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1. Learner Academic Success

Cognitive

1.1.1 General Education Outcomes

Function	Last Update																																																																													
General Education	General Education Outcomes Table <table><tr><th>Score</th><th colspan="6">Semester Code</th></tr><tr><th>Outcome Name</th><th>2024-3</th><th>2025-1</th><th>2025-2</th><th>2025-3</th><th>2026-1</th><th>Grand total</th></tr><tr><td>Decision-Making & Clinical Judgment</td><td>81.96%</td><td>84.10%</td><td>84.74%</td><td>83.12%</td><td>82.56%</td><td>83.26%</td></tr><tr><td>Evidence-Based Practice</td><td>81.64%</td><td>83.67%</td><td>84.40%</td><td>83.36%</td><td>82.76%</td><td>83.14%</td></tr><tr><td>Global Perspectives</td><td>91.28%</td><td>91.67%</td><td>92.95%</td><td>92.86%</td><td>94.16%</td><td>92.71%</td></tr><tr><td>Human Ideals and Ethics</td><td>89.17%</td><td>88.38%</td><td>89.06%</td><td>87.99%</td><td>88.30%</td><td>88.62%</td></tr><tr><td>Intentional Learning with Reflection</td><td>86.06%</td><td>86.69%</td><td>87.56%</td><td>86.11%</td><td>84.91%</td><td>86.19%</td></tr><tr><td>Quantitative Reasoning</td><td>75.51%</td><td>78.15%</td><td>78.03%</td><td>79.54%</td><td>77.49%</td><td>77.71%</td></tr><tr><td>Teamwork & Collaboration</td><td>86.98%</td><td>87.37%</td><td>87.91%</td><td>87.60%</td><td>85.14%</td><td>86.95%</td></tr><tr><td>Written and Verbal Communication</td><td>88.02%</td><td>88.29%</td><td>89.69%</td><td>89.48%</td><td>87.02%</td><td>88.46%</td></tr><tr><td>Grand total</td><td>83.69%</td><td>85.21%</td><td>85.99%</td><td>84.87%</td><td>83.89%</td><td>84.70%</td></tr></table> 5/20/26	Score	Semester Code						Outcome Name	2024-3	2025-1	2025-2	2025-3	2026-1	Grand total	Decision-Making & Clinical Judgment	81.96%	84.10%	84.74%	83.12%	82.56%	83.26%	Evidence-Based Practice	81.64%	83.67%	84.40%	83.36%	82.76%	83.14%	Global Perspectives	91.28%	91.67%	92.95%	92.86%	94.16%	92.71%	Human Ideals and Ethics	89.17%	88.38%	89.06%	87.99%	88.30%	88.62%	Intentional Learning with Reflection	86.06%	86.69%	87.56%	86.11%	84.91%	86.19%	Quantitative Reasoning	75.51%	78.15%	78.03%	79.54%	77.49%	77.71%	Teamwork & Collaboration	86.98%	87.37%	87.91%	87.60%	85.14%	86.95%	Written and Verbal Communication	88.02%	88.29%	89.69%	89.48%	87.02%	88.46%	Grand total	83.69%	85.21%	85.99%	84.87%	83.89%	84.70%
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College MFM Dashboard - Sigma	Areas of Success (2026-1 Summary): Student performance remained strong overall, with total achievement at 83.89%, exceeding the 70% benchmark and reflecting consistently high performance across outcomes. All general education outcomes, including Quantitative Reasoning, met or surpassed expectations, indicating broad student competency. Quantitative Reasoning showed notable improvement, increasing to 77.49%. The strongest areas continue to be Global Perspectives (94.16%), Human Ideals and Ethics (88.30%), and Written & Verbal Communication (87.02%), demonstrating high and sustained levels of achievement. Consistent performance across Decision-Making, Evidence-Based Practice, and Teamwork further reflects stable and effective learning outcomes across the curriculum. Areas for Improvement (2026-1 Summary): While all outcomes met the benchmark, opportunities remain to strengthen consistency and close gaps between outcomes. Quantitative Reasoning, although now above benchmark at 77.49%, continues to perform lower than other areas and should remain a focus for continued growth. Targeted strategies such as increased review sessions, expanded academic support, and proactive outreach to students can help further strengthen quantitative skills. Additionally, variation in performance across assignments (ranging from approximately 77% to 94%) suggests a need to review how assignments are selected, aligned, and assessed. Improving consistency in assignment design and alignment to outcomes will support more reliable measurement and help elevate overall performance toward a more consistent mid-80% range across all outcomes.																																																																													
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1.1.2 Nursing Education Outcomes

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	The Spring 2026-1 semester data reflects overall stable performance with a slight decline compared to the previous semester. The average Canvas score was 89.67 percent, slightly lower than 90.32 percent in 2025-3, but consistent with prior performance and exceeding the benchmark of 80 percent. The overall HESI average was 1,025, also reflecting a modest decrease from prior semesters but remaining well above the benchmark of 850. All outcome areas represented in the combined scores remain above the 70 percent threshold, indicating consistent achievement across domains. Strengths remain evident in several areas, including Evidence-Based Practice (95.35 percent Canvas; 1,026 HESI), Quality and Safety Assurance (91.05 percent; 1,046), and Teamwork and Collaboration (91.54 percent; 1,040), all of which continue to demonstrate strong alignment between coursework and expected outcomes. Communication and Informatics shows meaningful improvement (86.54 percent Canvas; 863 HESI) and now meets both benchmarks, while Client-Centered Care (85.08 percent; 1,044) and Decision-Making and Clinical Judgment (89.64 percent; 1,026) remain stable above benchmarks. Intentional Learning with Reflection, although meeting expectations (88.74 percent; 976), shows some decline and represents an opportunity for continued improvement. Ongoing efforts should focus on strengthening reflective learning design, sustaining gains in Communication and Informatics, and maintaining alignment between didactic and clinical experiences to support continued program performance.																																																																																																																																																										
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MSN Outcomes

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Year	EPSLO #1	EPSLO #2	EPSLO #3	EPSLO #5	EPSLO #7	EPSLO #8	PLLO #1	PLLO #3	PLLO #5	PLLO #6	PLLO #7	PLLO #8																																																																																																																																																																									
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	Spring 2026-1- MSN –Ed- EPLSO 5 and 8 were both evaluated in the Spring semester. Both benchmark assignments for these EPSLO’s have consistently exceeded the benchmark of 80%. The program has ended as of Spring 2026. MSN-FNP - All ESPO mapped assignments have consistently exceeded the benchmark of 80%.																																																																																																																																																																																				
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																																																																																																																																																																																				
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																																							
Benchmark(s)		Statistics																																					
4.6 Likert Scale		Selected Items from the DFC Learner Evaluation Form <table><thead><tr><th></th><th>Semester</th><th>I developed a better understanding ...</th><th>I was able to identify and correlate sa...</th><th>I was challenged to utilize critical thi...</th><th>I am more confident to practice nursing care in a clin...</th></tr></thead><tbody><tr><td>4</td><td>2024-3</td><td>4.66</td><td>4.73</td><td>4.65</td><td>4.65</td></tr><tr><td>5</td><td>2025-1</td><td>4.7</td><td>4.77</td><td>4.72</td><td>4.71</td></tr><tr><td>6</td><td>2025-2</td><td>4.72</td><td>4.77</td><td>4.73</td><td>4.7</td></tr><tr><td>7</td><td>2025-3</td><td>4.76</td><td>4.8</td><td>4.76</td><td>4.75</td></tr><tr><td>8</td><td>2026-1</td><td>4.78</td><td>4.81</td><td>4.78</td><td>4.75</td></tr></tbody></table>			Semester	I developed a better understanding ...	I was able to identify and correlate sa...	I was challenged to utilize critical thi...	I am more confident to practice nursing care in a clin...	4	2024-3	4.66	4.73	4.65	4.65	5	2025-1	4.7	4.77	4.72	4.71	6	2025-2	4.72	4.77	4.73	4.7	7	2025-3	4.76	4.8	4.76	4.75	8	2026-1	4.78	4.81	4.78	4.75
	Semester	I developed a better understanding ...	I was able to identify and correlate sa...	I was challenged to utilize critical thi...	I am more confident to practice nursing care in a clin...																																		
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7	2025-3	4.76	4.8	4.76	4.75																																		
8	2026-1	4.78	4.81	4.78	4.75																																		
Sources		Narrative																																					
		In Spring 2026-1, learner evaluation scores remain high across all categories, ranging from 4.75 to 4.81, indicating strong overall student satisfaction and perceived learning. The highest rating is in the ability to identify and correlate concepts at 4.81, followed closely by both understanding of content and being challenged to use critical thinking at 4.78. Confidence in practicing nursing care is slightly lower at 4.75, though still very strong and consistent with the prior semester. Overall, these results reflect a positive student experience with continued gains in learning and application, while suggesting a small opportunity to further strengthen confidence in clinical practice.																																					
Tactic		Tactic (If Applicable)																																					
		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.																																					
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.”																																					

