# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome from Our Academic Leadership</td>
</tr>
<tr>
<td>6</td>
<td>Our Purpose and Values</td>
</tr>
<tr>
<td>10</td>
<td>Accreditation Remains an Important Focus for American Sentinel</td>
</tr>
<tr>
<td>11</td>
<td>Educating Nurses about the Importance of Evidence-based Practice</td>
</tr>
<tr>
<td>12</td>
<td>Nursing Education and the Shortage of Qualified Nurses</td>
</tr>
<tr>
<td>14</td>
<td>Competency-based Education: Changing the Way Students Earn a Degree</td>
</tr>
<tr>
<td>15</td>
<td>Scholarship at American Sentinel University</td>
</tr>
<tr>
<td>17</td>
<td>Healthcare Learning Innovations</td>
</tr>
<tr>
<td>18</td>
<td>Commitment to Our Communities of Interest</td>
</tr>
<tr>
<td>20</td>
<td>Metrics and Benchmarks</td>
</tr>
<tr>
<td>24</td>
<td>What Our Students Say</td>
</tr>
<tr>
<td>25</td>
<td>Conclusion</td>
</tr>
</tbody>
</table>
Welcome to our annual report, Nursing 2020. This is an exciting time for American Sentinel University, and as chair of the Board of Trust, I have never been more optimistic about our future.

During our annual planning process, we conducted extensive research, with the input of all of our stakeholders, including students and alumni, employers, faculty, staff, accreditors, administration and the Board. It was the most intensive strategic planning process we have ever undertaken and inspired several overarching ideas to shape our future:

- **We are taking a long-term view.** Unlike in years past, this year we planned for five years rather than three. As we examined the state of things in the education and healthcare industries, it became clear that the regulatory, economic and technological cycles the market is experiencing today will take about five years to play out.

- **The nursing shortage shapes our future direction.** The looming shortage of nurses and other healthcare professionals—from IT healthcare professionals to primary care doctors—is a matter that directly impacts American Sentinel University. This reality will accelerate the importance and professional scope of nurses.

- **We will continue to enhance all of our programs.** We are strengthening our healthcare management and IT degree programs, including our movement toward a competency-based MBA program that will enhance learning effectiveness. We started Healthcare Learning Innovations, to offer shorter programs needed by these professionals. Healthcare Learning Innovations creates virtual learning experiences through simulations, innovative online tools and uniquely interactive online courses. Virtual simulations and online tools enhance the learning experience by increasing engagement and skill retention. These unique technologies include 3-D simulations in a city, 2-D simulations in a hospital, and artificially intelligent assistants (online conversational bots).

We at American Sentinel University foresee great opportunities to lead the healthcare education industry. Thank you for your interest and support as we take our next steps to offer high-quality education that enables today’s and tomorrow’s healthcare leaders to achieve their greatest success.
From the CEO
Richard W. Oliver, Ph.D.

In recent years, especially since the worldwide Ebola scare in 2014, there has been increasing global media attention to the many infectious and non-communicable diseases, such as heart disease and lifestyle diseases. Other global healthcare concerns such as traffic deaths and neglected tropical diseases are gaining increasing attention. The World Health Organization (WHO) issued comprehensive data on the leading causes of death globally.

The upside of such widespread attention is a keen focus on addressing these healthcare crises. At American Sentinel University, we teach students to consider every health issue a global one, regardless of where the problem originates. In fact, our undergraduate curriculum dedicates three courses to global health and global nursing issues.

Leadership is woven throughout all the programs at American Sentinel. We consider it essential to not only teach leadership, but to actively demonstrate it in our community, and around the world. In 2015 we were able to leverage our expertise in education and technology and we supported the Clean India (Swachh Bharat) campaign, initiated by Indian Prime Minister Narendra Modi. This campaign exemplifies the global importance of addressing the critical need for sanitation facilities in a country where they are lacking.

This crisis is one poignant example of a healthcare crisis that might not affect us day to day, but certainly impacts the global healthcare industry. Amazingly, only 45 percent of schools in the least developed and low-income countries have adequate sanitation facilities.

