



**Nursing ADN
PROGRAM REVIEW REPORT
2014-2015**

Faculty and Staff (List all)

Full Time	Adjunct	Support Staff
Allahbachayo, Salima	Andaya, Sophie	Hall, Cheryl
Barajas, Noemi	Brennan, Donna	Tunno, Julie
Conchita Boquiren	Sim, Richbert	Lopez, Sujae (Grant)
Tucker, Gail	Kibee, Sonia	
	Porter, Kim	
	Sullivan, Sharon	
	Ogunjale, Olwutoyin	



Nursing ADN

I. Executive Summary

Program Description:

The registered nursing program prepares students to care for individuals, families, and communities so they may attain, maintain, or recover optimal health and quality of life. The program includes the dual emphasis of nursing theory and clinical practice of direct patient care. The program meets the training requirements identified by the California Board of Registered Nursing and qualifies students to take the licensure examination (NCLEX-RN). Upon successful completion of this examination, students are able to enter practice as a Registered Nurse. Additionally, completion of the Associate in Science Degree in Nursing prepares students for transfer to a four-year institution to study for a baccalaureate in nursing degree. Advanced placement in the program may be granted to students with prior vocational nursing or registered nursing education or equivalent.

Lecture and laboratory courses are offered during the day and evening and on weekends in 8-week and 16-week sessions both online and in hybrid formats.

The combined advisory committee for all nursing programs meets annually and is comprised of health care professionals including chief executive officers of partnering healthcare facilities; industry representatives; nursing education consultants; and directors of nursing, education, and staff development.

Strengths/Effective Practices:

- Latest NCLEX first time pass rate for Citrus College published by BRN is 100%.
- ADN program has strong partnerships with clinical agencies, which has resulted in providing students with excellent supervised clinical/Preceptorship at various health care agencies.
- Management of Aggressive Behavior (MAB) training as part of psychiatric clinical experience has not only reduced student anxiety prior to attending actual clinical rotations, but, certification by professional agencies helps students add to their resume, which in turn increases their marketability.
- Kaplan was integrated into the program since last year. Students have provided positive feedback and would like this practice to be continued.
- Grant-subsidized, comprehensive live NCLEX-RN review provided to students at the end of the program has helped improve NCLEX pass rates over time.

- ADN orientation conducted once a year for incoming generic and advance placement students has been found to be helpful in setting expectation and requirements.
- Feedback from students on ADN Family night has been extremely positive. This event is organized for new and existing students to get to know each other, which fosters social integration into the program and the profession.
- ADN workshop, organized for incoming students has been highly appreciated by the students. Topics like stress and time management, and study habits, are presented by the designated nursing counselor; and, an introduction to the Nursing Process and critical thinking, is presented by the program coordinator.
- ADN career fair for graduating students was organized for the first time in spring 2014. Students found it very helpful and recommended moving it to fall semester instead of spring semester.
- Online course/clinical/faculty evaluations given by students have helped strengthen courses/clinical in areas identified as needed. It also helped acknowledge and appreciate the efforts of faculty to make the course/clinical successful.
- “End of Program evaluation” done by the graduating class provide an excellent opportunity to retain good practice and work on areas of improvement identified by the students.
- Six months “post-graduation evaluation” done by the last graduating class provides feedback on the state exam results, job placement and overall update of our graduates. It also helps us to share their feedback with our annual advisory committee.
- Student handbook and faculty guidelines established for ADN program provide transparency and consistency amongst faculty and students in policies/procedures as well as clinical forms/documents.
- Streaming clinical documents used by the students and faculty has helped decrease frustration and ambiguity in assessment. It has also helped maintain consistency across semesters.

Weaknesses:

1. Mid-semester resignation of a full-time faculty covering one of the five nursing specialty, was a huge challenge for the program.
2. Adjunct faculty, who previously were able to do 2-twelve hours shift in one week, could not continue to do it due to the recent health care reform limitations.
3. Lost a clinical site for one of the specialty courses.
4. Computers in the lab do not have up-to-date software and hardware, which creates barrier to student’s effective learning.
5. Skills lab does not have adequate and up-to date skills supplies and equipment
6. Students are currently getting only one simulation lab experience/semester. This limits their experience of practicing problem solving/critical thinking skills in a safe learning environment.

