

**SITE VISITORS' REPORT**  
**Indiana State University**  
**Terre Haute, IN**

**Program Type:** Clinical Doctorate  
**Purpose of Visit:** Initial Accreditation  
**Date of Visit:** October 23-25, 2012

**GENERAL INFORMATION**

Nursing Education Unit  
Department of Advanced Practice Nursing  
749 Chestnut Street  
Terre Haute, IN 47809

Governing Organization  
Indiana State University  
200 N. 7<sup>th</sup> Street  
Terre Haute, IN 47809

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State Board of Nursing Approval Status  
Agency: Indiana State Board of Nursing  
Last Review: Not Applicable

Accreditation Status (Governing Organization)  
Agency: North Central Association of  
Colleges and Schools  
Last Review: November 2011  
Outcome: Continued Accreditation  
Next Review: 2020

**Third Party Comment:**

The nursing unit had a reasonable process for soliciting third party comments. The methods used to announce the accreditation visit to the program's communities of interest were announcements placed on the Department of Advanced Practice Nursing and program websites; the ISU Nursing Facebook page; the College of Nursing, Health, and Human Services news website and homepage; the ISU newsroom; and in the classified section of the *Tribune Star* website.

Third party comments were received in response to the solicitation. Representatives from the Department of Social Work, University library, and the Lugar Center (formerly the Midwest Rural Health Center) provided positive comments about the clinical doctorate program. They discussed the opportunities for interdisciplinary collaboration in projects and conferences.

**Interviews:**

Individual Conferences

Lea R. Hall, PhD, RN, Executive Director of Nursing

Daniel J. Bradley, PhD, President

C. Jack Maynard, PhD, Provost, Vice President of Academic Affairs

Diann McKee, MS, Vice President for Business Affairs

Group Conferences

Breakfast Welcome Meeting with Faculty

Lea Hall, PhD, RN, Executive Director of Nursing

Debra Mallory, PhD, NP-C, WHNP-BC, Professor

Lisa Grove, Administrative Assistant for Executive Director of Nursing

Felicia Stewart, NP-C, Assistant Professor, Advanced Practice Nursing (APN)

Jessica Houchen, DNP, RN, Assistant Professor, Advanced Practice Nursing

Julie Fine, PhD, FNP-C, Assistant Professor, Advanced Practice Nursing

Susan Eley, PhD, FNP-BC, Chairperson, Advanced Practice Nursing

Debra Vincent, PhD, Assistant Professor, Director of FNP Program, Advanced Practice Nursing

Betsy Frank, PhD, RN, ANEF, Baccalaureate Completion

Constance Thomas, MSN, RN, Baccalaureate Nursing

Debbie Jatzcak, AA, Advanced Practice Nursing

Teresa Eddy, SSA III, Advanced Practice Nursing

Erik Southard, DNP, FNP-BC, Assistant Professor, DNP Program Director, Advanced Practice Nursing

Andreas Kummerow, MS, RN, CNE

Rhonda Reed, MS, RN, CRRN, Director Learning Resource Center

Mark Schaffer, MS, Contract Coordinator

Jeanine Overfelt, SSA III, Baccalaureate Completion

Carol Layton, AA, Baccalaureate Completion

Ruth Thompson, Dean's Assistant

Richard B. Williams, PhD, Dean, College of Nursing, Health, and Human Services

Renee Bauer, MS, RN, Accelerated Program

Emily Cannon, MS, RN, Baccalaureate Nursing Department

Teresa Stateler, AA, Baccalaureate Nursing

Franci Rubin, Testing Coordinator

Roseanne Fairchild, PhD, RN, Assistant Professor, Advanced Practice Nursing

Conference with Academics

Kenneth Brauchle, PhD, Dean of Extended Learning

R. Troy Allen, PhD, Acting Dean of the College of Graduate and Professional Studies

Susan Powers, PhD, Associate Vice President of Academic Affairs

Richard B. Williams, PhD, Dean of the College of Nursing, Health, and Human Services

