Department of Nursing
Program Completion Data
End of Program Learning Outcomes
Job Placement Data

DNP Aggregate Program Completion Rates
(Based on Admission Cohorts Fall 2015-Fall 2019 and Completion 2018-Spring 2021)
Updated 8-15-2021

Academic Year	2015-2016***	2016-2017	2017-2018**	2018-2019*	2019-2020*
All Concentrations Full Time & Part Time	3/4 = 80%	1/2 = 50%	1/3 = 33%	0/1 = 0%	0/4 = 0%

Table 6.3. Number and proportion of students completing program within 150% of program length, grouped by academic year of first nursing course.

Note: Expected Level of Achievement (ELA) is 70% completion within 150% of program length.
Completion Rate formula is #Students Completed/#Students Started = % Completion
*Cohort has not reached 150% time to completion in this data.
** 1 student did not declare an option (Philippine trained dentist in and out of program)
***1 student lost after 1st course no option selected

End of Program Student Learning Outcomes

1. Critically analyze complex clinical situations and practice systems including the social, economic, political and policy components of health care systems to affect care planning and delivery.
2. Demonstrate advanced levels of clinical/judgement/scholarship to improve health care of diverse populations by analyzing and applying conceptual models, theories, and research.
3. Systematically investigate clinically focused areas of practice in nursing.
4. Assume leadership roles in the development of clinical practice models, education models, health policy, and standards of care
5. Integrate professional values and ethical decision-making in advanced nursing practice
6. Collaborate in interprofessional health care teams in diverse health care settings and systems to promote health and prevent illness
7. Assess technology and information systems for best practice across care setting

Aggregate Job Placement Rate
2017-18 uses old methodology
*2019-2020 uses direct phone call to students verified as graduated at 6 month post graduation

Year	N =	Response Rate	ELA Achieved	Job change
2017-2018	3	100%	100%	1 of 3 became a Director of Quality from Clinical Manager 1 of 3 moved from School Nurse to Assistant Professor 1 of 3 answered affirmatively that she was using her skills in a new job but did not specifically identify the role change in her response
2019-2020*	1	100%	100%	Promoted from Asst. Prof. to Assoc. Prof