



NIGHTINGALE
COLLEGE

**Institutional
Effectiveness Plan**
Summer 2021

Nightingale College

Institutional Effectiveness Plan

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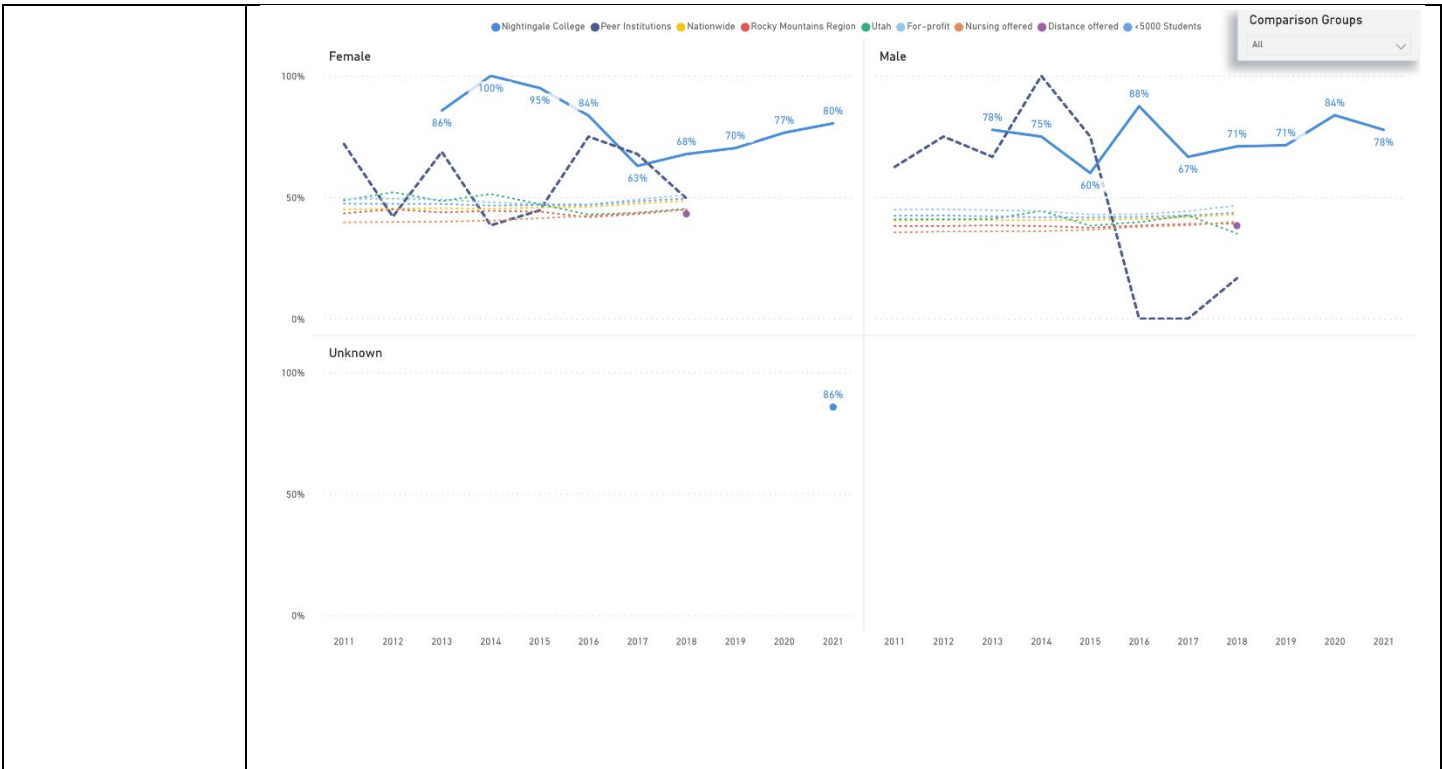
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1. Facilitate Academic Achievement

1.1.1 Learner Graduation Rate

Ownership	Last Update																																																																																																																																																																																																																																																																																	
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Sources	Narrative
Internal Dashboard Comparison Dashboard	<p>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. However, the MSN program did graduate its first learner at the end of summer 2021. Figures one and two show our learners with a 150% graduation rate above that of our comparable institutions for various race and gender demographics. High annual variation is observed, especially among non-white racial demographics, due to low n sizes.</p>
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).

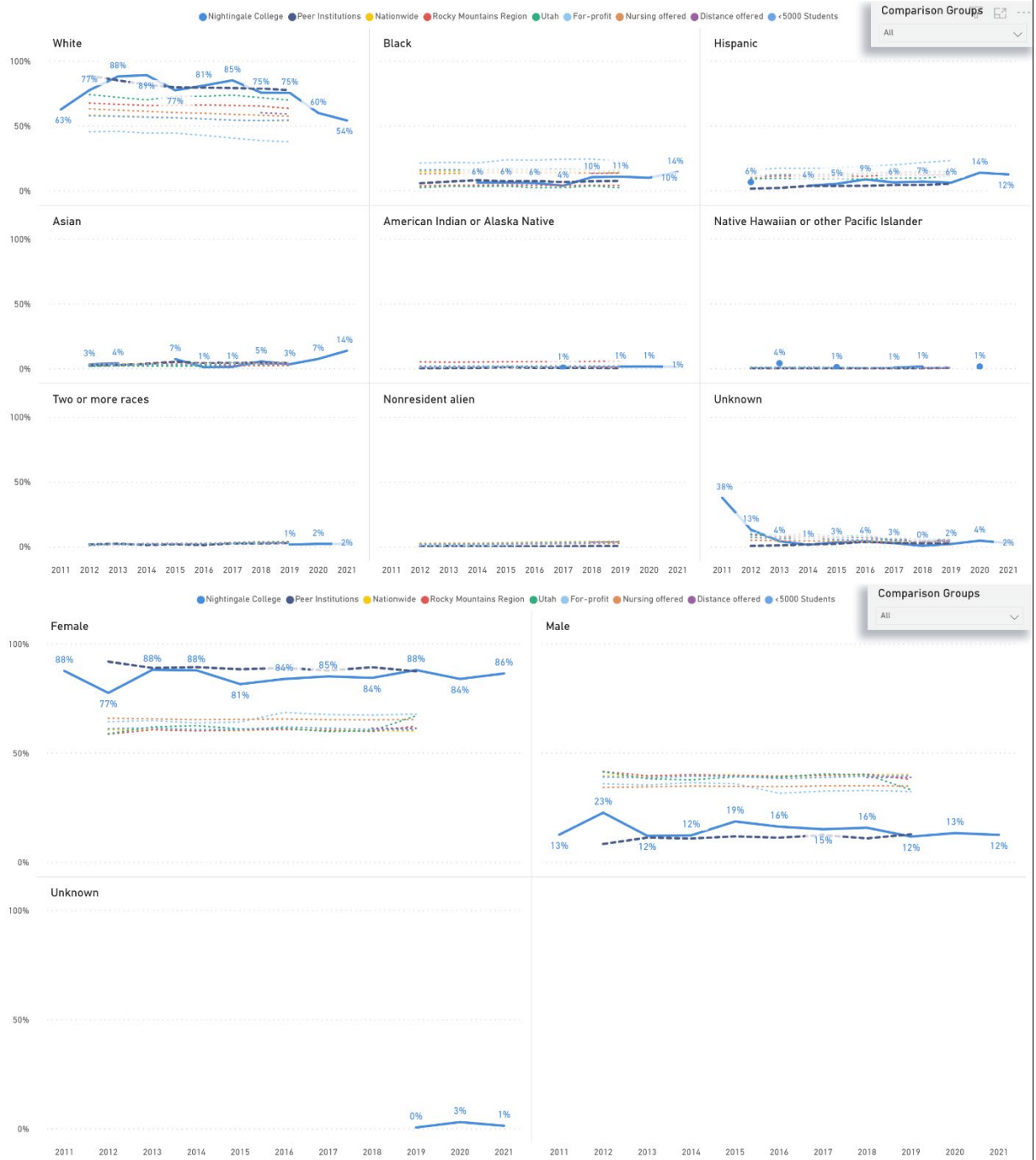
1.1.2 Learner Persistence to Completion

Ownership	Last Update
Institutional Analytics and Effectiveness	9/22/2021

Benchmark (s)	Statistics												
A.D.N. - 70% BSN- 70% RN-to BSN- 70% MSN - TBD	Program Start Cohort	MSN				PN				RNBSN			
		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	5	0	83%
	2020 Spring	1	1	0	100%					7	6	0	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	0	0%
	2021 Fall					9	0	9	100%	3	0	3	100%
	Total	3	1	2	100%	13	0	13	100%	77	40	6	60%
	Program Start Cohort	ADN				BSN				Total			
	n	Grads	Active	%	n	Grads	Active	%	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	43	41	0	95%					43	41	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	0	0%	121	80	0	66%	
2018 Spring	97	78	0	80%	6	0	0	0%	109	82	0	75%	
2018 Summer	118	97	0	82%	22	5	3	36%	143	103	3	74%	
2018 Fall	77	61	0	79%	107	58	15	68%	189	124	15	74%	
2019 Spring	36	29	0	81%	40	21	9	75%	76	50	9	78%	
2019 Summer	28	25	0	89%	77	32	21	69%	110	61	21	75%	
2019 Fall	41	31	0	76%	364	106	139	67%	411	142	139	68%	
2020 Spring	4	3	0	75%	240	15	134	62%	252	25	134	63%	
2020 Summer	1	0	0	0%	288	3	172	61%	293	4	174	61%	
2020 Fall	2	1	0	50%	447	0	307	69%	452	1	307	68%	
2021 Spring					475	0	366	77%	479	0	368	77%	
2021 Summer					567	0	486	86%	573	0	491	86%	
2021 Fall					638	0	636	100%	650	0	648	100%	
Total	1293	1011	0	78%	3272	240	2288	77%	4658	1292	2309	77%	

Comparisons

IPEDS completer demographics (all programs). All comparison institutions offering Undergraduate degrees.



