



Annual Report

2019



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Mission Statement

American Sentinel University’s mission is to provide high-quality, innovative degree and certificate programs that enable students to enhance their professional and civic lives.

Vision

To be recognized as a world leader...

... for providing accessible, quality, advanced education for the motivated learner/ professional who seeks success in their chosen fields and communities ...

... for our innovative use of technology that creates new standards in outcomes and achievement of academic excellence...

... for our understanding of and meeting the changing needs of our students, communities and other constituents...

... for creating excellence in student and constituent services.

University Principles

Four principles guide American Sentinel University and serve as the foundation for all activities of its Board of Trust, administration, faculty and students:

- Scholarship
- Leadership
- Accountability
- Citizenship

Message from the Chair

Board of Trust: Transitions

American Sentinel's Board of Trust has full authority to govern the affairs of the University. It is a "trust" the Trustees take very seriously. Our charter requires the Board of Trust to oversee the operations of the University, be responsible for the academic well-being of the institution and serve the public good. The Board's Charter requires that all members meet substantive qualifications and that the majority of Trustees meet the criteria for independence. This ensures that the Board of Trust is able to direct and oversee the University independent of the boards of any parent or holding companies.

American Sentinel Trustees are selected for their experience, proven judgement and commitment to education and healthcare. We believe we have an excellent group of Trustees. They include: Robert Neumeister, an accomplished financial executive, Dr. Michael Bowling, a successful senior executive at AT&T and an adjunct professor at Vanderbilt University, and Dr. Frank Mayadas, a retired senior research manager at IBM. Frank is often referred to as the "father of online education" from his work at the Sloan Foundation who provided grants for universities to explore online education models.

I have many years of experience as a nurse educator and administrator and retired as Dean of Nursing and the Healthcare Programs at the University at the end of 2016. Dr. Elaine Foster, previous Associate Dean, replaced me as Dean.

Our Board charter calls for Trustee's service not to exceed 12 years. Last year we extended the service of three long standing Trustees to provide governance continuity during our quest for regional accreditation with the Higher Learning Commission. Having successfully passed all the preliminary stages of that process, two Trustees have elected to retire from the Board.

Dr. Kenneth McLennan stepped down as Chair at last year's Commencement and retired from the Board in September 2019. In honor of his more than 12-years' service, he was elected as our first Trustee Emeritus. We wish him well in his retirement but will miss his sage council which has served the University so well.

Natasha Blackshear also retired in December 2019 from the Board after more than 12 years of exemplary service to the University. As a Cornell undergraduate and Harvard trained lawyer, her insights into all board matters but particularly governance have been invaluable. We will miss her as Chair of our Governance Committee.



Natasha Blackshear

The two open Trustee positions on the Board have been filled with experienced individuals that bring a wealth of experience to the Board and the University.

Dr. Ravi Reddy, of Hyderabad, India, joined the Board in January 2020. Ravi has been a long-time supporter of the University, having visited us in Denver for the past six years as a Research Scholar. Ravi heads an accounting firm and serves on several other Boards but spends much of his time as Executive Secretary of REEDS (Rural Economic and Education Development Society), and head of Life Skills and Livelihood Skills, International. These two non-profit organizations are dedicated to improving healthcare and education for India's one billion rural poor.

April Savoy, a graduate of the Harvard law School, joined the Board in September 2019 and agreed to serve as Chair of the Governance Committee. April is Senior Vice President and Chief Legal Officer for Acceptance Insurance Company. April is an active volunteer, including serving as Governance Chair for Siloam Health Board of Directors and as



Dr. Kenneth McLennan

a volunteer with Big Brothers Big Sisters. She has been on the Resource Development Committee of United Way of Central Ohio and been a Board Member of The Lincoln Theatre, Seattle Art Museum and Pratt Fine Arts.

