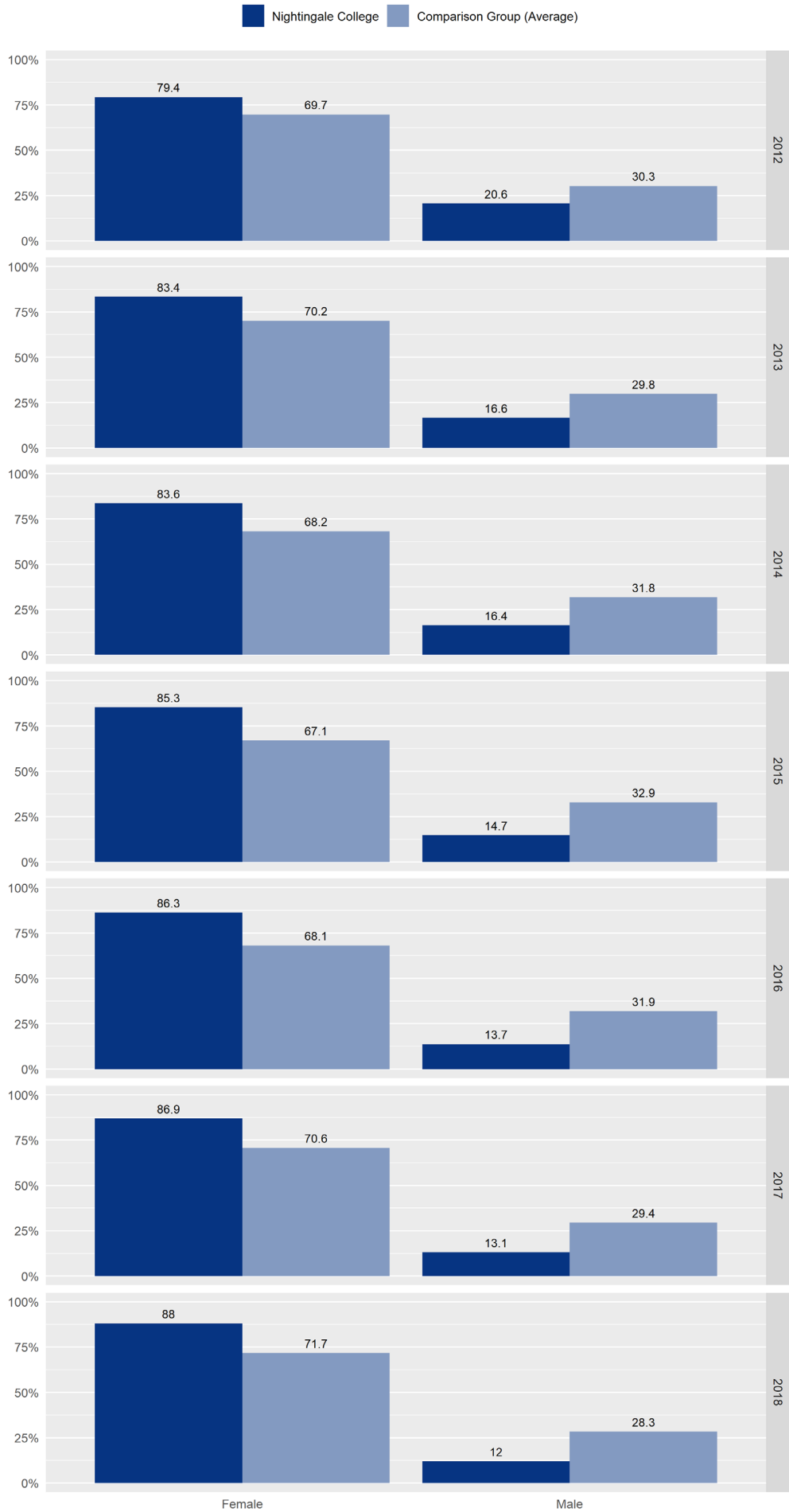
## Learner Demographics - EFC



### Comparisons

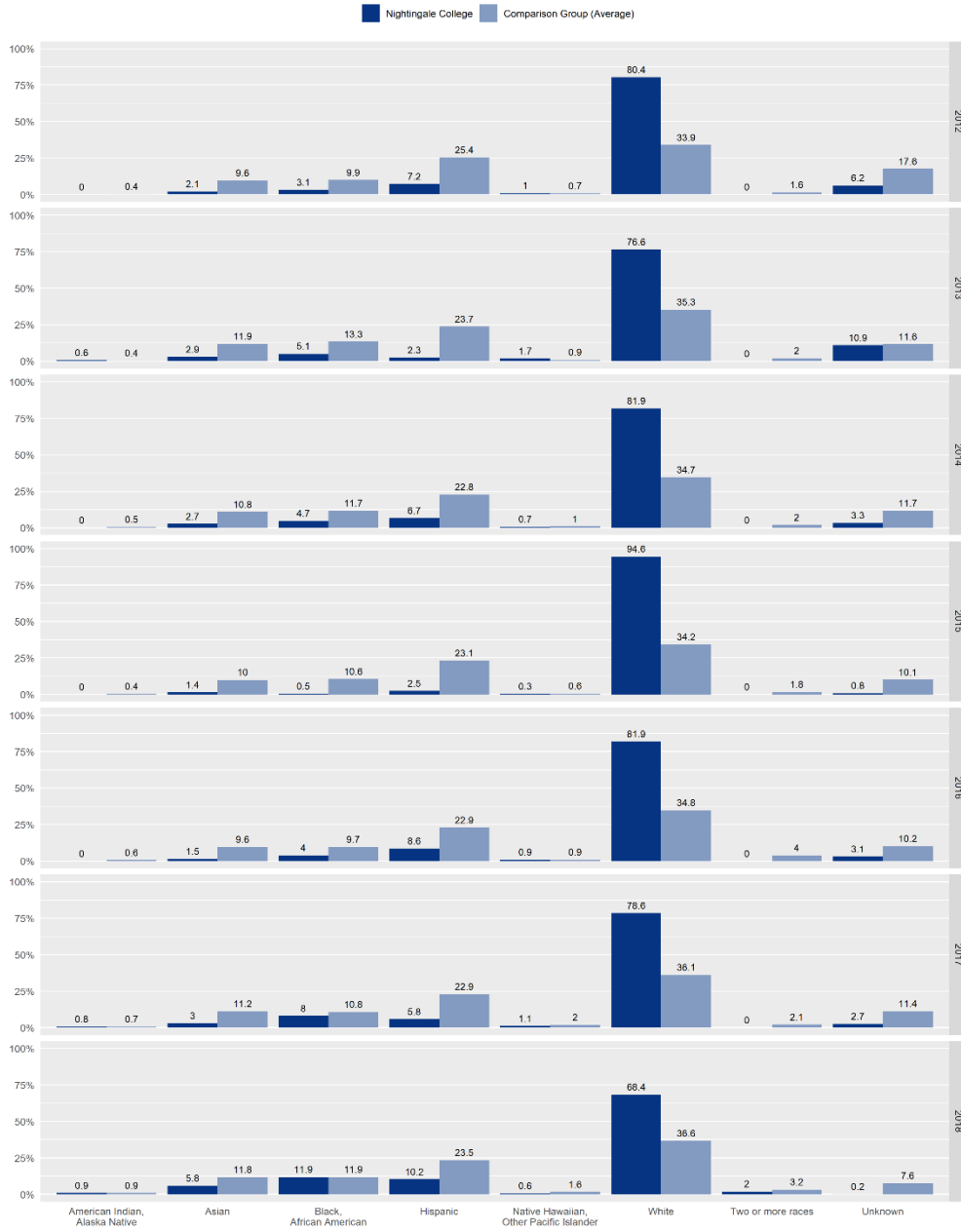
*\*comparisons updated on a yearly basis as new IPEDS and/or external reports become available*

**Demographics - Gender**  
 Proportions of Total Enrollment, per Year



Source: IPEDS

Demographics - Ethnicity  
Proportions of Total Enrollment, per Year



Source: IPEDS

**Sources**

IPEDS

**Narrative**

Table 1 highlights Nightingale College’s learner population by gender while table 5 compares total enrollment numbers by gender to the comparable institutions’ data. The population totals for female-identified learners come close to balancing with comparable institutions, while the population of male-identified learners continues to lag as of 2018. This is due, in part, to the diversity of program offerings at the comparable peer institutions versus the single-purpose offerings of the College.

Table 2 highlights Nightingale College’s learner population by race while table 6 compares the total enrollment based on ethnicity to the comparable institutions’ average. While showing a predominately white population, much of the enrollment was initially focused in the intermountain west and rural communities, which carries a predominately white population. The College’s population set shows a more diverse population than the demographics of the

	<p>states we served at those times, and trending along the populations of comparable institutions. The growth of the College has led to a more diverse learner population in recent years.</p> <p>Table 3 demonstrates Nightingale College’s learner population by age and Table 4 shows the learner population by Estimate Family Contribution. EFC data collection has improved greatly in the past couple of years, and both age and EFC demographics remain stable year over year.</p>
