

# Opticianry Program

APRC 1997-1998

Section 1 of 2

# **PRP REPORT FOR THE OPTICIANRY PROGRAM**

## **PRP MEMBERS:**

**Dr. Charles Bacon**

**Mr. James Brady**

**Mr. Russell Hess**

**Dr. Tom Klimek**

**Dr. Vincent King**

## TABLE OF CONTENTS

Overview of Opticianry Program .....	1-2
Section One .....	3-8
Evaluation Methods and Instruments .....	9-11
Section Two .....	12-13
Section Three .....	14
Section Four .....	15
Section Five .....	16-19
Section Six .....	20-22
Section Seven .....	23
Section Eight .....	24-25
Section Nine .....	26-27
Section Ten .....	28
Section Eleven .....	29-30
Section Twelve .....	31-34
Section Thirteen .....	35-38
Appendix One: Program Check Sheet and Brochure	
Appendix Two: Occupational Outlook by Department of Labor	
Appendix Three: Graduate Survey	
Appendix Four: Employer Survey	
Appendix Five: Student Survey	
Appendix Six: 1990 Commission on Opticianry Accreditation Survey	
Appendix Seven: Faculty Curriculum Vitae	
Appendix Eight: Administrative Program Review	
Appendix Nine: 1998 Action Plans	

## OVERVIEW OF THE OPTICIANRY PROGRAM

The student handbook for the opticianry program defines an optician in the following manner: "An optician is a technician who makes, verifies and delivers lenses, frames and other specially fabricated optical devices and/or contact lenses upon prescription to the intended wearer. The optician's functions include: prescription analysis and interpretation; determination of the lens forms best suited to the wearer's needs; the preparation and delivery of work orders for the grinding of lenses and the fabrication of eyewear; the verification of the finished ophthalmic products; and the adjustment, replacement, repair and reproduction of previously prepared ophthalmic lenses, frames and other specially fabricated ophthalmic devices".

The definition of an optician establishes the educational needs of the student. The student needs technical training and hands-on experience in the use of the equipment used by the modern optician, such as; surface generating equipment, edging machines, verification instruments and experience with the required tools used in dispensing optical devices. The student needs the requisite knowledge base associated with the required technical skills. In addition to the general education requirements, the student needs to know the optics of lenses, fundamental anatomy of the eye, basic marketing skills and interpersonal skills to work with people. Upon completion of this program the students are prepared to pass the National Opticianry Competency Examination (NOCE) as offered by the American Board of Opticianry (ABO).

The students choosing the opticianry program represent the same range of entering skills as many students entering other programs at Ferris. The program will lose some students because they are not willing to put forth the effort necessary to master the knowledge and skills required. Also a small number of students will choose other career paths before completing the program. Of the students who complete the associate's degree, approximately one third will enter one of the many ladder programs available at Ferris, with the rest entering the opticianry field in one of many aspects. Many of the students going into the field will eventually enter the sales field as manufacturers' representatives. A small number of students will enter a Doctor of Optometry program to continue their education.

Slightly more than half the states require that opticians be licensed, with about the same number permitting opticians to fit contact lenses. The various licensing requirements as well as legal ability to fit contact lenses establishes the educational requirements for the opticianry program. The State of Michigan does not license opticians, but as is true of any program at

Ferris, the education provided should permit any graduate to work in any state. Over the last four years, 95% of the opticianry students have passed their national examination. In 1997, 100% of the program's students passed the NOCE. This is reflective of the quality of students graduating from the program.

The major problem for the opticianry program is the program's inability to attract the number of students that the program is capable of educating. Efforts are being made to correct this situation, but it is premature to judge the effectiveness of the recruiting effort. Please refer to section ten for more recent enrollment data.

On the positive side, 100% of the students receive job offers from the profession with most students having many jobs to choose from.

The program staff consists of two full-time faculty (ref appendix/resumes). One is a one-year temporary instructor and the other serves as the program coordinator. Optometry faculty are also used to teach some of the opticianry courses. Approximately 1,100 hours of adult part-time and 360 hours of student help are used by the program. The program coordinator's work load exceeds 60 hours per week, which if properly addressed would require the hiring of an additional faculty member for the program.

The opticianry program at Ferris is the only university or college affiliated program in Michigan. A number of newer opticianry programs have been started around the country in recent years which represents a nationally recognized need for formally trained opticians. Ferris State University's program is nationally recognized and is the second oldest in the country.

As a technical program the resource demands are associated with the need for a technically and professionally competent faculty. The budget is insufficient to fund the increasing costs of equipment repair and replacement, although faculty efforts in this area have shown some success in procuring donations from manufacturers. Students need adequate time to use the equipment in order to develop the required technical skills. The opticianry students also need to spend time working with patients in a dispensary. Maintaining a properly supervised and supplied dispensary is quite expensive yet essential for the development of proficient students.

## SECTION ONE

### MISSION AND ROLE FOR THE OPTICIANRY PROGRAM

The opticianry program is dedicated to providing a career-oriented professional program with quality education and practice in opticianry and a core of liberal arts studies to prepare the student for the responsibilities of life and the opticianry field. The program also encourages students to continue their education by "laddering" directly into a bachelor's degree program in business, education, management, marketing, or sales. Associate's degree graduates may obtain a bachelor's degree with approximately two more years of school ("2+2") (please refer to the programs brochure and check sheet in the appendix). The mission of the opticianry program dovetails nicely with that of Ferris State University.

### EDUCATIONAL GOALS OF THE PROGRAM

The opticianry program at Ferris State University has the following goals in preparing a student for graduation. These goals are part of the essentials which are qualitative requirements stated in broad terms. The extent to which accredited Opticianry programs are held accountable by the Commission on Opticianry Accreditation (COA). Accreditation status may therefore be determined/effectuated by program compliance to these goals. Upon completion of the opticianry program the graduate should be able to:

Discuss prescription eyewear and other consumer/patient related information (verbal and written) with the eye doctor.

Analyze and interpret ophthalmic prescriptions.

Communicate effectively with consumer/patients.

Demonstrate a basic knowledge of the human eye structure, function and pathology.

Assist the consumer/patient in selecting proper lenses and frames.

Determine the consumer's/patient's physiognomic measurements.

Neutralize lenses and verify eyewear prescriptions.

Demonstrate proficiency in finishing techniques.

Adapt and fit corrective lenses.

Apply rules and regulations for equipment safety, understand the function of equipment and utilize equipment to its full potential.

Maintain consumer/patient records.

Assist in the business related areas, including record maintenance, frame and lens inventory, supply and equipment maintenance and third party payment forms.

Assist in the dispensing of contact lenses (when appropriate).

Prepare the student to be employable in the optical field.

#### SPECIFIC OBJECTIVES OF SKILL LEVEL

To become employable in the opticianry field there are specific competencies that should be achieved by a graduate of Ferris State University in order to pass the National Opticianry Competency Exam by the American Board of Opticianry & National Contact Lens Examiners (NCLE). A graduate must demonstrate competencies including, but not limited to, the following:

Use effective oral and written communication.

Perform basic mathematical and algebraic operations.

Demonstrate basic knowledge of the human eye.

Determine ocular measurements.

Neutralize eyewear prescriptions.

Assess vocational and avocational needs of the consumer/patient.

Assist the consumer/patient in selecting proper lenses and frames.

Price and collect fees from consumers/patients for ophthalmic goods and services.

Prepare ophthalmic laboratory job orders.

Deliver prescription eyewear and instruct consumer/patient in use and care.

Maintain consumer/patient records.

Provide follow-up service to the consumer/patient, including periodic eyewear adjustment, repair and lens and frame replacement.

Respond to consumer/patient complaints.

Apply rules and regulations for safe work practices.

#### EXPECTATIONS

Opticians will continue to be in demand in Michigan, nationally and internationally. The demand for multi-competent opticians is continually growing. With new technology on the horizon in the optical industry the demand for services as a result of the aging population increases the need for qualified/certified opticians.

#### PLANS FOR IMPROVEMENT

Our plans for improvement have been primarily derived from our 1996 self-study prepared for the COA. These plans include curriculum revision, expansion of clinical duties and acquisition of state-of-the-art laboratory equipment. Certain equipment presently used in the opticianry lab has currently been outlawed in seven states considered as a health hazard (low temperature melting lead based alloy) and needs to be replaced with equipment meeting OSHA & EPA regulations.



## PROGRAM HISTORY

Ferris State University's opticianry program, which was originated in 1959, was the third collegiate program in the United States to offer an opticianry program. The program has had a number of title and school changes during its 38 years of existence:

- 1959-1970:       Optical Technology
  - Collegiate Technical Arts Division
  - Collegiate Technical Division
  - Technical Arts Division
  
- 1970-1977:       Health Optics
  - School of Health Science and Arts
  
- 1977-1987:       Ophthalmic Dispensing
  - School of Allied Health
  - College of Optometry
  
- 1987-Present:    Opticianry Program
  - Michigan College of Optometry

The supervision of the opticianry program is under the direction of the program coordinator with support and assistance from the Dean and staff of the College of Optometry. Since moving the upper administration of the program to the College of Optometry, there have been some decided advantages: greater flexibility in administration, greater variety of course offerings for students, additional qualified part-time faculty / ancillary to assist in instruction and additional laboratory/clinic usage.

## INTEGRATION WITH OTHER PROGRAMS AT FSU

The opticianry program has a good relationship with the Doctor of Optometry program on campus.

Two of the Optometry faculty instruct the opticianry students for a total of ten credits. The Optometry program utilizes the opticianry laboratory for its ophthalmic optics course.

The opticianry program serves a broad spectrum of the campus by offering complete eyewear services within the optometry dispensing clinic.

The program integrates with the Gerholz Institute for Lifelong Learning once a year for an annual opticianry educational meeting. Each year over 100 opticians from Michigan and the Midwest attend continuing education seminars along with FSU opticianry students.

## COORDINATION WITH PROGRAMS AT OTHER INSTITUTIONS

The opticianry program at FSU is a member of the National Federation of Opticianry Schools (NFOS) and communicates with programs at other schools and colleges sharing teaching techniques, literature and donations of lenses and frames.

There has been an attempt to accommodate transfer students from other institutions offering opticianry degrees, but because identical subject matter is often taught during dissimilar quarters or semesters it has been difficult.

Laddering into "2+2" programs is promoted throughout the two years of the opticianry program. An optician with a management, marketing or sales degree is an asset to any optical company. Sixty six percent of the last five classes of FSU Opticianry graduates ladder into a "2+2" program to obtain a bachelor's degree. Most of those who earn bachelor's degrees become part of an optical company's management team or an optical company sales representative. Students from other associate degree opticianry programs have also come to Ferris to take advantage of the laddering concept.

## OPTICIANRY PROGRAM SERVING MICHIGAN

FSU's opticianry program is the only collegiate opticianry program in the State of Michigan. The closest collegiate competitors are in Cleveland, Ohio, and the Green Bay, Wisconsin, area. Ferris is therefore recognized as a regional school. FSU is nationally the second oldest existing opticianry program and is recognized by the NFOS as one of the nation's best opticianry schools. The FSU opticianry program attracts students from around the United States as well as from around the world. Currently the program has three Canadian students as well as two out of state students enrolled.

## EMPLOYMENT NEEDS IN MICHIGAN

Four to five employment opportunities are available for each individual opticianry graduate. Two thirds of those opportunities are located in the State of Michigan. A 1996 U.S. Department of Labor study indicated that the number of opticianry positions is expected to increase through the year 2005 (reference occupational outlook appendix).

The opticianry program promotes the economic welfare of the State of Michigan by providing a source of the only collegially trained opticians in the state. FSU graduates make up 23% of Michigan's

opticianry work force. The graduates work for retail dispensing opticians, optometric and ophthalmological clinics and a good many are in management or work as representatives for optical laboratories, lens companies or frame companies. Some of the program's graduates are owners of their own businesses and are therefore employers adding to the economic welfare of the State of Michigan.

