

Institutional Effectiveness
2024-2025

Program: Nursing MSN

College and Department: Whitson Hester School of Nursing

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Mission:

The mission of the Whitson-Hester School of Nursing (WHSON) is to be a passionately engaged community of highly qualified educators, scholars, and graduates serving the health care needs of a diverse society while providing leadership in the advancement of the profession. The vision of the WHSON will create an environment that builds on our tradition of commitment to the highest standards of excellence in teaching, research, service and nursing practice.

The University mission was approved by the Tennessee Tech Board of Trustees on June 26, 2018 as follows, "Tennessee's technological university creates, advances, and applies knowledge to expand opportunity and economic competitiveness. As a STEM-infused, comprehensive institution, Tennessee Tech delivers enduring education, impactful research, and collaborative service." Through the department's mission, there is a commonality to quality of instruction. The WHSON has played a significant role in the University's commitment to meet the economic needs of the region. The mission of the WHSON further reflects the mission of the University through the preparation of "graduates with a commitment to life-long success as nursing leaders in rural and urban areas who are committed to professional nursing standards, open to the changes occurring in a global health care system, and motivated to improve the health status of individuals, groups and communities." The mission and goals are reviewed and revised by the nursing faculty to reflect current trends in nursing and healthcare.

Attach Curriculum Map (Educational Programs Only):

Attached Files: See Appendix 1

Program Outcome 1: The Whitson-Hester School of Nursing will maintain compliance with required agencies

Define Outcome:

The Whitson-Hester School of Nursing will maintain compliance with required agencies.

1. The Whitson-Hester School of Nursing will demonstrate continuous accreditation through the Commission on Collegiate Nursing Education (CCNE).
2. The Whitson-Hester School of Nursing will demonstrate continuous full approval of the Tennessee State Board of Nursing.

Assessment Methods:

The Commission on Collegiate Nursing Education (CCNE) – CCNE is “an autonomous accrediting agency, officially recognized by the U.S. Secretary of Education as a national accreditation agency. The Commission ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. CCNE serves the public interest by assessing and identifying programs that engage in effective educational practices. CCNE is a voluntary, self-regulatory process, which supports and encourages continuing self-assessment of nursing programs and supports continuing growth and improvement of collegiate professional education and post-baccalaureate nurse residency programs.” <http://www.aacn.nche.edu/ccne-accreditation/about/mission-values-history>.

The Tennessee State Board of Nursing – the TN State Board of Nursing’s mission and responsibilities “center around three broad functions – licensure, education, and practice. The board prescribes the minimum curriculum for all nursing programs on ground, online, distance, or via other electronic means and annually approves schools of nursing meeting board standards.

Criteria for Success (Thresholds for Assessment Methods):

The WHSON will maintain continuous accreditation status with TBON and CCNE. Schools not meeting TBON standards are investigated, and the board is authorized to place the school on conditional approval or close the program if standards are not met.

Link to 'Tech Tomorrow' Strategic Plan:

3.A Efficiency and Effectiveness, 4.B Programs, Certificates, and Training

Results and Analysis:

Tennessee Tech University’s Whitson-Hester School of Nursing (TTU WHSON) was a partner in the TN eCampus Master of Science Nursing program along with the Schools or Colleges of Nursing at Austin Peay State University, Tennessee State University, and the University of

Memphis. In the Fall 2017, Middle Tennessee State University and East Tennessee State University, two members of the original consortium, left the consortium to seek accreditation as independent MSN programs at their respective universities. All course work is online, with the exception of the clinical practicum experiences. During this transition in the TN eCampus consortium, TTU made the decision to move toward an independent MSN at TTU and began the process of leaving the TN eCampus consortium over a two-year period. The last TTU student to graduate from the TN eCampus consortium was in the summer of 2020. The TN eCampus consortium was accredited by Accreditation Commission for Education in Nursing (ACEN) for the duration of the consortium.