Lessons Learned:

1. Adequate full-time faculty is needed to cover three out of five content areas. The content expert are responsible of maintaining consistent theory to clinical instructional delivery.
2. Hiring more full time faculty would help eliminate “splitting of the clinical rotations”. It would also avoid frustration and stress on the part of the students struggling to meet the clinical expectations of two instructors in one course.
3. Establishing and maintaining clinical sites are becoming a challenge. The program should explore other avenues of specialty based teaching learning opportunities, those that are approved and supported by the BRN. One such example is increased Sim Lab experience.
4. Outdated computers have affected students’ learning as well as testing. The current computer lab serving nursing students has outdated hardware that cannot support current software. Testing and instruction are increasingly interrupted by technical problems.
5. Having adequate and state-of the industry supplies/equipment in skills lab is integral to students’ learning.
6. SIM simulation lab experience provides an opportunity for students to demonstrate the application of problem solving and critical thinking skills to acute care patients in a safe and non-threatening environment, it must be provided more often.

Recommendations/Next Steps:

1. ADN program needs adequate full-time faculty to cover all five BRN required content areas for ADN program. This would tremendously help our program stabilize.
2. Replacing adjunct faculty with more full-time faculty will avoid this frustration and splitting of the courses.
3. Increasing sim lab experience to augment or substitute specialty based clinical teaching learning is an excellent opportunity that must be explored and implemented in the program.
4. Update the hardware and software in the computer lab to meet the needs of the program.
5. Must update skills lab with the adequate and state-of-the-industry supplies/equipment
6. Students must get at least two simulation experiences per course. It would immensely help these students in integrating theoretical concepts to clinical practice. Also, specialty-based courses like obstetrics, pediatrics and psychiatric nursing must also integrate this learning strategy.



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II. Curriculum

Course Number and Title (Courses must be reviewed every six years to remain active)	Date of last Curriculum Committee Review	2014-2015 Course offerings By Term and # of Sections				SLOs Assessed (Semester / year)
		Summer	Fall	Winter	Spring	
RNRS190 Foundations of Nursing	S13	0	3	0	0	Spring 2014
RNRS191 Intro to Medical/Surg Nurs I	S13	0	3	0	0	Spring 2014
RNRS192 Pharmacology for Nurses	S13	0	1	0	0	Spring 2014
RNRS193 Pediatric Nursing	S12	0	0	0	5	Fall 2014
RNRS194 Obstetrics/Maternity Nursing	F13	0	0	0	3	Fall 2014
RNRS195 Beginning Med/Surg Nursing II	S13	0	0	0	4	Fall 2014
RNRS200 Role Transition: LVN to RN	S13	3	0	0	0	Fall 2014
RNRS201 Medical-Surgical Nursing III	S13	0	4	0	0	Spring 2014
RNRS203 Mental Health-Psych Nursing	S13	0	4	0	0	Spring 2014
RNRS251 Med-Surg Nursing IV	S11	0	0	0	7	Fall 2014
RNRS252 Leadership for Prof Nrs	S11	0	0	0	1	Fall 2014
RNRS290 Gerontological Nursing	S11	0	0	5	0	Spring 2014

III. Degrees and Certificates

Title	Type	Date Approved by Chancellor's Office	Number Awarded 2011	Number Awarded 2012	Number Awarded 2013	Number Awarded 2014
Registered Nursing	AS	2007	30	29	29	29

TYPE: **AA** = Associate in Arts **AS** = Associate in Science Degree **C** = Certificate **S** = Skill Award
AA-T = Associate in Arts for Transfer **AS-T** = Associate in Arts for Transfer

IV. Sections Offered

Review the data sheet for section counts, which includes the following information by course category:

1. Section counts
2. Enrollment by student demographic
3. Success and retention

Provide a brief narrative analysis and describe any trends or concerns you noticed.