The program is a significant information resource for the State of Michigan. Opticians throughout the state seek answers from the faculty or school resources on various optical problems. In addition, FSU's opticianry program is the national information center for the National Federation of Opticianry Schools (NFOS), which provides information such as national formal Opticianry education curriculum, list of state licensing boards and requirements for licensing, list of all opticianry programs in the nation and national opticianry organizations with contact persons with phone numbers.

## SECTIONS TWO THROUGH SIX

The information found in Sections 2-6 is based on surveys from the 1990 Commission on Opticianry Accreditation, the 1992 Program Review Panel and the 1994/1995 Community College Summary Report for Self-Study Evaluation of Occupational Programs, Michigan Department of Education.

The first part of each section contains information from the 1990 and 1992 surveys. The second survey is the 1994/1995 State of Michigan report.

## EVALUATION METHODS AND INSTRUMENTS

Individual survey instruments were developed for the survey of current students, faculty, advisory committee members, graduates of the last 5 years, externship sites and employers. The surveys were developed to determine the strengths, needs, weaknesses, supply and demand of students and opticians, resource needs and access and preparation of students. A copy of each survey is included in the appendices.

### Survey of Faculty and Advisor Perceptions of Opticianry

The goals and objectives of the opticianry program were checked to be certain that the current program was seen as being appropriate. The actual process of providing the education and skills to students identified as having an interest in opticianry, the student education and student follow up to entering the job market were evaluated. Questions regarding the resources required and available for the education of opticianry students were evaluated. There are two faculty, one emeritus faculty and six advisors, all of whom responded to the survey.

### Employer Survey

Employers of the graduates of the opticianry program were surveyed. A survey was developed that would provide information on employers' perception of graduates and to see if FSU's opticianry program was producing graduates with the knowledge and skills needed by the industry. It was also designed parallel to a survey of national employers that the Commission on Opticianry Accreditation (COA) completed in 1990.

The survey was in the form of 33 questions with the first 26 questions being the same as those used in the 1990 COA survey. These first 26 questions asked the employers if the graduates were competent in 26 tasks that form the basis of the commission's "essentials" for accreditation.

### Externship Site Survey

All opticianry students are required to participate in an externship. During the last 17 years approximately 65 different externship sites have been used by the opticianry students as part of their educational experience. We randomly selected 30 preceptors to answer the survey about the competencies the COA has determined opticians should possess or be able to perform. Data were compiled from the 14 surveys returned and compared to the national survey scores which the COA conducted in 1990.

## Student Survey

All students currently enrolled in the opticianry program were surveyed. A survey form was prepared by extracting questions from student survey forms on file in the Office of Assessment Services and Enrollment Research. The study involved all 30 students enrolled in the program and represented a 100% response.

The survey was divided into four parts. The questions in the first part dealt with the students' impressions of faculty and the program. The questions in the second part were aimed at teaching methodology and the university's involvement in or commitment to the program. The questions in the third part specifically requested student input concerning the clinical phase of the program. The questions in the fourth part looked at student involvement in both college-wide and professional activities.

## SECTION TWO

### Graduate Survey

Alumni of the Ferris opticianry program were surveyed by questionnaire to gain their perceptions of the need for and quality of the opticianry program. They were also asked what they thought could be done to improve the program. Other questions asked were in regards to their highest academic degree obtained, present employment setting, average salary, etc.

**Quality of Program.** The quality of the Ferris opticianry program was given the highest ratings in nearly all areas. Ninety one percent of the respondents reported the program prepared them well for work in the opticianry field. Ninety one percent reported that most of the instructors in the program taught very well. Ninety one percent reported that most instructors were up-to-date in their field. When asked if they would enroll in the program again, 79% said "yes", 15% said "no" and 6% did not respond. Low salaries seem to be an important reason for saying "no". Ninety seven percent reported they would recommend the Ferris program to an interested friend. The lowest marks went to facilities and equipment. Sixty one percent reported that the facilities and equipment at Ferris were comparable to those at their jobs, 27% reported they were inferior, 6% reported they were superior to those at their jobs and 6% did not respond. Of the nine people who reported inferior facilities and equipment, six reported that the Ferris equipment was not of the quality used on their jobs, two reported the equipment was obsolete and one reported it was in need of repair.

**Need for the Program.** One hundred percent of the respondents said the opticianry program should not be closed. Reasons for not closing the program included: Need for trained opticians (14 of 26 respondents), high quality program with good reputation (9 of 26), improves opportunities for higher pay and advancement (2 of 26) and is only program in Michigan (1 of 26).

**Areas of Possible Improvement.** As indicated above, there may be a need for updating and improving the quality of the facilities and equipment in the opticianry program. In terms of improving clinical skills, one area in particular stands out. Thirteen of 29 respondents reported a need for more experience with contact lenses. The next highest area was a need for more experience in customer relations (5 of 29).

## Other Survey Information

Highest degree obtained: 67% associate's; 30% bachelor's and 3% master's.

Employment setting: 33% optical sales, 21% ophthalmology practice, 15% optometry practice, 15% hospital clinic, 9% no response and 7% other.

Average salary: 3% \$41-50 per 8 hour day, 15% \$51-60, 12% \$61-70, 21% \$71-80, 18% \$81-90, 9% \$91-100, 12% \$101+ and 10% did not respond.

Job satisfaction: 42% were very satisfied with present job, 36% satisfied, 9% unsatisfied, 3% very unsatisfied and 10% did not respond.

Promotion rate: 24% were very satisfied with rate of promotion, 46% satisfied, 15% unsatisfied, 3% very unsatisfied and 10% did not respond.

Summary. Although alumni of the FSU opticianry program have identified some areas that may be in need of improvement, they perceive a definite need for the program and feel it is a high quality program. The alumni were unanimous in saying that the program should not be closed.



## SECTION THREE

### EMPLOYER SURVEY

The data collected show that the opticianry program is producing graduates with the knowledge and skills that the industry desires. However, our survey did show two weaknesses, a) #20 knew principle to adapt, dispense and fit contact lenses, b) #21 dispense and fit artificial eyes and low vision aids, when appropriate. It should be noted that the faculty was already aware of these weaknesses and has designed a new curriculum to correct the identified problem areas.

### EXTERNSHIP SITE SURVEY

Results of the survey show that the opticianry program at Ferris is producing opticians who have the necessary skills and knowledge to secure employment in the optical field. As with the employer survey this survey also showed the same two weaknesses, i.e. a) #20 knew principles to adapt, dispense and fit contact lenses, b) #21 dispense and fit artificial eyes and low vision aids, when appropriate.

## SECTION FOUR

### STUDENT SURVEY

The average response for Part I was 3.8 out of a high of 4. It would seem that the students felt that the faculty are doing a good job and would recommend this program to friends.

Part II had an average of 3.5 out of a high of 4. Matters regarding the program per se received the highest marks. Marks for matters regarding the commitment of the university as a whole however were low, with several receiving below a 3. The students do not perceive the university as being supportive of the opticianry program but do appreciate the faculty's commitment to the program.

Part III indicated that the impressions of the clinic by students exposed to or in the clinical part of the curriculum averaged 3.7 out of a high of 4. The clinical experience seemed to get high marks while the supervision and particularly the physical aspect such as space and equipment were somewhat lower.

## SECTION FIVE

### FACULTY SURVEY

The faculty and advisors to the opticianry program are strong supporters and believers in the goals and objectives of the opticianry program. The educational experience of the student is considered to be well designed using current professional and industry standards. The educational process is flexible in responding to individual student needs, while all appropriate supportive courses are kept current. Students receive good advising and good career planning, along with excellent job location opportunities. The advisors consider the faculty one of the major resources of the program with effective administration and direction of the educational experience. The equipment and facilities are considered adequate. The major criticisms, as indicated by the lower numbers on the survey, are related to perceived administrative support of the program and inadequate funding for equipment. The low point was an apparent sense that the department was not always sensitive to new ideas. This may be due to the changes that the program has undergone with respect to leadership and that the direction has not been firmly established with new leadership.

The major criticisms, as indicated by low numbers on the survey are:

Point 1 **Participation in the development of the college plan.**  
The faculty has never had input of the college plan resulting in low ratings in the following points.

Point 12 **Coordination with community agencies.**  
The opticianry program has been refused involvement with the College of Optometry's migrant worker program.

Point 24 **Promotion of this occupational program.**  
The opticianry program has not been included in the university wide marketing program. Many individuals within the industry feel the program is discontinued as a result of fiscal restructuring. The university/college has never corrected the problem resulting in low enrollment.

Point 32 **Adequacy and availability of instructional equipment**  
The opticianry program has not had equipment budgets to purchase instructional equipment. This results in using out of date equipment to teach students.

**Point 33 Maintenance and safety of instructional equipment**

The opticianry program has not had equipment budgets to purchase instructional equipment. This results in poorly maintained equipment. Therefore, forcing the students to use unsafe equipment.

**Point 34 Adequacy of instructional facilities**

The laboratory VFS room 424 does not have a single ground fault interrupter outlet. This result in an unsafe learning environment and COA non-compliance.

**Point 39 Provisions in current operating budget**

The program coordinator has not had input into the creation of the operating budget. The administration therefore, does not understand the needs of the program.

**Point 40 Provisions in capital outlay budget for equipment**

The program has had a \$3000.00 capital outlay once in the last five years. Most of the low ratings are a result of not having a capital outlay budget for equipment.

The faculty and advisors are all very supportive of the opticianry program.

**FACULTY PERCEPTIONS OF OPTICIANRY  
1997**

FORM 1 RESPONSE Y PERCENTAGE N= 2 (Total Respondents)	Poor . . . . . Excellent					Don't <u>Know</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
1. Participation in Dev. Of College Plan.....	100%					
2. Program Goals .....					100%	
3. Course Objectives.....					100%	
4. Competency Based Performance Objectives.....					100%	
5. Use of Performance Objectives .....				50%	50%	
6. Use of Information on Labor Market .....				100%		
7. Use of Information on Job Performance.....				100%		
8. Use of Profession/Industry Standards.....					100%	
9. Use of Student Follow-Up Information .....				100%		
10. Adaptation of Instruction .....					100%	
11. Relevance of Supportive Courses.....			50%	50%		
12. Coordination w/Community Agencies.....	100%					
13. Provision for Work Experience.....			100%			
14. Program Availability & Accessibility .....			100%			
15. Provision for the Disadvantaged.....			100%			
16. Provision for the Handicapped.....			100%			
17. Efforts to Achieve Sex Equity.....			100%			
18. Provision for Program Advisement.....		100%				
19. Provision for Career Planning & Guidance.....		50%	50%			
20. Adequacy of Career Planning & Guidance .....		100%				
21. Provision of Employability Information.....				100%		
22. Placement Effectiveness for Students.....					100%	
23. Student Follow-up System.....				100%		
24. Promotion of this Occupation Program.....	50%	50%				
25. Provision of Leadership & Coordination.....			100%			
26. Qualifications of Administrators/Supervisors .....				100%		
27. Instructional Setting.....					100%	
28. Qualifications of Instructional Staff.....					100%	
29. Professional Development Opportunities .....			100%			
30. Use of Instructional Support Staff.....			100%			

FORM 1 RESPONSE Y PERCENTAGE N= 2 (Total Respondents)	Poor . . . . . Excellent					Don't Know
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
31. Use of Clerical Support Staff.....						100%
32. Adequacy and Availability of Instructional Equipment....		100%				
33. Maintenance & Safety of Instructional Equipment.....	100%					
34. Adequacy of Instructional Facilities.....	50%	50%				
35. Scheduling of Instructional Facilities .....				100%		
36. Adequacy and Availability of Instructional Materials .....			50%	50%		
37. Adequacy and Availability of Learning Resources .....				100%		
38. Use of Advisory Committees .....				100%		
39. Provisions in Current Operating Budget.....	100%					
40. Provisions in Capital Outlay Budget for Equipment.....	100%					

1. What are the chief occupational education strengths of your program?

The curriculum is set up in such a way that the students are exposed to both aspects of opticianry (laboratory and dispensing), which is unique to FSU compared with other opticianry educational institutions.