**Documents Reviewed:**

Catalogs, Handbooks, Manuals

Faculty and Staff Handbook, 2012

Graduate Catalog, 2012-2013

Student Handbook, 2012

External Constituencies

Indiana Commission of Higher Education Funding Chart, 2011-2013

Indiana State Board of Nursing Annual Report, 2012

Indiana State Board of Nursing – Indiana and Administrative Codes, 2012

NCA Higher Learning Commission, Accrediting Agency Report, 2011

Nursing/Governing Organization Documents

Alumni Survey

APN Department Assessment Plan, 2010-2012

APN Department Student Learning Outcomes and Program Competencies for DNP, 2011-2012; 2012-2013

APN Department DNP Program Outcome Evaluation Plan

APN Department Goals, Actions, Outcomes, 2010-2011; 2011-2012; 2012-2013

Budgets

Baccalaureate Nursing Budget, 2011-2012

Baccalaureate Nursing Completion, 2011-2012

Social Work Budget, 2011-2012

APN Department Budget, actual 2010-2011; 2011-2012; approved 2012-2013

College Budget, actual 2010-2011; 2011-2012; approved 2012-2013

University Budget, approved 2011-2012; recommended 2012-2013

Library Budget, approved 2012-2013

Bylaws for APN Department

Clinical Documents

    Clinical Guidelines

    Clinical Log

    Independent Practice Verification Form

    Post-Baccalaureate Clinical Hour Verification Form

    DNP Scholarly Project Approval Form

    Notice of DNP Scholarly Project Advisory Committee Members

Complaint Reports

DNP Mentor Packet

Employer Satisfaction Survey

Exit Survey

Alumni Survey Draft, May 2013

Faculty Evaluation Process

    Guidelines for Academic Retention, Tenure, and Promotion

    Appraisal of Faculty Candidate for Promotion, or Appraisal of Nontenured Faculty for Tenure, or

Promotion and Tenure

    Faculty Performance Evaluation

Faculty to Student Ratios, Fall 2010; Spring 2011; Fall 2011; Spring 2012; Fall 2012

Faculty Workload Documentation, Fall 2011; Spring 2012; Fall 2012; Spring 2013 (projected)

Executive Director of Nursing Job Description

Student Services Assistant Job Description

Administrative Assistant I Job Description

Academic Department Chairpersons Policy

Constitution of the Faculty of Indiana State University

Role of Faculty in the College of Nursing, Health, and Human Services

## II. EVALUATION OF THE STANDARDS AND CRITERIA

### STANDARD 1

#### Mission and Administrative Capacity

The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

#### CLINICAL DOCTORATE

- 1.1 The mission includes philosophical underpinnings of the advanced practice doctoral program that result in measurable student learning and program outcomes.
- 1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.
- 1.3 Communities of interest have input into program processes and decision-making.
- 1.4 Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.
- 1.5 Program outcomes for the Advanced Practice Doctorate result from the effective management and leadership of an academically and experientially qualified nurse administrator.
- 1.6 Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.
- 1.7 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

*For nursing education units engaged in distance education, the additional criterion is applicable:*

- 1.8 Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

#### **Commentary:**

The mission of Indiana State University (ISU) has a strong focus on community and public service, teaching, research, and creative activity. Interviews with the President, Provost and Vice President for Academic Affairs, Associate Vice President for Academic Affairs, and Dean for the College of Nursing, Health, and Human Services (CONHHS) confirmed that the clinical doctorate program fulfills the University's mission of providing doctoral education and decreasing healthcare professional shortages in the rural and underserved communities. University, College, and nursing administration amplified a strong emphasis on rural health for the mission of the University and the clinical doctorate program. The President described nursing as the "hub of health services."

A review of course materials confirmed that the mission of the governing organization and the philosophy of the nursing faculty underpin the clinical doctorate program, resulting in measurable student learning outcomes and program outcomes. Course materials reflect the philosophical values of the clinical doctorate program for development of advanced practice nursing roles of critical thinker; communicator; advanced provider; leader; professional; lifelong learner; advocate; coordinator of community resources;

she has been released from teaching responsibilities as she focuses on accreditation and the assumption of her new role. She expects to resume teaching responsibilities in two (2) years.