Course offered in this program are all required and approved by the Board of Registered Nursing in order for these students to sit for the RN Licensure exam.

- All ADN courses are offered only once a year. If the student fails a course, they have to wait for a year before resuming back into the program.
- RNRS 290 will be integrated into first semester, first year programs, started in Fall of 2015
- First year spring semester has three theory classes on one day. Students feedback and grades have not been positive with this format. We plan to divide the three classes into two days, instead of all three in one day.
- Students complete 96 hours of preceptorship during last semester of the program. Two out of three clinical groups are able to complete this rotation in the desirable sequence. One group completes this rotation prior to their medical surgical IV clinical rotation. It is due to limited availability of the clinical placements as well as preceptors at the facility. Program is trying to find a facility which could accommodate our schedule.

V. Student Demographics

Review the data sheet for program enrollment, retention, and success which includes data on these metrics by student demographic

Provide a brief narrative analysis and describe any trends or concerns you noticed.

For data on course sections, success and retention, and student demographics please refer to data packet in your program review folder. Observations and reflections related to these data can be addressed in the appropriate "plus one" addendum.

Observations and comments about course, program and college level data can be made below.

- Program retention for last summer, winter and spring semester was 100%, and for fall semester was 98%. The program retention rate was 6-11% higher than campus-wide retention.

- The success rate for fall semester was 98%, for winter semester 97%, for spring semester 99%, and summer semester was 100%. The program success rate was 17-30% higher than campus-wide percentages.
- Majority of the students enrolled are female, the nature of the profession may be the reason. However, the number of male students entering in this program is rising.
- The attrition in the ADN Program does not seem consistently increased in any particular demographic, but may be related to the rigor of the program compounded by individual challenges. It seems evenly dispersed among the captured demographics.

VI. Student Accomplishments

Provide current, interesting information about accomplishments of students who have participated in this program.

One student was recognized by a patient who asked hospital administration to recognize the compassionate and holistic care that was provided. Another male student demonstrated excellent leadership role in his Gerontological Nursing clinical rotation. The facility was short of staff and he stepped up, assisted instructor and staff to provide adequate and competent care with the means they had.

These stories are countless. It is interesting to see how students start their journey in this program, successfully complete the requirements and then pass NCLEX-RN exam.

VII. Student Learning Outcomes Assessment Reflection

Academic Senate Approved 4/11/12

All SLOs for every course will need to be assessed at least once within the 5-year comprehensive program review cycle. Upon reflection with program colleagues (or self-reflection for programs with only one instructor), please provide a brief narrative to the following (at least one row for one SLO needs to be completed for each course at this time):

Complete SLO assessment and analysis in the table at:

<http://intranet/SLO/Pages/default.aspx>

DOCUMENT REFLECTION DISCUSSION BELOW (FOR BOTH SUMMER/FALL 2013 AND WINTER/SPRING 2014)

- SLO Analysis across the ADN Program has provided an opportunity to identify/utilize multiple assessment tools, rather than relying solely upon quizzes/exams. It truly helped us realize the different types of evaluation tools we were using and how it was helping us accomplish our course/program SLO's. We used clinical documents, written assignments, class participation and quizzes/exam to name a few of the tools.
- This activity has helped us realize the need to standardize some documents and rubric to be able to evaluate the students more objectively.
- This activity also helped us review our assessment tools from various perspectives.
- It also helped the program to reflect upon the SLOs and identify which could be combined/merged.
- In addition, it provided an opportunity for the different course faculty within the program to sit together and work as a team to assess the SLO's together and learn from each other.

- Last year, we aimed at analyzing all our SLO's. The program is proud to share that some courses within the program have been able to accomplish this task.