The TTU MSN program began admission of MSN students in the Fall of 2018 and offered the following concentrations: Family Nurse Practitioner (FNP), Nursing Education, and Nursing Administration. The TTU MSN program gained CCNE initial accreditation in September 2019 and continues to be accredited. In the Spring of 2021, the Psychiatric Mental Health Nurse Practitioner was approved by WHSON, TTU, THEC in May 2021. A substantive change report was filed with the accrediting body and students were admitted to this concentration Fall 2021.

In 2023, the WHSON proposed an MSN concentration in Adult Gerontology Acute Care Nurse Practitioner. This concentration was approved in the WHSON, the University and was added to the THEC registry of classes. The first students were admitted to the AGACNP concentration in the Spring of 2023.

TTU WHSON continues to hold continuous accreditation and full approval of the Tennessee State Board of Nursing without deficiencies. The Continuous Improvement Process Report (CIPR) was submitted in December 2022. The CCNE accreditation site visit took place on September 27-29, 2023. All standards were met with no compliance issues. The next accreditation site visit is due in 2034.

Use of Results to Improve Outcomes:

1. Essentials Graduate Champions will be named Fall 2025 to lead and mentor faculty in adapting their syllabi and teaching strategies to align with the new AACN Essentials. This will be a 2-year process.
2. Ongoing review of the WH-SON Program Evaluation Plan (*PEP Attached*)
3. The Program Evaluation Plan will be revised to reflect the revised CCNE Standards that align with the new AACN Essentials.

4. The TN Board of Nursing will conduct a site visit in September 2025. The WHSON Administration will complete the TBON comprehensive report over the summer of 2025.

Program Outcome 2: Graduates of the Whitson-Hester School of Nursing MSN will pass certification where applicable

Define Outcome:

Graduates of the Whitson-Hester School of Nursing MSN will pass certification where applicable.

Assessment Methods:

The Nursing Education and Nursing Administration concentrations do not require national certification for the role and are not licensed as Advance Practice Nurses (APN) by the state of TN. However, NUED graduates are prepared to sit for the national Certified Nurse Educator. Both the Family Nurse Practitioner (FNP) and the Psychiatric Mental Health Nurse Practitioner (PMHNP) concentrations require both national certification and state licensure as an APN prior to eligibility for APN clinical practice.

Criteria for Success (Thresholds for Assessment Methods):

90% of MSN graduates of the FNP or PMHNP concentrations will be successful on their appropriate national certification exam in the most recent year.

Link to 'Tech Tomorrow' Strategic Plan:

3.A Efficiency and Effectiveness

Results and Analysis:

The MSN program certification pass rates take time to track. The certifying bodies provide documentation of pass rates for the program but do not specify student names. In addition, some graduates take both certifying examinations making it challenging to calculate the pass rate accurately. Students are encouraged to communicate their certification results with their advisor. The below table represents the certification pass rates for WHSON.

	2021	2022	2023	2024
TTU Combined National 1st Time Pass Rate from ANCC & AANP	100% (34/34)	89% (40/45)	98% (30/31)	100% (23/23)
ANCC National 1st Time Pass Rate	87%	86%	86%	83%
AANP National 1st Time Pass Rate	84%	89%	84%	83%

Use of Results to Improve Outcomes:

- WHSON will continue to assess certification rates for all concentrations.
- While the certification rates are excellent in all MSN NP concentrations, the WHSON is committed to ongoing improvement. Each NP (FNP, PMHNP and AGACNP) student is assigned a certification mentor who holds the certification they are seeking. This faculty mentor works with the student in their last semester of study promote preparation for certification and also work with the student in the development of a post-graduation plan to prepare for the certification exam.

Program Outcome 3: The Whitson Hester School of Nursing will maintain strong graduation rates in the MSN program

Define Outcome:

The Whitson Hester School of Nursing will maintain strong graduation rates in the MSN program.

Assessment Methods:

Cohorts are identified by admission semester and year. In the event a student must repeat a semester or decreases hours per semester, they are still identified as a member of their admitting cohort. The total number of students that graduate/complete within the expected time (6 years) is divided by the number of students admitted to the program. Students are excluded who have identified factors such as family obligations, relocations, financial barriers, and decisions to change major or transfer to another institution of higher education.

Criteria for Success (Thresholds for Assessment Methods):

MSN students will graduate within 6 years of admission.