The 10 leading causes of death in the world

2012

- Ischaemic heart disease: 1.3 million
- Stroke: 3.1 million
- COPD: 6.7 million
- Lower respiratory infection: 3.1 million
- Trachea bronchus, lung: 1.6 million
- HIV/AIDS: 1.5 million
- Diarrhoeal diseases: 1.5 million
- Diabetes mellitus: 1.5 million
- Road injury: 1.3 million
- Hypertensive...
SKILLS2015, organized by Rural Economic and Educational Development Society and Life Skills and Livelihood Skills, both based in Hyderabad, India, has stepped forward to address this sanitation crisis in India. In November 2015, I chaired this event and American Sentinel was an important supporter. The conference attracted over 200 government, business, NGO and academic leaders. There were more than 35 speakers from eight countries, including the Indian minister for labor and employment and the founder of the World Toilet Association and World Toilet Day project.

As healthcare has become a globalized industry like so many others, we recognize that American Sentinel must seek opportunities to educate future nurses and other healthcare professionals on the challenges facing the world. One example of this from 2015, included working with Rural Economic and Educational Development Society and Life Skills and Livelihood Skills to look at ways we could use technology to offer critical training to school children to increase the awareness and understanding of the importance of sanitation to the community and its overall economic health.
From the President
Mary Adams, MBA

Institutional Outcomes and How They Support Our Mission

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.

In 2015 at American Sentinel, we developed institution-wide learning outcomes that express a shared academic expectation for all degree recipients. They include the knowledge, skills, abilities and attitudes that students are expected to develop as a result of their overall experience at American Sentinel University. Through their programs of study, graduates of American Sentinel University attain proficiency in:

• **Critical thinking/problem solving:** Demonstrate the ability to recognize problems, judge evidence, analyze and produce arguments, and accurately identify valid inferences.

• **Communication effectiveness:** Demonstrate the ability to clearly and effectively communicate ideas and information to others in written, oral, and multimedia formats.

• **Knowledge acquisition and application:** Demonstrate the possession of content knowledge adequate for the performance of duties in one’s field of study, the ability to engage responsibly as global citizens, as well as the ability to locate relevant and useful information related to a particular problem or topic and accurately judge its veracity and authenticity.

These three institution-wide learning outcomes support our university’s mission statement in the following ways:

• Critical thinking/problem solving prepares students to address real-world situations they are likely to confront in their work and lives.

• Communication effectiveness supports professional communication and collaboration.

• Knowledge acquisition and application is driven by market needs and focuses on the content necessary to be successful in a given field.

Because the university’s focus is to serve adult students already in the workforce, we believe that our educational mission is best accomplished by providing skills that will be of immediate use to our students, providing them with marketable skills. To achieve this, American Sentinel’s institutional learning outcomes target applied learning in order to give students the opportunity to address real-world situations that they are likely to confront in their work and lives.

Some specific examples of this that also support the part of our mission that addresses innovation include:

• The **Community Health Assessment** simulation fosters practical experience by allowing nursing students to tour a simulated city and engage in critical thinking about changes that impact community health.

• The **Digital Clinical Experience** simulation allows nursing students to gain experience evaluating, diagnosing and discussing treatment for a diabetic patient.

• The **Nursing Museum** simulation provides nursing students an opportunity to present their work (including multimedia and web-based materials) and examine the work of other students. Students can also build out displays in a diorama format.

The institutional learning outcomes that support our mission so well also support the university’s vision of “providing accessible, quality, advanced education for the motivated learner/professional who seeks success in their chosen fields and communities.”

At American Sentinel, we share our mission at monthly staff meetings and invite different groups to share how their activities support the mission. Everyone at the university becomes familiar with the mission at their orientation and continues to learn how important it is to our success.
Nursing is the backbone of healthcare in the United States and around the world. We must focus on providing relevant programs that fit our mission of helping students improve their professional and civic lives.
OUR PURPOSE AND VALUES

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.

AMERICAN SENTINEL UNIVERSITY VALUES

Continued Improvements in Quality Outcomes

Place the creation of value for the learner at the center of all that we do.

Embrace the change necessary to continually improve standards and processes to create “best-in-class” educational content and learning assessments.

Community of Scholars

Keep our students, faculty, staff, communities and other constituents fully informed and engaged in a free exchange of ideas in an atmosphere of trust and mutual respect.

Seek to identify the special service needs of our students and work diligently to meet or exceed them.

Connected and Inclusive

Act with integrity and behave ethically and transparently.

Value diversity among the Board, administrators, students, faculty and all other constituents and stakeholders.

Maintain a workplace characterized by safety, openness, creativity, challenge and innovation.
VISION STATEMENT

TO BE RECOGNIZED AS A WORLD LEADER...

... for providing accessible, quality, advanced education for the motivated, non-traditional learner/professional who seeks to lead in emerging industries or growing market sectors of the global economy...

