Nightingale College
Mission Fulfillment Measures
Dashboards: Click Here

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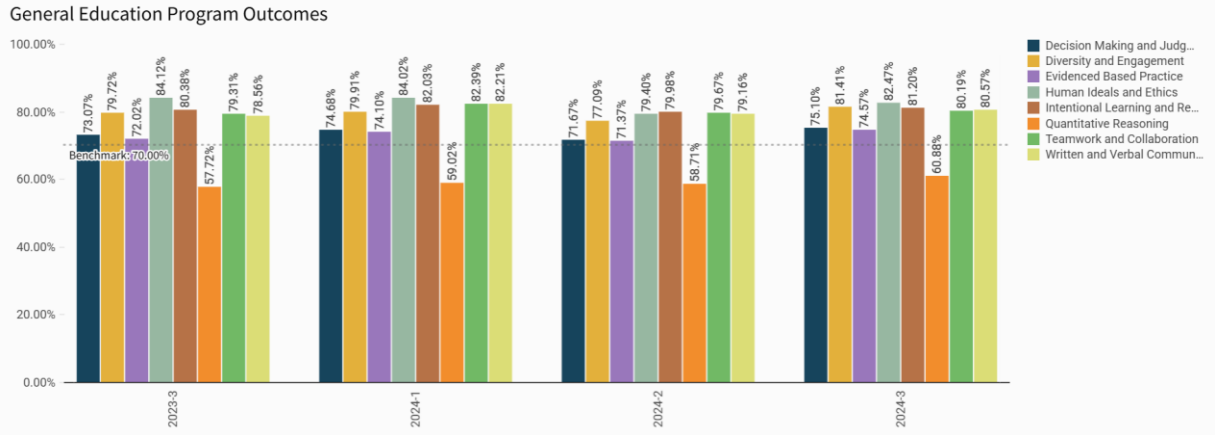
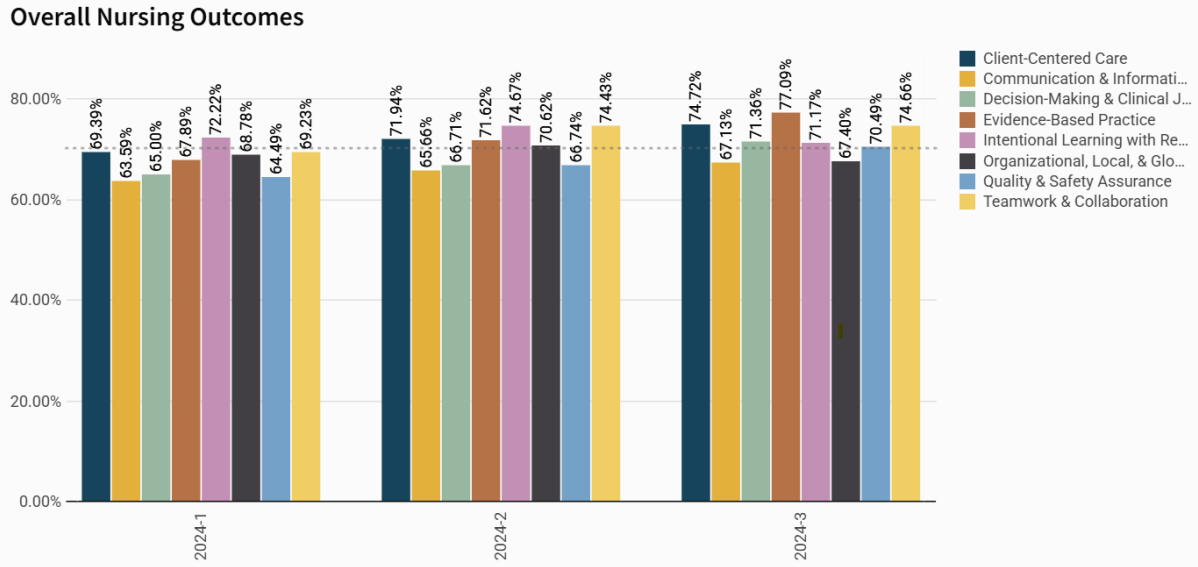
1. Learner Academic Success

Cognitive

1.1.1 General Education Outcomes

Function	Last Update
General Education	1/25/2025
Benchmark(s)	**Statistics**
70% in all 8 competency frames.	 Outcomes Table Avg of Average Score Percent | Semester Code Outcome Name | 2023-3 | 2024-1 | 2024-2 | 2024-3 | Total Decision Making and Judgment | 73.07% | 74.68% | 71.67% | 75.10% | 73.72% Diversity and Engagement | 79.72% | 79.91% | 77.09% | 81.41% | 79.50% Evidenced Based Practice | 72.02% | 74.10% | 71.37% | 74.57% | 73.13% Human Ideals and Ethics | 84.12% | 84.02% | 79.40% | 82.47% | 82.40% Intentional Learning and Reflection | 80.38% | 82.03% | 79.98% | 81.20% | 80.92% Quantitative Reasoning | 57.72% | 59.02% | 58.71% | 60.88% | 59.18% Teamwork and Collaboration | 79.31% | 82.39% | 79.67% | 80.19% | 80.40% Written and Verbal Communication | 78.56% | 82.21% | 79.16% | 80.57% | 80.17% Total | 75.15% | 77.06% | 74.62% | 76.86% | 75.98%
Sources	**Narrative**
General Education Dashboard	**2024-3** 7 out of 8 GE programmatic objectives met the 70% benchmark. Quantitative reasoning was the only objective to fall below the benchmark, finishing at 60.88% up 2.28% from last semester (58.6%) and up 3.2% YoY. 7/8 Objectives are up YoY with only Human Ideal and Ethics being down -1.7% YoY. Need to ck on data
Tactical Code	
	Implemented a thorough review process for curriculum, data points, and measurement items.
NWCCU Standard	**NWCCU Standard Description**
1.C.6	Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