Link to 'Tech Tomorrow' Strategic Plan:

Results and Analysis:

Master of Science (MSN) Completion Rates						
Enrollment	Number Enrolled	Student Withdrawals	Student Failures	Current Students enrolled	Student Completion	Completion Rate
Fall 2018	30 (27 NUFP, 1NUAD, 2 NUED)	4 (3 NUFP, NUAD)	0	0	26 (24 NUFP, 2 NUED)	100%
2019	50 (45 NUFP, 4 NUED, 1 NUAD)	10 (8 NUFP, 2 NUED)	4 (NUFP)	0	36 (33 NUFP, 2 NUED, 1 NUAD)	90%
2020	55	9	3 (3 NUFP)	0	43 (42 NUFP, 1 NUED)	93%

	(45 NUFP, 4 NUED, 1 NUAD)	(8 NUFP, 1 NUED)				
2021	43 (32 NUFP, 6 PMHNP, 4 NUED, 1 NUAD)	16 (14 NUFP, 1 NUED, 1 NUAD)	0	2 (2 NUFP)	26 (17 NUFP, 6 PMHNP, 3 NUED)	Due to the enrollment of 2 students, the completion rate cannot be calculated at this time **

Most students complete the program in 2.5 years or seven semesters; however, due to the Covid-19 pandemic, students reduced hours or withdrew in 2020 and 2021. Even with these obstacles, the MSN students stayed on track to complete before the 6-year limit. The table above provides the status of MSN students in the WHSON.

Use of Results to Improve Outcomes:

2024-2025 Goals for Improvement:

Goal: The WHSON Graduate Committee will review the relationship between sequencing of courses and progression in the program.

NURS 6103: Advanced Pathophysiology is required for all APRN concentrations and for the Nursing Education concentration. This course is normally taught in the Summer semester. The number of grades of “C” or less have increased over the past two years and students frequently express the difficulty of mastering this content in a short summer term. Grades of “C” or less ranged from 10-15% in the last 2 years. This negatively impacts progression.

Goal Met: The Graduate Committee approved resequencing of the graduate courses in response to the increasing grades of “C” or less and student feedback in NURS 6103 Advanced Pathophysiology. NURS 6103 was moved to Spring Semester and was offered Spring 2025. NURS 6104 was moved to the summer semester and is being taught Summer 2025.

Use of Results to Improve Outcomes

- 100% of the MSN FNP and PMHNP concentration students passed their certification exam on the first attempt in 2024. These results reinforce the importance of the NURS 6911 Transition to Certification and Practice for PMHNP and NURS 6910 Transition to Certification and Practice for FNP course. The

WHSON will continue to require this course in the last semester for every PMHNP student.

- May 2025 graduates have not attempted their certification exams yet. WHSON will continue to assess certification rates for all concentrations.
- The AGACNP concentration had their first 2 graduates in May 2025. The WHSON will evaluate their outcomes once they complete their certification exam.
- The WHSON will continue to evaluate the sequencing change for NURS 6103 and will review NURS 6104 Advanced Pharmacology in 2025-2026 to evaluate the impact of moving it to the summer semester. The initial review for this academic year is positive with a 5% drop in grades of "C" or less in NURS 6103.

Semester	Enrollment	Grades of "C, D or F"	Percentage
Summer 2023	30	4	13.3%
Summer 2024	37	5	13.5%
Spring 2025	42	4	9.3%

- Students admitted in Fall 2024 are under the revised policy requiring 750 direct patient clinical hours (an increase from 540). Those students will begin their clinical hours in Fall 2025. The WHSON will track progression related to this change in the 2025-2026 AY.

Program Outcome 4: All faculty teaching in the MSN program will maintain continuous graduate status and will be experientially and academically qualified for the courses they teach.

Define Outcome:

All faculty teaching in the MSN program will maintain continuous graduate status and will be experientially and academically qualified for the courses they teach.

Assessment Methods:

Aggregate Faculty Outcomes are consistent with and contributed to the achievement of programs, mission, goals and expected outcomes in the WHSON.