Sources

- [Internal Dashboard](#)
- [Comparison Dashboard](#)

Narrative

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 September 22, 2021, the first-

	<p>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, data is limited for these programs. However, the MSN program did graduate its first learner at the end of summer 2021.</p> <p>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. Additionally, Nightingale College's graduate population remains more diverse than our comparable institutions while keeping similar proportions of male and female graduates.</p>
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	9/22/2021
Benchmark(s)	Statistics

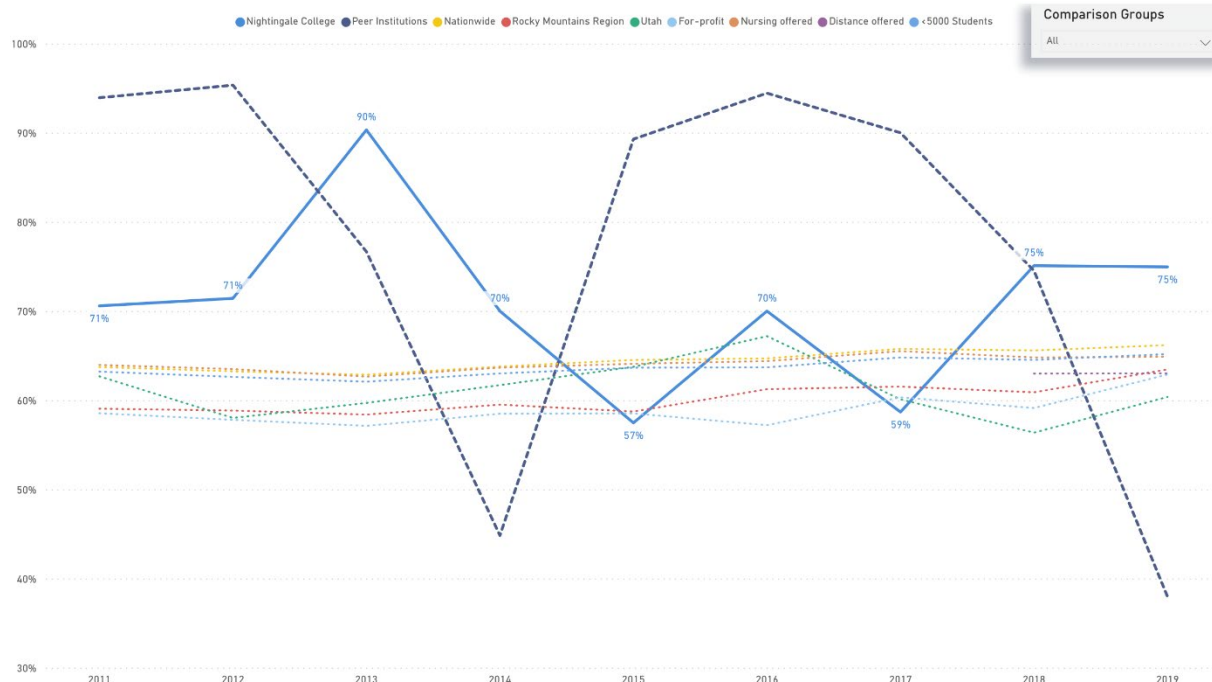
A.D.N. - 80%
 BSN- 80%
 RN to BSN –
 80%
 MSN – 80%

Program Term	MSN Eligible	Retained	%	PN Eligible	Retained	%	RNBSN Eligible	Retained	%
2014 Fall							1	0	0%
2015 Spring							5	3	60%
2015 Summer							9	7	78%
2015 Fall							5	2	40%
2016 Spring							0	0	
2016 Summer							3	1	33%
2016 Fall							4	3	75%
2017 Spring							5	4	80%
2017 Summer							4	4	100%
2017 Fall							15	12	80%
2018 Spring							14	10	71%
2018 Summer							14	12	86%
2018 Fall							11	10	91%
2019 Spring							9	7	78%
2019 Summer							9	9	100%
2019 Fall							10	9	80%
2020 Spring	1	1	100%				13	10	77%
2020 Summer	2	2	100%				11	9	82%
2020 Fall	2	2	100%				10	9	90%
2021 Spring	2	2	100%				11	6	55%
2021 Summer	2	2	100%	4	4	100%	4	3	75%
Total	9	9	100%	4	4	100%	167	130	77%

Program Term	ADN Eligible	Retained	%	BSN Eligible	Retained	%	Total Eligible	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	63	61	97%				63	61	97%
2014 Spring	68	64	94%				68	64	94%
2014 Summer	103	98	95%				103	98	95%
2014 Fall	111	103	93%				112	103	92%
2015 Spring	126	113	90%				131	116	89%
2015 Summer	128	117	91%				137	124	91%
2015 Fall	147	132	89%				152	134	88%
2016 Spring	167	138	82%				167	138	82%
2016 Summer	165	145	88%				168	146	87%
2016 Fall	192	174	91%				196	177	90%
2017 Spring	191	178	93%				196	182	92%
2017 Summer	213	194	91%				217	198	91%
2017 Fall	240	204	85%				255	216	85%
2018 Spring	258	230	89%	6	4	67%	278	244	88%
2018 Summer	303	275	91%	24	19	79%	341	306	90%
2018 Fall	261	244	93%	131	114	87%	404	368	91%
2019 Spring	217	196	90%	153	134	88%	379	337	89%
2019 Summer	166	159	96%	205	180	88%	380	348	92%
2019 Fall	152	134	88%	558	514	92%	720	657	91%
2020 Spring	102	95	93%	756	662	88%	872	768	88%
2020 Summer	34	31	91%	940	820	87%	987	862	87%
2020 Fall	13	7	54%	1236	1131	92%	1262	1149	91%
2021 Spring				1551	1351	87%	1564	1359	87%
2021 Summer				1834	1601	87%	1844	1610	87%
Total	3607	3261	90%	7394	6530	88%	11183	9934	89%

Comparisons

IPEDS Fall to Fall Retention (all programs). All comparison institutions offering Undergraduate degrees.



Sources

[Internal Dashboard](#)
[Comparison Dashboard](#)

Narrative

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 to incorporate the fall’s success across the other semesters. IPEDS data for figure three is by academic year, fall through fall, and thus looks different from figure one.

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).

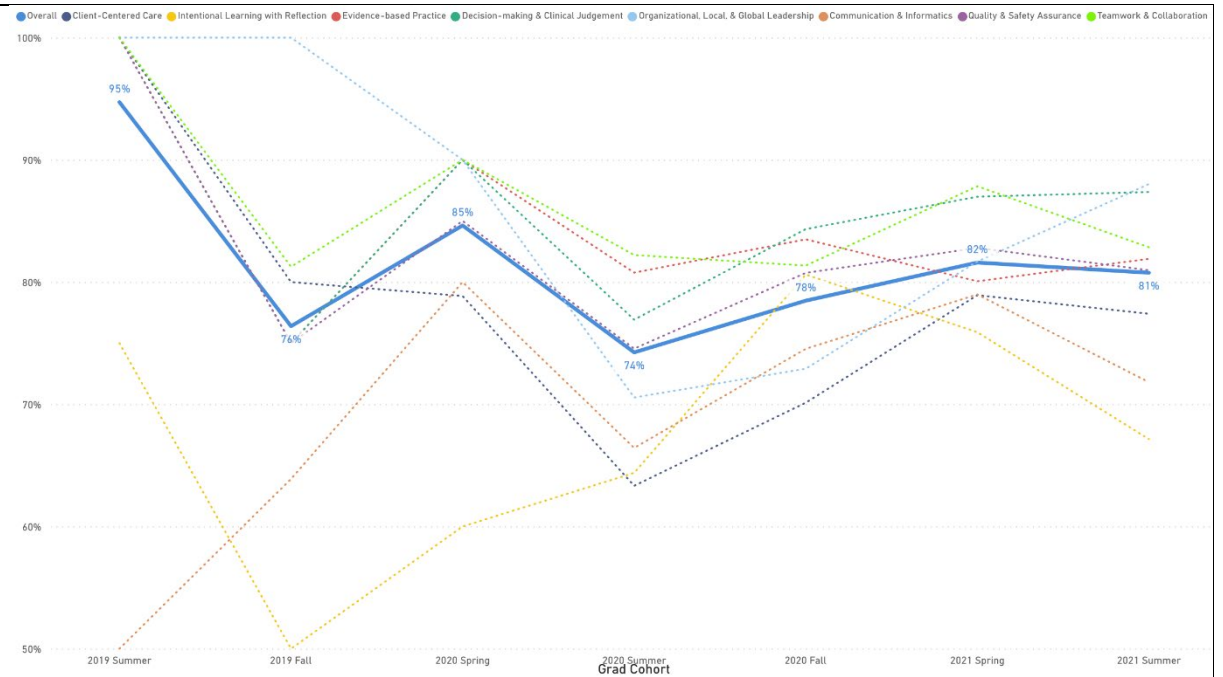
1.1.4 Learner General Education Programmatic Outcomes

Ownership	Last Update																
Institutional Analytics and Effectiveness, GE	9/22/2021																
Benchmark(s)	Statistics																
70% in all 8 competency frames.	<p>The chart displays the percentage of students meeting the 70% benchmark across eight competency frames over time. The overall performance is highlighted by a solid blue line, while individual competency frames are shown as dotted lines in various colors. The overall performance starts at 53% in 2019 Summer, reaches 53% in 2019 Fall, 70% in 2020 Spring, 73% in 2020 Summer Term, 74% in 2020 Fall, 70% in 2021 Spring, and drops to 57% in 2021 Summer.</p> <table border="1"> <caption>Overall Performance Data</caption> <thead> <tr> <th>Term</th> <th>Overall Performance (%)</th> </tr> </thead> <tbody> <tr> <td>2019 Summer</td> <td>53%</td> </tr> <tr> <td>2019 Fall</td> <td>53%</td> </tr> <tr> <td>2020 Spring</td> <td>70%</td> </tr> <tr> <td>2020 Summer Term</td> <td>73%</td> </tr> <tr> <td>2020 Fall</td> <td>74%</td> </tr> <tr> <td>2021 Spring</td> <td>70%</td> </tr> <tr> <td>2021 Summer</td> <td>57%</td> </tr> </tbody> </table>	Term	Overall Performance (%)	2019 Summer	53%	2019 Fall	53%	2020 Spring	70%	2020 Summer Term	73%	2020 Fall	74%	2021 Spring	70%	2021 Summer	57%
Term	Overall Performance (%)																
2019 Summer	53%																
2019 Fall	53%																
2020 Spring	70%																
2020 Summer Term	73%																
2020 Fall	74%																
2021 Spring	70%																
2021 Summer	57%																
Sources	Narrative																
Internal Dashboard	<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 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</p>																