<b>Tactical Code</b>	<b>Tactic</b>
	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.
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>
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).

#### 4.2 Alumni Work Placement Settings

<b>Ownership</b>	<b>Last Update</b>												
LCAS	January 20, 2021												
<b>Benchmark(s)</b>	<b>Statistics</b>												
Accreditation standard is 70%	<table border="1"> <thead> <tr> <th></th> <th>ADN</th> <th>RN-BSN</th> <th>BSN</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>72.00%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>2018-2019</td> <td>76.30%</td> <td>100%</td> <td>N/A</td> </tr> </tbody> </table>		ADN	RN-BSN	BSN	2019-2020	72.00%	100%	100%	2018-2019	76.30%	100%	N/A
		ADN	RN-BSN	BSN									
	2019-2020	72.00%	100%	100%									
	2018-2019	76.30%	100%	N/A									
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.													
The data are collected and reported 6 months after the close of the academic year (June 30 <sup>th</sup> ) annually.													
<b>Sources</b>	<b>Narrative</b>												
Survey	<p>The Learner, Career, and Alumni 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. LCAS also assists with resume and cover letter preparation as well as interviewing skills.</p> <p>LCAS 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. LCAS 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>												
<b>Tactical Code</b>	<b>Tactic</b>												
	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.												
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>												

No directly applicable standard.

