NIGHTINGALE
COLLEGE

Institutional Effectiveness Plan

Spring 2021

Nightingale College
Institutional Effectiveness Plan

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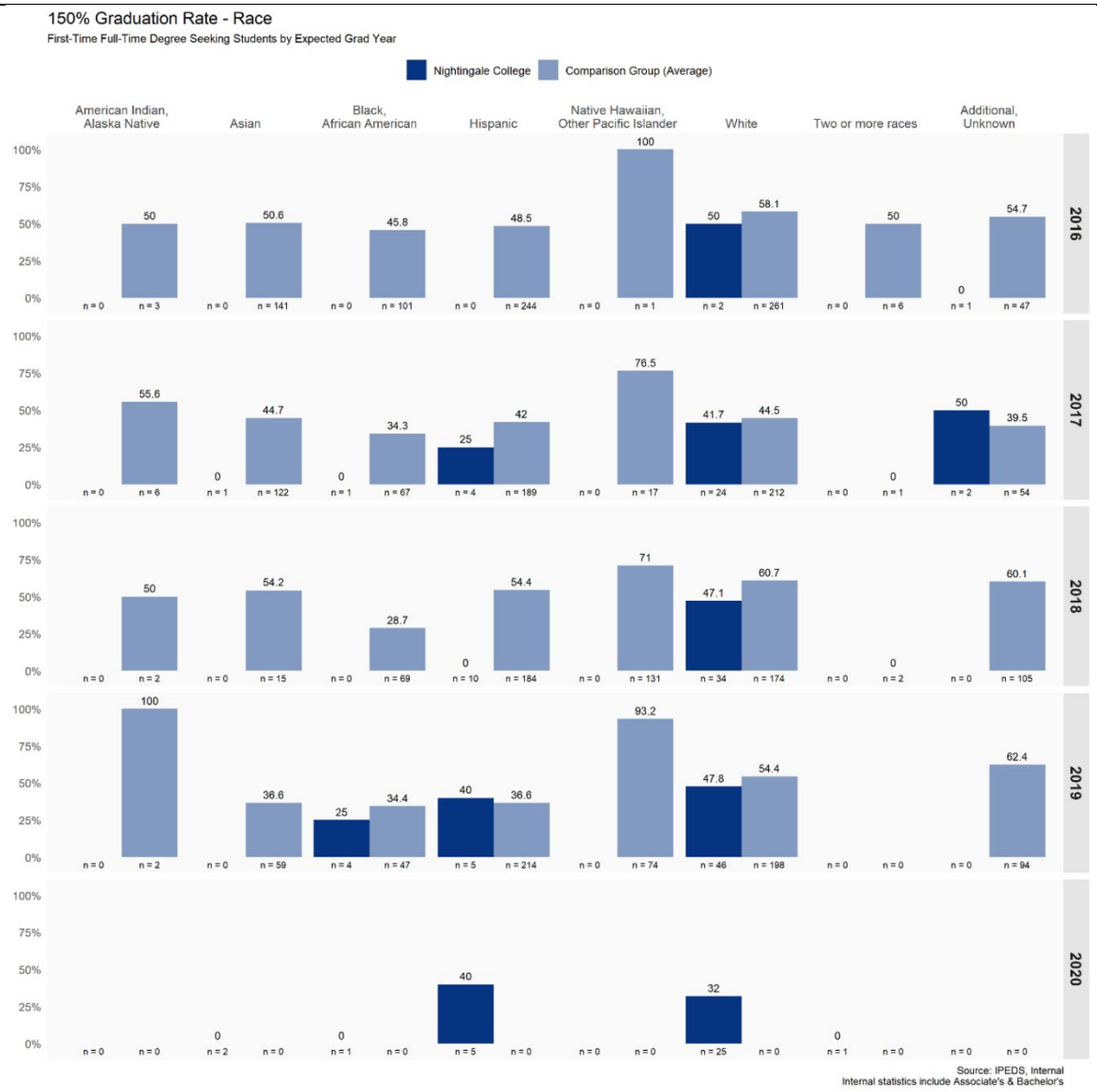
1. Facilitate Academic Achievement

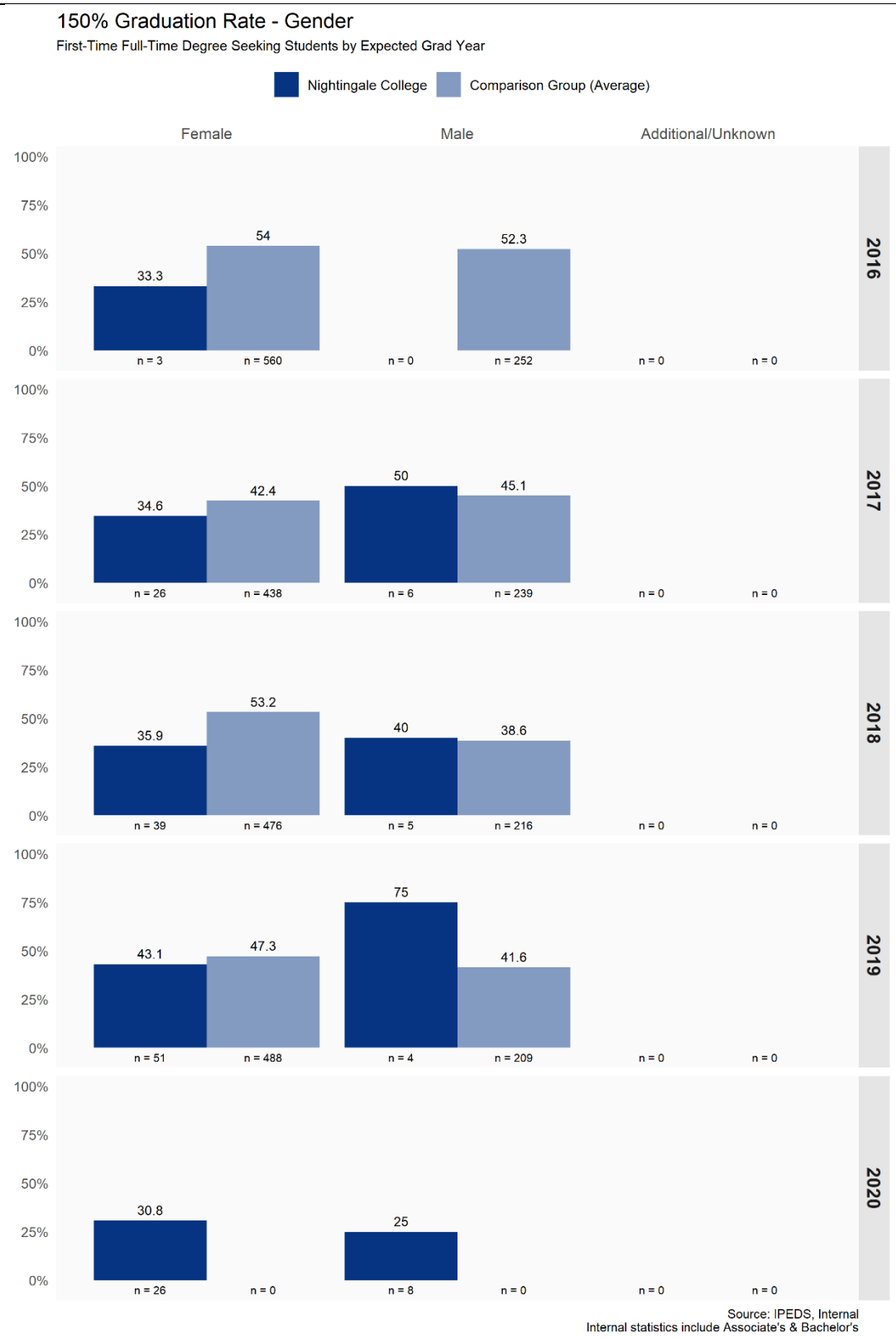
1.1.1 Learner Graduation Rate

Ownership	Last Update
Institutional Analytics and Effectiveness	5/17/2021
Benchmark(s)	**Statistics**
60% is currently set for graduation rates based on IPEDS data	

Program	MSN				PN				RNBSN			
Start Cohort	n	In Time	On Track	%	n	In Time	On Track	%	n	In Time	On Track	%
2014 Fall									1	0	0	0%
2015 Spring									5	2	0	40%
2015 Summer									6	2	0	33%
2016 Summer									2	0	0	0%
2016 Fall									2	1	0	50%
2017 Spring									3	3	0	100%
2017 Summer									1	0	0	0%
2017 Fall									11	5	0	45%
2018 Spring									6	3	0	50%
2018 Summer									3	1	0	33%
2018 Fall									5	5	0	100%
2019 Summer									5	4	0	80%
2019 Fall									6	4	0	67%
2020 Spring	1	0	1	100%					7	4	2	86%
2020 Summer	1	0	1	100%					3	1	0	33%
2020 Fall									3	0	0	0%
2021 Spring									4	0	2	50%
2021 Summer	1	0	1	100%	4	0	4	100%	1	0	1	100%
Total	**3**	**0**	**3**	**100%**	**4**	**0**	**4**	**100%**	**74**	**35**	**5**	**54%**

Program Start Cohort	ADN n	ADN In Time	ADN On Track	ADN %	BSN n	BSN In Time	BSN On Track	BSN %	Total n	Total In Time	Total On Track	Total %
2011 Summer	17	13	0	76%					**17**	**13**	**0**	**76%**
2011 Fall	20	18	0	90%					**20**	**18**	**0**	**90%**
2012 Spring	15	15	0	100%					**15**	**15**	**0**	**100%**
2012 Summer	6	6	0	100%					**6**	**6**	**0**	**100%**
2012 Fall	5	4	0	80%					**5**	**4**	**0**	**80%**
2013 Spring	16	13	0	81%					**16**	**13**	**0**	**81%**
2013 Summer	16	12	0	75%					**16**	**12**	**0**	**75%**
2013 Fall	42	40	0	95%					**42**	**40**	**0**	**95%**
2014 Spring	33	30	0	91%					**33**	**30**	**0**	**91%**
2014 Summer	50	45	0	90%					**50**	**45**	**0**	**90%**
2014 Fall	56	43	0	77%					**57**	**43**	**0**	**75%**
2015 Spring	55	37	0	67%					**60**	**39**	**0**	**65%**
2015 Summer	41	30	0	73%					**47**	**32**	**0**	**68%**
2015 Fall	60	33	0	55%					**60**	**33**	**0**	**55%**
2016 Spring	60	38	0	63%					**60**	**38**	**0**	**63%**
2016 Summer	66	43	0	65%					**68**	**43**	**0**	**63%**
2016 Fall	78	56	0	72%					**80**	**57**	**0**	**71%**
2017 Spring	56	42	0	75%					**59**	**45**	**0**	**76%**
2017 Summer	87	60	0	69%					**88**	**60**	**0**	**68%**
2017 Fall	109	67	0	61%	1	0	0	0%	**121**	**72**	**0**	**60%**
2018 Spring	97	72	0	74%	6	0	0	0%	**109**	**75**	**0**	**69%**
2018 Summer	118	87	0	74%	22	6	1	32%	**143**	**94**	**1**	**66%**
2018 Fall	77	43	0	56%	108	54	18	67%	**190**	**102**	**18**	**63%**
2019 Spring	36	29	0	81%	41	19	11	73%	**77**	**48**	**11**	**77%**
2019 Summer	29	24	0	83%	77	24	32	73%	**111**	**52**	**32**	**76%**
2019 Fall	41	31	0	76%	367	50	203	69%	**414**	**85**	**203**	**70%**
2020 Spring	4	3	0	75%	241	2	156	66%	**253**	**9**	**159**	**66%**
2020 Summer	1	0	0	0%	288	1	203	71%	**293**	**2**	**204**	**70%**
2020 Fall	2	1	0	50%	447	0	358	80%	**452**	**1**	**358**	**79%**
2021 Spring					476	0	423	89%	**480**	**0**	**425**	**89%**
2021 Summer					576	0	576	100%	**582**	**0**	**582**	**100%**
Total	**1293**	**935**	**0**	**72%**	**2650**	**156**	**1981**	**81%**	**4024**	**1126**	**1993**	**78%**


150% Graduation Rate - Race
First-Time Full-Time Degree Seeking Students by Expected Grad Year
Nightingale College
Comparison Group (Average)
American Indian, Alaska Native
Asian
Black, African American
Hispanic
Native Hawaiian, Other Pacific Islander
White
Two or more races
Additional, Unknown
2016
2017
2018
2019
2020
Source: IPEDS, Internal
Internal statistics include Associate's & Bachelor's



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, MSN, or PN programs 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**
Institutional Analytics and Effectiveness	5/17/2021
Benchmark (s)	**Statistics**

