


Opticianry Program

APRC 2000-2001

Section 1 of 1



**PRP REPORT
FOR THE
OPTICIANRY PROGRAM**

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OVERVIEW OF THE OPTICIANRY PROGRAM

The student handbook for the FSU Opticianry Program defines an optician in the following manner.

An optician is a professional who makes, verifies and delivers lenses, frames and other specially fabricated optical devices and/or contact lenses as prescribed by an Ophthalmologist or Optometrist.

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
- Adjustment, replacement, repair and reproduction of previously prepared ophthalmic lenses, frames and other specially fabricated ophthalmic devices".

This definition of an optician establishes the educational needs for the student.

In addition to the general education requirements, a student needs to have a thorough and complete understanding of the optics of lenses, anatomy and physiology of the eye, and interpersonal skills to work with people.

A student needs technical training and hands-on experience in the use of optical equipment. Items such as surface generating equipment, edging machines, verification instruments plus experience with the required tools, used in the dispensing of optical devices.

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).

Of the students who complete the associate's degree in opticianry, approximately one-third will enter a baccalaureate program available at Ferris, with the rest accepting employment in the opticianry field soon after graduation, due to job offers while on externships.

In the history of this program over sixty of our graduates have gone on to pursue Doctor of Optometry degrees around the country, several graduating from the Michigan College of Optometry. Many opticianry graduates have also entered the sales field as manufacturers' representatives, which is a very high paying profession. One hundred percent (100%) of the students receive job offers from the eye care field with most students having many employment opportunities to choose from.

Twenty-three (23) states control the practice of opticianry by licensing or regulatory action. Twenty-eight (28) states expressly permit opticians to fit contact lenses. These various licensing and regulatory actions, as well as the legal ability to fit contact lenses, establish the educational requirements to teach contact lenses in 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 a graduate to work in any state. Within the last ten years the FSU Opticianry Program has graduated students from Canada, Spain, Israel, Hong Kong, the Republic of China, as well as students from Connecticut, Illinois, Maine, Iowa, Indiana and Ohio. All of these students came to the FSU Opticianry Program because of its reputation and quality of instruction.

Over the last five years 95% of the opticianry students have passed their National Opticians Competency Exam, and in 1997 and 1998 100% of the programs students passed. This is reflective of the quality of students graduating from Ferris' opticianry program.

Among the many awards earned, several students have received national recognition. For example, the Contact Lens Society of America student grants scholarship (1997-1999), The Auxiliary of Opticians Association of America student scholarship (1998), the Beverly Myers Award from the National Academy of Opticianry (1999). Locally, the technical writing category of the FSU Prism Awards has recognized our opticianry students (1996-1999).

Ferris State University's Opticianry Program has a national working relationship that greatly aids in receiving considerable support from the ophthalmic industry. For example, several ophthalmic manufacturers have donated various pieces of equipment currently housed in our ophthalmic optics laboratory. With the addition of recent VOC-ED funding and support from the ophthalmic industry, Ferris State University's Opticianry Program is considered the state-of-the-art teaching facility in North America. Organizations such as the National Federation of Opticianry Schools (NFOS) and our accrediting body, The Commission on Opticianry Accreditation (COA) has praised the quality and quantity equipment in our ophthalmic optics lab.

The Opticianry program at Ferris State University is the second oldest opticianry program in the United States. We are the only one housed in an institution of higher learning within the State of Michigan. A number of new opticianry programs have been started around the country in recent years, which represents a nationally recognized need for formally trained opticians. Within the last ten years fifteen new opticianry programs have opened.

EDUCATIONAL GOALS OF THE PROGRAM

The opticianry program at Ferris State University has an accrediting body that sets the goals in preparing a student for graduation. The name of this organization is the Commission on Opticianry Accreditation (COA) and is located in Virginia.

Upon completion of the FSU Opticianry Program the graduate should be able to:

- Discuss prescription eyewear and other patient related information, verbal and written, with the prescriber.
- Analyze and interpret prescriptions
- Communicate effectively with patient
- Identify the human eye structure, function, and pathology
- Assist the patient in selection of proper frames and lenses
- Determine the patient physiognomic (facial and eye) measurements
- Neutralize lenses and verify eyewear/vision aids prescriptions
- Adapt and fit corrective eyewear/vision aids
- Apply rules and regulations for equipment safety

- Demonstrate proficiency in the operation and function of equipment
- Maintain patient records ✓
- Assist in the business related areas, including record maintenance, frame and lens inventory, supply and equipment maintenance and third party payment forms.
- Dispense and fit contact lenses
- Dispense and fit artificial eyes and low vision aids, if appropriate -?

SPECIFIC OBJECTIVES OF SKILL LEVEL

To become employable in the opticianry field, there are specific exit competencies that should be achieved by a graduate of Ferris State University.

Exit competencies identify the student's specific skills he or she is responsible for upon successful completion of the Opticianry program. These exit competencies reflect individual course objectives.

EXIT COMPETENCIES

A. Ophthalmic Surfacing Principles

The student should be able to:

1. Discuss the theory of lens powers.
2. Identify lens curve combinations.
3. List basic surfacing measurements.
4. Recognize the application of prism.
5. Relate the importance of accuracy in the surfacing of ophthalmic lenses.
6. Identify theory to surfacing procedures.