Expanded clinical experience (optometry clinic).

2. What are the major needs for improvement in your program and what action is required to achieve these improvements?

- Updated Lab Equipment
- Blocking Unit
- Generator
- Edger

3. Additional Comments

## SECTION SIX

### ADVISORY COMMITTEE SURVEY

Instructional equipment currently used has the lowest rating from the survey. A mechanism must be put into place to fund the updating of laboratory equipment. Other needs for improving the opticianry program are removing control of the opticianry program from the optometry program. This would result in the Opticianry faculty having control of the curriculum hence improving the educational experience for the students.

A direct quote from our advisory committee is **"The State of Michigan needs this program. The past three years have shown the University that it is a "plus" and needs to be kept and open. Keep open and not under review all the time and enrollment will increase and you will have success!!"**

**ADVISORY COMMITTEE PERCEPTIONS OF OPTICIANRY  
1994/1995**

FORM 3 RESPONSE BY PERCENTAGE  
N= 4 (Total Respondents)

Poor . . . . . Excellent      Don't  
1      2      3      4      5      Know

**INSTRUCTIONAL PROGRAM CONTENT AND QUALITY ARE:**

- |   |  |     |      |
|---|--|-----|------|
| 1. Based on performance objectives required for<br>employment .....         |  | 50% | 50%  |
| 2. Designed to provide practical job application<br>experience.....         |  |     | 100% |
| 3. Responsive to upgrading and retraining needs of<br>employed persons..... |  | 75% | 25%  |
| 4. Reviewed and revised to keep current.....                                |  | 25% | 75%  |

**INSTRUCTIONAL EQUIPMENT IS:**

- |   |     |     |         |
|---|-----|-----|---------|
| 5. Well maintained.....                                     |     | 75% | 25%     |
| 6. Current and representative of that used on the job ..... | 25% |     | 25% 50% |

**INSTRUCTIONAL FACILITIES:**

- |  |  |     |         |
|--|--|-----|---------|
| 7. Provide adequate lighting, ventilation, heating,<br>power, etc..... |  | 50% | 50%     |
| 8. Allocate sufficient space to support quality instruction ....       |  | 75% | 25%     |
| 9. Meet essential health and safety standards.....                     |  |     | 75% 25% |

**PLACEMENT:**

- |  |  |  |      |
|--|--|--|------|
| 10. Services are available to students completing<br>the program .....   |  |  | 100% |
| 11. Job opportunities exist for students completing<br>the program ..... |  |  | 100% |

**FOLLOW-UP STUDIES:**

- |  |  |     |     |
|--|--|-----|-----|
| 12. Demonstrate students are prepared for entry<br>level employment .....  |  | 25% | 75% |
| 13. Collect information on job success/failure<br>of former students ..... |  | 25% | 75% |
| 14. Provide information used to review/revise the program ...              |  | 25% | 75% |



1. What are the major strengths of the college's occupational program in your field(s)?
  - a) "Students seem well prepared to face the fast constantly changing field of opticianry."
  - b) "The students are innovators when they enter the field."
  - c) "Devoted and knowledgeable instructors."
  - d) "Increased dispensing time and positive working relationships with optometry program and its students."
  - e) "Excellent placement of graduates."
  
2. What are the major needs for improvement in the college's occupational program in your field(s)?
  - a) "Continued need for funds to update equipment."
  - b) "Control of the opticianry program should be with the opticianry program not the O.D. program."
  - c) "Excellent as is; but may look into making it a B.S. program."
  - d) "Having completed the program, students should be directed to secure jobs (positions) with reputable people in the field."
  
3. Do you have additional comments or suggestions for the program or for utilization of the advisory committee (state briefly)?
  - a) "The State of Michigan needs this program. The past three years have shown the University that it is a 'plus' and needs to be kept and open. Keep open and not under review all the time and enrollment will increase and you will have success!!"
  - b) "More frequent contact/meetings to be aware of needs and status of equipment."
  - c) "To be utilized to educate/stress the importance and to create interest in the students to continue their education through the Opticians Association of Michigan."

## SECTION SEVEN

### LABOR MARKET ANALYSIS

Employment in this occupation is expected to increase faster than the average for all occupations through the year 2005 in response to rising demand for corrective lenses. The number of middle-aged and elderly persons is the fastest growing segment of the population (Reference DOL appendix). Middle age is a time when many people use corrective lenses for the first time, and elderly persons require more vision care, on the whole, than others.

Fashion influences demand. Frames come in a growing variety of styles and colors-encouraging people to buy more than one pair. Finally, demand is expected to grow in response to products such as special lens treatments; photochromic lenses (glasses with lenses that become darker in sunlight), now available in plastic as well as glass; tinted lenses; and bifocal, extended wear, and disposable contact lenses.

### EARNINGS

According to the Opticians Association of America, salaries for non-managerial dispensing opticians averaged about \$26,700 in 1995, while managers averaged about \$30,400. Apprentice opticians averaged about \$19,400 a year. Those who run their own stores earned more than salaried workers. In addition to base salaries, many employers provide commissions, bonuses, and profit-sharing.

## SECTION EIGHT

### EVALUATION OF FACILITIES AND EQUIPMENT

The opticianry program's laboratory facilities are located in the Victor F. Spathelf (VFS) Center for Allied Health in Rooms 424 and 425. Additional rooms are used in the Michigan College of Optometry. The laboratory in Room 424 occupies 1,196 square feet of space which is adequate. Room 425 is the main lecture room for both first and second year students.

The program coordinator reports to the Dean of optometry in Pennock Hall. Rooms 426 and 424B are the offices for the faculty. Each faculty member has his own computer and printer. Adequate space is provided for confidential student advising.

The major pieces of equipment dedicated for student use are located in Room 424. Both surfacing and finishing lens processing equipment such as blocking units, lens generation machines, cylinder units, lens edgers, lensometers, tinting units and hand stoning units are housed in this room. It can take up to 60 steps to make a pair of eyeglasses, with different pieces of equipment needed to produce eyeglasses of different lens and frame materials.

The equipment must be adequate in order to assure compliance with the accrediting standards set by the Commission on Opticianry Accreditation. Currently the opticianry program is in non-compliance in two areas. First, Room 424 does not have a single ground fault circuit outlet. Second, the program is using low temperature melting alloy which is a lead based material and currently outlawed in seven eastern states as a health hazard.

The goal of the opticianry program is to introduce its students to state-of-the-art technology and dispensing practices that are widely used through the optical industry today. Some of the state-of-the-art equipment needed would cost approximately; automatic patternless lens edgers \$22,000.00, tri-axial lens generators \$26,000.00, lens blocking systems that do not use lead based alloy \$18,000.00. Ferris opticianry graduates need to be able to operate and work with up-to-date equipment that they will be expected to operate during their externship and once they start their first positions. The addition of "new" equipment would greatly enhance their education.

Currently the program does not have a "planned equipment replacement policy". One should be formed and funded as soon as possible to enhance and maintain graduates ability to adequately perform their job duties. The faculty uses the federal Defense Reutilization and Marketing Service (DRMS) to get new up-to-date

equipment for the program. Last year the faculty was able to get 6 new lensometers and 8 new cylinder units for a total price of \$2450.00. On the open market this equipment would sell for \$36,400.00. A savings to the university of \$33,950.00! However the program can not rely on the service to get new equipment. Additional funds would be necessary to purchase contact lens equipment once the second contact lens course is developed. The addition of "new" equipment would greatly enhance their education.

Currently the program does not have a "planned equipment replacement policy" nor one for repair and regular maintenance. One should be formed and funded as soon as possible to enhance and maintain graduates ability to adequately perform their job duties.

## SECTION NINE

### CURRICULUM EVALUATION

The evaluation of curricula for the opticianry program was accomplished through discussion with the program's faculty. Opticianry, mathematics, science, english, communication, marketing, and the required social awareness and cultural enrichment course areas were discussed.

#### Opticianry Courses

There was overall satisfaction with the opticianry courses. However, the graduate employer, student, faculty, and advisory committee members all suggested that the curriculum needs modification. This new course could be added to the winter semester of the second year. It would be beneficial for students to take this course prior to starting their externships. Surveys show that knowledge in the area of contact lenses is glaringly low and needs expansion which would include refraction to better enable students to fit contact lenses.

Course objectives and outlines are clearly written as required by the COA. Course syllabi and student handbook, etc., will be available through the program coordinator's office.

#### Mathematics Course

The opticianry program requires students to complete MATH 116. This is a requirement for OPHT 220, Optical Theory. The students need to have an understanding of problem-solving using computation, scientific notation, equations and trigonometry. MATH 116 fulfills these requirement.

#### Science Course

Students currently are required to take PHYS 130, Concepts of Physics. The faculty feel that this course should not be required and that the students should be permitted to take any science course with a lab to fulfill the general education requirement. A list of science courses with labs should be added to the bottom of the opticianry program checksheet to aid students in their choices.

### English Courses

Opticianry students are required to take ENGL 150, English 1, and ENGL 250, English 2. Both courses are seen by the faculty to be beneficial to the students.

### Communication Course

COMM 105, Interpersonal Communication, is required. No changes are foreseen in this area.

### Marketing Course

MKTG 231, Salesmanship, is required. No changes are foreseen in this area.

### Social Awareness And Cultural Enrichment Courses

There is overall satisfaction with the general education courses. The program faculty agree that these two areas are important to a well rounded college education. No changes are foreseen in these areas.

## SECTION TEN

### ENROLLMENT TRENDS OVER THE PAST FIVE YEARS

Enrollment in the opticianry program has been strong and is expected to continue due to the shortage of formally trained opticians nationwide.

Although enrollment has been very good, the program faculty continues to educate high school and college students (both from FSU and other colleges and universities) regarding the profession of opticianry. High school visits to the lab and lecture areas of the program are coordinated with the help of the College of Allied Health Sciences.

Retention is also important to the program. The faculty maintain an interest in all students during all phases (didactic, laboratory and externship) of the program. The program's externship instructors at our affiliate sites as well as graduates of the program are also relied upon for recruitment and retention purposes.

Currently the opticianry program has 25 total students enrolled for the 1997-1998 school year. The opticianry program has produced the following numbers of total enrollment in recent years past:

1992-1993	45	
1993-1994	34	
1994-1995	16	(low enrollment was due to fiscal restructuring which did not allow for recruiting efforts)
1995-1996	23	
1996-1997	22	
1997-1998	25	

# Opticianry Program

APRC 1997-1998

Section 2 of 2



## SECTION ELEVEN

### PROGRAM PRODUCTIVITY/COSTS

The productivity and costs data below is derived from documentation provided by the Office of Institutional Studies and is the most current data available. All data is based on the semester system.

#### STUDENT CREDIT HOURS

Year	Summer	Fall	Winter	F and W
93-94	0	346	304	650
94-95	84	193	137	330
95-96	40	166	144	310
96-97	28	222	144	366

#### STUDENT CREDIT HOURS/FTEF

Year	Summer	Fall	Winter	F and W
93-94	0	121	152	268
94-95	84	67	69	135
95-96	40	59	73	130
96-97	28	60	72	129

In the ranked listing of Student Credit Hours/Full-Time Equated Faculty (aggregated by course prefix) for fall and winter semesters 1996-1997, the opticianry program was ranked as number \*\*\* of all programs.

#### PERSONNEL

Year	Summer	Fall	Winter	Ave F and W
93-94	0	2.85	2.00	2.43
94-95	1.00	2.90	2.00	2.45
95-96	1.00	2.82	1.97	2.39
96-97	1.00	3.68**	2.00	2.84

\*\* Randall Smith was added to the fall personnel for 1996-1997 by mistake. Mr. Smith left the University on July 10, 1996, to accept a position with J. Sargeant Reynolds Community College in Richmond, Virginia. The correct personnel number for fall 1996-1997 is "2.68".

The opticianry program is comprised of two full-time faculty members with three courses being taught by two O.D. program faculty. One of the opticianry faculty members also has full-time duties as program coordinator.

