NIGHTINGALE
COLLEGE

Mission Fulfillment Measures
Fall 2021

Nightingale College
Mission Fulfillment Measures

Contents

1. Facilitate Academic Achievement

1.1.1 Learner Graduation Rate

Ownership	Last Update
Institutional Analytics and Effectiveness	9/22/2021
Benchmark(s)	**Statistics**
60% is currently set for graduation rates based on IPEDS data	1.1.1 Table

1.1.1 Table

	ADN		BSN		PN		RNBSN		Grand Total	
	%	n	%	n	%	n	%	n	%	n
2013	84%	37							84%	37
2014	96%	26							96%	26
2015	88%	75							88%	75
2016	85%	139					0%	1	84%	140
2017	65%	156					36%	11	63%	167
2018	69%	204					25%	4	68%	208
2019	71%	252					53%	15	70%	267
2020	78%	292					71%	14	77%	306
2021	81%	105	0%	1	0%	1	82%	11	80%	118
Grand Total	76%	1,286	0%	1	0%	1	57%	56	75%	1,344

Comparisons

IPEDS 150% completion rate (all programs, by expected 150% completion year). All comparison institutions offering Undergraduate degrees.

1.1.1 Comparison Chart

1.1.1 Comparison Chart

Sources	Narrative
[Internal Dashboard](#) [Comparison Dashboard](#)	The overall 150% graduation rate for learners remains above benchmark. There are not enough graduates in the BSN, MSN, or PN programs to draw conclusions by itself at this time. Since the graduation rate is measured at 150% of program length, there is a 12 semester delay in BSN graduation results. Figures one and two show that the 150% graduation rate of first-time, full-time learners lags behind that of comparable institutions for various race and gender demographics. It is important to realize that IPEDS uses adjusted cohort sizes for the 150% graduation rate, excluding transfer-outs and other student categorizations. High annual variation is observed, especially among non-white racial demographics, due to low n sizes.
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	1/26/2022

Benchmark (s)	Statistics
A.D.N. - 70% BSN- 70% RN-to BSN- 70% MSN - TBD	1.1.2 Table

1.1.2 Table

	ADN			BSN			MSN			PN			RNBSN			Grand Total		
	Active %	Grad %	n	Active %	Grad %	n	Active %	Grad %	n	Active %	Grad %	n	Active %	Grad %	n	Active %	Grad %	n
2011-2	0%	82%	17													0%	82%	17
2011-3	0%	90%	20													0%	90%	20
2012-1	0%	100%	15													0%	100%	15
2012-2	0%	100%	6													0%	100%	6
2012-3	0%	80%	5													0%	80%	5
2013-1	0%	81%	16													0%	81%	16
2013-2	0%	81%	16													0%	81%	16
2013-3	0%	95%	43													0%	95%	43
2014-1	0%	94%	33													0%	94%	33
2014-2	0%	90%	50													0%	90%	50
2014-3	0%	79%	56										0%	0%	1	0%	77%	57
2015-1	0%	71%	55										0%	40%	5	0%	68%	60
2015-2	0%	78%	41										0%	33%	6	0%	72%	47
2015-3	0%	60%	60													0%	60%	60
2016-1	0%	67%	60													0%	67%	60
2016-2	0%	74%	66										0%	0%	2	0%	72%	68
2016-3	0%	77%	78										0%	50%	2	0%	76%	80
2017-1	0%	84%	56										0%	100%	3	0%	85%	59
2017-2	0%	75%	87										0%	0%	1	0%	74%	88
2017-3	0%	68%	109	0%	0%	1							0%	55%	11	0%	66%	121
2018-1	0%	80%	97	0%	0%	6							0%	67%	6	0%	75%	109
2018-2	0%	82%	118	9%	27%	22							0%	33%	3	1%	73%	143
2018-3	0%	79%	77	10%	58%	107							0%	100%	5	6%	68%	189
2019-1	0%	81%	36	15%	60%	40										8%	70%	76
2019-2	0%	89%	28	14%	52%	77							0%	80%	5	10%	63%	110
2019-3	0%	76%	41	20%	45%	362							0%	83%	6	18%	48%	409
2020-1	0%	75%	4	44%	17%	239	0%	100%	1				0%	86%	7	42%	20%	251
2020-2	0%	0%	1	50%	8%	285	0%	100%	1	100%	0%	1	33%	33%	3	50%	9%	291
2020-3	0%	50%	2	64%	1%	445							0%	0%	3	63%	1%	450
2021-1				71%	0%	475							25%	0%	4	70%	0%	479
2021-2				73%	0%	567	100%	0%	1	100%	0%	4	0%	0%	1	73%	0%	573
2021-3				89%	0%	637				78%	0%	9	100%	0%	3	89%	0%	649
2022-1				100%	0%	651	100%	0%	1	100%	0%	14				100%	0%	666
Grand Total	0%	78%	1,293	66%	9%	3,914	50%	50%	4	93%	0%	28	6%	52%	77	50%	27%	5,316

Comparisons

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

		Year						
		2015	2016	2017	2018	2019	2020	2021

Comparison Group
- Nightingale College
- Peer Institutions

American Indian or Alaska Native — %

Asian — %

Black — %

Hispanic — %

Native Hawaiian or other Pacific Islander — %

Nonresident alien — %

Two or more races — %

White — %

Undisclosed — %
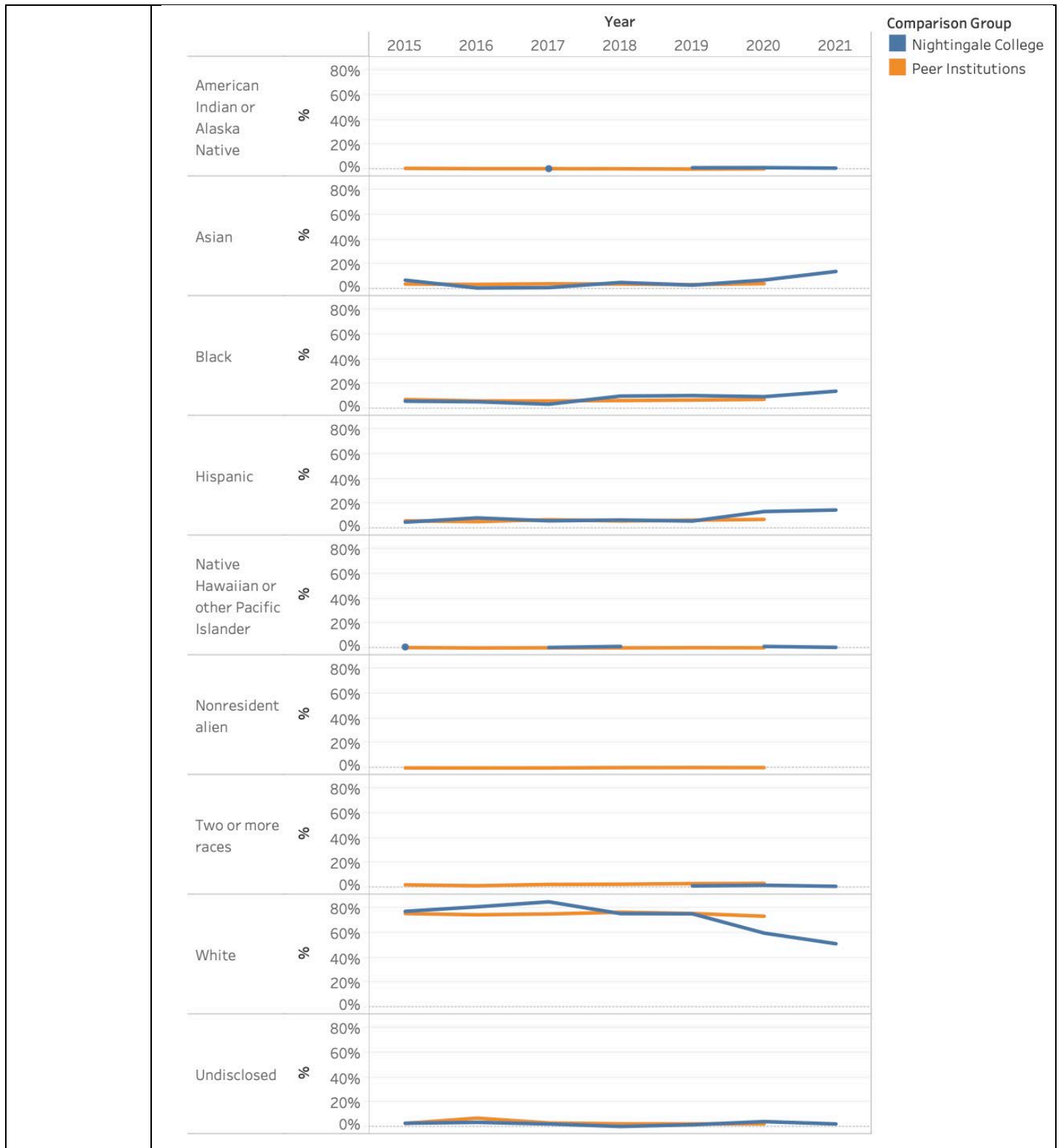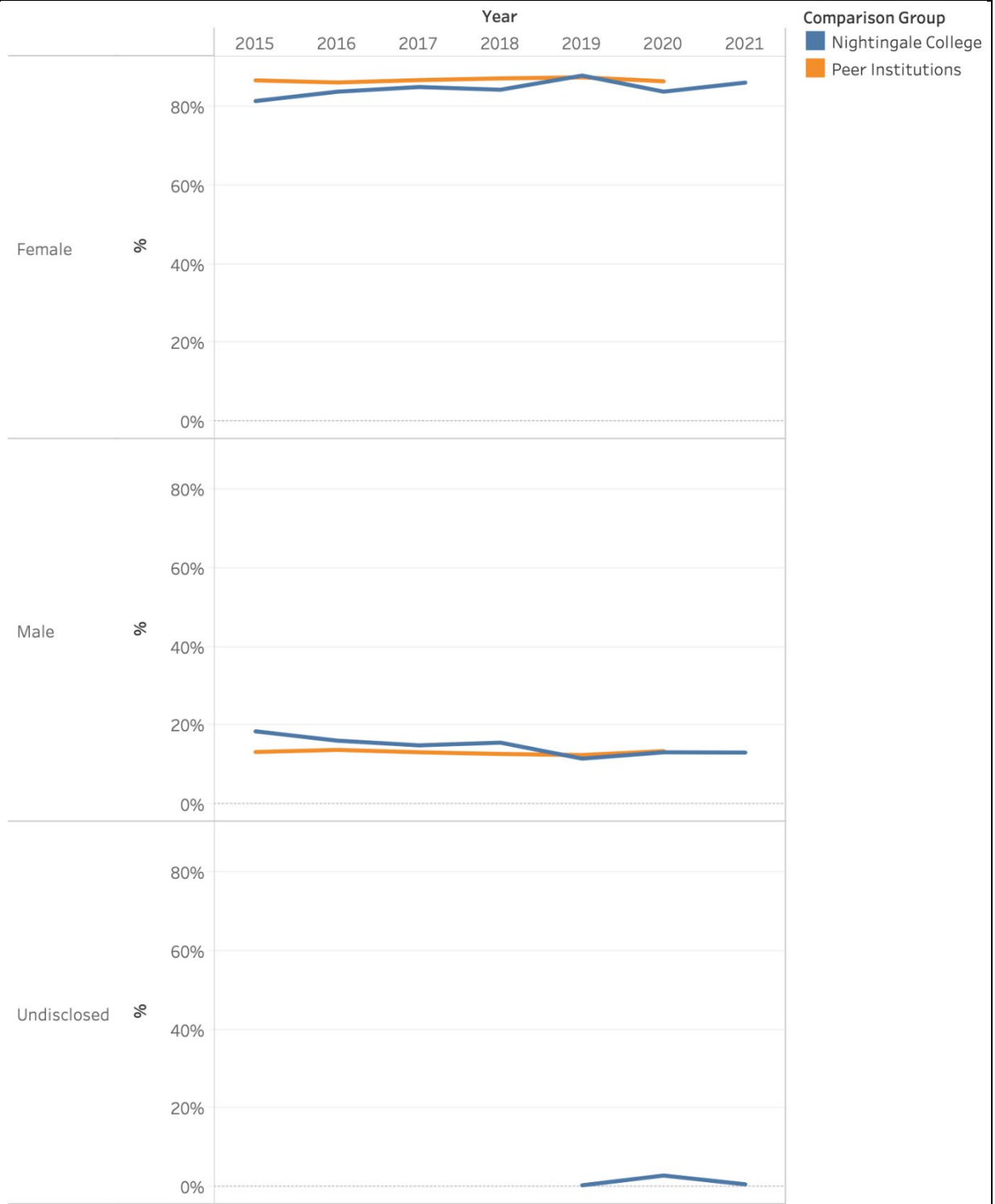
Sources	Narrative
[Internal Dashboard](#) [Comparison Dashboard](#)	The BSN persistence rate is almost entirely made up of active learners. It is hard to make any definitive judgements currently, but considering the growth of the program, the Persistence Rate seems to be favorable. As part of ongoing operations, data is reviewed weekly and determines plans for support of learners and courses. As of January 26, 2022, the majority of 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 has now graduated two learners. Demographics for completed learners remain majority female; however, racial demographics are trending down from majority white and becoming more diverse as the College expands outside of the intermountain rural west. Additionally, Nightingale College's graduate population remains more diverse than that of comparable institutions while keeping similar proportions of male and female graduates.	