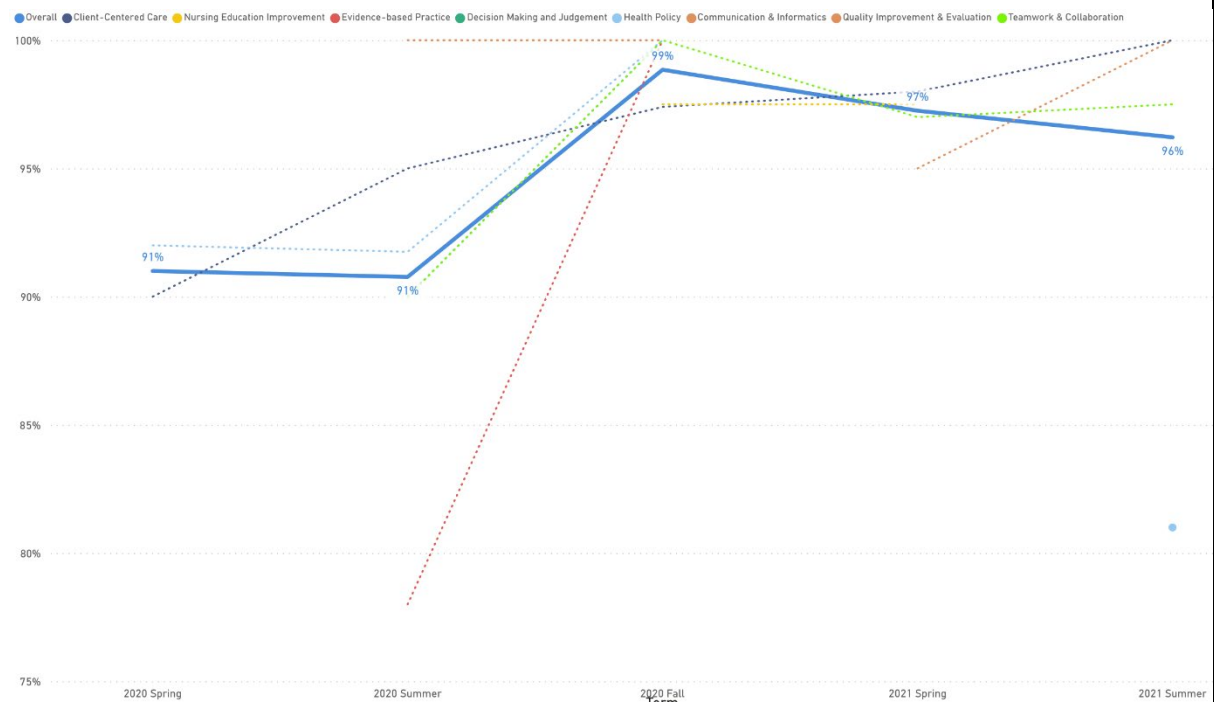
	<p>program offered, and at each course-level. In Summer 2020, there were a total of 276 unique data points used to measure GEPO proficiency, making our n much higher than in prior terms. These metric shifts reflect multiple touch points within each course and ensure that specific items on the exams are aligned to the construct, not total data from the measurement point.</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>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.</p> <p>We are continuously engaged in curriculum review, analysis of the data points, and ensuring the metrics reflect the outcomes in the courses.</p>
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	9/22/2021
Benchmark(s)	Statistics
70% in all 8 competency frames	Undergraduate



Graduate



Sources

[Internal Dashboard - Undergraduate](#)
[Internal Dashboard - Graduate](#)

Narrative

We are above benchmark in seven out of eight competencies for the undergraduate programs in summer 2021. In spring 2021, the competencies received increased review into the data collection metrics, curriculum placement, and integration modalities to establish improvement processes. The informatics course was revised for the BSN/RNBSN programs implemented spring of 2020. Data related to the 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	9/22/2021
Benchmark(s)	Statistics
4.0 as reflective of Agree on the Likert Scale.	<p>The chart displays various metrics over time. The Composite score (solid blue line) starts at 4.17 in 2020 Spring, drops to 3.94 in 2020 Summer, reaches a low of 3.91 in 2020 Fall, rises to 4.00 in 2021 Spring, and ends at 4.10 in 2021 Summer. Other metrics include Satisfaction (dotted blue), Loyalty (dotted yellow), Perceived Value (Referrals) (dotted red), Perceived Value (Survey) (dotted green), Image (dotted light blue), Expectation (dotted orange), Quality of Course Materials (dotted purple), and Quality of Faculty (dotted dark blue).</p>
Sources	Narrative
Internal Dashboard	<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. Ongoing issues relating to the COVID-19 pandemic resulted in a dip in our learner satisfaction for most of 2020. Coordination of efforts across the functions, enhanced support services, and increased communication have promoted the support of learners through the challenging current environment. Academic Faculty Managers were created to expand the time and administrative support potential in coordination with other support structures, such as Learner 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</p>

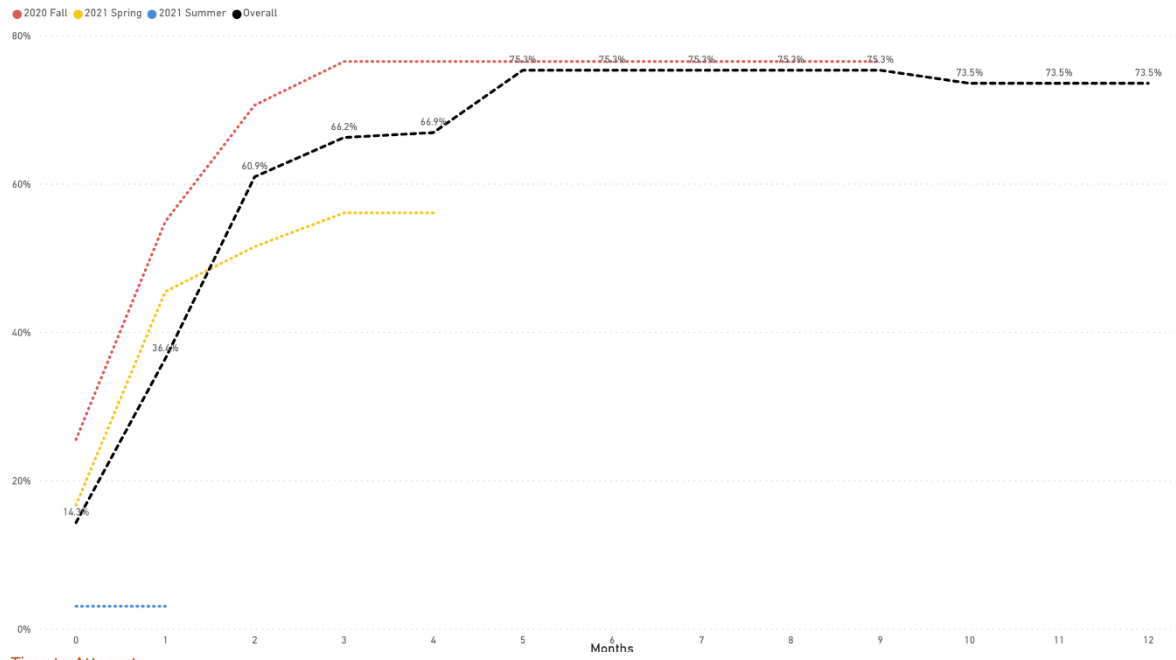
	<p>with learners to ensure they feel engaged and supported with issues arise. In an effort to support learners in understanding the expectations and adhering to the required elements of their programs, increased communication, follow up, and documentation are implemented with a new role for coordinating learner communication, and establishing feedback loops and coordinated support with cross functional management.</p> <p>With the combined opening of some in person experiential learning and the development of VCBC's, coupled with these systemic and organizational enhancements, learner satisfaction has successfully rebounded from the 2020 dip. The new, more robust, Learner Satisfaction model began 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.</p>
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

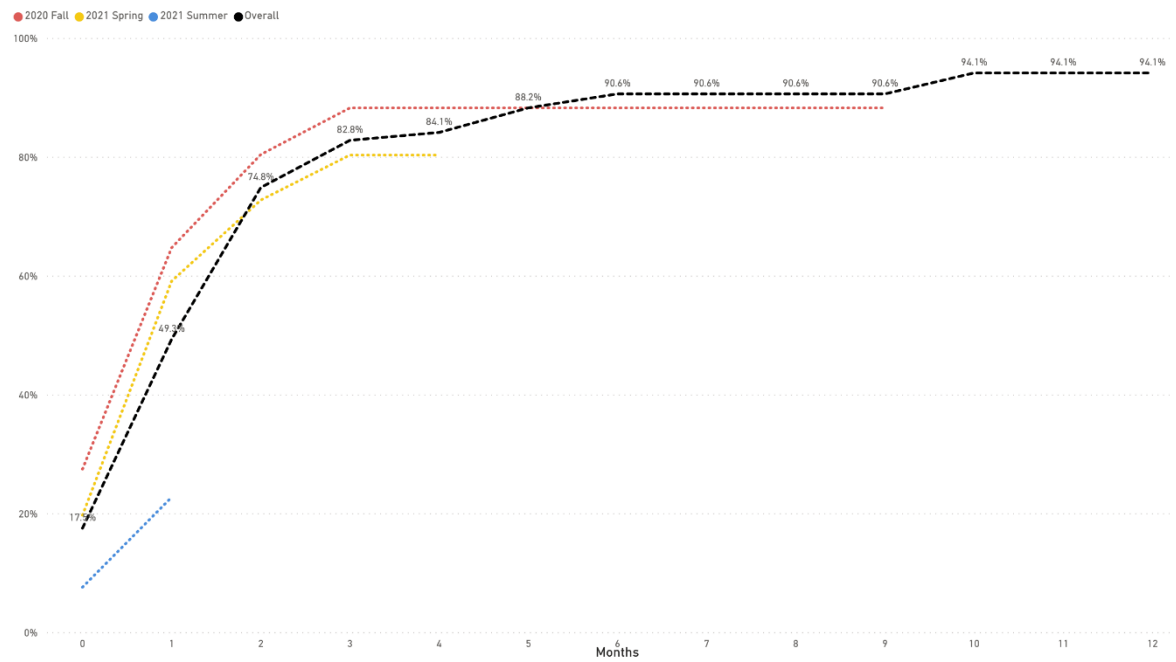
Ownership	Last Update
Institutional Analytics and Effectiveness, LCAS	9/22/2021
Benchmark(s)	Statistics