The program is fortunate to have a number of unpaid volunteer externship instructors that provide the daily supervision of students on their externship during the summer semester.

FINANCIAL

Expenditures	FY 92	FY 93	FY 94	FY 95	FY 96	FY 97
Supply & Expense	\$8,235 *	\$11,394 *	\$8,370 *	\$7,226 *	\$8,895 *	\$9,052 *
Equipment	---	---	---	---	---	\$3,496
Gifts	\$605	\$3,044	\$550	\$500	\$3,040	\$2,267
Original Budget	0	\$11,517	0	\$7,764	\$9,293	\$11,000

The opticianry program depends heavily on donations of equipment and supplies from optical companies. The program also uses the federal surplus system to obtain new laboratory equipment.

\* -- In addition to the indicated amounts \$1500. to \$2000. more is spent for the operation of the program. These additional funds come from the opticianry development account.

## SECTION TWELVE

### CONCLUSIONS

- The results of the surveys of the graduates, employer, students, faculty and advisory committee members have provided useful information that can and has been used by the opticianry program. The following conclusions have been reached:
  - CENTRALITY TO FSU MISSION  
We are central to FSU's mission due to the fact that we teach students in a professional field where there is significant employment potential. The faculty of this program fosters close faculty / student interaction through personal attention.
  - UNIQUENESS AND VISIBILITY  
FSU's opticianry program is the only collegiate opticianry program in the state of Michigan. Also being the only program in North America housed in a university setting in conjunction with a College of Optometry.
  - SERVICE TO STATE AND NATION  
FSU's opticianry program produces 23% of Michigan's opticianry workforce. This program is considered by many to be the state/national information center on opticianry.
  - DEMAND BY STUDENTS  
The demand by students is high however, many employers are under the false impression that the program is closed. This is a result of the program being constantly under review which sends an incorrect message to the local industry.
  - QUALITY OF INSTRUCTION  
All surveys indicate that the quality of instruction is excellent. Surveys also indicate that there are areas of weakness such as contact lenses and low vision.
  - DEMAND FOR GRADUATES  
The demand for graduates is outstanding.

- PLACEMENT RATE AND AVERAGE SALARY OF GRADUATES

Job placement is at 100%. All graduates have their choice of 4-5 employment opportunities as a minimum. Average starting salaries according to the Michigan Employment Security Agency (MESA) is \$12.50 per hour as an entry level optician. According to the Opticianry Association of America (OAA), a national trade association average salaries for opticians is \$26,700.00 per year.

- SERVICE TO NON-MAJORS

FSU's opticianry program services other programs by promoting students to continue their education by laddering into bachelors programs enhancing the students employability. At the same time keeping students at FSU for 4 years instead of just 2 years.

- FACILITIES AND EQUIPMENT

Our surveys indicate that the opticianry facilities are adequate. However, room 424, the opticianry laboratory does not have a single ground fault interrupter outlet which is in violation of OSHA standards and may result in a non compliance from the COA. All of our surveys indicate a need to update the equipment in the opticianry laboratory. This would include new edgers, blocking unit, and lens generators. The current blocking unit is in violation of EPA and OSHA standards and is a health hazard.

- LIBRARY INFORMATION RESOURCES

The faculty feels the library is adequate with the exception of a few periodicals that there is no budget for such as: Vision Monday, 20/20 & Eye Care Business.

- COST

The Office of Institutional Studies was unable to do a cost/revenue analysis for the opticianry program due to a computer problem. The office has indicated that a cost analysis will be available at the time of review.

- FACULTY: PROFESSIONAL AND SCHOLARLY ACTIVITIES

Both faculty members lecture at local, state and national conferences. Mr. Hess is past treasurer of the NFOS and is currently a commissioner for the COA. Mr. Brady has been recognized as the developer of the "All Ball" marketing concept and the co-author of "Jeopard-eyes" game which is widely used as a educational tool today.

- ADMINISTRATION EFFECTIVENESS

It is the opinion of the PRP that the administration is as effective as possible at the departmental level. However due to the fact that the program coordinator and faculty member both have full academic loads there is very little time for the program to have any effective recruiting and retention activities. This program has been under review 4 times over the past 5 years. The faculty has had to write 4 review documents. These review documents take a lot of time, that the faculty feel could and should have been spent in other areas i.e. recruiting and retaining students. Additionally as stated earlier in this report the program has no input on budget formation. The program can not be expected to be effective if it has no input on its budget

It is also the opinion of the PRP that on the College level there is some problems with administration effectiveness. As stated earlier in this report there is a good working relationship with most of the Michigan College of Optometry. But there has been a failure to completely integrate the Opticianry Program into some areas i.e. the dispensing Clinic, job shadowing and a new marketing concept for the opticianry students have all been prevented from occurring.

There to is some question on the University level regarding administrative effectiveness. The very fact that this program has been reviewed 4 times in the past 5 years (APR in 1992, two times during fiscal restructuring and now) leads one to believes that FSU does not think very highly of this program. It is consistently under review with not a single recommendation ever being funded, just reviewed every two years? Also the program's faculty still can not understand why FSU does not come out and just say the **program is open**. FSU was very quick to point out to the news media that the program was going to be closed under fiscal restructuring in November 1, 1993. But the program was not closed and FSU has never released to the news media that this program is open and ready to take students. Many people around the state still think it was closed by fiscal restructuring. Additionally per section II. of the Academic Program Review: A Guide for Participants, it clearly states that "Reviews of programs with external accrediting bodies should be scheduled so that the work done can be used for both institutional and external reviews". Since this program will have to be reviewed next year by the COA, much of this work will have to be redone to maintain accreditation. Therefore the PRP questions the reason for this programs review being moved forward. It should be pointed out that on

page 15 it clearly states that the Opticianry Program was to be reviewed in 1999 - 2000!

It is the opinion of the opticianry faculty that the administrative effectiveness decreases as the decision making process moves further away from the program.

## SECTION THIRTEEN

### RECOMMENDATIONS

The opticianry program review panel makes the following recommendations:

The University should fund a "planned equipment replacement policy" for the opticianry program as soon as possible in order to assure and maintain the current high level of opticianry education.

The University should upgrade Room 424 to include ground fault circuit interrupter outlets as required by OSHA and the COA. This will assure the health and safety of the students.

The University should replace the low melting alloy blocking unit in Room 424 as soon as possible. This type of blocking unit is outlawed in seven states and is a health hazard to the students, faculty and staff that use it. This type of blocking unit may also cause a non-compliance from the COA based on the fact that the Department of Labor and United States Environmental Protection Agency both have recommended that these units be removed from optical laboratories because of the health concerns.

The opticianry program should modify the contact lens course so that students gain experience by actually fitting contact lenses on each other in lieu of patients. A second contact lens course in the winter semester should be added to the curriculum. This course would encompass not only educational units in contact lenses, but also units on low vision and refraction. This would assure and maintain the high level of opticianry education.

University recruiting should include a focused effort on the opticianry program, thereby assisting program enrollment.

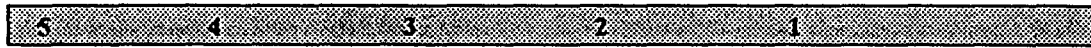
## PROGRAM REVIEW PANEL EVALUATION

Program: Opticianry

Instructions: Circle the number which most closely describes the program you are evaluating.

1. **Student Perception of Instruction**

Average Score 4.4



Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. **Student Satisfaction with Program**

Average Score 3.8



Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. **Advisory Committee Perceptions of Program**

Average Score 3.7



Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. **Demand for Graduates**

Average Score 5.0



Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5. **Use of Information on Labor Market**

Average Score 5.0

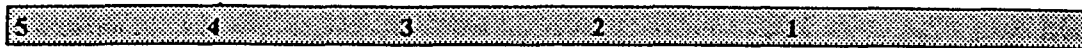


The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the program.



6. Use of Profession/Industry Standards Average Score 5.0



Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

7. Use of Student Follow-up Information Average Score 3.7



Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

8. Relevance of Supportive Courses Average Score 3.8



Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

9. Qualifications of Administrators and Supervisors Average Score 4.4



All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

10. Instructional Staffing Average Score 2.7



Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

11. Facilities Average Score 3.2

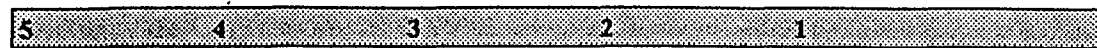


Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities

Average Score 4.8

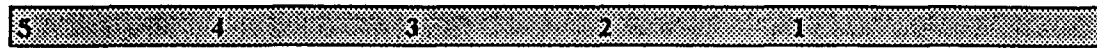


Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment

Average Score 1.2



Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score 4.4

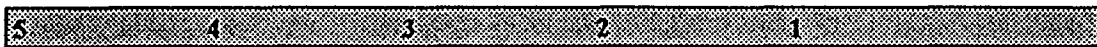


Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies

Average Score 3.3



Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.

**FERRIS STATE UNIVERSITY**  
**OPTICIANRY PROGRAM**  
 Associate in Applied Science Degree

**FIRST YEAR**

**Fall Semester**

___ OPHT 101	Ophthalmic Optics Lab I	3
___ OPHT 112	Anat & Phys of the Eye	2
___ OPHT 121	Ophthalmic Optics I	3
___ MATH 116	Inter Algebra & Num Trig	4
___ ENGL 150	English I	3
		15

**Winter Semester**

___ OPHT 102	Ophthalmic Optics Lab II	3
___ OPHT 123	Ophthalmic Optics II	3
___ OPHT 133	Orientation to Dispensing	2
___ COMM 105	Interpersonal Comm	3
___ PHYS 130	Concepts in Physics	4
		15

**SECOND YEAR\***

**Fall Semester**

___ OPHT 201	Ophthalmic Disp Clinic I	3
___ OPHT 211	Intro to Contact Lenses	4
___ OPHT 220	Optical Theory	4
___ OPHT 221	Ophthalmic Dispensing I	3
___ ENGL 250	English II	3
		17

**Winter Semester**

___ OPHT 202	Ophthalmic Disp Clinic II	3
___ OPHT 223	Ophthalmic Dispensing II	3
___ OPHT 232	Opticianry Mgmt Seminar	2
___ MKTG 231	Salesmanship	3
___ Cultural Enrichment		3
___ Social Awareness		3
		17

**Summer Semester**

___ OPHT 291	Externship	4
--------------	------------	---

**TOTAL CREDITS 68**

\* Satisfactory completion of first year is a prerequisite for the second.

**General Education Course Guide**

Social Awareness

(ANTH) Anthropology  
 (ECON) Economics  
 (GEOG) Geography (except 111 and 121)  
 (PLSC) Political Science  
 (PSYC) Psychology  
 (SOCY) Sociology  
 (SSCI) Social Science

Cultural Enrichment

(ARCH 244) Hist Dev of Western Architecture  
 (COMM 231) Interpretive Reading  
 (ENGL 322) Creative Writing  
  
 (ARTH) Art History  
 (ARTS) Art  
 (FREN) French  
 (GERM) German  
 (HIST) History  
 (HUMN) Humanities  
 (LITR) Literature  
 (MUSI) Music  
 ((SPAN) Spanish  
 (THTR) Theater

**FERRIS STATE UNIVERSITY  
BIG RAPIDS, MICHIGAN**

**Opticianry Program  
Associate in Applied Science Degree**

An ophthalmic dispensing optician is trained to process lenses from doctors' prescriptions and to assist patients in selecting eyewear that meets their occupational or special purpose visual requirements and enhances their appearance.

Ferris State University offers the only collegiate program in Michigan for training students in opticianry. The program is accredited by the Commission on Opticianry Accreditation.

Expenses, in addition to ordinary college costs, will include approximately \$300.00 for clothing and equipment utilized during the two years of the program.

In the first year, along with general education courses, the student is taught ophthalmic optics as well as the surfacing and finishing operations of a modern ophthalmic laboratory. The student receives experience in all phases of laboratory procedures by producing commercially acceptable eyewear from basic laboratory components. The emphasis in the first year of training is on finishing.