1.1.2 Nursing Education Outcomes

Function	Last Update
Nursing Education	1/17/2025
Benchmark(s)	**Statistics**
70% in all 8 competency frames	 Outcomes Table View Semester Code ▾ | Average HESI Proficiency | Average Canvas | Overall 2024-1 | 44.11% | 90.94% | 67.53% 2024-2 | 50.36% | 90.23% | 70.29% 2024-3 | 53.25% | 90.16% | 71.71% Total | 50.88% | 90.30% | 70.59%
Sources	**Narrative**

Nursing Education Outcomes	The data for the NE-POs comes from a combination of HESI and Canvas. Canvas (assignments) is performing a little higher, and HESI scores are a little lower, so the hypothesis is that the HESI is what is dragging it down the Communication and Informatics score. Data for the graduate programs differs slightly as curriculum and delivery methods are different. Next steps include investigating if the graduate program model is translatable and possibly incorporate elements into the undergraduate programs. Some additional meetings between Nursing Education, Curriculum, and the Data team will also be necessary. The Data team also plans to do a deeper dive into how HESI scores are incorporated into the NE-POs. **2024-1:** The semester saw a drop in Organizational, Local, & Global Leadership, falling behold benchmark, along with Communication & Informatics, which has been barely below for a few semesters. This data should be taken as preliminary. Analytics has been re-engineering the method by which the raw data is extracted for these outcomes and final adjustments are still being made on pull methods. The 2024-1 outcome scores are still subject to change and will be updated on the dashboard once finalized, inasmuch, we may see the two delinquent outcomes raise above benchmark. **2024-2:** All categories are performing above benchmark. The data appears to be representative only of the Canvas assignments. The Communication and Informatics assessment in BSN 235 that was used resulted in many learners with lower grades due to plagiarism. This assessment will be updated for 2025-1 and we hope to see an improvement. Additionally noted 5 % drops in client center care (BSN 325 Hallmark) this competency is not even measured for this Hallmark in the rubric. Organizational, local, & global leadership which is tied to a course (BSN 335) that was redeveloped this semester. Action: It would be further beneficial to include metrics of measurement from skill-based and clinical assessments. **2024-3:** 6 out of 8 of the NE Program Outcomes met the benchmark. 2 of the POs that fell below the benchmark of 70% were Communication and Informatics at 67.1%, this is an increase from the previous semester of 65.6%. For this outcome, we saw a large increase in the HESI scores from 781 to 847, and a small increase in the Canvas score from 0.86 to 0.87. The organizational, local, and global outcomes decreased from 70.6 to 67.4 %. Upon further evaluation, the HESI score average in this category increased from 877 to 878, however, the Canvas score decreased from 0.92 to 0.90. This assignment in BSN 335 used to measure this outcome is one that is new and redeveloped from Summer. We will continue to provide resources to learners to improve in this assignment.
Tactical Code	**Tactic**
	Faculty development is a primary focus to ensure faculty are facilitating the curriculum in the most effective intended ways possible. Continual curriculum review and enhancements continue to develop positive learner outcomes.

Practice

1.2.1 EL Evaluation and Survey Metrics

Function	**Last Update**
Nursing Education	1/17/2025
Benchmark(s)	**Statistics**
Undergrad Benchmark: 4.6 Site Survey-TBD	

Prompt (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)	2023-3	2024-1	2024-2	2024-3
I developed a better understanding of the connections between course information and the application to clinical practice.	4.62	4.69	4.68	4.66
I was able to identify and correlate safe effective nursing care during DFC activity.	4.68	4.74	4.75	4.73
I was challenged to utilize critical thinking and improve my clinical reasoning skills.	4.64	4.7	4.7	4.65
I am more confident to practice nursing care in a clinical environment.	4.6	4.67	4.69	4.65

Sources	Narrative
DFC Learner Evaluation	The Practice metric is derived from the DFC Learner Evaluation survey which is distributed at the conclusion of a learner's DFC work. Items related to their experience with clinical practice are averaged to determine practice-readiness. **2024-1**: Scores saw an increase from Fall 2023 to Spring 2024. Set the initial learner survey benchmark to 4.6. **2024-2:** We are meeting or exceeding benchmark in all areas. Continuing work to further improve the learner experience in DFC. The efforts include a pre-DFC teams chat to improve communication, a day 1 outline of expectations, and a communication sheet for the unit to help understand the level of each learner. **2024-3:** All results remain above the benchmark of 4.6**.** We are continuing to refine the DFC experience and have received positive responses from learners.
Tactical Code	**Tactic**

Everyday Ethical Comportment

1.3.1 LSS Code of Conduct Report

Function	Last Update
Nursing Education	1/21/2025
Benchmark(s)	**Statistics**

Code of Conduct Violations

Submission Type	Fall 2023	Spring 2024	Summer 2024	Fall 2024
Dispositional/Behavioral	10	19	15	6
Academic	133	163	154	143
Total	143	182	169	149

Detail of Submission Type	Fall 2023	Spring 2024	Summer 2024	Fall 2024
Cheating			15	1
Exam Violation			6	9
Plagiarism			62	51
Self-Plagiarism			19	7
Unauthorized use of AI			51	2
Unprofessional Communication		14	11	4
EL Conduct			3	2
Unprofessional Behavior			1	4
Total			168	80

Detail of level	Fall 2023	Spring 2024	Summer 2024	Fall 2024
Learner not Responsible		11	39	32
Level 0	101	110	81	67
Level 1	19	23	35	17
Level 2	14	10	14	31
Level 3		1	0	1
Unknown		11		
Total	134	155	169	148

Sources	Narrative
LSS	The Everyday Ethical Comportment metric is under development. The data provided from LSS details Code of Conduct Violations across Fall 23. Benchmarks are yet to be established.