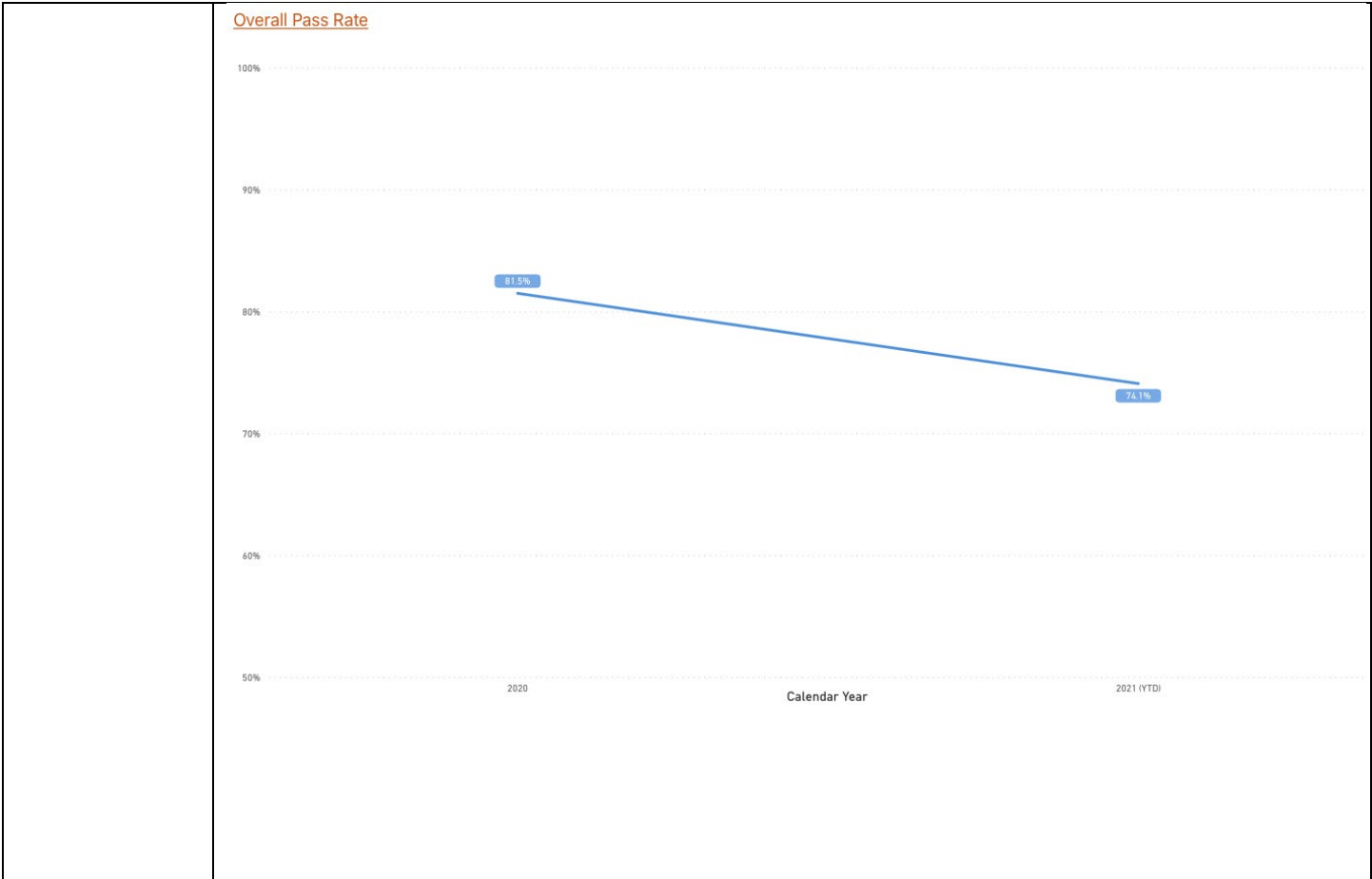
Overall
NCLEX Pass
Rate: 80%

Time to Licensure



Time to Attempt





Sources	Narrative
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Internal Dashboard - Time to Licensure Internal Dashboard - Time to Attempt Internal Dashboard - Overall Pass Rate	<p>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. Overall Pass Rate by calendar year, with information updated monthly. As of September 24, 2021, overall pass rate for BSN learners is 74.1%, coming in just under benchmark.</p> <p>Nightingale College has also begun to track the time to attempt the NCLEX after graduation, as evidence suggests that learners who test sooner test higher than those that put off testing. Although this has been trending upward, summer 2021 has shown a reduction in early testing.</p>
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Tactical Code	Tactic
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	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.
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NWCCU Standard	NWCCU Standard Description
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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
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	to collegiate-level degrees, certificates, or credentials and includes designators consistent with program content in recognized fields of study.
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1.2.2 Alumni Additional Certifications

Ownership	Last Update					
LCAS	September 2021					
Benchmark(s)	Statistics					
Benchmark: Response to alumni survey at 10%.		Total Alumni Population	Total Survey Responses	Total Licensed in at Least One State	Total Licensed in Two or More States	Response Rate
	Year					
	2020	910	36	36	10	4%
	2021	277	27	27	12	10%
No additional certifications, only additional state licensures are reported.						
Sources	Narrative					
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 10%. 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 2022.					
Tactical Code	Tactic					
	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.					
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).					

1.3.1 Collaborator Tuition Reimbursement Programs Participation

Ownership	Last Update
Collaborator Experience	September 2021

Benchmark(s)	Statistics																								
TBD based on historical data, but the benchmark is not to be set until after we revisit the policy for Tactical Planning in 2021.	<table border="1"> <thead> <tr> <th>Year</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td># of Utilization</td> <td>5</td> <td>4</td> <td>6</td> <td>14</td> <td>10</td> </tr> <tr> <td># Eligible</td> <td>25</td> <td>39</td> <td>46</td> <td>61</td> <td>60</td> </tr> <tr> <td>Total Utilization</td> <td>20.00%</td> <td>10.26%</td> <td>13.04%</td> <td>22.95%</td> <td>16.67%</td> </tr> </tbody> </table>	Year	2017	2018	2019	2020	2021	# of Utilization	5	4	6	14	10	# Eligible	25	39	46	61	60	Total Utilization	20.00%	10.26%	13.04%	22.95%	16.67%
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Total Utilization	20.00%	10.26%	13.04%	22.95%	16.67%																				
Sources	Narrative																								
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>																								
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	September 2021

Benchmark(s)	Statistics		
TBD based on historical data tables.	Year	2020	2021
	# of Completion	13	15
	# Eligible	61	60
	Total Utilization	21.31%	25%
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. On hold for 2021.																																													
Benchmark(s)	Statistics																																													
Pushing for an overall benchmark of 4 in 2021 in all Elevational concepts.	<table border="1"> <caption>Collaborator Elevation Data</caption> <thead> <tr> <th>Concept</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>3.46</td></tr> <tr><td>Physiological</td><td>3.46</td><td>3.73</td></tr> <tr><td>Safety</td><td>3.46</td><td>3.73</td></tr> <tr><td>Belonging & Love</td><td>3.46</td><td>3.73</td></tr> <tr><td>Esteem</td><td>3.46</td><td>3.73</td></tr> <tr><td>Cognitive</td><td>3.46</td><td>3.73</td></tr> <tr><td>Aesthetic</td><td>3.46</td><td>3.73</td></tr> <tr><td>Self-Actualizing</td><td>3.46</td><td>3.73</td></tr> <tr><td>Transcendence</td><td>3.46</td><td>3.73</td></tr> <tr><td>Core Values</td><td>3.46</td><td>3.73</td></tr> <tr><td>Aspirational Values</td><td>3.46</td><td>3.73</td></tr> <tr><td>Foundational Principles</td><td>3.46</td><td>3.73</td></tr> <tr><td>Overall Elevation</td><td>3.08</td><td>3.76</td></tr> </tbody> </table>	Concept	1 Year Ago	Today	Johari Window	2.46	3.73	Start Here	2.46	3.46	Physiological	3.46	3.73	Safety	3.46	3.73	Belonging & Love	3.46	3.73	Esteem	3.46	3.73	Cognitive	3.46	3.73	Aesthetic	3.46	3.73	Self-Actualizing	3.46	3.73	Transcendence	3.46	3.73	Core Values	3.46	3.73	Aspirational Values	3.46	3.73	Foundational Principles	3.46	3.73	Overall Elevation	3.08	3.76
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Sources	Narrative																																													
Survey	<p>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.</p> <p>This survey is currently being reconsidered, and is on hold for 2021.</p>																																													
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	September 2021																																																																															
Benchmark(s)	Statistics																																																																															
<p>Based on Q1 results, Improvement plan by Own My Health recommends a four-year improvement goal of 57% for males and 79% for females.</p>	<p style="text-align: center;">Annual Biometric Screening Results (Updated annually in February)</p> <table border="1" data-bbox="483 363 1513 821"> <thead> <tr> <th>Gender 2020</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> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th>Gender 2021</th> <th>Total</th> <th>Align</th> <th>Elevate/Excel</th> <th>Lead</th> </tr> <tr> <td>Male</td> <td>12</td> <td>1</td> <td>6</td> <td>5</td> </tr> <tr> <td>Female</td> <td>38</td> <td>4</td> <td>24</td> <td>10</td> </tr> <tr> <td>Total</td> <td>50</td> <td>5</td> <td>30</td> <td>15</td> </tr> <tr> <td></td> <td></td> <td>10%</td> <td>60%</td> <td>30%</td> </tr> </tbody> </table> <table border="1" data-bbox="483 856 1513 1129"> <thead> <tr> <th colspan="4" style="text-align: center;">OMH Participation 2021 (Updated quarterly)</th> </tr> <tr> <th></th> <th>1st Qtr</th> <th>2nd Qtr</th> <th>3rd Qtr</th> </tr> </thead> <tbody> <tr> <td>Hit Points</td> <td>62</td> <td>69</td> <td></td> </tr> <tr> <td>No Points</td> <td>196</td> <td>93</td> <td></td> </tr> <tr> <td>Partial Points</td> <td>35</td> <td>39</td> <td></td> </tr> <tr> <td>Total Enrolled</td> <td>97</td> <td>108</td> <td></td> </tr> </tbody> </table>	Gender 2020	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%						Gender 2021	Total	Align	Elevate/Excel	Lead	Male	12	1	6	5	Female	38	4	24	10	Total	50	5	30	15			10%	60%	30%	OMH Participation 2021 (Updated quarterly)					1st Qtr	2nd Qtr	3rd Qtr	Hit Points	62	69		No Points	196	93		Partial Points	35	39		Total Enrolled	97	108	
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Own My Health	<p>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.</p>																																																																															
Tactical Code	Tactic																																																																															
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																																																																															
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.
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2.1.1 Learner Survey of Health