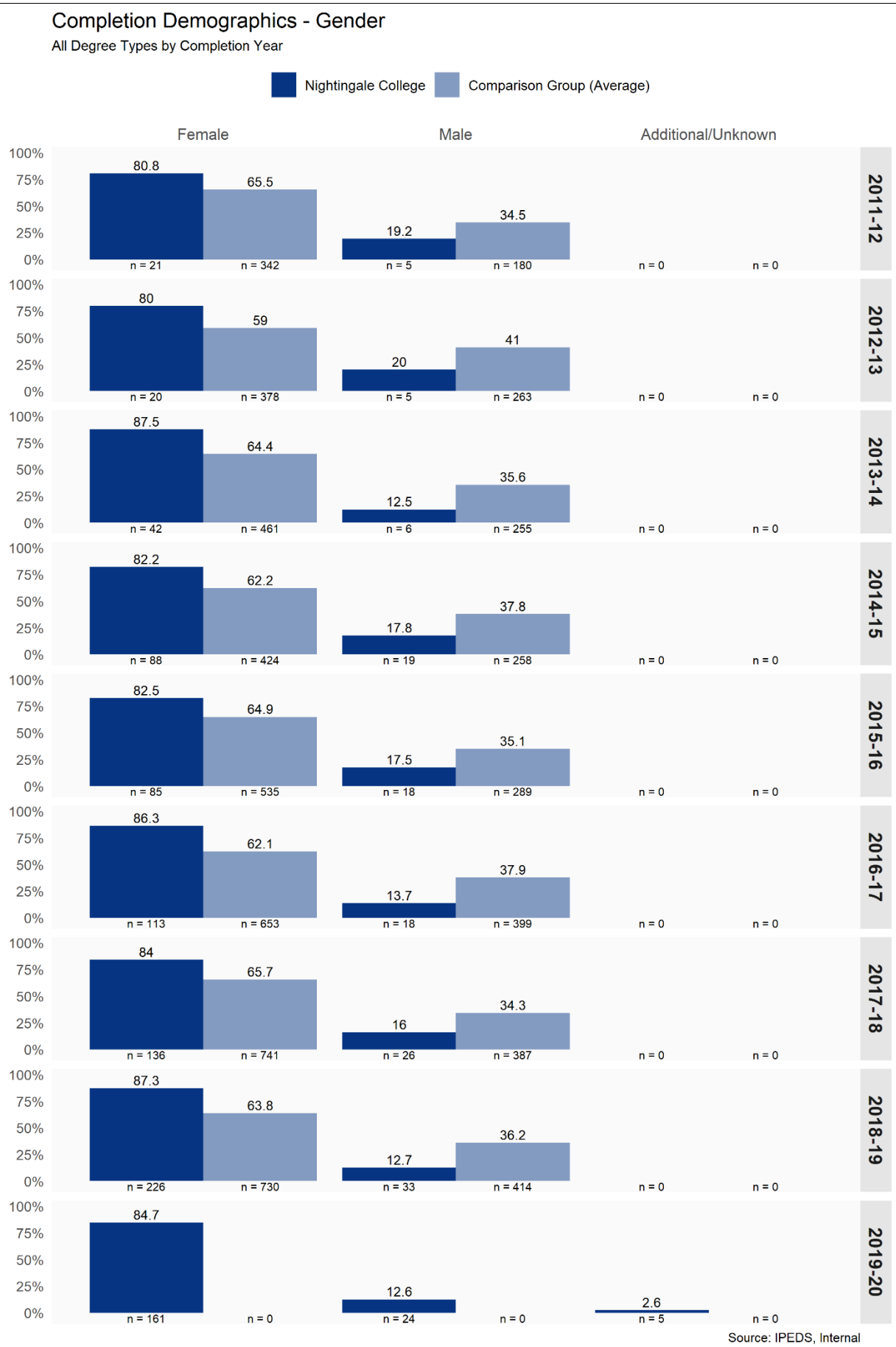
A.D.N. - 70%
BSN- 70%
RN-to BSN- 70%
MSN - TBD

Program	MSN				PN				RNBSN			
Start Cohort	n	Grads	Active	%	n	Grads	Active	%	n	Grads	Active	%
2014 Fall									1	0	0	0%
2015 Spring									5	2	0	40%
2015 Summer									6	2	0	33%
2016 Summer									2	0	0	0%
2016 Fall									2	1	0	50%
2017 Spring									3	3	0	100%
2017 Summer									1	0	0	0%
2017 Fall									11	6	0	55%
2018 Spring									6	4	0	67%
2018 Summer									3	1	0	33%
2018 Fall									5	5	0	100%
2019 Summer									5	4	0	80%
2019 Fall									6	4	1	83%
2020 Spring	1	0	1	100%					7	4	2	86%
2020 Summer	1	0	1	100%					3	1	1	67%
2020 Fall									3	0	0	0%
2021 Spring									4	0	2	50%
2021 Summer	1	0	1	100%	4	0	4	100%	1	0	1	100%
Total	**3**	**0**	**3**	**100%**	**4**	**0**	**4**	**100%**	**74**	**37**	**7**	**59%**

Program Start Cohort	ADN n	Grads	Active	%	BSN n	Grads	Active	%	Total n	Grads	Active	%
2011 Summer	17	14	0	82%					17	14	0	82%
2011 Fall	20	18	0	90%					20	18	0	90%
2012 Spring	15	15	0	100%					15	15	0	100%
2012 Summer	6	6	0	100%					6	6	0	100%
2012 Fall	5	4	0	80%					5	4	0	80%
2013 Spring	16	13	0	81%					16	13	0	81%
2013 Summer	16	13	0	81%					16	13	0	81%
2013 Fall	42	40	0	95%					42	40	0	95%
2014 Spring	33	31	0	94%					33	31	0	94%
2014 Summer	50	45	0	90%					50	45	0	90%
2014 Fall	56	44	0	79%					57	44	0	77%
2015 Spring	55	39	0	71%					60	41	0	68%
2015 Summer	41	32	0	78%					47	34	0	72%
2015 Fall	60	36	0	60%					60	36	0	60%
2016 Spring	60	40	0	67%					60	40	0	67%
2016 Summer	66	49	0	74%					68	49	0	72%
2016 Fall	78	60	0	77%					80	61	0	76%
2017 Spring	56	47	0	84%					59	50	0	85%
2017 Summer	87	65	0	75%					88	65	0	74%
2017 Fall	109	74	0	68%	1	0	1	100%	121	80	1	67%
2018 Spring	97	78	0	80%	6	0	0	0%	109	82	0	75%
2018 Summer	118	97	0	82%	22	6	2	36%	143	104	2	74%
2018 Fall	77	61	0	79%	108	54	19	68%	190	120	19	73%
2019 Spring	36	29	0	81%	41	19	11	73%	77	48	11	77%
2019 Summer	29	25	0	86%	77	24	32	73%	111	53	32	77%
2019 Fall	41	31	0	76%	367	50	205	69%	414	85	206	70%
2020 Spring	4	3	0	75%	241	2	156	66%	253	9	159	66%
2020 Summer	1	0	0	0%	288	1	203	71%	293	2	205	71%
2020 Fall	2	1	0	50%	447	0	358	80%	452	1	358	79%
2021 Spring					476	0	423	89%	480	0	425	89%
2021 Summer					576	0	576	100%	582	0	582	100%
Total	**1293**	**1010**	**0**	**78%**	**2650**	**156**	**1986**	**81%**	**4024**	**1203**	**2000**	**80%**

Comparisons

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


Completion Demographics - Gender
All Degree Types by Completion Year
Nightingale College
Comparison Group (Average)
Female
Male
Additional/Unknown
2011-12
80.8
65.5
19.2
34.5
n = 21
n = 342
n = 5
n = 180
n = 0
n = 0
2012-13
80
59
20
41
n = 20
n = 378
n = 5
n = 263
n = 0
n = 0
2013-14
87.5
64.4
12.5
35.6
n = 42
n = 461
n = 6
n = 255
n = 0
n = 0
2014-15
82.2
62.2
17.8
37.8
n = 88
n = 424
n = 19
n = 258
n = 0
n = 0
2015-16
82.5
64.9
17.5
35.1
n = 85
n = 535
n = 18
n = 289
n = 0
n = 0
2016-17
86.3
62.1
13.7
37.9
n = 113
n = 653
n = 18
n = 399
n = 0
n = 0
2017-18
84
65.7
16
34.3
n = 136
n = 741
n = 26
n = 387
n = 0
n = 0
2018-19
87.3
63.8
12.7
36.2
n = 226
n = 730
n = 33
n = 414
n = 0
n = 0
2019-20
84.7
12.6
2.6
n = 161
n = 0
n = 24
n = 0
n = 5
n = 0
100%
75%
50%
25%
0%
Source: IPEDS, Internal

Sources	Narrative
Nexus	Our RNBSN Persistence Rate is higher than their Graduation Rate. This is due to learners who are still Active, but it 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 May 17, 2021, the first-time, full-time bachelor's degree seeking learners in the College's Bachelor of Science in Nursing (BSN) Program are progressing toward graduating within 150% of the total program length at benchmark. MSN ED program commenced in Spring 2020 and the PN program commenced in Spring 2021. Therefore, there is no current baseline data for these programs. 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).

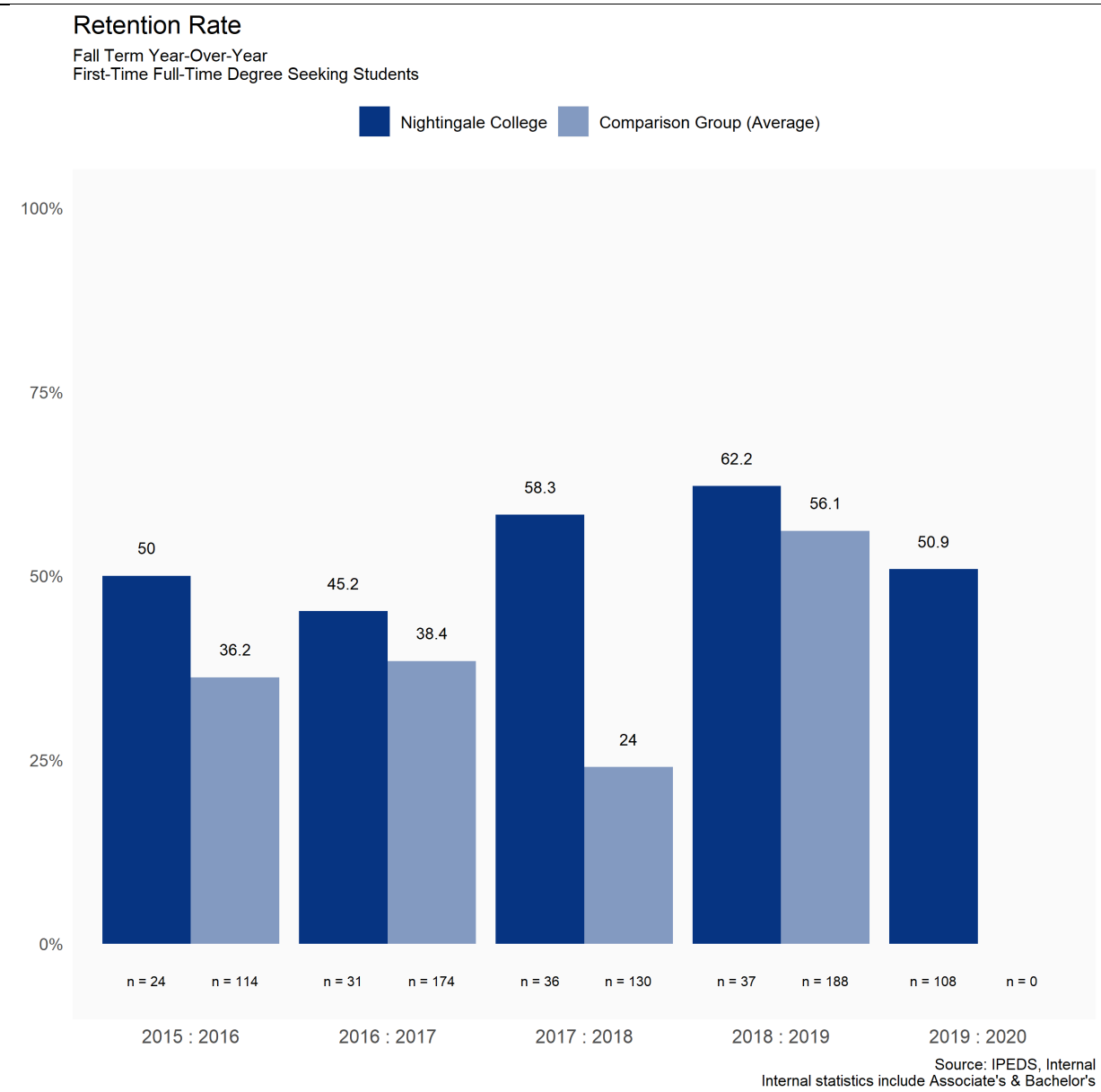
1.1.3 Learner Retention

Ownership	**Last Update**
Institutional Analytics and Effectiveness	5/17/2021
Benchmark(s)	**Statistics**
A.D.N. - 80% BSN- 80% RN to BSN – 80% MSN – 80%	

Program Term	ADN Elligible	Retained	%	BSN Elligible	Retained	%	MSN Elligible	Retained	%	RNBSN Elligible	Retained	%	**Total Elligible**	**Retained**	**%**
2011 Summer	15	15	87%										**15**	**15**	**87%**
2011 Fall	30	28	77%										**30**	**28**	**77%**
2012 Spring	31	35	77%										**31**	**35**	**77%**
2012 Summer	36	25	69%										**36**	**25**	**69%**
2012 Fall	20	16	80%										**20**	**16**	**80%**
2013 Spring	23	20	87%										**23**	**20**	**87%**
2013 Summer	32	30	94%										**32**	**30**	**94%**
2013 Fall	62	60	97%										**62**	**60**	**97%**
2014 Spring	67	63	94%										**67**	**63**	**94%**
2014 Summer	102	97	95%										**102**	**97**	**95%**
2014 Fall	111	103	93%							1	0	0%	**112**	**103**	**92%**
2015 Spring	126	113	90%							5	3	60%	**131**	**116**	**89%**
2015 Summer	128	117	91%							9	7	78%	**137**	**124**	**91%**
2015 Fall	147	132	89%							5	2	40%	**152**	**134**	**88%**
2016 Spring	167	138	82%							0	0		**167**	**138**	**82%**
2016 Summer	165	145	88%							3	1	33%	**168**	**146**	**87%**
2016 Fall	192	174	91%							4	3	75%	**196**	**177**	**90%**
2017 Spring	191	178	93%							5	4	80%	**196**	**182**	**92%**
2017 Summer	213	194	91%							4	4	100%	**217**	**198**	**91%**
2017 Fall	240	204	85%							15	12	80%	**255**	**216**	**85%**
2018 Spring	258	230	89%	6	4	67%				14	10	71%	**278**	**244**	**88%**
2018 Summer	303	275	91%	24	19	79%				14	12	86%	**341**	**306**	**90%**
2018 Fall	261	244	93%	131	114	87%				11	10	91%	**403**	**368**	**91%**
2019 Spring	216	195	90%	153	134	88%				9	7	78%	**378**	**336**	**89%**
2019 Summer	166	159	96%	205	180	88%				9	9	100%	**380**	**348**	**92%**
2019 Fall	152	134	88%	558	514	92%				10	9	80%	**720**	**657**	**91%**
2020 Spring	102	95	93%	756	662	88%	1	1	100%	13	10	77%	**872**	**768**	**88%**
2020 Summer	34	31	91%	940	820	87%	2	2	100%	11	9	82%	**987**	**862**	**87%**
2020 Fall	13	7	54%	1236	1132	92%	2	2	100%	10	9	90%	**1261**	**1150**	**91%**
2021 Spring				1551	1381	89%	2	2	100%	11	6	55%	**1564**	**1389**	**89%**
Total	**3603**	**3257**	**90%**	**5560**	**4960**	**89%**	**7**	**7**	**100%**	**163**	**127**	**77%**	**9333**	**8351**	**89%**

Comparisons

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



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. BSN retention has remained consistently above benchmark for retention, although 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 Summer and Fall of 2020, ADN retention rates have expectedly fallen due to the removal of the program. We are now turning our attention to future BSN learner data for generalization purposes, which has improved from 2018.
Tactical Code	**Tactic**
	Driving learner satisfaction results through retention efforts and learner support models is outlined in frame 1.1.6.
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).