The Executive Director for Nursing is assisted in her role by three (3) Department Chairpersons, including the APN Department Chairperson, Dr. Susan Eley. Holding a PhD in education, Dr. Eley has a half-time teaching load of six (6) credits. Dr. Eley is supported in her role by the DNP Program Director, Dr. Erik Southard. Holding a DNP, Dr. Southard receives three (3) hours release time from his teaching load. As verified onsite, the Executive Director, APN Chairperson, and DNP Program Director hold advanced practice nursing licensure and national certifications as family nurse practitioners.

A review of the SSR (Table 1.6.1, pp. 38-39) and the ISU Faculty and Staff Handbook and interviews with the nursing faculty and administration confirmed that the policies regarding the nursing faculty are comprehensive and consistent with those of the governing organization and applied fairly and equitably across all disciplines. A review of faculty files revealed the inclusion of documents related to clinical requirements for practice. The faculty confirmed that they value the opportunity to practice one (1) day per week. The Dean and the Executive Director verified support and authorization for faculty participation in clinical practice.

Interviews with students and the Executive Director and a review of documents and websites verified an informal and formal process for management of program complaints and grievances as described in the ISU Catalog for grade appeals, Office of Affirmative Action Office, and ISU Handbook. As verified online, an opportunity for improvement form can be submitted to offer comments, compliments, concerns, and complaints. Through a review of complaint records and interviews with the Executive Director and the faculty, it was confirmed that there have been no formal complaints or grievances about the clinical doctorate program.

The clinical doctorate program is offered online without on-campus requirements. Interviews with the faculty and University and nursing administration confirmed that the delivery of online courses is congruent with the mission of the governing organization. The faculty defined distance education as the provision of online learning using multiple diverse synchronous and asynchronous modalities. Online learning provides students opportunities to collaborate with others beyond their geographical boundaries.

**Summary:**

**Strength:**

- Commitment of University, College, and nursing administration and clinical doctorate faculty to the mission of serving healthcare needs of rural and underserved communities

**Compliance:**

The program is in compliance with the Standard.

A review of faculty records verified that credentials reflect academic and experiential preparation for teaching in the clinical doctorate program. Two (2) faculty hold a PhD in nursing; one (1) faculty member holds a DNP; and one (1) faculty member holds a PhD in education and a master's degree in nursing as a family nurse practitioner. All faculty members hold current RN licensure in Indiana. Three (3) of the four (4) faculty are family nurse practitioners with active clinical practices, and one (1) holds national certification as a nurse executive.

A review of files and interviews with the faculty confirmed their participation in scholarship and evidence-based practice. A few examples of scholarship, based on Boyer's definition of scholarship, are noted in the SSR (Table 2.3.1, pp. 54-58). Interviews with the faculty, Dean of the CONHHS, and Associate Vice President for Academic Affairs confirmed that the Boyer definition of scholarship is used for the evaluation of faculty scholarly productivity for promotion and tenure. A review of faculty curriculum vitae provided numerous examples of professional publications; national and international presentations; research and grants; and participation in evidence-based projects with students and colleagues. The faculty discussed examples of current research and evidence-based practice projects. The faculty confirmed that they encourage the students to publish and shared examples of co-authoring and mentoring students in scholarly writing. Interviews with the Dean, Executive Director, and faculty verified that the nursing faculty may practice one (1) day per week. The faculty amplified support for release time to participate in scholarship activities and funding for attendance at professional conferences.

The clinical doctorate program does not employ non-nurse faculty. There is one (1) student services assistant and one (1) administrative assistant for the APN Department. An interview with the Executive Director confirmed that the assistants' responsibilities are as described in the SSR (p. 59).