One of the Governance Committee's prime responsibility is to identify new Trustees. April wasted no time in her new role and recruited Dr. David Byres to join the Board. Dr. Byres is the Associate Deputy Minister, Clinical Leadership for the Ministry of Health in British Columbia, Canada. David has over 20 years of experience in the health sector including having served as Executive Vice President for Providence Health Care as well as Chief

Nurse Executive for the Province of British Columbia. David completed his Doctor of Nursing Practice degree at American Sentinel University in October 2016.

You can read more about each of this new Trustees on our [website \(https://www.americansentinel.edu/about-us/board-of-trust/\)](https://www.americansentinel.edu/about-us/board-of-trust/)

I am sure you will agree, the University is in good hands!

Message from the CEO

Milestones

2019 was a year of milestones:

- * 2,180 new students joined the school.
- * Recorded 15,499 registrations for 1007 courses and sections.
- * Added to our education staff with Dr. William Tammone, as new Chief Academic Officer and Senior Vice President, Innovation and Strategy.
- * Received approval to offer our Nurse Practitioner program in 43 states.
- * Added 22 new educational partners (employers, nursing schools and nursing organizations for our degree programs
- * Added 33 new nursing schools to the number of schools using our simulations (total of 95) with 20,000 healthcare students
- * Created a significant new simulation, Sentinel Heath™, including Sentinel Hospital™ adding to our suite of simulations.
- * Received word from ACEN that we were reaccredited for our DNP program until 2026.
- * Hosted a visit from an HLC peer review team and attended an HLC Institutional Actions Council review in Chicago. Both were successful with recommendations for initial regional accreditation.
- * Our faculty (and staff) continued to add significantly to research, scholarship and practice with some 140 academic and professional presentations, articles, papers.
- * Began a new outreach program called Insights which provides readers with brief findings from our research and practice.



As you read above in the Chair's comments, we have enriched the expertise of our Board of Trust with new Trustees who will help build on the schools strengths created by continuing and retiring Trustees.

All in all. A year of milestones.

But we are not resting on our achievements as we look forward to an even more exciting 2020.



Connect,
Collaborate,
Coordinate

New Campus New Ways to Succeed

American Sentinel's 2019 internal strategic review convened cross-functional employee teams to reflect on and discuss strategic themes and analytics, including employee engagement, process improvement, communications, technology, academic offerings, and diversity/inclusion. As it happens, 2019 was also the year that the lease on our current campus location needed to be renewed. Among the themes that emerged from the strategic planning process was a desire for a more collaborative, shared work environment. While many of the employee comments related to a desire for more technology tools to support collaboration, since our lease was due to be renewed, well, we started thinking about

what we could do with our space to achieve a more open, collaborative environment if we weren't limited by the walls/floor plan of our current space.

With that in mind, by the summer of 2019 we had evaluated our current space, decided it wouldn't meet our needs long-term, moved forward with identifying new space close to our current campus, engaged the help of architects, interior designers, and office space experts and started to build what we believe is the optimum space to support and encourage connection, collaboration, coordination and, importantly, new ways for staff, faculty and students to succeed. On January 21st we concluded a successful move to an exciting new location that is more open, allows for collaboration

and cooperation among staff and faculty and has the added benefit of great views of the Rocky Mountains for many more people!

Below are some photos and link to a build-out time lapse video of the new space – you can see it truly is open. The few administrator offices are in the center (no more corner offices!) and there are several collaboration spaces that everyone can use. Even the break rooms inspire collaboration. The new space has upgraded highspeed bandwidth and all employees have laptops so they can, if they wish, gather together to work on a project or have a meeting in any of the shared spaces incorporated into the design.

There are a number of advantages to the environment we've built which factor in what we learned ahead of time about the pros and cons of an open office space. While some open concepts are truly open, with rows of tables and chairs, much like a cafeteria, we realized everyone needed to have a place to call their own. We wanted to create an environment that encouraged cross-functional collaboration at the same time recognizing the value of keeping some functional groups such as Student Services, and Admissions together, so our new offices allow for some personal space for each employee while still encouraging creativity and teamwork. We also think our new open environment is designed to avoid the potential chaos that can result from the feeling like there are too many people in too little space.