... for providing new levels of access to motivated, non-traditional students who heretofore have not had the opportunity for advanced professional degrees for reasons of time, money or geography...

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

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

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

At American Sentinel, nurturing students’ talent is our primary responsibility. We believe the only true measure of our success is our students’ success in their chosen fields.

To achieve our goals, American Sentinel pledges to our students that we will, to the best of our ability:

- Offer high-quality educational programs.
- Provide a response to student requests within 24 hours.
- Create a variety of innovative courses and programs that equip students with the latest and most desired knowledge in the marketplace.
- Employ the most innovative educational technologies.
- Provide world-class student services and support.
- Operate in a fiscally responsible manner to ensure students receive the best value in tuition.
- Provide students annual reports on our progress toward meeting our goals.
FACULTY MANIFESTO

At American Sentinel University, we understand that faculty (full-time and adjunct) are key to student success, as they have the central responsibility for achieving our mission to provide high-quality, innovative degree and certificate programs that enable students to enhance their professional and civic lives.

Our faculty is responsible for programs, courses, instruction, service and scholarship. At American Sentinel, we have created a work environment for our faculty that is connected and inclusive, respectful and supports a free exchange of ideas, and rewards student-centered quality learning outcomes.

To achieve our goals, American Sentinel pledges to our faculty that we will, to the best of our ability:

- Promote a culture among faculty that is inclusive and respectful.
- Offer ongoing dialog with administration to hear ideas, concerns and suggestions.
- Provide a response to faculty requests within 24 hours.
- Provide proper funding for the development and ongoing support of programs.
- Ensure that faculty are represented on department and university committees.
- Ensure that our learning management system meets or exceeds our goal of 99.9 percent uptime.
- Ensure our pay is fair, equitable and competitive.
- Provide relevant and timely training opportunities.
- Establish annual teaching schedules so that faculty can count on us.
- Receive an annual performance review and reward excellent performance in teaching, service and scholarship.

We ask in return that faculty support our mission and our goal to provide superior student engagement and satisfaction.
ACCREDITATION REMAINS AN IMPORTANT FOCUS FOR AMERICAN SENTINEL

For the foreseeable future, accreditation will remain the primary means of quality assurance for higher education in the United States. Both American Sentinel’s institutional accreditation (Distance Education Accrediting Commission, or DEAC) and nursing accreditations (Accreditation Commission for the Education in Nursing, or ACEN, and Commission on Collegiate Nursing Education, or CCNE) ensure that we support and encourage continuing self-assessment of all programs. As in previous years, our goal is to maintain the quality of our programs and help our students achieve the stated learning outcomes.

In 2014 the university engaged with all three of its accreditors. In 2015 the university hosted a successful visit from the DEAC to review its Competency-based Healthcare MBA and expects to receive approval for this program early in 2016. American Sentinel University also hosted a site visit to determine eligibility for candidacy status with the Higher Learning Commission (HLC) in November, 2015. If achieved, candidacy is a pre-accreditation status that affiliates the institution with HLC, but it is important to note that this does not give the university membership in the HLC. An institution in candidacy status is not accredited; rather it has met the Commission’s Eligibility Requirements and shows evidence that it is making progress toward meeting all the criteria for accreditation. Candidacy does not carry membership in the Commission and does not guarantee eventual accreditation. The HLC Board of Trustees is the governing body that acts to grant or to deny candidacy and will act on American Sentinel’s visit in June 2016.

Preparing for accreditation is a lot of work and involves all of our staff, faculty and trustees as well as some students. For the HLC visit, everyone at American Sentinel had a chance to contribute to the narrative and provide evidence for the self-study, and many were interviewed by the evaluators. It was gratifying to hear from the team chair that all involved in the visit were well-prepared and enthusiastic. It was clear to the visiting team that American Sentinel takes accreditation very seriously. This is the same message we received following our accreditation visits last year!

Among the many benefits of preparing for and hosting a comprehensive site visit is that it gives the university a chance to evaluate itself and its processes to ensure it is in compliance. At American Sentinel we use this as an opportunity to look at whether or not our processes can be improved to better serve the faculty, students, and staff. Sometimes this involves making changes to allow technology to do more. Sometimes it involves making sure the right people are doing the right things. And sometimes it involves doing allocating resources differently to ensure we are doing what we need to do to fulfill our mission and support the needs of our students. In 2015 our process improvement activities involved, among others:

- aligning our programs under one Dean,
- re-aligning our student success and retention function to give students more options to get assistance from advisors,
- creating a workroom for the DNP students and
- creating a Research and Scholarship function and supporting and encouraging our full-time faculty to actively engage in similar pursuits as their doctoral students, a recommendation made by the HLC visiting team.