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VIII. Progress toward previous goals

During 2014-2015, we accomplished:

	Previous Goals	Progress/ Persons Responsible	Status	Institutional Goals
Goal 1 EMP 2014-15	Integrate nursing students more fully into the college campus by using such services as campus-wide tutoring and by having students assist with campus clinics such as the flu shot clinics	<ul style="list-style-type: none"> Tutor services offered by RN students. Students participate in flu shot/health workshops on college campus RN students participated in Parent's night. 	Ongoing	2.2.4
Goal 2 EMP 2014-15	Provide technology based, specialized, contextualized tutoring focusing on skills such as charting, documentations, case studies, and using the American Psychological Association format for papers	<ul style="list-style-type: none"> Student use "chart smart – an interactive web based system to learn documentation and clinical procedure skills VCE- Virtual clinical excursion- interactive software to develop critical thinking and clinical judgment skills. Medcom online-streaming videos were purchased for students through the library, allowing students the freedom to view them at their convenience. Students are required to participate in Simulation Lab to practice and demonstrate their problem solving and critical thinking skills. Students are expected to write an APA formatted 	Ongoing	1.2.1 1.2.4 2.2.4 4.1.1

		research based paper in the Capstone course.		
Goal 3 EMP 2014-15	Ensure that students have optimal clinical experiences by continuing close collaboration with clinical partners and exploring the benefits of fee-based regional scheduling consortiums	<ul style="list-style-type: none"> • Fee based scheduling resumed as more clinical sites needs to be explored.. • Clinical experience s are motivated by evaluations and communicating closely with the educators. 	ongoing	1.2.4
Goal 4 EMP 2014-15	Modify curriculum as needed to align with the National League for Nursing accreditation standards	<ul style="list-style-type: none"> • Extensive curriculum review done in 2011 for BRN approval. • Next BRN visit in 2017 • SLO assessment and curriculum review in progress for upcoming BRN approval. 	ongoing	1.2.4
Goal 5 2014-15	The Nursing Program should continue to evaluate and identify learning needs of incoming nursing students.	<ul style="list-style-type: none"> • “Program end survey” done at the end of the program. Students complete this before graduation. • Feedback is collected at the end of “ADN orientation and ADN workshop” offered to new students during summer. 	ongoing	2.2.3 2.2.4
Goal 6 2014-15	Revise the preparatory course curriculum based on the findings of the evaluations.	<ul style="list-style-type: none"> • Online course/faculty evaluation is provided by students at the end of each semester. • “Graduate survey” is completed by graduate six months of graduation. 	Ongoing	2.2.5
Goal 7 2014-15	Maintain our enrollment patterns that demonstrate strong participation of traditionally underrepresented groups. Recommendation in 2005 student equity plan	<ul style="list-style-type: none"> • Underrepresented groups are well- represented in the total population. 	Ongoing	2.3.5 3.1.1

Goal 8 2014-15	Increase community awareness of the high quality of instructional and support programs available to the (nursing) student at the college. Recommendation in 2005 student equity plan	<ul style="list-style-type: none"> • Citrus College website provides complete information about the ADN program. • Students educate community in “Parent’s night” session. 	ongoing	2.1.1
Goal 9 2014-15	The Nursing Program will evaluate whether the admission process for the program provides open access to all qualified applicants.	<ul style="list-style-type: none"> • The admission packet reviewed annually to ensure that it clearly describes the accessibility to all qualified applicants. • The admission packet is available on the college website 6 months prior to deadline. • The new, chancellor’s office-approved point-system selection criteria integrated into the application. • The new point system was revised before posting on website. Activity lead was hired to review the applications. 	ongoing	2.3.5 3.1.1
Goal 11 2014-15	Nursing faculty should continue to pursue advanced degrees to enhance their learning and continue to demonstrate professional credibility.	<ul style="list-style-type: none"> • Faculty interested in teaching in new content areas of the program have met BRN remediation criteria and been granted reclassification status. This approval provides both the faculty and the program increased scheduling flexibility. • Full-time faculty should have the opportunity for professional education growth by providing funds to attend workshops and or conferences. 	ongoing	1.2.2 1.2.5
Goal	Seek grants and other means to provide cutting	Utilized grant funding to	ongoing	3.1.5