The faculty and staff are evaluated in accordance with University policy as described in the ISU Faculty Staff Handbook and the SSR (pp. 59-60). The nursing faculty and administration confirmed that faculty evaluations are conducted by an elected Department Faculty Affairs Committee, the APN Chairperson, the Executive Director of Nursing, the College Faculty Affairs Committee, the Dean of the CONHHS, and the Provost and Vice President for Academic Affairs. Faculty files were reviewed and found to be complete with documentation of credentials, curriculum vitae, and evaluations. The students verified that they have an opportunity to evaluate the faculty and courses at the end of each semester.

The faculty verified the availability of various support services using online and Blackboard technology in the clinical doctorate program. Extended Learning provides instructional design and faculty development for available online software. A review of curriculum vitae verified participation in development programs for software and online instructional methods. Three (3) new Department faculty members amplified the value of the formal orientation process for facilitating their adjustment to the University, College, and APN Department. Orientation involves two (2) meetings per week during the fall semester with a one-course teaching load reduction and a \$3,000 stipend. Each new faculty member is assigned a faculty mentor in the Department and co-assigned with another faculty member for a new online course assignment.

**STANDARD 3**  
**Students**

Student policies, development, and services support the goals and outcomes of the nursing education unit.

- 3.1 Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.
- 3.2 Student services are commensurate with the needs of students pursuing or completing the practice doctorate program, including those receiving instruction using alternative methods of delivery.
- 3.3 Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.
- 3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.
- 3.5 Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.
- 3.6 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.
- 3.7 Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.

*For nursing education units engaged in distance education, the additional criterion is applicable:*

- 3.8 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.

**Commentary:**

Student policies of the clinical doctorate program are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied. As stated in the SSR (Table 3.1.1, pp. 63-64) and confirmed in a review of documents online, policies of the clinical doctorate program that differ from those of the governing organization include selection and admission; student evaluation and grading; withdrawal/dismissal; grievance/complaints and appeal process; and personal wireless communication device usage. As described in the SSR (pp. 65-67), differences in policies reflect requirements necessary for success in professional nursing education. All University policies are accessible online. ISU provides an extensive informative website for all students, and policies were verified on the website.

ISU provides a myriad of student services for the students currently enrolled. These services include academics, health clinic, student counseling, psychology clinic, library, Career Center, University bookstore, Writing Center, Early Childhood Education Center, and the Office of Informational Technology. Students receiving instruction through alternative methods such as online do not utilize all of the services available. The clinical doctorate students verbalized the use of services provided by the library and the Writing Center. Details of the Writing Center were discussed and verified with the Director. The library services were discussed and verified with the Dean of Library Services and the library nursing liaison. Details of the library are provided in Standard 5 of this report. ISU designed the

of Information Technology (OIT). The OIT has office hours for students and can be reached via phone between 8:00 a.m. and 4:30 p.m., Monday through Friday. The OIT also provides a help desk to students. The website provides the days and hours that the help desk is available students services. The students are able to access online tutorials on approximately 40 different topics.

The students have access to information related to technology requirements and policies specific to distance education on the clinical doctorate program website. Information that is clear, accurate, and consistent may be accessed. Hardware requirements are available online for the students. The students have access to the policies of the Department of APN via the website. A review of the APN Student Handbook confirmed the accessibility of student policies.

**Summary:**

**Compliance:**

The program is in compliance with the Standard.



The students enroll in an analytical methods course in which research evidence is appraised for use in their advanced practice nursing roles. Examples of student work documented the appraisal of evidence at various levels. The students then have a series of scholarly project courses in which they systematically complete an evidence-based practice project. According to the mentor packet, acceptable projects are providing testimony; mentoring in a leadership role; data gathering; translating evidence into practice; and conducting a quality improvement project. Both the Dean of the CONHHS and the Interim Dean of the Graduate School indicated that practice scholarship is highly accepted as the scholarly outcome product for this program.

The students enroll in a culturally competent care course that focuses on interpersonal dynamics; culturally sensitive care; access; and social justice for the underserved, rural, and minority populations. The students are encouraged to apply these principles into their scholarly projects, nursing practice, and systems of care. An example of a project completed for this course is "Chronic Disease Management for Rural Americans." The President of the University indicated that the College and several other agencies have been involved in a funded Rural Health Innovation Collaborative. The final course in the curriculum is a rural/underserved residency. The clinical doctorate faculty members view the rural focus of this program as a strength, especially to meet the needs of the citizens of Indiana who live in surrounding rural areas.