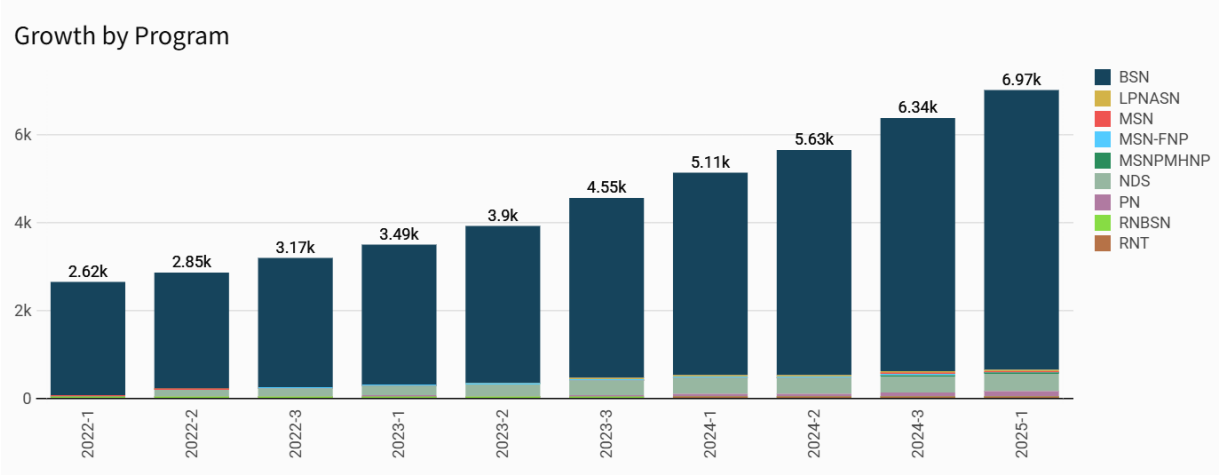
	2024-1: Update includes new levels in categories not previously marked in 2023.
Tactical Code	**Tactic**

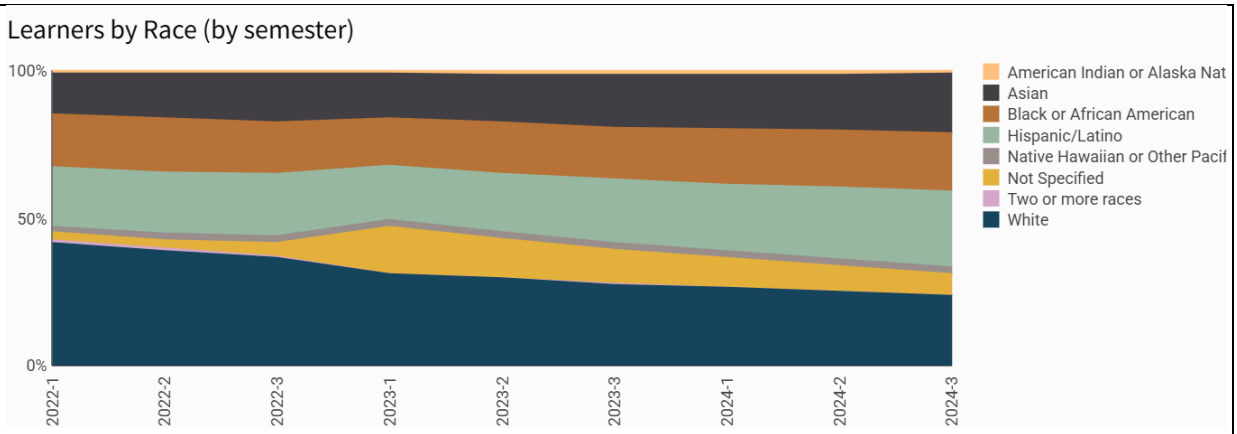
1.3.2 Wellness Measures

Function	**Last Update**
General & Nursing Education	1/21/2025
Benchmark(s)	**Statistics**
Sources	**Narrative**
	Components have been developed and are being inserted into the curriculum.
Tactical Code	**Tactic**
NWCCU 2.G.1	Student Support Resources: create and maintain effective learning environments