Everyday Ethical Comportment

1.3.1 Code of Conduct Report

Function	Last Update
College Administrative Management	Code of Conduct
Benchmark(s)	Statistics

N/A

Submission Type								
Category	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Summer 2025	Fall 2025	Spring 2026
1 Dispositional/Behavioral	10	19	15	6	16	10	7	14
2 Academic	133	163	154	143	224	204	104	253
3 Total	143	182	169	149	240	214	111	267
SUMMARY ^ 3 rows - 9 columns								
Detail of Submission Type								
Category	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Summer 2025	Fall 2025	Spring 2026
1 Cheating			15	1			1	3
2 Exam Violation			6	9	6	38	13	55
3 Plagiarism			62	51	53	75	37	44
4 Self Plagiarism			18	7	8	10	3	57
5 Unauthorized use of AI			49	59	135	63	46	37
6 Unprofessional Communication		14	12	4	11	7	2	6
7 EL Conduct			3	20	6	3	5	6
8 Misrepresentation					9	8		21
9 Multiple Violations		158	4	16	11	9	3	21
10 Invalid							1	15
11 Other		10			1	1		2
12 Total		182	169	149	240	214	111	267
SUMMARY ^ 12 rows - 9 columns								
Detail of Level								
Category	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Summer 2025	Fall 2025	Spring 2026
1 Learner not Responsible		11	39	32	22	23	9	14
2 Level 0	101	110	81	67	123	59	22	36
3 Level 1	19	23	35	17	37	61	62	130
4 Level 2	14	10	14	31	58	37	6	61
5 Level 3		1	0	1	4	29	0	12
6 Invalid/Reconciled					22	5	12	14
7 Unknown		11						
8 Total	134	155	169	148	266	214	111	267
SUMMARY ^ 8 rows - 9 columns								

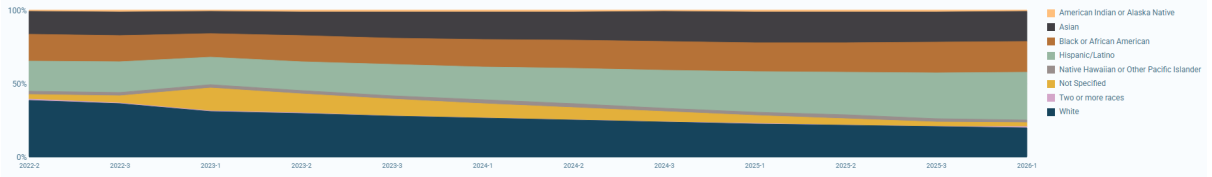
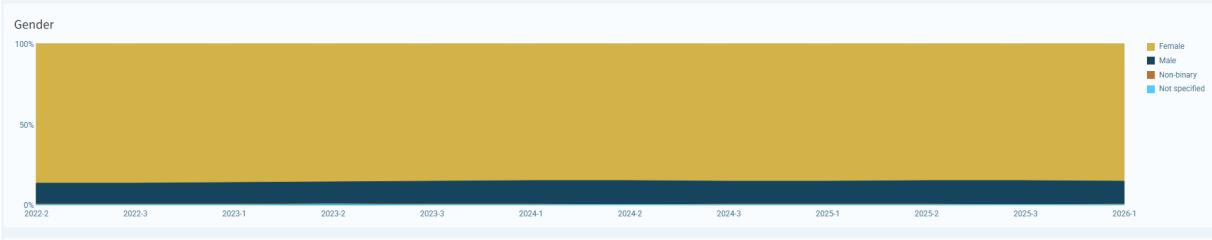
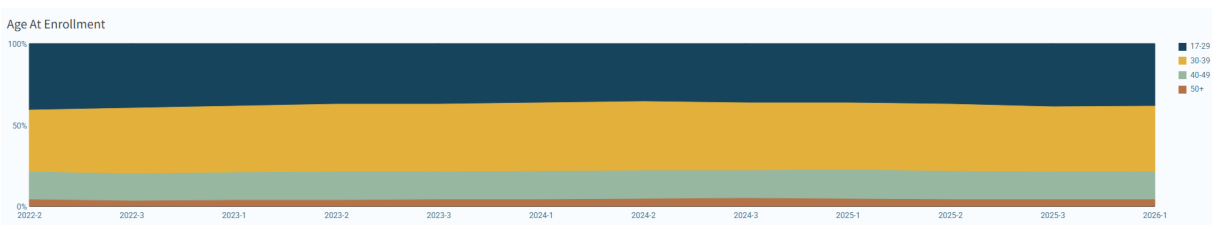
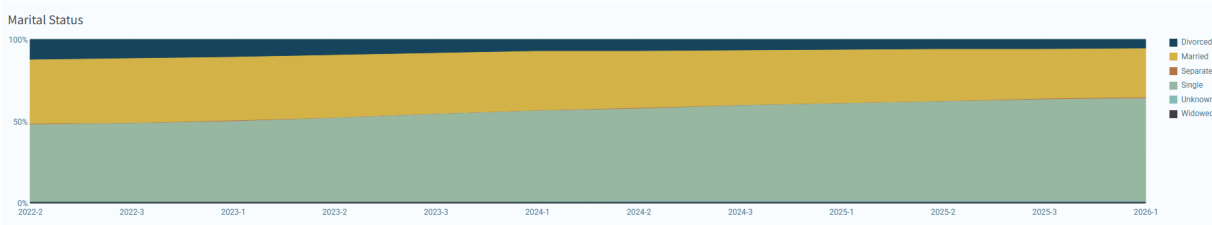
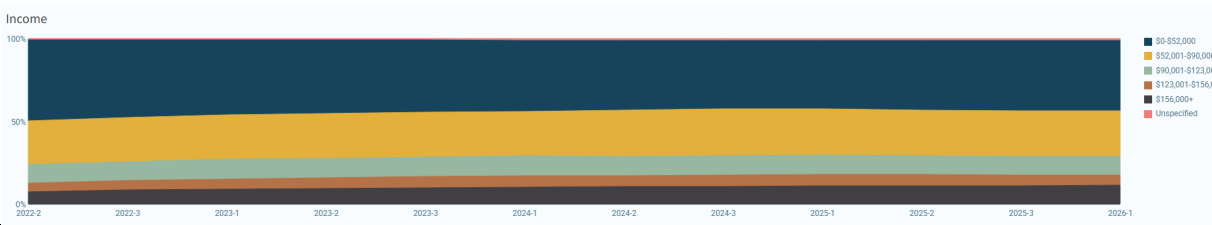
Sources	Narrative
	In Spring 2026-1, we noted an increase in cases with multiple violations. This is the result of learners being reported for new conduct violations before the previous report incident was fully resolved, requiring case merging and a joint outcome reflecting all issues, as well as learners with more than one violation in the same report. Additionally, an increase in plagiarism and self-plagiarism were noted and expected with the new semester decision to turn on TII reporting for certain assignments (Concept Maps, primarily.) Exam violations increased with HESI exams and a targeted approach to unpermitted virtual assistance.
Tactic	Tactic (If Applicable)
	Will be exploring self-plagiarism cases to determine if a low recidivism rate would support enhanced communication about the definition of self-plagiarism and how learners should engage with the specific assignments. Summer semester provided a checklist for all faculty to ensure proper report completion and support an enhanced turnaround rate. Continued monitoring of trends.
NWCCU Standard	NWCCU Standard Description
N/A	