1.1.4 Learner General Education Programmatic Outcomes

Ownership	**Last Update**
Institutional Analytics and Effectiveness, GE	5/18/2021
Benchmark(s)	**Statistics**
70% in all 8 competency frames.	By Program

Term	2019 Summer		2019 Fall		2020 Spring		2020 Summer		2020 Fall		2021 Spring	
Outcome	n	%	n	%	n	%	n	%	n	%	n	%
Written and Verbal Communication	**1079**	**78%**	**1658**	**66%**	**1288**	**71%**	**5215**	**76%**	**6631**	**74%**	**7653**	**71%**
BSN	1035	79%	1619	66%	1275	71%	5170	76%	6595	74%	7606	71%
RNBSN	44	61%	39	46%	13	54%	45	87%	36	61%	47	74%
Evidence Based Practice	**2456**	**50%**	**7822**	**55%**	**5637**	**70%**	**5152**	**69%**	**6756**	**72%**	**8035**	**68%**
BSN	2400	49%	7795	55%	5591	70%	5114	69%	6721	72%	7996	68%
RNBSN	56	75%	27	81%	46	80%	38	84%	35	66%	39	72%
Intentional Learning and Reflection	**2705**	**52%**	**7761**	**54%**	**5620**	**69%**	**4620**	**74%**	**5678**	**75%**	**6411**	**71%**
BSN	2634	52%	7701	54%	5565	69%	4575	74%	5643	75%	6362	71%
RNBSN	71	69%	60	57%	55	69%	45	78%	35	71%	49	71%
Decision Making and Judgement	**2278**	**46%**	**6889**	**53%**	**5240**	**69%**	**3610**	**78%**	**4706**	**77%**	**5391**	**78%**
BSN	2214	45%	6865	53%	5181	69%	3579	78%	4681	77%	5357	78%
RNBSN	64	69%	24	67%	59	73%	31	87%	25	76%	34	85%
Teamwork and Collaboration	**601**	**80%**	**1143**	**61%**	**585**	**70%**	**3752**	**67%**	**4563**	**69%**	**5257**	**64%**
BSN	583	80%	1105	62%	583	70%	3714	67%	4539	69%	5230	64%
RNBSN	18	67%	38	50%	2	50%	38	76%	24	58%	27	67%
Quantitative Reasoning Skills	**443**	**63%**	**550**	**67%**	**788**	**70%**	**2468**	**72%**	**3353**	**71%**	**3770**	**67%**
BSN	418	63%	525	66%	753	70%	2451	72%	3338	72%	3750	67%
RNBSN	25	68%	25	88%	35	63%	17	82%	15	53%	20	70%
Human Ideals and Ethics	**2303**	**49%**	**7248**	**53%**	**4779**	**70%**	**2194**	**79%**	**2577**	**79%**	**2885**	**79%**
BSN	2268	48%	7211	53%	4754	70%	2174	79%	2559	79%	2861	79%
RNBSN	35	86%	37	49%	25	100%	20	90%	18	94%	24	92%
Diversity and Engagement	**1730**	**40%**	**5869**	**49%**	**3621**	**68%**	**3486**	**69%**	**3926**	**71%**	**4525**	**67%**
BSN	1701	39%	5850	49%	3601	68%	3450	69%	3899	71%	4492	67%
RNBSN	29	76%	19	0%	20	100%	36	83%	27	59%	33	61%
Total	**13595**	**52%**	**38940**	**54%**	**27558**	**69%**	**30497**	**73%**	**38190**	**74%**	**43927**	**70%**

Sources	**Narrative**
Canvas. Tracked through the curriculum mapping documents.	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.

	Within the Summer 2020 semester the items we were tracking were significantly revamped to be more detailed and specific within the courses. 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 data points used to measure GEPO proficiency, making our n much higher than in prior terms. 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. 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. In review of the Spring 2021 data, 4 BSN outcomes had met benchmark and 4 had not, while 6 RNBSN outcomes had met benchmark and 2 had not. The low outcomes are likely due to adjustments with the implementation of the GE-PO8. **As a measure of due diligence, an Ad Hoc Committee has been formed to review all GE curriculum, data points, and processes, to ensure the rigor and accuracy of these measurements.** We are continuously engaged in curriculum review, analysis of the data points, and ensuring the metrics reflect the outcomes in the courses.
Tactical Code	**Tactic**
	Implemented a thorough review process for curriculum, data points, and measurement items.
NWCCU Standard	**NWCCU Standard Description**
1.C.6	Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

1.1.5 Learner Nursing Programmatic Outcomes

Ownership	**Last Update**
Institutional Analytics and Effectiveness, NES	5/18/2021
Benchmark(s)	**Statistics**

70% in all 8 competency frames

Undergraduate

Term / Outcome	2019 Spring n	2019 Spring %	2019 Summer n	2019 Summer %	2019 Fall n	2019 Fall %	2020 Spring n	2020 Spring %	2020 Summer n	2020 Summer %	2020 Fall n	2020 Fall %	2021 Spring n	2021 Spring %
Client-Centered Care	**1225**	**95%**	**2872**	**95%**	**4649**	**90%**	**6231**	**89%**	**11987**	**87%**	**50**	**46%**	**110**	**75%**
BSN	1225	95%	2872	95%	4649	90%	6231	89%	11987	87%	50	46%	110	75%
Intentional Learning with Reflection	**1035**	**80%**	**2238**	**76%**	**4061**	**78%**	**2041**	**79%**	**3128**	**83%**	**3268**	**85%**	**115**	**88%**
BSN	1035	80%	2238	76%	4061	78%	2041	79%	3128	83%	3268	85%	112	88%
RNBSN													3	100%
Evidence-based Practice	**2**	**100%**	**4**	**75%**	**4**	**75%**	**67**	**79%**	**123**	**83%**	**15**	**47%**	**109**	**82%**
BSN	2	100%	4	75%	4	75%	67	79%	123	83%	15	47%	105	81%
RNBSN													4	100%
Decision-making & Clinical Judgement	**4**	**100%**	**35**	**100%**	**53**	**98%**	**156**	**86%**	**252**	**90%**	**167**	**84%**	**122**	**89%**
BSN	4	100%	35	100%	53	98%	156	86%	252	90%	167	84%	122	89%
Organizational, Local, & Global Leadership	**43**	**93%**	**87**	**92%**	**92**	**87%**	**73**	**64%**	**230**	**80%**	**223**	**90%**	**21**	**90%**
BSN	43	93%	87	92%	92	87%	73	64%	230	80%	223	90%	19	89%
RNBSN													2	100%
Communication & Informatics	**3**	**33%**	**6**	**33%**	**6**	**33%**	**99**	**51%**	**169**	**56%**	**24**	**42%**	**201**	**74%**
BSN	3	33%	6	33%	6	33%	99	51%	169	56%	24	42%	199	74%
RNBSN													2	50%
Quality & Safety Assurance	**4**	**100%**	**8**	**50%**	**8**	**50%**	**136**	**56%**	**225**	**58%**	**32**	**28%**	**92**	**87%**
BSN	4	100%	8	50%	8	50%	136	56%	225	58%	32	28%	89	87%
RNBSN													3	100%
Teamwork & Collaboration	**7**	**100%**	**40**	**93%**	**66**	**92%**	**236**	**78%**	**309**	**74%**	**147**	**82%**	**81**	**95%**
BSN	7	100%	40	93%	66	92%	236	78%	309	74%	147	82%	80	95%
RNBSN													1	100%
Total	**2323**	**89%**	**5290**	**87%**	**8939**	**84%**	**9039**	**85%**	**16423**	**85%**	**3926**	**84%**	**851**	**83%**

Graduate

Term / Outcome	2020 Spring n	2020 Spring %	2020 Summer n	2020 Summer %	2020 Fall n	2020 Fall %	2021 Spring n	2021 Spring %
Client-Centered Care	1	90%	1	95%	5	97%	5	98%
Nursing Education Improvement					4	98%	4	98%
Evidence-based Practice			1	78%	1	100%		
Decision Making and Judgement			3	90%	3	100%		
Health Policy	1	92%	4	92%	3	100%		
Communication & Informatics			1	100%	1	100%		
Quality Improvement & Evaluation							2	95%
Teamwork & Collaboration			3	90%	3	100%	1	97%
Total	**2**	**91%**	**13**	**91%**	**20**	**99%**	**12**	**97%**

Sources	**Narrative**
Elsevier, Canvas, Tracked through the Curriculum mapping documents.	We are above the benchmark and trending upward in all BSN competencies for Spring 2021. Only one competency was not met for RNBSN, but this is not very meaningful because it has an n of 2. In Spring 2021, the competencies received 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.

1.1.6 Learner Satisfaction

Ownership	Last Update
Institutional Analytics and Effectiveness, Learner Experience	5/17/2021
Benchmark(s)	**Statistics**
4.0 as reflective of Agree on the Likert Scale.	

Datapoint	Weighting (%)	Spring 2020	Summer2020	Fall 2020	Spring 2021
Satisfaction	25	3.82	3.50	3.60	3.61
Loyalty	20	4.35 87%	4.30 86%	4.60 92%	4.45 89%
Perceived Value	10	4.37 11.18%	4.28 10.31%	3.87 7.08%	4.46 12.01%
	5	3.67	3.17	3.36	3.43
Image	10	4.67 36.32%	4.63 35.84%	3.96 28.46%	3.63 24.79%
Expectation	10	4.14	3.61	3.70	4.19
Quality of Course Materials	10				4.03
Quality of Faculty	10				4.26
Composite	100	4.16	3.93	3.93	4.02

Sources	Narrative
Survey	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. 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.

	With the combined opening of some in person experiential learning in Fall 2020-Spring 2021 and the development of VCBC's, coupled with these systemic and organizational enhancements, learner satisfaction has successfully rebounded from the Summer-Fall 2020 dip. The new, more robust, Learner Satisfaction model has begun implementation in Spring 2021 and has been used to recalculate scores for the 2020 calendar year. This model should be less affected by extraneous circumstances in addition to being a more holistic measurement.
Tactical Code	**Tactic**
	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).
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.

1.2.1 Alumni Licensure Overall

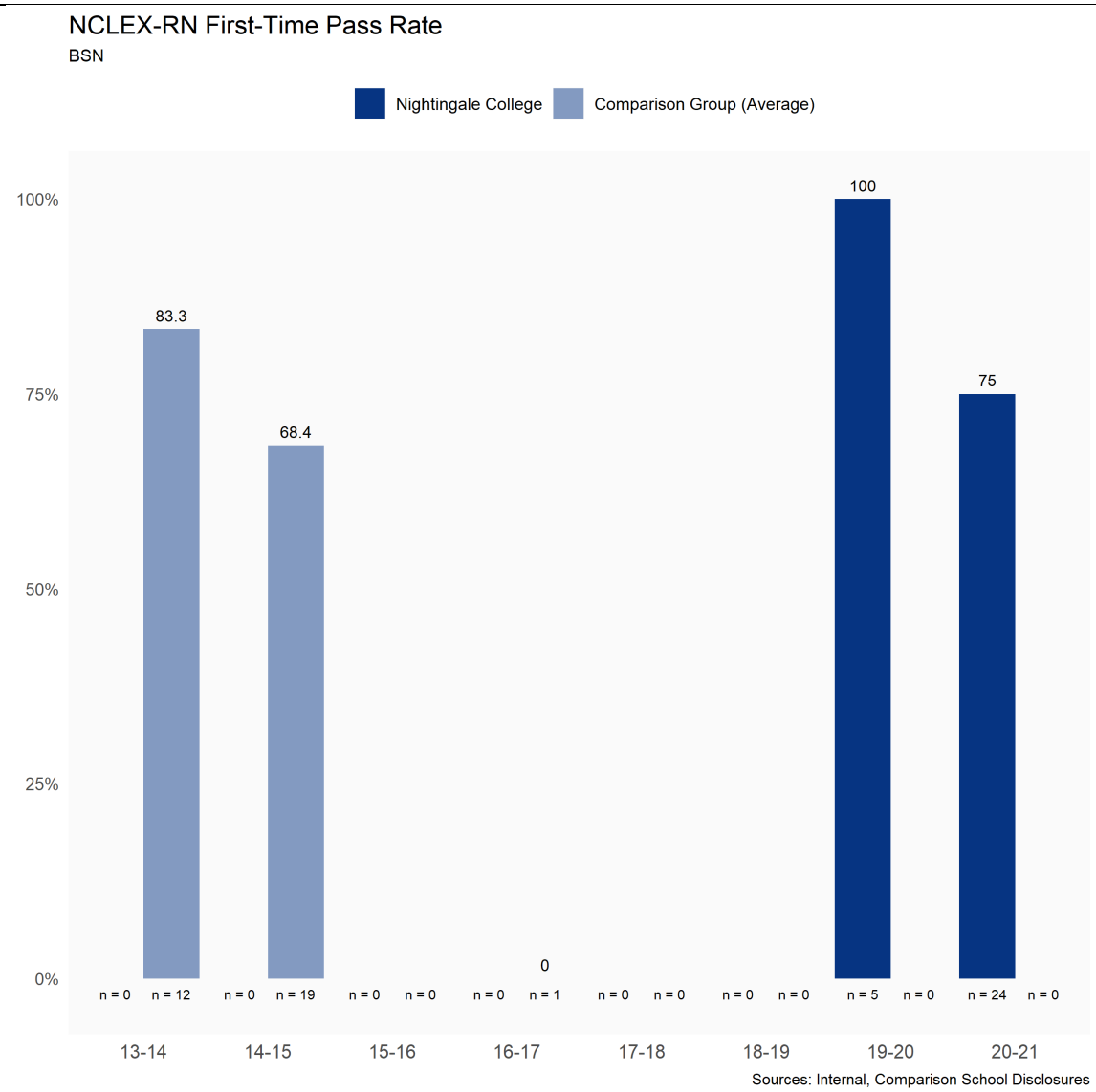
Ownership	**Last Update**
Institutional Analytics and Effectiveness, LCAS	5/17/2021
Benchmark(s)	**Statistics**
Overall NCLEX Pass Rate: 80% First-Time NCLEX Pass Rate: 70%	