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%	

1.1.3 Table

	ADN		BSN		MSN		PN		RNBSN		Grand Total	
	%	n	%	n	%	n	%	n	%	n	%	n
2011-2	87%	15									87%	15
2011-3	77%	30									77%	30
2012-1	77%	31									77%	31
2012-2	69%	36									69%	36
2012-3	80%	20									80%	20
2013-1	87%	23									87%	23
2013-2	94%	32									94%	32
2013-3	97%	63									97%	63
2014-1	94%	68									94%	68
2014-2	95%	103									95%	103
2014-3	93%	111							0%	1	92%	112
2015-1	90%	126							60%	5	89%	131
2015-2	91%	128							78%	9	91%	137
2015-3	89%	147							40%	5	88%	152
2016-1	82%	167									82%	167
2016-2	88%	165							33%	3	87%	168
2016-3	91%	192							75%	4	90%	196
2017-1	93%	191							80%	5	92%	196
2017-2	91%	213							100%	4	91%	217
2017-3	85%	240							80%	15	85%	255
2018-1	89%	258	67%	6					71%	14	88%	278
2018-2	91%	303	79%	24					86%	14	90%	341
2018-3	93%	261	87%	131					91%	11	91%	403
2019-1	90%	217	88%	153					78%	9	89%	379
2019-2	96%	166	88%	205					100%	9	92%	380
2019-3	88%	152	92%	558					80%	10	91%	720
2020-1	93%	102	88%	756	100%	1			77%	13	88%	872
2020-2	91%	34	87%	940	100%	2			82%	11	87%	987
2020-3	54%	13	91%	1,235	100%	2			90%	10	91%	1,260
2021-1			87%	1,552	100%	2			55%	11	87%	1,565
2021-2			87%	1,832	100%	2	100%	4	50%	4	87%	1,842
2021-3			89%	2,138	100%	1	85%	13	100%	5	89%	2,157
Grand Total	90%	3,607	88%	9,530	100%	10	88%	17	77%	172	89%	13,336

<u>Comparisons</u>
IPEDS Fall to Fall Retention (all programs). All comparison institutions offering Undergraduate degrees.

1.1.3 Comparison Chart
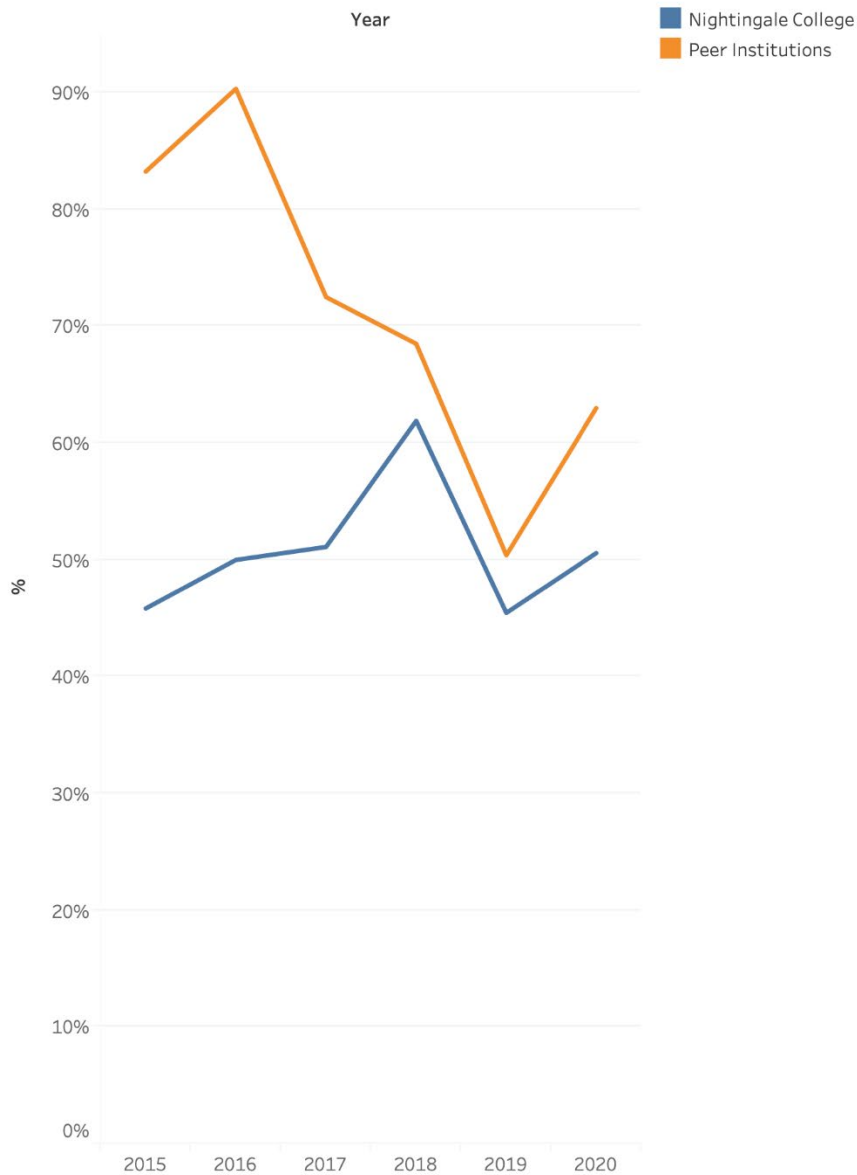
Sources	Narrative
Internal Dashboard Comparison Dashboard	Table one breaks down the percentages of retention for learners over each semester by program. The benchmark for retention for all programs is set by this internal metric. BSN retention has remained consistently above benchmark for retention, 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 first-time, full-time by academic year, fall through fall, and thus appears different from figure one. It is important to realize that retention rate is an optional reporting metric for IPEDS and is commonly left unreported.
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.	
Sources	**Narrative**
Internal Dashboard	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 tracked 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 the 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 the 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.**

The College is 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.

Ownership	Last Update
Institutional Analytics and Effectiveness, NES	9/22/2021
Benchmark(s)	**Statistics**
70% in all 8 competency frames	**Undergraduate**

Graduate

Term

| 2020-1 | 2020-2 | 2020-3 | 2021-1 | 2021-2 | 2021-3 |

Outcome
- Client-Centered Care
- Communication & Informatics
- Decision Making and Judgement
- Evidence-based Practice
- Health Policy
- Nursing Education Improvement
- Quality Improvement & Evaluation
- Teamwork & Collaboration

100%
95%
90%
85%
80%
75%
70%   Benchmark
65%
60%

%

Sources	Narrative
Internal Dashboard - Undergraduate Internal Dashboard - Graduate	Nightingale College is 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.