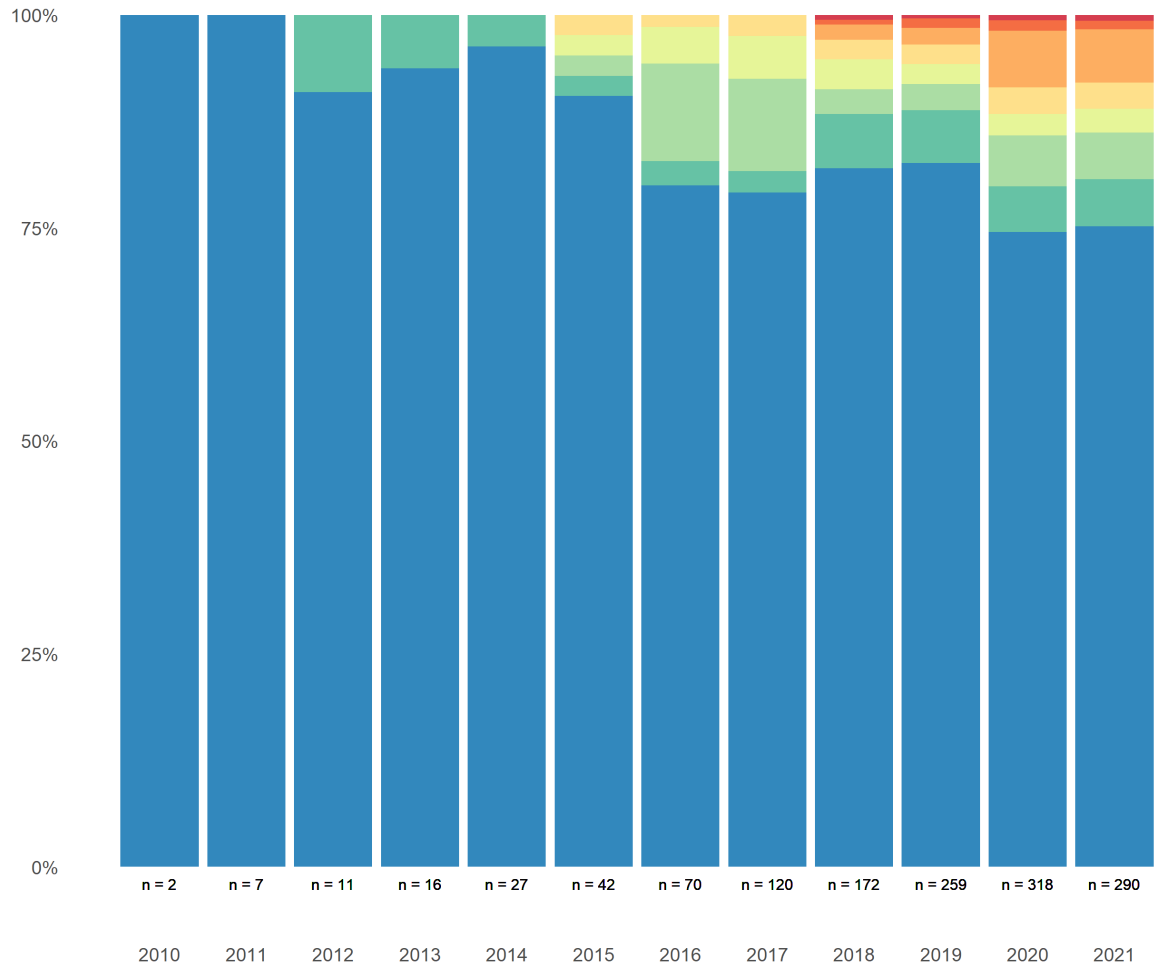
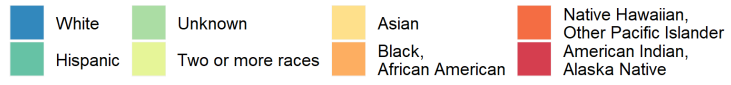
### 4.3 Collaborator Demographics

Ownership	Last Update																																																																	
Collaborator Experience	2/2/2021																																																																	
Benchmark(s)	Statistics																																																																	
<p>No specific benchmark set, but it is being tracked to ensure we are inclusive of a larger collaborator pool.</p> <p>Consider <a href="#">CUPA</a></p>	<p>Collaborator Demographics</p> <p>Gender</p> <table border="1"> <caption>Collaborator Demographics by Gender (Estimated Data)</caption> <thead> <tr> <th>Year</th> <th>n</th> <th>Female (%)</th> <th>Male (%)</th> <th>Additional/Unknown (%)</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>2</td> <td>50</td> <td>50</td> <td>0</td> </tr> <tr> <td>2011</td> <td>7</td> <td>71</td> <td>29</td> <td>0</td> </tr> <tr> <td>2012</td> <td>11</td> <td>73</td> <td>27</td> <td>0</td> </tr> <tr> <td>2013</td> <td>16