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	Learners by Race (by semester) 
	Gender 
	Age At Enrollment 
	Marital Status 
	Income 
Benchmark(s)	Statistics
Sources	Narrative
	Demographic data from 2022–2026 demonstrate sustained enrollment across multiple racial and ethnic groups, with increasing representation among Hispanic/Latino and Black/African American learners, while maintaining service to White, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and multiracial populations. These trends reflect the institution's commitment to broadening access and supporting learners from varied backgrounds.

	Gender representation has remained relatively stable during the reporting period, with a predominantly female learner population and consistent participation among male and nonbinary learners. Age-at-enrollment data also indicate that the institution serves a wide range of adult learners, with the largest populations concentrated between ages 18–39 while maintaining enrollment among learners aged 40 and older. This distribution aligns with the institution's mission to meet the educational and professional development needs of both traditional and non-traditional learners. Marital status data indicates a growing proportion of single learners over the reporting period, while enrollment among married learners remains substantial. Smaller populations of divorced, separated, widowed, and unknown-status learners continue to be represented, demonstrating the institution's ability to meet the educational needs of learners at different stages of life. Income data also reflects the institution's commitment to educational access. Learners represent a broad range of income levels, with the largest proportions concentrated in lower- and middle-income categories. Income distribution has remained relatively stable over time, suggesting continued success in reaching learners who may benefit from flexible, career-focused educational opportunities. The consistent representation of learners across income brackets supports the institution's mission to provide accessible pathways to education and professional advancement for individuals from varied socioeconomic backgrounds.
Tactical Code	Tactic (If Applicable)
NWCCU	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.”
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).
2.G.1	“Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.”

2.2 Faculty Demographics

Function	Last Update																	
Collaborator Experience	Faculty x Gender <table><tr><th>Gender</th><th>Percentage</th></tr><tr><td>Female</td><td>85.15%</td></tr><tr><td>Male</td><td>14.23%</td></tr><tr><td>Non-Binary</td><td>0.42%</td></tr><tr><td>Unspecified</td><td></td></tr></table>	Gender	Percentage	Female	85.15%	Male	14.23%	Non-Binary	0.42%	Unspecified								
	Gender	Percentage																
	Female	85.15%																
	Male	14.23%																
	Non-Binary	0.42%																
Unspecified																		
Faculty x Race <table><tr><th>Race</th><th>Percentage</th></tr><tr><td>White</td><td>70.50%</td></tr><tr><td>Black or African American</td><td>14.44%</td></tr><tr><td>Asian</td><td>3.56%</td></tr><tr><td>Hispanic or Latino</td><td>6.07%</td></tr><tr><td>Two or More Races</td><td>0.42%</td></tr><tr><td>I do not wish to self-identify</td><td>0.21%</td></tr><tr><td>American Indian or Alaska Native</td><td></td></tr><tr><td>Native Hawaiian or Other Pacific Islander</td><td></td></tr></table>	Race	Percentage	White	70.50%	Black or African American	14.44%	Asian	3.56%	Hispanic or Latino	6.07%	Two or More Races	0.42%	I do not wish to self-identify	0.21%	American Indian or Alaska Native		Native Hawaiian or Other Pacific Islander	
Race	Percentage																	
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Two or More Races	0.42%																	
I do not wish to self-identify	0.21%																	
American Indian or Alaska Native																		
Native Hawaiian or Other Pacific Islander																		
Faculty x Age <table><tr><th>Age Group</th><th>Count</th></tr><tr><td>18-29</td><td>16</td></tr><tr><td>30-39</td><td>122</td></tr><tr><td>40-49</td><td>167</td></tr><tr><td>50-59</td><td>113</td></tr><tr><td>60+</td><td>60</td></tr></table>	Age Group	Count	18-29	16	30-39	122	40-49	167	50-59	113	60+	60						
Age Group	Count																	
18-29	16																	
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40-49	167																	
50-59	113																	
60+	60																	
Faculty x Highest Degree <table><tr><th>Degree</th><th>Percentage</th></tr><tr><td>Masters</td><td>61.30%</td></tr><tr><td>Doctorate</td><td>36.19%</td></tr><tr><td>Bachelor</td><td>2.30%</td></tr><tr><td>Other</td><td>0.21%</td></tr></table>	Degree	Percentage	Masters	61.30%	Doctorate	36.19%	Bachelor	2.30%	Other	0.21%								
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Benchmark(s)	Statistics																	
Sources	Narrative																	

	Faculty demographic data demonstrate ongoing commitment to attracting and retaining a qualified faculty workforce that supports its mission and diverse learner population. Faculty gender representation is predominantly female (85.15%), with male faculty comprising 14.23% and a small percentage identifying as non-binary or unspecified. This distribution reflects the composition of the institution's workforce and contributes to a learning environment that supports student engagement and success. Faculty race and ethnicity data indicate that the institution employs faculty from a variety of backgrounds, including Black or African American (14.44%), Hispanic or Latino (6.07%), Asian (3.56%), and other racial/ethnic groups, alongside a majority White faculty population (70.50%). The presence of faculty from diverse backgrounds provides varied perspectives and experiences that enrich teaching, learning, and student support. Faculty qualifications and experience are fundamental to the institution's ability to achieve its mission and support student success. Faculty age distribution reflects a workforce with substantial professional and academic experience, with the largest groups represented in the 40–49 (167 faculty) and 30–39 (122 faculty) age ranges, followed by 50–59 (113 faculty) and 60+ (60 faculty). This distribution demonstrates a balance of experienced educators and emerging professionals, contributing diverse perspectives, current industry knowledge, and institutional continuity across academic programs. Faculty are also highly credentialed. More than 97% of faculty hold graduate degrees, including 61.30% with master's degrees and 36.19% with doctoral degrees. A small percentage hold bachelor's degrees (2.30%) or other credentials (0.21%), consistent with programmatic and disciplinary requirements. These qualifications demonstrate the institution's commitment to employing faculty with the academic preparation and expertise necessary to support high-quality instruction, curriculum development, and student achievement.
Tactic	Tactic (If Applicable)
NWCCU	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.”