Ownership	Last Update
LCAS	September 2021
Benchmark(s)	Statistics
Benchmark: 50% of learners expressing interest in each area of interest will participate in activities and events.	<p>Total participating in New Learner Orientation: 1343 Total completing Survey: 1343 58% reported no interest in participating in activities. 56% interested in physical health/exercise 36% interested in meditation/mindfulness 30% interested in financial literacy/debt management</p> <p>These data provide a foundation for developing learner activities and events.</p>
Sources	Narrative
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>Beginning in May 2021, LALR webinars are held to engage learners in these topics, including with virtual yoga, study skills, mental health, and others.</p>
Tactical Code	Tactic
	<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 Evolvitude 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> <p>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.</p>
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	September 2021																						
Benchmark(s)	Statistics																						
Benchmark: Participation in events developed in response to survey 10%.		Total Alumni Population Surveyed	Total Survey Responses																				
	Year																						
	2010-2020	910	36																				
	2021	277	27																				
	<table border="1"> <thead> <tr> <th>Topic</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Fitness challenges</td> <td>8</td> </tr> <tr> <td>Mental health seminars</td> <td>13</td> </tr> <tr> <td>Nutrition information</td> <td>11</td> </tr> <tr> <td>Service-learning opportunities...</td> <td>5</td> </tr> <tr> <td>Meditation/Mindfulness</td> <td>8</td> </tr> <tr> <td>Understanding benefits and re...</td> <td>5</td> </tr> <tr> <td>Negotiating salary</td> <td>8</td> </tr> <tr> <td>Financial literacy</td> <td>6</td> </tr> <tr> <td>Student loan repayment</td> <td>14</td> </tr> </tbody> </table>			Topic	Count	Fitness challenges	8	Mental health seminars	13	Nutrition information	11	Service-learning opportunities...	5	Meditation/Mindfulness	8	Understanding benefits and re...	5	Negotiating salary	8	Financial literacy	6	Student loan repayment	14
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Student loan repayment	14																						
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																						
	<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>																						
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	September 2021
Benchmark(s)	Statistics
Benchmark: 30% participation in professional clubs and organizations.	<p>Total participating in New Learner Orientation: 1343 N=1343 or 933 excluding August 2021</p> <p>27 learners (2%) are currently engaged with professional associations. However, 442 learners (33%) expressed interest in participation.</p> <p>Learners are currently engaged with the following organizations: ANA American Nursing Association ICEA PTK Phi Theta Kappa NSNA National Student Nursing Association NLN National League of Nursing ISTT Sigma Theta Tau Health Occupations Student Association (HOSA) Association of Surgical Technologists (AST) AAPC IAN – International Association of Nursing ACS NREMT</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. These data are skewed and reflect only learners starting in January and May due to a change in structure and survey of New Learner Orientation/New Learner Welcome Forum.
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

	<p>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> <p>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.</p>
NWCCU Standard	NWCCU Standard Description
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>

3.2.1 Alumni Cohort Default Rate

Ownership	Last Update																					
Financial Aid Auditor	5/17/2021; Next Update September 2021																					
Benchmark(s)	Statistics																					
Below 10% per annum	<table border="1"> <thead> <tr> <th></th> <th colspan="6">YEAR</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</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> <td>5.1</td> </tr> </tbody> </table>		YEAR							2014	2015	2016	2017	2018	2019	Cohort Default Rate	7.4	2.1	3.9	4.8	7.6	5.1
	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	<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>																					

	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

Ownership	Last Update			
LCAS	September 2021			
Benchmark(s)	Statistics			
Participation: 10% in survey Percentage of positive job mobility: 50% Metrics set based on a minimum level of participation in inaugural survey.	Total Alumni population	Total survey responses	Total indicating upward mobility	Percentage of self-report
	910	36	21	58%
	277	27	21	77%
Sources	Narrative			
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>For both 2020 and 2021, we have surpassed our 50% benchmark of positive job mobility in their careers since completing their studies with Nightingale College.</p>			
Tactical Code	Tactic			
	<p>Survey to be dispatched annually to graduates who have graduated within the last calendar year, with the next survey deployed in June 2022.</p> <p>Alumni survey will be updated and revised to further explore reasons for not receiving or seeking promotions.</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).
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3.2.3 Alumni Professional Associations

Ownership	Last Update				
LCAS	September 2021				
Benchmark(s)	Statistics				
Benchmark: Response to alumni survey at 10%.		Total Alumni Population		Participating in Professional Associations	Percentage of Respondents Reporting Participation in Professional Associations
	Year		Total Survey Responses		
	2020	910	36	18	50%
	2021	277	27	9	33%
Sources	Narrative				
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 September 22, 2021, there have been 63 responses to the alumni survey. N=1187. Of those responses, 27 (43%) indicated that they are involved in professional associations. The organizations include American Nurses Association, AAAMA, CAUTI/CLABSI Committee, ACCN, AANAC, AACN, AORN, Utah NP Association, Emergency Nurse Association, AWHONN, NLN, UHMS, WOC, Nevada Nursing Association, Nevada Nursing Association, and Wyoming Nurses Association.</p> <p>Interest in participating in professional associations for 2020/2021 is 2.85 on a scale of 1-5.</p>				
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).
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3.3.1 Collaborator Professional Development / CEUs / Conference Attendance

Ownership	Last Update						
Collaborator Experience	September, 2021 – Does not yet include those reported in August 2021						
Benchmark(s)	Statistics						
Benchmarks to be set based on historic data in October review.	Collaborator CEU Hours						
		2017	2018	2019	2020	2021 S1	2021 S2
	Completed CEUs	80	178.85	406.25	998.5	614.25	109.05
	Collaborator Population	84	119	167	237	315	343.5
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. Tracking of 2021 CEUs has not been fully accounted for due to personnel changes.						
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

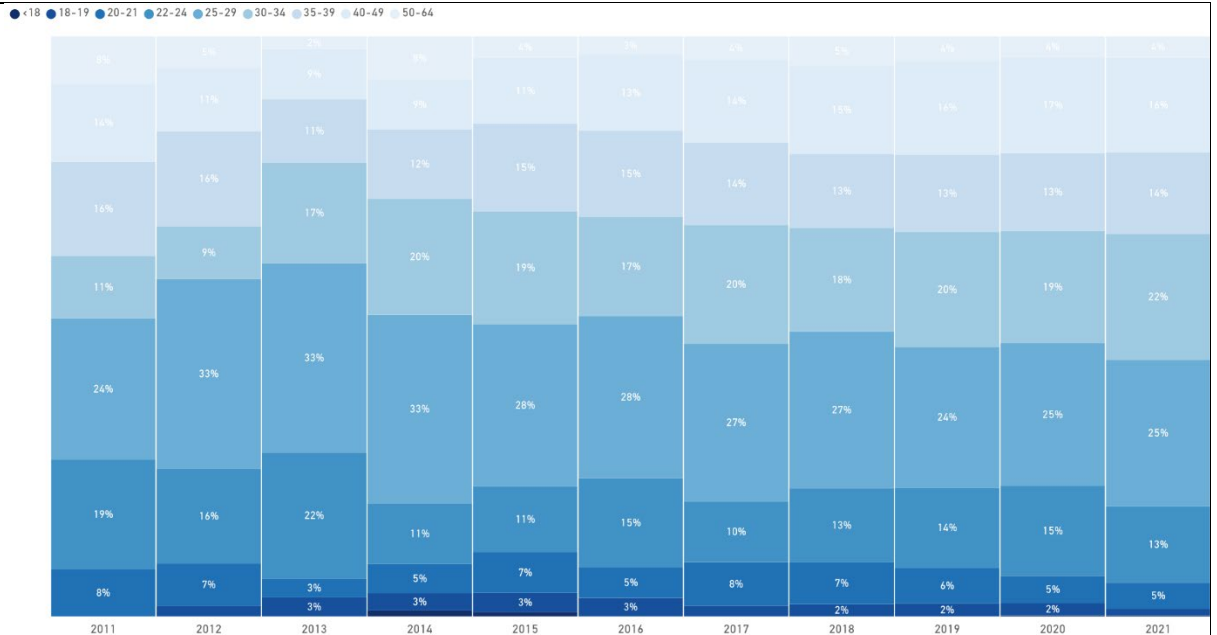
Ownership	Last Update
Collaborator Experience	On hold
Benchmark(s)	Statistics

Benchmarks to be set based on historic data.	New reporting item for IEP.
Sources	Narrative
Collaborator Files	Collaborator Experience is considering how to report this item. It is on hold for 2021.
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.