All throughout the process we tried to convey the vision and share the progress and worked hard to seek input from employees about the new space. We shared photos of successful open environments and invited employees to weigh in on fabric and color choices, as well as desk and chair designs. Every desk in the new space can be raised to facilitate those days when you really don't want to sit at a desk all day!

As part of this new environment, 2020 will see the introduction of new programs, policies and technologies that empower employees including using Artificial Intelligence (AI) to better serve students and using Agile project management techniques to complement our adoption of Office 365 Microsoft Teams tools. We will also be providing training for all employees on AI and 5G along with creating an employee portal and a manager portal that provides elegant, one-click access to policies, procedures, practices and training. So, I guess you could say along with a new upgraded physical location to start 2020, we are upgrading our digital workplace too!

And, it's important to note, we continue to seek input, and provide training on best practices for working in an open environment and are excited to see what new and innovative ideas emerge.

Finally, our new location includes a great space for the open house held during commencement week, and to hold our monthly all hands staff meeting so I think we've thought of everything!



General Education and Institutional Accreditation

Institutional accreditors such as the Distance Education Accrediting Commission (DEAC) and the Higher Learning Commission (HLC) have long regarded general education as an essential component of the undergraduate curriculum. It's important for all college students, particularly those who regard general education requirements as something they just want to "get out of the way," to understand why this is the case. From American Sentinel's perspective, the knowledge and skills associated with general education are too important to professional competence and global citizenship to regard as something to just "get out of the way."

To begin with, general education is to a significant extent what distinguishes "higher education" from other forms of

postsecondary education (i.e., education after high school). A postsecondary institution such as a technical school may be authorized to grant certificates and diplomas if they don't require general education, but it would not be authorized to offer college degrees and it would not be eligible for accreditation by an accrediting agency such as the Higher Learning Commission if its programs didn't require a minimum amount of general education. To be accredited by HLC, for example, an institution's associate degree programs must require a minimum of 15 credit hours and its bachelor degree programs must require a minimum of 30 credit hours of general education. In both cases, these figures represent 25% of the minimum number of credits needed to earn the degree (60 credits for an associate's degree; 120 credits for a bachelor's degree).

The Higher Learning Commission expects general education to serve two primary functions:

Impart broad knowledge and intellectual concepts to students

Develop skills and attitudes that the institution believes every college-educated person should possess.

Another way of expressing the first expectation is that general education is expected to add breadth to the undergraduate curriculum, whereas the "major" course requirements add depth. This typically means that, in order to earn a bachelor's degree, students are required to take coursework in the liberal arts (such as English, the humanities, social sciences, natural sciences, and mathematics) in addition to courses in their specialty or "major."

To meet this first expectation, American Sentinel, like most universities in the United States, expresses its general education course requirements as a "distribution requirement," where students are required to take a certain minimum number of credits in different fields:

<i>Communications</i>	<i>6-9 credit hours</i>
<i>Humanities</i>	<i>6-9 credit hours</i>
<i>Behavioral and Social Sciences</i>	<i>6-9 credit hours</i>
<i>Science, Mathematics, and IT</i>	<i>6-9 credit hours</i>
<i>Total Gen. Ed. Requirements</i>	<i>30 credit hours</i>

To meet the second expectation, American Sentinel, again like most universities in the United States, has identified specific learning outcomes or competencies that it expects of all of its college graduates. For American Sentinel, these are:

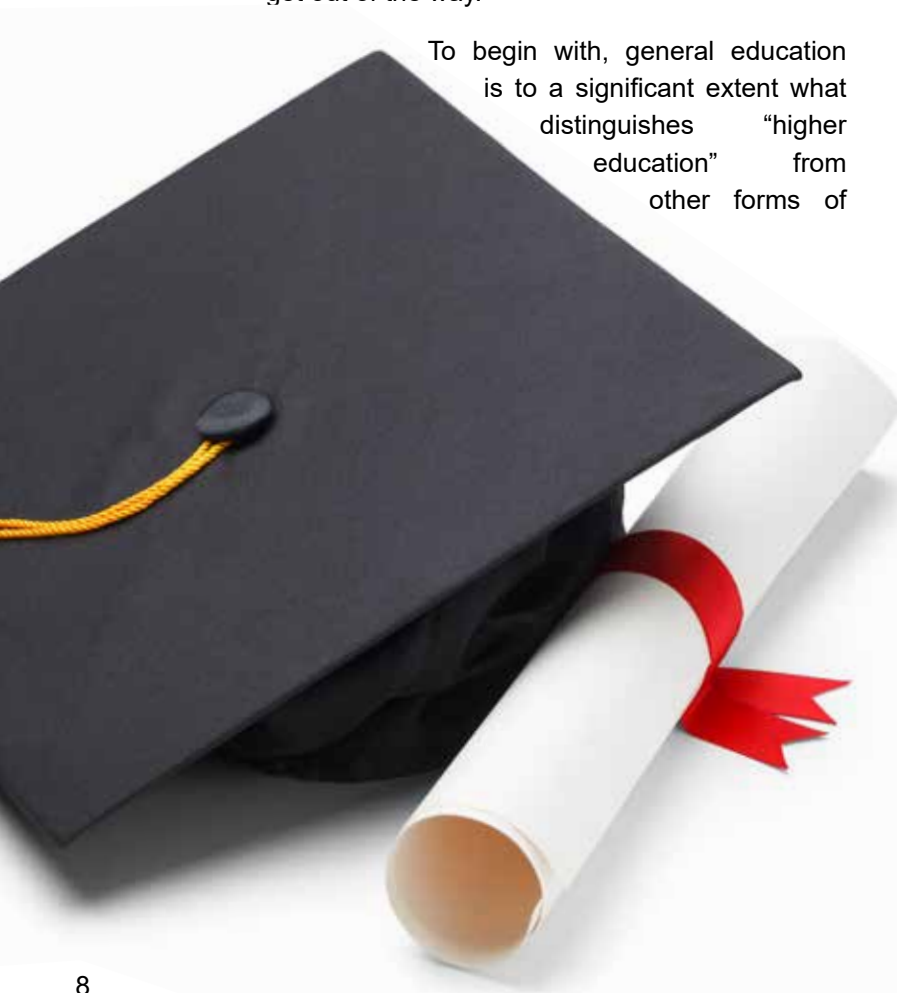
- Written and Oral Communication*
- Critical Thinking*
- Global Citizenship*
- Information Literacy*

General education competencies such as these are typically expected of all college graduates, but they are particularly important in the nursing profession. It is partly for this reason that the American Organization of Nurse Executives released a statement in 2005 calling for all registered nurses to be prepared at the baccalaureate level. To earn a Bachelor of Science in Nursing (BSN) degree, students must not only take more nursing courses than nurses with an associate's degree, they must also take more general education coursework.

The American Association of Colleges of Nursing (AACN) and other organizations associated with the nursing profession also stress the importance of general or liberal education for effective nursing practice.

Though American Sentinel strongly supports the goals of general education, our general education program is limited by the fact that our only baccalaureate program is an RN to BSN degree completion program. This means that most of our students have already earned an associate's degree in nursing and thus most of them come to us with 21-24 credits of general education already completed at other institutions. The typical American Sentinel student only needs six additional credits of general education to meet the 30-credit hour minimum required to earn a BSN. As a consequence, at American Sentinel we have deliberately chosen to integrate general education competencies (or institutional learning outcomes) into our upper division nursing courses as well as our general education courses. All of our baccalaureate-level nursing courses are designed to reinforce written and oral communication, critical thinking, global citizenship, and information literacy skills. Indeed, we regard these skills as so important that they are also integrated into our graduate-level nursing courses as well.

To be effective healthcare providers, nurses must have not only up-to-date technical knowledge, but also exceptional communication, critical thinking, and information literacy skills. American Sentinel's programs are designed to give our students the skills they need to stay up-to-date and be effective throughout their career.