2.3 Alumni Work Placement Settings

Function	Last Update																																												
Alumni Relations																																													
Benchmark(s)	Statistics																																												
80% one-year post graduation	Program Placement Rate by Grad Cohort <table><caption>Program Placement Rate by Grad Cohort (Estimated Data)</caption><thead><tr><th>Grad Cohort</th><th>PN (%)</th><th>ASN (%)</th><th>BSN (%)</th></tr></thead><tbody><tr><td>Spring 2022</td><td>0.00</td><td>0.00</td><td>0.00</td></tr><tr><td>Summer 2022</td><td>100.00</td><td>0.00</td><td>80.00</td></tr><tr><td>Fall 2022</td><td>100.00</td><td>0.00</td><td>85.00</td></tr><tr><td>Spring 2023</td><td>80.00</td><td>100.00</td><td>85.00</td></tr><tr><td>Summer 2023</td><td>100.00</td><td>100.00</td><td>85.00</td></tr><tr><td>Fall 2023</td><td>100.00</td><td>100.00</td><td>85.00</td></tr><tr><td>Spring 2024</td><td>85.00</td><td>100.00</td><td>85.00</td></tr><tr><td>Summer 2024</td><td>85.00</td><td>80.00</td><td>85.00</td></tr><tr><td>Fall 2024</td><td>80.00</td><td>85.00</td><td>85.00</td></tr><tr><td>Spring 2025</td><td>55.00</td><td>85.00</td><td>80.00</td></tr></tbody></table>	Grad Cohort	PN (%)	ASN (%)	BSN (%)	Spring 2022	0.00	0.00	0.00	Summer 2022	100.00	0.00	80.00	Fall 2022	100.00	0.00	85.00	Spring 2023	80.00	100.00	85.00	Summer 2023	100.00	100.00	85.00	Fall 2023	100.00	100.00	85.00	Spring 2024	85.00	100.00	85.00	Summer 2024	85.00	80.00	85.00	Fall 2024	80.00	85.00	85.00	Spring 2025	55.00	85.00	80.00
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Sources	Narrative																																												
Link	Metric Definition: Placement rate is calculated as the number of graduates who have secured employment post-graduation (self-reported or employer-verified) divided by the total number of graduates eligible for placement. Last Reported Update: January 15, 2026 (cohorts at least one year post-graduation) Overview: Alumni Work Placement Settings provide a direct indicator of institutional effectiveness by measuring the extent to which graduates successfully transition into the workforce. This metric reflects curricular relevance, licensure preparedness, and the institution’s ability to support learners’ professional goals following program completion. Placement data are disaggregated by program (PN, ASN, BSN) and graduate cohort, allowing for multiyear trend analysis and identification of areas requiring targeted intervention. Key Successes: Consistent Achievement of Benchmark Across Programs Across nearly all graduate cohorts, placement rates nearly meet or exceed the institutional benchmark of 80%, demonstrating strong alignment between program outcomes and labor market expectations. PN and ASN programs frequently report placement rates at or near 90%, reflecting high employer demand and program relevance within entry level nursing pathways. Sustained BSN Placement Performance BSN placement rates remain near the benchmark across cohorts from Spring 2022 through Spring 2025, generally ranging from 79% to 89% one-year post-graduation. This sustained performance indicates that BSN graduates are well prepared for employment and that the program effectively supports workforce readiness despite increasing cohort sizes. Improved Data Quality and Transparency The institution has enhanced placement tracking through licensure data cleaning and reconfiguration, improving the ability to accurately identify graduates in need of additional placement assistance or verification. Breaking placement status into stages provides clearer insight into where graduates are in the employment pipeline and strengthens institutional decision making. Alignment with Licensure Success Strong placement rates correspond with high NCLEX licensure pass rates across programs, suggesting a coherent progression from academic preparation to licensure and employment. Together, these indicators reinforce the conclusion that graduates are competitively positioned for entry into professional nursing practices.																																												

	Areas for Continuous Improvement: Variability Across Cohorts and Programs While overall performance meets benchmark expectations, some variability is evident, particularly in smaller cohorts where placement rates fluctuate more dramatically (e.g., lower FNP placement in Spring 2026). These variations are influenced in part by small sample sizes and highlight the importance of contextual interpretation when reviewing cohort level data-level data. In addition, graduates that take more time to prepare for the NCLEX impacts verifications processes (e.g., graduates that take the NCLEX 6 months after graduation). Verification and Follow-Up Because placement calculations include both verified and unverified employment, continued emphasis on employer verification and alumni follow-up will further strengthen the reliability and credibility of placement reporting. Improved verification rates may also help identify graduates who would benefit from additional career support services. Deeper Integration with Learner Support Services Opportunities exist to more intentionally integrate placement data with learner support, advising, and alumni engagement efforts. Early identification of graduates who have not secured employment within expected timeframes would allow for targeted outreach, career support, and employer connection strategies. Alumni Work Placement outcomes demonstrate that the institution is effectively preparing graduates for successful entry into the nursing workforce, with placement rates consistently nearly meeting or exceeding the 80% benchmark across programs and cohorts. Ongoing improvements in data quality, licensure alignment, and placement tracking reflect a mature approach to institutional effectiveness. Continued refinement of analytics and targeted postgraduation support will further strengthen this metric as evidence of mission fulfillment and labor market responsiveness graduation support will further strengthen this metric as evidence of mission fulfillment and labor-market responsiveness.
Tactic	Tactic (If Applicable)
	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
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).”

2.4 Learner Satisfaction

Function	Last Update																																																																																										
NE & GE.																																																																																											
Benchmark(s)	Statistics																																																																																										
4.0 as reflective of Agree on the Likert Scale	Learner Satisfaction Scores Table																																																																																										
	<table><tr><th>Semester ±↑</th><th>N Respondents ▾</th><th>Satisfaction ▾</th><th>Loyalty ▾</th><th>Perceived Value ▾</th><th>Expectation ▾</th><th>Quality of Course Materials ▾</th><th>Quality of Faculty ▾</th><th>Composite ▾</th></tr><tr><td>2023-2</td><td>2017</td><td>3.81</td><td>4.57</td><td>3.77</td><td>4.31</td><td>4.28</td><td>4.47</td><td>4.2</td></tr><tr><td>2023-3</td><td>2183</td><td>3.87</td><td>4.63</td><td>3.88</td><td>4.34</td><td>4.33</td><td>4.47</td><td>4.26</td></tr><tr><td>2024-1</td><td>2397</td><td>3.91</td><td>4.63</td><td>3.95</td><td>4.41</td><td>4.38</td><td>4.52</td><td>4.3</td></tr><tr><td>2024-2</td><td>2400</td><td>3.86</td><td>4.52</td><td>3.91</td><td>4.35</td><td>4.33</td><td>4.49</td><td>4.24</td></tr><tr><td>2024-3</td><td>2965</td><td>3.97</td><td>4.56</td><td>4.03</td><td>4.4</td><td>4.38</td><td>4.5</td><td>4.3</td></tr><tr><td>2025-1</td><td>4042</td><td>4.04</td><td>4.65</td><td>4.14</td><td>4.44</td><td>4.42</td><td>4.55</td><td>4.37</td></tr><tr><td>2025-2</td><td>4047</td><td>4.07</td><td>4.67</td><td>4.2</td><td>4.42</td><td>4.41</td><td>4.53</td><td>4.38</td></tr><tr><td>2025-3</td><td>4514</td><td>4.08</td><td>4.65</td><td>4.15</td><td>4.43</td><td>4.42</td><td>4.54</td><td>4.38</td></tr><tr><td>2026-1</td><td>5197</td><td>4.12</td><td>4.68</td><td>4.18</td><td>4.42</td><td>4.37</td><td>4.51</td><td>4.38</td></tr></table>	Semester ±↑	N Respondents ▾	Satisfaction ▾	Loyalty ▾	Perceived Value ▾	Expectation ▾	Quality of Course Materials ▾	Quality of Faculty ▾	Composite ▾	2023-2	2017	3.81	4.57	3.77	4.31	4.28	4.47	4.2	2023-3	2183	3.87	4.63	3.88	4.34	4.33	4.47	4.26	2024-1	2397	3.91	4.63	3.95	4.41	4.38	4.52	4.3	2024-2	2400	3.86	4.52	3.91	4.35	4.33	4.49	4.24	2024-3	2965	3.97	4.56	4.03	4.4	4.38	4.5	4.3	2025-1	4042	4.04	4.65	4.14	4.44	4.42	4.55	4.37	2025-2	4047	4.07	4.67	4.2	4.42	4.41	4.53	4.38	2025-3	4514	4.08	4.65	4.15	4.43	4.42	4.54	4.38	2026-1	5197	4.12	4.68	4.18	4.42	4.37	4.51	4.38
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	In Spring 2026-1, learner satisfaction continues a steady upward trend, with overall satisfaction reaching 4.12, the highest across all semesters shown. Loyalty and perceived value also remain strong at 4.68 and 4.18 respectively,																																																																																										

	suggesting that learners not only value their experience but are increasingly likely to recommend the program. Quality indicators remain stable, with faculty rated at 4.51 and course materials at 4.37, indicating consistent instructional delivery. Overall, the composite score holds at 4.38, reflecting sustained high performance with gradual gains in key areas related to the student experience.
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
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.”
2.G.6	“The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.”