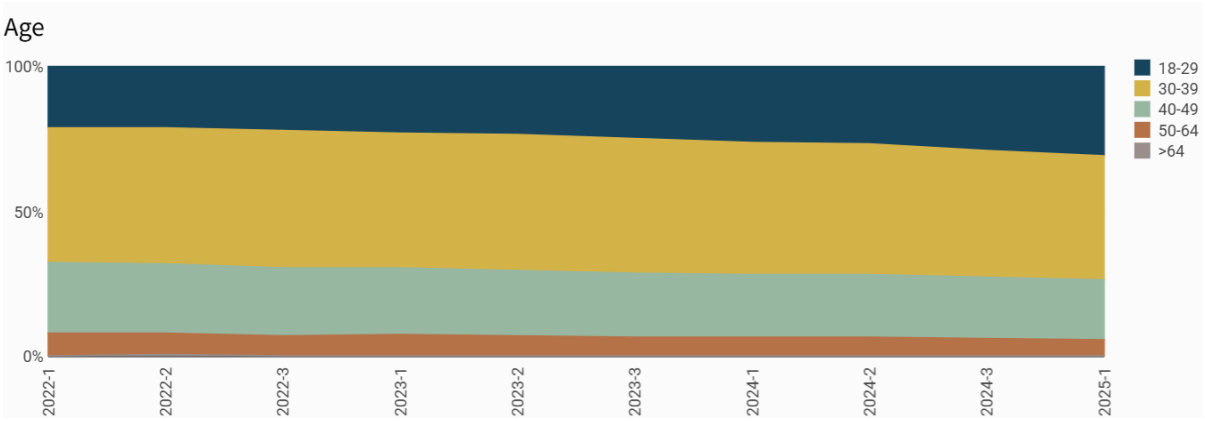
2. Serving Diverse Communities

2.1 Learner Demographics

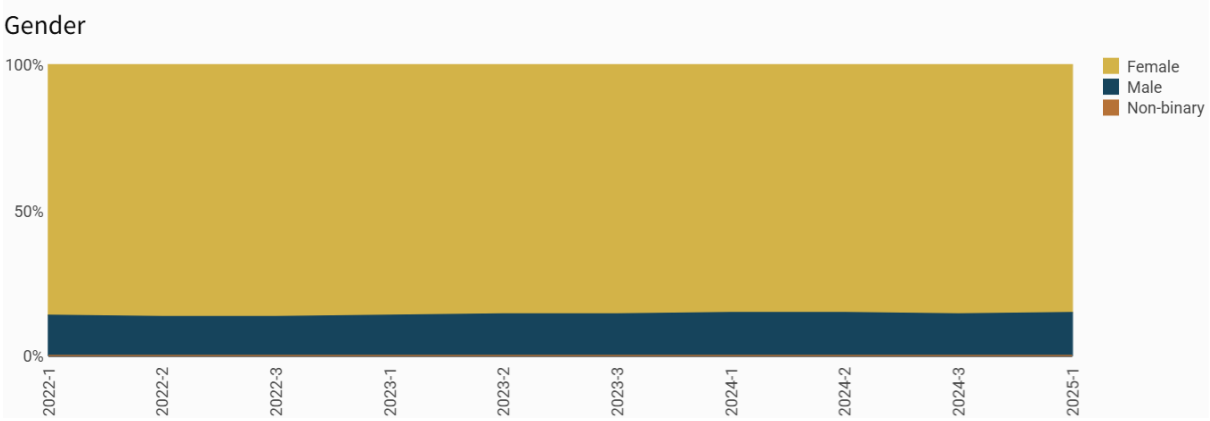
Function	**Last Update**
IAE	1/17/25
Benchmark(s)	**Statistics**
	Population Growth  **Race**