Program	ADN					BSN					Total				
Academic Year	n	Pass First	%	Pass Overall	%	n	Pass First	%	Pass Overall	%	n	Pass First	%	Pass Overall	%
2011-12	10	8	80%	9	90%						10	8	80%	9	90%
2012-13	40	32	80%	38	95%						40	32	80%	38	95%
2013-14	42	31	74%	41	98%						42	31	74%	41	98%
2014-15	102	53	52%	89	87%						102	53	52%	89	87%
2015-16	95	47	49%	85	89%						95	47	49%	85	89%
2016-17	124	66	53%	112	90%						124	66	53%	112	90%
2017-18	170	92	54%	147	86%						170	92	54%	147	86%
2018-19	223	119	53%	190	85%						223	119	53%	190	85%
2019-20	145	89	61%	125	86%	5	5	100%	5	100%	150	94	63%	130	87%
2020-21	68	44	65%	53	78%	66	42	64%	47	71%	134	86	64%	100	75%
Total	**1019**	**581**	**57%**	**889**	**87%**	**71**	**47**	**66%**	**52**	**73%**	**1090**	**628**	**58%**	**941**	**86%**

ADN data available in Appendix

Comparisons

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



Sources	Narrative
NCLEX Master List	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 30th, 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 May 17, 2021, overall pass rate for BSN learners is 73%, coming in just under benchmark.
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

<table>
<tr><th>Ownership</th><th>Last Update</th></tr>
<tr><td>LCAS</td><td>August 26, 2020; Next update July 2021</td></tr>
<tr><th>Benchmark(s)</th><th>Statistics</th></tr>
<tr><td>Benchmark: Response to alumni survey at 10%.</td><td>
<table>
<tr><th>Total Alumni Population</th><th>Total Survey Responses as of 8/6/2020</th><th>Total Licensed in at Least One State</th><th>Total Licensed in Two or More States</th></tr>
<tr><td>910</td><td>36</td><td>36</td><td>10</td></tr>
</table>

No additional certifications, only additional state licensures are reported.
</td></tr>
<tr><th>Sources</th><th>Narrative</th></tr>
<tr><td>Survey</td><td>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.</td></tr>
<tr><th>Tactical Code</th><th>Tactic</th></tr>
<tr><td></td><td>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.</td></tr>
<tr><th>NWCCU Standard</th><th>NWCCU Standard Description</th></tr>
<tr><td>1.D.2</td><td>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).</td></tr>
</table>

1.3.1 Collaborator Tuition Reimbursement Programs Participation

<table>
<tr><th>Ownership</th><th>Last Update</th></tr>
<tr><td>Collaborator Experience</td><td>January 2021</td></tr>
<tr><th>Benchmark(s)</th><th>Statistics</th></tr>
<tr><td>TBD based on historical data, but the benchmark is not to be set until after we</td><td>
<table>
<tr><th>Year</th><th>2017</th><th>2018</th><th>2019</th><th>2020</th></tr>
<tr><td># of Utilization</td><td>5</td><td>4</td><td>6</td><td>14</td></tr>
</table>
</td></tr>
</table>

revisit the policy for Tactical Planning in 2021.	

# Eligible	25	39	46	61
Total Utilization	20.00%	10.26%	13.04%	22.95%

Sources	**Narrative**
HRIS Accounting	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. 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. 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. 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.
Tactical Code	**Tactic**
	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.
NWCCU Standard	**NWCCU Standard Description**
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

Ownership	**Last Update**
Collaborator Experience	January 2021
Benchmark(s)	**Statistics**
TBD based on historical data tables.	

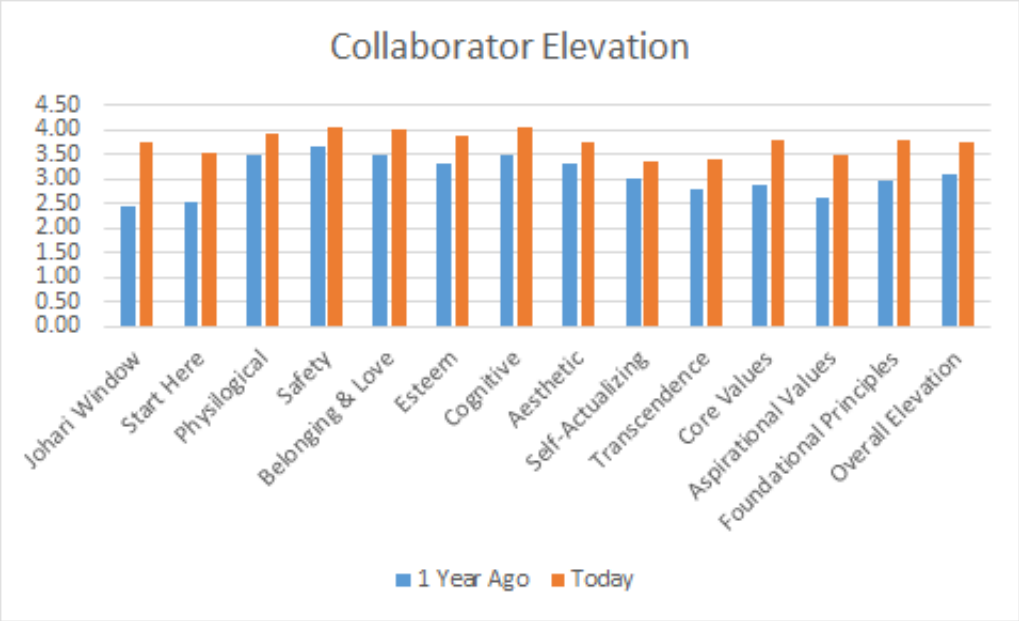
Year	**2020**
# of Completion	13
# Eligible	61
Total Utilization	21.31%

Sources	**Narrative**
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.

Tactical Code	Tactic
	To drive further degree completion among collaborators.
NWCCU Standard	**NWCCU Standard Description**
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

Ownership	**Last Update**
Collaborator Experience	October 2, 2020 (Annual survey in September.)
Benchmark(s)	**Statistics**
Pushing for an overall benchmark of 4 in 2021 in all Elevational concepts.	
Sources	**Narrative**
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.
Tactical Code	**Tactic**
	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.
NWCCU Standard	**NWCCU Standard Description**
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

Ownership	Last Update
Collaborator Experience	October 2, 2020 (Final 2020 data provided in Feb 2021)
Benchmark(s)	**Statistics**
Based on Q1 results, Improvement plan by Own My Health recommends a four-year improvement goal of 57% for males and 79% for females.	**Annual Biometric Screening Results** (Updated annually in February)

Gender	Total	Align	Elevate	Lead
Male	12	1	4	7
Female	30	4	6	20
Total	42	5	10	27
		11.9%	23.8%	64.3%

OMH Participation
(Updated quarterly)

	1st Qtr	2nd Qtr	3rd Qtr
Hit Points	50	51	50
No Points	6	9	16
Partial Points	9	8	5
Total Enrolled	65	68	102

Sources	Narrative
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.
Tactical Code	**Tactic**
3.2.3 3.2.6	Pilot a comprehensive Wellness initiative. 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
NWCCU Standard	**NWCCU Standard Description**
2.F.2	The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

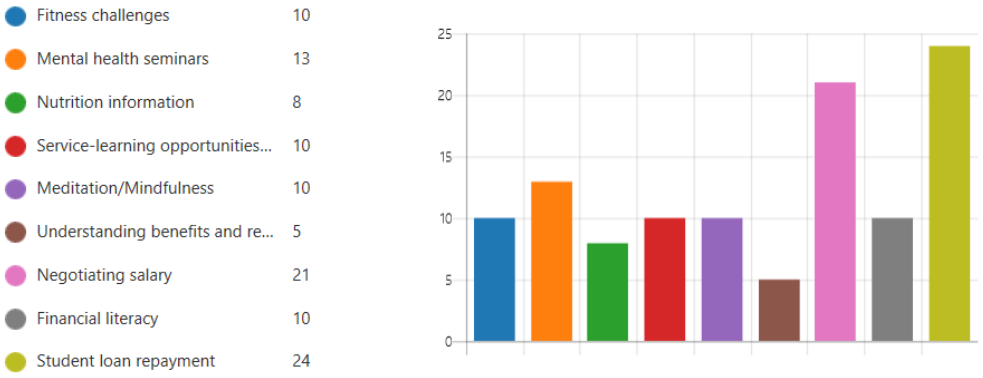
2.1.1 Learner Survey of Health

Ownership	Last Update
LCAS	May 18, 2021, Next update September 2021
Benchmark(s)	**Statistics**

Benchmark: 50% of learners expressing interest in each area of interest will participate in activities and events.	Total participating in New Learner Orientation: 534 Total completing Survey: 512 181 (35%) reported no interest in participating in activities. 276 (54%) interested in physical health/exercise 263 (51%) interested in meditation/mindfulness 161 (31%) interested in financial literacy/debt management These data provide a foundation for developing learner activities and events.
Sources	**Narrative**
Survey	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. Programming will be developed in response to learner requests beginning 2021. Beginning in May 2021, LALR webinars will be held to engage learners in these topics, beginning with virtual yoga. Options for other webinars are in development.
Tactical Code	**Tactic**
	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 Evolvitude will be dispatched at Future of Nursing and with the graduation survey. Programming will be developed in response to learner requests beginning 2021. Beginning in May 2021, LALR webinars will be held to engage learners in these topics, beginning with virtual yoga. Options for other webinars are in development.
NWCCU Standard	**NWCCU Standard Description**
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

Ownership	**Last Update**
LCAS	August 6, 2020; Next update July 2021; to be reviewed June 2021
Benchmark(s)	**Statistics**
Benchmark: Participation in events developed in response to survey 10%.	Total Alumni Population: 910 Total Survey Responses as of 8/6/2020: 36

	
Sources	**Narrative**
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.
Tactical Code	**Tactic**
	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. Using the data collected we will work to build programming and to develop more constant communication and better engagement with alumni.
NWCCU Standard	**NWCCU Standard Description**
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	May 18, 2021, Next update Fall 2021
Benchmark(s)	**Statistics**
Benchmark: 30% participation in professional clubs and organizations.	Total participating in New Learner Orientation: 534 N=512 16 learners (<3%) are currently engaged with professional associations. However, 238 learners (53%) expressed interest in participation. 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 NREMT Health Occupations Student Association (HOSA) Association of Surgical Technologists (AST) AAPC
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**
	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. With this information, we will reach out to learner clubs and organizations to develop additional relationships. Within the 2020/2021 we have applied for chapters with Sigma Theta Tau and National Student Nurses Association. Both chapters are up and running, with induction for STT to occur in fall 2021.
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 Auditor	5/17/2021; Next Update September 2021
Benchmark(s)	**Statistics**
Below 10% per annum	

	YEAR					
	2014	2015	2016	2017	2018	2019
Cohort Default Rate	7.4	2.1	3.9	4.8	7.6	5.1

Sources	**Narrative**
Audit Reports	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. 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. 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. 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.
Tactical Code	**Tactic**
	Tactics for the default rate are currently operationalized. Under consistent review.
NWCCU Standard	**NWCCU Standard Description**
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

<table>
<tr><th>Ownership</th><th>Last Update</th></tr>
<tr><td>LCAS</td><td>August 6, 2020; next update September 2021 after alumni survey is sent in July 2021</td></tr>
<tr><th>Benchmark(s)</th><th>Statistics</th></tr>
<tr><td>Participation: 10% in survey
Percentage of positive job increase: 50%
Metrics set based on a minimum level of participation in inaugural survey.</td><td>
<table>
<tr><th>Total Alumni population</th><th>Total survey responses 8/6/20</th><th>Total indicating upward mobility</th><th>Percentage of self report</th></tr>
<tr><td>910</td><td>36</td><td>21</td><td>58%</td></tr>
</table>
</td></tr>
<tr><th>Sources</th><th>Narrative</th></tr>
<tr><td>Survey</td><td>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.
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%.</td></tr>
<tr><th>Tactical Code</th><th>Tactic</th></tr>
<tr><td></td><td>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 31st. 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.

The first credentials supporting continuing education will be deployed Fall 2021.