Intrinsic Value of General Education Courses

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Kris Skalsky EdD, MSNEd, RN

In 2003, Linda Aiken reviewed data from 168 Pennsylvania hospitals. The study was first to provide empirical evidence that linked patient outcomes to the level of degree held by bedside caregivers. The data from the study revealed that the risk of mortality and failure to rescue decreased by 5% for every 10% increase in the proportion of nurses with BSN or higher degree providing direct patient care (Aiken, 2003)

Blegen, Goode, Hye Park, Vaughn, and Spetz (2013) found similar results in their cross-sectional study of 21 University Health System Consortium Hospitals. Blegen and her team focused on determining if the education level of registered nurses impacted nurse-sensitive patient outcomes. Nurse-sensitive patient outcomes included congestive heart failure (CHF) mortality, hospital-acquired pressure ulcers (HAPUs), failure to rescue, development of deep vein thrombosis (DVT), development of pulmonary embolism (PE), and greater than the expected length of stay (LOS). The team found that even when controlling for the differences in the individual hospital characteristics and staffing levels that hospitals that employed more BSN prepared nurses had lower rates of DVT development, PE development, HAPUs, CHF mortality, LOS, and failure to rescue.

Wade (1999) supported the inclusion of a strong foundation in the liberal arts for nursing programs.



The author stated that liberal education should be used in a nursing program to prepare nurses with the qualities they will require to contribute to and improve health care and the profession of nursing. Liberal education courses allow nursing students to develop and practice decision-making skills, communication skills, advocacy skills, and professionalism. The inclusion of liberal education courses allows a nursing student to develop the skills that will be needed to become an autonomous and professional nurse.

According to Hermann (2004), the inclusion of specific liberal arts courses began to be incorporated into nursing education programs at the turn of the twentieth century. Liberal education courses were included in nursing programs because the courses were utilized to assure students graduated with critically thinking skills and were reflective and humanistic professionals. With the changes in the current healthcare environment, nurse educators must continue to support liberal

education because liberal education courses prepare graduates to be “informed, responsible, democratic citizens as well as empowered, competent, compassionate professional nurses” (p. 1). According to the author to prepare graduates for the workforce, nurse educators should assure curricula incorporate humanities courses such as literature, history, religion, philosophy, film, music, drama, and art. Hermann supports the inclusion of liberal arts and humanities courses to assure nursing graduates are prepared to address the complexities of healthcare. To address healthcare complexities, graduates must be integrative and humanistic thinkers.

The Association of American Colleges and Universities (AAC&U) (2005) defines liberal education as course content that focuses on fostering knowledge of science, culture, and society that allows for the development of practical and professional skills and personal and professional responsibility. The AAC&U also states that all college undergraduates, no matter their major, should be provided with “knowledge of human culture and the natural world, including sciences, mathematics, humanities, and arts; intellectual and practical skills, including written and oral communication; critical and creative thinking, quantitative and informative literacy, teamwork, and integration of learning; and individual and social responsibility, including civic engagement, ethical reasoning, intercultural knowledge and actions, and an inclination toward lifelong learning” (p. 6).

There is an obvious gap in the current body of knowledge regarding the intrinsic value of general education courses for the preparation of baccalaureate nurses. Based on the theory that humanities allow for the development of ethical reasoning, help an individual clarify values, and allow for the development of clinical perception, intuition and empathy clarification Marnocha and Marnocha (2007) designed a study that evaluated the inclusion of humanity content into the junior year clinical course of a traditional BSN program. Humanity content, such as narrative writing activities, was included to impact empathy development, improve interpersonal

communication skills and ethical reasoning skills, and ultimately impact the ability of the students to think critically. The students in the study stated they enjoyed the humanities content and supported the inclusion of the content in future coursework. The researchers concluded that the inclusion of the humanities content allowed students to begin to develop a professional identity because the content positively impacted the students’ observation skills and critical thinking skills.