Age

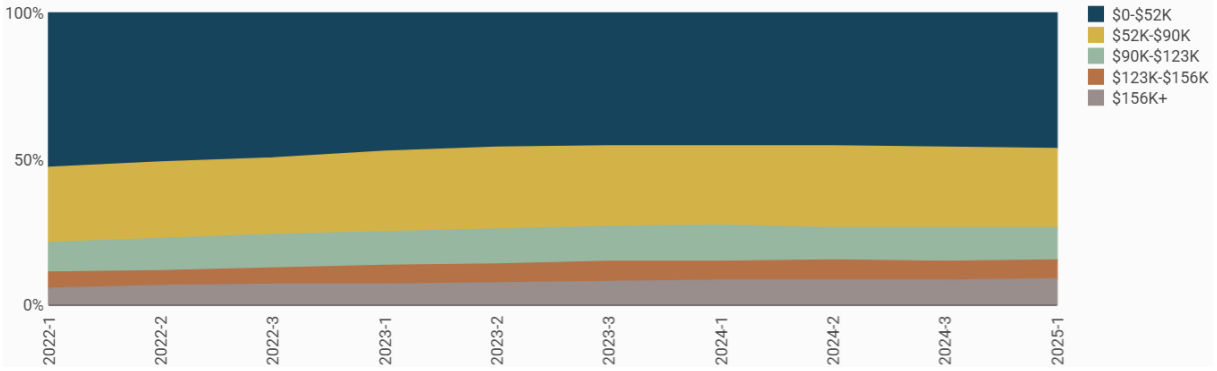


Gender



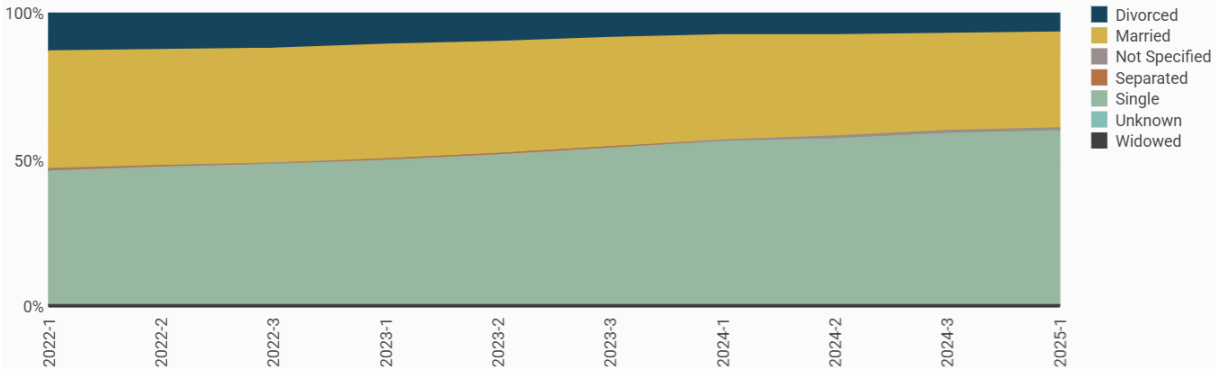
Income

Income



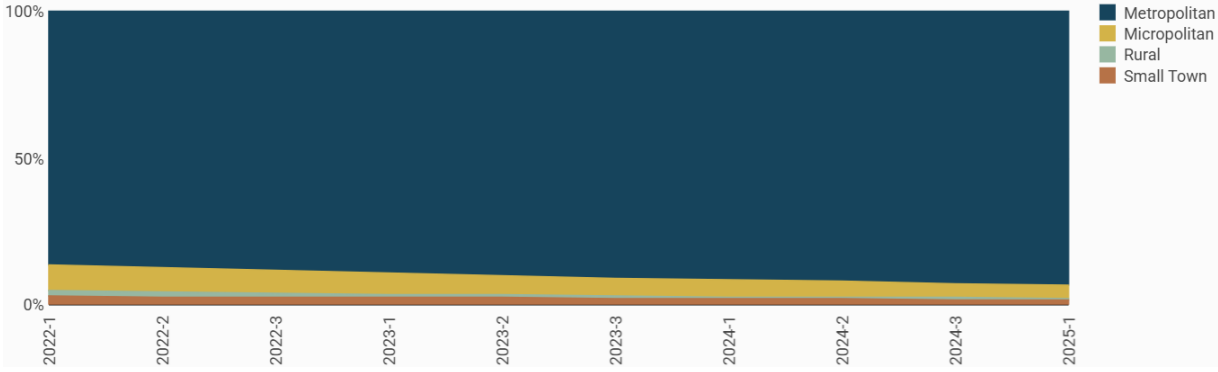
Marital Status

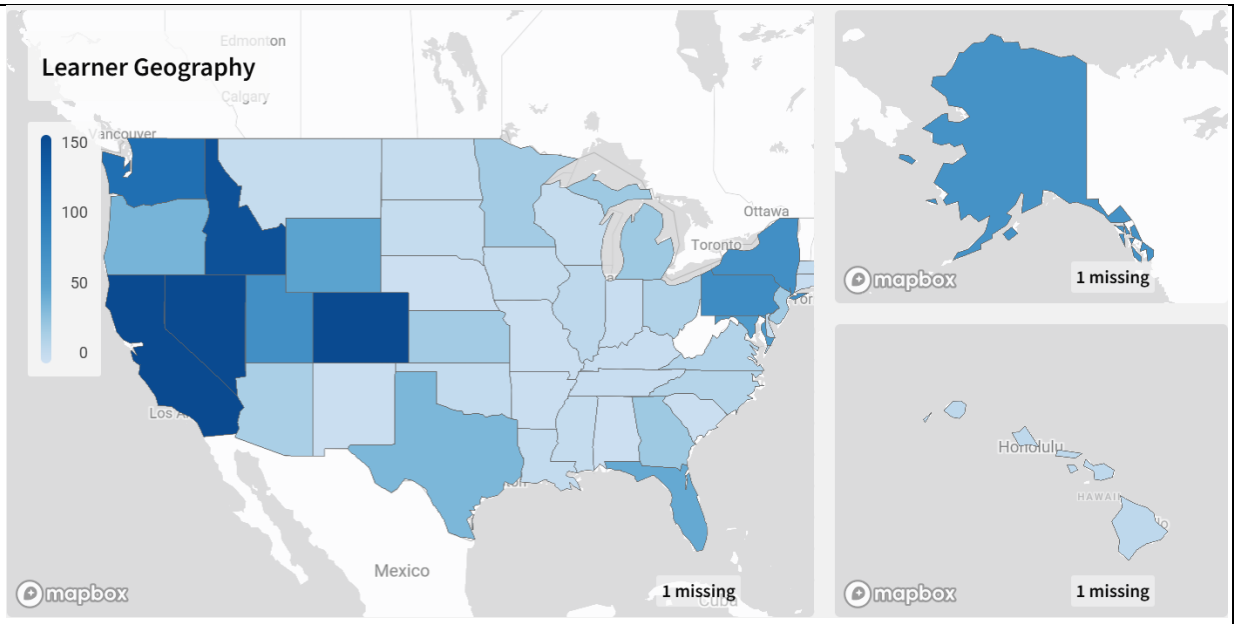
Marital Status



RUCA

RUCA





Sources	Narrative
Learner Demographics Dashboard	Learner demographics continue to reach an equilibrium with most categories staying the same or following a trajectory similar to the past year. Some notable differences in the last year include the slight increase in younger learners, ages 18-24. Also, a marked increase in the number of Hispanic/Latino Learners enrolled. We see the closing of "Not Specified" as a category due to the formatting of the data gathering at the time of admission. **2024-3:** Learner geography is notable growth in Pacific northwest, as well as eastern states. The map indicates a missing value, which is a learner with a designation of AE, or an address belonging to a member of the armed forces and which does not populate the map.

Tactical Code	Tactic
NWCCU 2.G.1; 2.D.2	Advocates ....

2.2 Faculty Demographics

Function	Last Update
Collaborator Experience	1/17/2025

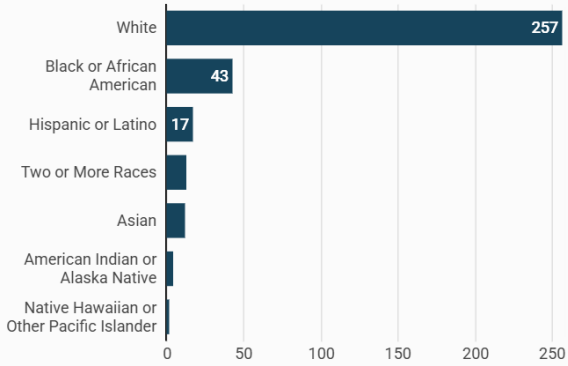
Benchmark(s)	Statistics

Faculty by Department

Department	Faculty Count
General Education Faculty	92
Learner Experience Management	8
Learner Resources	6
Nursing Faculty	241
Nursing Graduate Program	1
Total	348