Alumni survey will be updated and revised to further explore reasons for not receiving or seeking promotions.</td></tr>
<tr><th>NWCCU Standard</th><th>NWCCU Standard Description</th></tr>
<tr><td>1.D.2</td><td>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).</td></tr>
</table>

3.2.3 Alumni Professional Associations

Ownership	Last Update
LCAS	August 6, 2020; Next update will be September 2021; revisit with Partnerships in June 2021
Benchmark(s)	**Statistics**

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%

Sources	**Narrative**
Survey	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. 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. 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. 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.
Tactical Code	**Tactic**
	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.
NWCCU Standard	**NWCCU Standard Description**
1.D.2	Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

3.3.1 Collaborator Professional Development / CEUs / Conference Attendance

Ownership	**Last Update**
Collaborator Experience	January, 2021

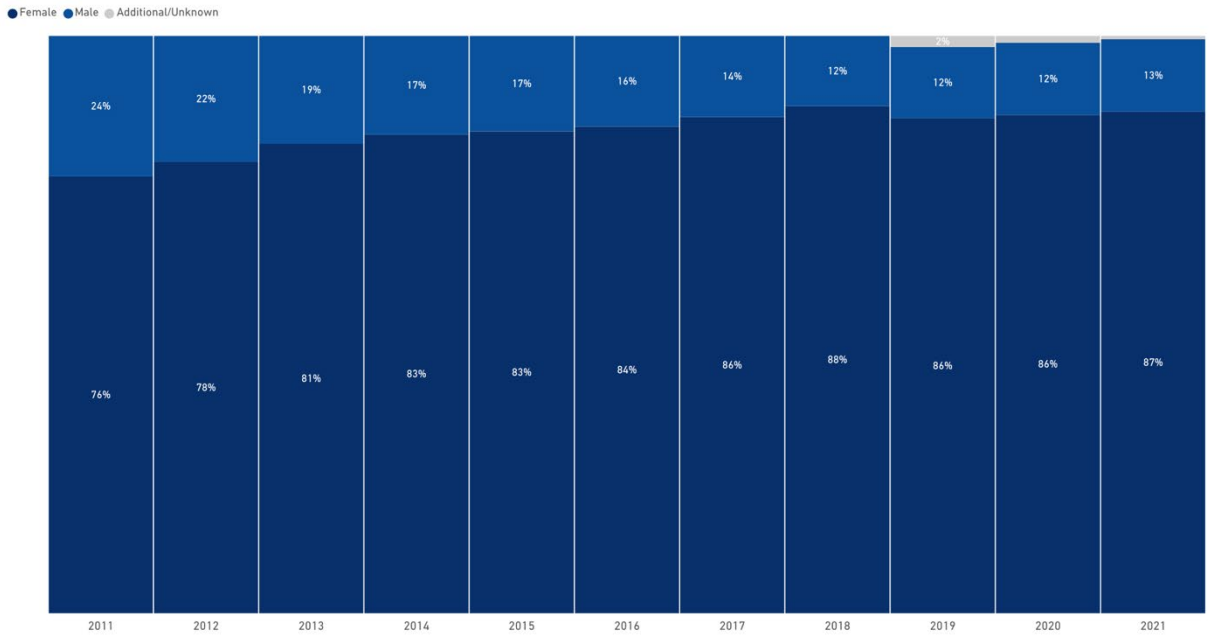
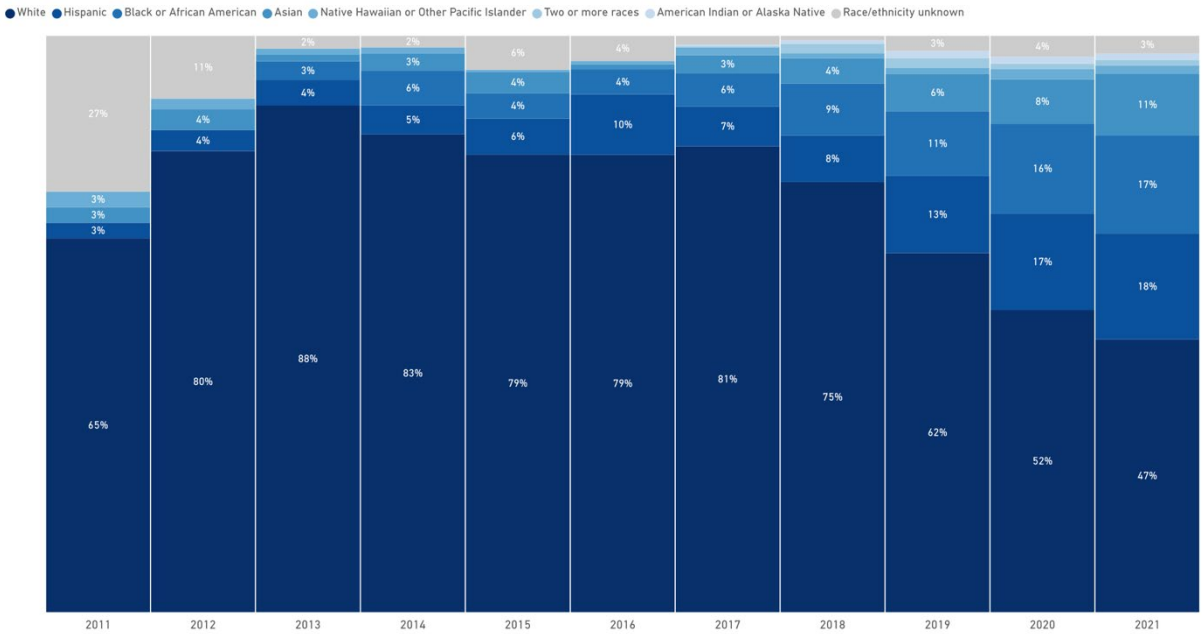
Benchmark(s)	**Statistics**
Benchmarks to be set based on historic data in October review.	**Collaborator CEU Hours** **2017** | **2018** | **2019** | **2020 S1** | **2020 S2** | **2020 S3** Completed CEUs: 80 | 178.85 | 406.25 | 130 | 278.75 | 589.75 Collaborator Population: 84 | 119 | 167 | 207 | 221 | 266
Sources	**Narrative**
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.
Tactical Code	**Tactic**
	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.
NWCCU Standard	**NWCCU Standard Description**
2.F.2	The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

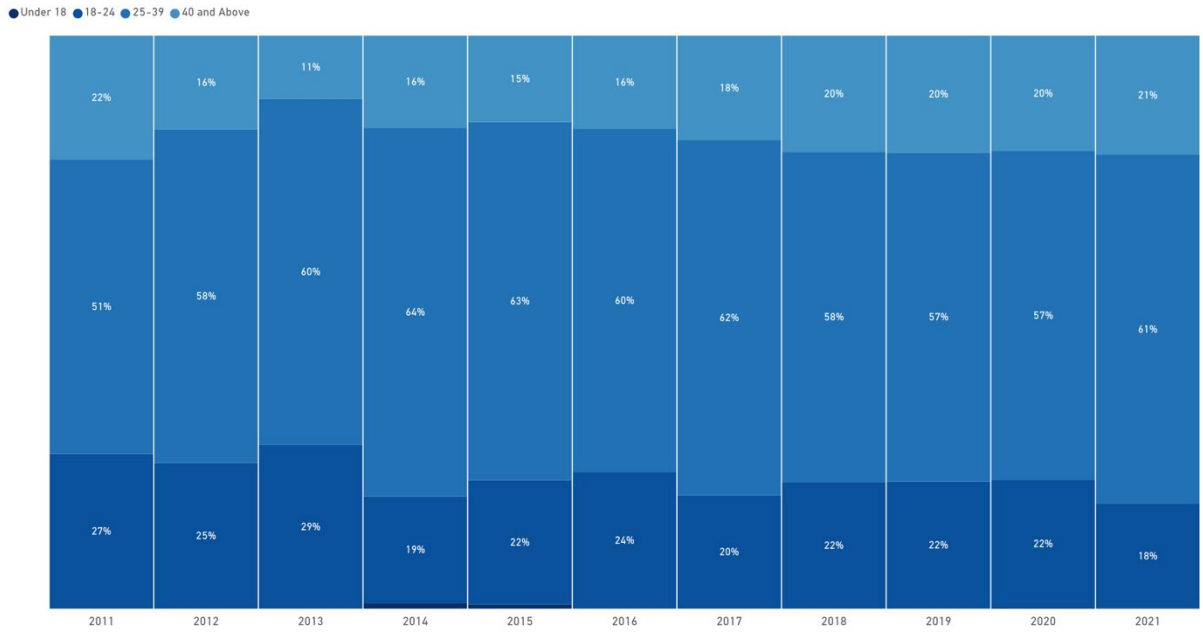
3.3.2 Collaborator Additional Certifications

Ownership	**Last Update**
Collaborator Experience	08/25/2020
Benchmark(s)	**Statistics**
Benchmarks to be set based on historic data.	New reporting item for IEP.
Sources	**Narrative**
Collaborator Files	Additional certifications have not been tracked for College collaborators in the past.
Tactical Code	**Tactic**
	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.
NWCCU Standard	**NWCCU Standard Description**
2.F.2	The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

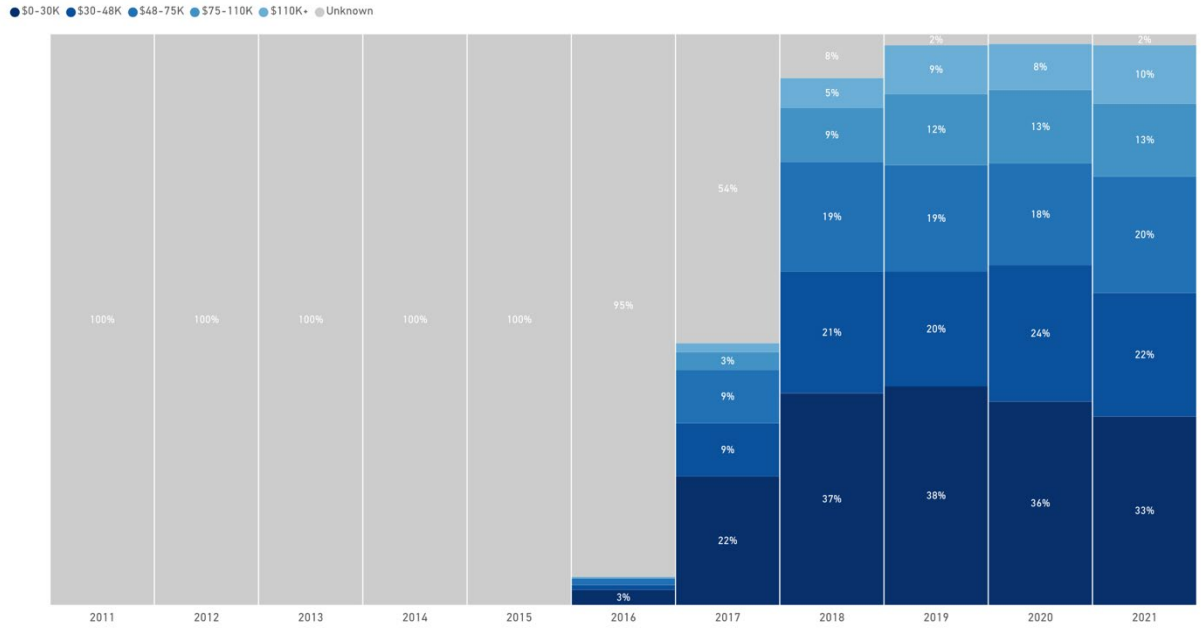
4. Serve Diverse Communities

4.1 Learner Demographics

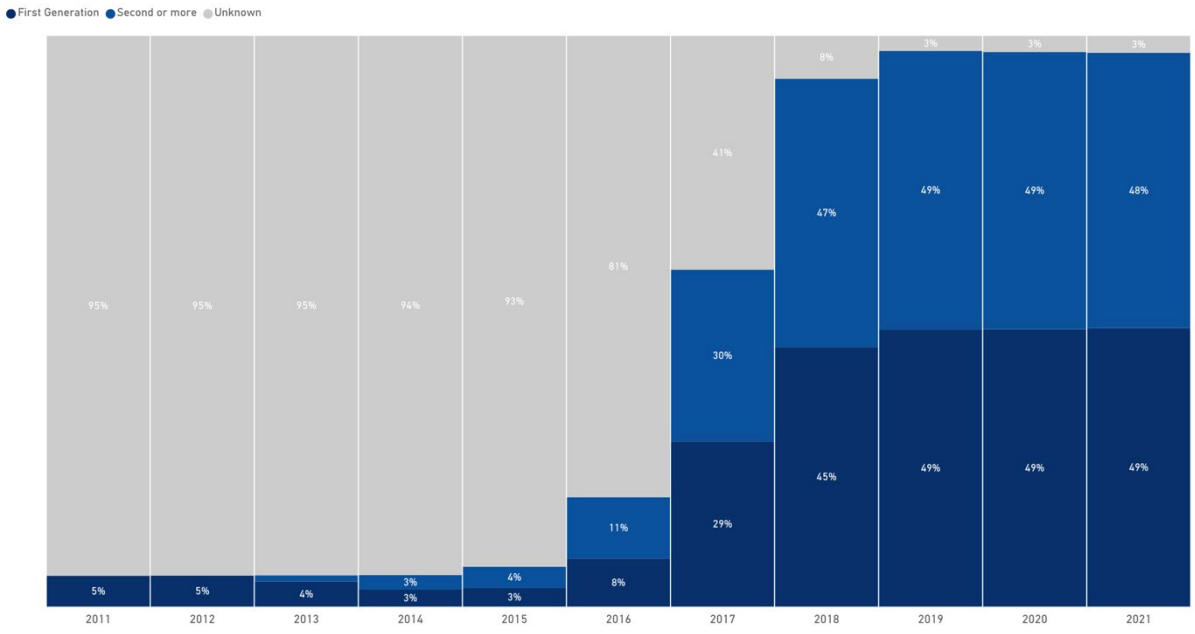
Ownership	Last Update
Institutional Analytics and Effectiveness	5/17/2021
Benchmark(s)	**Statistics**
No benchmark set. Currently evaluating the population set against communities we serve to evaluate how reflective we are of the populations.	Gender  Race  Age