</td> <td>75</td> <td>25</td> <td>0</td> </tr> <tr> <td>2014</td> <td>27</td> <td>67</td> <td>33</td> <td>0</td> </tr> <tr> <td>2015</td> <td>42</td> <td>70</td> <td>30</td> <td>0</td> </tr> <tr> <td>2016</td> <td>70</td> <td>77</td> <td>23</td> <td>0</td> </tr> <tr> <td>2017</td> <td>120</td> <td>83</td> <td>17</td> <td>0</td> </tr> <tr> <td>2018</td> <td>172</td> <td>80</td> <td>20</td> <td>0</td> </tr> <tr> <td>2019</td> <td>259</td> <td>78</td> <td>22</td> <td>0</td> </tr> <tr> <td>2020</td> <td>318</td> <td>76</td> <td>24</td> <td>0</td> </tr> <tr> <td>2021</td> <td>290</td> <td>76</td> <td>24</td> <td>0</td> </tr> </tbody> </table>	Year	n	Female (%)	Male (%)	Additional/Unknown (%)	2010	2	50	50	0	2011	7	71	29	0	2012	11	73	27	0	2013	16	75	25	0	2014	27	67	33	0	2015	42	70	30	0	2016	70	77	23	0	2017	120	83	17	0	2018	172	80	20	0	2019	259	78	22	0	2020	318	76	24	0	2021	290	76	24	0
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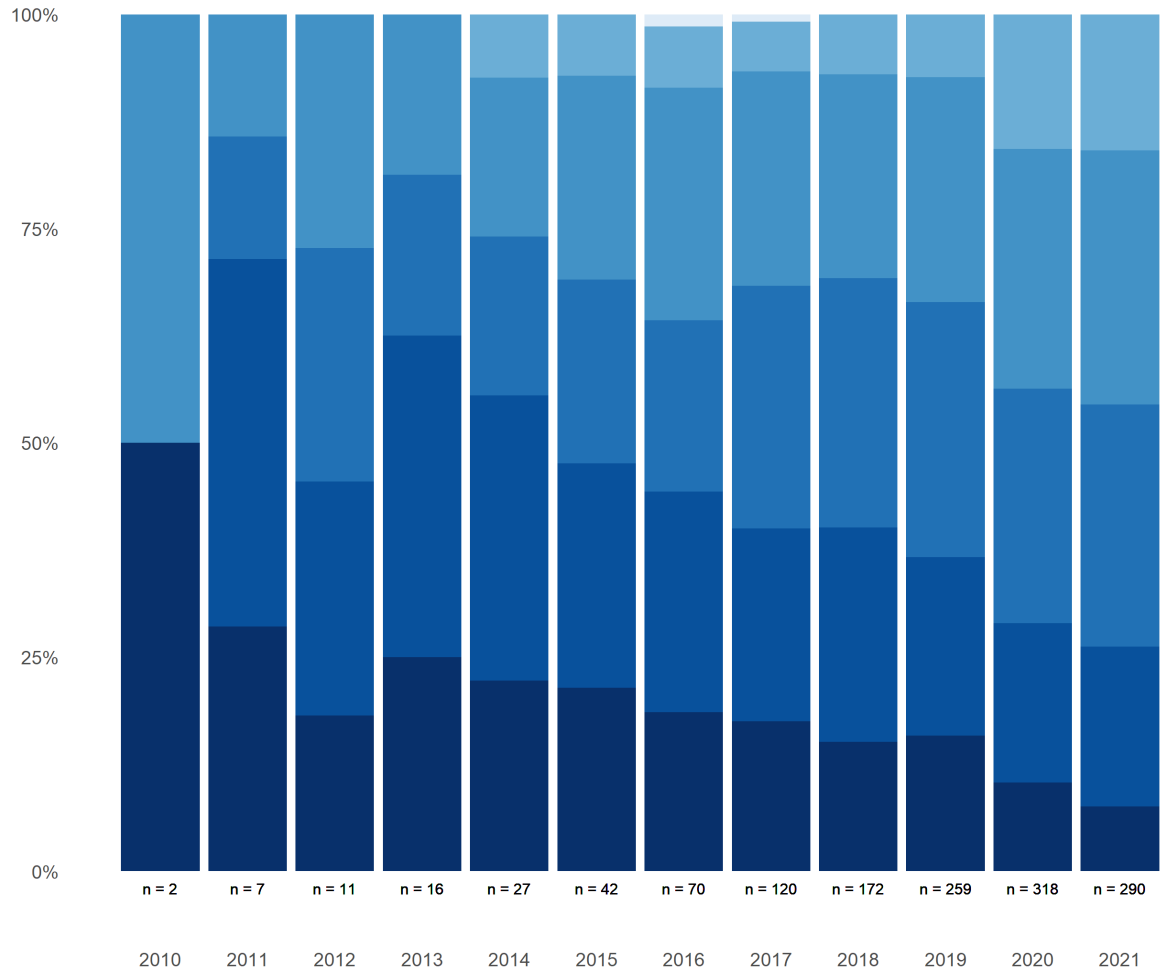
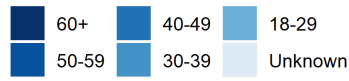
# Collaborator Demographics