As we look at processes across all functions we should see even more improvements in 2016.
The nursing profession is undergoing significant changes in the areas of practice and education. Historically, nursing education focused on nursing as an applied science. Today, scholars recognize that research that produces new knowledge needs to be translated into nursing practice so patients receive the benefit at the bedside. This requires nurse “translators” who focus on processes to implement that knowledge and shorten the time between discovery of knowledge (research) and application at the patient, population or systems level. This translation will change the care of patients and populations and improve healthcare systems and the nursing profession as a whole.

The “2010 Future of Nursing: Leading Change, Advancing Health” report by the Institute of Medicine emphasized the need for nursing to lead change and advance healthcare through implementation of evidence-based practice. Studies show that many nurses have positive attitudes toward evidence-based practice and want to learn more; however, they face significant barriers implementing it into practice (Melnyk, Fineout-Overholt, Gallagher-Ford, & Kaplan, 2012).

Implementing evidence-based practice into all healthcare environments requires an alteration in the attitudes of individual healthcare providers (nurses), changes in healthcare systems and transformation of the culture of healthcare. Nurses need to be educated about the importance and use of evidence-based practice from their first day of nursing school forward. Changes to patient care, systems and healthcare will be driven by nurses who advance their careers and assume leadership positions in healthcare and educational organizations.

American Sentinel University actively participates in the process of changing our student nurses’ attitudes and increasing their knowledge and use of evidence-based practice in our nursing programs at the bachelor’s, master’s and doctoral levels. Evidence-based practice is embedded in online class discussions and is a common thread in assignments, projects and presentations. We educate nurses on new and innovative ways apply new knowledge in patient care, positively impacting the patient.
The Institute of Medicine Report, “The Future of Nursing: Leading Change, Advancing Health,” identified the need to increase the number of nurses with bachelor’s, master’s and doctoral degrees by 2020. Although this has been a focus of healthcare organizations for some time, the shortage of nurses with bachelor’s and higher degrees continues. In addition, the aging population and the high number of retirement-age nurses and nursing faculty who will leave the profession within the next five years is expected to result in a shortage of about a million nurses.

Research clearly demonstrates that the education level of nurses who care for patients are closely associated with improved outcomes. The higher the number of BSN- and MSN-educated nurses in a healthcare organization, the better the result. This need is what drives American Sentinel. Since our founding, we have opined that it is essential to remove barriers to academic progression to motivate associate degree nurses to advance their education. It is important that there be pathways from ADN/ASN degrees to BSN degrees and that new nurses be encouraged to continue their educational journey.

To educate more nurses and reduce the shortage, qualified and experienced nursing faculty are also needed. To teach in BSN programs, faculty need a minimum of a master’s degree, while doctoral degrees are required to teach in MSN, DNP or Ph.D. nursing programs. A recent survey by the National League for Nursing identified that a significant shortage in nursing faculty is one of the causes of the shortage of nurses. Many nursing programs across the country are unable to admit qualified applicants due to the shortage of qualified faculty.

According to AACN’s report “2014-2015 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing,” U.S. nursing schools turned away 68,938 qualified applicants from baccalaureate and graduate nursing programs in 2014 due to an insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. Almost two-thirds of the nursing schools responding to the survey pointed to faculty shortages as a reason for not accepting all qualified applicants into baccalaureate programs. (AACN, March, 2015)

American Sentinel University is in a key position to help reduce the shortage of nurses both by helping nurses obtain bachelor’s degrees (and higher) and by educating future nursing faculty needed to teach nurses. In 2015 we had a goal to increase enrollment in both the MSN, nursing education specialization, and
the DNP, educational leadership specialization. The enrollments and future graduation of our nursing education students directly benefits the nursing profession by increasing educators around the country. Additionally, in 2015 we worked to ensure our practice experiences and residencies for the nursing education programs were relevant, flexible and impactful for our students. In 2016 we are looking at ways to use technology to allow students to participate in one of the residencies in real time but fully online.
The majority of students at American Sentinel are working adults with families and responsibilities. Across the United States today, institutions are developing competency-based programs to tap into the market of students who need higher education to be fast, affordable and easily accessible, especially the working adults who cannot quit their jobs while they earn college degrees. The U.S. Department of Education is working with a number of these institutions to develop policies and best practices for disbursing financial aid for these programs, which was not previously available outside of the traditional higher education classroom models. American Sentinel University is one of these institutions.