12 2014-15	edge technology within the department, fund activities that will enhance student/faculty/learning, develop new course, reduce attrition and improve licensing pass rates.	subsidize Kaplan. <ul style="list-style-type: none"> Grant funding has provided ongoing designated nursing counseling 		3.2.1 3.2.2 5.2.1
Goal 13 2014-15	Continue to find outside sources such as the Workforce Investment Board, Cal WORKS and contract education, which will aid the student nurse to meet their career goals.	<ul style="list-style-type: none"> EGR (Enrollment Growth and Retention) through which we try to provide the graduating students Kaplan course. 	Ongoing	2.2.3 2.2.4
Goal 14 2014-15	Increase the number of full-time faculty to fill the remaining vacancy.	<ul style="list-style-type: none"> Hired one full-time faculty Need to hire more full-time faculty 	Ongoing	3.1.1 5.2.1
Goal 15 2014-15	Maintain program completion/retention at \geq 80-85%	Program retention/ completion for 2013-14 has been 98% and higher	Ongoing	2.2.4 2.2.5
Goal 16 2014-15	NCLEX pass rate at \geq 95%	Latest NCLEX pass rate published by the Board of Registered nursing for our program is 100%	Ongoing	2.2.4 2.2.5

In addition to previous goals, during 2014-2015, we plan to:

	Description	Actions / Target Date	Data Index*	Institutional Goal**
Goal 1	Hire adequate faculty to support program instruction	2014-2015	Please refer to success/retention table	1.2.4 5.2.1
Goal 2	Continue to seek outside funding in the form of grants, etc.	2014-2015		1.2.2 3.2.1 3.2.2
Goal 3	Skills lab professional expert to offer more Simulation Lab opportunities to enhance students' success/completion	2014-2015		2.2.3 2.2.4

Goal 4	Update/upgrade the existing computer lab to provide improved consistency and reliability of virtual instruction and mandatory online testing	2014-2015		1.2.1 1.2.3 2.2.4 2.2.5 4.1.1
Goal 5 2014-15	Replace outdated human simulator in order to provide industry-standard level of instruction.	2014-2015	pending	1.2.3 2.2.4 2.2.5 4.1.1

**For instutional goals visit link below.*

<http://www.citruscollege.edu/admin/planning/Documents/StrategicPlan2011-2016.pdf>

***For Educational and Facilities Master Plan, use table below.*

EFMP 1 –
EFMP 2 –
EFMP 3 –



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IX. Budget Recommendations for 2014-2015

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Impact	Priority
Faculty – Psychiatric and pediatrics content experts	Lack of adequate faculty impacts student success	M, N, Q, F, C	1,2,3

Classified Personnel

Position	Discuss impact on goals / SLOs	Impact	Priority
Skills Lab Technician (full-time)	The need to increase more sim lab experiences for ADN students will require technical support staff	M, N, Q, F, C	2,3

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Conferences/workshops	Provides best practice in nursing education. Each full-time faculty must be offered staff development opportunities to help them develop in their respective areas of teaching.	varies	M, N, Q, C	2,3

Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Impact	Priority
Regular preventative maintenance of all classrooms and equipment	Classrooms/computers and lab equipment provide high quality instruction in nursing education	PC 212 & 230 and TC 228,229 & 230	M, N, Q, F, C	2,3

Computers / Software (Tecs)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Change current consultant-managed	Provides critical data required for accrediting body reporting. Gives	10,000	M, N, Q, F, C	2,3

database to Citrus IT-managed database	program critical information needed for program/curriculum development			
Replace all 30 computers in PC 212 and 230 with large capacity computers to meet the instructional needs of current nursing students.	Provides required testing and industry-standard instruction that is critical to student success.	40-60,000	M, N, Q, F, C	2,3
I-clickers for interactive instruction in classrooms.	Helps with preparing them for Licensure board exams	10,000	M, N, Q, F, C	2,3