## Race



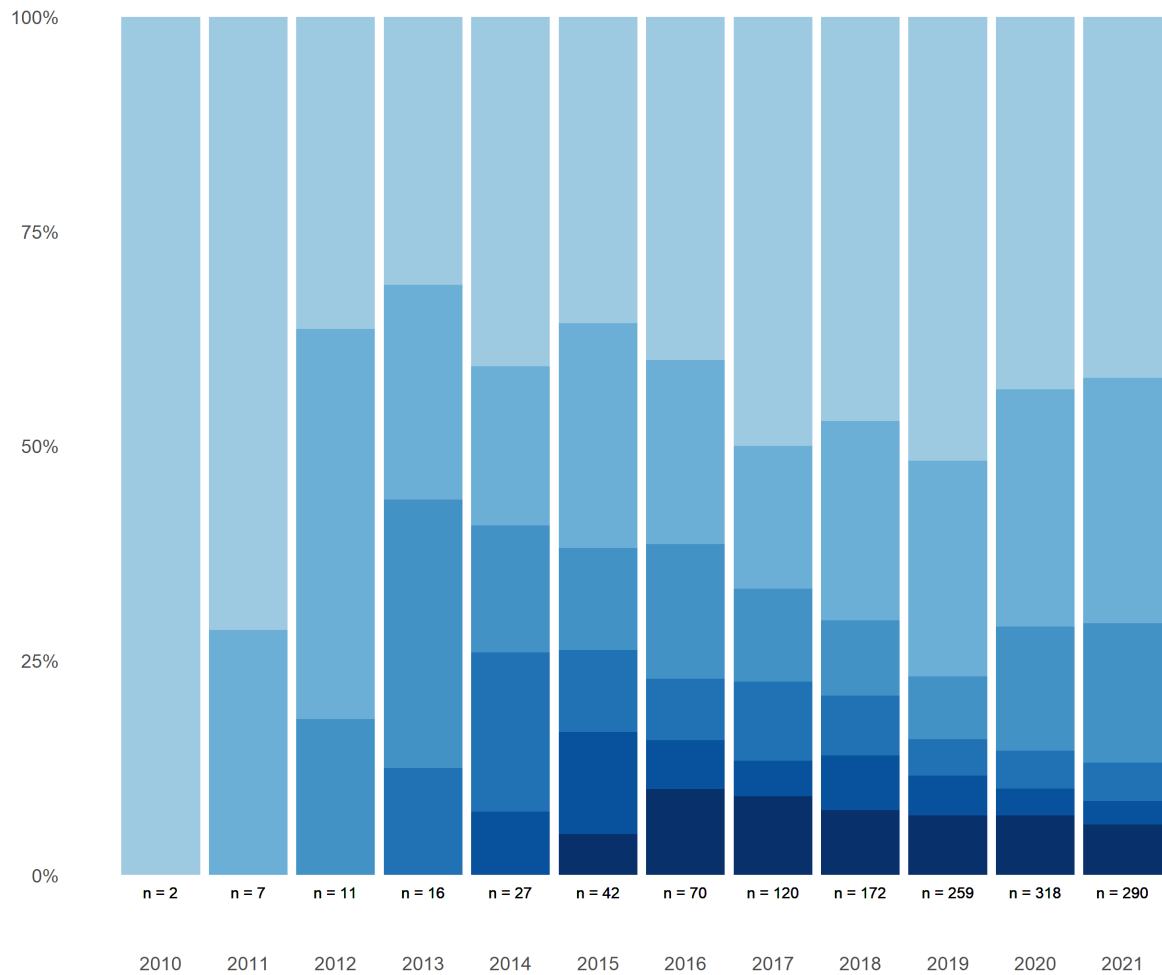
# Collaborator Demographics

Age



### Collaborator Demographics

Years of Service



<b>Sources</b>	<b>Narrative</b>
Employee Files	Tables above are broken down by age, gender, and ethnicity by year. Following the year over year growth and change demonstrates a wider diversification of the collaborator population. These metrics also reflect a wider population of collaborators hired beyond the intermountain west where the population reflects a wider diversity in general. While these numbers have no specific metric for targeting specific diverse population sets, the tracking here allows us to ensure a lower rate of homogeneity as we continue to scale for growth. These tables reflect that awareness to ensure increased diversification of our collaborator population sets.
<b>Tactical Code</b>	<b>Tactic</b>
	The College will continue to seek opportunities to diversify its workforce and create an inclusive environment for all collaborators. Looking to break out the metrics into Nursing Faculty, General Education Faculty, direct learner facing functions, and College Staff.
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>

2.F.3	Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.
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#### 4.5 Advisory Boards and Committees

Ownership	Last Update								
Curriculum	1/20/21								
Benchmark(s)	Statistics								
<p>Representatives and partnerships from nursing education, industry stakeholders, specialty organizations, current learners and alumni which represent diverse Communities of Interest (race, ethnicities, cultures, multiple education program levels),</p>	<p>Current 2021 Advisory Board Membership Groups</p> <table border="1" data-bbox="483 762 1513 835"> <thead> <tr> <th data-bbox="483 762 760 800">Internal members</th> <th data-bbox="760 762 1036 800">External Members</th> <th data-bbox="1036 762 1279 800">Alumni</th> <th data-bbox="1279 762 1513 800">Learners</th> </tr> </thead> <tbody> <tr> <td data-bbox="483 800 760 835">10</td> <td data-bbox="760 800 1036 835">18</td> <td data-bbox="1036 800 1279 835">4</td> <td data-bbox="1279 800 1513 835">4</td> </tr> </tbody> </table> <p>The next Advisory Board meeting will be held in February 2021. The advisory board members will discuss a survey about microcredentials and areas of need for these additional certifications.</p> <p>The College Partnerships function engages with the Nursing Education Services and Curriculum functions and the Nightingale Network to recruit board members from various communities of interest. As the board continues to grow, we are looking to form subcommittees and ad hoc groups, in addition to the regular biannual meetings, to encourage active participation, collaboration and innovation for course and program development.</p> <p>College committees are structured to allow for a broad-based, cross-functional collaboration thus fostering differing points of view and opinions. The college's Diversity, Inclusion, and Belonging (DIB) Committee regularly reviews the College's academic and cultural environment, provide recommendations and support to ensure the curriculum, and larger community reflect the inclusive environment the College seeks to achieve, both to support the diversification of the nursing profession and the stated mission of the College. The DIB committee reviews the board membership to ensure diverse representation of the Academic Advisory Board.</p>	Internal members	External Members	Alumni	Learners	10	18	4	4
Internal members	External Members	Alumni	Learners						
10	18	4	4						
Sources	Narrative								
Advisory Board Minutes	<p>Distance Learning and Nursing experts from academia and industry, provide guidance for curriculum; advise in program and course development efforts; advise of new programs for development; and contribute to the development of program competencies to be in line with the demands of today's employers. To ensure the most effective programs and current informational delivery, a diverse cross section is necessary for the advisory board. The table above shows the current composition of the board listed by the group they help to represent on that board. We regularly review the board composition and consider new perspectives to provide the broad-based perspectives imperative to our continued success.</p>								

Tactical Code	Tactic
	To ensure a cross section of voices from communities of interest, locations, settings, and stakeholders we are looking to do more direct outreach to additional communities, partners, and nursing professional interest groups. Breakdown of the membership by geography, setting type, and other demographic groups (gender, race, ethnicity)
NWCCU Standard	NWCCU Standard Description
1.B.3	The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

## 5. Viability and Sustainability

### 5.1 Financial Viability, Cash, and Operating Capital

<b>Ownership</b>	<b>Last Update</b>																																									
Finance	01/21/2021																																									
<b>Benchmark(s)</b>	<b>Statistics</b>																																									
Positive net income, Composite Score 1.5 or above, positive cash flow, 90/10 below 85%	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="6">YEAR</th> </tr> <tr> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Net Income</td> <td>Positive</td> <td>Positive</td> <td>Positive</td> <td>Positive</td> <td>Positive</td> <td>Positive</td> </tr> <tr> <td>Composite Score</td> <td>1.5</td> <td>2.4</td> <td>2.9</td> <td>2.9</td> <td>1.6</td> <td>2.9*</td> </tr> <tr> <td>Cash Flow</td> <td>Positive</td> <td>Positive</td> <td>Positive</td> <td>Positive</td> <td>Positive</td> <td>Positive</td> </tr> <tr> <td>90/10</td> <td>59.30%</td> <td>64.30%</td> <td>69.40%</td> <td>66.96%</td> <td>77.18%</td> <td>TBD</td> </tr> </tbody> </table> <p>*preaudit calculation</p>		YEAR						2015	2016	2017	2018	2019	2020	Net Income	Positive	Positive	Positive	Positive	Positive	Positive	Composite Score	1.5	2.4	2.9	2.9	1.6	2.9*	Cash Flow	Positive	Positive	Positive	Positive	Positive	Positive	90/10	59.30%	64.30%	69.40%	66.96%	77.18%	TBD
	YEAR																																									
	2015	2016	2017	2018	2019	2020																																				
Net Income	Positive	Positive	Positive	Positive	Positive	Positive																																				
Composite Score	1.5	2.4	2.9	2.9	1.6	2.9*																																				
Cash Flow	Positive	Positive	Positive	Positive	Positive	Positive																																				
90/10	59.30%	64.30%	69.40%	66.96%	77.18%	TBD																																				
<b>Sources</b>	<b>Narrative</b>																																									
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.</p>																																									
<b>Tactical Code</b>	<b>Tactic</b>																																									
	Operationalized.																																									
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>																																									
2.E.1	The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.																																									