The second year of the program offers the student the opportunity to become proficient in all phases of ophthalmic dispensing. This also includes laboratory and dispensary experience in the actual fitting of prescription eyewear. During the final semester the student will spend six weeks away from campus in an externship position in the State of Michigan.

At the completion of the second year, a student is awarded the associate's in applied science degree and is fully prepared to be certified through examination by the American Board of Opticianry.

All students have been offered employment in the field. Four to five job offers per graduate has been the norm during the past five years.

# FERRIS STATE UNIVERSITY

## College of Optometry

# Opticianry

Associate in Applied Science Degree

### What is an optician?

An optician is trained to process lenses from doctors' prescriptions and to assist patients in selecting eyewear and other ophthalmic devices that meet their occupational, special purpose or general purpose requirements.

Opticians are employed in retail eyewear establishments, wholesale laboratories, hospitals, clinics and doctors' offices.

They also find employment as ophthalmic representatives, calling on doctors, retail dispensers, ophthalmic laboratories and other areas in the optical industry.

Many opticians own their own retail optical firms.

### What's special about the Ferris opticianry program?

Ferris State University's opticianry program is accredited by the Commission on Opticianry Accreditation and is the only such accredited program



in the United State housed in a university.

Ferris graduates are fully qualified for entry level employment in the profession.

### Admission requirements

A high school diploma or its equivalent and one year of high school algebra, with a minimum "C" grade, is required for admission to the opticianry program.

One year of high school geometry is recommended, along with advanced algebra and trigonometry courses.

### What is the structure of the FSU opticianry program?

The first-year student takes University general education courses but also has the opportunity to learn optical principles and laboratory practice.

In addition, students study the surfacing and finishing operations found in an ophthalmic laboratory.

The opticianry student also receives hands-on experience in all phases of laboratory procedures by producing



commercially acceptable eyewear from basic laboratory components.

The second year of the program offers the student the opportunity to become more proficient in all phases of ophthalmic dispensing, including laboratory and dispensary experience in the actual fitting of prescription eyewear.

This practical experience includes several hours per week in the College of Optometry Clinic.

Finally, second-year students gain experience in an off-campus externship during the first six weeks of the summer semester.

## What tests are required after graduation?

Upon completion of the program, opticianry graduates are awarded the associate in applied science degree and are eligible to become certified by passing the national accreditation examinations: National Opticianry Competency Examination and the Contact Lens Registry Examination.

## What additional educational opportunities are available at FSU?

Graduates of the opticianry curriculum may continue studies at Ferris by transferring into one of the many baccalaureate programs.

## More information

For more information about this program, write: College of Optometry, Ferris State University, 1310 Cramer Circle, Big Rapids, MI 49307-2738; or call (616) 592-3700.

## General information

Ferris State University is in its second century as one of the nation's premier

technical and professional universities, providing the education to make its graduates immediately employable in their chosen fields.

Approximately 100 educational programs — including doctorates, master's, bachelor's and associate degrees — are offered through the colleges of Allied Health Sciences, Arts and Sciences, Business, Education, Optometry, Pharmacy and Technology.

A wide variety of student organizations are active on campus, encompassing social, athletic, political, performing arts and religious activities and interests.

Arts and cultural events, varsity athletics and an extensive intramural sports program further enrich student life.

The University has on-campus residential facilities for about 50 percent of its approximately 10,000 students.

Founded in 1884 by Michigan educator and statesman Woodbridge N.

Ferris, the University has developed a modern, 600-acre campus in Big Rapids, in west central Michigan's vacation-recreation country.

## How to enroll

Student applications may be obtained by writing to: Admissions Office, Ferris State University, 420 Oak St., Big Rapids, MI 49307-2020.

Applications are also available at the offices of Michigan high school and community college counselors.

The completed application must be returned to the Admissions Office well in advance of the semester in which the student expects to enroll.

Further information may be obtained by calling the Admissions Office at 1-800-4-FERRIS (MI, IL, IN, OH, WI) or (616) 592-2100.

## Financial aid

At Ferris, students may qualify for some form of financial aid, including scholarships, grants-in-aid, long-term loans or part-time employment.

The University annually awards more than \$40 million in total student aid.

For more information, write: Financial Aid Office, Ferris State University, 420 Oak St., Big Rapids, MI 49307-2020; or call 1-800-4-FERRIS (MI, IL, IN, OH, WI) or (616) 592-2100.

Ferris State University is an Equal Opportunity/Affirmative Action employer. The University complies with all applicable laws, including Title IX of the Education Amendments of 1972 and the Rehabilitation Act of 1973, which prohibit discrimination in employment, educational programs or admissions on the basis of age, sex, color, race, national origin, handicap, political affiliation or belief, or other prohibited matters. Inquiries or complaints may be addressed to: Affirmative Action and Title IX Compliance Office, Ferris State University, 420 Oak St., Big Rapids, MI 49307-2020.

Revised 1995



# Occupational Outlook Handbook



## Dispensing Opticians

(D.O.T. 299.361-010 and -014)

- **Nature of the Work**

Dispensing opticians fit eyeglasses and contact lenses, following prescriptions written by ophthalmologists or optometrists. (The work of optometrists is described in a statement elsewhere in the *Handbook*. See the statement on physicians for information about ophthalmologists.)

Dispensing opticians help customers select appropriate frames, order the necessary ophthalmic laboratory work, and adjust the finished eyeglasses. In some States, they fit contact lenses under the supervision of an optometrist or ophthalmologist.

Dispensing opticians examine written prescriptions to determine lens specifications. They recommend eyeglass frames, lenses, and lens coatings after considering the prescription and the customer's occupation, habits, and facial features. Dispensing opticians measure clients' eyes, including the distance between the centers of the pupils and the distance between the eye surface and the lens. For customers without prescriptions, dispensing opticians may use a lensometer to record the present eyeglass prescription. They also may obtain a customer's previous record, or verify a prescription with the examining optometrist or ophthalmologist.

Dispensing opticians prepare work orders that give ophthalmic laboratory technicians information needed to grind and insert lenses into a frame. The work order includes lens prescriptions and information on lens size, material, color, and style. Some dispensing opticians grind and insert lenses themselves. After the glasses are made, dispensing opticians verify that the lenses have been ground to specifications. Then they may reshape or bend the frame, by hand or using pliers, so that the eyeglasses fit the customer properly and comfortably. Dispensing opticians also fix, adjust, and refit broken frames. They instruct clients about adapting to, wearing, or caring for eyeglasses.

Some dispensing opticians specialize in fitting contacts, artificial eyes, or cosmetic shells to cover blemished eyes. To fit contact lenses, dispensing opticians measure eye shape and size, select the type of contact lens material, and prepare work orders specifying the prescription and lens size. Fitting contact lenses requires considerable skill, care, and patience. Dispensing opticians

observe customers' eyes, corneas, lids, and contact lenses with special instruments and microscopes. During several visits, opticians show customers how to insert, remove, and care for their contacts, and ensure the fit is correct.

Dispensing opticians keep records on customer prescriptions, work orders, and payments; track inventory and sales; and perform other administrative duties.

- **Working Conditions**

Dispensing opticians work indoors in attractive, well lighted, and well ventilated surroundings. They may work in medical offices or small stores where customers are served one at a time, or in large stores where several dispensing opticians serve a number of customers at once. Opticians spend a lot of time with customers, most of it on their feet. If they also prepare lenses, they need to take precautions against the hazards associated with glass cutting, chemicals, and machinery.

Most dispensing opticians work a 40-hour week, although some work longer hours. Those in retail stores may work evenings and weekends. Some work part time.

- **Employment**

Dispensing opticians held about 63,000 jobs in 1994. About half work for ophthalmologists or optometrists who sell glasses directly to patients. Many also work in optical stores that offer one-stop shopping. Customers may have their eyes examined, choose frames, and have glasses made on the spot. Some work in optical departments of drug and department stores.

- **Training, Other Qualifications, and Advancement**

Employers generally hire individuals with no background in opticianry or those who have worked as ophthalmic laboratory technicians and then provide the required training. (See the statement on ophthalmic laboratory technicians elsewhere in the *Handbook*.) Training may be informal, on-the-job or formal apprenticeship. Some employers, however, seek people with postsecondary training in opticianry.

Knowledge of physics, basic anatomy, algebra, geometry, and mechanical drawing is particularly valuable because training usually includes instruction in optical mathematics, optical physics, and the use of precision measuring instruments and other machinery and tools. Because dispensing opticians deal directly with the public, they should be tactful and pleasant and communicate well.

Large employers generally offer structured apprenticeship programs, and small employers provide more informal on-the-job training. In the 21 States that



license dispensing opticians, individuals without postsecondary training work from 2 to 4 years as apprentices. Apprenticeship or formal traineeship is offered in most of the other States as well.

Apprentices receive technical training and learn office management and sales. Under the supervision of an experienced optician, optometrist, or ophthalmologist, apprentices work directly with patients, fitting eyeglasses and contact lenses. In States requiring licensure, information about apprenticeships and licensing procedures is available from the State board of occupational licensing.

Formal opticianry training is offered in community colleges and a few colleges and universities. In 1995, there were about 40 programs. Of these, 24 were accredited by the Commission on Opticianry Accreditation and awarded 2-year associate degrees in ophthalmic dispensing or optometric technology. There are also shorter programs, including some under 1 year. Some States that license dispensing opticians allow graduates to take the licensure exam immediately upon graduation; others require a few months to a year of experience.

Dispensing opticians may apply to the American Board of Opticianry and the National Contact Lens Examiners for certification of their skills. Certification must be renewed every 3 years through continuing education.

Many experienced dispensing opticians open their own optical stores. Others become managers of optical stores or sales representatives for wholesalers or manufacturers of eyeglasses or lenses.

- **Job Outlook**

Employment in this occupation is expected to increase faster than the average for all occupations through the year 2005 in response to rising demand for corrective lenses. The number of middle-aged and elderly persons is projected to increase rapidly. Middle age is a time when many people use corrective lenses for the first time, and elderly persons require more vision care, on the whole, than others.

Fashion, too, influences demand. Frames come in a growing variety of styles and colors-encouraging people to buy more than one pair. Finally, demand is expected to grow in response to products such as special lens treatments; photochromic lenses (glasses with lenses that become darker in sunlight), now available in plastic as well as glass; tinted lenses; and bifocal, extended wear, and disposable contact lenses.

Like other occupations in retail trade, a disproportionate number of openings will occur as young workers transfer to jobs in other occupations. Nevertheless, the need to replace those who leave the occupation and employment growth will result in relatively few job openings-because the occupation is small. This occupation is vulnerable to changes in the business cycle, with employment

falling somewhat during downturns.

- **Earnings**

According to the Opticians Association of America, salaries for non-managerial dispensing opticians averaged about \$26,700 in 1995, while managers averaged about \$30,400. Apprentice opticians averaged about \$19,400 a year. Those who run their own stores earned more than salaried workers. In addition to base salaries, many employers provide commissions, bonuses, and profitsharing.

- **Related Occupations**

Other workers who deal with customers and perform delicate work include jewelers, locksmiths, ophthalmic laboratory technicians, orthodontic technicians, dental laboratory technicians, prosthetics technicians, camera repairers, and watch repairers.

- **Sources of Additional Information**

For general information about this occupation, contact:

Opticians Association of America, 10341 Democracy Lane, Fairfax, VA  
22030-2521.

For a list of accredited training programs, contact:

Commission on Opticianry Accreditation 10111 Martin Luther King, Jr. Hwy.,  
Suite 100 Bowie, MD 20720-4299.

For general information on opticianry and a list of home-study programs,  
seminars, and review materials, contact:

National Academy of Opticianry, 10111 Martin Luther King, Jr. Hwy., Suite  
112, Bowie, MD 20720-4299.