In June 2015, we launched our first competency-based master’s program, designed to meet the needs of the current healthcare industry. This MBA Healthcare is one of a select few programs that provide an emphasis on the business side of the healthcare environment and is offered in a project-based format. This program offers flexibility in learning that allows students to progress as they demonstrate mastery of academic content, regardless of time, place or pace of learning. Students in the program have personalized learning opportunities so they get just-in-time content to aid in their mastery of the competency area. Competency-based learning systems, especially the project-based format, enable students to master skills at their own pace, saving them time and money.

Students are bringing their own real-world projects from their own organizations (places of employment, startup businesses, not-for-profits, etc.) and working one-on-one with a faculty coach to create, plan, evaluate and present their project to the appropriate stakeholders. Students gain real experience in healthcare project management while proving competency in 16 different areas of focus. Students leave the MBA Healthcare program with an authentic business portfolio that they can share with current and prospective employers or implement immediately in their place of work.

Currently students are working on the following projects:

- Open and operate a successful direct primary care physician practice
- Analysis of a hospital in preparation for a Joint Commission review
- Reduction of costs and inefficiencies in a surgery center
- Feasibility of starting a nurse practitioner program in a university
- Analysis of the competitiveness of a VA medical center
- Implementation of a specialized wound care service in a hospital
- A new program focused on treating prevalent medical conditions in third world countries
- A new startup providing information on STD awareness and prevention
- A new cryotherapy startup business for MS and chemotherapy
- Development of an online EHR training program

As the university’s first competency-based degree program, in 2015 the MBA Healthcare experienced strong enrollments and through feedback and evaluation by faculty and students, has and will continue to evolve into one of the strongest project-based programs in the country.
The Research and Institutional Effectiveness Department was formalized in 2015, combining assessment of student learning with institutional effectiveness and research activities. The Director of Assessment was given the responsibilities of heading the Department and the title of Vice President of Research and Institutional Effectiveness. Part of the Department’s mandate was to publicize faculty and staff scholarship and research activities at American Sentinel University that had been conducted in the years prior to 2015, while planning new initiatives for 2016.

Scholarship at American Sentinel University is defined around the principles of Boyer’s Model of Scholarship: Teaching, Application, Integration, and Discovery. Faculty at American Sentinel University have teaching as their primary role; however they are also involved in the other elements of Boyer’s Model – Application, Integration, and Discovery. Faculty engage in scholarship to advance their disciplines and to model scholarly endeavors in order to mentor and coach their students.

The following are definitions and some examples of activities that faculty could participate in as they followed Boyer’s Model:

The Scholarship of Teaching is inquiry that produces knowledge to support the transfer of the science and art from the expert to the novice, building bridges between the instructor’s understanding and the student’s learning. Examples include:

- The development of new or substantially revised courses, curricula
- Innovative teaching materials/strategies, including successful application of technology to teaching and learning

The Scholarship of Application is an important component in the maintenance of clinical/professional competency of faculty in a university setting and the advancement of clinical/professional knowledge in the discipline. Examples include:

- Formal development and oversight of practica and partnerships on behalf of the University that connect students with the field or industry
- Clinical and professional practice

The Scholarship of Integration refers to writings and other products that use concepts and original works to create new patterns, placing knowledge in a larger context, or illuminating the data in more meaningful ways. Examples include:
• Professional and clinical literature reviews

• Non-academic publications that address discipline related concerns

The Scholarship of Discovery is inquiry that produces the discipline and professional knowledge that is at the heart of academic pursuits. **Examples include:**

• Research projects, and mentorship of colleagues and students in scholarship activities

• Presentation of research at conferences

In addition to assisting in the definition and reviewing the activities associated with scholarship at American Sentinel, and based on the strategic planning we did in 2015, the Research and Institutional Effectiveness Department has identified the following research activities for 2016:

1. Identifying conferences (online and on-ground), journals (electronic and hard cover), etc., where faculty and staff can present and publish their scholarship.