Review of faculty outcomes in Annual Evaluation and annual report ATP (Search as subcommittee) and Dean review current faculty pool and compare to matrix

Criteria for Success (Thresholds for Assessment Methods):

- 90% of tenured/tenure track faculty hold a terminal degree.
- 100% of adjunct faculty members hold a master's degree in nursing or higher.
- 75% of tenured/tenure track faculty demonstrate at least two scholarly contributions from the following areas each year
- 100% of full-time faculty maintain college/university/community service contributions consistent with designated rank.
- 100% of full-time faculty who require national certification for teaching advanced practice nursing maintain certification in their specialty
- 100% of full-time faculty engage in at least one professional development activity each year.

Link to 'Tech Tomorrow' Strategic Plan:

2.D Diverse Faculty and Staff

Results and Analysis:

Whitson Hester School of Nursing

Faculty Aggregate: Calendar Year 2024

Outcome	Achievement Levels	Results
Teaching	100% of tenured/tenure track faculty hold a terminal degree. All other full-time faculty hold a minimum of a Master's degree in nursing. 100%	Goal Met: 100% of tenured/tenure track faculty hold a terminal degree and all other faculty

	<p>of adjunct faculty members hold a master's degree in nursing or higher.</p> <p>To demonstrate teaching effectiveness, the aggregate score on the Summary of Teaching Effectiveness from the Student IDEAS Evaluations will be at least 3.0</p> <ol style="list-style-type: none"> 1. Summary Evaluation 2. Progress on Relevant Objectives 	<p>hold a minimum of an MSN. 100% of Adjunct faculty hold a minimum of an MSN and all lab assistants hold a minimum of a BSN</p> <p>IDEA: Goal Met</p> <p>All scores exceed the benchmark of 3.0. In addition, all scores are higher than the IDEA Average Score.</p> <p>Summary Evaluation:</p> <p>Spring 2024: 4.2</p> <p>Summer 2024: 4.2</p> <p>Fall 2024: 4.2</p> <p>Progress on Relevant Obj:</p> <p>Spring 2024: 4.1</p> <p>Summer 2024: 4.1</p> <p>Fall 2024: 4.1</p>
Scholarship	<p>75% of tenured/tenure track faculty demonstrate at least two scholarly contributions from the following areas each year: manuscript or chapter submission; peer-reviewed publication; application for external/internal funding; achievement of external/internal funding; active IRB; state, national, or international presentation; review for professional journal; review for grant proposal.</p>	<p>Goal: Met</p> <p>87% (13/15)** of tenured/tenure track faculty demonstrated a minimum of 2 scholarly contributions in 2024. Two faculty demonstrated 1 scholarly effort in 2024.</p> <p>**1 TT faculty excluded as they were new TT Fall 2024 and no scholarly work is expected 1st semester.</p>

Service and Leadership	100% of full-time faculty maintain college/university/community service contributions consistent with designated rank.	Goal: Met 100% of full-time faculty are involved in service and multiple faculty hold leadership roles in their service
Practice	100% of full-time faculty who require national certification for teaching advanced practice nursing maintain certification in their specialty	Goal Met: 100% of the faculty who teach in the APRN concentrations meet the requirements for national certification in their respective fields.
Professional Development	100% of full-time faculty engage in at least one professional development activity each year, such as: workshop or conference attendance, earning CEUs, enroll in educational program of study, earn new or additional certification	Goal: Met* 100% of full-time faculty participated in at least one professional development activity in 2024.

Use of Results to Improve Outcomes:

2024-2025 Goals for Improvement:

- The PMHNP is the fastest growing concentration in the MSN program. Consideration is being given to increasing the enrollment in this concentration and to increasing the entry points to the concentration. However, the WHSON only has one permanent faculty with the qualifications to teach this concentration. In the 2024-2025 Academic Year the WHSON will designate one of the vacant faculty positions for a PMHNP faculty. The search will begin Fall 2024.

Goal Met: The WHSON was successful in recruiting and hiring a full-time Lecturer with a terminal degree and certification as a PMHNP to begin August 1. The WHSON also hired a 1-year, Full-time, Temporary PMHNP with a terminal degree. This provided needed support for the graduate PMHNP concentration.