**Occupational Outlook Handbook Home Page**



**BLS Home Page**

---

*Paul E Evans*

*Bureau of Labor Statistics*

*[Cosca\\_T@bls.gov](mailto:Cosca_T@bls.gov)*

*Last modified: April 1, 1996*

*URL: <http://stats.bls.gov/oco/ocos098.htm>*

# Summary of Results

## FERRIS STATE UNIVERSITY OPTICIANRY PROGRAM GRADUATE SURVEY

If you are presently employed in an opticianry related field complete sections A and B.  
If you are not presently employed in an opticianry related field complete sections A and C.

Total of 33 respondents.  
Results given in %.

### SECTION A

All respondents should answer

1. What year did you graduate from the opticianry program at Ferris?
 

15.2 1. 1987	18.2 4. 1990
18.2 2. 1988	15.2 5. 1991
27.3 3. 1989	6.1 NR
  
2. What is your highest degree?
 

66.7 1. Associate	(No Response)
30.3 2. Baccalaureate	
3.0 3. Masters	
___ 4. Doctorate	
  
3. How well do you feel the Ferris opticianry program prepared you for work in the opticianry field?
 

90.9 1. It prepared me well	
9.1 2. It prepared me adequately	
___ 3. It prepared me poorly	
  
4. List any clinical skills that you feel should have had more emphasis when you were a student.
  
5. How would you rate the teaching quality of the instructors in the Ferris opticianry program?
 

90.9 1. Most taught very well	
6.1 2. About the same number taught well as did not	
___ 3. Most did not teach well	

3.0 NR

### SECTION - B

Employed in an opticianry related field

11. How many hours per week are you employed in an opticianry related field?
 

6.1 1. 8 hours or less	
0.0 <del>1.0</del> 2. 9 to 16 hours	
3.0 3. 17 to 24 hours	
3.0 4. 25 to 32 hours	
39.4 5. 33 to 40 hours	
39.4 6. 41 hours or more	

9.1 NR
  
12. What is your primary employment setting?
 

15.2 1. Private optometry	
15.2 2. Hospital clinic	
0.0 3. Health department	
33.3 4. Optical sales	
0.0 5. Optician school	
27.3 6. Other: _____	

9.1 NR

13. What is your average salary for an 8 hour day?

- 0.0 1. \$40 or less
- 3.0 2. \$40 to \$50
- 15.2 3. \$51 to \$60
- 12.1 4. \$61 to \$70
- 21.2 5. \$71 to \$80
- 18.2 6. \$81 to \$90
- 9.1 7. \$91 to \$100
- 12.1 8. over \$100

9.1 NR

14. In your first opticianry related job after graduating from Ferris, what was your average salary for an 8 hour day?

- 0.0 1. \$40 or less
- 18.2 2. \$40 to \$50
- 21.2 3. \$51 to \$60
- 18.2 4. \$61 to \$70
- 21.2 5. \$71 to \$80
- 6.1 6. \$81 to \$90
- 6.1 7. \$91 to \$100
- 0.0 8. over \$100

9.1 NR

15. How many jobs in an opticianry related field have you held since graduation from the Ferris opticianry program?

- 36.4 1. one
- 33.3 2. two
- 18.2 3. three
- 3.0 4. four
- 5. over four

9.1 NR

16. How satisfied are you with your present job?

- 42.4 1. very satisfied
- 36.4 2. satisfied
- 9.1 3. unsatisfied
- 3.0 4. very unsatisfied

9.1 NR

17. How satisfied are you with your rate of promotion at your present job?

- 24.2 1. very satisfied
- 45.5 2. satisfied
- 15.2 3. unsatisfied
- 3.0 4. very unsatisfied

12.1 NR

18. The equipment at Ferris was such that:

- 64.7 1. I found it easy to adapt to the equipment on the job.
- 24.2 2. I had some problems adapting to the equipment on the job
- 3. I found it very difficult to adapt to the equipment on the job

6.1 NR

19. How would you rate the facilities and equipment at Ferris compared to the facilities and equipment used on your present job?

- 6.1 1. Facilities and equipment at Ferris were superior to those on the job
- 60.6 2. Facilities and equipment at Ferris were similar to those on the job
- 27.3 3. Facilities and equipment at Ferris were inferior to those on the job

6.1 NR

20. If you answered response "3" (inferior) in the previous question, was it because:

- 6.1 1. Facilities and equipment at Ferris were obsolete?
- 3.0 2. Facilities and equipment at Ferris were in need of repair?
- 18.2 3. Facilities and equipment at Ferris were not of the quality that you use on the job?
- 4. Facilities and equipment at Ferris were not available in sufficient quantities to allow adequate availability to students?
- 5. Other \_\_\_\_\_

72.7 NR (of entire 33 respondents)

SECTION C  
Not employed in an opticianry related field

21. Have you been employed in an opticianry related field since leaving Ferris?

- 12.1 1. yes
- 3.0 2. no

84.8 NR (of entire 33)

21. What is the one most important reason why you are not presently employed in an opticianry related field?

- 3.0 1. Suitable position not available
- 2. Cannot move to where jobs are available
- 3. Dislike opticianry related careers
- 3.0 4. Continuing education
- 5. Family responsibilities
- 3.0 6. Personal health
- 6.1 7. Other \_\_\_\_\_

Both cited low pay as the reason.

84.8 NR (of entire 33)

Employer Survey  
COMPETENCIES

	0 Doesn't Apply	1 Never	2 Rarely	3 Sometimes	4 Usually	5 Always
1. Used effective oral and written communication.					4.56	
2. Performed basic mathematical and algebraic operations.					4.19	
3. Demonstrated knowledge of the human eye structure, function, and pathology.					3.88	
4. Determined physiognomic measurements.					4.00	
5. Neutralized eyewear/ophthalmic devices prescriptions.					4.63	
6. Assesses vocational and avocational needs of the consumer.					4.19	
7. Assist the consumer/patient in selection of proper frames and lenses.					4.56	
8. Priced and collected fees from consumer/patient for ophthalmic goods and services.					4.56	
9. Prepared ophthalmic laboratory job orders.					4.31	
10. Delivered prescription eyewear/ ophthalmic devices and instructed consumer/patient in use and care.					4.67	

	0	1	2	3	4	.5
11. Maintained consumer/patient records.					4.40	
12. Provided follow-up service to the consumer/patient by adjusting frame correctly.					4.44	
13. Provided follow-up service to the consumer/patient by ability to perform minor repair.					4.56	
14. Responded appropriately to consumer/patient complaints.					4.38	
15. Applied rules and regulations for safe work practices.					4.38	
16. Understood the function of equipment.					4.56	
17. Utilized and maintained equipment.					3.94	
18. Demonstrated proficiency in finishing techniques.					3.67	
19. Assisted in the business related area of ophthalmic dispensing, including record maintenance, frame and lens inventory, supply and equipment maintenance, and third party forms.					4.25	
20. Knew principles to adapt, dispensed and fit contact lenses.					2.88	
21. Dispensed and fit artificial eyes, and low vision aids, when appropriate.					1.56	
22. Discussed prescription eyewear/ ophthalmic devices and other consumer/patient related information (verbal and written) with the prescriber.					3.88	

	0	1	2	3	4	5
23. Understood the role of sale in maintaining a profitable eyewear business.					4.33	
24. Understood new product innovations and is able to explain them to consumer/patients.					4.67	
25. Dressed appropriately in a professional manner.					4.67	
26. Understood the importance of good hygiene in a customer-patient service business.						
27. Showed willingness to accept new methods not taught in the classroom.						

DEMOGRAPHICS

1. Have you ever interviewed a FSU graduate for a employment opening?

YES

NO

2. Have you ever interviewed a opticianry graduate from another college?

YES

NO

3. How would you rate the quality of the interview with a FSU graduate?

4. Do you currently have an FSU graduate working for your company?

YES

NO

5. Have you offered an FSU graduate a position?

YES

NO

6. In your opinion why did the FSU graduate not take the position of employment offer?

---



---



---

*ExTernShip*  
COMPETENCIES

Survey

*Did the  
An ExternShip Student have the  
Following Competencies when ~~started~~  
they started  
their externship with you?*

	0	1	2	3	4	5
	Doesn't Apply	Never	Rarely	Sometimes	Usually	Always
1. Used effective oral and written communication.					4.42	
2. Performed basic mathematical and algebraic operations.					3.92	
3. Demonstrated knowledge of the human eye structure, function, and pathology.					4.15	
4. Determined physiognomic measurements.					3.81	
5. Neutralized eyewear/ophthalmic devices prescriptions.					4.57	
6. Assesses vocational and avocational needs of the consumer.					4.28	
7. Assist the consumer/patient in selection of proper frames and lenses.					4.71	
8. Priced and collected fees from consumer/patient for ophthalmic goods and services.					4.35	
9. Prepared ophthalmic laboratory job orders.					4.07	
10. Delivered prescription eyewear/ ophthalmic devices and instructed consumer/patient in use and care.					4.71	



	0	1	2	3	4	5
11. Maintained consumer/patient records.					4.15	
2. Provided follow-up service to the consumer/patient by adjusting frame correctly.					4.35	
13. Provided follow-up service to the consumer/patient by ability to perform minor repair.					4.21	
14. Responded appropriately to consumer/patient complaints.					4.07	
15. Applied rules and regulations for safe work practices.					3.85	
16. Understood the function of equipment.					4.42	
17. Utilized and maintained equipment.					4.21	
18. Demonstrated proficiency in finishing techniques.					3.07	
19. Assisted in the business related area of ophthalmic dispensing, including record maintenance, frame and lens inventory, supply and equipment maintenance, and third party forms.					3.57	
20. Knew principles to adapt, dispensed and fit contact lenses.					1.57	
21. Dispensed and fit artificial eyes, and low vision aids, when appropriate.					.71	
22. Discussed prescription eyewear/ ophthalmic devices and other consumer/patient related information (verbal and written) with the prescriber.					3.78	

	0	1	2	3	4	5
23. Understood the role of sale in maintaining a profitable eyewear business.					3.92	
24. Understood new product innovations and is able to explain them to consumer/patients.					4.28	
25. Dressed appropriately in a professional manner.					4.28	
26. Understood the importance of good hygiene in a customer-patient service business.					4.56	
27. Showed willingness to accept new methods not taught in the classroom.						

DEMOGRAPHICS

1. Type of Office:

0	1	2
Hospital/Medical Clinic	Retail Optician	Chain Store
3	5	
Optometric Office	Ophthalmologist Office	

2. Number of Employees:

0	1	2	3	4	5
1-3	4-6	7-10	11-14	15-20	20-above

3. Have you had an externship student in the last five year?

0	1
YES	NO

4. If possible would you have hired the externship student?

0	1
YES	NO

Have you even hired an externship student?

0	1
YES	NO

Summary  
STUDENT SURVEY - OPTICIANRY PROGRAM

PART I

To what extent do you agree with the following statements about the program and/or department in which you are majoring. (Check only one response for each statement.)

- 4 = Agree Strongly. You agree strongly with the statement as it applies to this department or program.
- 3 = Agree. You agree more than you disagree with the statement as it applies to this department or program.
- 2 = Disagree. You disagree more than you agree with the statement as it applies to this department or program.
- 1 = Disagree Strongly. You disagree strongly with the statement as it applies to this department or program.

					<i>Average</i>	
1.	Most faculty members are genuinely interested in the welfare and professional development of departmental majors.	4	3	2	1	3.8
2.	This department has a humane environment characterized by mutual respect between undergraduate majors and professors.	4	3	2	1	3.8
3.	I would advise a friend with similar interests to major in this department/program.	4	3	2	1	3.7
4.	Most faculty members prepare carefully for their courses.	4	3	2	1	3.7
5.	If I were starting over, I would major in this department again.	4	3	2	1	3.8
6.	This program is providing me with very good preparation for my future professional work.	4	3	2	1	3.8
7.	Faculty members of this department work together to achieve program goals.	4	3	2	1	3.8
8.	This department is receptive to new ideas and ways of doing things.	4	3	2	1	3.7
9.	There is good communication between faculty members and the department's undergraduates regarding student needs, concerns, and suggestions.	4	3	2	1	3.8
10.	There are many opportunities outside the classroom for interaction between majors and faculty.	4	3	2	1	3.7

## PART II

Please rate each of the following aspects of your department or program. If any item listed doesn't apply to your field, or if you feel you cannot respond, check number 0. (Check only one response for each statement.)