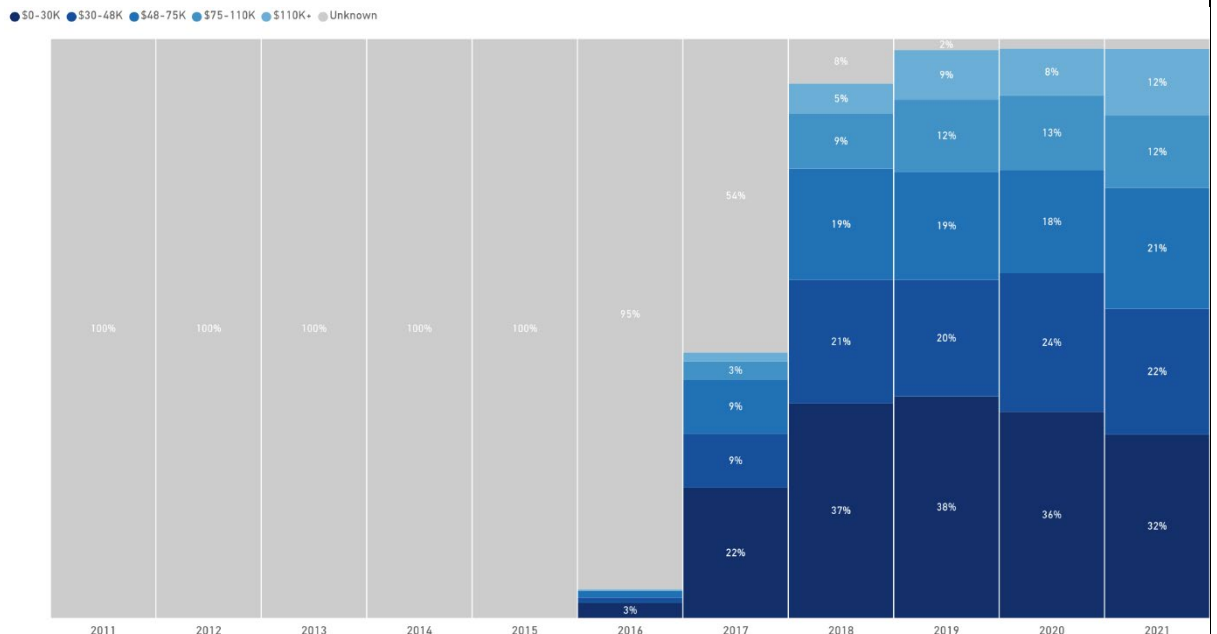
4. Serve Diverse Communities

4.1 Learner Demographics

Ownership	Last Update																																																																																																																							
Institutional Analytics and Effectiveness	9/22/2021																																																																																																																							
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>Gender</p> <table border="1"> <caption>Gender Data (2011-2021)</caption> <thead> <tr> <th>Year</th> <th>Female</th> <th>Male</th> <th>Non-binary</th> <th>Unknown</th> </tr> </thead> <tbody> <tr><td>2011</td><td>76%</td><td>24%</td><td>0%</td><td>0%</td></tr> <tr><td>2012</td><td>78%</td><td>22%</td><td>0%</td><td>0%</td></tr> <tr><td>2013</td><td>82%</td><td>18%</td><td>0%</td><td>0%</td></tr> <tr><td>2014</td><td>83%</td><td>17%</td><td>0%</td><td>0%</td></tr> <tr><td>2015</td><td>83%</td><td>17%</td><td>0%</td><td>0%</td></tr> <tr><td>2016</td><td>84%</td><td>16%</td><td>0%</td><td>0%</td></tr> <tr><td>2017</td><td>86%</td><td>14%</td><td>0%</td><td>0%</td></tr> <tr><td>2018</td><td>88%</td><td>12%</td><td>0%</td><td>0%</td></tr> <tr><td>2019</td><td>86%</td><td>12%</td><td>0%</td><td>2%</td></tr> <tr><td>2020</td><td>86%</td><td>12%</td><td>0%</td><td>2%</td></tr> <tr><td>2021</td><td>86%</td><td>13%</td><td>0%</td><td>1%</td></tr> </tbody> </table>	Year	Female	Male	Non-binary	Unknown	2011	76%	24%	0%	0%	2012	78%	22%	0%	0%	2013	82%	18%	0%	0%	2014	83%	17%	0%	0%	2015	83%	17%	0%	0%	2016	84%	16%	0%	0%	2017	86%	14%	0%	0%	2018	88%	12%	0%	0%	2019	86%	12%	0%	2%	2020	86%	12%	0%	2%	2021	86%	13%	0%	1%																																																											
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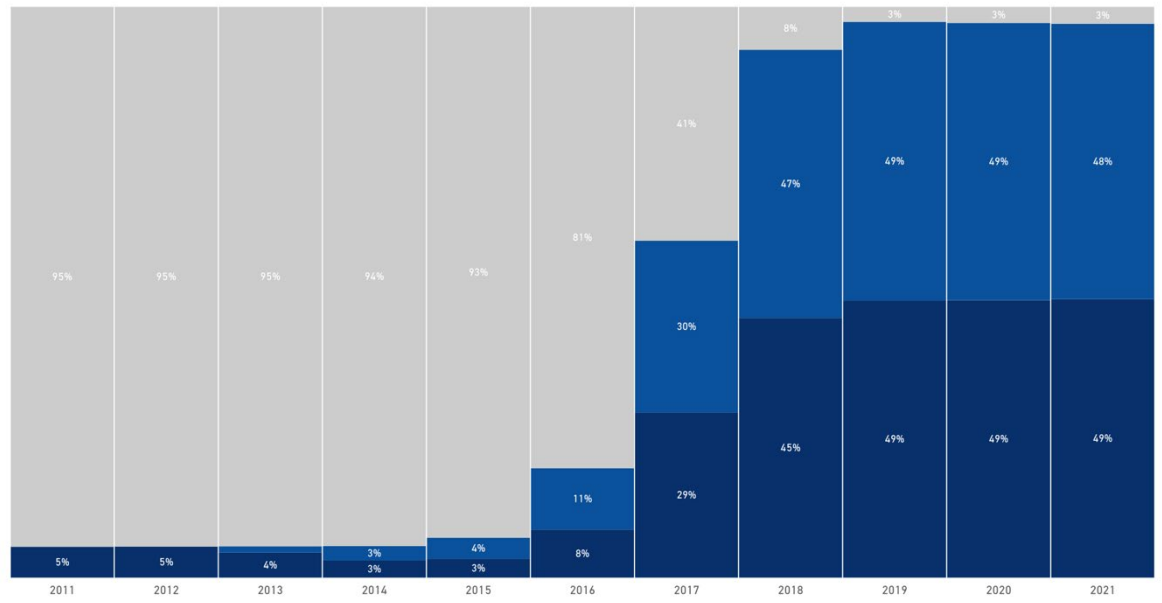


Income



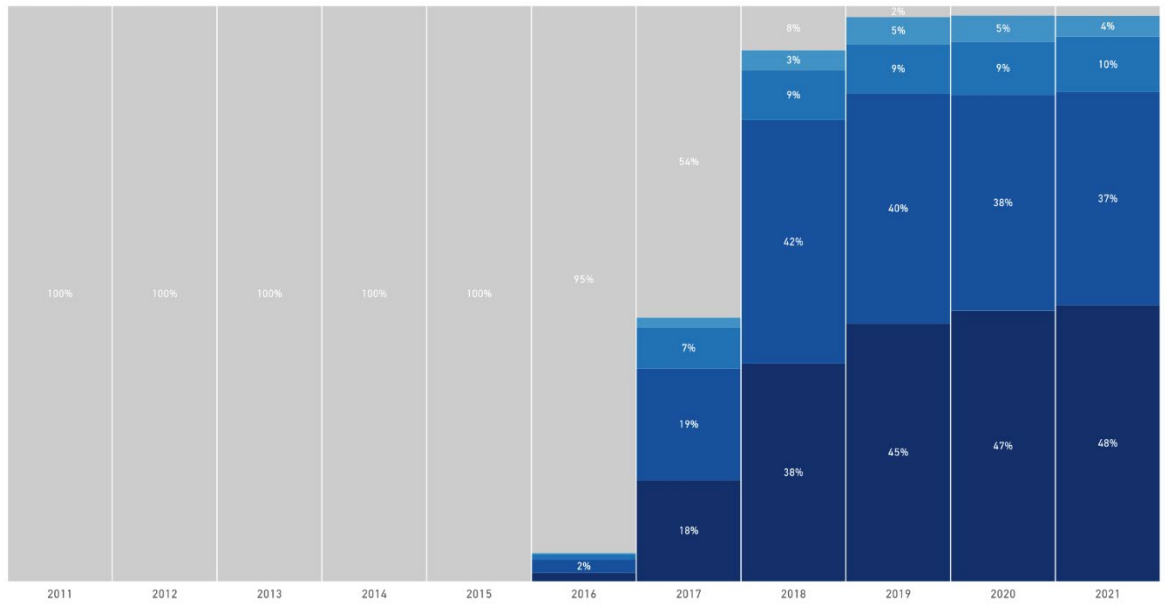
College Generation

● First Generation ● Second or more ● Unknown

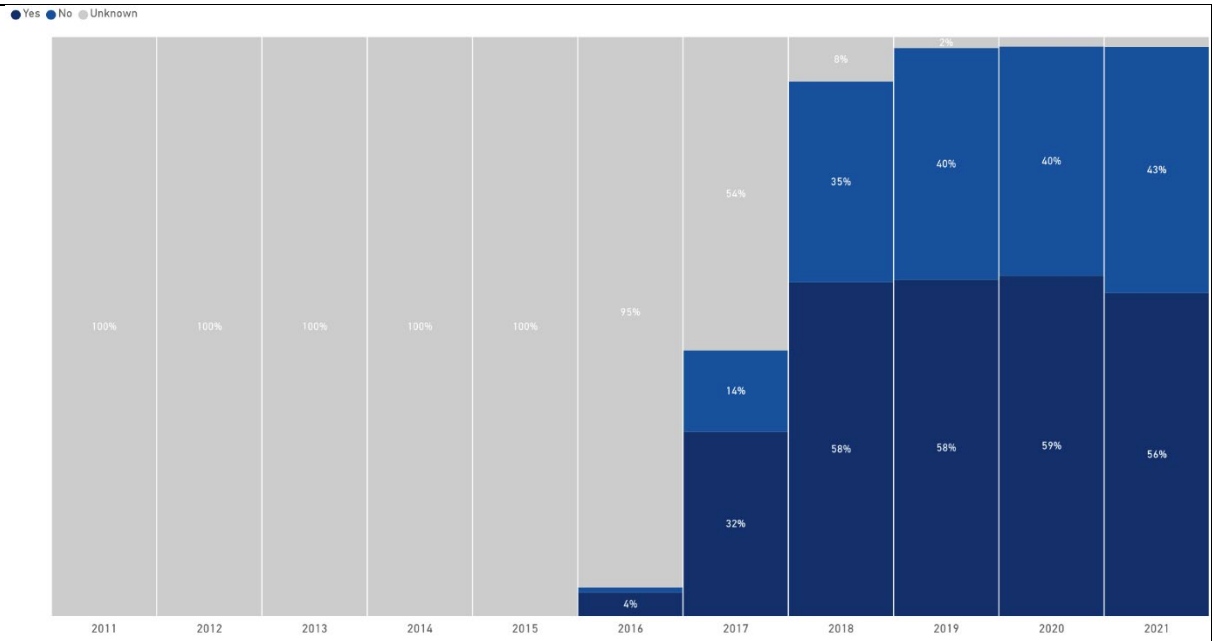


Marital Status

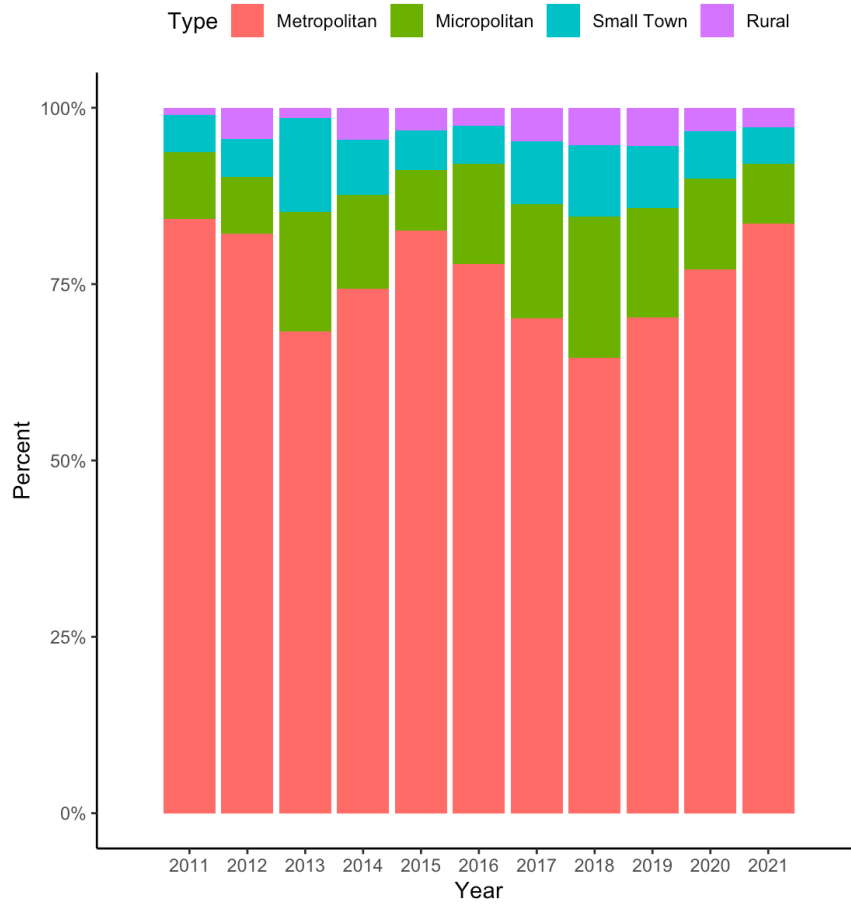
● Single ● Married ● Separated ● Divorced ● Unknown