2. Starting an online journal. In reviewing the Environmental Scan that was completed for the 2015 Strategic Plan, the following potential themes emerged:

   a. Projected nursing shortage: Bureau of Labor statistics show that 3.2 million nurses will be needed by 2022, but there will only be 2.75 million RNs working. This leaves a shortage of 486,000 nurses at that time. How will this shortfall be addressed and reduced?

   b. Projected shortage of nurse educators: The lack of capacity to increase ADN and BSN graduates is largely due to the lack of qualified nurse faculty. According to a 2014 American Association of Critical-Care Nurses’ survey, the nurse faculty vacancy rate was 6.9%, with 89.6% of the vacant positions preferring or requiring a doctoral degree. The retirement of nurse faculty (in 2014 the average age of a doctorally prepared nurse educator was 61.6 years) and the estimated growth in nursing instructor positions, indicate that in 2020 there will be an increase of 24,000 nurse teacher positions. How will this shortfall be addressed and reduced?

   c. Projected physician shortage and the need for advanced practice nurses: A 2015 survey by the Association of American Medical Colleges estimated that by 2025, in the United States, there will be 46,000 – 90,000 fewer physicians than needed. If that shortage is not reduced, advanced practice nurses will be essential in order to meet the healthcare demands of the nation. How will the education of advanced practice nurses be addressed, and how will the nursing profession gain the status required in order to become fully fledged partners in addressing and caring for the healthcare needs of the nation?

As the scholarship initiative moves forward it is anticipated that in 2017, American Sentinel University will host its first online conference with a theme or themes drawn from its online journal.

Scholarship is the life-blood of post-secondary academic institutions and American Sentinel is in the process of moving into a leadership position in the investigation and discussion of education, nursing, and healthcare related topics. We look forward to sharing the results of our 2016 activities in next year’s annual report.
HEALTHCARE LEARNING INNOVATIONS

In 2014 we introduced new technologies to further our mission of innovation. 2015 was a year for even more advancement of that mission with the addition of simulations into courses, the uses of chat bots to offer answers to students 24/7, and a 3D printer that is available to students for projects in their courses. In conjunction with Healthcare Learning Innovations, we have made technological enhancements that have made courses more engaging and immersive.

Learning Innovations Include:

• Sentinel City™ – from the comfort and safety of their own homes or offices, students participate in a simulated community health practice typically known as the "Windshield Survey".

• Virtual Hospital – the Virtual Teaching Hospital is a simulated healthcare environment used in our Undergraduate Strategic Leadership Course.

• MAURA™ – an artificially intelligent bot that offers after-hours advising to students looking for answers to frequently asked questions. MAURA™ lives on the university’s student registration site, classroom site, and within our 3D virtual scenes. We are currently developing an editor that would allow other educators and organizations to develop their very own artificially intelligent bot.

• ProfessorIQ™ – a course-specific FAQ bot that enables students to receive answers to questions 24/7. This bot was made available in certain courses in 2015.

• Nursing Presentation Hall – launched in July of 2015, this 3D world houses an archive of current student, alumni and faculty presentations focused around cutting-edge healthcare related projects. The environment is initially being used in the graduate nursing programs as virtual practice experiences related to nursing theory and research.

• 3D Printer – one of the latest educational technologies acquired by our Learning Innovation Lab, the 3D printer is available for students to utilize for 3D printing products for academic and humanitarian purposes. 3D products make excellent visual aids in teaching, for use in professional presentation, medical seminars and capstone research.

Positive outcomes of our Learning Innovations will continue to be realized throughout the coming years as they are incorporated into more and more courses and students utilize these tools to enhance their learning experiences.
At American Sentinel University, we strongly believe in our mission statement and that it is our shared responsibility to support our students and each other as we work to enhance their professional and civic lives. Part of this responsibility includes serving the public good. American Sentinel University, as stated in our university goals and objectives, serves the public good in the following ways:

- Identifying and offering its services to underserved constituencies of learners.
- Providing needed skills and credentials to its students.
- Enhancing the body of knowledge in the academic areas served by further developing educational content.
- Promoting the development of new techniques and strategies in online education, and promoting its online methods as an effective alternative to traditional higher education.
- American Sentinel’s continued operation also serves the public good by stimulating the economy through employment, and through its direct support of programs to benefit the community in which it operates.

In 2015, we focused on making a difference in our communities with American Sentinel University’s unique education skills and resources. We strived to positively impact the communities who need our support most, and we engaged the entire American Sentinel University community of students,
faculty, and administration to achieve the greatest impact for those we serve.