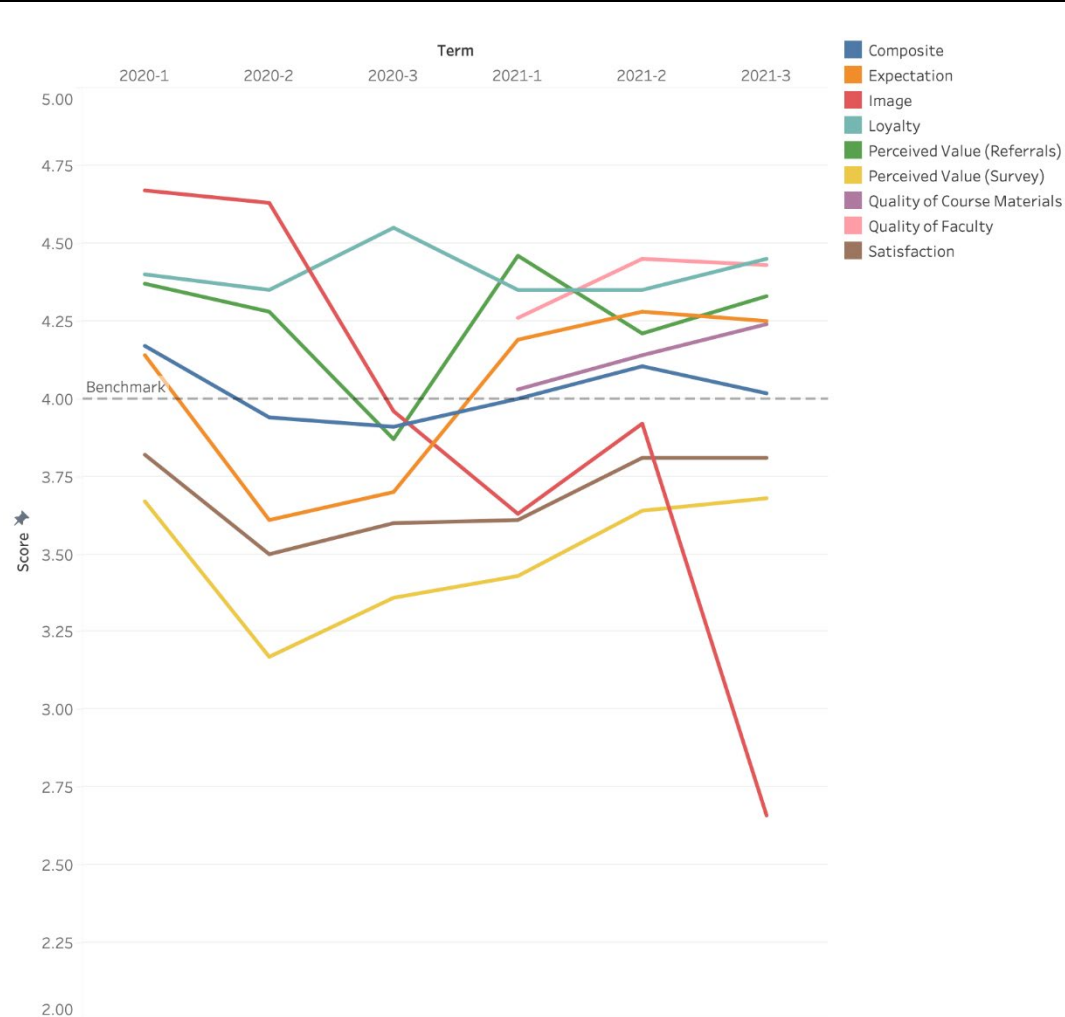## 1.1.6 Learner Satisfaction

Ownership	Last Update

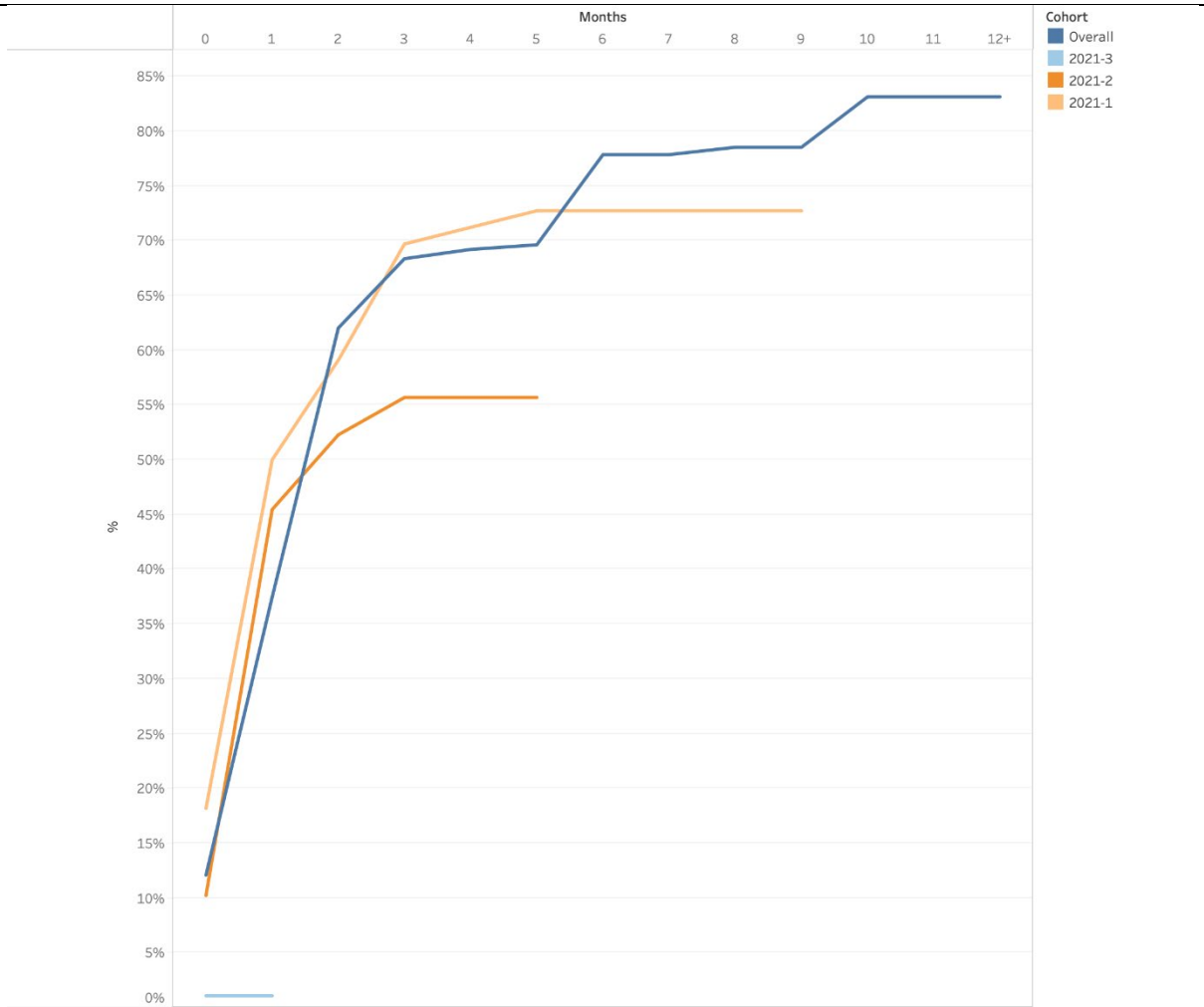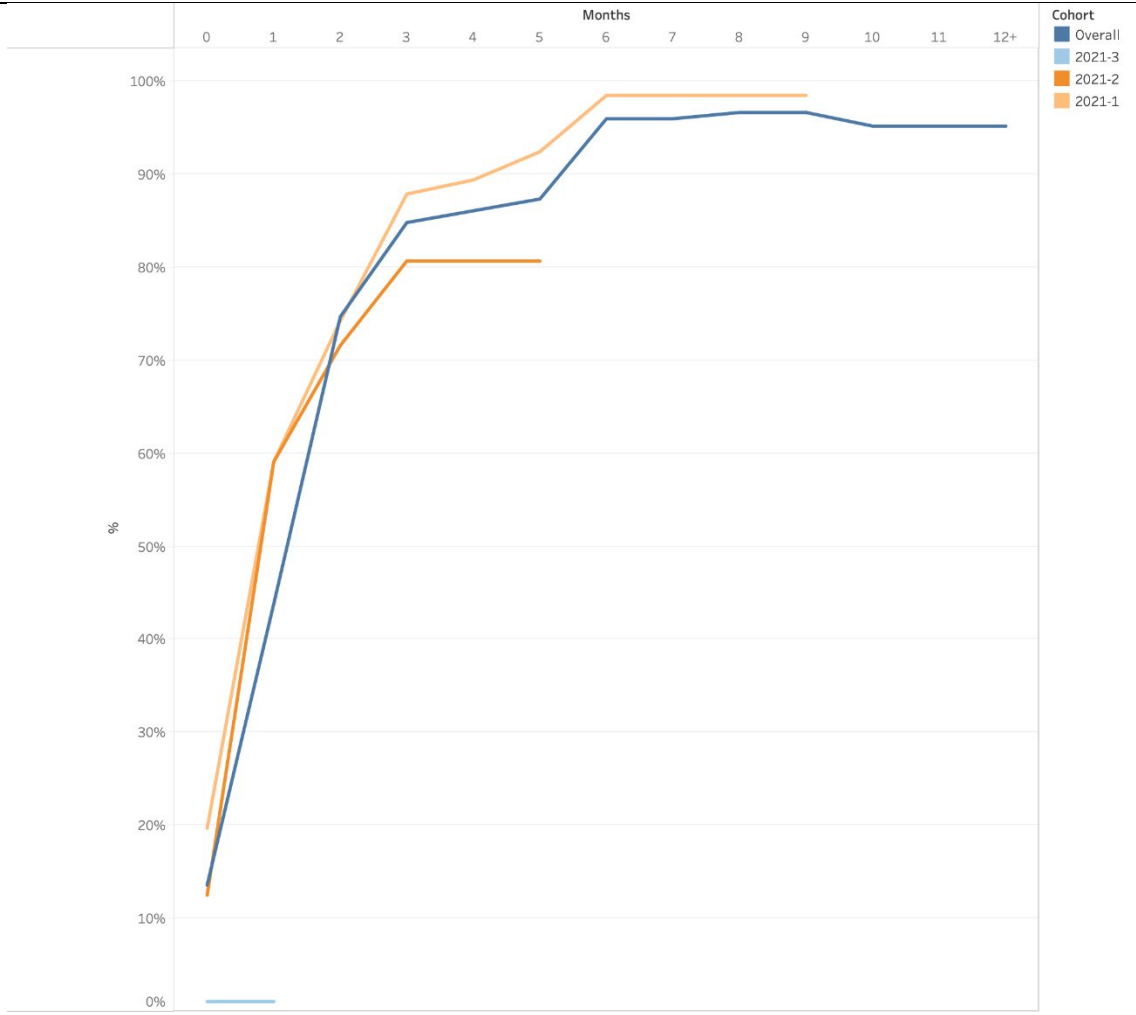| Institutional Analytics and Effectiveness, Learner Experience	9/22/2021
Benchmark(s)	**Statistics**
4.0 as reflective of Agree on the Likert Scale.	
Sources	**Narrative**
Internal Dashboard	As learner satisfaction has been trending near goal over the past couple of semesters, increased efforts have been put in place to improve systems, processes, and expressed pain-points for learners. Ongoing issues relating to the COVID-19 pandemic resulted in a dip of the learner satisfaction score for most of 2020. Coordination of efforts across the functions, enhanced support services, and increased communication have promoted the support of learners through the challenging current environment. Academic Faculty Managers were created to expand the time and administrative support potential in coordination with other support structures, such as Learner 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, new College Navigator roles were created 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

