Nightingale College
Mission Fulfillment Measures - Spring 2025
Dashboards: College MFM Dashboard - Sigma

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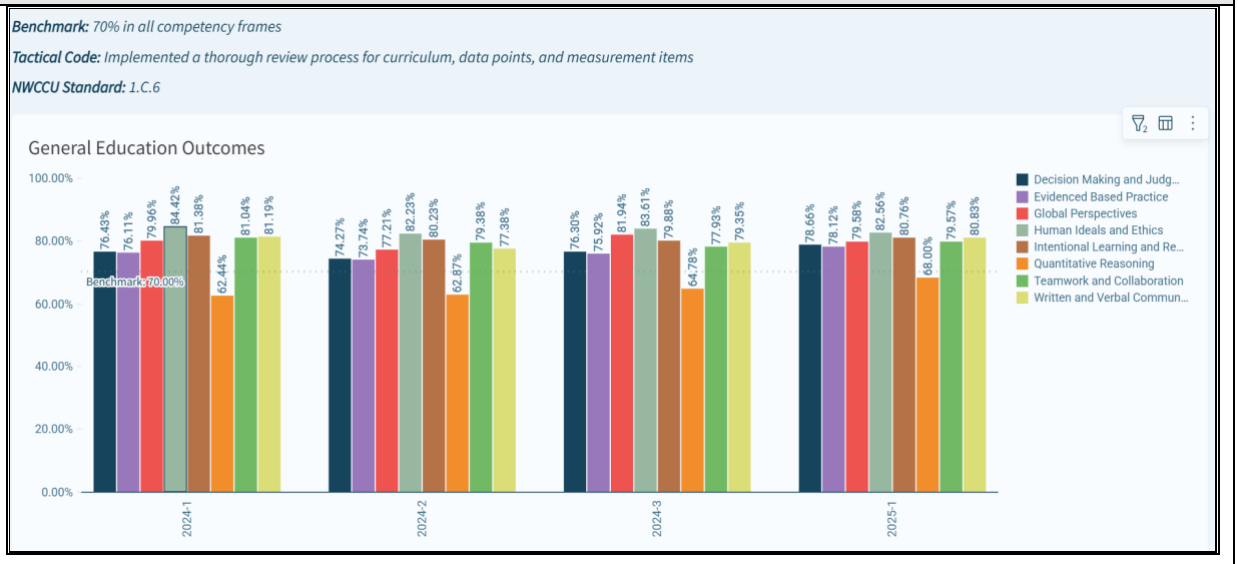
1. Learner Academic Success

Cognitive

1.1.1 General Education Outcomes

Function	Last Update
General Education	6/12/2025
Benchmark(s)	**Statistics**
70% in all Competency frames	

GE Outcomes Table

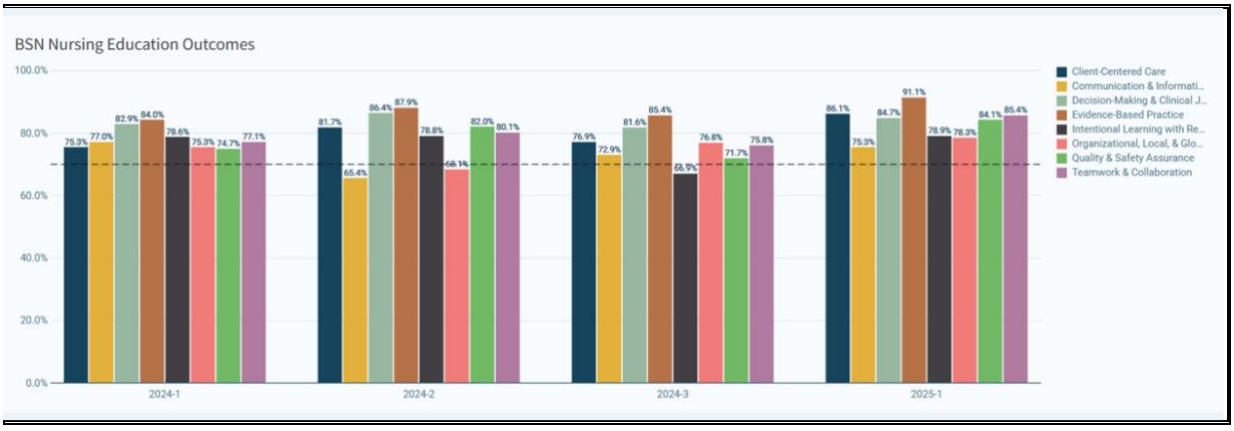
Avg of Submission Score Percent	Term Code				
Outcome Name	2024-1	2024-2	2024-3	2025-1	Grand total
Global Perspectives	79.96%	77.21%	81.94%	79.58%	79.67%
Human Ideals and Ethics	84.42%	82.23%	83.61%	82.56%	83.16%
Intentional Learning and Reflection	81.38%	80.23%	79.88%	80.76%	80.57%
Quantitative Reasoning	62.44%	62.87%	64.78%	68.00%	64.50%
Teamwork and Collaboration	81.04%	79.38%	77.93%	79.57%	79.43%
Written and Verbal Communication	81.19%	77.38%	79.35%	80.83%	79.86%
Grand total	77.68%	75.79%	77.14%	79.07%	77.63%

Sources	Narrative
College MFM Dashboard - Sigma	2025-1: In 2025, the General Education (GE) program at Nightingale College continues to show marked improvement across all outcomes, with the exception of Quantitative Reasoning, which remains just below the 70% benchmark. Encouragingly, this area, long a challenge within the GE framework, is on an upward trajectory. The pass rates for Math 100 and Math 220, the two primary courses supporting Quantitative Reasoning, have steadily increased, while withdrawal rates have declined. This positive shift is largely attributed to proactive faculty engagement, intentional learner outreach, and targeted redevelopment efforts. Faculty have increased outreach from once to twice weekly, strategically engaging learners through Teams, personalized booking links, and one-on-one support especially for those retaking the course. This coordinated effort, along with support from learner strategists, has contributed to improved persistence and learner outcomes. Looking ahead, the action plan for sustaining and accelerating this momentum involves the continued redevelopment of Math 100 and Math 220, with Math 100 launching its revised curriculum in Fall 2025 and Math 220 following in Spring 2026. These courses are under ongoing evaluation through

	the newly established persistence workgroup, which is committed to addressing the historical trends of high withdrawal and repeat rates. Particular attention will be given to refining assessment strategies, integrating a more learner-centered pedagogy, and providing real-time data feedback loops to faculty. Moreover, although anecdotal evidence suggests declining enrollment in Math 100, this will be further investigated to determine if adjustments to marketing, advising, or prerequisite structures are warranted. Comprehensive redevelopment and intensified support strategies are expected to continue closing the performance gap in Quantitative Reasoning, ensuring that this key outcome aligns with institutional benchmarks and supports learner success in nursing education.
Tactic	**Tactic (If Applicable)**
	Implement a thorough process for curriculum, data points, and measurement items
NWCCU Standard	NWCCU Standard Description
Standards - NWCCU 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	6/12/2025
Benchmark(s)	**Statistics**
70% in all 8 competencies	***Benchmark:*** *70% in all 8 competency frames* ***Tactical Code:*** *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* ***NWCCU Standard:***
Sources	**Narrative**