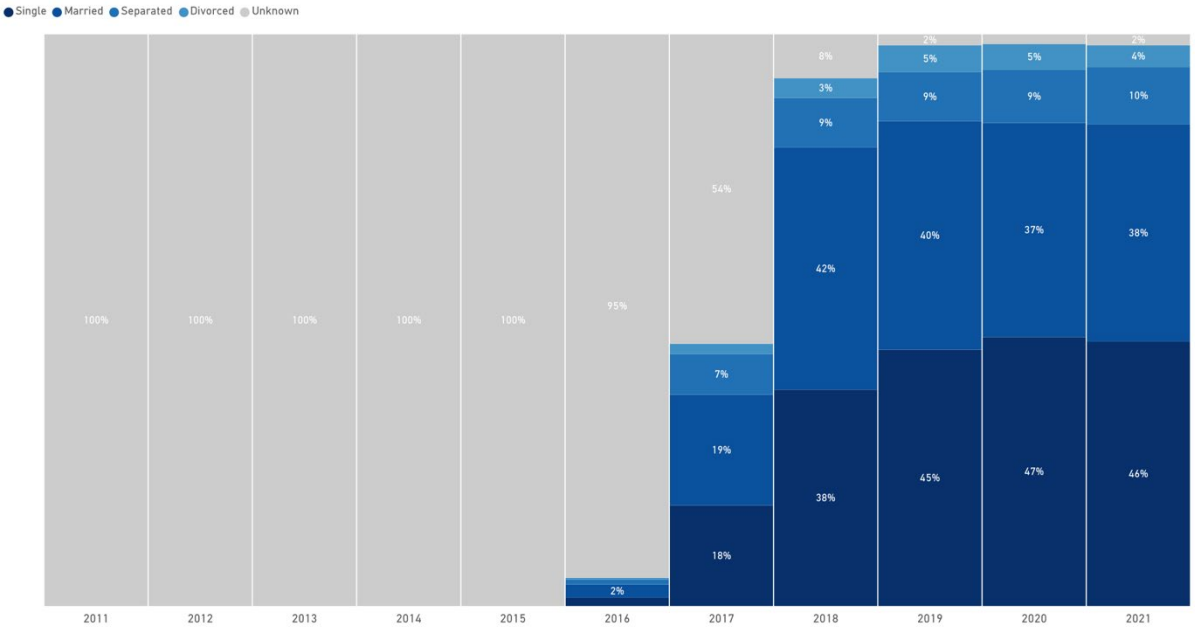
Income



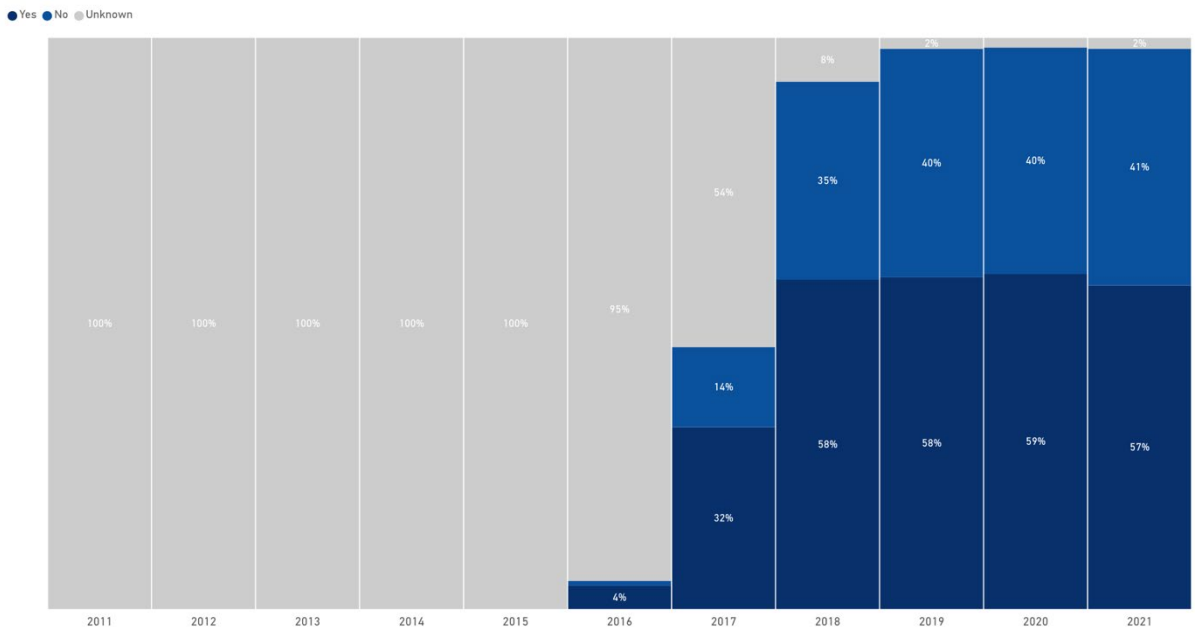
College Generation



Marital Status



Children

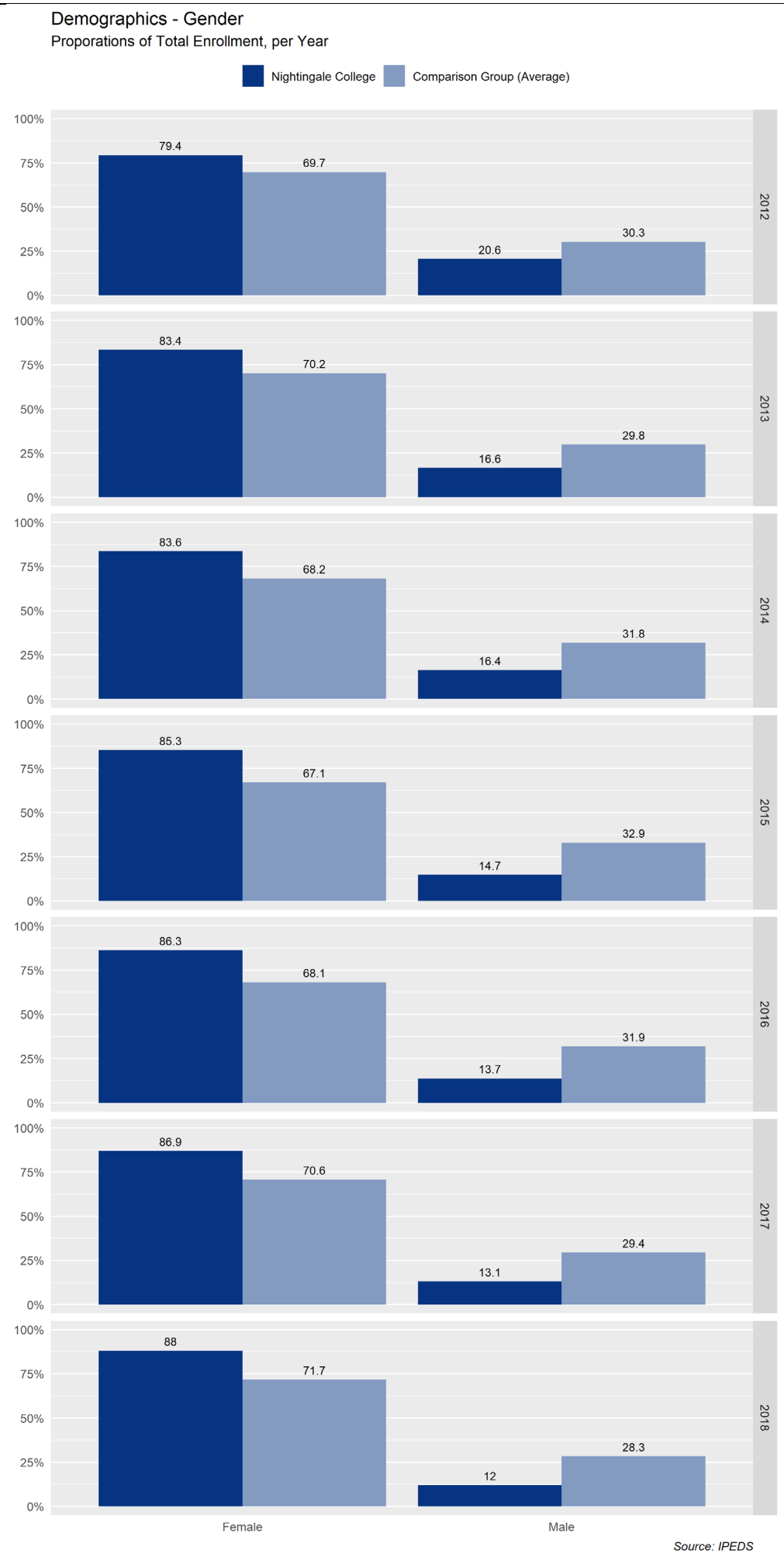


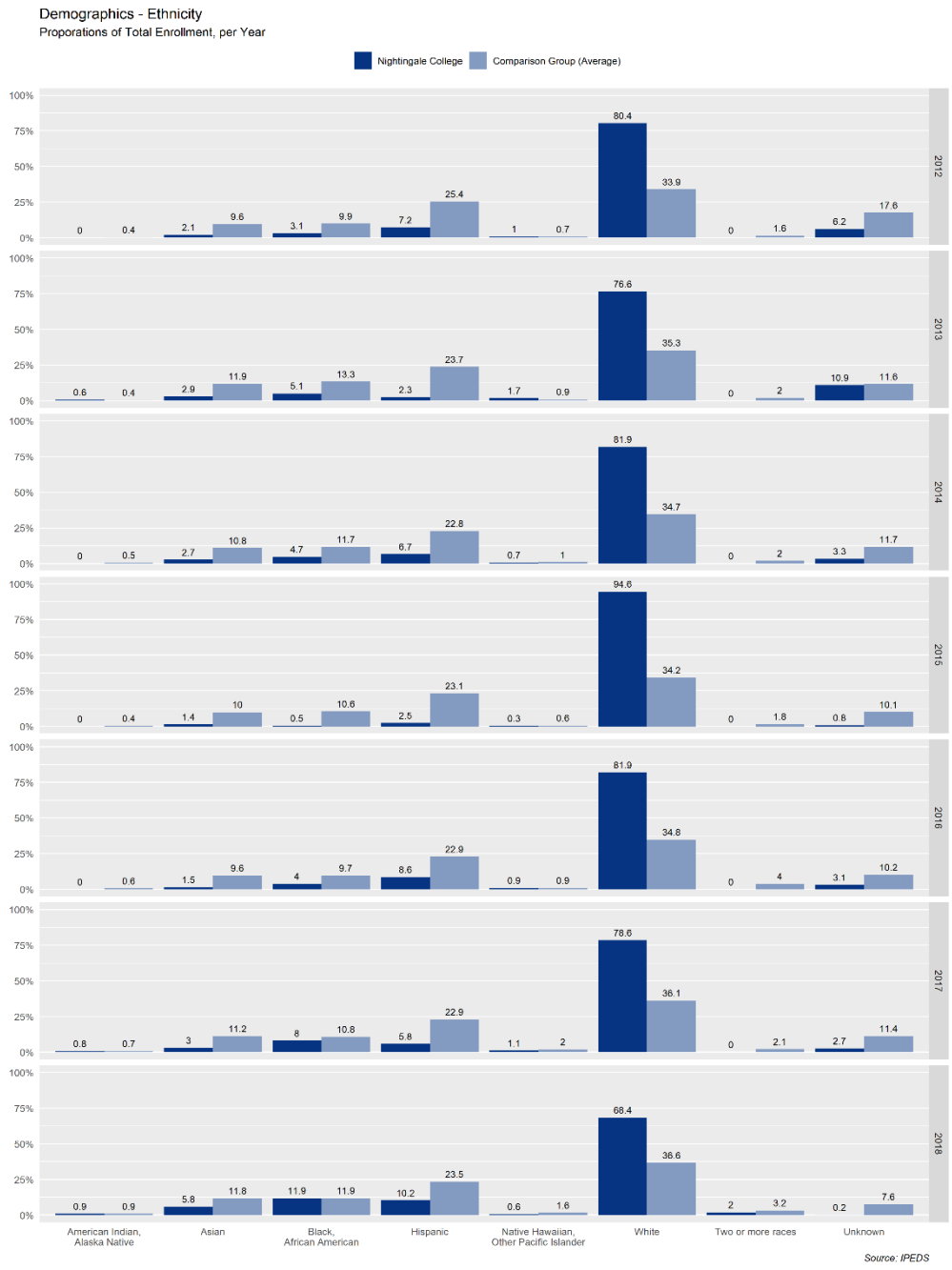
Rural/Urban

RUCA Code	1	2	3	4	5	6	7	8	9	10
Fall 2020 Learners	1171	90	10	132	20	2	40	4	2	44
% Total	77.3%	5.9%	0.7%	8.7%	1.3%	0.1%	2.6%	0.3%	0.1%	2.9%
% U.S.	70%	9.3%	0.7%	6.9%	2.8%	0.6%	3.6%	1%	1.6%	3%

Comparisons

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


Demographics - Gender
Proporations of Total Enrollment, per Year
Nightingale College
Comparison Group (Average)
100%
75%
50%
25%
0%
79.4
69.7
20.6
30.3
2012
83.4
70.2
16.6
29.8
2013
83.6
68.2
16.4
31.8
2014
85.3
67.1
14.7
32.9
2015
86.3
68.1
13.7
31.9
2016
86.9
70.6
13.1
29.4
2017
88
71.7
12
28.3
2018
Female
Male
Source: IPEDS



Sources	Narrative
IPEDS	Figure 1 highlights Nightingale College's learner population by gender while Figure 9 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. Figure 2 highlights Nightingale College's learner population by race while Figure 10 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 states we served at those times, and trending along the populations of