- 4 = Excellent  
 3 = Good  
 2 = Fair  
 1 = Poor  
 0 = Not applicable to my field.

						Av.	
1.	Intellectual environment.	4	3	2	1	0	3.5
2.	Curricular and career advising.	4	3	2	1	0	3.8
3.	Agreement between degree requirements and stated objectives of the program.	4	3	2	1	0	3.7
4.	Clarity of degree requirements.	4	3	2	1	0	3.8
5.	Library holdings relevant to your field.	4	3	2	1	0	3.1
6.	Specialized facilities, such as laboratories or studios, and equipment needed for teaching and creative work in your field.	4	3	2	1	0	3.5
	Overall adequacy of space and other facilities for classes and administration.	4	3	2	1	0	3.2
8.	Scholarly and professional competency of the faculty in this program/department.	4	3	2	1	0	3.7
9.	Academic ability and preparation of students majoring in this program/department.	4	3	2	1	0	3.6
10.	Opportunities for student participation in departmental decisions affecting this program.	4	3	2	1	0	3.5
11.	Relevance of the department's requirements for a degree to your anticipated work or to further study in the field.	4	3	2	1	0	3.6
12.	Appropriateness of procedures (grades, papers, exams) used to evaluate students in their courses in this department.	4	3	2	1	0	3.6
13.	Teaching methods used in departmental courses (e.g., lectures, seminars, audio-visual aids).	4	3	2	1	0	3.7

14.	Accessibility of faculty members to undergraduate students majoring in this program/department.	4	3	2	1	0	3.8
15.	Opportunities for formal student evaluation of courses and instruction.	4	3	2	1	0	3.6
16.	Institution's commitment to the program.	4	3	2	1	0	2.4
17.	Useful faculty criticism of your work.	4	3	2	1	0	3.5
18.	Faculty helpfulness in dealing with classwork.	4	3	2	1	0	3.8
19.	Faculty awareness of new developments in your field.	4	3	2	1	0	3.8
20.	Interaction between this department or program and related disciplines or programs on the campus.	4	3	2	1	0	3.1
21.	Overall adequacy of financial resources in support of this department or program.	4	3	2	1	0	2.8
22.	Number of support and clerical staff in department/program.	4	3	2	1	0	2.8
23.	Quality of support and clerical staff.	4	3	2	1	0	3.5
24.	Availability of student services (counseling, placement, etc.).	4	3	2	1	0	3.5
25.	Availability of financial assistance (grants, loans, etc.) for students in the department/program.	4	3	2	1	0	3.2
26.	Opportunities for intellectual and social interaction among the people in this department.	4	3	2	1	0	3.7

PART III

1. Are you participating or have you participated in a clinical, field work, or internship experiences as part of the work in your major? (Check only one response.)

Yes, as a degree requirement	<u>7</u> (22.6%)
Yes, not as a degree requirement	<u>4</u> (13.7%)
No	<u>18</u> (58.1%)
	<u>2</u> (6.5%) <i>No response</i>

If "yes", please evaluate the following aspects of your experience.

- 4 = Excellent
- 3 = Good
- 2 = Fair
- 1 = Poor

2. Departmental training to prepare you for the experience.	4	3	2	1	3.7
3. Contribution of the experience to your academic development.	4	3	2	1	3.7
4. Chance to develop professional skills.	4	3	2	1	3.9
5. Variety of assignments or activities.	4	3	2	1	3.8
6. Supervision you received.	4	3	2	1	3.7
7. Office space and equipment available for your use.	4	3	2	1	3.7

# COA COMMISSION ON OPTICIANRY ACCREDITATION

10111 Martin Luther King, Jr. Highway, Suite 100 • Bowie, MD 20720 • 301/459-8075

## STATISTICAL RESULTS DERIVED FROM 1990 EMPLOYER SURVEY

**NOTE:** The following information is provided for use within your program only. These results may not be used for recruitment or advertising purposes!

### GENERAL STATISTICAL FINDINGS

67% of the surveys issued were returned (80 out of 119 sent). Of the total number of responses returned, 17 of 24 (71%) of COA programs were represented. The following percentages from COA program institutions were indicated:

<u>% of sent Total</u>	<u># of Returns</u>	<u>Institution</u>	<u># Sent from this Institution</u>	<u>% returned of those from this Institution</u>
2.5%	2	DeKalb Technical Institute	9	22%
2.5%	2	El Paso Community College	3	67%
2.5%	2	Essex County College	3	67%
2.5%	2	Pinellas Technical Education Ctr.	10	20%
2.5%	2	New York City Technical College	2	100%
2.5%	2	Newbury College, Inc.	3	67%
3.75%	3	J. Sargeant Reynolds Community College	3	100%
3.75%	3	National Technical Institute for the Deaf	7	43%
3.75%	3	Pima Community College	4	75%
5%	4	had no institution indicated	N/A	N/A
6%	5	Eveleth Technical College	9	56%
6%	5	Hillsborough Community College	10	50%
9%	7	Anoka Technical College	10	70%
9%	7	Mater Dei College	9	78%
11%	9	Durham Technical Community College	11	82%
12.5%	10	Ferris State University	10	100%
15%	12	Erie Community College	16	75%

Geographical representation for the surveys returned is consistent with the overall geographical clustering of COA Accredited Programs.

Of the 80 surveys returned, the following statistics were gathered:

45% [36] were completed by managers  
39% [31] were completed by owners  
16% [13] were completed by supervisors

46% [37] were chain stores  
33% [26] were independently owned dispensaries  
21% [17] were either professional offices or laboratories

44% [35] of the employers listed themselves as opticians  
26% [21] of the employers listed themselves as optometrists  
14% [11] of the employers listed themselves as ophthalmologists  
16% [13] did not indicate an ophthalmic profession

45% [36] have a fabrication laboratory on the premises

## COMPETENCY RANKING RESULTS

### Overall Competency Ranking Results

The overall ranking for each competency listed was averaged and resulted in the following breakdown:

Average Rank Between	#	Competency #'s	%
0.00 - 2.00	0		
2.01 - 2.50	1	21	4%
2.51 - 3.00	0		
3.01 - 3.50	0		
3.51 - 4.00	3	11, 20, 22	12%
4.01 - 4.50	18	1, 2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15, 17, 18, 19, 23, 24	69%
4.51 - 5.00	4	5, 16, 25, 26	15%

69  
15  
84

This average ranking indicates that all but four (4) of the competencies considered essential by the Commission are effectively demonstrated on a routine basis by graduates of COA accredited programs.

Of the four (4) not cited as routinely effective, competencies #11 and #22 concerning patient records and contact with prescriber, respectively, averaged at 3.96, indicating near routine effectiveness. Competency #20 (averaging 3.69) concerning dispensing of contact lenses was ranked high in states allowing this procedure and low in states not allowing it, thus the lower average. Finally, competency #21, which averaged only 2.12, concerns the fitting of artificial eyes and low vision aids - a somewhat rare occurrence in opticianry and providing only sporadic, limited exposure - therefore, the lower ranking. This may be an area in the Commission "Essentials" that should be considered for exclusion.

### Individual Institution's Competency Ranking Results

For our purposes, each competency will not be discussed for each institution. However, since we are concerned with competencies ranked lower by the employers, competencies receiving an average ranking lower than 4.00 for each institution will be cited and analyzed. It should be noted that averages are indicative of these surveys only and may or may not be representative of the program graduates at large. It should further be noted that the all programs averaged low on competency #21 for the reasons previously discussed and this competency will not be addressed further here.

#### Ferris State University

Competencies ranking lower than 4.00: #18 [3.60], #19 [3.00], #20 [3.50], #21 [0.00], #22 [3.38], #23 [3.38]

Although not extensively low, the averages on these competencies indicate that the program may need strengthening in the areas of finishing techniques, business/sales areas of dispensing, prescriber communication and knowledge of contact lenses.

### CONCLUSIONS

From the data gathered from the 1990 Employers Survey, several conclusions can be made.

First, it is evident that the formal ophthalmic education being provided for students across the country is producing competent ophthalmic dispensers and laboratory technicians. As stated previously, the average competency levels for all competencies surveyed indicated not only competence, but employer satisfaction with performance.

The one competency that stood out in all cases was #21 dealing with artificial eyes and low vision aids, which may indicate the need to remove this competency from the "Essentials." The usefulness of this competency is not high for the average optician and due to the infrequency of its use, is probably best learned through observation and tutoring on the job. Exposure to these concepts is needed, however, the competency requirement is not.



## COMMENTS FROM RESPONDENTS FOR FERRIS STATE UNIVERSITY

EXCELLENT, WELL-TRAINED, VERY MATURE

HAS A GREAT DEAL TO LEARN

MANY DEFICIENCIES ATTRIBUTABLE TO "THIS IS THE WAY WE DO IT A SCHOOL" ATTITUDE. PATIENT NEEDS NEVER ENTER EMPLOYEE'S THOUGHTS - NO LONGER EMPLOYED HERE

EXCELLENT EMPLOYEE

### KEY FOR STATISTICAL CATEGORIES

The 26 tasks listed below are considered essential to a graduate of an ophthalmic educational program accredited by the Commission on Opticianry Accreditation. These categories were addressed by the respondent with regard to their employee(s) who are graduates of programs accredited by the Commission. The frequency of competent skill demonstrated by the graduate in each of these 26 tasks was indicated by using the following scale, derived from the standard Likert scale. In the tables that follow, tasks rated with a "0" rating have been "blanked out" for statistical calculation purposes.

RATING SCALE: 0 - No opportunity to evaluate      1 - Never      2 - Rarely      3 - Sometimes      4 - Usually      5 - Always

### COMPETENCIES

1. Uses effective oral and written communication
2. Performs basic mathematical and algebraic operations
3. Demonstrates knowledge of the human eye structure, function and pathology
4. Determines physiognomic measurements
5. Neutralizes eyewear/ophthalmic devices prescriptions
6. Assesses vocational and avocational needs of the consumer/patient
7. Assists the consumer/patient in selection of proper frames and lenses
8. Prices and collects fees from consumers/patients for ophthalmic goods and services
9. Prepares ophthalmic laboratory job orders
10. Delivers prescription eyewear/ophthalmic devices and instructs consumer/patient in use and care
11. Maintains consumer/patient records
12. Provides follow-up service to the consumer/patient by adjusting frames correctly
13. Provides follow-up service to the consumer/patient by ability to perform minor repairs
14. Responds appropriately to consumer/patient complaints
15. Applies rules and regulations for safe work practices
16. Understands the function of equipment
17. Utilizes and maintains equipment
18. Demonstrates proficiency in finishing techniques
19. Assists in the business related area of ophthalmic dispensing, including record maintenance, frame and lens inventory, supply and equipment maintenance, and third party forms
20. Knows principles to adapt, dispenses and fit contact lenses (where applicable)
21. Dispenses and fits artificial eyes, and low vision aids, when appropriate
22. Discusses prescription eyewear/ophthalmic devices and other consumer/patient related information (verbal and written) with the prescriber.
23. Understands the role of sales in maintaining a profitable eyewear business
24. Understands new product innovations and is able to explain them to consumers/patients
25. Dresses appropriately in a professional manner
26. Understands the importance of good hygiene in a customer/patient service business