### 5.2 Revenue Scale and Population

<b>Ownership</b>	<b>Last Update</b>																			
Finance	1/21/2021																			
<b>Benchmark(s)</b>	<b>Statistics</b>																			
Cash flow positive covering projected growth and current operations.	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">2020</th> </tr> <tr> <th>Spring</th> <th>Summer</th> <th>Fall</th> </tr> </thead> <tbody> <tr> <td>Cash collected as % of revenue</td> <td>88.12%</td> <td>87.68%</td> <td>92.37%</td> </tr> <tr> <td>Learner population</td> <td>911</td> <td>1072</td> <td>1330</td> </tr> <tr> <td>Operational Cash Flow Positive</td> <td>YES</td> <td>YES</td> <td>YES</td> </tr> </tbody> </table> <p>See also statistics in sections 5.1 and 6.2</p>		2020			Spring	Summer	Fall	Cash collected as % of revenue	88.12%	87.68%	92.37%	Learner population	911	1072	1330	Operational Cash Flow Positive	YES	YES	YES
	2020																			
	Spring	Summer	Fall																	
Cash collected as % of revenue	88.12%	87.68%	92.37%																	
Learner population	911	1072	1330																	
Operational Cash Flow Positive	YES	YES	YES																	
<b>Sources</b>	<b>Narrative</b>																			
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>																			

<b>Tactical Code</b>	<b>Tactic</b>
	Currently operationalized.
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>
2.E.1	The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

## 6. Risk Assessment Include internal and external audits.

### 6.1 External Audits

<b>Ownership</b>	<b>Last Update</b>																																									
Finance	1/21/2021																																									
<b>Benchmark(s)</b>	<b>Statistics</b>																																									
Unqualified opinions. No material adjustments, no material weaknesses. Title IV question costs below 0.1%. No repeat Findings.	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="5">YEAR</th> </tr> <tr> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Unqualified Opinion</td> <td>YES</td> <td>YES</td> <td>YES</td> <td>YES</td> <td>YES</td> </tr> <tr> <td>Material Adjustments</td> <td>NO</td> <td>NO</td> <td>NO</td> <td>NO</td> <td>NO</td> </tr> <tr> <td>Material Weaknesses</td> <td>NO</td> <td>NO</td> <td>NO</td> <td>NO</td> <td>NO</td> </tr> <tr> <td>Questioned Costs &lt;0.1%</td> <td>YES</td> <td>YES</td> <td>YES</td> <td>YES</td> <td>YES</td> </tr> <tr> <td>Repeat Findings</td> <td>NO</td> <td>YES</td> <td>YES</td> <td>YES</td> <td>YES</td> </tr> </tbody> </table>		YEAR					2015	2016	2017	2018	2019	Unqualified Opinion	YES	YES	YES	YES	YES	Material Adjustments	NO	NO	NO	NO	NO	Material Weaknesses	NO	NO	NO	NO	NO	Questioned Costs <0.1%	YES	YES	YES	YES	YES	Repeat Findings	NO	YES	YES	YES	YES
	YEAR																																									
	2015	2016	2017	2018	2019																																					
Unqualified Opinion	YES	YES	YES	YES	YES																																					
Material Adjustments	NO	NO	NO	NO	NO																																					
Material Weaknesses	NO	NO	NO	NO	NO																																					
Questioned Costs <0.1%	YES	YES	YES	YES	YES																																					
Repeat Findings	NO	YES	YES	YES	YES																																					
<b>Sources</b>	<b>Narrative</b>																																									
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.																																									
<b>Tactical Code</b>	<b>Tactic</b>																																									
	To bring all external audit findings to the benchmark.																																									
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>																																									
2.E.1	The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.																																									

### 6.2 Internal Audits

<b>Ownership</b>	<b>Last Update</b>																																			
Finance	1/21/2021																																			
<b>Benchmark(s)</b>	<b>Statistics</b>																																			
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.	<table border="1"> <thead> <tr> <th rowspan="2">Budget to Actual Performance</th> <th colspan="5">YEAR</th> </tr> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Revenue</td> <td>Unfavorable</td> <td>Unfavorable</td> <td>Unfavorable</td> <td>Unfavorable</td> <td>Favorable</td> </tr> <tr> <td>Operating Expenses</td> <td>Favorable</td> <td>Unfavorable</td> <td>Favorable</td> <td>Favorable</td> <td>Favorable</td> </tr> <tr> <td>EBITDA</td> <td>Unfavorable</td> <td>Unfavorable</td> <td>Unfavorable</td> <td>Unfavorable</td> <td>Favorable</td> </tr> <tr> <td>Net Income</td> <td>Unfavorable</td> <td>Unfavorable</td> <td>Unfavorable</td> <td>Unfavorable</td> <td>Favorable</td> </tr> </tbody> </table> <p>See also statistics in section 5.1 above</p>	Budget to Actual Performance	YEAR					2016	2017	2018	2019	2020	Revenue	Unfavorable	Unfavorable	Unfavorable	Unfavorable	Favorable	Operating Expenses	Favorable	Unfavorable	Favorable	Favorable	Favorable	EBITDA	Unfavorable	Unfavorable	Unfavorable	Unfavorable	Favorable	Net Income	Unfavorable	Unfavorable	Unfavorable	Unfavorable	Favorable
Budget to Actual Performance	YEAR																																			
	2016	2017	2018	2019	2020																															
Revenue	Unfavorable	Unfavorable	Unfavorable	Unfavorable	Favorable																															
Operating Expenses	Favorable	Unfavorable	Favorable	Favorable	Favorable																															
EBITDA	Unfavorable	Unfavorable	Unfavorable	Unfavorable	Favorable																															
Net Income	Unfavorable	Unfavorable	Unfavorable	Unfavorable	Favorable																															
<b>Sources</b>	<b>Narrative</b>																																			