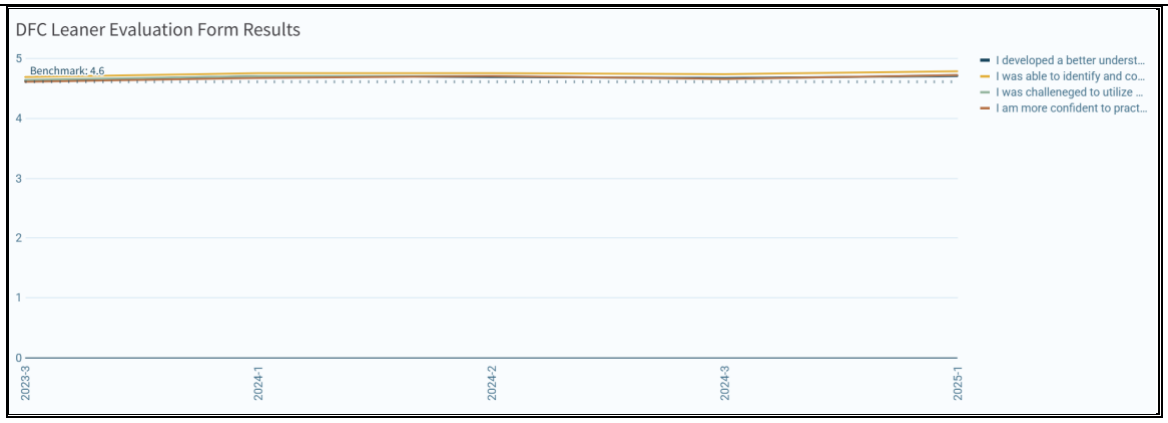


College MFM Dashboard - Sigma	2025-1: All nursing education outcomes have remained consistent or improved for the Spring 2025 semester. Additionally, all outcomes have now exceeded the benchmark of 75%, *notably Intentional Learning with Reflection* improved from Fall from 66% to now 78%. Continuous efforts are in place by nursing education to support learners with readily available faculty in meeting the learning outcomes. Positive trends may be attributed to adding a prep prior to learners attempting the BSN HESI. Faculty are also holding more focused webinars and the NCLEX coaching team is intervening earlier in the program as well. Lower plagiarism was reported due to some course redevelopment with Hallmark assignments. On average, HESI scores for third attempt learners have gone up over 300 points from the previous semester. Second attempt scores have also increased.
Tactic	**Tactic (If Applicable)**
	Faculty development is a primary focus to ensure faculty are facilitating the curriculum in the most effective ways possible. Continual curriculum review and enhancements continue to develop positive learner outcomes.
NWCCU Standard	NWCCU Standard Description
Standards - NWCCU 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.

Practice

1.2.1 EL Evaluation and Survey Metrics

Function	**Last Update**
Nursing Education	6/12/2025
Benchmark(s)	**Statistics**
	Benchmark: *4.6* ***Tactic:*** ***NWCCU Standard:*** Selected items from the DFC Learner Evaluation Form. Items are scored on a 5-point likert scale (Prompt (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree). The question items included here are: • I developed a better understanding of the connections between course information and the application to clinical practice. • I was able to identify and correlate safe and effective nursing care during DFC activity. • I was challenged to utilize critical thinking and improve my clinical reasoning skills. • I am more confident to practice nursing care in a clinical environment.



Selected Items from the DFC Learner Evaluation Form

	Semester	I developed a better understan...	I was able to identify and correl...	I was challeneged to utilize criti...	I am more confident to practice nursing care i...
1	2023-3	4.62	4.68	4.64	4.6
2	2024-1	4.69	4.74	4.7	4.67
3	2024-2	4.68	4.75	4.7	4.69
4	2024-3	4.66	4.73	4.65	4.65
5	2025-1	4.7	4.77	4.72	4.71

Sources	**Narrative**
College MFM Dashboard - Sigma	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. **2025-1:** All four evaluation questions showed improvement in the spring, reflecting faculty efforts to enhance clinical experiences by streamlining downtime activities and ensuring access to helpful resources. The Experiential Learning (EL) team is aligning these activities with didactic content, despite the challenge of mixed learner levels, and is incorporating targeted HESI support. Faculty are backed by a strong management structure, including on-call faculty managers, and efforts are ongoing to normalize schedules and improve communication. These initiatives have contributed to increased faculty and learner satisfaction, with NE earning commendation for achieving an impressive 4.5 survey score.
Tactic	**Tactic (If Applicable)**
	By the end of Q4 of 2025, the overall learner satisfaction survey score will increase as measured by a specific focus to improve the quality of faculty score to 4.35 or greater. Review the learner satisfaction surveys to evaluate the qualitative comments that are relevant to perception of faculty and create list of items to address.
NWCCU Standard	NWCCU Standard Description

Standards - NWCCU 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.

Everyday Ethical Comportment

1.3.1 LSS Code of Conduct Report

Function	Last Update
Nursing Education	6/12/2025
Benchmark(s)	**Statistics**

Code of Conduct Violations

Submission Type	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025
Dispositional/Behavioral	10	19	15	6	16
Academic	133	163	154	143	224
Total	143	182	169	149	240

Detail of Submission Type	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025
Cheating			15	1	
Exam Violation			6	9	6
Plagiarism			62	51	53
Self-Plagiarism			19	7	8
Unauthorized use of AI			51	2	143
Unprofessional Communication		14	11	4	11
EL Conduct			3	2	6
Unprofessional Behavior (EL Conduct)			1	4	6
Other					1
Total			168	80	234

Detail of level	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025
Learner not Responsible		11	39	32	22
Level 0	101	110	81	67	123
Level 1	19	23	35	17	37
Level 2	14	10	14	31	58
Level 3		1	0	1	4
Invalid/Rescinded					22
Unknown		11			
Total	134	155	169	148	266

Sources	Narrative
College MFM Dashboard - Sigma	**2025-1:** There is an increase in unauthorized AI usage. Interventions are underway to reduce the amount of faculty time spent on these issues. Alternate considerations of AI detection are being considered, and a small team will be trained and calibrated to review AI reporting to take some burden off the faculty. Coordinated efforts are being made with other schools so a benchmark for this metric can be set.
Tactic	**Tactic (If Applicable)**
NWCCU Standard	NWCCU Standard Description

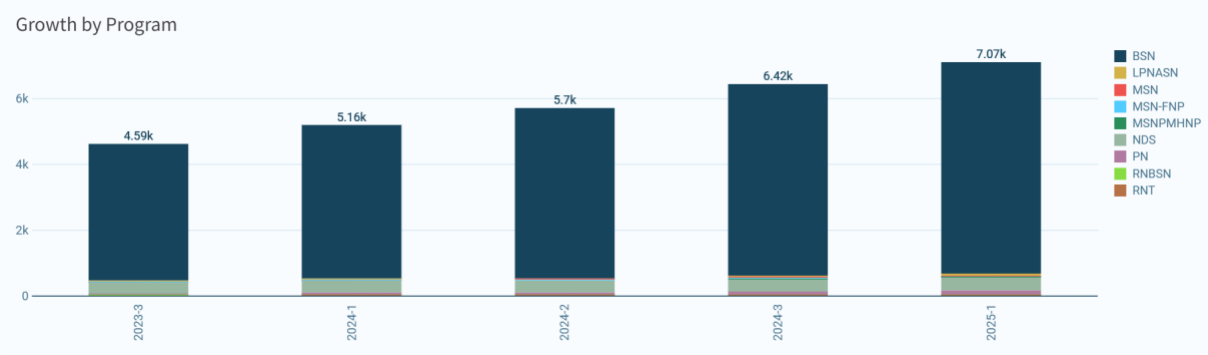
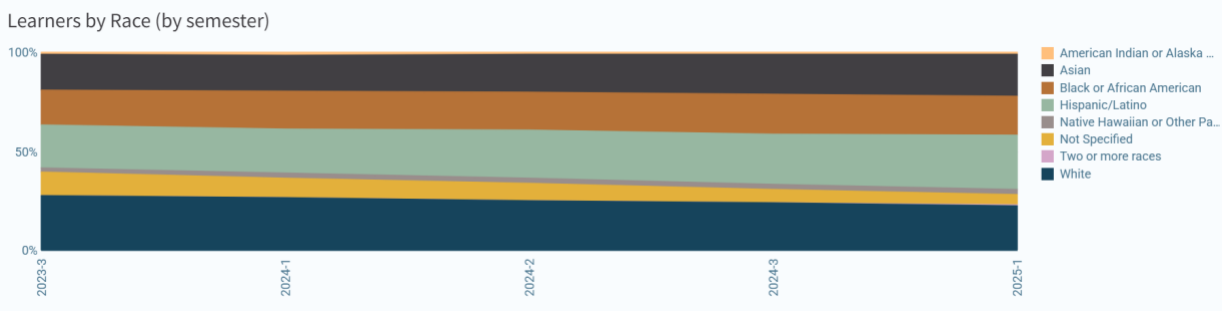
Not Applicable	