Specifically, our university community supported the following organizations and programs:

- American Nurses Foundation
- American Red Cross
- American Sentinel Family
- American Sentinel University Alumni Association
- Aurora Chamber of Commerce
- Christian Service Mission Volunteers (Birmingham)
- College Choice for Adults
- Colorado Flood Relief
- Colorado Technology Association
- Colorado Wildfire Relief
- Cystic Fibrosis Foundation
- DEAC Conference presentations
- Denver County Fair
- Denver Health Foundation
- Denver Rescue Mission
- Denver School of Nursing mission to Navajo Nation
- DET Honor Society
- Family Enrichment Center (Nashville)
- Financial Aid Association
- Food Bank of the Rockies
- Global Health Initiative (Denver School of Nursing)
- Golden Key
- Higher Learning Commission Conference attendance and presentations
- Historically Black Colleges & Universities
- Hope House in Honduras
- India Clean Water Project
- Love Takes Root (Denver School of Nursing/Haiti)
- Marine Corps Toys for Tots
- Mt. Saint Vincent
- National Firefighter Association
- Nurse Family Partnerships
- Nurses Month
- Nurses Week
- Online School for Girls
- Promise Academy playground project (Nashville)
- Provost Academy of Colorado Online
- Save the Children in Nepal
- Sigma Theta Tau International
- Sloan C (now Online C)
- Society for Simulation in Healthcare
- Toys 4 Tots
- WCET
- World Bike Foundation

In 2015, American Sentinel University supported our communities of interest and we will continue to keep in mind that fulfilling our university mission is a daily commitment.
### Student Satisfaction - 2015

Did you achieve, or will you achieve upon completing your studies, the goals you had when you started the course or program? **Yes: 97%**

Would you recommend these studies to a friend? **Yes: 92%**

All things considered, were you satisfied with your studies with us? **Yes: 96%**

**First-year retention rate for 2015**

74.8%

**Graduation rates reported to DEAC for 2015**

- Bachelor’s – 90.6%
- Master’s – 82.2%
- Doctorate – 82.5%

<table>
<thead>
<tr>
<th>Name of Degree Program</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN to Bachelor of Science Nursing</td>
<td>90.6%</td>
</tr>
<tr>
<td>Master of Science Nursing</td>
<td>84.0%</td>
</tr>
<tr>
<td>Master of Science Information Systems Management</td>
<td>100.0%</td>
</tr>
<tr>
<td>Master of Science Business Intelligence</td>
<td>50.0%</td>
</tr>
<tr>
<td>MBA - Healthcare</td>
<td>93.8%</td>
</tr>
<tr>
<td>Doctor of Nursing Practice Educational Leadership</td>
<td>66.7%</td>
</tr>
<tr>
<td>Doctor of Nursing Practice Executive Leadership</td>
<td>85.3%</td>
</tr>
<tr>
<td>Registered Nurse to Master of Science Nursing</td>
<td>75.4%</td>
</tr>
<tr>
<td>Total Graduation Rate</td>
<td>88.0%</td>
</tr>
</tbody>
</table>
Demographics

The following metrics are reported from 2015 IPEDS Data.

Total enrollment: 2,588
Average age: 44

Gender:

<table>
<thead>
<tr>
<th>Gender</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>86.5</td>
</tr>
<tr>
<td>Male</td>
<td>11.1</td>
</tr>
<tr>
<td>Not specified</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Undergraduate/graduate:

<table>
<thead>
<tr>
<th>Type</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>47</td>
</tr>
<tr>
<td>Graduate</td>
<td>53</td>
</tr>
</tbody>
</table>

Students employed at time of admission: 95%

Note: We will not report on military as it's not a focus for us and the numbers are smaller each year.

Full-time/part-time enrollment:
36% full-time
64% part-time

Age

<table>
<thead>
<tr>
<th>Age</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20–29</td>
<td>7</td>
</tr>
<tr>
<td>30–39</td>
<td>23</td>
</tr>
<tr>
<td>40–49</td>
<td>35</td>
</tr>
<tr>
<td>50–59</td>
<td>28</td>
</tr>
<tr>
<td>60 and Above</td>
<td>5</td>
</tr>
<tr>
<td>Unreported</td>
<td>2</td>
</tr>
</tbody>
</table>

Race/ethnicity of students:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.4</td>
</tr>
<tr>
<td>Asian</td>
<td>6.2</td>
</tr>
<tr>
<td>Black or African American</td>
<td>13.1</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1.2</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.2</td>
</tr>
<tr>
<td>Race or Ethnicity unknown</td>
<td>7.7</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3.9</td>
</tr>
<tr>
<td>White</td>
<td>67.2</td>
</tr>
</tbody>
</table>
Percent of Total Students Enrolled by Program*