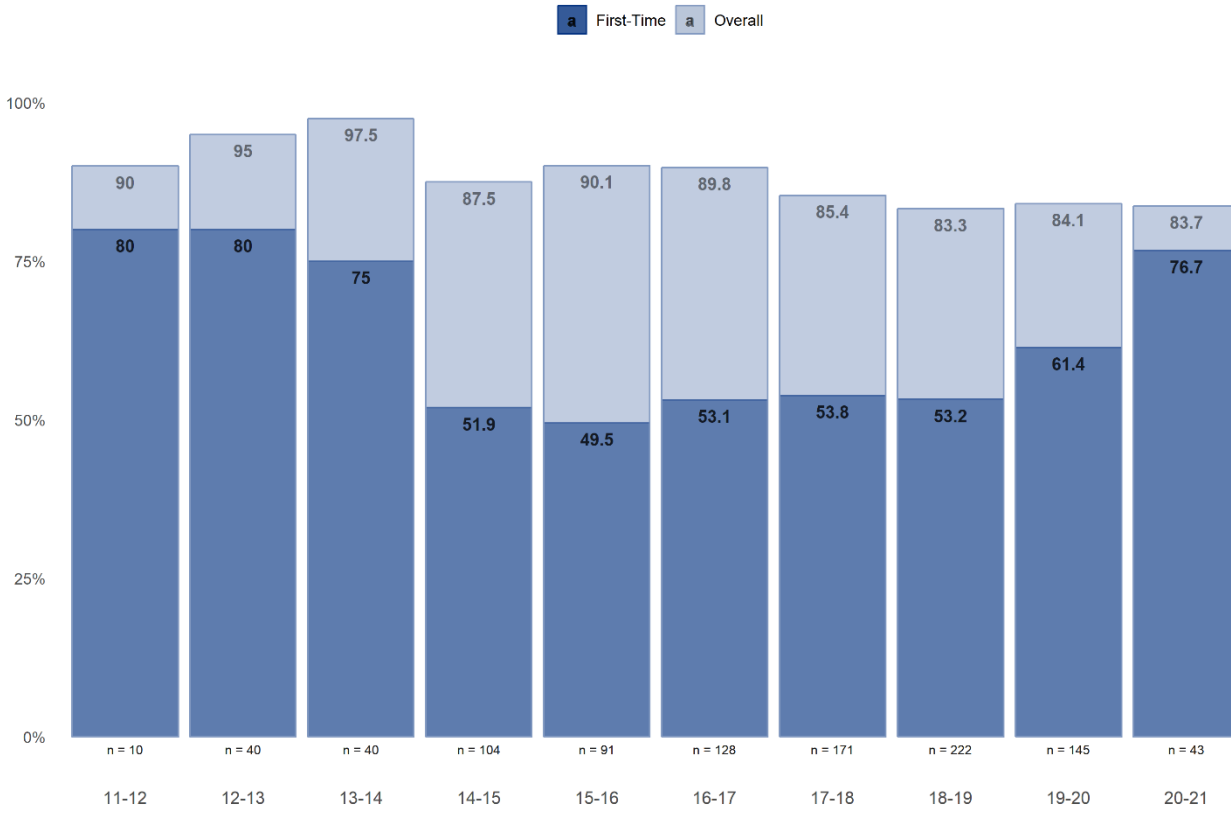
Internal Reporting	The College routinely reviews the financial data for accuracy on a monthly, quarterly, and yearly basis. These reviews include a review by the controller and CFO of the balance sheet, income statement, cash flow, comparisons to the approved budget. These internal audits and reviews are used to assess the effectiveness and accuracy of the processes and procedures around financial reporting and are adjusted based on these findings.
<b>Tactical Code</b>	<b>Tactic</b>
	To bring all frames into favorable status.
<b>NWCCU Standard</b>	<b>NWCCU Standard Description</b>
2.E.1	The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.