3. Closing Equity Gaps

3.1 Completion

Function	Last Update														
Institutional Analytics and Effectiveness															
Benchmark(s)	Statistics														
70%	On Time Completion On time completion looks at the number of learners in the three most recent cohorts that have completed their program within 150% of the program length. Example: BSN had 12 terms to graduate. If they graduated within 13 terms, they would not be counted in the numerator. On Time Completion <table> <thead> <tr> <th>Program Code</th><th>150 Completion Rate</th></tr> </thead> <tbody> <tr> <td>MSN</td><td>100.00%</td></tr> <tr> <td>MSN-FNP</td><td>61.54%</td></tr> <tr> <td>LPNASN</td><td>86.96%</td></tr> <tr> <td>RNBSN</td><td>85.71%</td></tr> <tr> <td>BSN</td><td>69.45%</td></tr> <tr> <td>PN</td><td>53.51%</td></tr> </tbody> </table> 6 rows – 2 columns	Program Code	150 Completion Rate	MSN	100.00%	MSN-FNP	61.54%	LPNASN	86.96%	RNBSN	85.71%	BSN	69.45%	PN	53.51%
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Sources	Narrative														
	In Spring 2026-1, on-time completion rates show mixed performance against the institutional benchmark of 70 percent. MSN, LPNASN, and RNBSN all exceed the benchmark at 100 percent, 86.96 percent, and 85.71 percent respectively, demonstrating strong program progression. BSN is just below the benchmark at 69.45 percent, while MSN-FNP and PN fall notably short at 61.54 percent and 53.51 percent, indicating areas of concern. These results suggest variability in student progression across programs, with targeted support needed in MSN-FNP, PN, and potentially BSN to improve timely completion rates. Strengthening early identification of at-risk students through data monitoring and providing proactive academic coaching, flexible scheduling, and dedicated faculty check-ins may help improve persistence and on-time completion. Additionally, evaluating curriculum pacing and clinical placement consistency could address structural barriers that contribute to delays.														
Tactic	Tactic (If Applicable)														
NWCCU Standard	NWCCU Standard														
I.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																																																																																																																																																																																																																																																																																																																																																																																									
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80%	Retention Rate by Program <table><tr><th rowspan="2">Semester Code</th><th colspan="3">BSN</th><th colspan="3">LPNASN</th><th colspan="3">MSN</th><th colspan="3">MSN-FNP</th><th colspan="3">MSNPMHNP</th><th colspan="3">PN</th></tr><tr><th>n Retained</th><th>N</th><th>Retention Rate</th><th>n Retained</th><th>N</th><th>Retention Rate</th><th>n Retained</th><th>N</th><th>Retention Rate</th><th>n Retained</th><th>N</th><th>Retention Rate</th><th>n Retained</th><th>N</th><th>Retention Rate</th><th>n Retained</th><th>N</th><th>Retention Rate</th></tr><tr><td>2021-1</td><td>1357</td><td>1571</td><td>86.38%</td><td>1</td><td>2</td><td>50.00%</td><td>2</td><td>2</td><td>100.00%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>4</td><td>4</td><td>100.00%</td></tr><tr><td>2021-2</td><td>1601</td><td>1835</td><td>87.25%</td><td>0</td><td>1</td><td>0.00%</td><td>2</td><td>2</td><td>100.00%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>11</td><td>14</td><td>78.57%</td></tr><tr><td>2021-3</td><td>1899</td><td>2143</td><td>88.61%</td><td></td><td></td><td></td><td>1</td><td>1</td><td>100.00%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>15</td><td>23</td><td>65.22%</td></tr><tr><td>2022-1</td><td>2202</td><td>2481</td><td>88.75%</td><td></td><td></td><td></td><td>2</td><td>2</td><td>100.00%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>19</td><td>23</td><td>82.61%</td></tr><tr><td>2022-2</td><td>2247</td><td>2485</td><td>90.42%</td><td>2</td><td>2</td><td>100.00%</td><td>2</td><td>2</td><td>100.00%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>22</td><td>23</td><td>95.65%</td></tr><tr><td>2022-3</td><td>2513</td><td>2779</td><td>90.43%</td><td>6</td><td>6</td><td>100.00%</td><td>1</td><td>1</td><td>100.00%</td><td>3</td><td>4</td><td>75.00%</td><td></td><td></td><td></td><td></td><td>21</td><td>32</td><td>65.63%</td></tr><tr><td>2023-1</td><td>2745</td><td>3002</td><td>91.44%</td><td>8</td><td>9</td><td>88.89%</td><td>0</td><td>1</td><td>0.00%</td><td>6</td><td>8</td><td>75.00%</td><td></td><td></td><td></td><td></td><td>26</td><td>33</td><td>78.79%</td></tr><tr><td>2023-2</td><td>3053</td><td>3339</td><td>91.43%</td><td>22</td><td>25</td><td>88.00%</td><td></td><td></td><td></td><td>10</td><td>10</td><td>100.00%</td><td></td><td></td><td></td><td></td><td>40</td><td>47</td><td>85.11%</td></tr><tr><td>2023-3</td><td>3542</td><td>3818</td><td>92.77%</td><td>31</td><td>34</td><td>91.18%</td><td>1</td><td>1</td><td>100.00%</td><td>18</td><td>20</td><td>90.00%</td><td></td><td></td><td></td><td></td><td>52</td><td>70</td><td>74.29%</td></tr><tr><td>2024-1</td><td>4000</td><td>4304</td><td>92.94%</td><td>36</td><td>40</td><td>90.00%</td><td>1</td><td>1</td><td>100.00%</td><td>18</td><td>18</td><td>100.00%</td><td></td><td></td><td></td><td></td><td>49</td><td>61</td><td>80.33%</td></tr><tr><td>2024-2</td><td>4352</td><td>4800</td><td>90.67%</td><td>38</td><td>46</td><td>82.61%</td><td>1</td><td>1</td><td>100.00%</td><td>15</td><td>16</td><td>93.75%</td><td></td><td></td><td></td><td></td><td>74</td><td>90</td><td>82.22%</td></tr><tr><td>2024-3</td><td>4909</td><td>5369</td><td>91.43%</td><td>47</td><td>52</td><td>90.38%</td><td>5</td><td>7</td><td>71.43%</td><td>25</td><td>29</td><td>86.21%</td><td>8</td><td>10</td><td>80.00%</td><td></td><td>105</td><td>125</td><td>84.00%</td></tr><tr><td>2025-1</td><td>5565</td><td>5977</td><td>93.11%</td><td>62</td><td>67</td><td>92.54%</td><td>4</td><td>4</td><td>100.00%</td><td>22</td><td>22</td><td>100.00%</td><td>8</td><td>8</td><td>100.00%</td><td></td><td>112</td><td>135</td><td>82.96%</td></tr><tr><td>2025-2</td><td>5982</td><td>6379</td><td>93.78%</td><td>60</td><td>74</td><td>81.08%</td><td>4</td><td>4</td><td>100.00%</td><td>14</td><td>14</td><td>100.00%</td><td>7</td><td>8</td><td>87.50%</td><td></td><td>141</td><td>181</td><td>77.90%</td></tr><tr><td>2025-3</td><td>6662</td><td>7125</td><td>93.50%</td><td>71</td><td>83</td><td>85.54%</td><td>4</td><td>4</td><td>100.00%</td><td>23</td><td>25</td><td>92.00%</td><td>15</td><td>16</td><td>93.75%</td><td></td><td>189</td><td>227</td><td>83.26%</td></tr><tr><td>2026-1</td><td>7415</td><td>7939</td><td>93.40%</td><td>84</td><td>100</td><td>84.00%</td><td>0</td><td>0</td><td>null</td><td>21</td><td>23</td><td>91.30%</td><td>14</td><td>15</td><td>93.33%</td><td></td><td></td><td></td><td></td></tr><tr><td>Grand total</td><td></td><td></td><td>92.50%</td><td></td><td></td><td>85.85%</td><td></td><td></td><td>88.19%</td><td></td><td></td><td>92.69%</td><td></td><td></td><td>91.68%</td><td></td><td></td><td></td><td>81.44%</td></tr></table>	Semester Code	BSN			LPNASN			MSN			MSN-FNP			MSNPMHNP			PN			n Retained	N	Retention Rate	n Retained	N	Retention Rate	n Retained	N	Retention Rate	n Retained	N	Retention Rate	n Retained	N	Retention Rate	n Retained	N	Retention Rate	2021-1	1357	1571	86.38%	1	2	50.00%	2	2	100.00%								4	4	100.00%	2021-2	1601	1835	87.25%	0	1	0.00%	2	2	100.00%								11	14	78.57%	2021-3	1899	2143	88.61%				1	1	100.00%								15	23	65.22%	2022-1	2202	2481	88.75%				2	2	100.00%								19	23	82.61%	2022-2	2247	2485	90.42%	2	2	100.00%	2	2	100.00%								22	23	95.65%	2022-3	2513	2779	90.43%	6	6	100.00%	1	1	100.00%	3	4	75.00%					21	32	65.63%	2023-1	2745	3002	91.44%	8	9	88.89%	0	1	0.00%	6	8	75.00%					26	33	78.79%	2023-2	3053	3339	91.43%	22	25	88.00%				10	10	100.00%					40	47	85.11%	2023-3	3542	3818	92.77%	31	34	91.18%	1	1	100.00%	18	20	90.00%					52	70	74.29%	2024-1	4000	4304	92.94%	36	40	90.00%	1	1	100.00%	18	18	100.00%					49	61	80.33%	2024-2	4352	4800	90.67%	38	46	82.61%	1	1	100.00%	15	16	93.75%					74	90	82.22%	2024-3	4909	5369	91.43%	47	52	90.38%	5	7	71.43%	25	29	86.21%	8	10	80.00%		105	125	84.00%	2025-1	5565	5977	93.11%	62	67	92.54%	4	4	100.00%	22	22	100.00%	8	8	100.00%		112	135	82.96%	2025-2	5982	6379	93.78%	60	74	81.08%	4	4	100.00%	14	14	100.00%	7	8	87.50%		141	181	77.90%	2025-3	6662	7125	93.50%	71	83	85.54%	4	4	100.00%	23	25	92.00%	15	16	93.75%		189	227	83.26%	2026-1	7415	7939	93.40%	84	100	84.00%	0	0	null	21	23	91.30%	14	15	93.33%					Grand total			92.50%			85.85%			88.19%			92.69%			91.68%				81.44%
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	The retention data demonstrate strong overall student persistence across nursing programs, with an institutional retention rate of 92.5%. The BSN program, which represents the largest student population, maintained consistently high retention rates across the reporting period, generally ranging from the high 80% to mid-90% range and achieving an overall retention rate of 93.4%. Graduate programs also showed strong outcomes, with overall retention rates of 88.2% for the MSN program and 92.7% for the MSN-FNP program. The MSNPMHNP program reported an overall retention rate of 91.7%, while the PN program maintained a strong overall retention rate of 83.3%, with evidence of improvement in the most recent terms. While some variation is evident among programs and semesters, particularly in cohorts with smaller enrollments, retention rates remain consistently strong and support the institution’s commitment to student success. The data indicate that students across programs are progressing and persisting at high levels, and ongoing monitoring of retention outcomes informs continuous improvement efforts targeted toward student support, academic advising, and program completion.																																																																																																																																																																																																																																																																																																																																																																																									
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3.3 Licensure