The students have been placed with a variety of mentors to complete their 500 clinical hours and scholarly projects. The learning environments are chosen in the student's area of interest and geographical area, which may range from rural Indiana to urban Baltimore. Mentors may be nurse practitioners, PAs, or MDs. According to the DNP Program Director, a doctorally-prepared nurse practitioner is preferable when available. Thus far, the faculty have served as the doctorally-prepared mentors, and other interdisciplinary team members have been a part of the mentoring team. Their academic preparation has ranged from a baccalaureate to a doctoral degree. A mentor agreement form and mentor biography form are completed by the mentor. The latter form includes license, certification, education, and employment information for the mentor. Agency agreement forms or contracts are not completed unless the agency desires for this to be done. According to the Executive Director of Nursing, none of the current agencies used for the clinical doctorate students has requested an agreement form or contract. The mentor packet includes responsibilities for the mentor, student, and faculty.

The SSR does not specifically address contemporary roles for the DNP or practice experiences that reflect established patient health and safety goals. However, the DNP Program Director indicated that the clinical doctorate students are involved in contemporary roles across settings with families in rural and urban areas and primary and acute care settings. One (1) graduate has worked with a telehealth project. Patient health and safety goals are addressed in the series of practice courses. The final course in the series is the rural/underserved residency whereby students analyze variations in clinical practice and outcomes for patients in an underserved and/or rural healthcare system or organization.

A variety of online learning strategies are used, including narrated PowerPoint presentations; threaded discussion; streamed video; readings; writing assignments; policy papers; research evidence appraisals; and other evaluative methods. These methods are appropriate to facilitate achievement of the clinical doctorate program course learning outcomes and are compatible with the online learning format for these courses.

Classroom Observation:

All nursing courses for the clinical doctorate (APN 810, APN 822, APN 825, APN 840, APN 842, APN 850, APN 891, APN 892, APN 893, APN 894, and APN 895) were viewed online through the Blackboard portal and/or through course syllabi binders onsite that contained the syllabi and examples of student work. The course learning outcomes are appropriately leveled for the clinical doctorate. Strategies for learning and evaluative measures include threaded online discussions; community assessments and health plans; informatics/HIT integral element plans; research evidence appraisals; culturally competent

## **STANDARD 5**

### **Resources**

Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.

- 5.1** Evidence supports that resources are commensurate with the achievement of program outcomes:
- Sufficiency of physical resources
  - Accessibility of learning resources
  - Allocation of budget to support program delivery

*For nursing education units engaged in distance education, the additional criterion is applicable:*

- 5.2** Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes.

### **Commentary:**

Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit. Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students and ensure that the students achieve the learning outcomes.

The clinical doctorate program faculty and resources are located in the Landsbaum Center for Health Education (LCHE). The facility is a cooperative partnership between Union Hospital's Richard G. Lugar Center for Rural Health, Indiana University School of Medicine, and ISU. The LCHE is a two-story, 34,000-square-foot building. The clinical doctorate program shares space within the CONHHS Department of Advanced Practice Nursing. The LCHE includes modern technology and is equipped with a lecture hall, classrooms, study/common areas, faculty offices, kitchenettes, and conference/meeting space.

The second floor of the LCHE includes office space for all faculty in the APN Department and resources. There are six (6) offices and one (1) storage room. Each office is equipped with working space for two (2) faculty members. There is sufficient working accommodation as witnessed during a tour of the building. The storage area, an 8x10 room, is sufficient. The conference rooms offer telephone communication, video-conferencing, projectors, adequate desks, and chairs for comfort.

There are sufficient resources available for distance learners to have access to the faculty. All faculty members have computer access with the most updated technological platforms. Each faculty member has a private phone line. There is a privacy pact between the faculty when a student is being counseled in person or over the phone. The faculty are in agreement that one may leave the office to provide privacy during counseling. Additional resources available are printing, copying, and a technical support specialist dedicated to the LCHE.