In addition, in Spring 2025 the WHSON added another entry point for admission for the PMHNP concentration for both the MSN and Post Graduate Certificate PMHNP students.

- Adjunct PMHNP faculty are difficult to recruit secondary to both the local, state and national shortage of PMH providers and the competitive salaries in this specialty. The WHSON will continue to recruit PMHNP adjunct faculty to assist with the clinical courses for this concentration.

Goal Met: Currently the WHSON has one PMHNP adjunct teaching PMHNP practicum courses and we are in the process of considering another adjunct in this specialty.

- The WHSON will identify additional (current) faculty to share the academic advisement for the PMHNP students.

Goal Met: Currently, our PMHNP Concentration Coordinator advises a large number of PMHNP graduate students. In 2024-2025 we mentored and assigned another tenure track faculty to advise PMHNP students. In addition, the Graduate Programs Coordinator and the WHSON Director advise PMHNP students.

Use of Results to Improve Outcomes:

1. As the PMHNP graduate program continues to grow the WHSON will recruit additional full-time and part-time faculty to support the program.
2. New PMHNP faculty hired in 2025 will be mentored in the Fall 2025 semester and will be assigned advisees in Spring 2026.
3. WHSON will continue to encourage and support faculty to seek faculty development opportunities.
4. All new tenure track faculty and lecturers are assigned an official nursing faculty as a mentor to assist them in their faculty role.

Student Learning Outcome 1: MSN students will synthesize nursing knowledge into evidence-based practice

Define Outcome:

MSN students will synthesize nursing knowledge into evidence-based practice. (All MSN concentrations).

(SLOs) are measurable statements that express what a student will know, do, or think at the end of the learning experience. They are consistent with standards of professional practice, the American Association of Colleges of Nursing (AACN) 2011 Master's Essentials of Master's Education in Nursing and TTU MSN Program Learning Outcomes PLOs.

Assessment Methods:

The SLOs are developed and approved by faculty who are experts in their field and are reviewed annually to assess program effectiveness and guide programmatic improvements.

Criteria for Success (Thresholds for Assessment Methods):

- All NUED and NUAD concentrations will score 84% or higher on their culminating "State of the Science" paper in the NURS 6990 "Scholarly Synthesis" capstone course.
- All FNP and PMHNP concentration students will earn a grade of "Pass" in their Final Preceptorship courses (NURS 6616 and NURS 6911 respectively).
 - - All AGACNP concentration students will meet the following parameters:
 - All AGACNP students will successfully "Pass" their G-HESI
 - All AGACNP students will earn a grade of "B" or higher in their certification review course-NURS 6018
 - All students will earn a grade of "Pass" in their Internship in Advanced Practice course-NURS 5616

Link to 'Tech Tomorrow' Strategic Plan:

2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:

Students graduating in all concentrations met the designated outcomes prior to graduation.

Use of Results to Improve Outcomes:

- Nursing Education and Nursing Administration students enroll in NURS 6990 in their final semester. This course requires students to synthesize and apply information they have gained in their graduate courses specific to their

concentration. This is demonstrated in a culminating paper requiring use of research concepts, an extensive literature review and synthesis of this content in a "State of Science" paper. The expectation is that students complete the course with a manuscript appropriate for publication.

- The Nurse Practitioner concentrations are required to demonstrate mastery of content by implementation of advance practice knowledge and skills in clinical practice that is evaluated by both their final clinical preceptor and course faculty. Evaluation of their total direct patient contact hours, acuity and diagnosis of all patient encounters plans of care, and plans for patient follow-up are evaluated by their course faculty.

Student Learning Outcome 2: Concentration specific outcomes

Define Outcome:

Concentration specific outcomes for Nursing Administration, Nursing Education, Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner.

Assessment Methods:

- a. **Nursing Administration**- Demonstrate advanced level nursing administration competencies in healthcare delivery systems, policies, and practice.
- b. **Nursing Education**- Demonstrate nurse educator competencies in didactic and clinical settings, with a working knowledge of organizational structure and role responsibility.
- c. **Family Nurse Practitioner** - Demonstrate competency in providing primary care across the life span to individuals, families, groups, and communities.
- d. **Psychiatric Mental Health Nurse Practitioner**- Demonstrate competency in providing mental health care with individuals, families, populations, and systems.