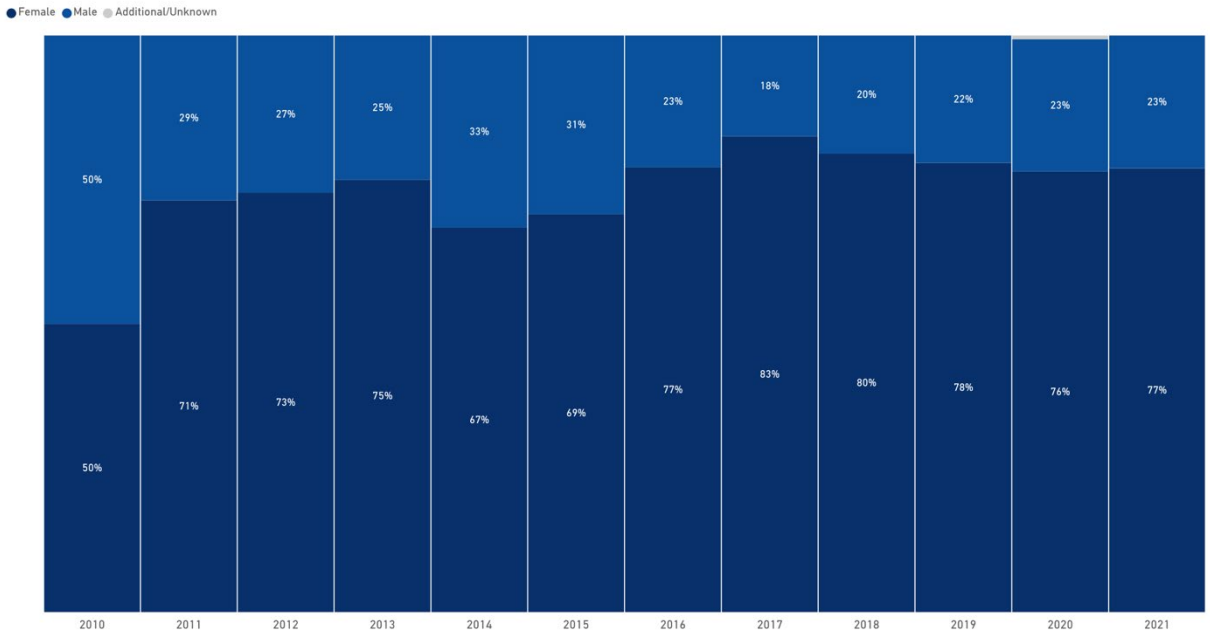
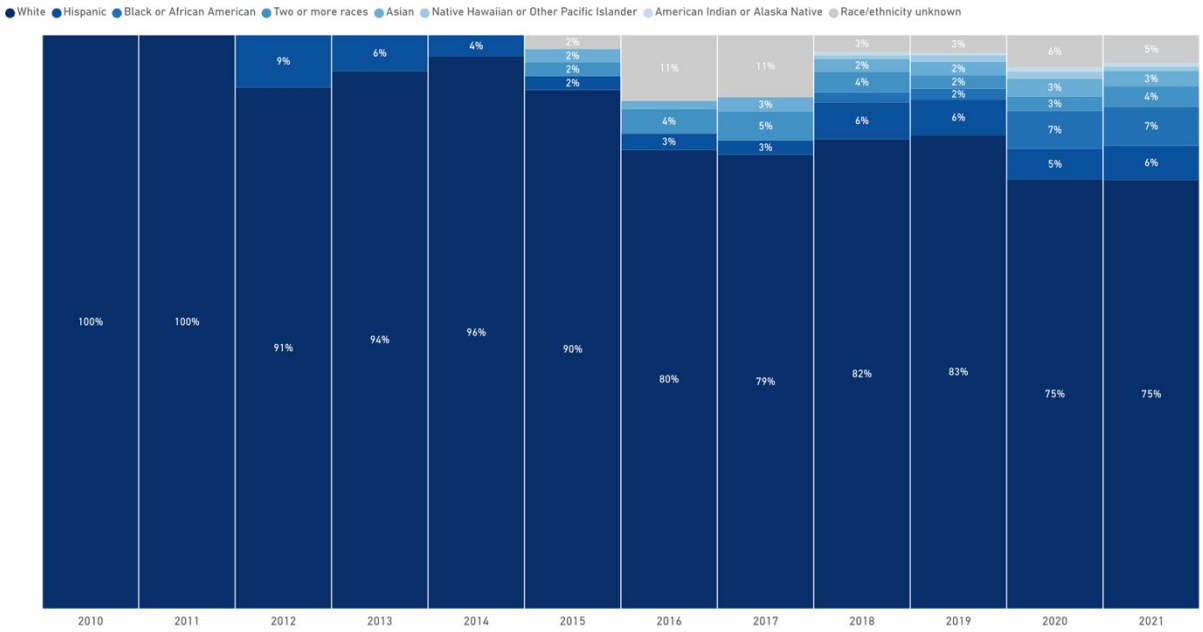
	comparable institutions. The growth of the College has led to a more diverse learner population in recent years. Figures 3-7 highlight Nightingale College's learner population by age, income, college generation, marital status, and children, respectively. The data collection for these metrics has improved greatly in the past couple of years and has remained stable year over year. About half of Nightingale College's learners are first generation, and over half have children. Figure 8 highlights Nightingale College's learner population to varying degrees of rurality. The learner population reflects closely the averages seen across the United States.
Tactical Code	**Tactic**
	To drive forward the diversity of the nursing profession in setting and population. Potentially creating cluster demographics for learners in their enrollment areas, for socioeconomic, ethnicity, and race breakdowns- from enrollment to graduation.
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).

4.2 Alumni Work Placement Settings

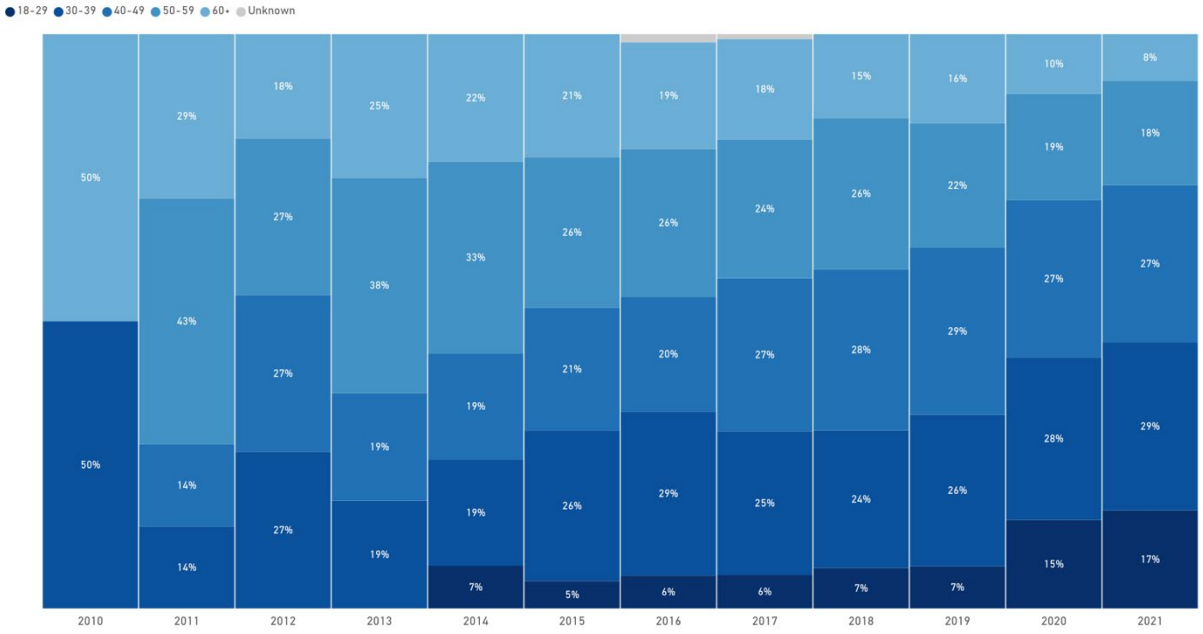
Ownership	**Last Update**
LCAS	May 18, 2021
Benchmark(s)	**Statistics**
Accreditation standard is 70%	<table><tr><td></td><td>ADN</td><td>RN-BSN</td><td>BSN</td></tr><tr><td>2020-2021</td><td>48.86%</td><td>62.50%</td><td>22.22%</td></tr><tr><td>2019-2020</td><td>78.00%</td><td>100%</td><td>100%</td></tr><tr><td>2018-2019</td><td>76.30%</td><td>100%</td><td>N/A</td></tr></table> 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 30th) annually.
Sources	**Narrative**
Survey	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. 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.

Tactical Code	Tactic
	These will be updated at least monthly until all graduates from each cohort have been graduated for one calendar year beyond the point of the final conferral date. Need to increase bandwidth to be able to outline the historic data for placement settings.
NWCCU Standard	**NWCCU Standard Description**
	No directly applicable standard.

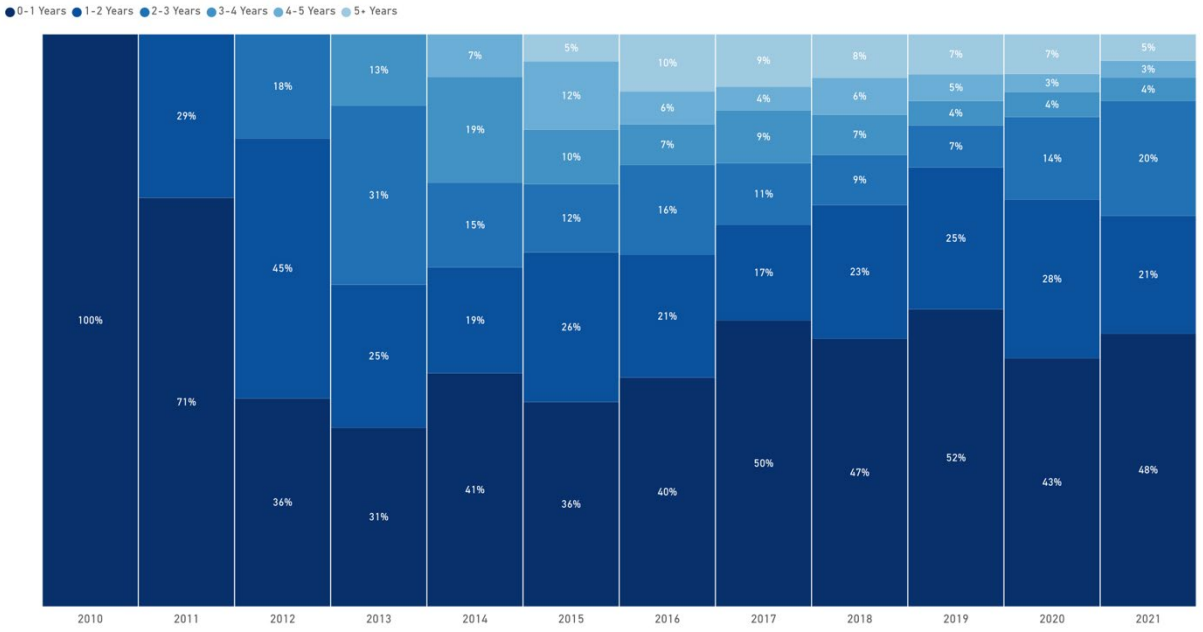
4.3 Collaborator Demographics

Ownership	Last Update
Collaborator Experience	5/17/2021
Benchmark(s)	**Statistics**
No specific benchmark set, but it is being tracked to ensure we are inclusive of a larger collaborator pool. Consider CUPA	Gender  Race 

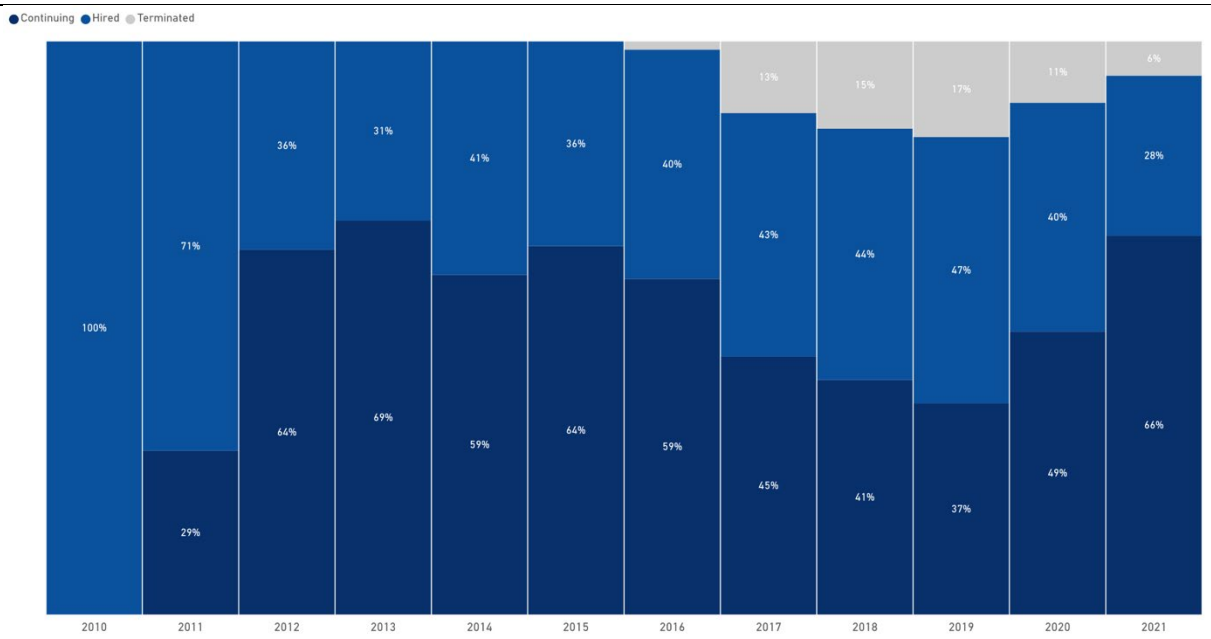
Age



Years of Service



Status



Sources	Narrative
Employee Files	Figures 1-5 above are broken down by gender, race, age, years of service, and status 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.
Tactical Code	**Tactic**
	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.
NWCCU Standard	**NWCCU Standard Description**
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.

4.5 Advisory Boards and Committees

Ownership	Last Update
Curriculum	5/18/21, Next Update August 2021
Benchmark(s)	**Statistics**

<table>
<tr><td>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),</td><td>Current 2021 Advisory Board Membership Groups

<table><tr><th>Internal members</th><th>External Members</th><th>Alumni</th><th>Learners</th></tr><tr><td>10</td><td>18</td><td>4</td><td>4</td></tr></table>The next Advisory Board meeting will be held in August 2021. The advisory board members will discuss a survey about microcredentials and areas of need for these additional certifications.

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.

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.</td></tr>
<tr><td>Sources</td><td>Narrative</td></tr>
<tr><td>Advisory Board Minutes</td><td>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.</td></tr>
<tr><td>Tactical Code</td><td>Tactic</td></tr>
<tr><td></td><td>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)</td></tr>
<tr><td>NWCCU Standard</td><td>NWCCU Standard Description</td></tr>
<tr><td>1.B.3</td><td>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.</td></tr>
</table>

5. Viability and Sustainability

5.1 Financial Viability, Cash, and Operating Capital

<table>
<tr><th>Ownership</th><th>Last Update</th></tr>
<tr><td>Finance</td><td>05/17/2021</td></tr>
<tr><th>Benchmark(s)</th><th>Statistics</th></tr>
<tr><td>Positive net income, Composite Score 1.5 or above, positive cash flow, 90/10 below 85%</td><td>
<table>
<tr><th></th><th colspan="5">Year</th></tr>
<tr><th></th><th>2016</th><th>2017</th><th>2018</th><th>2019</th><th>2020</th></tr>
<tr><td>Net Income</td><td>Positive</td><td>Positive</td><td>Positive</td><td>Positive</td><td>Positive</td></tr>
<tr><td>Composite Score</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></tr>
<tr><td>90/10</td><td>64.30%</td><td>69.40%</td><td>66.96%</td><td>77.18%</td><td>75.41%</td></tr>
</table>
</td></tr>
<tr><th>Sources</th><th>Narrative</th></tr>
<tr><td>External audit reports, internal financial reports</td><td>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.