1.3.2 Wellness Measures

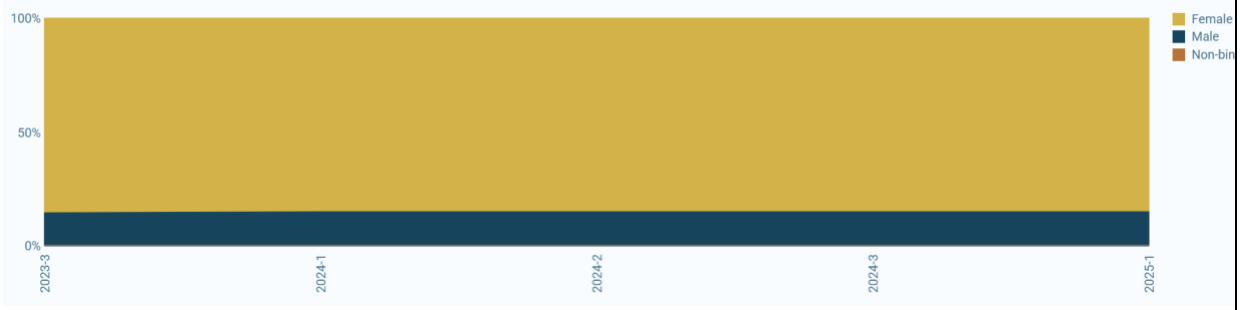
Function	**Last Update**
General & Nursing Education	This metric is still under development and not currently reportable.
Benchmark(s)	**Statistics**
Sources	**Narrative**
Tactic	**Tactic (If Applicable)**