Race

Faculty x Race

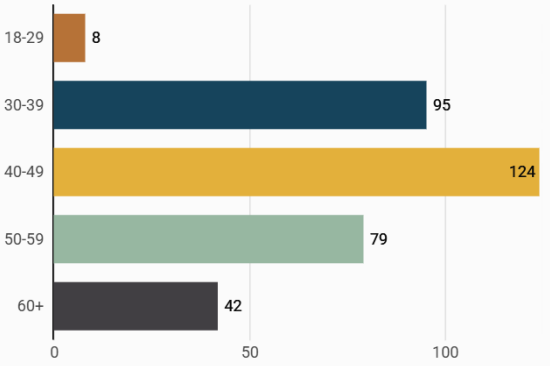


Faculty Race Detail

EEO 1 Ethnicity	Collaborator Count	Percent of Total
American Indian or Alaska...	4	1.15%
Asian	12	3.45%
Black or African American	43	12.36%
Hispanic or Latino	17	4.89%
Native Hawaiian or Other P...	2	0.57%
Two or More Races	13	3.74%
White	257	73.85%
Total	348	100.00%

Age

Faculty x Age

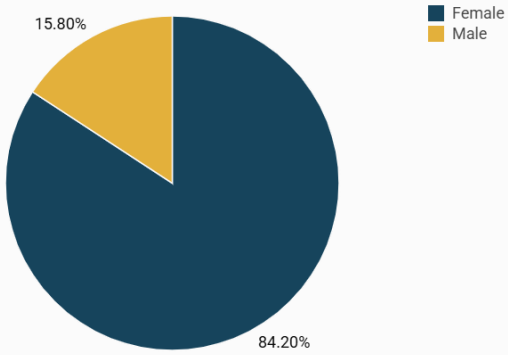


Faculty Age Detail

Age Bracket	CountDistinct of Employee Code	Percent of Total
18-29	8	2.30%
30-39	95	27.30%
40-49	124	35.63%
50-59	79	22.70%
60+	42	12.07%
Total	348	100.00%

Gender

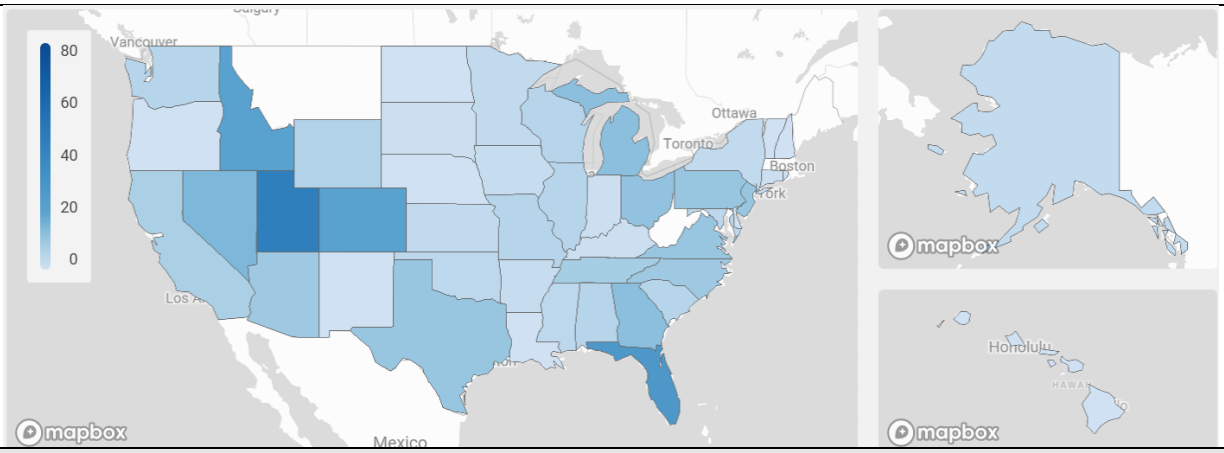
Faculty x Gender



Faculty Gender Detail

Gender	Collaborator Count	Percent of Total
Female	293	84.20%
Male	55	15.80%
Total	348	100.00%

Faculty Geography



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

2.3 Alumni Work Placement Settings

Function	Last Update
Learner Support Services	1/26/2025
Benchmark(s)	**Statistics**
80% 1 year post graduation	

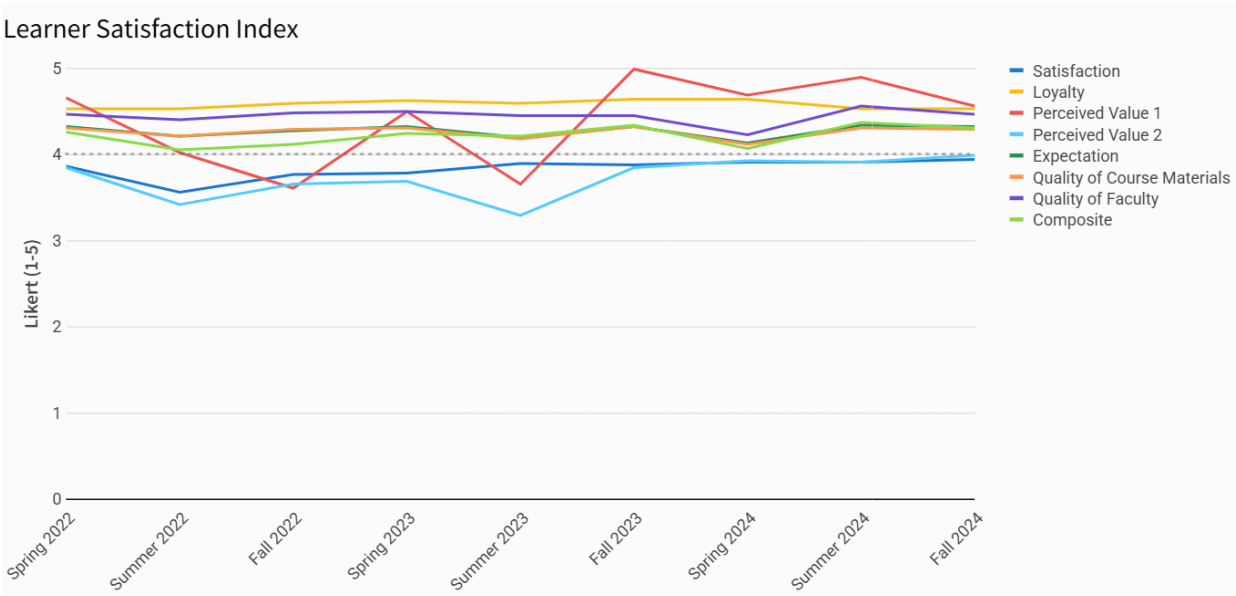
Total Placement Rate (includes unverified)