In 2008, The American Association of Colleges of Nursing (AACN) wrote and disseminated the document entitled The Essentials of Baccalaureate Education for Professional Nursing Practice. The document provides educators with nine Essential outcomes that should provide a framework for nursing curriculum development and assessment. Not surprising, Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice provides guidelines and rationale for the foundational education of nursing students. Essential I states,

“a solid base in liberal education provides the cornerstone for the practice and education of nurses” (p. 4). A liberal education, according to AACN, includes both sciences and arts. Courses should include physical sciences, life sciences, math, social sciences, fine arts, performing arts, and humanities. The AACN supports liberal education in nursing because liberal education is critical to the ability to develop responsible citizens. According to the AACN, nurses who have foundational liberal arts courses can utilize clinical judgment skills, address issues in the profession of nursing, question current practices, and solve complex individual and population-based healthcare problems.

“According to the author to prepare graduates for the workforce, nurse educators should assure curricula incorporate humanities courses such as literature, history, religion, philosophy, film, music, drama, and art.”

DeBrew (2010) studied 128 BSN graduates from a large university in the southeastern U.S. The qualitative study was designed to determine how the graduates perceive the relationship between their liberal arts education and their current practice. Data were collected utilizing open-ended written surveys. The participants in the study overwhelmingly felt that their liberal educations helped them communicate with patients and their families, co-workers, and health care team members. The participants felt they were able to communicate in oral and written form and that their foundational courses enhanced their comprehension skills. The graduates believed their foundational courses provided them with the ability to see issues from more than one perspective, and the courses made them a well-rounded individual that was able to develop creative solutions

“The liberal arts are believed to help prepare graduates for the workforce.”

to address problems. The participants believed their liberal education courses enhanced their personal and professional lives and allowed them to have a greater appreciation for diversity. The courses also allowed the participants to enhance their critical thinking skills, which have allowed them

to make professional decisions at the bedside. Finally, the participants reported that their liberal education allowed for personal and professional growth and the desire to become life-long learners. DeBrew's study supports the need for liberal education courses to be incorporated into BSN programs because the learning attained from liberal education courses makes a difference to graduates and the practice of nursing.

Wilby (2011) discussed the art of nursing. The art of nursing, according to the author, is a combination of compassion, knowledge, and skills. In the author's opinion, humanities and a foundational liberal education should be incorporated into nursing education programs because the humanities have been found to increase an individual's social awareness, enhance one's understanding of the human experience in the context of morality and culture and the humanities provide one with communication and critical thinking skills. The liberal arts are believed to help prepare graduates

for the workforce. Liberal arts courses enhance critical thinking, allow for adaptability, and help instill into students an appreciation for other opinions and value systems and belief systems. The utilization of literacy exercises and the visual arts were found to be effective in helping nursing students develop the coping skills that the nurses will need during difficult and stressful clinical situations. Wilby concluded that the inclusion of liberal arts and humanities courses prepare students for the variety of experiences they will encounter as bedside caregivers. Nurse educators must assure students have a strong liberal arts foundation because nursing is more than the completion of a set of skills but is an art. Graduates must have the skills required to provide compassionate and empathic care to a diverse healthcare population in an ever-changing healthcare environment.

In their article *Navigating the Perfect Storm: Nursing and Liberal Education*, Fleeger and Connelly (2012) discuss the importance of including liberal arts education into nursing curricula. Liberal education allows a nursing student to develop competencies in leadership, system improvement, research, the utilization of evidence-based practice, collaboration, and teamwork. Liberal education courses allow nursing students to develop complex problem-solving skills and are the framework for progression through a nursing program.

In summary, the current body of knowledge does not contain significant empirical evidence to support the intrinsic value of general education courses. Educators and accrediting bodies support the inclusion of foundational courses for all nursing programs. The review of research provided specific benefits to completing liberal arts and humanities education courses. These benefits included the development of critical thinking and clinical judgment skills, the development of compassion and empathy which are required to provide care to the diverse healthcare population, the development of complex problem-solving skills that will advance humanity and the profession of nursing, and provision of a foundation for the formation of a professional identity and professional autonomy.