Children

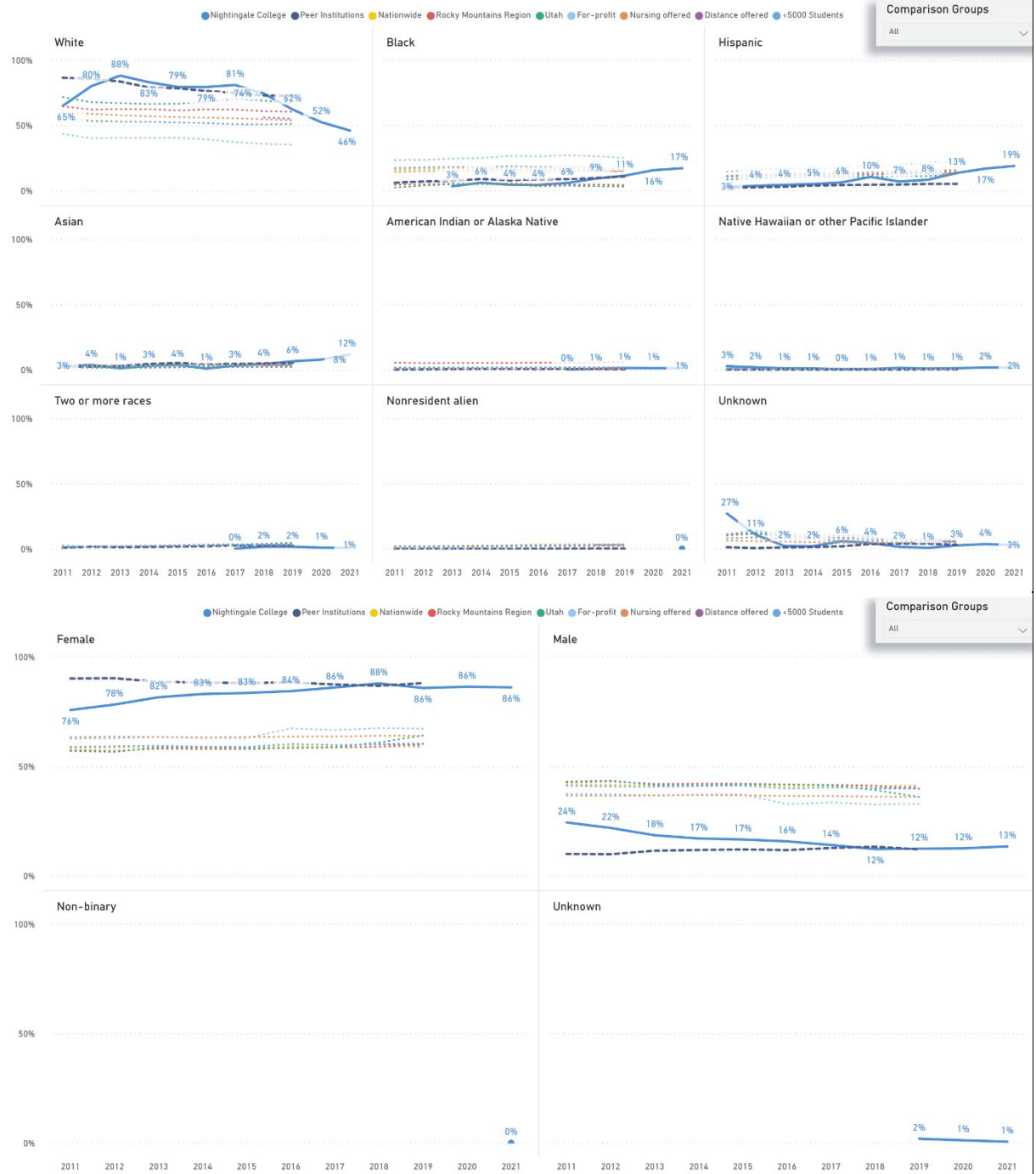


Rural/Urban
RUCA Demographics



Comparisons

IPEDS headcount demographics (all programs). All comparison institutions offering Undergraduate degrees.



Sources

[Internal Dashboard](#)

[Comparison Dashboard](#)

Narrative

Figure 1 highlights Nightingale College’s learner population by gender while Figure 10 compares total enrollment numbers by gender to the comparable institutions’ data. The population totals for male and female identified learners come close to balancing with comparable institutions.

Figure 2 highlights Nightingale College’s learner population by race while Figure 9 compares the total enrollment based on ethnicity to the comparable institutions’ average. While originally showing a predominately white population, much of the enrollment was initially focused in the intermountain west and rural communities, which carries a

	<p>predominately white population. The College’s population set showed a more diverse population than the demographics of the states we served at those times and is now majority non-white. This level of diversity exceeds that of our comparable institutions.</p> <p>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.</p> <p>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.</p>
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).

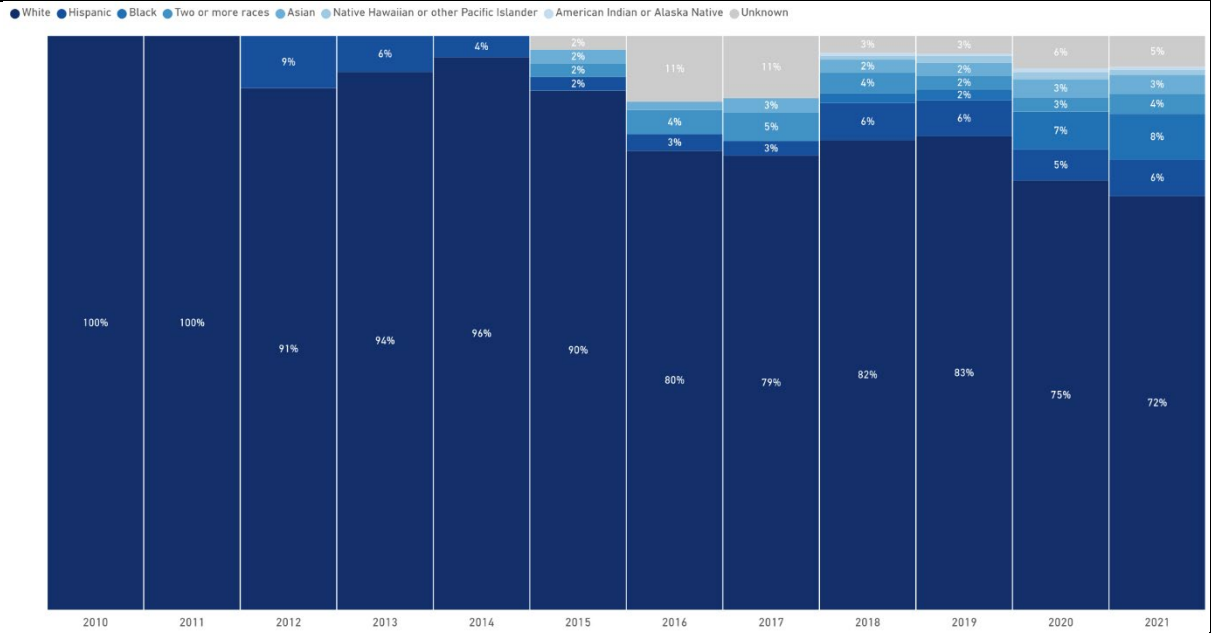
4.2 Alumni Work Placement Settings

Ownership	Last Update																				
LCAS	September 2021																				
Benchmark(s)	Statistics																				
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>2021-2022</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2020-2021</td> <td>61.36%</td> <td>100%</td> <td>80.21%</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> </tbody> </table>		ADN	RN-BSN	BSN	2021-2022				2020-2021	61.36%	100%	80.21%	2019-2020	78.00%	100%	100%	2018-2019	76.30%	100%	N/A
		ADN	RN-BSN	BSN																	
	2021-2022																				
	2020-2021	61.36%	100%	80.21%																	
	2019-2020	78.00%	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 th) 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.																				