Function	Last Update																																																																
Institutional Analytics and Effectiveness																																																																	
Benchmark(s)	Statistics																																																																
80%	BSN NCLEX BSN NCLEX Pass Rates Last Update 4/15/2026 The number of graduates who have passed the NCLEX on any attempt divided by the total number of graduates who have taken the NCLEX. <table><tr><th>Type</th><th>Licensure Rate</th></tr><tr><td>1 Overall (as of Summer 2025)</td><td>90.38%</td></tr><tr><td>2 3 Year Rolling Average (2025)</td><td>87.20%</td></tr></table> 2 rows - 2 columns BSN Licensure Rate (of all graduated cohorts 1 year post graduation) Last Update: 4/15/2026 The total number of graduates who have passed the NCLEX on any attempt divided by the total number of graduates eligible to take the NCLEX. <table><tr><th>Type</th><th>Licensure Rate</th></tr><tr><td>1 Overall</td><td>90.37%</td></tr></table> 1 row - 2 columns BSN 3 Year Rolling Average Last Update: 4/15/2026 <table><tr><th>Type</th><th>2022</th><th>2023</th><th>2024</th><th>2025</th></tr><tr><td>1 3 Year Rolling</td><td>77.72%</td><td>89.12%</td><td>89.55%</td><td>87.20%</td></tr></table> 1 row - 5 columns PN NCLEX PN NCLEX Annual Pass Rates Last Update: 4/15/2026 The total number of graduates who have passed the NCLEX on any attempt divided by the total number of graduates eligible to take the NCLEX. <table><tr><th>Type</th><th>2022</th><th>2023</th><th>2024</th><th>2025</th></tr><tr><td>1 1st Time</td><td>75.00%</td><td>61.54%</td><td>96.43%</td><td>79.25%</td></tr><tr><td>2 1st + 2nd</td><td>75.00%</td><td>92.31%</td><td>96.43%</td><td>86.79%</td></tr><tr><td>3 Overall</td><td>100.00%</td><td>100.00%</td><td>96.43%</td><td>90.57%</td></tr></table> 3 rows - 5 columns PN Licensure Rate (of all graduated cohorts 1 year post graduation) Last Update: 4/15/2026 The total number of graduates who have passed the NCLEX on any attempt divided by the total number of graduates eligible to take the NCLEX. <table><tr><th>Type</th><th>Licensure Rate</th></tr><tr><td>1 Overall</td><td>88.89%</td></tr></table> 1 row - 2 columns ASN NCLEX ASN NCLEX Annual Pass Rates Last Update: 4/15/2026 The total number of graduates who have passed the NCLEX on any attempt divided by the total number of graduates eligible to take the NCLEX. <table><tr><th>Type</th><th>2023</th><th>2024</th><th>2025</th></tr><tr><td>1 1st Time</td><td>83.33%</td><td>85.71%</td><td>84.20%</td></tr><tr><td>2 1st + 2nd</td><td>83.33%</td><td>95.00%</td><td>86.80%</td></tr><tr><td>3 Overall</td><td>83.33%</td><td>100.00%</td><td>89.40%</td></tr></table> 3 rows - 4 columns ASN Licensure Rate (of all graduated cohorts 1 year post graduation) Last Update: 4/15/2026 The total number of graduates who have passed the NCLEX on any attempt divided by the total number of graduates eligible to take the NCLEX. <table><tr><th>Type</th><th>Licensure Rate</th></tr><tr><td>1 Overall</td><td>95.90%</td></tr></table> 1 row - 2 columns	Type	Licensure Rate	1 Overall (as of Summer 2025)	90.38%	2 3 Year Rolling Average (2025)	87.20%	Type	Licensure Rate	1 Overall	90.37%	Type	2022	2023	2024	2025	1 3 Year Rolling	77.72%	89.12%	89.55%	87.20%	Type	2022	2023	2024	2025	1 1st Time	75.00%	61.54%	96.43%	79.25%	2 1st + 2nd	75.00%	92.31%	96.43%	86.79%	3 Overall	100.00%	100.00%	96.43%	90.57%	Type	Licensure Rate	1 Overall	88.89%	Type	2023	2024	2025	1 1st Time	83.33%	85.71%	84.20%	2 1st + 2nd	83.33%	95.00%	86.80%	3 Overall	83.33%	100.00%	89.40%	Type	Licensure Rate	1 Overall	95.90%
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	Successes All licensure programs exceed benchmark expectations. BSN 3-year rolling averages remain above 87%, while PN and ASN programs consistently post pass rates exceeding 85%, often above 90%. These outcomes demonstrate effective preparation and strong alignment between curriculum and licensure standards. These outcomes are more than metrics. They represent learners who have successfully navigated rigorous academic preparation, a testing standard designed to protect public safety, and the personal commitment required to complete a demanding program. Notably, the introduction of the NCLEX Preparation Bootcamp and the expansion of our coaching intervention model have had a measurable positive effect on learner readiness and outcomes. Through structured webinar programming, 1:1 coaching touchpoints, targeted at-risk support, and intentional alignment with the Next Generation NCLEX (NGN) framework, our learners are arriving at the exam better equipped — and it shows. The consistency of these results signals that our instructional model, support systems, and faculty expertise are working in strong alignment, and that our impact is being realized at the point of care. Areas for Improvement The slight downward trend in PN pass rates in 2025 (86%) suggests monitoring is warranted to ensure sustained success as cohorts grow and testing standards evolve.
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	5/18/2026
Benchmark(s)	Statistics