Equipment

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Defibrillator	Provides state-of-the-industry supplies/equipment to provide opportunities for safe practice	15,000	M, N, Q, F, C	1,2,3
Replace human simulator that has become so obsolete that it can no longer be repaired.	Effective instruction. Maintain the simulation lab to meet current best practice.	95,000-110,000	M, N, Q, F, C	2, 3

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Impact	Priority
Skills lab supplies	Provides state-of-the-industry supplies/equipment to provide opportunities for safe practice	5,000	M, N, Q, F, C	1,2,3

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

Determining Budget Impact:

Indicate one or more of the following areas that your request will affect:

M = Mission: Does the request assist the program in meeting the District’s mission and established core competencies and / or diversity?

N = Need: Does the request assist the program in addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?

Q = Quality: Does the request assist the program in continuing or establishing appropriate lecture/lab unit values? Will the request assist in the regular reviewed / updated of course outlines? Is faculty development adequate? Does program need support in addressing the State and District emphasis on critical thinking, problem solving and written expression? Does program need support to meet stated objectives in the form of SLOs? Do course pre-requisites and co-requisites need to be validated?

F = Feasibility: Does the request assist the program maintain adequate facilities, equipment, and library resources? Is there a need for repair or modification of facilities? Is there a need for new equipment or supplies? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?

C = Compliance: Does the request assist the program in meeting Federal, State & District requirements? (Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings?)

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.



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X. Career Technical Education

TOP CODE: 1230 NURSING

1. Advisory Committee meeting date(s): 10/25/2012

2. Advisory Committee recommendations

1.	ACLS training for students prior to graduation
2.	Students seeking internships opportunity prior to employment
3.	Adequate experienced staff as preceptors in clinical partner facilities
4.	Updated equipment/supplies in Skills lab to provide students with practice to be ready to transition in real world
5.	

3. Are these Advisory Committee minutes on file with Academic Affairs?

YES NO

4. Vocational Funds

Source	Purpose	Amount
District budget	Program support	549,820
EGR Grant	Program Support	144,050

5. Labor Market Data 2008 – 2018

(California Employment Department Labor Market Information for Los Angeles County)

Occupation	Soc Code	Employment Estimated	Employment Projected	Change
Registered Nursing	29-1141	57,181	63,348	10.8%

6. Discuss demand for workers in this TOP code based on CA Employment Development Department Labor Market Information for Los Angeles County and Advisory Committee input. Describe the rationale for use of data regarding additional geographic areas.

CORE INDICATORS

Indicator	2009-10	2010-11	2011-12	2012-13	2013-14
	(Actual)	(Actual)	(Actual)	(Proposed)	(Planning)
1. Technical Skill Attainment	99.15	96.06	96.05	97.75	100.00
2. Credential, Certificate, or Degree	93.07	78.70	97.59	98.55	97.46
3. Persistence or Transfer	81.30	78.18	90.80	83.81	85.08
4. Placement	89.22	90.91	85.94	83.87	87.50
5. Nontraditional Participation	22.65	23.58	27.12	25.23	20.94
6. Nontraditional Completion	8.08	23.81	30.34	24.65	20.83

Core 1 - Skill Attainment, GPA 2.0 & Above:

Core 2 - Completions, Certificates, Degrees and Transfer Ready :)

Core 3 - Persistence in Higher Education :)

Core 4 - Employment: 79.86% Performance Goal

Core 5 - Training Leading to Non-traditional Employment:

Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House

CITRUS COLLEGE	2009-10	2010-11	2011-12	2012-13
Negotiated Level				
1. Technical Skill Attainment	92.46%	87.93%	88.81%	88.82%
2. Credential, Certificate, or Degree	66.13%	78.95%	82.05%	80.93%
3. Persistence or Transfer	82.18%	83.62%	85.96%	85.86%
4. Placement	79.86%	80.33%	82.21%	81.48%
5. Nontraditional Participation	12.58%	19.05%	20.37%	22.08%
6. Nontraditional Completion	12.02%	19.72%	22.10%	25.00%