The clinical doctorate students have accessibility to learning resources on campus and online. Since the program is offered entirely online, the most cost-effective manner in which students access resources is online. The students articulated their appreciation of the personnel and educational resources provided by the Cunningham Memorial Library (CML). The students can acquire library resources online, print reserves, stacks, and periodicals. The students are able to take advantage of the collaboration between the Saint Mary-of-the-Woods College Library, Rose-Hulman Institute of Technology Library, and Vigo County Public Library. Databases available online for the students include ProQuest, EBSCOhost, CINAHL, Medline, and LexisNexis Academic. Although the CML has a print journal collection, preference is given to retrieve literature in an online format. The CML has over 1,000 online health

**Summary:**

Strengths:

- Extensive, current library resources to support the clinical doctorate program
- Availability and active participation of the library liaison with the nursing program including the clinical doctorate students
- \$200,000 plus state appropriations dedicated for nursing education
- Writing Center provides continuous support to clinical doctorate students for paper development, structure, and references

**Compliance:**

The program is in compliance with the Standard.

faculty also indicated that changes in the interdisciplinary epidemiology course were made after two (2) clinical doctorate students experienced difficulty in completing the course. A case study approach was implemented that improved the SLOs across disciplines. Improved retention in the program also resulted because of these changes.

The APN faculty members reported that the evaluation findings are shared during Advisory Committee meetings, with the faculty during Department meetings, and with members of the administration, students, and personnel in organizations/agencies. Selected findings are posted on the College website and in Blackboard for the students. Minutes of the Department Curriculum Committee dated December 6, 2011, indicated that changes in the orientation process for students were being made based on student feedback.

The students are required to be certified as family nurse practitioners before entering the online clinical doctorate program. The program graduates from May 2012 demonstrated 100% achievement of the learning outcomes that are matched with the 2006 NONPF Competencies and 2006 AACN Essentials for the DNP.

The SPE encompasses students enrolled in the online distance education clinical doctorate program. Evidence is reported that the SLOs have been met at a 100% level for the graduating class of May 2012. Program outcomes have been met for job placement at a 100% level. Fifty percent of students admitted completed the program for the 2010 cohort who graduated in May 2012, which did not meet the expectation for 80% to graduate. Graduate satisfaction and employer satisfaction will be assessed in May 2013. The clinical doctorate program is offered only as an online program, so no comparable data are available.

#### Licensure Exam/Certification Exam Pass Rates

The applicants to the post-master's clinical doctorate program are licensed as registered nurses and certified as family nurse practitioners.

#### Job Placement

Job placement was assessed as a question on the exit survey for the graduates. The May 2012 graduates are the first class to graduate from the program. Four (4) of five (5) graduates who responded on the exit survey indicated that they are employed in their field as family nurse practitioners. Thus, 100% of the respondents are employed.

#### Program Completion

Five (5) of ten (10) students who were admitted to the program graduated. One (1) admitted student did not begin coursework; two (2) students had difficulty with the epidemiology course and stopped attending; and two (2) students withdrew for health reasons. This rate is reported in the SSR as 56% (Table 6.3.3, p. 130) and as 50% (Table 6.3.2, p. 127). The 56% rate reflects those students who were admitted, enrolled in classes initially, and graduated. The 50% rate reflects the number admitted to the program who graduated. Retention of students improved after changes were made in the teaching strategies used for the epidemiology course. Students who did not graduate are eligible to return to the program.

#### Graduate Satisfaction

A survey instrument for clinical doctorate graduate satisfaction (alumni survey) has been completed and was examined onsite. The process for data collection is also reported in the program evaluation plan. The instrument has 29 short-answer and ranked questions that reflect the program outcomes and current status of the graduate. This survey will be mailed to the five (5) May 2012 graduates in May 2013.

**III. RECOMMENDATION FOR ACCREDITATION STATUS:**

**Recommendation:**

Initial Accreditation:

Initial accreditation as the program is in compliance with all Accreditation Standards. Next review in five (5) years.