2. Serving Diverse Communities

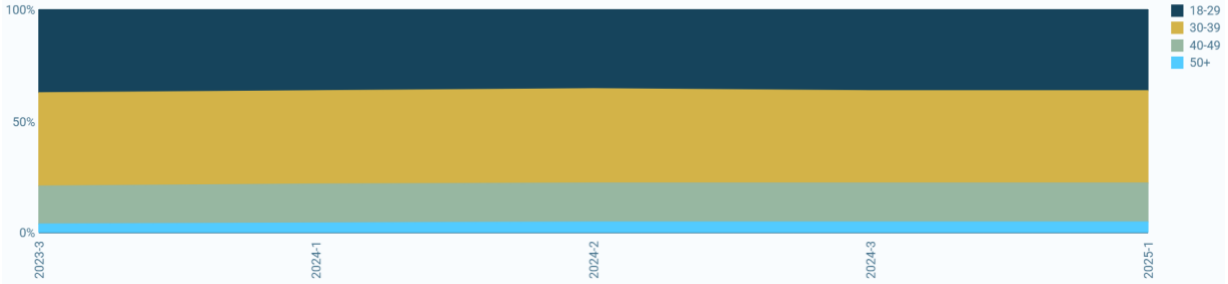
2.1 Learner Demographics

Function	**Last Update**
IAE	6/12/2025
Benchmark(s)	**Statistics**
	 

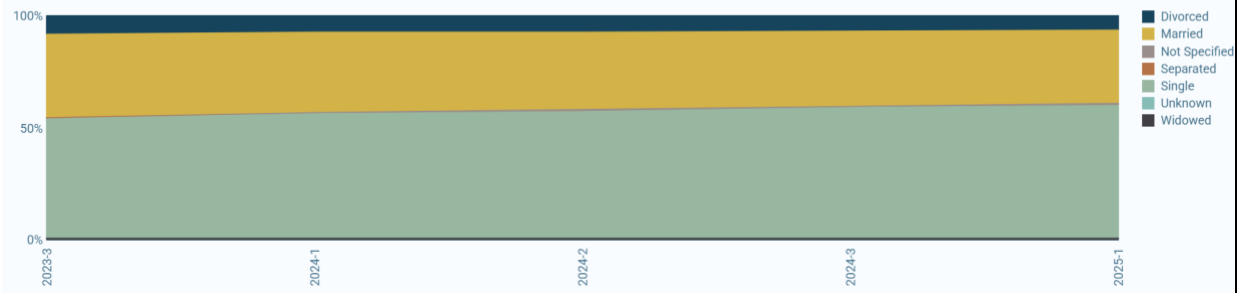
Gender



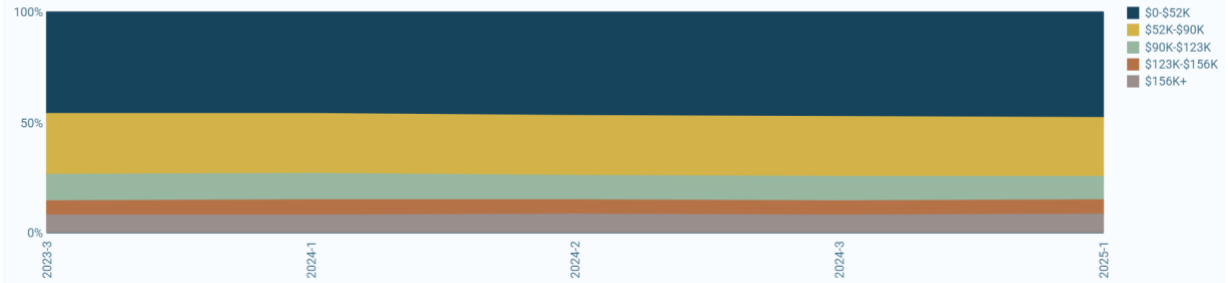
Age At Enrollment



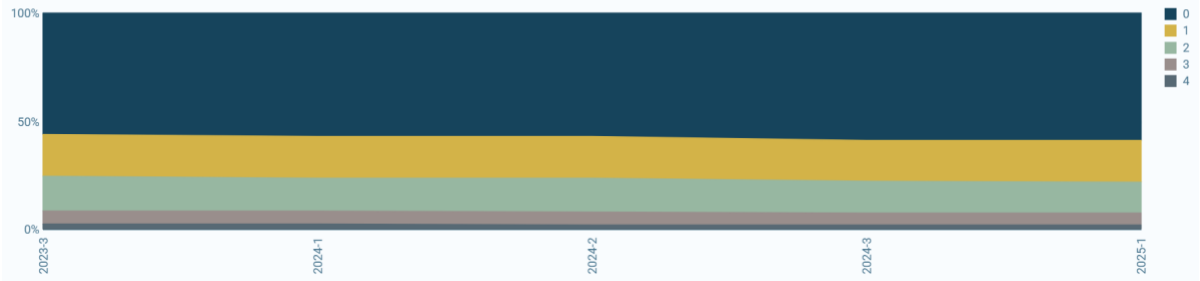
Marital Status

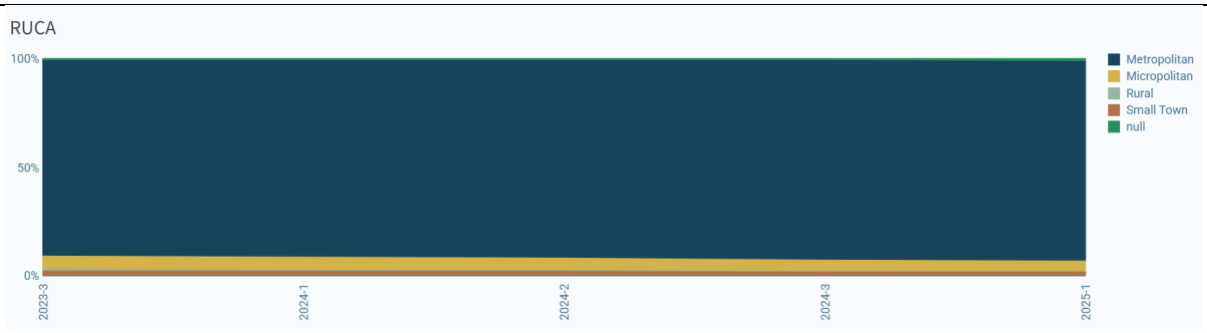


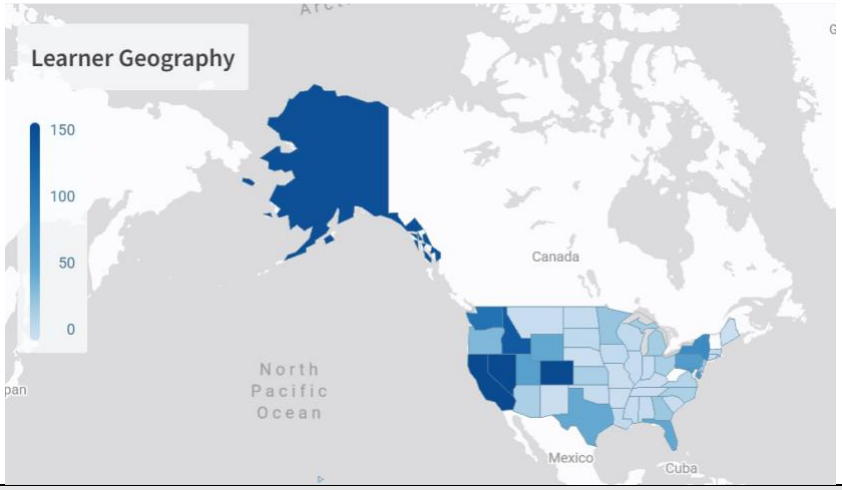
Income



Number of Dependents







Sources	Narrative
College MFM Dashboard - Sigma	2025-1: Greater diversity is noted even though the College is not targeting individual areas of population. Growth by programs is steady and there is an increased diversification with learners by race. Under 30% of the population has identified as white and the male/female statistics is relatively steady. Admissions is marketing more high school events which may attribute to a slight increase for that age group. There is still a large population under the $52,000 range, but as marketing increases in other states, we may see that metric increase. Learner geography may change with admissions now breaking into teams that target states and certain areas within the states. This new initiative begins June 30, 2025. WI, FL, NY metro, and TX are beginning to grow and offer diverse learner populations. Advisors that live in certain states have been attending career fairs for marketing purposes.

Tactical Code	Tactic (If Applicable)

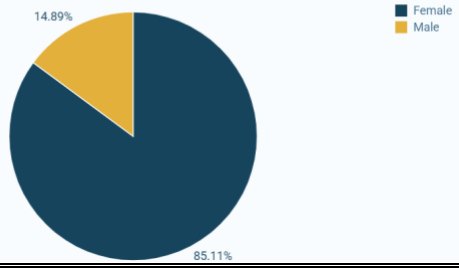
NWCCU	NWCCU Standard Description
Standards - NWCCU 1.C.6	Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, 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).

2.2 Faculty Demographics

Function	Last Update
Collaborator Experience	6/12/2025

Benchmark(s)	Statistics

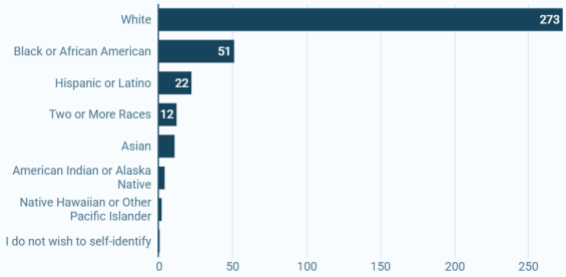
Faculty x Gender



Faculty Gender Detail

Gender	Collaborator Count	Percent of Total
Female	320	85.11%
Male	56	14.89%
Grand total	376	100.00%

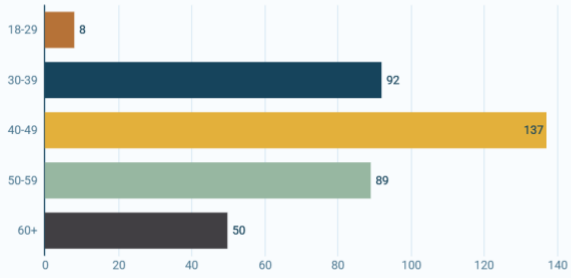
Faculty x Race



Faculty Race Detail

EEO 1 Ethnicity	Collaborator Count	Percent of Total
American Indian or Alaska Native	4	1.06%
Asian	11	2.93%
Black or African American	51	13.56%
Hispanic or Latino	22	5.85%
I do not wish to self-identify	1	0.27%
Native Hawaiian or Other Pacific Islander	2	0.53%
Two or More Races	12	3.19%
White	273	72.61%
Grand total	376	100.00%

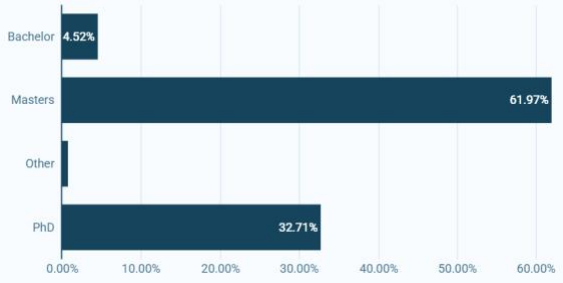
Faculty x Age



Faculty Age Detail

Age Bracket	CountDistinct of Employee Code	Percent of Total
18-29	8	2.13%
30-39	92	24.47%
40-49	137	36.44%
50-59	89	23.67%
60+	50	13.30%
Grand total	376	100.00%

Faculty x Highest Degree



Highest Degree Detail

Degree type	Faculty Count	Percent of Total
Bachelor	17	4.52%
Masters	233	61.97%
Other	3	0.80%
PhD	123	32.71%
Grand total	376	100.00%

Sources	Narrative

College MFM Dashboard - Sigma	**2025-1:** The college has 376 faculty members, with a balanced gender representation and a racial composition that mirrors the learner population, aligning with national nursing trends. Most faculty are aged 40-49, indicating mid-career transitions into education. Faculty qualifications vary, with bachelor's degree holders primarily teaching in the PN program and being encouraged to pursue MSN degrees, though many are not full-time. All GE faculty hold at least a master's degree, with many at the PhD level. The report combines NE and GE faculty data, and future reports will use the term "doctoral". Faculty distribution is growing in states like Florida, New York, Pennsylvania, and New Jersey, with strong representation in western states.
Tactic	**Tactic (If Applicable)**
NWCCU	NWCCU Standard Description
Standards - NWCCU 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.