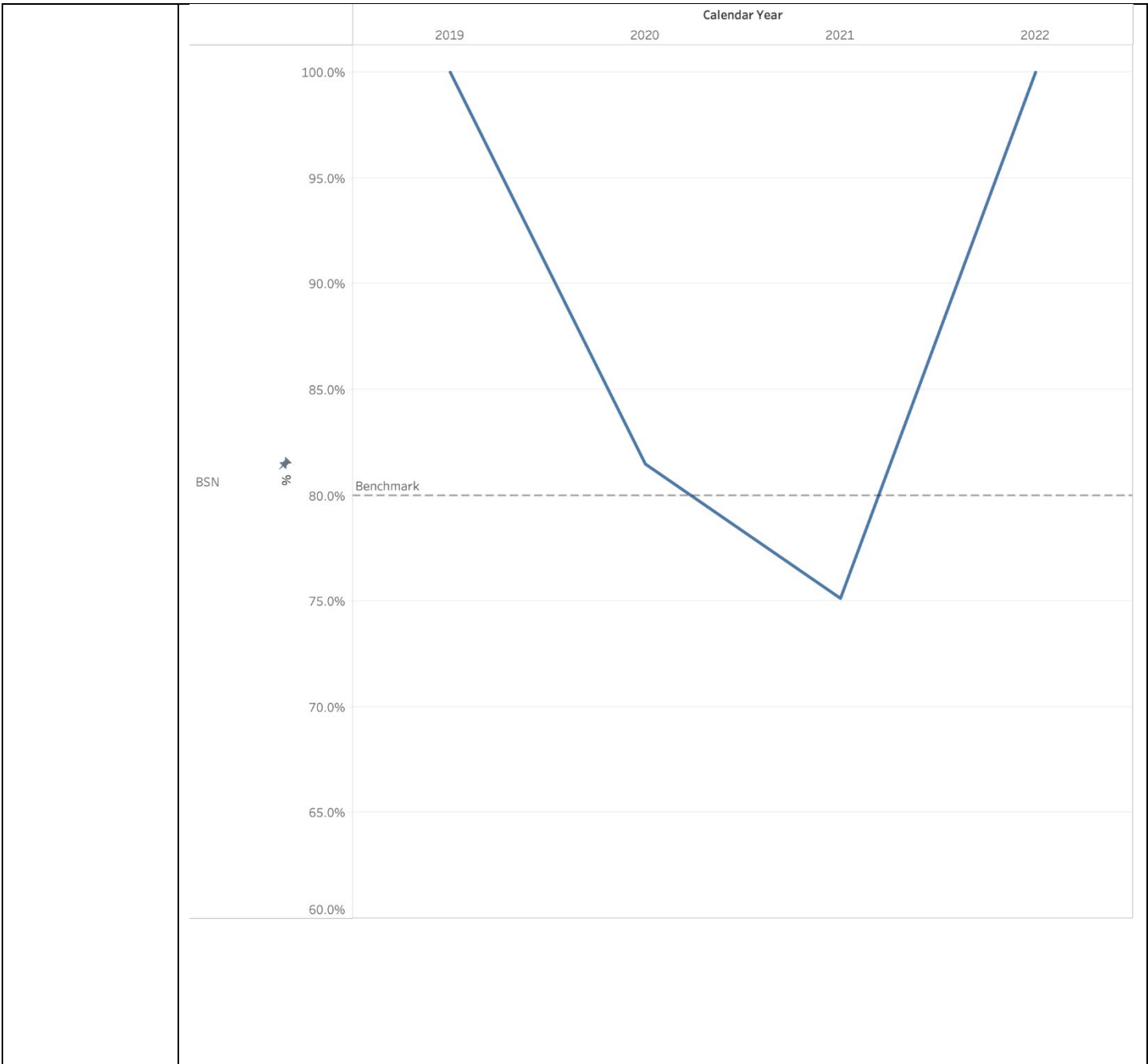|	establishing feedback loops and coordinated support with cross functional management.
	With the combined opening of some in person experiential learning and the development of VCBC's, coupled with these systemic and organizational enhancements, learner satisfaction has successfully rebounded from the 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.
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

BSN NCLEX Pass Rate

Calendar Year

Sources	Narrative
Internal Dashboard - Time to Licensure	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.
Internal Dashboard - Time to Attempt	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.
Internal Dashboard - Overall Pass Rate	Overall Pass Rate is reported by calendar year, with information updated monthly. As of January 26, 2022, overall pass rate for BSN learners is 76.3%, 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

Ownership	Last Update
LCAS	September 2021; Next update June 2022
Benchmark(s)	**Statistics**
Benchmark: Response to alumni survey at 10%.	(see table below)

Year	Total Alumni Population	Total Survey Responses	Total Licensed in at Least One State	Total Licensed in Two or More States	Response Rate
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.	(see table below)

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%

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	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.	Collaborator Elevation chart showing 1 Year Ago and Today values for: Johari Window, Start Here, Physilogical, Safety, Belonging & Love, Esteem, Cognitive, Aesthetic, Self-Actualizing, Transcendence, Core Values, Aspirational Values, Foundational Principles, Overall Elevation
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. This survey is currently being reconsidered, and is on hold for 2021.
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
Based on Q1 results, Improvement plan by Own My Health recommends a four-year improvement goal of 57% for males and 79% for females.	(see table below)

Annual Biometric Screening Results
(Updated annually in February)

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	

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	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

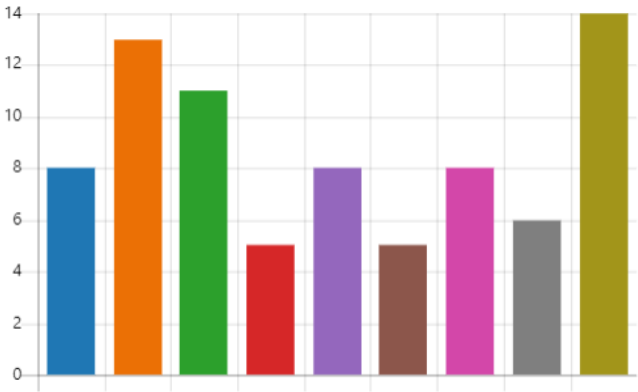| NWCCU Standard	NWCCU Standard Description

2.F.2	The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

2.1.1 Learner Survey of Health

Ownership	Last Update
Learner Support Services	January 2022
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: 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 These data provide a foundation for developing learner activities and events. During 2021/2022 academic year, in an effort to streamline services and put ownership for efforts in the correct functions, Learner, Career, and Alumni Services (LCAS) and Learner Advising and Life Resources (LALR) were rearranged and the function of Learner Support Services was created. The function consists of Counselors, Navigators (front-line learner support) and a Career Placement Coordinator. Using data collected on prior surveys a Learner Success Series (LSS) will be deployed beginning in May 2022. Similar to a freshman orientation seminar, the LSS will focus on the 8 Pillars of Wellness (physical, occupational, emotional, social, spiritual, intellectual, financial, and environmental), teaching learners to identify needs within themselves and focus energy on becoming holistically well. The curriculum will be developed by the Curriculum team and will be facilitated by Learner Support Services Counselors (Counselors). This survey will be rewritten to build on current benchmarks with pre- and post-Learner Success Series measures to determine effectiveness and further drive program development.
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. Beginning in May 2021, LALR webinars are held to engage learners in these topics, including with virtual yoga, study skills, mental health, and others.
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	
Nightingale Network	January 2022 – no updates until Fall 2022. This criterion will move to Nightingale Network	
Benchmark(s)	Statistics	
Benchmark: Participation in events developed in response to survey 10%.	<table><tr><td></td><td>Year</td><td>Total Alumni Population Surveyed</td><td>Total Survey Responses</td></tr><tr><td colspan="2">2010-2020</td><td>910</td><td>36</td></tr><tr><td>2021</td><td>277</td><td>27</td><td></td></tr></table> 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	
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
Learner Support Services	January 2022
Benchmark(s)	**Statistics**
Benchmark: 30% participation in professional clubs and organizations.	Total participating in New Learner Orientation: 1343
N=1343 or 933 excluding August 2021

27 learners (2%) are currently engaged with professional associations. However, 442 learners (33%) expressed interest in participation.

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 January 2022 During 2021/2022 academic year, in an effort to streamline services and put ownership for efforts in the correct functions, Learner, Career, and Alumni Services (LCAS) and Learner Advising and Life Resources (LALR) were rearranged and the function of Learner Support Services was created. The function consists of Counselors, Navigators (front-line learner support) and a Career Placement Coordinator. Using data collected on prior surveys a Learner Success Series (LSS) will be deployed beginning in May 2022. Similar to a freshman orientation seminar, the LSS will focus on the 8 Pillars of Wellness (physical, occupational, emotional, social, spiritual, intellectual, financial, and environmental), teaching learners to identify needs within themselves and focus energy on becoming holistically well. The curriculum will be developed by the Curriculum team and will be facilitated by Learner Support Services Counselors (Counselors). This survey will be rewritten to build on current benchmarks with pre- and post-Learner Success Series measures to determine effectiveness and further drive program development.
Sources	**Narrative**
Survey	Nightingale College cares about the needs and expectations of learners. To this end, learners will be asked 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 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	9/27/2021, Draft update February 2022
Benchmark(s)	**Statistics**
Below 10% per annum	
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 that is sent 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** |

Statistics table:

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

	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			
Learner Support Services	September 2021Will next be updated in September 2022 in collaboration with Nightingale Network			
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	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. For both 2020 and 2021, the 50% benchmark has been surpassed of positive job mobility in their careers since completing their studies with Nightingale College.			
Tactical Code	**Tactic**			
	Survey to be dispatched annually to graduates who have graduated within the last calendar year, with the next survey deployed in June 2022. Alumni survey will be updated and revised to further explore reasons for not receiving or seeking promotions.			
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).			

3.2.3 Alumni Professional Associations

Ownership	Last Update
Nightingale Network	September 2021 – Next update September 2022

Benchmark(s)	Statistics				
Benchmark: Response to alumni survey at 10%.	Year	Total Alumni Population	Total Survey Responses	Participating in Professional Associations	Percentage of Respondents Reporting Participation in Professional Associations
	2020	910	36	18	50%
	2021	277	27	9	33%

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 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.

Interest in participating in professional associations for 2020/2021 is 2.85 on a scale of 1-5. |

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	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.	<table><tr><td colspan="7">Collaborator CEU Hours</td></tr><tr><td></td><td>2017</td><td>2018</td><td>2019</td><td>2020</td><td>2021 S1</td><td>2021 S2</td></tr><tr><td>Completed CEUs</td><td>80</td><td>178.85</td><td>406.25</td><td>998.5</td><td>614.25</td><td>109.05</td></tr><tr><td>Collaborator Population</td><td>84</td><td>119</td><td>167</td><td>237</td><td>315</td><td>343.5</td></tr></table>
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**
No benchmark set. Currently evaluating the population set against communities we serve to evaluate how reflective we are of the populations.	**Race**