Grad Cohort	PN	ASN	BSN
Spring 2022	100%		80%
Summer 2022	100%		88%
Fall 2022	67%	50%	87%
Spring 2023	86%	100%	85%
Summer 2023	100%	100%	83%
Fall 2023	88%	75%	79%

*Data taken from NCLEX Master 2024 (BSN Tables, PN Tables, ASN Tables)

Sources	Narrative
NCLEX Master List NCLEX + Placement Dashboard	The placement team has expanded from 1-3 collaborators to allow for more placement capacity. Special focus is being placed on PN for both licensure obtainment and placement.
Tactical Code	**Tactic**
2.G.6	Cleaning and reconfiguring licensure data has helped us to better identify who is in need of placement assistance/verification. Breaking down the stages of placement gives a clearer picture of where all graduates are in the placement process.

2.4 Learner Satisfaction

Function	Last Update
	1/26/2025
Benchmark(s)	**Statistics**
4.0 as reflective of Agree on the Likert Scale.	

Learner Satisfaction Scores Table

	Semester	Satisfaction	Loyalty	Perceived Value 1	Perceived Value 2	Expectation	Quality of Course ...	Quality of Faculty	Composite
1	Spring 2020	3.82	4.43	4.37	3.67	4.14			4.11
2	Summer 2020	3.5	4.5	4.28	3.17	3.61			3.89
3	Fall 2020	3.6	4.56	3.87	3.36	3.7			3.91
4	Spring 2021	3.61	4.46	4.45	3.43	4.19	4.03	4.26	4.07
5	Summer 2021	3.81	4.43	4.21	3.64	4.28	4.14	4.45	4.14
6	Fall 2021	3.81	4.53	4.33	3.68	4.25	4.24	4.43	4.19
7	Spring 2022	3.86	4.52	4.65	3.84	4.32	4.3	4.46	4.26
8	Summer 2022	3.55	4.53	4.02	3.42	4.21	4.21	4.39	4.05
9	Fall 2022	3.76	4.58	3.6	3.65	4.27	4.29	4.48	4.11
10	Spring 2023	3.78	4.62	4.49	3.69	4.32	4.3	4.49	4.24
11	Summer 2023	3.89	4.58	3.65	3.28	4.19	4.18	4.44	4.21
12	Fall 2023	3.87	4.63	4.98	3.84	4.32	4.31	4.44	4.34
13	Spring 2024	3.91	4.64	4.68	3.92	4.12	4.11	4.23	4.06
14	Summer 2024	3.9	4.53	4.89	3.9	4.33	4.3	4.56	4.37
15	Fall 2024	3.93	4.53	4.56	3.99	4.31	4.29	4.46	4.3

Sources	Narrative
LSI – Learner Satisfaction Survey Dashboard	The index is calculated using the following logic: Satisfaction – Q6.1 on Learner Experience Survey • Loyalty – Retention rate/20 • Perceived Value 1 – 2.5*LOG(5*x) where x=100 * (number of starts from referrals/total number of new starts). • Perceived Value 2 – Q7 on LES. • Expectation – Q4.5 on End of Course Survey + Learner Experience Survey • Quality of Course Materials – Q4.4 on EoCS+LES • Quality of Faculty – Q5.4 on EoCS+LES 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 Support Services (LSS) Counselors. Communicating the processes and increasing the transparency of these processes with learners are providing increased pathways to resolving concerns, answering questions, and communicating needs. Further, new College Navigator roles were created within the college to provide immediate support and handholding resolution of issues and concerns across multiple functions. This will increase the immediate contact and communication metrics with learners to ensure they feel engaged and supported with issues 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. Throughout the 2020/2021 academic year efforts were put into rebuilding the Learner Support Services function to better support learners in a fully virtual experience. Several webinars were redeveloped to create a more robust support structure. Beginning in 2021/2022, a Learner Success Series was developed to provide resiliency and personal development opportunities in addition to the formal training delivered. The series is built around Dr. Peggy Swarbrick's Eight Dimensions of Wellness and is delivered to all new learners during their first semester. The Learner Support Counselors host weekly meetings for learners to discuss topics delivered asynchronously through Canvas. **2024-1:** Most categories saw somewhat of a downturn; although the lowest categories continue to trend upward. New ability to analyze the most recent survey results (as well as historical) is available in the latest survey dashboard, featuring sentiment analysis and AI generated narrative on trends. **2024-2:** The latest semester of the LSI saw a marked correction of the downward trends from the semester before. Categories falling below benchmark are Satisfaction and Perceived Value based on end of course survey feedback. The quality of faculty and course materials both had an increase in value. **2024-3:** Fall semester of 2024 saw two measures slightly below benchmark: Perceived Value 2 at 3.99 and Satisfaction at 3.93. These are both derived from survey responses collected at the end of the course. The composite score continues strong at 4.3.
Tactical Code	**Tactic**
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.