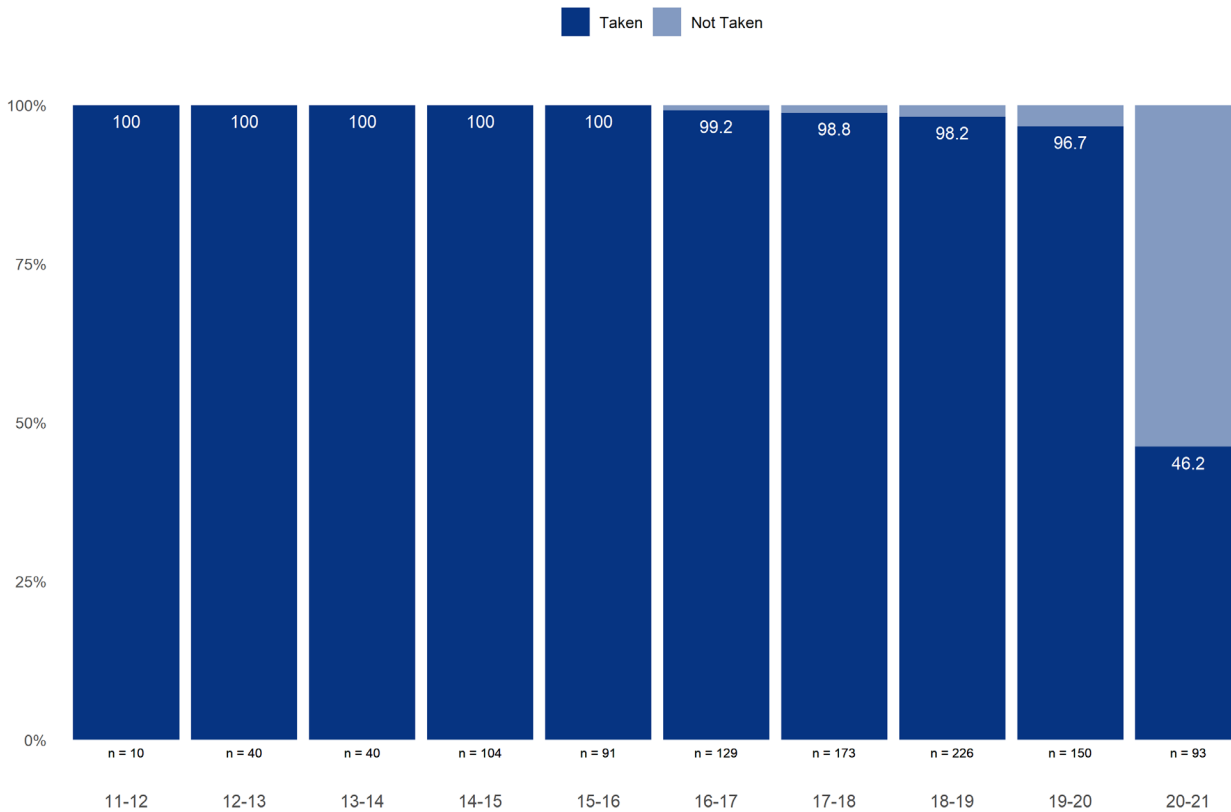
# Appendix

## 1.2.1 Alumni Licensure Overall

### NCLEX-RN Pass Rates ADN



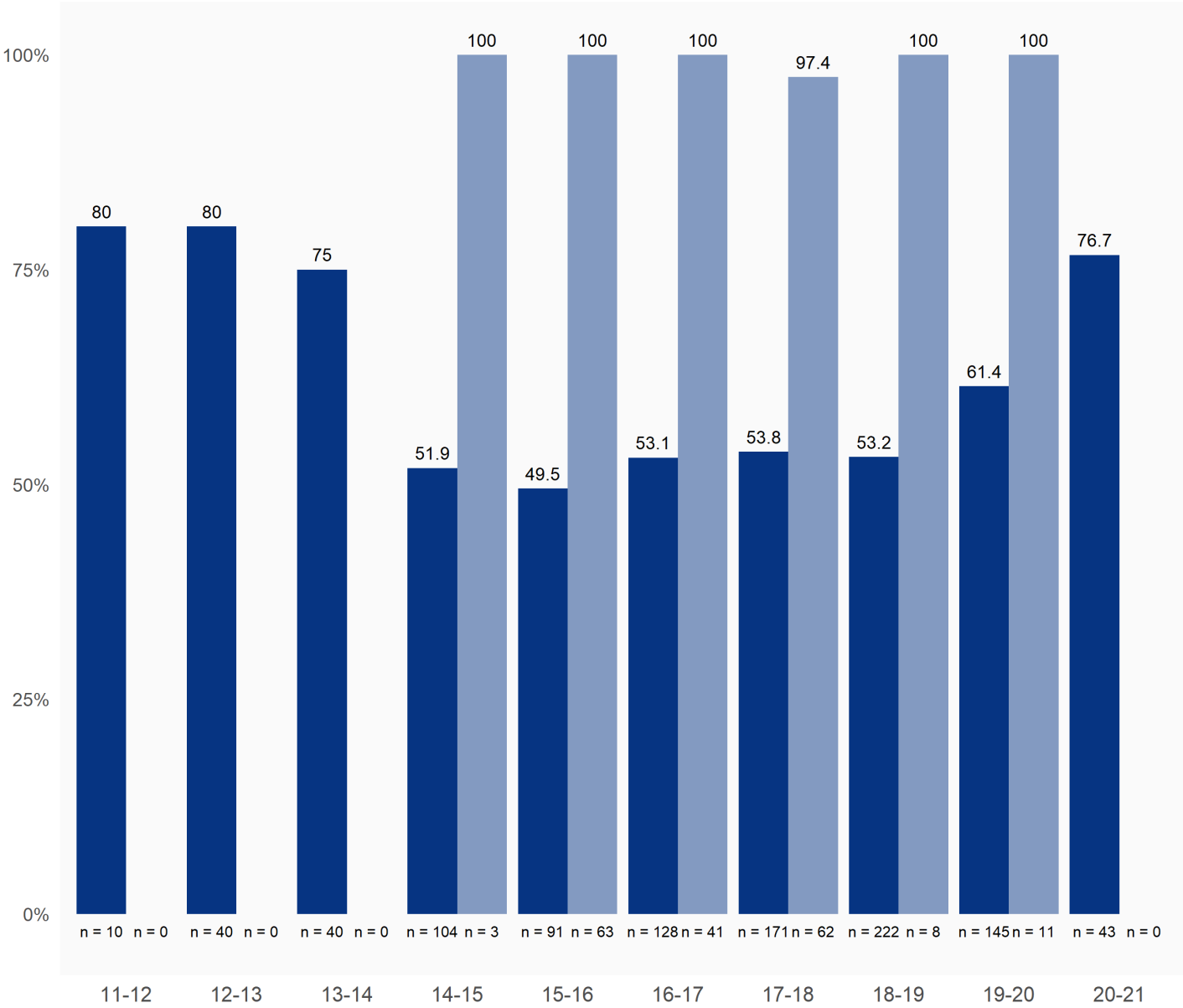
### NCLEX-RN Taken Rate ADN



# NCLEX-RN First-Time Pass Rate

ADN

■ Nightingale College ■ Comparison Group (Average)



Sources: Internal, Comparison School Disclosures