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.</td></tr>
<tr><th>Tactical Code</th><th>Tactic</th></tr>
<tr><td></td><td>Operationalized.</td></tr>
<tr><th>NWCCU Standard</th><th>NWCCU Standard Description</th></tr>
<tr><td>2.E.1</td><td>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.</td></tr>
</table>

5.2 Revenue Scale and Population

<table>
<tr><th>Ownership</th><th>Last Update</th></tr>
<tr><td>Finance</td><td>5/17/2021</td></tr>
<tr><th>Benchmark(s)</th><th>Statistics</th></tr>
<tr><td>Cash flow positive covering projected growth and current operations.</td><td>
<table>
<tr><th></th><th colspan="3">2021</th></tr>
<tr><th></th><th>Spring</th><th>Summer*</th><th>Fall*</th></tr>
<tr><td>Cash Collected as % of revenue</td><td>93.96%</td><td>90.00%</td><td>90.00%</td></tr>
<tr><td>Learner population</td><td>1,619</td><td>1,989</td><td>2,263</td></tr>
<tr><td>Operational Cash Flow Positive</td><td>Yes</td><td>Yes</td><td>Yes</td></tr>
</table>
*Forecasted

See also statistics in sections 5.1 and 6.2
</td></tr>
<tr><th>Sources</th><th>Narrative</th></tr>
<tr><td>Financial forecast and budget</td><td>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.

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.</td></tr>
</table>

Tactical Code	Tactic
	Currently operationalized.
NWCCU Standard	**NWCCU Standard Description**
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

Ownership	Last Update
Finance	5/17/2021
Benchmark(s)	**Statistics**

Unqualified opinions. No material adjustments, no material weaknesses. Title IV question costs below 0.1%. No repeat Findings.

	Year				
	2016	**2017**	**2018**	**2019**	**2020**
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	Yes	Yes	Yes	Yes	Yes

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

Ownership	Last Update
Finance	5/17/2021
Benchmark(s)	**Statistics**

Positive net income, Composite Score 1.5 or above, positive cash flow, 90/10 below 85%, Budget to Actual variations within $5,000 and 5% of budget.

Budget to Actual Performance

	Year				
	2017	**2018**	**2019**	**2020**	**2021***
Revenue	Unfavorable	Unfavorable	Unfavorable	Favorable	Favorable
Ops Expenses	Unfavorable	Favorable	Favorable	Favorable	Unfavorable
EBITDA	Unfavorable	Unfavorable	Unfavorable	Favorable	Favorable
Net Income	Unfavorable	Unfavorable	Unfavorable	Favorable	Favorable

**Forecasted*

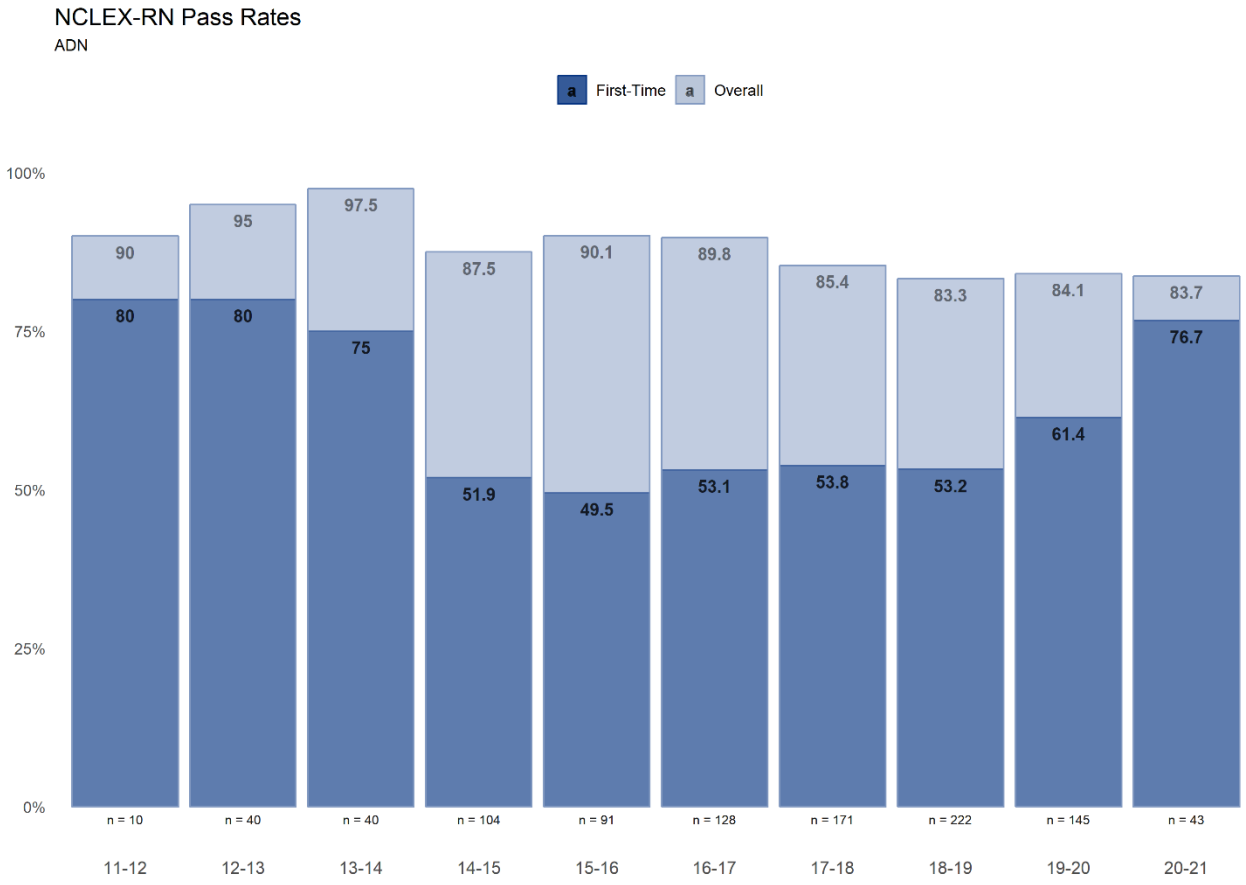
See also statistics in section 5.1 above

Sources	Narrative
Internal Reporting	The College routinely reviews the financial data for accuracy on a monthly, quarterly, and yearly basis. These reviews include a review by the controller and CFO of the balance sheet, income statement, cash flow, comparisons to the approved budget. These internal audits and reviews are used to assess the effectiveness and accuracy of the processes and procedures around financial reporting and are adjusted based on these findings.
Tactical Code	**Tactic**
	To bring all frames into favorable status.
NWCCU Standard	**NWCCU Standard Description**
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

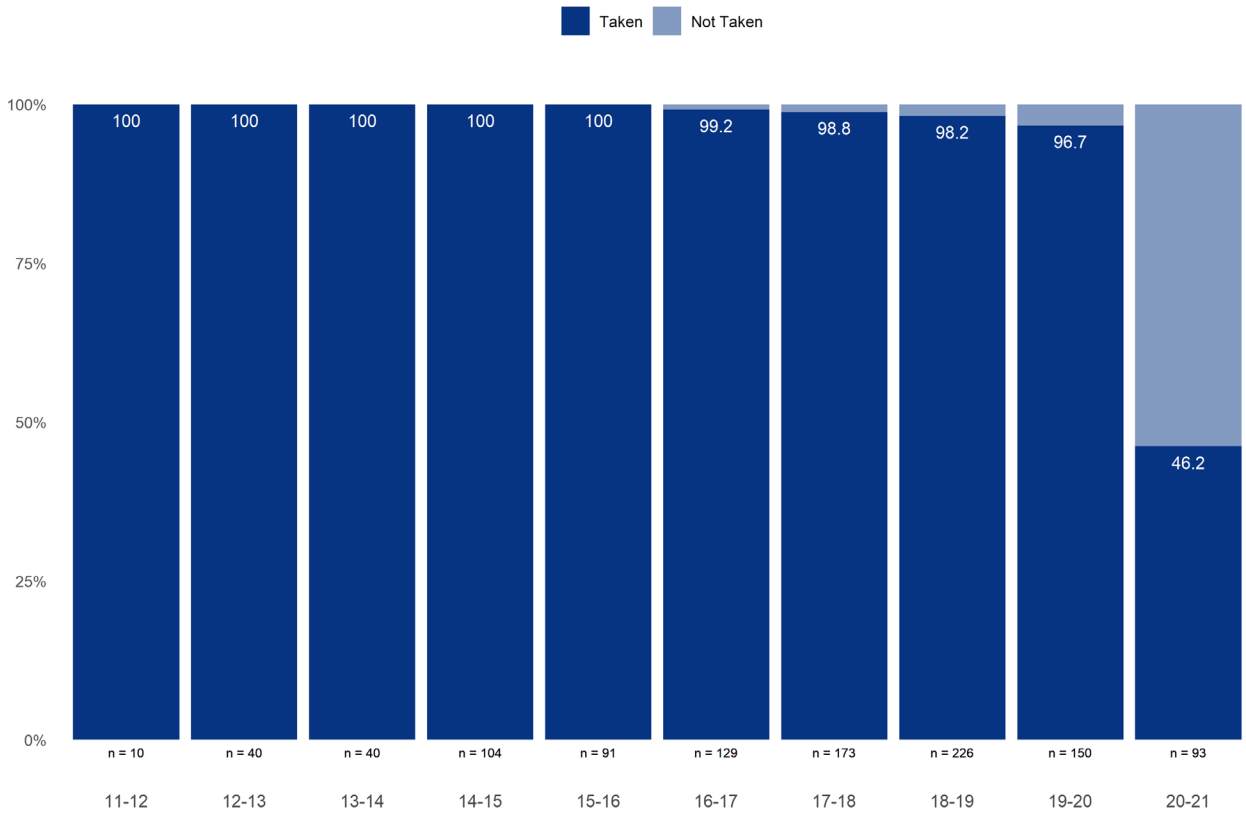
1.1.1 Learner Graduation Rate

1.2.1 Alumni Licensure Overall



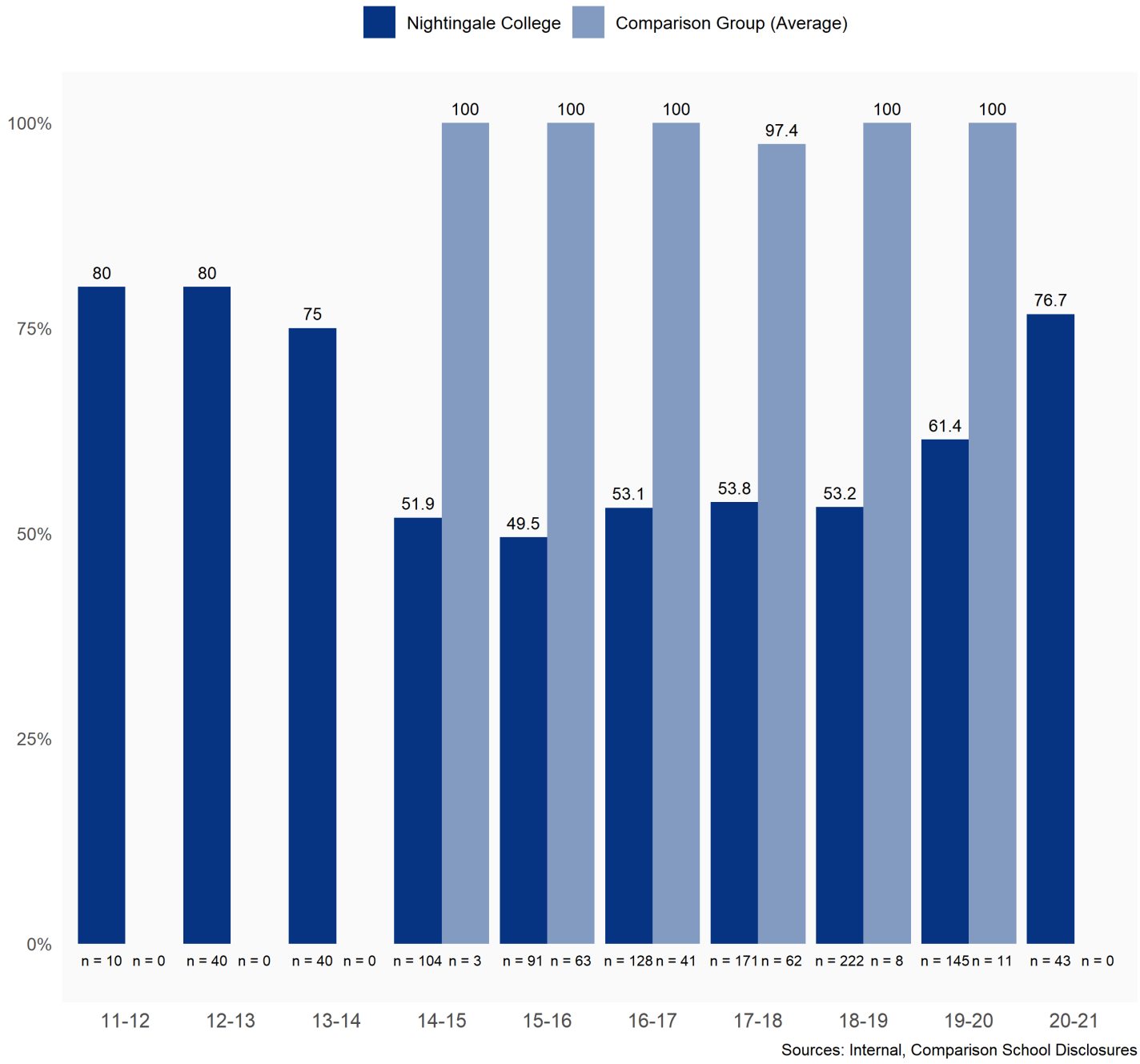
NCLEX-RN Taken Rate

ADN



NCLEX-RN First-Time Pass Rate

ADN



Sources: Internal, Comparison School Disclosures