Disaggregation   American India...   Asian   Black   Hispanic   Native Hawaiia...   Nonresident ali...   Two or more ra...   White   Undisclosed
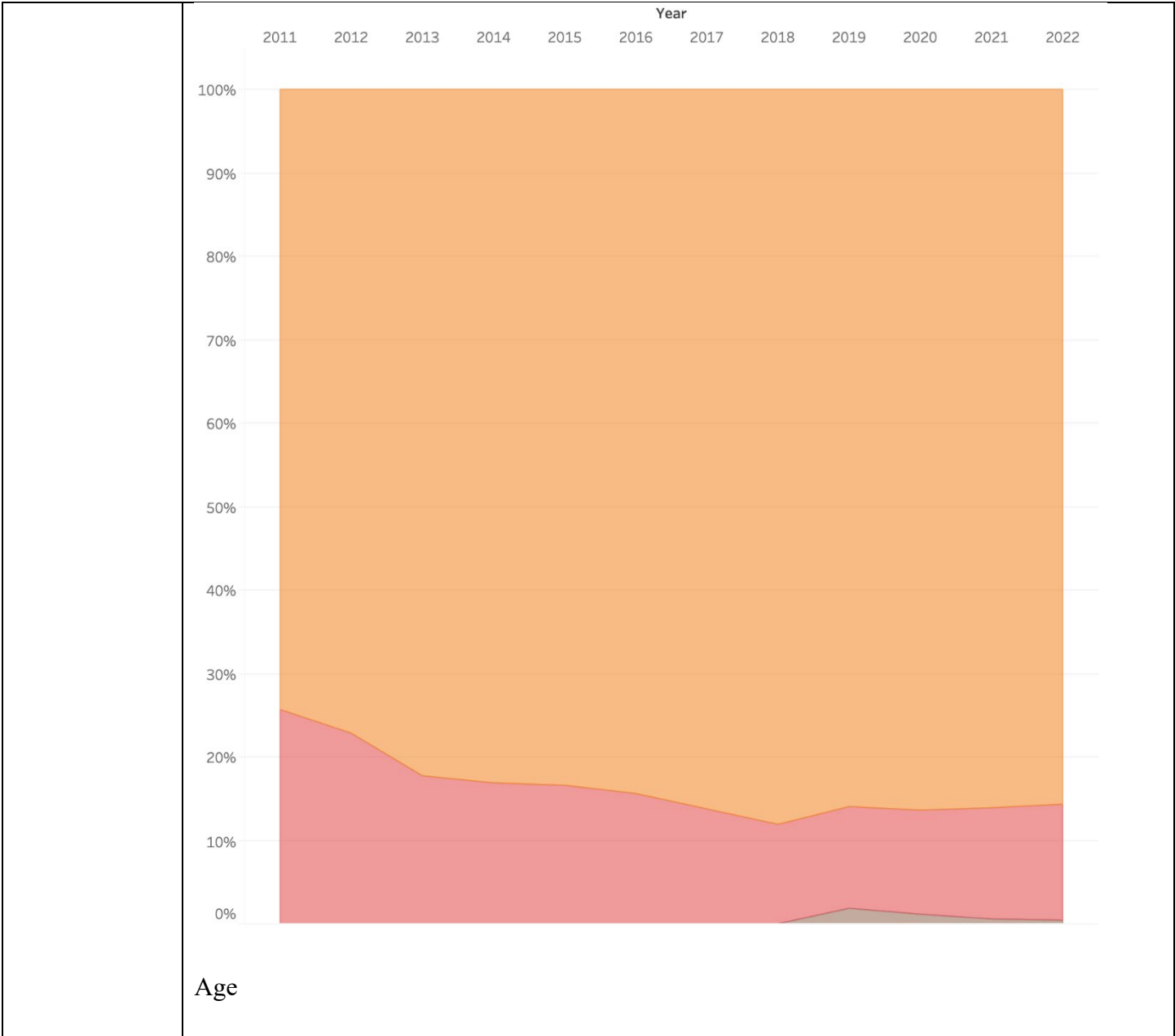

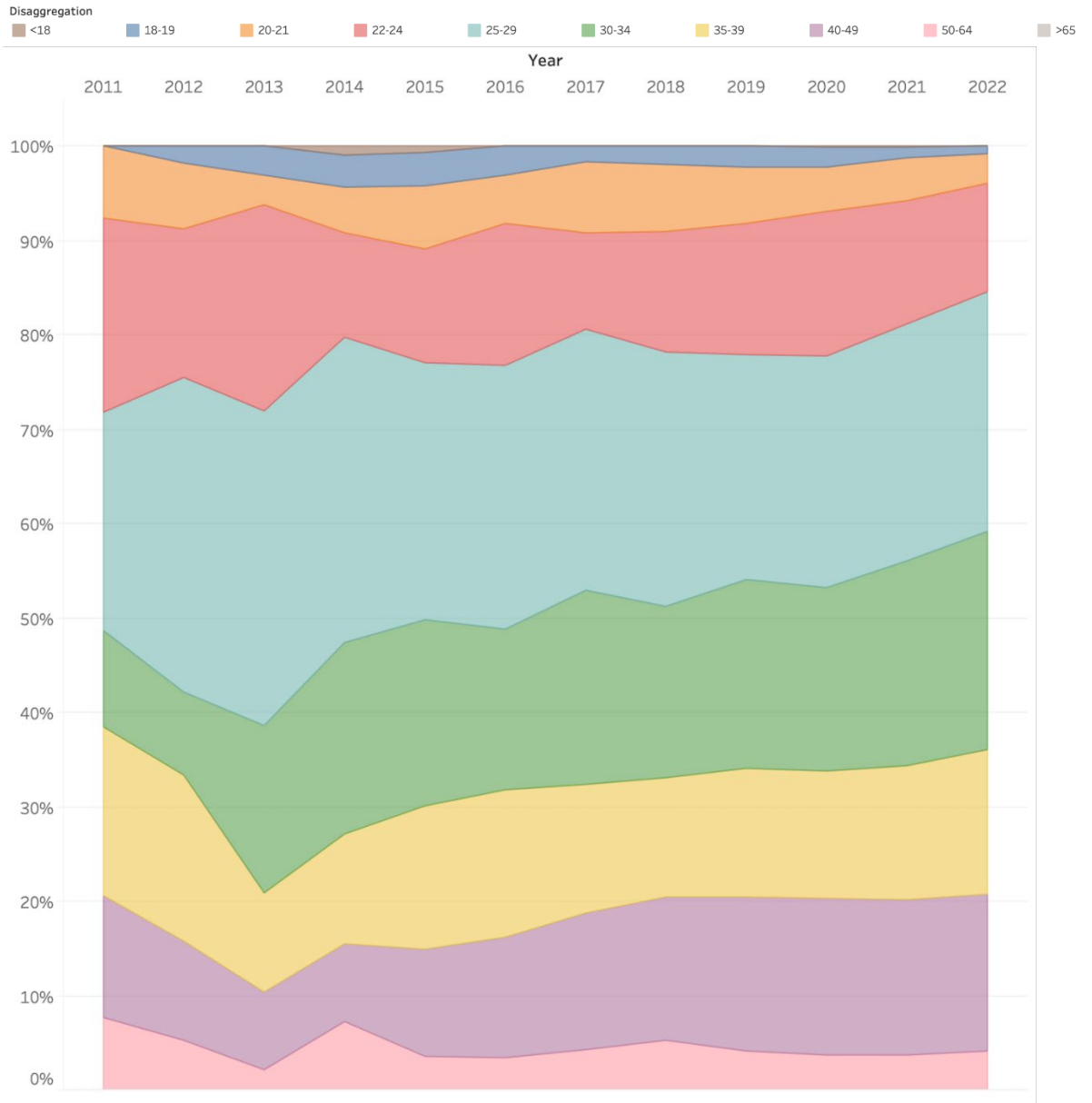## Gender

Disaggregation   Female   Male   Non-binary   Undisclosed

Age

| ■ <18 | ■ 18-19 | ■ 20-21 | ■ 22-24 | ■ 25-29 | ■ 30-34 | ■ 35-39 | ■ 40-49 | ■ 50-64 | ■ >65 |

Year

2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022

Income

Disaggregation

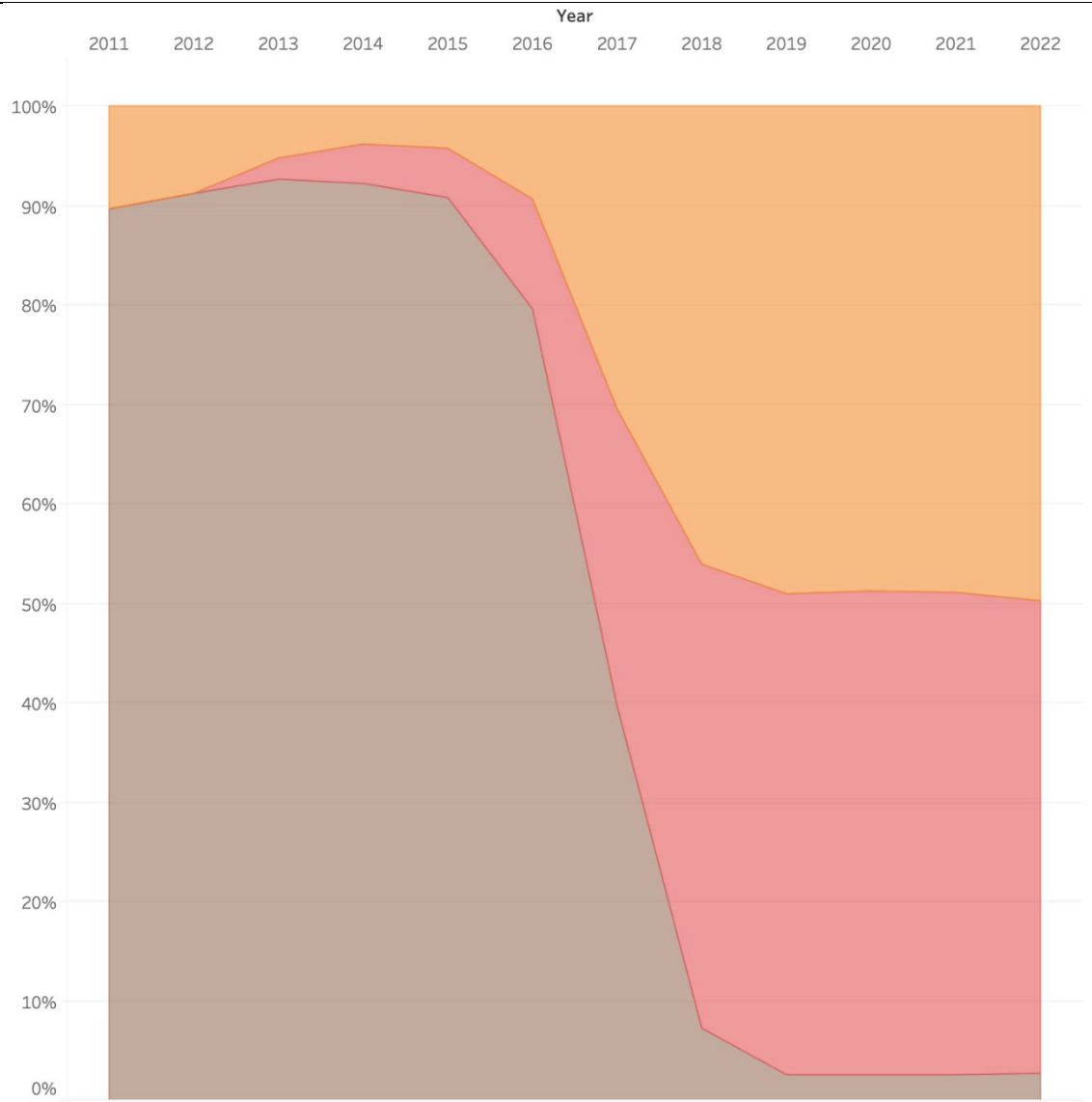| ■ $0-30K | ■ $30-48K | ■ $48-75K | ■ $75-110K | ■ $110K+ | ■ Undisclosed |
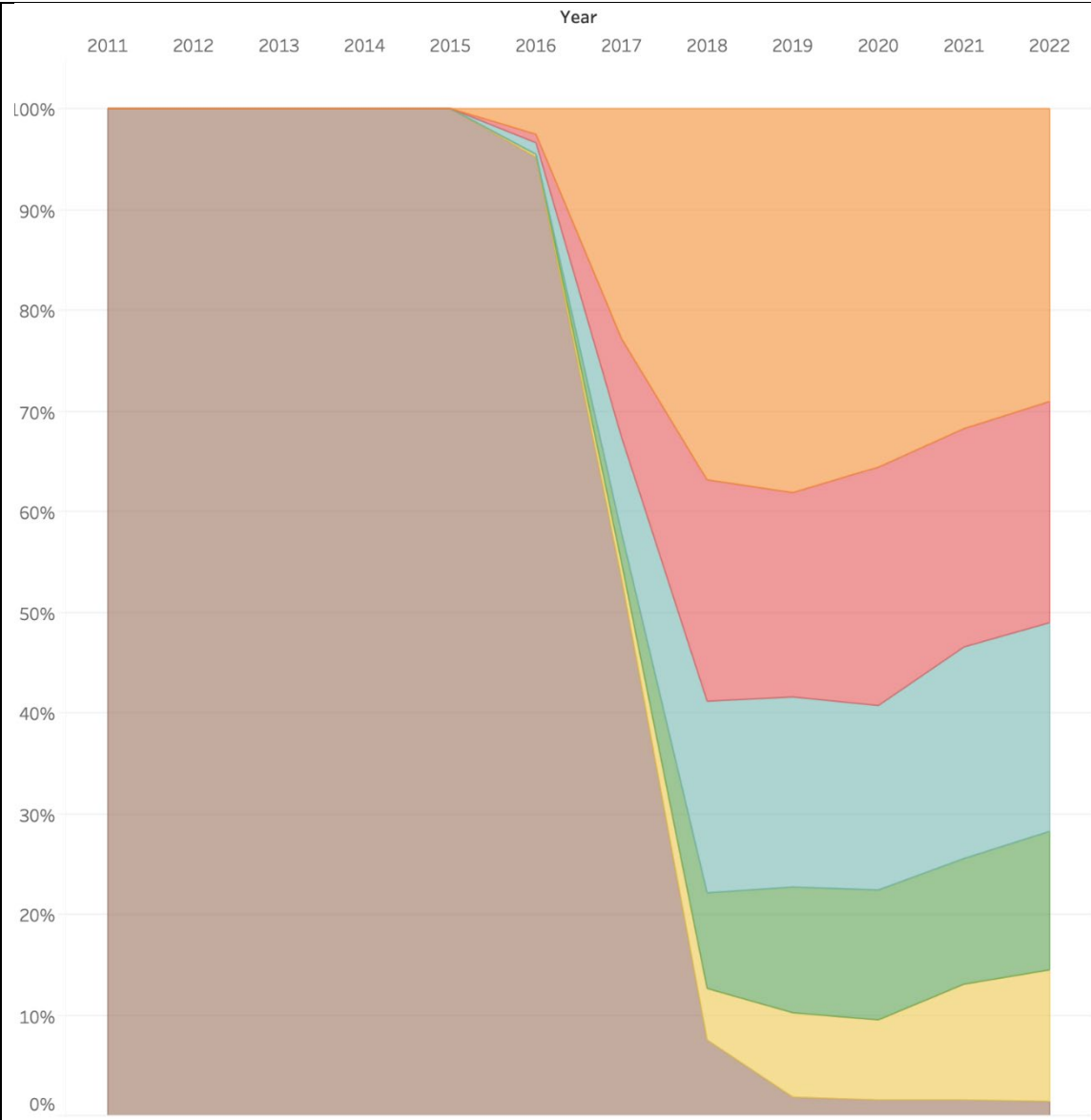
College Generation