3. Closing Equity Gaps

3.1 Persistence to Completion

Function	Last Update
Institutional Analytics and Effectiveness	1/17/2025
Benchmark(s)	**Statistics**
A.D.N. - 70% BSN- 70% RN-to BSN- 70% MSN - TBD	Persistence Rate by Program

Program		
ADN	Persisting	1000
	N	1321
	Persistence Rate	75.70%
BSN	Persisting	8826
	N	12156
	Persistence Rate	72.61%
LPNASN	Persisting	116
	N	136
	Persistence Rate	85.29%
MSN	Persisting	8
	N	12
	Persistence Rate	66.67%
MSN-FNP	Persisting	30
	N	39
	Persistence Rate	76.92%
MSNPMHNP	Persisting	8
	N	10
	Persistence Rate	80.00%
PN	Persisting	190
	N	270
	Persistence Rate	70.37%
RNBSN	Persisting	52
	N	94
	Persistence Rate	55.32%
RNT	Persisting	6
	N	6
	Persistence Rate	100.00%
Total	Persisting	10236
	N	14044
	Persistence Rate	72.89%

Sources	Narrative
Persistence to Completion	Overall and BSN persistence rates remain above benchmark. As of 9/16/24, the overall persistence rate is at 73%. Persistence Rates are 73% for the BSN program, 85% for the LPN-ASN program, and 70% for the PN program. For more detail, please access link at left.

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**
1.D.2	Driving learner satisfaction results through retention efforts and learner support models is outlined in frame 1.1.6.

3.2 Retention

Function	Last Update
Institutional Analytics and Effectiveness	1/17/2025
Benchmark(s)	**Statistics**
BSN- 80% RN to BSN – 80% MSN – 80% MSNFNP – 80% MSNPMHNP – 80%	Retention Rate by Program Fall 2024

Program		Retention Rate
BSN	5384	91.53%
PN	90	82.22%
LPNASN	53	94.34%
MSN-FNP	29	86.21%
MSNPMHNP	10	80.00%
MSN	8	62.50%
RNT	4	100.00%

Sources	Narrative
Retention Rates	Retention rates remain above benchmark for all programs. As of 9/16/24, the all-program retention rate is at 91% for Summer 2024. Retention rates are 91% for the BSN program, 83% for the LPN-ASN program, and 80% for the PN program. While Summer 2024 retention rates were lower than previous semesters, the College needed to withdraw many learners for excessive unpaid financial balances. Without these financial balance withdrawals, Summer 2024 retention rates would have been 92.4%. This ranks among the highest retention rates for the College in recent history.
NWCCU Standard	**NWCCU Standard Description**
1.D.2	Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student

	achievement and close barriers to academic excellence and success (equity gaps).

3.3 Licensure

Function	Last Update
Institutional Analytics and Effectiveness	1/21/2025
Benchmark(s)	**Statistics**
3-year Overall Licensure Rate: 80%	**Overall Pass Rates of Graduating Cohorts** Program / Fall 2023 / Spring 2024 / Summer 2024 BSN 87.14% 85.80% 84.84% ASN 100.00% 100.00% 80.00% PN 100.00% 100.00% 92.31% FNP 100.00% **3 Year Rolling Average** **89.5%** (as of 1/21/2025)
Sources	**Narrative**
NCLEX Master List NCLEX + Placement Dashboard	Licensure rates and pass rates are above benchmark for all programs. As of 5/31/24, the current 3 year rolling average pass rate for the BSN program is at 91%. Pass Rates are 92% for the ASN program, and 100% for the PN Program. Fall 2024: 3 Year Rolling Average Pass Rate for 2021-2024 is at 89.5%.
Tactical Code	**Tactic**
	Using NURSYS and state boards of nursing, the NCLEX Coordinator will track progression of prior year's graduating classes and provide feedback to NCLEX coaches to provide additional support. Learners will be made aware of resources available through NCLEX coaches throughout their tenure, with emphasis brought just prior to completion.
NWCCU Standard	**NWCCU Standard Description**
1.C.1	The institution offers programs with appropriate content and rigor that are consistent with its mission, culminates in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and includes designators consistent with program content in recognized fields of study.

4. Scale and Sustainability

4.1 Credit Load

Function	Last Updated
Institutional Analytics and Effectiveness	1/17/2025
Benchmark(s)	**Statistics**
Average Credit Load: BSN: 11.85	**Fall 2024**

LPNASN: 11
MSN: 8
MSN-FNP: 8
MSNPMHNP: 8
PN: 11
RNBSN: 8

Average Credit Load

Program	Population	Total Credits	Average Credit Load
BSN	5805	69055	11.90
LPNASN	65	742	11.42
MSN	8	70	8.75
MSN-FNP	32	319	9.97
MSNPMHNP	10	110	11.00
NDS	382	0	0.00
PN	107	1222	11.42
RNBSN	5	57	11.40
RNT	4	33	8.25

Sources	**Narrative**
Internal Dashboard	2024-3: All programs meet benchmark for credit load. Going forward, the BSN program benchmark will increase across 2025 (Spring = 11.85, Summer = 11.85, Fall = 11.9), all others will remain the same.
Tactical Code	**Tactic**
NWCCU Standard	**NWCCU Standard Description**

5. Comparison Data

Please see link for Comparison Data document: MFM_Peer Comparison

For more detailed data, please see: Detailed Peer Comparison Data_MFM