Average Credit Load: BSN-11.87 LPNASN – 11.1 MSNEd – 8.5 MSN-FNP – 9 MSNPMHNP-9 PN – 11.4 RNBSN-8	Credit Load is calculated as <i>the average credit load of all learners across a given program</i>. Benchmark: Average Credit Load: BSN: 11.85, LPNASN: 11, MSN: 8, MSN-FNP: 8, MSNPMHNP: 8, PN: 11, RNBSN: 8 Tactic: NWCCU Standard: *** Table that shows the most current completed term data. <u>Updates automatically</u>. Average Credit Load Current Term <table><tr><th>Program ▾</th><th>Population ▾</th><th>Total Credits ▾</th><th>Calc ▾</th></tr><tr><td>BSN</td><td>8635</td><td>102308</td><td>11.85</td></tr><tr><td>LPNASN</td><td>115</td><td>1313</td><td>11.42</td></tr><tr><td>MSN</td><td>4</td><td>24</td><td>6.00</td></tr><tr><td>MSN-FNP</td><td>23</td><td>189</td><td>8.22</td></tr><tr><td>MSNPMHNP</td><td>15</td><td>117</td><td>7.80</td></tr><tr><td>NDS</td><td>675</td><td>0</td><td>0.00</td></tr><tr><td>PN</td><td>262</td><td>3044</td><td>11.62</td></tr><tr><td>RNT</td><td>6</td><td>55</td><td>9.17</td></tr></table>	Program ▾	Population ▾	Total Credits ▾	Calc ▾	BSN	8635	102308	11.85	LPNASN	115	1313	11.42	MSN	4	24	6.00	MSN-FNP	23	189	8.22	MSNPMHNP	15	117	7.80	NDS	675	0	0.00	PN	262	3044	11.62	RNT	6	55	9.17
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	The average credit load data for the current term indicate that most nursing programs are meeting or closely aligning with established benchmarks for student enrollment intensity. The BSN program achieved its benchmark with an average credit load of 11.85 credits, while LPNASN (11.42), MSN-FNP (8.22), MSNPMHNP (7.80), PN (11.62), and RNT/RNBSN (9.17) remained near or above their respective targets. The MSN program reported a lower average credit load (6.00 credits); however, this result reflects a very small student population (n = 4) and should be interpreted with caution. Overall, the data demonstrate that students are generally enrolling in credit loads consistent with program expectations, supporting timely progression toward degree completion. The institution regularly monitors credit load trends to evaluate student progression, inform advising practices, and support achievement of student success outcomes consistent with NWCCU Standard 1.D (Student Achievement).																																				
Tactic	Tactic (If applicable)																																				
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1.D.4	“The institution’s processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.”																																				

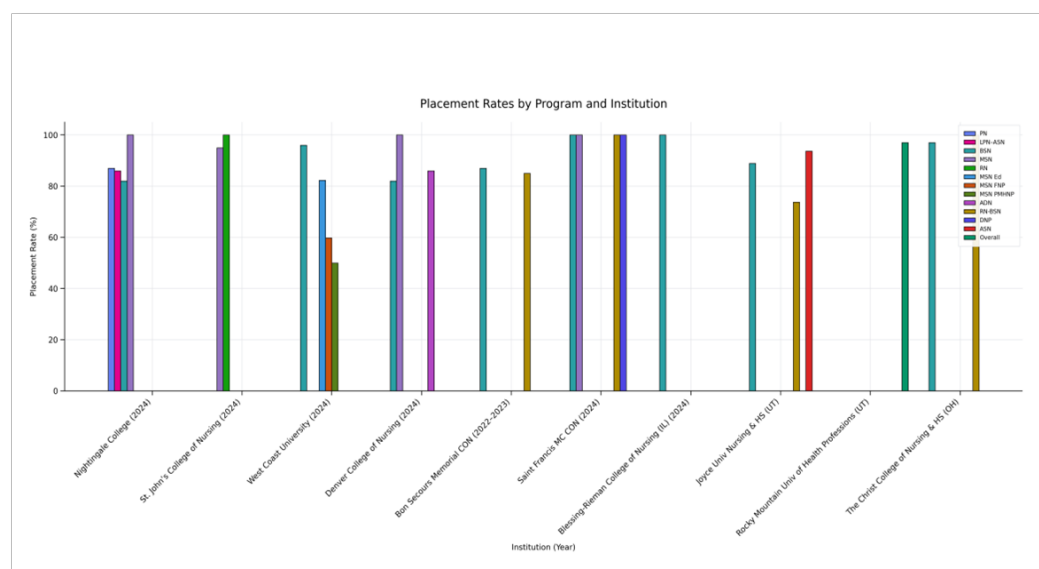
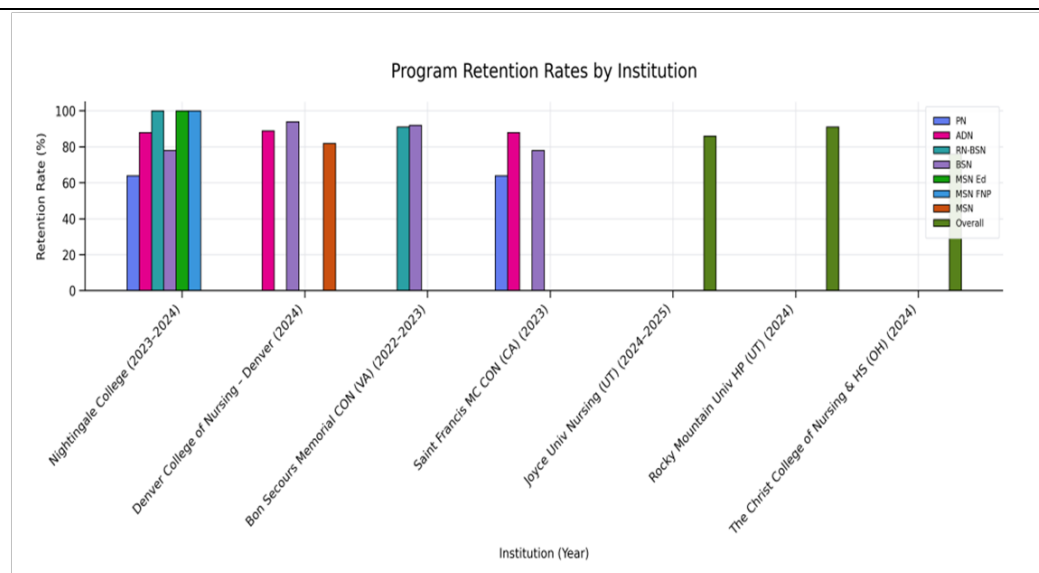
5. Comparison Data