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SENTINEL HEALTH™

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If one were to describe the culture of American Sentinel University, it can be summed up in a few words – “Innovative Education”. American Sentinel is not content to simply provide education – it is not in our DNA. The overall goal within the university is to provide an “educational experience” for all students who come to the university to pursue their educational goals and enhance their own personal and professional development. One of the ways in which American Sentinel has set itself apart from other educational institutions is through the development and implementation of virtual nursing simulations and virtual nursing scenarios.

The utilization of simulation in education and healthcare continues to expand as healthcare increases in complexity. Virtual simulation allows gaps in knowledge to be assessed and mistakes to be made and remediated preventing future errors. Virtual simulation platforms do not just give the clinicians immediate feedback, but the platforms provide educators with the ability to verify the competence of the student or healthcare provider. The dashboard information can be used for not only documentation and tracking but to design future educational opportunities to enhance the skills of the clinical team (Koerner,2003)

Sentinel Health™ is a virtual health system that provides learners with a series of interactive, web-based learning solutions developed as part of the Sentinel Health™ portfolio is Sentinel Hospital™, a virtual hospital designed to house simulation-based assignments for American Sentinel University nursing and healthcare students. The goal of Sentinel Health™ is to improve the learning experience for healthcare



professionals through virtual simulations. Ultimately, Sentinel Health™ will be expanded beyond Sentinel Hospital™ to include other entities such as Sentinel Clinic™, Sentinel Hospice™ and Sentinel Women™ to mimic a realistic, full-service health system in which nursing and healthcare learners are empowered to make professional decisions.

Sentinel Health™ is the platform that will house many of the virtual nursing scenarios that are already developed and used by American Sentinel University and many other organizations around the country. Some of the virtual scenarios that will reside in Sentinel Health™ are Prioritization of Care (POC), Patient Management and Delegation (PMD), Sentinel Health Datalab and Nursing Quality Indicators (NQI). Learners navigate seamlessly through an immersive experience, exploring activities by location, nursing essential or competency.

Prioritization of Care® Virtual Clinical Scenario is designed to train nurses to establish priorities for interventions with multiple patients, prioritize the delivery of care and evaluate and revise care plans. Prioritization of Care® teaches nurses to use critical thinking skills to make decisions in developing the patient’s plan of care.

Patient Management and Delegation® is a virtual clinical scenario that uses gamification to teach nurses critical thinking skills. Learning outcomes are achieved by assessing a set of real-world variables – patient acuity and prioritization, individual nurse efficiency and experience, support staff delegation, and scheduling – and appropriately managing both patient care and staff responsibilities.

Sentinel Health Datalab utilizes real-life data from forty de-identified hospitals to help nursing students analyze real data to guide their decision making.

Nursing Quality Indicators provides learners with the opportunity to examine and predict the organizational impact of clinical judgments, nursing decisions, communications and actions while caring for patients. For each patient scenario, learners see immediately how each patient care decision affects: Structure, Process, Outcome and Cost.

In true American Sentinel University fashion, Sentinel Health™ will continue to transform healthcare education “one simulation at a time”.