Disaggregation

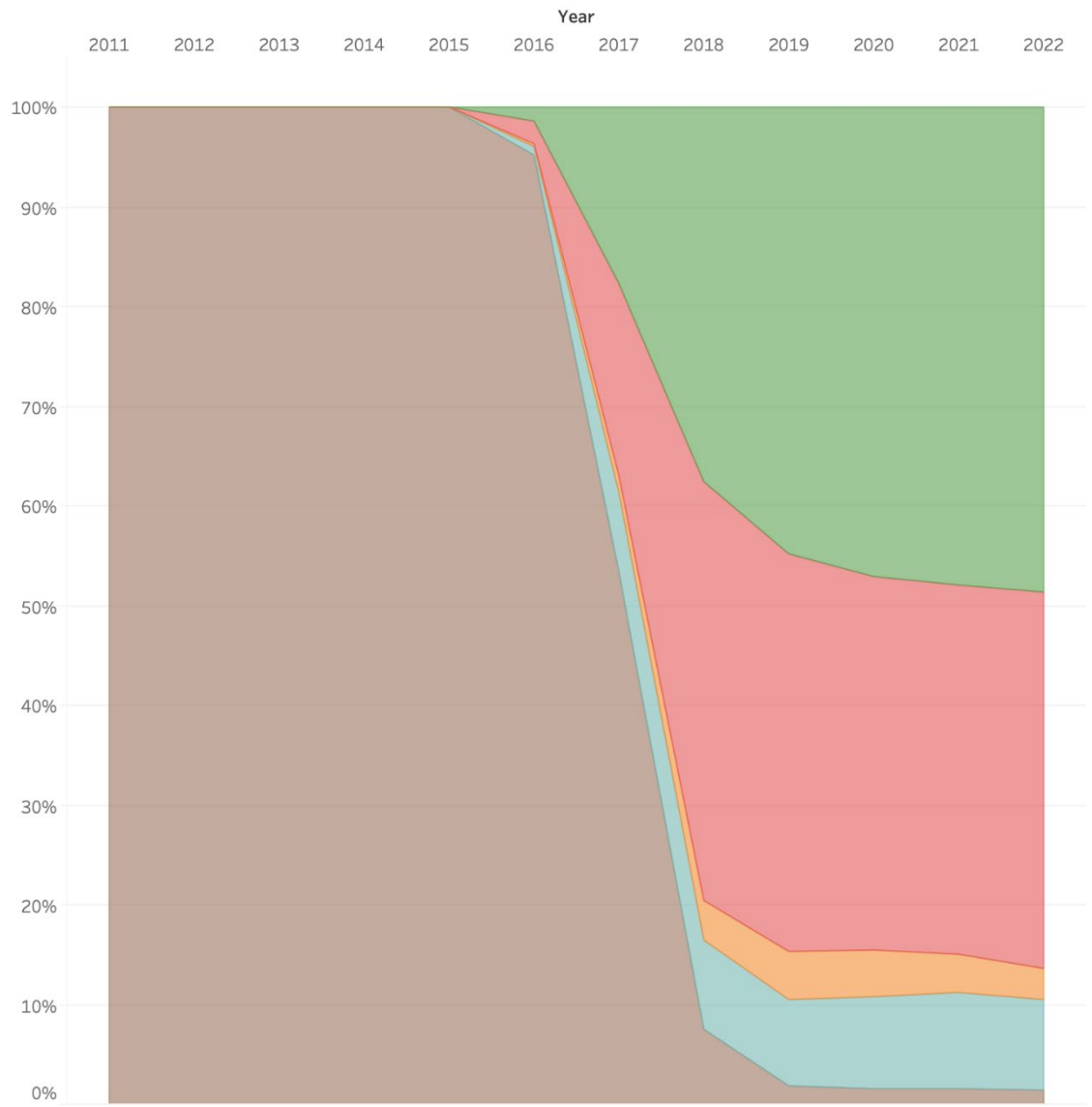- First Generation
- Second or more
- Undisclosed

Marital Status

Disaggregation
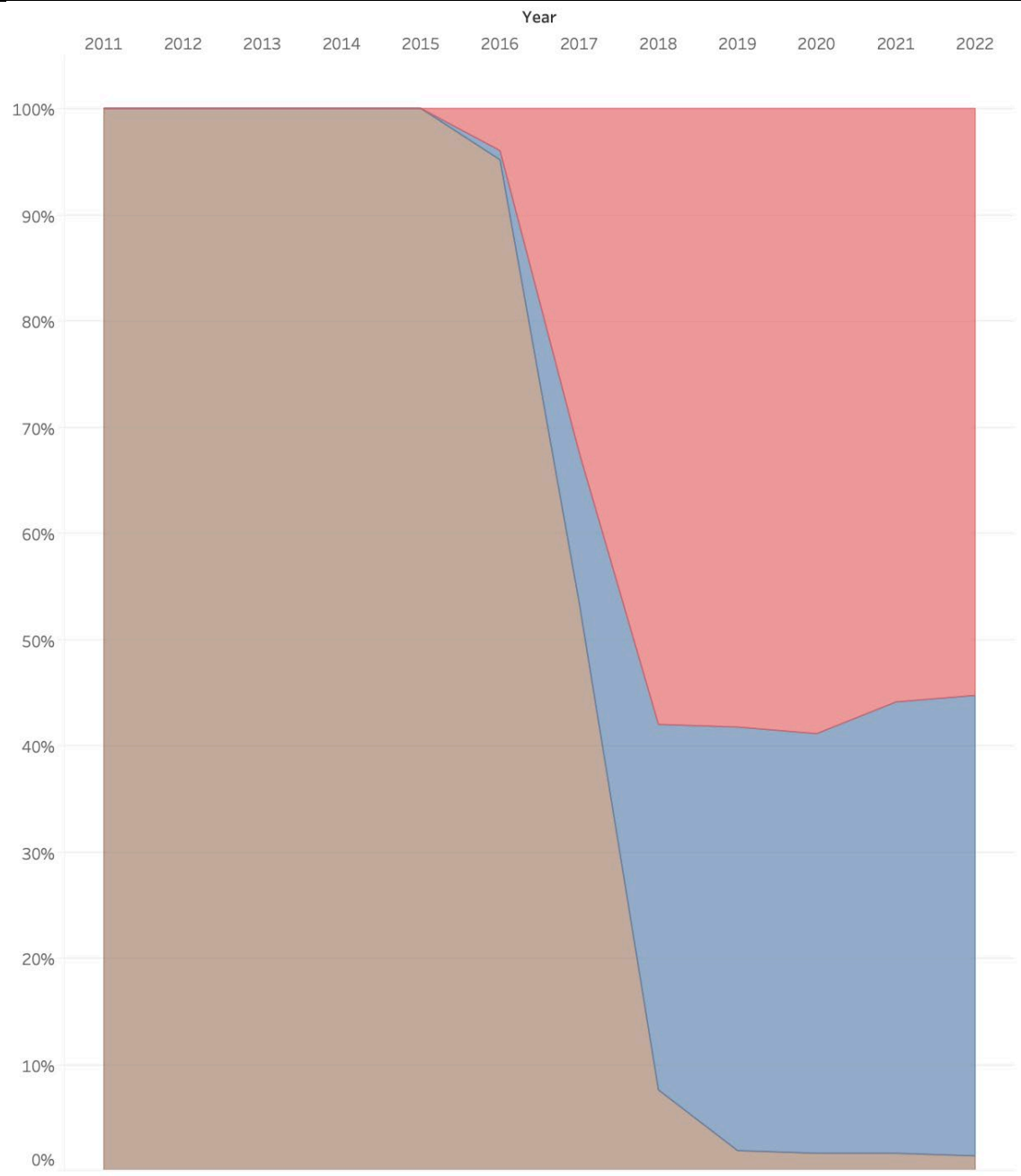- Single
- Married
- Divorced
- Separated
- Undisclosed