2.3 Alumni Work Placement Settings

Function	**Last Update**
Learner Support Services	6/12/2025
Benchmark(s)	**Statistics**

80% one-year post graduation

Program	Annual Placement Statistics (23-24)
Practical Nursing (PN)	94% (23-24)
LPN to ADN	81% (23-24)
Bachelor of Science in Nursing Program (BSN)	81% (23-24)
MSNEd	100% (23-24)
MSNFNP	NA (too soon for data)

Benchmark: *80% 1 year post graduation*

Tactic: *Cleaning and reconfiguring licensure data has helped us to better identify who is in need of placement assistance/verification. Breaki clearer picture of where all graduates are in the placement process.*

NWCCU Standard: *2.G.6*

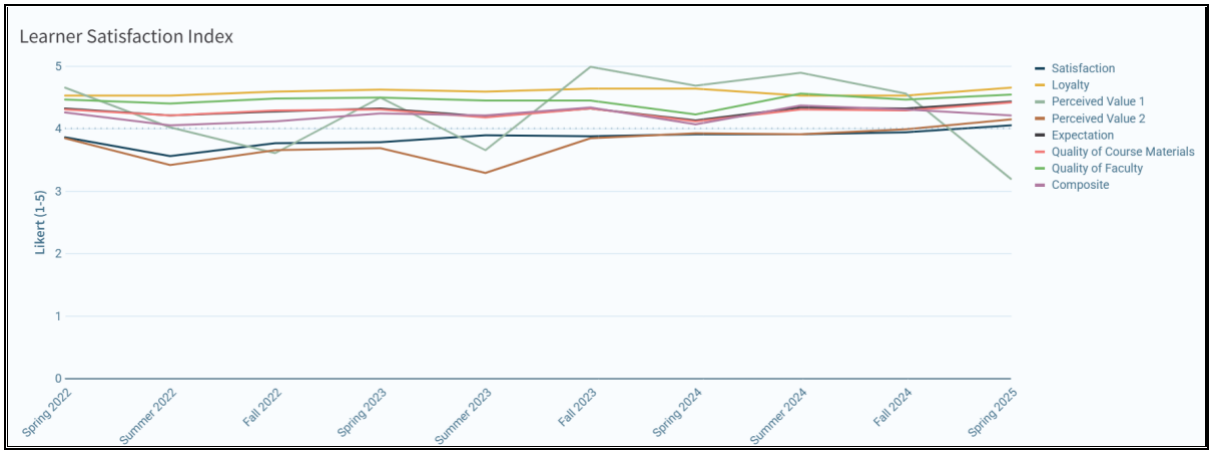
Total Placement Rates (includes unverified)

	Grad Cohort	PN	ASN	BSN
1	Spring 2022	100.00%		80.00%
2	Summer 2022	100.00%		88.00%
3	Fall 2022	100.00%	50.00%	87.00%
4	Spring 2023	78.00%	100.00%	87.00%
5	Summer 2023	100.00%	100.00%	84.00%
6	Fall 2023	100.00%	100.00%	81.00%
7	Spring 2024	86.00%	100.00%	80.00%

7 rows – 4 columns

Sources	Narrative
6/12/2025	**2025-1**: The data reflects graduate outcomes one-year post-graduation, with the most recent data from spring 2024 showing all programs (BSN, ASN, PN) exceeding the 80% placement benchmark. Placement tracking continues beyond the initial reporting period. An expanded partnership with Equifax will soon enable bulk employment verifications at a lower cost, and all licensed graduates will be verified. Additionally, Live Alumni will be used to gather employment data from public sources like social media, offering a consolidated, searchable report. The report includes details such as rural vs. urban employment and care settings, though this data is not always consistently shared. Future reports will separate FNP and PMHNP statistics, with updated tables reflecting their differing placement timelines. Most MSN graduates are employed upon graduation, and four FNP graduates have passed their certification.
Tactic	**Tactic (If Applicable)**
	Facilitate the career placement between 100 graduates in job leads provided and posted by the College by the end of Q4 2025. Create and execute a plan to expand connections from career services to employers, focusing on areas and sites that are not currently utilized by other functions. Implement a tracking and reporting system to monitor employment outcomes of graduates one year after completion…to include follow-up surveys, data analytics for trends, and a reporting mechanism to refine the "cradle-to-career" strategy and maintain progress toward the 80% placement goal.
NWCCU	NWCCU Standard Description

2.4 Learner Satisfaction

Function	Last Update
	6/12/2025
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
1	Spring 2020	3.82	4.43	4.37	3.67	4.14		
2	Summer 2020	3.5	4.5	4.28	3.17	3.61		
3	Fall 2020	3.6	4.56	3.87	3.36	3.7		
4	Spring 2021	3.61	4.46	4.45	3.43	4.19	4.03	4.26
5	Summer 2021	3.81	4.43	4.21	3.64	4.28	4.14	4.45
6	Fall 2021	3.81	4.53	4.33	3.68	4.25	4.24	4.43
7	Spring 2022	3.86	4.52	4.65	3.84	4.32	4.3	4.46
8	Summer 2022	3.55	4.53	4.02	3.42	4.21	4.21	4.39
9	Fall 2022	3.76	4.58	3.6	3.65	4.27	4.29	4.48
10	Spring 2023	3.78	4.62	4.49	3.69	4.32	4.3	4.49
11	Summer 2023	3.89	4.58	3.65	3.28	4.19	4.18	4.44
12	Fall 2023	3.87	4.63	4.98	3.84	4.32	4.31	4.44
13	Spring 2024	3.91	4.64	4.68	3.92	4.12	4.11	4.23
14	Summer 2024	3.9	4.53	4.89	3.9	4.33	4.3	4.56
15	Fall 2024	3.93	4.53	4.56	3.99	4.31	4.29	4.46
16	Spring 2025	4.04	4.65	3.19	4.14	4.43	4.41	4.54
17								

Composite
4.11
3.89
3.91
4.07
4.14
4.19
4.26
4.05
4.11
4.24
4.21
4.34
4.06
4.37
4.3
4.2

The index is calculated using the following logic:

- Satisfaction: Q6.1 on Learner Experience Survey
- Loyalty: Overall 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
- Composite: Average of all cateogry scores

Sources	Narrative
College MFM Dashboard - Sigma	**2025-1:** The Learner Satisfaction Index report includes data calculations, with Perceived Value 1 being the most volatile metric due to its reliance on self-reported referrals, which fluctuate with enrollment. A significant dip occurred in spring, affecting Perceived Value 2 and bringing the composite score below 4.0, though all other metrics remain above benchmark. Discussions are underway to revise how referral data is calculated, including classifying sources like social media and influencers. The survey platform is transitioning from Canvas to Survey Monkey for better integration and accessibility. Quality assurance is ongoing, and the baseline may be adjusted for more consistent reporting. The data, representing all programs, shows overall positive satisfaction with around 6,000 responses. Some MSN learners expressed concerns about course relevance and attention compared to FNP learners, prompting curriculum redevelopment to better serve MSNEd students. J. Olsen and J. Reese are reviewing Perceived Value 1, which may be temporarily removed and revised.

	NE has made efforts in supporting learners with more readily available faculty and an increase in optional webinars to support learning to improve quality of faculty and overall experience scores in the survey. There was an increase in Spring 2025 in quality of faculty from 4.45 to 4.54.
Tactic	**Tactic (If Applicable)**
	By the end of Q4 of 2025, the overall learner satisfaction survey score will increase as measured by a specific focus to improve the quality of faculty score to 4.35 or greater. Review the learner satisfaction surveys to evaluate the qualitative comments that are relevant to perception of faculty and create list of items to address.
NWCCU	NWCCU Standard Description
Standards - NWCCU 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	6/12/2025
Benchmark(s)	**Statistics**
70% MSN-TBD	*Persistence to Completion is calculated as the % of active and graduated learners divided by the total number of learners who started in a given cohort by starting semester.* ***Benchmark:*** *ADN: 70%, BSN: 70%, RN-to BSN: 70% MSN: TBD* ***Tactic:*** Tactics connected to persistence closely tied to retention and graduation rates. ***NWCCU Standard:*** *1.D.2*

Recent BSN Persistence

Semester	Persisting	N	Persistence Rate
2025-2	1294	1304	99.23%
2025-1	1259	1411	89.23%
2024-3	1126	1382	81.48%
2024-2	842	1104	76.27%
2024-1	815	1046	77.92%
2023-3	779	1029	75.70%
2023-2	547	813	67.28%
2023-1	483	672	71.88%
2022-3	418	633	66.03%
2022-2	254	377	67.37%