- RN to BSN: 1,152 (44.5%)
- RN to MSN: 303 (11.7%)
- DNP Executive Leadership: 87 (3.4%)
- DNP Educational Leadership: 205 (7.9%)
- MSN: 640 (24.7%)
- MSBIA: 12 (0.5%)
- MSISM: 8 (0.3%)
- MBA-HC Course Based: 40 (1.5%)
- MBA-HC Project Based: 10 (0.4%)
- Teach out: 124 (4.8%)
- Certificates: 7 (0.3%)

*as of December 2015
Graduates by Program

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Nursing Practice Executive Leadership/Educational Leadership</td>
<td>56</td>
</tr>
<tr>
<td>MBA Healthcare</td>
<td>17</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>4</td>
</tr>
<tr>
<td>M.S. Information Systems Management</td>
<td>6</td>
</tr>
<tr>
<td>M.S. Nursing</td>
<td>228</td>
</tr>
<tr>
<td>R.N. Bachelor of Science Nursing</td>
<td>571</td>
</tr>
<tr>
<td>R.N. Master of Science Nursing</td>
<td>82</td>
</tr>
<tr>
<td>Teach out</td>
<td>65</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1029</strong></td>
</tr>
</tbody>
</table>

2015 Course Completion Rates:

- American Sentinel students complete **79%** of their courses.
- Of all American Sentinel courses, **46%** have a completion rate greater than **90%**, **22%** have a completion rate between **80** and **89%**, and **32%** have a completion rate of less than **80%**.
- All courses with a completion rate of less than **90%** are reviewed to determine if changes can be made to improve the completion rate.
WHAT OUR STUDENTS SAY

Our students

BSN

“American Sentinel’s BSN instructors are very knowledgeable and helpful, and the staff, from the student success advisors to the people in financial aid, are supportive and caring. I can honestly say I’m learning so much.” – Katran Stewart

MSN

“I am planning ahead, and I know that my nursing informatics education combined with my background and experience will allow me to take opportunities that come my way.” – Pat Arenales (nursing informatics)

“Being a student again takes discipline, but I feel that American Sentinel is a great place for working professionals. The program has been a great refresher for the things I already know and I’m getting up to date on things like evidence-based practice.” – Roisin Dooley (nursing management)

MSN

“Every day, I take what I’m learning and apply it in my own classroom. I think the American Sentinel DNP is making me a better instructor and helping me build the skills I will need to move into a leadership role one day.” – Kim Fraser

“MSN

“I’m very excited about the relevance of the classes and I think it will help me secure the type of position I’m looking for.” – Ginger Lang (infection control)

“Along with the expertise of my professors and the ability to specialize in case management, I gained a lot from the program.” – Carolyn Leeder (case management)

“Along with the expertise of my professors and the ability to specialize in case management, I gained a lot from the program.” – Carolyn Leeder (case management)

DNP, Educational Leadership

“Being a student again takes discipline, but I feel that American Sentinel is a great place for working professionals. The program has been a great refresher for the things I already know and I’m getting up to date on things like evidence-based practice.” – Roisin Dooley (nursing management)

“Along with the expertise of my professors and the ability to specialize in case management, I gained a lot from the program.” – Carolyn Leeder (case management)

DNP, Executive Leadership

“I feel like the DNP has made me well-versed in all that is happening in healthcare today. I understand my colleagues’ issues better. And I believe I have a broader knowledge base that prepares me to deal with anything that comes my way.” – Casey Blumenthal

“Every day, I take what I’m learning and apply it in my own classroom. I think the American Sentinel DNP is making me a better instructor and helping me build the skills I will need to move into a leadership role one day.” – Kim Fraser

“Along with the expertise of my professors and the ability to specialize in case management, I gained a lot from the program.” – Carolyn Leeder (case management)

MBA Healthcare

“The program pushed me a lot. I appreciate the texts and the way they raise business management problems and other issues that I might confront in the future.” – John Podraza (military)
In 2015, American Sentinel made many changes to improve and strengthen our university. Our annual strategic planning process was extensive, and we thoughtfully analyzed our strengths and competitive advantages as well as our areas for improvement. We also dedicated considerable effort toward collecting data about our external environment in order to establish new goals for 2016 and beyond.

Today, the higher education landscape has myriad challenges, but we believe American Sentinel’s agility and focus will allow us to face them head-on. Perhaps most important, our mission is unwavering. We look forward to building upon the foundation we created more than a decade ago to transform healthcare through education, in our community, around the United States, and globally.