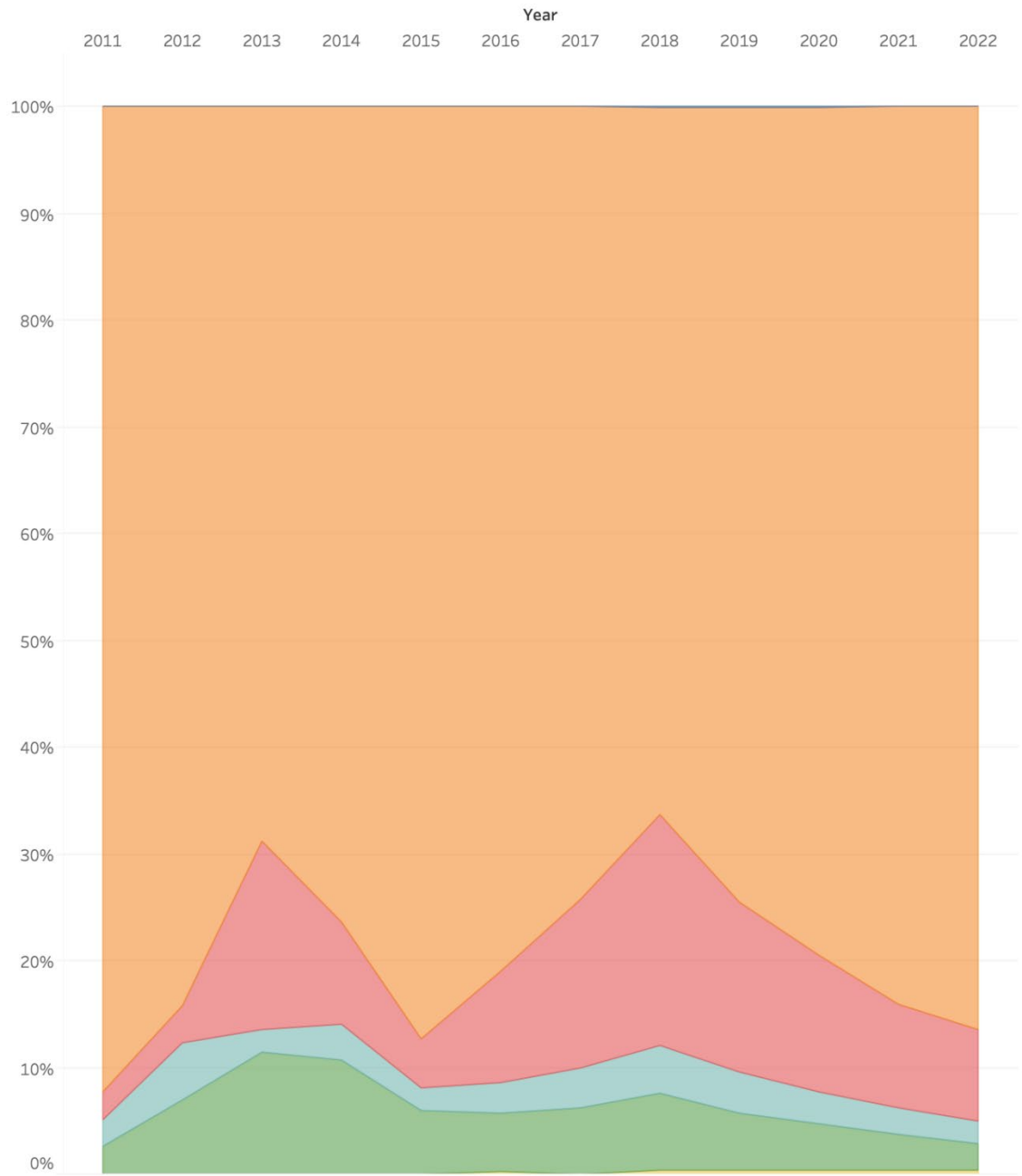**Children**

Disaggregation

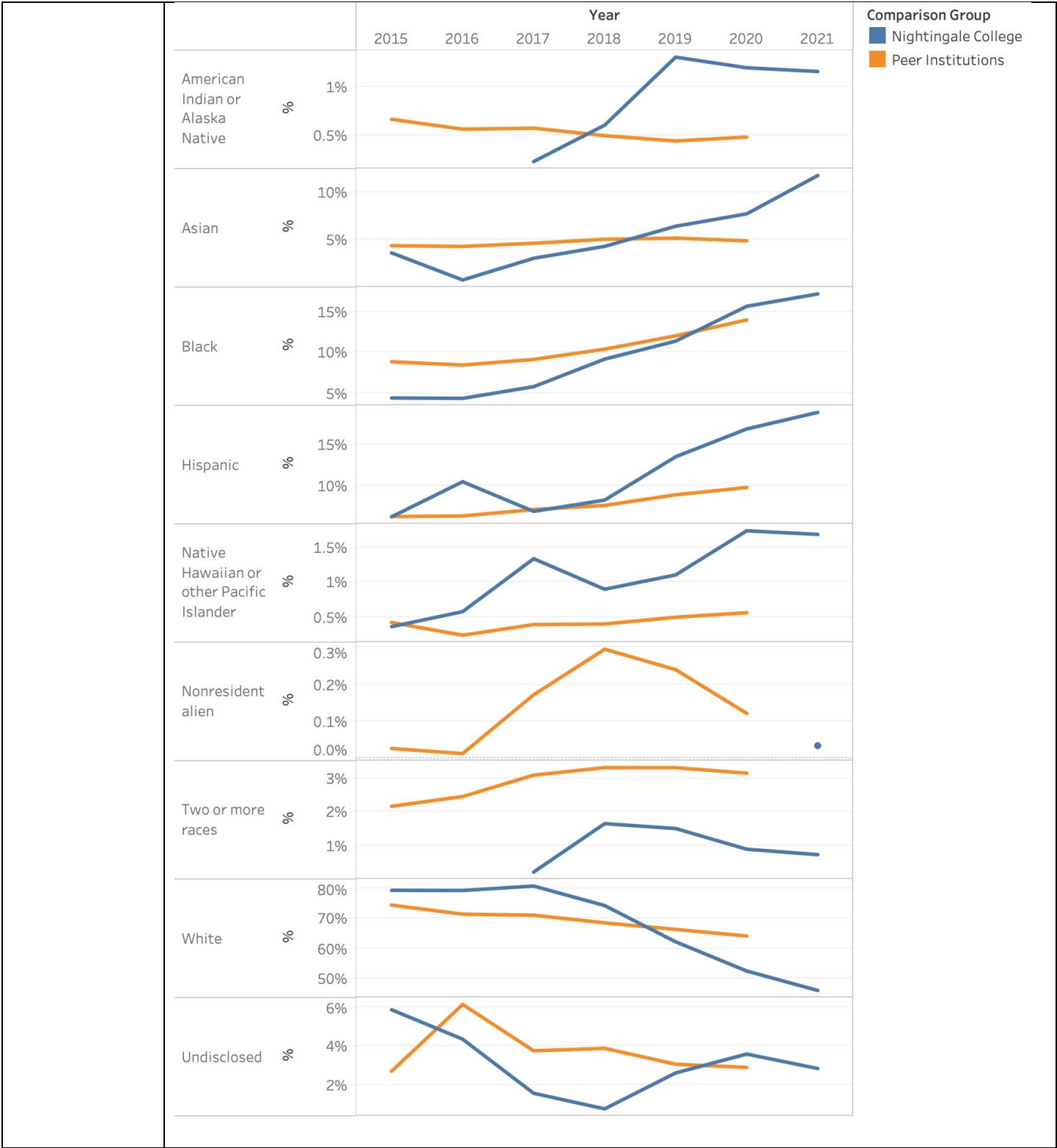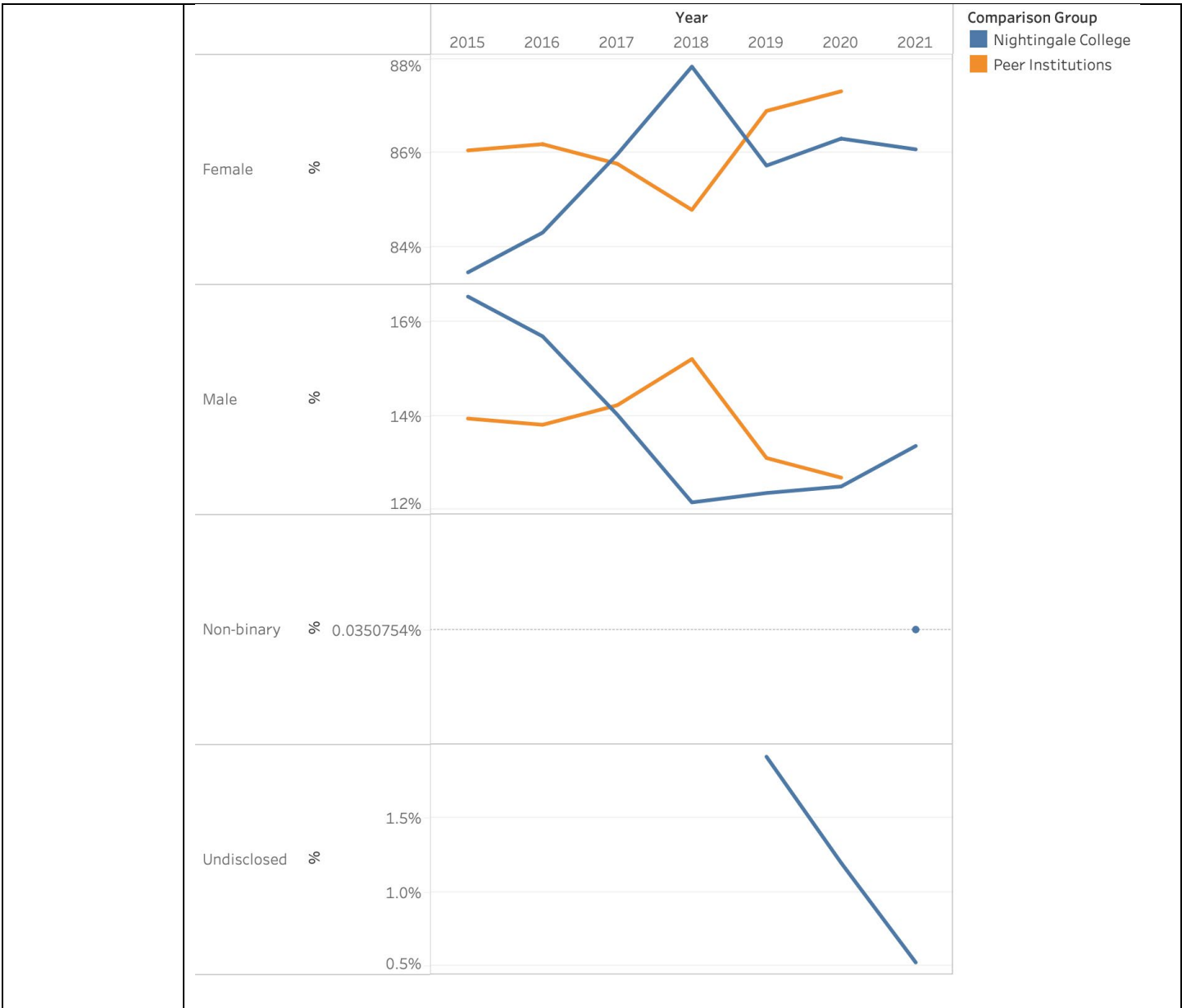■ Yes   ■ No   ■ Undisclosed