Criteria for Success (Thresholds for Assessment Methods):

- NUAD: Students earn a minimum of an 84% on both the final “Clinical Evaluation Tool” and the “Environmental Assessment and Analysis Assignment” in the NURS 6309 Nursing Administration Practicum course
- NUED: Students earn a minimum of 84% on the “Nursing Education Final Evaluation Tool” in the NURS 6209 Nursing Education Practicum course.
- FNP: Students earn a grade of “Pass” on the final “Faculty Evaluation of Student Performance” in the NURS 6616 Final FNP Preceptorship course
- PMHNP: Students earn a grade of “Pass” on the final “Faculty Evaluation of Student Performance” in the NURS 6911 Final PMHNP Preceptorship course
- AGACNP: Students will successfully “Pass” their G-HESI and certification review course by successfully completing both and students will earn a grade of “Pass” in their “Internship in Advanced Practice” (NURS 5616)

Link to 'Tech Tomorrow' Strategic Plan:

2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:

- 100% of NUED and NUAD students met the requirements for the final clinical evaluation in their respective specialties. These students are evaluated by their clinical course faculty with input from their clinical preceptor in their specialty area.

- 100% of FNP students earned a passing grade on their “Faculty Evaluation of Student Performance” in their final practicum in the NURS 6616 course.
- 100% of PMHNP students earned a passing grade on the final “Faculty Evaluation of Student Performance” in the NURS 6911 course
- 100% of the AGACNP students passed the G-HESI standardized exam and review course and earned a passing grade in their NURS 5616 Internship in Advanced Practice.
- Each specific concentration criteria for success ensures students are “work” ready at graduation for their specific concentration. All concentrations have a final, precepted clinical practicum that is a culmination of their program of study.

Use of Results to Improve Outcomes:

- NUED and NUAD students must demonstrate mastery of content with application in the clinical setting. Students are evaluated by their course faculty with input with their clinical practicum preceptor. Mastery of this content is also evaluated in the NURS 6990 course-Scholarly Synthesis. These evaluation methods are regularly assessed and updated to address changes in the profession.
- FNP students must successfully complete all course content and participate in 2 on campus clinical intensives prior to participating in their final clinical practicum (NURS 6616). This sequencing prepares students as reflected in student evaluations of the experience and preceptor evaluation of student clinical practice. The cohort starting clinical practicum courses in Fall 2025 are under the new policy requiring 750 direct patient contact hours (vs. Previous policy of 540 hours). The WHSON will evaluate this policy change over the next 2 years.
- PMHNP students’ final clinical practicum requires demonstration of mastery of content and is evaluated by clinical course faculty with input from clinical preceptors. Students are evaluated on their ability to assess, diagnose, develop a plan of care, prescribe appropriate medications and/or therapies, and evaluation of care. The program and processes have been successful with 100% graduation and certification rate the past year.
- The AGACNP concentration graduated their first two students in May of 2025. These students were successful in their standardized testing and in their final clinical practicum. The WHSON will evaluate their success with certification in the 2025-2026 AY.

- The WHSON meets a minimum of once per year with clinical partners/affiliates and seek feedback related to graduate preparedness for the workforce. Current students have been added to these meetings to provide input related to their program of study and goals for employment.

Summative Evaluation:

The evaluation methods are appropriate for the MSN program. However, significant changes are on the horizon requiring curricular changes, evaluation of those changes and ongoing revision based on evaluation results as the AACN Essentials are incorporated. Areas to address in 2025-2026:

- The new AACN Essentials for Nursing Education will be implemented in the next two years. This process will start Fall 2025 as the WHSON Graduate Committee and the Concentration Coordinators work closely with the WHSON curriculum committee to implement these curricular changes.
- The students admitted to the FNP concentration in Fall 2024 fall under the new policy requiring 750 clinical practicum hours for graduation. Most of these students will start their clinical practicum in Fall 2025. We will evaluate the impact of the increased clinical hours as it relates to access to clinical sites, progression, retention, rate of Incomplete grades, and graduation.
- The new NTF guidelines for all APRN concentrations changed their clinical limit from 6 students per clinical faculty to 6-8 per clinical faculty. The WHSON is implementing the new guidelines in Fall 2024. We will evaluate in a year and assess the implications of increasing student: faculty ratio in the practicum courses.
- We will continue to monitor grades of C or less in NURS 6103 Advanced Pathophysiology in response to resequencing. We will also assess the impact on NURS 6104 Advanced Pharmacology with its move to the shorter summer semester.
- Prior to Spring 2025 the PMHNP concentration was only admitted in the Fall semesters. If a student had to repeat a course, it delayed them an entire year to start their clinical courses. Also, with the continued growth in this concentration multiple requests were made for a Spring entry. The WHSON will evaluate the change of adding a second admission entry in Spring 2025 for PMHNP students in regard to progression and graduation.
- In 2022 the WHSON instituted a grading policy requiring all "C" grades to be repeated prior to progressing in the program. The WHSON will do a review of those repeating one or more of the "3 P's" (NURS 6101, 6102, 6103) and success in the first practicum courses in all concentrations.

Assessment Plan Changes:**List of Appendices:**

Appendix 1: Curriculum Map

Appendix 1: Curriculum Map

Required Courses and Experiences	WHSON MSN Program Objectives						
	Demonstrates knowledge and competencies in advanced nursing practice, nursing education and nursing administration	Integrate specialized knowledge and theories from nursing and related disciplines into advanced nursing roles	Use research to validate and refine knowledge relevant to advanced nursing roles	Practice advanced nursing roles in collaborative relationships across disciplines and in partnership with communities (i.e., nursing education, nursing administration, and advanced clinical practice)	Manage the healthcare of clients within legal, ethical and professional standards	Improve the health of clients among diverse population groups	Promote positive changes in healthcare delivery, health policies and nursing practice
NURS 6000	I		I	I	I		
NURS 6001	R	I	R	R	I	I	R
NURS 6002	R	I	R	R	R	R	R
NURS 6003	I	R	I	R	R	I	R
NURS 6101	M	R	M	M	R	M	R
NURS 6102	R	R	R	R	R	I	R
NURS 6103	M	R	M	R	R	R	R
NURS 6104	R	R	R	M	M	M	R
NURS 6204	I	R	R	R		R	R
NURS 6205	I	R	R	R	R	R	R
NURS 6207	M	M	R	M	R	M	M
NURS 6209	M	M	M	M	R	M	M
NURS 6301	I	I	R	R	R	R	R
NURS 6302	R	R	R	R	R	R	R
NURS 6303	R	M	R	R	R	R	R
NURS 6304	R	M	M	I	R	I	I
NURS 6305	M	M	R	R	M	R	R
NURS 6307	M	R	R	R	R	R	R
NURS 6309	M	R	R	M	M	M	M
NURS 6610	R	R	R	R	R	R	R
NURS 6611	R	R	R	M	M	M	M

NURS 6612	R	R	R	R	R	R	R
NURS 6613	R	R	R	M	M	M	M
NURS 6614	R	R	R	R	R	R	R
NURS 6615	R	R	R	M	M	M	M
NURS 6616	R	R	R	M	M	M	M
NURS 6910	R	R	R	R	I	R	R
NURS 6990	M	M	M	R	R	R	M
Other: Exit Exam		A		A			
NURS 6210	I	R	R	R			R
NURS 6211	R	M	M	R	R	R	M
NURS 6212	M	R	M	R			M
NURS 6710	R	R	R	R	R	R	R
NURS 6711	R	R	R	M	M	M	M
NURS 6712	R	R	R	R	R	R	R
NURS 6713	R	R	R	M	M	M	M
NURS 6714	R	R	R	R	R	R	R
NURS 6715	R	R	R	M	M	M	M
NURS 6716	R	R	R	M	M	M	M
NURS 6911	R	R	R	R	I	R	R

KEY:

I=Introduce

R-Reinforce

M-Mastery

A-Assessment Opportunity