Persistence Rate by Program Pivot

Program	ADN			BSN			LPNASN			MSN			MSN-FNP	
Semester	Persisting	N	Persistence Rate	Persisting	N	Persistence Rate	Persisting	N	Persistence Rate	Persisting	N	Persistence Rate	Persisting	
2023-3				779	1029	75.70%	14	17	82.35%	1	1	100.00%	8	
2024-1				815	1046	77.92%	12	16	75.00%					
2024-2				842	1104	76.27%	14	21	66.67%					
2024-3				1126	1382	81.48%	21	23	91.30%	4	7	57.14%	14	
2025-1				1259	1411	89.23%	24	27	88.89%					
2025-2				1294	1304	99.23%	26	32	81.25%					
Grand total	1010	1332	75.83%	10038	13720	73.16%	139	169	82.25%	8	12	66.67%	30	

Sources	Narrative
	2025-1: The benchmark persistence rate across all programs is 70%, with the current overall rate at 73.32%, though this is slightly inflated due to the inclusion of learners still enrolled. Each program's data is disaggregated, and the persistence rate reflects how many from an admitted cohort have either completed or are still progressing toward completion. The report currently lacks a total persisting rate, which it would be useful to add. Persistence to completion includes graduates and is required for accreditation, while the persisting rate, which excludes graduates, is more useful for internal operations. A rolling average report is also being developed to enhance tracking.
Tactic	**Tactic (If Applicable)**
	Collaborate with Faculty Development to determine training needs that could be implemented to address learner feedback from surveys by Q3 2025.
NWCCU Standard	**NWCCU Standard**
Standards - NWCCU 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 Retention

Function	Last Update
Institutional Analytics and Effectiveness	6/12/2025
Benchmark(s)	**Statistics**
80%	

Retention Rate by Program Fall 2024

Program Code	N	Retention Rate
BSN	5385	91.49%
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%

(Annual Retention Rates presented below in the Comparison Data.)

Sources	Narrative
College MFM Dashboard - Sigma	**2025-1:** Retention is measured semester over semester, from post add/drop to the next term's post add/drop, with all programs meeting the benchmark except MSNEd. While the PMHNP program is still at benchmark, it experienced a decline due to late learner withdrawals, primarily caused by delays in decision-making. Overall, retention remains strong across the other programs. The MSNEd program is noted with low retention and has been placed into redevelopment to see what, if anything, is needed to make the program successful. To support this move, an enrollment cap has also been placed on MSNEd requiring a larger population of learners to enter this program in order to run a cohort in the next cycle.
Tactic	**Tactic (If Applicable)**
	Develop and implement a continuous monitoring and evaluation framework to track the effectiveness of the specialized services. The framework will include key performance indicators (KPIs) related to learner satisfaction, academic performance, and retention.
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 pass rate – 80%	

*Program Pass Rates – Aligns with programmatic accreditation standards	*Benchmark:* *3-year Overall Pass Rate: 80%* *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:* *1.C.1* **BSN NCLEX Pass Rates** The number of graduates who have passed the NCLEX on any attempt divided by the total number of graduates who have taken the NCLEX. | | Type | Licensure Rate | |---|---|---| | 1 | Overall | 89.10% | | 2 | 3 Year Overall | 89.50% | 2 rows – 2 columns *Program Pass Rates as reported to Accrediting Boards: | PN - Annual Rates | 2022 | 2023 | 2024 | 2025 YTD | |---|---|---|---|---| | 1st Time | 75.00% | 61.54% | 96.43% | 85.71% | | 1st+2nd | 75.00% | 92.31% | 96.43% | 85.71% | | Overall | 100.00% | 100.00% | 96.43% | 85.71% | | ASN - Annual Rates | 2023 | 2024 | 2025 YTD | |---|---|---|---| | 1st Time | 83.33% | 85.00% | 85.71% | | 1st+2nd | 83.33% | 95.00% | 85.71% | | Overall | 83.33% | 100.00% | 85.71% | | BSN 3 year rolling Average | Pass Rate | |---|---| | 2022 | 0.77717391 | | 2023 | 0.89124668 | | 2024 | 0.89551478 | AANP and ANCC Results Combined | Certification Exam Specialty | Calendar Year | Number of testers | Number First time pass | Repeat pass | Percentage certification pass r | |---|---|---|---|---|---| | FNP | 2024 | 3 | 1 | 0 | | | FNP | 2025 | 5 | 2 | 2[DS1] [DS2] | 80% [DS3] | | PMHNP | No graduates to date | | | | | **Programmatic Accreditation Guidelines:** CCNE - the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years. CNEA - The program achieves a minimum graduate licensure pass rate of 80 percent among first-time takers, averaged over the most recent three-year calendar time period, for each pre-licensure program (practical/vocational, diploma, associate, and bachelor's) producing graduates eligible to seek licensure. (Provide separately - The program may also provide evidence of the graduate licensure pass rate of second-time takers who retake the licensure examination within three months of initial attempt to achieve licensure.)
Sources	**Narrative**
College MFM Dashboard - Sigma	**2025-1:** The report includes two tables: the top showing pass rates based on all test-takers, and the bottom showing licensure rates based on all graduates, with all figures exceeding the 80% benchmark. MSNEd graduates are not required to take post-graduation exams. All data reflect graduates one-year post-completion. Notably, BSN pass rates are reported as 3-year rolling averages, allowing second attempts to count as first-time passes, while ASN pass rates reflect true first-time pass rates, as required by accreditors.
Tactic	**Tactic (If Applicable)**

	Implement solution for NCLEX tracking and reporting.
NWCCU Standard	
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. Scale and Sustainability

4.1 Credit Load

Function	**Last Updated**
Institutional Analytics and Effectiveness	6/12/2025
Benchmark(s)	**Statistics**
Average Credit Load: BSN-11.85 LPNASN – 11 MSNEd – 8 MSNFNP – 8 MSNPMHNP-8 PN – 11 RNBSN-8	Credit Load is calculated as *the average credit load of all learners across a given program.* B***enchmark:*** *Average Credit Load: BSN: 11.85, LPNASN: 11, MSN: 8, MSN-FNP: 8, MSNPMHNP: 8, PN: 11, RNBSN: 8* ***Tactic:*** ***NWCCU Standard:***

Semester

2025-1

Average Credit Load

Program	Population	Total Credits	Average Credit Load
BSN	6413	76151	11.87
LPNASN	77	872	11.32
MSN	5	38	7.60
MSN-FNP	25	213	8.52
MSNPMHNP	8	72	9.00
NDS	390	0	0.00
PN	139	1597	11.49
RNBSN	4	47	11.75
RNT	6	59	9.83