Rural/Urban

Disaggregation

- Null
- Metropolitan
- Micropolitan
- Rural
- Small Town
- Uncoded

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

		Year						
		2015	2016	2017	2018	2019	2020	2021

Comparison Group
- Nightingale College (blue)
- Peer Institutions (orange)

American Indian or Alaska Native — %
(1%, 0.5%)

Asian — %
(10%, 5%)

Black — %
(15%, 10%, 5%)

Hispanic — %
(15%, 10%)

Native Hawaiian or other Pacific Islander — %
(1.5%, 1%, 0.5%)

Nonresident alien — %
(0.3%, 0.2%, 0.1%, 0.0%)

Two or more races — %
(3%, 2%, 1%)

White — %
(80%, 70%, 60%, 50%)

Undisclosed — %
(6%, 4%, 2%)

Year							Comparison Group
2015	2016	2017	2018	2019	2020	2021	■ Nightingale College
							■ Peer Institutions

Female %

88%
86%
84%

Male %

16%
14%
12%

Non-binary % 0.0350754%

Undisclosed %

1.5%
1.0%
0.5%

Sources	Narrative
  	Figures 1-2 highlight Nightingale College's learner population by race while Figure 10 compares the total enrollment based on race to the comparable institutions' average. Figure 1 also displays the College's rapid population growth in recent years. While originally 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 showed a more diverse population than the demographics of the states served at those times and is now majority non-white. This level of diversity exceeds that of the comparable institutions. Figure 3 highlights Nightingale College's learner population by gender while Figure 11 compares total enrollment numbers by gender to the comparable institutions' data. The population totals for male and female identified learners resembles closely that of comparable institutions. Figure Figures 4-8 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 9 highlights Nightingale College's learner population to varying degrees of rurality. The learner population reflects closely the averages seen across the United States.

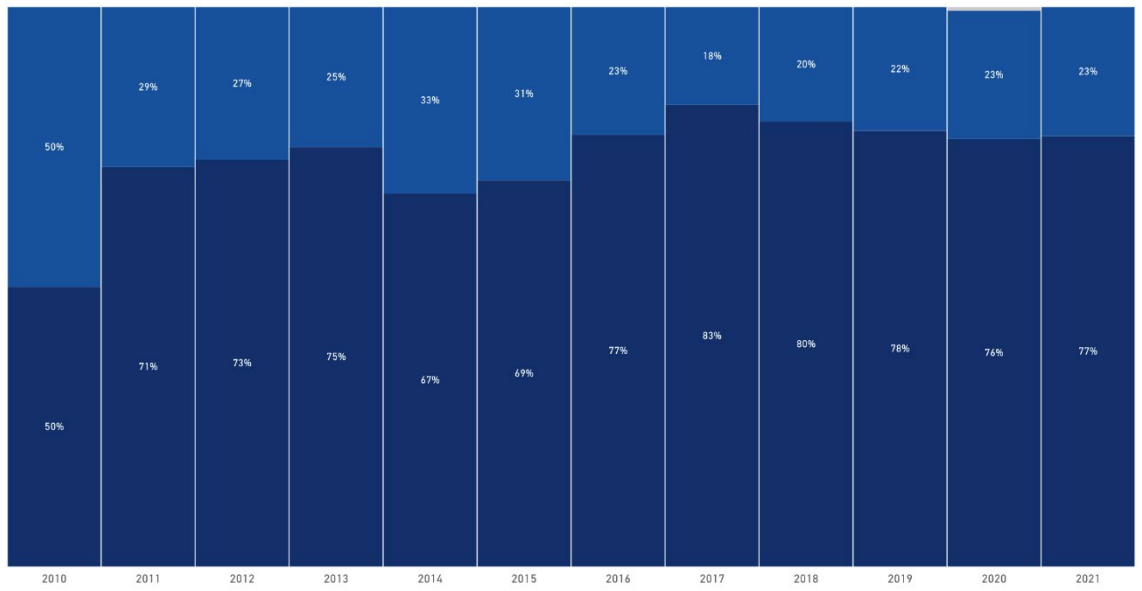| Tactical Code	Tactic
	To drive forward the diversity of the nursing profession in setting and population. Potentially creating cluster demographics for learners in their enrollment areas, for socioeconomic, ethnicity, and race breakdowns- from enrollment to graduation.
NWCCU Standard	NWCCU Standard 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			
Learner Support Services	January 2022			
Benchmark(s)	Statistics			
Accreditation standard is 70%		ADN	RN-BSN	BSN
	2021-2022	N/A	33.33%	13.81%
	2020-2021	70.11%	100%	69.66%
	2019-2020	80.00%	100%	100%
	2018-2019	77.23%	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 30th) annually.			
Sources	Narrative			
Survey	The Learner Support Services – Career Services department is tasked with tracking alumni to determine whether their work is directly related to their degree and in which type of setting they are employed. Career Services also assists with resume and cover letter preparation as well as interviewing skills. Career Services establishes relationships with learners before the point of separation to encourage them to communicate with the College after graduation and licensure and report where they are working. Career Services also reaches out to learners who do not reach back voluntarily. The College also utilizes Equifax to track learners who do not respond to requests for information.			
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.

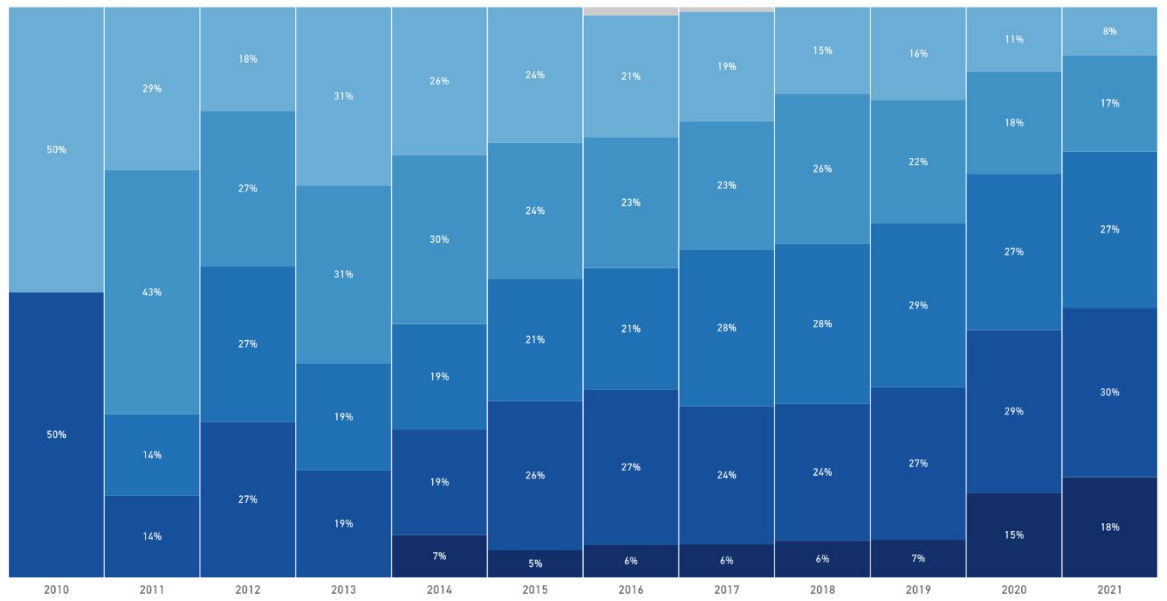## 4.3 Collaborator Demographics

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	Race Gender

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	50%	29%	27%	25%	33%	31%	23%	18%	20%	22%	23%	23%
Male	50%	71%	73%	75%	67%	69%	77%	83%	80%	78%	76%	77%

Age

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
60+	50%	29%	18%	31%	26%	24%	21%	19%	15%	16%	11%	8%
50-59		43%	27%	31%	30%	24%	23%	23%	26%	22%	18%	17%
40-49		14%	27%	19%	19%	21%	21%	28%	28%	29%	27%	27%
30-39	50%	14%	27%	19%	19%	26%	27%	24%	24%	27%	29%	30%
18-29					7%	5%	6%	6%	6%	7%	15%	18%

Years of Service

0-1 Years ● 1-2 Years ● 2-3 Years ● 3-4 Years ● 4-5 Years ● 5+ Years

(Stacked bar chart, years 2010–2021, values by years of service)

2010: 100%
2011: 71%, 29%
2012: 36%, 45%, 18%
2013: 31%, 25%, 31%, 13%
2014: 41%, 19%, 15%, 19%, 7%
2015: 36%, 26%, 12%, 10%, 12%, 5%
2016: 40%, 21%, 16%, 7%, 6%, 10%
2017: 50%, 17%, 11%, 9%, 4%, 9%
2018: 47%, 23%, 9%, 7%, 6%, 8%
2019: 52%, 25%, 7%, 5%, 7%
2020: 43%, 28%, 14%, 4%, 3%, 7%
2021: 49%, 19%, 18%, 7%, 3%, 5%

Status

● Continuing ● Hired ● Terminated

(Stacked bar chart, years 2010–2021, by status)

2010: 100%
2011: 29%, 71%
2012: 64%, 36%
2013: 69%, 31%
2014: 59%, 41%
2015: 64%, 36%
2016: 59%, 40%
2017: 45%, 43%, 13%
2018: 41%, 44%, 15%
2019: 37%, 47%, 17%
2020: 49%, 40%, 11%
2021: 50%, 38%, 12%

Sources	Narrative
Internal Dashboard	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 the College continues to scale for growth. These figures reflect that awareness to ensure increased diversification of the 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	1/27/22
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><tr><td>Internal members</td><td>External Members</td><td>Alumni</td><td>Learners</td></tr><tr><td>10</td><td>18</td><td>4</td><td>4</td></tr></table> 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.
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	01/20/2022				
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	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.
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	01/20/2022
Benchmark(s)	**Statistics**
Cash flow positive covering projected growth and current operations.	

	2021		
	Spring	**Summer**	**Fall**
Cash Collected as % of revenue	93.96%	93.62%	95.55%
Learner population	1,619	1,989	2,263
Operational Cash Flow Positive	Yes	Yes	Yes

*Forecasted

See also statistics in sections 5.1 and 6.2

Sources	Narrative
Financial forecast and budget	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.

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	01/20/2022				
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	01/20/2022
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**

	2017	2018	2019	2020	2021*
Revenue	Unfavorable	Unfavorable	Unfavorable	Favorable	Favorable
Ops Expenses	Unfavorable	Favorable	Favorable	Favorable	Favorable
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.