STATISTICS FOR RESPONDENTS FROM  
FERRIS STATE UNIVERSITY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
13	5.00	3.00	5.00		4.00	4.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	4.00	3.00	1.00	3.00			4.00	3.00	4.00	5.00	5.00	
16	5.00	5.00	5.00	5.00	5.00	2.00					5.00			5.00	5.00	5.00	5.00								5.00	5.00	
19	3.00	5.00	3.00	3.00	3.00	2.00	3.00	4.00	4.00	3.00	4.00	2.00	2.00	2.00	3.00	4.00	3.00	3.00	3.00	2.00		1.00	2.00	3.00	3.00	3.00	
23	5.00	4.00	4.00	3.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	4.00		3.00	5.00		4.00	4.00	4.00	5.00	5.00	
32	4.00	4.00	4.00	4.00	5.00	5.00			4.00	5.00	5.00			4.00	5.00	5.00									5.00	5.00	
42	5.00	5.00	5.00	5.00	5.00	5.00	4.00	4.00	5.00	5.00		5.00	5.00	4.00	5.00	4.00	3.00	5.00	2.00			3.00	5.00	5.00	4.00	5.00	
43	4.00	4.00	5.00	5.00	5.00	4.00	4.00	4.00	4.00	5.00		4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	2.00			3.00	3.00	4.00	4.00	5.00
47	5.00	5.00		4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00						5.00	3.00	5.00	3.00	5.00
65	3.00	3.00		4.00	4.00	3.00	3.00	4.00	4.00	4.00	3.00	4.00	4.00	3.00	4.00	5.00	5.00		3.00				3.00	2.00	4.00	4.00	5.00
66	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	3.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00				4.00	5.00	5.00	5.00	5.00
average:	4.40	4.30	4.38	4.22	4.50	4.00	4.25	4.38	4.56	4.67	4.38	4.38	4.38	4.10	4.40	4.60	4.00	3.60	3.00	3.50	0	3.38	3.38	4.25	4.30	4.80	

Curriculum Vitae  
Russell B. Hess

PERSONAL HISTORY:

Campus Address

Russell B. Hess  
VFS 427  
Ferris State University  
Big Rapids, MI 49307  
Phone: (616) 592-2223

218 W. Woodward  
Big Rapids, MI 49307

Birthdate: 8-30-1952, U.S. Citizen

EDUCATION:

Holly High School; Holly, Michigan academic diploma	1971
Michigan State University; E. Lansing, Michigan Bachelor of Science	1975
Michigan State University; E. Lansing, Michigan Graduate work - 15 credits towards masters	1982-1984

EDUCATION: (Not offering college credit)

National Academy of Opticianry; Washington, D.C.  
76 C.E.U. Ophthalmic Optics  
National Contact Examiners; Columbus, Ohio  
6 contact hours - review course  
Baylor College of Medicine  
Department of Ophthalmology  
Postgraduate course in contact lens technology  
Nov. 30 - Dec. 2, 1989

TEACHING EXPERIENCE:

Ferris State University; Big Rapids, Michigan Opticianry Program Instructor	1981-1989
Assistant Professor	1989-Present
Granted Tenure	Sept. 1989

PROFESSIONAL WORK EXPERIENCE:

Fenton Vision Center; Fenton, Michigan Owner/Dispensing Optician	1976-1982
Hess Optical Laboratory, Inc., Flint, Michigan Laboratory technician/Inventory control Full time	1975-1976
Laboratory technician (summers only)	1970-1973

PROFESSIONAL ASSOCIATIONS:

Fellow, National Academy of Opticianry	1980-Present
Member, Opticians Association of Michigan	
Associate Member	1976-1979
Regular Member	1979-1982, 1985
Patron Member	1986-Present

CERTIFICATES AND LICENSES:

Certified Optician, American Board of Opticianry	1979-Present
Licensed Ophthalmic Dispenser, State of Ohio	1981-1986
Certified Master Optician #MO 837	1988

OFFICES HELD:

Board of Directors, Optician's Association of Michigan	1979-1982
Education Chairperson, Opticians Association of Michigan	1979-1984

COLLEGE APPOINTMENTS:

Advisor, Ferris Student Opticians Association of Michigan	1982-Present
Committee Member, Animal Care Committee	1987
Committee Member, Library/Instructional Committee	1987

GUEST SPEAKER ENGAGEMENTS:

Opticians Association of Michigan	1981, 1983, 1984, 1986, 1988
-----------------------------------	------------------------------

SCHOOL OR PROGRAM EVALUATION:

Evaluator for Jackson State Prison Ophthalmic Dispensing	1986
Evaluation of Kenka College, Kenka Park, New York, Opticianry Program	1987
Committee Member, Task Analysis Committee, American Board of Opticianry	1987

WORKSHOP COORDINATION:

Coordinator of State Opticianry Educational Meeting at Ferris State University	1982-Present
Coordinator of State Educational Meetings at State Conventions	1980-1983
Co-Coordinator of "Eyewear Adjustment and Repair Workshop" at Ferris State University	1990

PUBLICATIONS:

Thesis for Master in Ophthalmic Optics granted via American Board of Opticianry published in the OPTICAL NEWS  
June 1989, Vol. XII, Issue #2

Started Ophthalmic Dispensing Textbook

COMMUNITY ACTIVITIES:

Expert witness in opticianry qualified in states of Michigan and Illinois. Four cases over the past three years.

**CURRICULUM VITAE**  
**James R. Brady**

**PERSONAL HISTORY:**

**Campus Address**

James R. Brady  
VFS 425-B  
Ferris State University  
Big Rapids, MI 49307

414 Division  
Big Rapids, Mi 49307

Birthdate: 10-27-61, U.S. Citizen

**EDUCATION**

Dearborn High School: Dearborn, Michigan	1979
Academic Diploma	
Ferris State University: Big Rapids, Michigan	
Associates in Applied Science: Ophthalmic Dispensing	1983
Bachelor or Science: Business Management	1984

**TEACHING EXPERIENCE:**

Ferris State University: Big Rapids, Michigan	
Opticianry Program	
Instructor	8-96 - Present
Ferris State University: Big Rapids, Michigan	
Opticianry Program	
Teachers Assistant	8-83 to 5-84

**PROFESSIONAL WORK EXPERIENCE:**

Ferris State University:	
Instructor Opticianry Program	1996-present
Sola Optical USA	
Lens Consultant	1991-1996
Safilo USA	
Territory Manager	1986-1991
First Optometry	
Dispensing Optician	1983-1986

CERTIFICATES:

Certified Optician, American Board of Opticianry #09998 1983-Present

COLLEGE APPOINTMENTS:

Advisor, Ferris Student Opticians Association of Michigan 1996-Present

GUEST SPEAKER ENGAGEMENTS:

Opticians Association of Michigan	1986-Present
Eye Quest -- Chicago, Illinois	1995
Vision Expo -- New York	1995-1997
Michigan Optometric Association	1996-Present
Opticians Association of America	1997

LECTURING/ TRAINING FOR RETAILERS:

Walmart -- Bentonville, Arkansas (Live worldwide broadcast)	1996
D.O.C -- Southfield, Michigan (15 four hour sessions per year)	1991-1996
First Optometry -- Roseville, Michigan	1993-1996

## ADMINISTRATIVE PROGRAM REVIEW

Program/Department: Opticianry

Date Submitted: August 21, 1997 Dean: Alan L. Lewis  
 (originally submitted 02/07/97)

Please provide the following information:

	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Tenure Track FTE	1	1	2	2	2
Overload/Supplemental FTEF	1	1	0	0	0
Adjunct/Clinical FTEF (unpaid)	0	0	0	0	0
Enrollment on-campus total*	NA	37	22	23	20
Freshman		10	5	3	11
Sophomore		14	9	10	9
Junior		9	3	7	0
Senior		4	5	3	0
Masters					
Doctoral					
Enrollment off-campus*					

\*Use official count (7-day count for semesters, 5-day count for quarters).

### Financial

Expenditures*	FY 92	FY 93	FY 94	FY 95	FY 96
Supply & Expense	8,235	11,394	8,370	7,226	9,183
Equipment	0	0	0	0	0
Gifts & Grants	10,190	15,071	28,020	5,642	15,144

\*Use end of fiscal year expenditures.

### Other

	AY 91/92	AY 92/93	AY 93/94	AY 94/95	AY 95/96
Number of Graduates* - Total	1	11	11	20	10
- On campus	1	11	11	20	10
- Off campus	0	0	0	0	0
Placement of Graduates	100	100	100	100	100
Average Salary	NA	NA	NA	NA	NA
Productivity - Academic Year Average	363	NA	268	135	234
- Summer				84	40
Summer Enrollment	1	11	11	20	10

\* Use total for academic year (F, W, S)

#### 1. a. Areas of Strengths:

- Only program of its type in Michigan
- 100% placement rate
- Over 50% of graduates ladder into other Ferris programs for B.S.
- Increased support from industry in past year



**1. b. Areas of Concern:**

- Enrollment remains below desired levels
- Many prospective students believe program is closed, limiting application
- Equipment is aging and there is no program to ensure replacement
- Organized opticianry divided on regulatory issues (unregulated in Michigan)
- One (of two) faculty lines filled with temporary faculty

**2. Future goals (please give time frame)**

- Encourage regulation of opticians in Michigan through legislative activity (1998-99)
- Continue to increase industry financial support of program (1997-98)
- Continue recruitment efforts to increase enrollment (1997-98)

**3. Recommendations:**

- Increase public awareness of Ferris' program through university marketing program (on going)
- Continue aggressive fund raising from industry (on going)
- Establish plan for equipment replacement (1997)
- Fill temporary faculty line with permanent person (1997)

**Michigan College of Optometry**

**Fiscal Year 1998**

**Opticianry Program**

**GOAL 1:** Attain a Fall Semester new student enrollment of at least 20 students.  
[BG1; AASE 3; USP 2,4,5]

**MAJOR ACTIVITIES AND PROCESSES:**

- Increase the number of student referrals from Michigan opticians by targeting recruiting efforts toward wholesale and retail optical businesses.
- Provide recruiting literature for display in optical stores.
- Invite opticians to campus for indoctrination to the program.
- Encourage passage of legislation to regulate opticianry in the State of Michigan.

**EXPECTED OUTCOMES:**

- Increase number of applications by at least 20% for Fall 98.
- Provide recruiting literature to opticians for display.
- Invite at least 20 opticians to visit campus during FY98.
- Propose legislation to Opticians Association of Michigan

**INDICATORS/SOURCES:**

- Number of applications for Fall 98 entering class.
- Number of opticians invited to campus.
- Number of literature pieces mailed.
- Submission of legislative proposal to OAM.

**REPORTING PROCESS:**

The coordinator will report progress and data to the Dean.

**RESOURCE REQUIREMENTS:**

- \$1,000 for mailing literature (new one time allocation).

	FTE	Salary	Adult P/T	S&E	Equip.	Total
Internal Al						
One Time				1,000		1,000
Base Req.						
Total				1,000		1,000

**GOAL 2: Establish an equipment replacement program for laboratories.**  
References: [AASE 4; USP 8,9]

**MAJOR ACTIVITIES AND PROCESSES:**

- Establish an in-house spectacle fabrication unit to service the Ferris Optometry Clinic.

**EXPECTED OUTCOMES:**

- Generate non-general fund income by replacing current commercial sources of spectacles and retaining a percentage of the savings.
- Money generated to be applied to laboratory equipment replacement.

**INDICATORS/SOURCES:**

- Establishment of fabrication unit during Summer 97.
- Contract with Clinic for spectacle fabrication.

**REPORTING PROCESS:**

The Opticianry Program Coordinator will report status to the Dean.

**RESOURCE REQUIREMENTS:**

- None. Only non-general fund revenues will be used.

<b>GOAL 3:</b> Achieve a pass rate of at least 75% on National Contact Lens Examination. References: [BG2; AASE 1; USP 1,2,3]
--

**MAJOR ACTIVITIES AND PROCESSES:**

- Integrate the training of opticianry students with that of O.D. program students in areas appropriate to their scope of practice and which are tested on the NCLE.

**INDICATORS/SOURCES:**

- Number of classes and laboratories common to both programs.
- Pass rate on NCLE.

**REPORTING PROCESS:**

The opticianry program coordinator will report progress on curricular integration and NCLE pass rate to the Dean.

**RESOURCE REQUIREMENTS:**

- 0.1 FTE faculty (from internal reallocation)

	FTE	Salary	Adult P/T	S&E	Equip	Total
Internal Al	0.1	6,000				6,000
One Time						
Base Req.						
<b>Total</b>	<b>0.1</b>	<b>6,000</b>				<b>6,000</b>