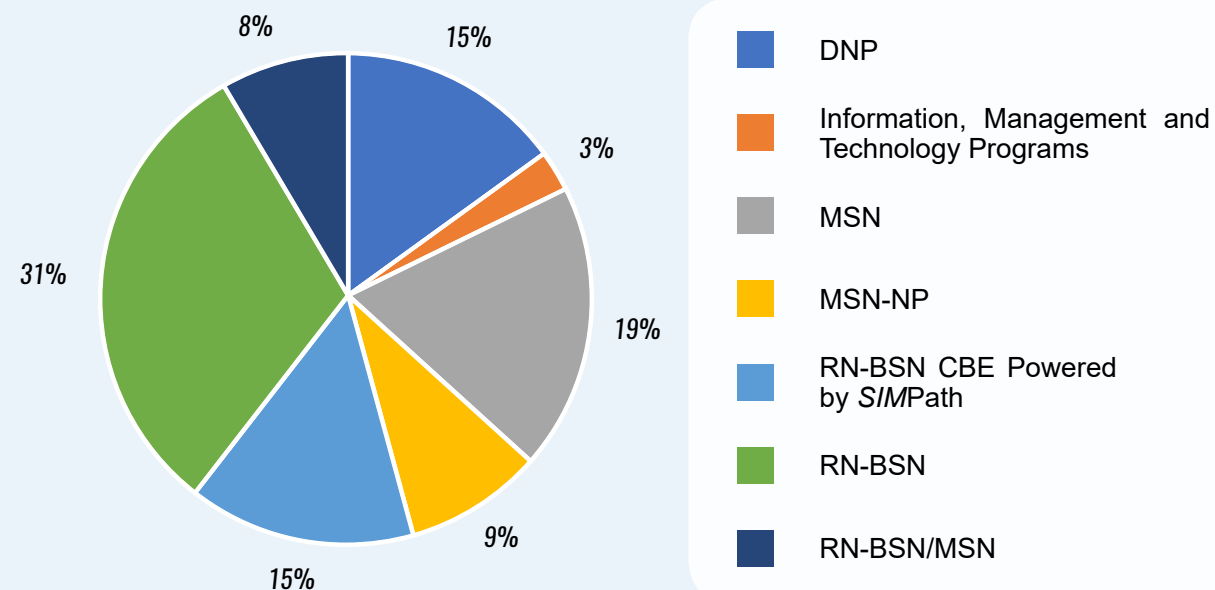
2019 By the Numbers

Active Students

2561 active students

Active Student Count by Program as of 12.31.19	
DNP	15%
Information, Management and Technology Programs	3%
MSN	19%
MSN-NP	9%
RN-BSN CBE Powered by SIMPath®	15%
RN-BSN	31%
RN-BSN/MSN	8%

Active Student Count by Program



Survey Results

- 99% Achieved their goals
- 97% Would recommend American Sentinel to a friend
- 97% Are satisfied with their studies at American Sentinel

Alumni, Graduates and Graduation Rate

- 7800+ alumni worldwide
- 1001 Graduates
- 73% overall graduation rate

Retention Rate

89.7% first-year retention rate

% Debt-Free Grads

66.2% of students graduated debt-free in 2019

2020 By the Numbers Video



Graduation Rate by Program

Degree Program	Graduation
All Programs	73%
RN-BSN	74%
RN-MSN	46%
RN-BSN (as part of RN-BSN/MSN)	25%*
MSN	81%
MBA-HC	38%
DNP - Educational Leadership	58%
DNP - Executive Leadership	80%

Making a Difference

Making a Difference at American Sentinel begins with the Workplace. The infrastructure of the work environment is built around the University's mission, vision, and values, which encompass our overall pledge to inclusion, openness and respect for our students, staff, faculty, and community.

- Kristine Zewe
SVP University Administration, People & Culture



At American Sentinel University we determine our success by how well we put both the students and our employees in the best possible position to succeed!

Making a Difference is not viewed as a "program" at American Sentinel University, but a fundamental part of how we operate – it's an integral part of our mission and culture. It's not something we do to satisfy some external requirement, it's something we do as an essential part of what we believe is our commitment to service as a university."

- Mary Adams
University President



- Act with integrity and behave ethically and transparently.
- Value diversity among the Board, administrators, students, staff, faculty and all other constituents and stakeholders.
- Maintain a workplace characterized by safety, openness, creativity, challenge and innovation.

14 organizations supported in 2019

\$246 plus 25 toys donated to Toys 4 Tots

14 boxes of school supplies donated to Aurora Public Schools

\$5,000 total donations in 2019

20 jerseys donated to Bank of Oklahoma formally Colorado Business Bank for silent auction to benefit kids Frist Health Care and A Precious Child.