Function	Last Updated																						
Accreditation	05/2026																						
Benchmark(s)	Statistics Link: Detailed Peer Comparison Data MFM Spring 26.xlsx																						
Enrollment Goal – 10,000 (reached in Spring 2026)	Total Student Enrollment Comparison (Fall 2024) <table><tr><th>Institution</th><th>Total Student Enrollment</th></tr><tr><td>Nightingale College</td><td>6036</td></tr><tr><td>St. John's College of Nursing (Springfield, IL)</td><td>132</td></tr><tr><td>West Coast University (TX)</td><td>1887</td></tr><tr><td>Denver College of Nursing</td><td>811</td></tr><tr><td>Bon Secours Memorial College of Nursing</td><td>591</td></tr><tr><td>Saint Francis Medical Center College of Nursing</td><td>605</td></tr><tr><td>Blessing-Rieman College of Nursing</td><td>193</td></tr><tr><td>Joyce University of Nursing & Health Sciences</td><td>2073</td></tr><tr><td>Rocky Mountain University of Health Professions</td><td>1686</td></tr><tr><td>The Christ College of Nursing & Health Sciences</td><td>717</td></tr></table>	Institution	Total Student Enrollment	Nightingale College	6036	St. John's College of Nursing (Springfield, IL)	132	West Coast University (TX)	1887	Denver College of Nursing	811	Bon Secours Memorial College of Nursing	591	Saint Francis Medical Center College of Nursing	605	Blessing-Rieman College of Nursing	193	Joyce University of Nursing & Health Sciences	2073	Rocky Mountain University of Health Professions	1686	The Christ College of Nursing & Health Sciences	717
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Indicators for Student Achievement:																							
Program Pass Rates																							
Program Retention Rates																							
Program Placement Rates																							

2024:

Program Pass Rate by Institution

Institution	PN	LPN/ASN	ADN	RN	BSN	FNP	Graduate Certificate
Nightingale College	95	85	90	92	93		
St. John's College of Nursing (Springfield, IL)					85		
West Coast University (TX)				95			
Denver College of Nursing		80					
Bon Secours Memorial College of Nursing				45	45		
Saint Francis Medical Center College of Nursing				90	92		
Blessing-Rieman College of Nursing				88			
Joyce University of Nursing & Health Sciences							
Rocky Mountain University of Health Professions						88	100
The Christ College of Nursing & Health Sciences							



Institution	Total Student Enrollment (Approx.)	Licensure (NCLEX) Pass Rate	Program Retention	Program Placement / Employment
Nightingale College	~6,000 learners	~89-90% (3-year average)	~91-93% semester retention	~80-81% job placement
Chamberlain University	~40,000-45,000 learners	~75-85% (varies by campus/state)	~80-85%	~75-85% (reported selectively)
Samuel Merritt University	~1,900-2,000 learners	~85-88% (3-year average)	~90%+ (program-specific)	~85-100% within 6-12 months
University of St. Augustine for Health Sciences	~7,000-8,000 learners	~90-95% (program-specific)	~90-96% (cohort-based)	~90-100% (program-specific)
West Coast University	~9,000-10,000 learners	~85-87% (3-year average)	~75-85%	~70-85%

*

*The exhibit above presents a comparative analysis of key institutional outcomes for Nightingale College and selected larger peer institutions, including total student enrollment, licensure (NCLEX) pass rates, program retention, and post-graduation employment placement. The institutions included

	serve as benchmarks for institutional scale, complexity, and effectiveness in support of NWCCU Standards 3, 4, and 5. Outcome data reflect the most recent publicly available reporting periods (2024–2026). Ranges are used where institutions report results by campus, cohort, or program. This exhibit is intended to provide contextual peer benchmarking and does not imply uniform data definitions across institutions.
Sources	Narrative
Detailed Peer Comparison Data MFM Spring 26.xlsx Disclosure: 1. Licensure pass rates are drawn from publicly available institutional disclosures, state board reports, and third-party compilations. 2. Retention rates reflect institution-specific definitions (semester, annual, or cohort-based). 3. Placement outcomes reflect employment within six months to one-year post-graduation and may exclude continuing education or military service. Outcome data reflect the most recent publicly available reporting periods (2024–2026). Ranges are used where institutions report results by campus, cohort, or program. This exhibit is intended to provide contextual peer benchmarking and does not imply uniform data definitions across institutions.	In alignment with NWCCU Standards 1.B.2 and 1.D.2, Nightingale College has identified both regional and national peer institutions to provide meaningful context for evaluating institutional effectiveness and student achievement. Peer institutions were selected based on similarity in mission, sector, institutional focus, and degree offerings, with additional consideration given to geographic context for regional peers. The student achievement indicators selected for peer comparison—retention, placement, and licensure—are used to assess institutional effectiveness and support continuous improvement. Regional peers were selected based on geographic proximity and similarity in institutional mission, sector, and academic focus. These institutions operate within comparable healthcare workforce and regulatory environments. National peers were selected from across the United States based on shared institutional characteristics, including private governance, four-year degree offerings, and a special focus in nursing or health professions education. Larger, more complex institutions were intentionally added under the recommendation of mid-cycle peer evaluators, to provide meaningful benchmarks related to institutional scale, multi-campus or multi-state operations, administrative capacity, academic infrastructure, and financial stewardship. Collectively, this additional peer group reflects a balanced range of institutions against which Nightingale College can reasonably compare its mission fulfillment, academic quality, governance, resource allocation, and growth management, while acknowledging differences in size and organizational complexity. For accreditation reporting and alignment with NWCCU Standard 1, academic leadership and the Institutional Data team collaborated to identify and monitor three key student achievement measures that reflect student success and institutional effectiveness: nursing course completion rates, completion-to-licensure rates, and employment rates. These measures provide meaningful evidence of student achievement across critical milestones, from academic progression to professional outcomes. To support equitable student success and continuous improvement, each measure will be disaggregated by race, ethnicity, gender, and socioeconomic status, allowing the College to evaluate performance across student populations, identify achievement gaps, and inform targeted interventions. The resulting data visualizations will soon be publicly available on the College's website, demonstrating the institution's commitment to transparency, data-informed decision-making, and ongoing assessment of student achievement outcomes.
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. disaggregated data student achievement metrics
NWCCU Standard	NWCCU Standard Description
1.B.2	“The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.”
1.D.2	“Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such

	indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).”
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