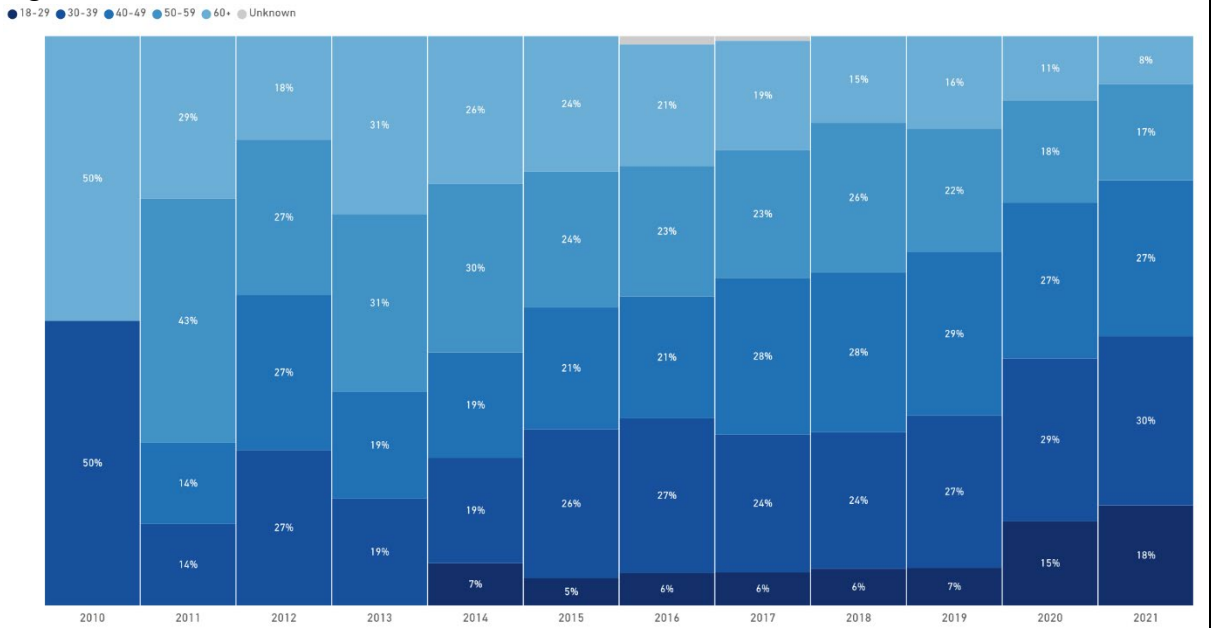
	LCAS establishes relationships with learners before the point of separation to encourage them to communicate with the College after graduation and licensure and report where they are working. LCAS also reaches out to learners who do not reach back voluntarily. The College also utilizes Equifax to track 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

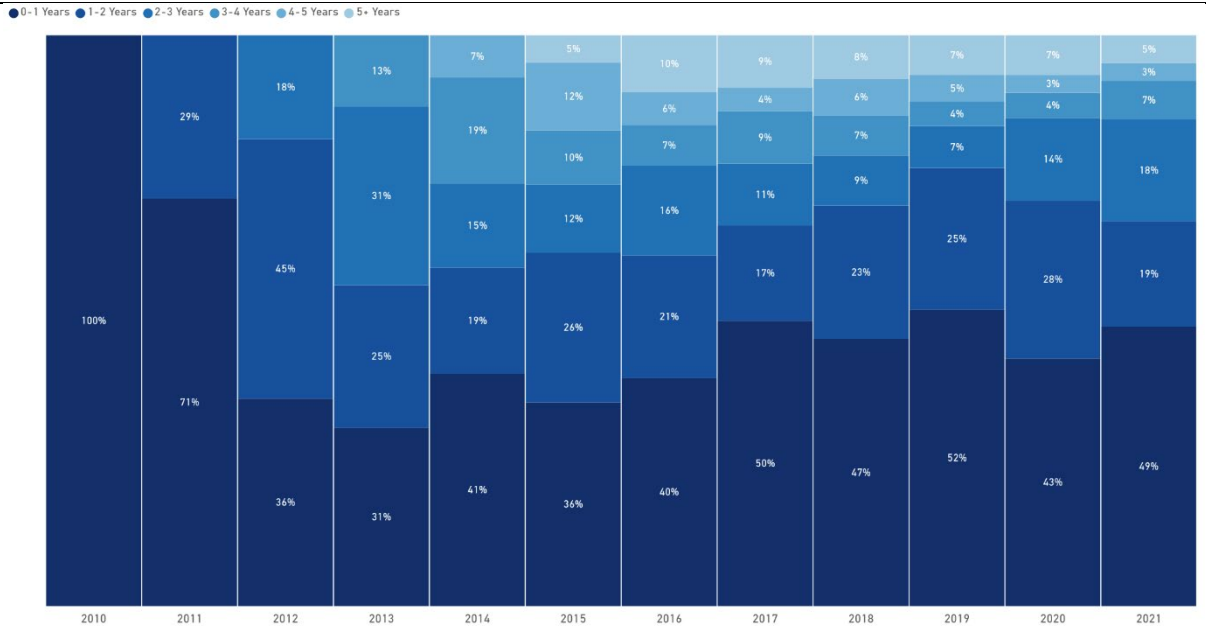
Ownership	Last Update																																							
Collaborator Experience	9/22/2021																																							
Benchmark(s)	Statistics																																							
No specific benchmark set, but it is being tracked to ensure we are inclusive of a larger collaborator pool. Consider CUPA	<p>Gender</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Female (%)</th> <th>Male (%)</th> </tr> </thead> <tbody> <tr><td>2010</td><td>50</td><td>50</td></tr> <tr><td>2011</td><td>29</td><td>71</td></tr> <tr><td>2012</td><td>27</td><td>73</td></tr> <tr><td>2013</td><td>25</td><td>75</td></tr> <tr><td>2014</td><td>33</td><td>67</td></tr> <tr><td>2015</td><td>31</td><td>69</td></tr> <tr><td>2016</td><td>23</td><td>77</td></tr> <tr><td>2017</td><td>18</td><td>83</td></tr> <tr><td>2018</td><td>20</td><td>80</td></tr> <tr><td>2019</td><td>22</td><td>78</td></tr> <tr><td>2020</td><td>23</td><td>76</td></tr> <tr><td>2021</td><td>23</td><td>77</td></tr> </tbody> </table> <p>Race</p>	Year	Female (%)	Male (%)	2010	50	50	2011	29	71	2012	27	73	2013	25	75	2014	33	67	2015	31	69	2016	23	77	2017	18	83	2018	20	80	2019	22	78	2020	23	76	2021	23	77
Year	Female (%)	Male (%)																																						
2010	50	50																																						
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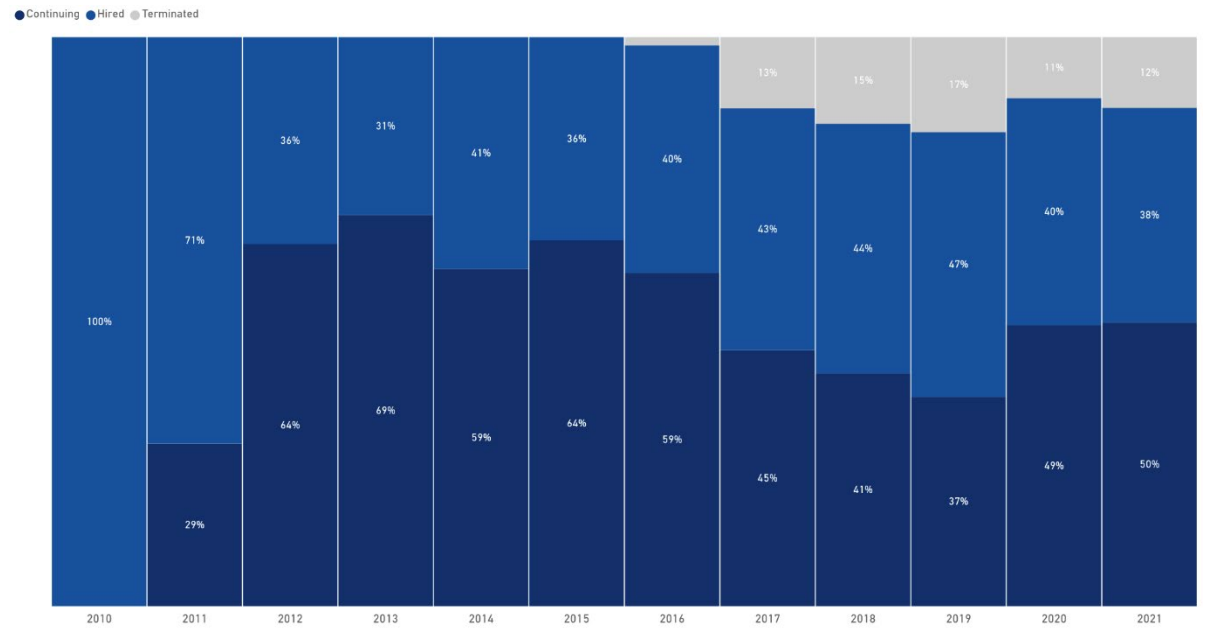
Age



Years of Service



Status



Sources

[Internal Dashboard](#)

Narrative

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 figures 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 THE NEXT MEETING IS FRIDAY 9/24/21								
Benchmark(s)	Statistics								
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),	Current 2021 Advisory Board Membership Groups								
	<table border="1"> <thead> <tr> <th>Internal members</th> <th>External Members</th> <th>Alumni</th> <th>Learners</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>18</td> <td>4</td> <td>4</td> </tr> </tbody> </table>	Internal members	External Members	Alumni	Learners	10	18	4	4
	Internal members	External Members	Alumni	Learners					
10	18	4	4						
<p>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.</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>									
Sources	Narrative								
Advisory Board Minutes	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.
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

Ownership	Last Update	
Finance	09/21/2021	
Benchmark(s)	Statistics	
Positive net income, Composite Score 1.5 or above, positive cash flow, 90/10 below 85%	Year	
	2016 2017 2018 2019 2020	
	Net Income	Positive Positive Positive Positive Positive
	Composite Score	2.4 2.9 2.9 1.6 2.9
	Cash Flow	Positive Positive Positive Positive Positive
90/10	64.30% 69.40% 66.96% 77.18% 75.41%	
Sources	Narrative	
External audit reports, internal financial reports	<p>The Finance function monitors the financial viability, cash, and operating capital on a monthly basis and reports monthly to the Board of Managers. This includes budget to actuals, re-forecasted financials where needed, cash projections, and changes to the financial model based on the most relevant data.</p> <p>Year over year trends and comparisons of financial metrics are routinely reviewed along with metrics required by the College's accrediting bodies and the Department of Education.</p>	
Tactical Code	Tactic	
	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.	

5.2 Revenue Scale and Population

Ownership	Last Update	
Finance	9/21/2021	
Benchmark(s)	Statistics	
Cash flow positive covering projected growth and current operations.	2021	
	Spring Summer* Fall*	
	Cash Collected as % of revenue	93.96% 90.00% 90.00%
	Learner population	1,619 1,989 2,263
	Operational Cash Flow Positive	Yes Yes Yes
	<i>*Forecasted</i>	
	See also statistics in sections 5.1 and 6.2	
Sources	Narrative	
Financial forecast and budget	<p>The Finance function monitors the financial viability, cash, and operating capital on a monthly, semester, and yearly basis and reports monthly to the Board of Managers.</p> <p>The Finance department uses the budget to actuals, re-forecasted financials, cash projections, and changes to the financial model based on the most relevant data, to create a financial forecast to manage the growth of the College's revenue and population in a sustainable way.</p>	

Tactical Code	Tactic
	Currently operationalized.
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	9/21/2021
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
Material Adjustments	No
Material Weaknesses	No
Questioned Costs <0.1%	Yes
Repeat Findings	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	9/21/2021
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
Revenue	Unfavorable
Ops Expenses	Favorable
EBITDA	Unfavorable
Net Income	Unfavorable
	<i>*Forecasted</i>
	See also statistics in section 5.1 above

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