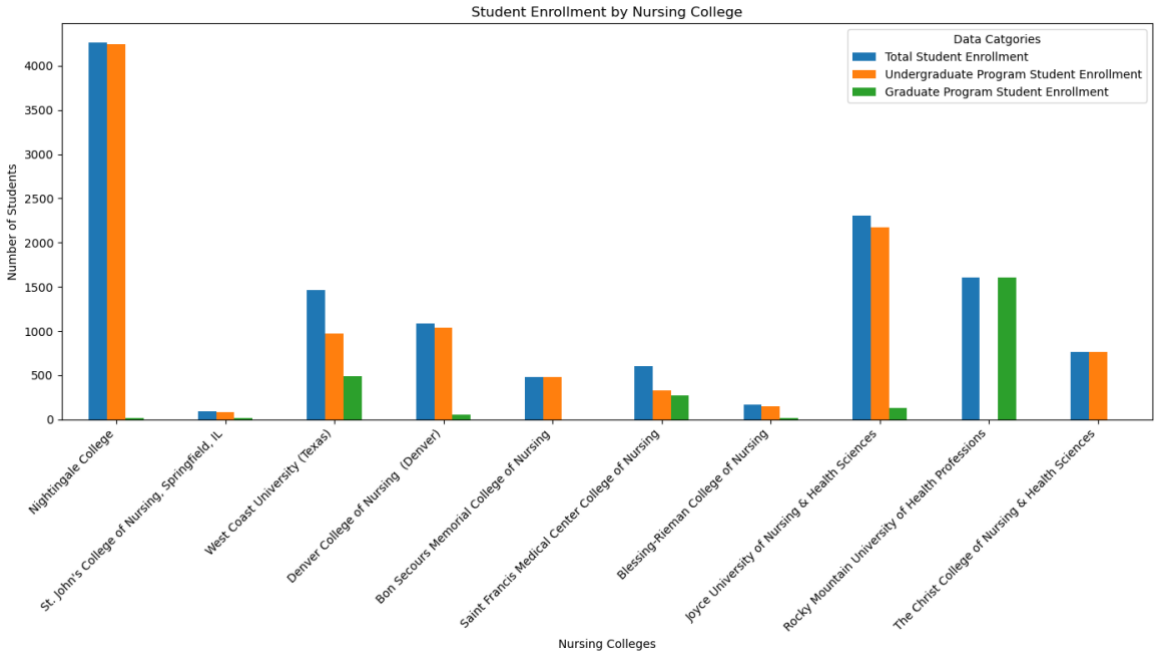
Sources	Narrative
	2025-1: The report shows average credit load by program, with all meeting benchmarks except MSNEd, which is under redevelopment. This data reflects learner—not faculty—credit loads, with 12 credits considered full-time for undergraduates and 6 for graduate students (though most graduate plans average 9 credits per term). Variations in credit load are due to part-time status, SAP issues, or course retakes. The PN program has dropped below benchmark, largely due to course sequencing requirements and a high number of repeats, especially in PN 106, 145, and 165. These courses have been redeveloped, and improvements are expected. A PN task force is reviewing assessments and workload, and data accuracy for the PN program is under review due to potential reporting issues.
Tactic	**Tactic (If applicable)**
	Initiate a semesterly meeting with FMs, SMs, ADON, DON to determine staffing needs, assignments, hiring, and plans to adequately staff nursing courses for subsequent semester by Q1 2025.
NWCCU Standard	**NWCCU Standard Description**

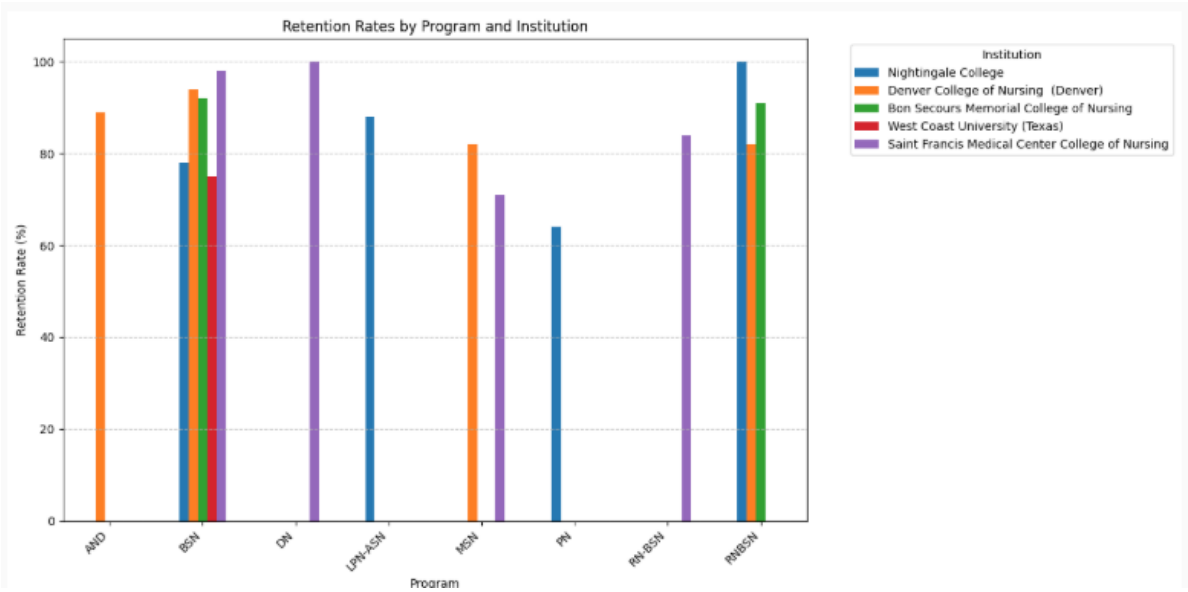
5. Comparison Data

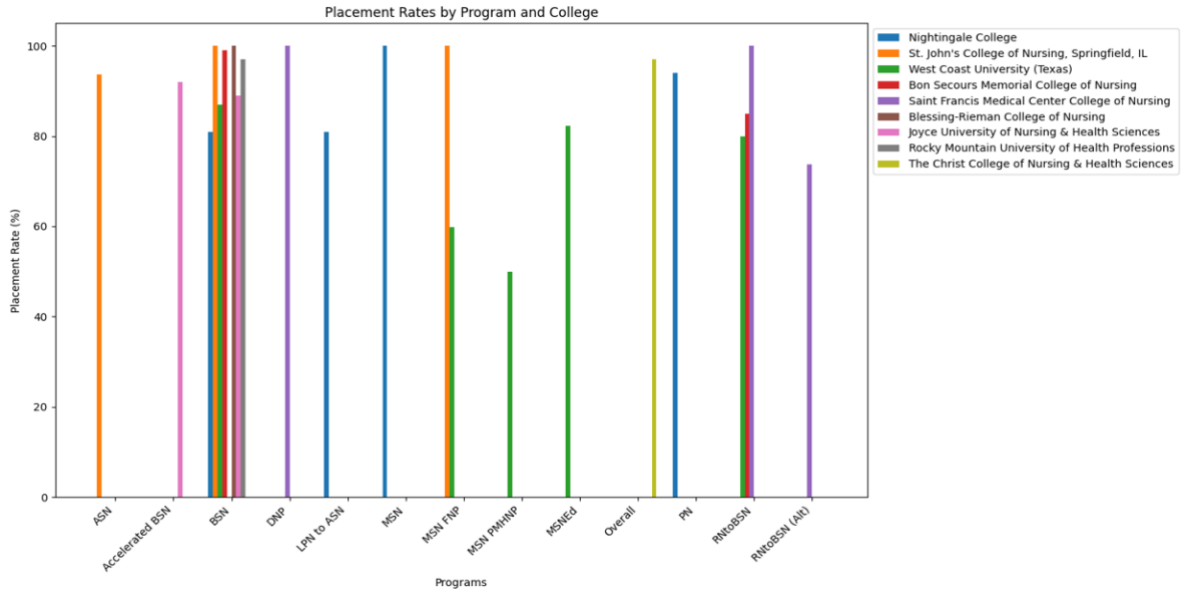
Function	Last Updated
Accreditation	6/12/2025
Benchmark(s)	**Statistics** **Link -** Detailed Peer Comparison Data_MFM.xlsx

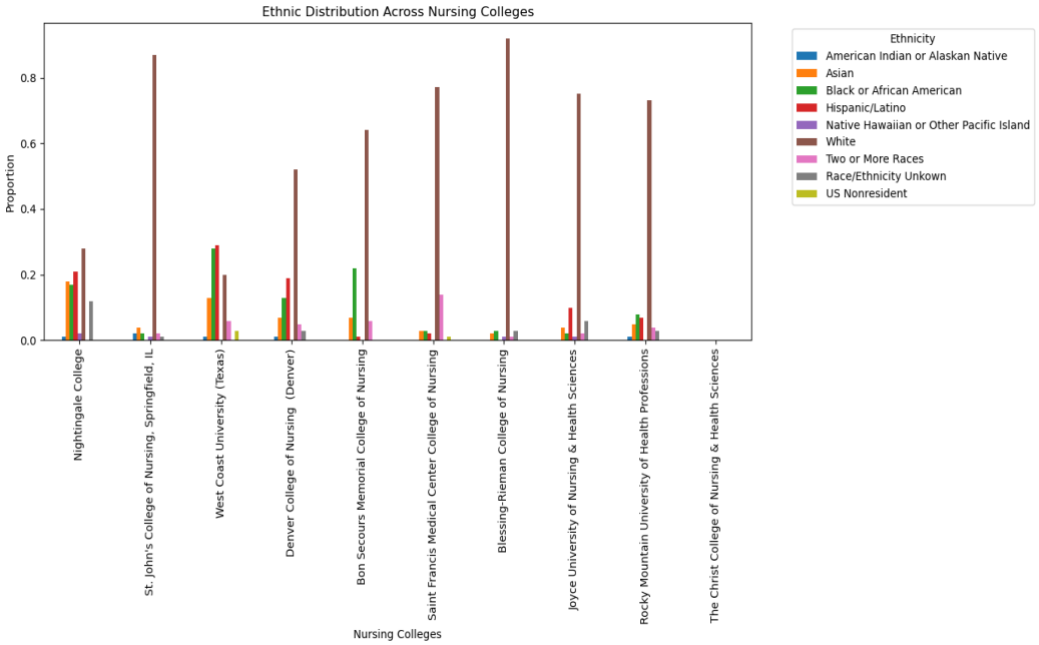
Sub Data Categories	Nightingale College	St. John's College of Nursing, Springfield, IL	West Coast University (Texas)	Denver College of Nursing (Denver)	Bon Secours Memorial College of Nursing	Saint Francis Medical Center College of Nursing	Blessing-Rieman College of Nursing	Joyce University of Nursing & Health Sciences	Rocky Mountain University of Health Professions	The Christ College of Nursing & Health Sciences
Retention Rates										
1-year	PN-64%, LPN-ASN-88%, RNBSN - 100%, BSN-78%, MSN-FNP 100%, MSNEd-100% (Fall 2024)	Not Available	BSN -75% (2022-2023)	AND-89% ,BSN-94%, RNBSN-82%, MSN-82% (2024)	BSN-92%, RNBSN-91% (2022-2023)	BSN-98%, RN-BSN-84%, MSN-71%, DN- 100% (2023)	Not Available	Not Available	Not Available	71% (2023)
Placement Rates										
	PN-94%					BSN - 99%		ASN - 93.7%		RN-BSN - 100%
	LPN to ASN - 81%	RN - 100%	RNtoBSN - 80%	Not Published	RNtoBSN - 85%	RNtoBSN - 100%	BSN -100%	BSN - 88.9%		BSN - 97%
	BSN-81%	FNP-100%	MSNEd - 82.26%		BSN-87%	MSN100%	RC - 100%	RNtoBSN - 73.8%	Overall - 97%	Accelerated BSN - 92%
	MSN- 100%	-2024	MSN FNP -			DNP - 100%	RT - 100%	OTA - 76.9%	-2024	MACC - 96%
	(2023-2024)		MSN PMHNP -		(2022-2023)	-2023	MedLab - 100%	(2022-2023)		Sonography - 100%
			-2023				-2024			(2023-2024)
Total Student Enrollment										
	4,265	94	1,468	1,084	481	607	167	2,304	1,610	765

Ethnicity	ightingale Colleg	St. John's College of Nursing, Springfield, IL	West Coast University (Texas)	Denver College of Nursing (Denver)	Bon Secours Memorial College of Nursing	Saint Francis Medical Center College of Nursing	Blessing-Rieman College of Nursing	Joyce University of Nursing & Health Sciences	Rocky Mountain University of Health Professions	The Christ College of Nursing & Health Sciences
American Indian or Alaskan Nat	1%	2%	1%	1%	0%	0%	0%	0%	1%	0%
Asian	18%	4%	13%	7%	7%	3%	2%	4%	5%	4%
Black or African American	17%	2%	28%	13%	22%	3%	3%	2%	8%	17%
Hispanic/Latino	21%	0%	29%	19%	1%	2%	0%	10%	7%	3%
Native Hawaiian or Other Pacit	2%	1%	0%	0%	0%	0%	1%	1%	0%	0%
White	28%	87%	20%	52%	64%	77%	92%	75%	73%	72%
Two or More Races	0%	2%	6%	5%	6%	14%	1%	2%	4%	0%
Race/Ethnicity Unkown	12%	1%	0%	3%	0%	0%	3%	6%	3%	4%
US Nonresident	0%	0%	3%	0%	0%	1%	0%	0%	0%	0%


Student Enrollment by Nursing College
Data Catgories
Total Student Enrollment
Undergraduate Program Student Enrollment
Graduate Program Student Enrollment
Number of Students
0
500
1000
1500
2000
2500
3000
3500
4000
Nightingale College
St. John's College of Nursing, Springfield, IL
West Coast University (Texas)
Denver College of Nursing (Denver)
Bon Secours Memorial College of Nursing
Saint Francis Medical Center College of Nursing
Blessing-Rieman College of Nursing
Joyce University of Nursing & Health Sciences
Rocky Mountain University of Health Professions
The Christ College of Nursing & Health Sciences
Nursing Colleges


Retention Rates by Program and Institution
Institution
Nightingale College
Denver College of Nursing (Denver)
Bon Secours Memorial College of Nursing
West Coast University (Texas)
Saint Francis Medical Center College of Nursing
Retention Rate (%)
0
20
40
60
80
100
AND
BSN
DN
LPN-ASN
MSN
PN
RN-BSN
RNBSN
Program


Placement Rates by Program and College
Nightingale College
St. John's College of Nursing, Springfield, IL
West Coast University (Texas)
Bon Secours Memorial College of Nursing
Saint Francis Medical Center College of Nursing
Blessing-Rieman College of Nursing
Joyce University of Nursing & Health Sciences
Rocky Mountain University of Health Professions
The Christ College of Nursing & Health Sciences
Placement Rate (%)
0
20
40
60
80
100
ASN
Accelerated BSN
BSN
DNP
LPN to ASN
MSN
MSN FNP
MSN PMHNP
MSNEd
Overall
PN
RNtoBSN
RNtoBSN (Alt)
Programs



Sources	Narrative
MFM_Peer Comparison Detailed Peer Comparison Data_MFM	**2025-1** The College benchmarks its performance against nine (9) peer institutions using meaningful datasets collected from institutional websites and the National Center for Education Statistics (NCES). Peer institutions that share common programs, delivery models, degrees, learner population, and published metrics have been carefully selected. Although a comparison group is identified within the IPEDS Data Feedback Report, the College has identified alternate peer institutions that are smaller in terms of learner population, have nursing as a primary program focus, offer distance education, and provide more current outcome metrics on their website. Comparable data supports Nightingale College's student achievement measures including metrics for enrollment, retention, placement, pass rates, degrees, programs, and delivery modalities. Disaggregated data includes age, ethnicity, and gender. Data is collected from institutional websites and the College Navigator. College Navigator - National Center for Education Statistics The College is trending slightly lower than peer institutions in this metric. While the College strives to increase opportunities for prospective learners, it is also committed to the responsibility of preparing and progressing learners successfully toward program completion. As a result of continuous assessment, Nightingale College has intensified its efforts to meet the diverse needs of its students by devoting energy and resources to wrap-around services, ensuring that all students, regardless of their background, feel valued and supported. The College demonstrates strong placement outcomes across its nursing programs, as illustrated in the bar graph below. Due to the increasing graduate population of the BSN program across multiple states, Career Services is in the final stage of contracting with a third-party vendor – potentially Equifax - to implement a more efficient and expedited process for verifying graduate employment outcomes. The College has a majority-minority student body, with over 70% of learners identifying as non-White or unknown. The distribution is significantly unique in comparison with peer institutions and aligns with the College's mission.
Tactic	**Tactic (If Applicable)**
	Continue to identify peer institutions that share common programs, delivery models, degrees, learner population, and published metrics to develop a stronger comparison group for benchmarking.

	Continue to develop the data-sharing/peer comparison consortium initiative to share data (Q1), and create a dashboard (Q2), and utilize data to enhance institutional effectiveness.
NWCCU Standard	**NWCCU Standard Description**
Standards - NWCCU 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).