The student should be able to apply psychomotor skills in:

1. Lay out and surfacing basic sphere and cylinder lenses.
2. Lay out and surfacing sphere prescriptions with prism.
3. Verifying basic prescriptions using laboratory equipment.
4. Relating ANSI recommendations Z80.1 1999 with regard to surfacing.
5. Demonstrating and applying rules and regulations for safe work practices in the surfacing laboratory.

B. Ophthalmic Lens Theory

The student should be able to:

1. Describe the action of light rays through refractive mediums.
2. Recognize and describe basic and advanced lens forms.
3. Describe parameters of various single vision lens forms.
4. Utilize formulas for lens functions.
5. Name and describe various common lens materials.

6. Illustrate and describe basic multi-focal lens forms.
7. Measure and list Group Base Curves of various lenses.
8. Identify absorptive lenses.
9. Identify and describe various characteristics of Hard Resin lens treatments.
10. Calculate decentration for single vision and multi-focal lenses.
11. Calculate the effective power of lenses due to change in vertex distance.

C. Ophthalmic Dispensing Theory and Principles

The student should be able to:

1. List and identify historical and evolutionary developments related to opticianry.
2. List and identify anatomical and physiological functions of the human eye.
3. Analyze eye planes and interocular distances related to ophthalmic lenses.
4. List and discuss visual acuity testing systems.
5. List and identify refractive abnormalities of the eye.
6. List frame parts and materials.
7. List and identify ophthalmic refractive equipment.
8. Differentiate among the functions of ophthalmic lenses.
9. Develop problem solving and creative abilities in analyzing single vision and multifocal prescriptions.
10. List dispensing procedure theory.
11. Calculate Accommodation Convergence Accommodation Ratios (ACA).
12. Design eyewear (frame and lenses).
13. Compute and compensate for vertical imbalance.
14. Design cataract spectacles.
15. Recognize various surgical techniques and their advantages.
16. Discuss various eye disorders.
17. Design Iseikonic lenses.
18. List lens neutralization techniques including single-vision and multifocal lenses.
19. Interpret prescription-ordering terminology.
20. Record patient information.
21. Discuss visual axis measurement theory.
22. Analyze cataract prescriptions.
23. Demonstrate occluders and their use.
24. Appraise progressive and blended multifocals.
25. Employ tints and coatings.
26. Discuss federal and state regulations pertaining to prescription eyewear.
27. Discuss third party payments.

D. Dispensing Eyewear

The student should be able to:

1. Analyze patient's prescription to understand exact needs to promote optimum comfort, visual efficiency, and cosmetic acceptability.
2. Determine relationship between prescription and patient needs.
3. Make recommendations to patient by determining frame and lens type.
4. Take all necessary measurements including interocular distance (far and near), vertex distance, multifocal position, and frame parameters.

5. Evaluate frame and lens recommendations for proper visual performance and cosmetic appearance.
6. Evaluate parameters of new/old eyewear by comparing previous and current prescription, base curves, centering, frame size and fit, lens materials, lens thickness and weight, and multifocal position.
7. Analyze current visual problems related to current eyewear.
8. Offer additional frame and lens products to fulfill patient's needs.
9. Verify ordered eyewear in accordance with ANSI standards.
10. Utilize all required hand tools for frame adjustments.
11. Dispense plastic and metal eyewear.
12. Dispense and fit occluders.
13. Demonstrate eyewear performance and applicability to patient.
14. Interact professionally and courteously with patient.
15. Calculate the costs of ophthalmic products and services.

E. Ophthalmic Practice Management

The student should be able to:

1. Calculate mark-up procedures for dispensing practice.
2. List various methods of increasing the percentage of multiple pair accounts in a dispensing practice.

F. Ophthalmic Eyewear Fabrication

The student should be able to apply psychomotor skills in:

1. Lensometer usage.
2. Layout of single-vision and multifocal lenses.
3. Lens blocking.
4. Pattern making.
5. Automatic bevel edger usage.
6. Hand beveling.
7. Heat treating usage.
8. Plastic lens dying.
9. Lens insertion.
10. Bench alignment.
11. Demonstrating and applying rules and regulations for safe work practices in the fabrication laboratory.

The student should be able to:

1. Verify finished eyewear in accordance with ANSI standards.
2. Maintain equipment following a routine maintenance schedule.
3. Compute and analyze data by applying formulae, performing computations, and interpreting ophthalmic measurements.
4. Interact professionally and courteously with fellow students/workers.

G. Ophthalmic Optics and Theory

The student should be able to:

1. Identify and integrate visual optical concepts and theory to ophthalmic lenses, ophthalmic prisms, ophthalmic equipment, and the human eye.
2. Analyze various optical components as they relate to ophthalmic dispensing.
3. Correlate relating ophthalmic courses to content in visual/ophthalmic optics.

H. Contact Lens Theory and Practice

The student should be able to:

1. List the important contributions of individuals to the contact lens field.
2. List different types of contact lens materials.
3. Identify anatomical structures related to contact lens wear.
4. Assess the application of contact lenses, advantages and disadvantages, indications and contraindications.
5. Describe basic fitting procedures.
6. Obtain a general history to determine visual, physiological, pathological, and activity needs of the patient.
7. Gather information concerning past patient records to assess suitability for lens wear.
8. Interpret refractive error and keratometry readings to meet patient's visual and physiological needs.
9. Discuss lens wear options as related to the patient's ocular and prescription. *characteristics?*
10. Select lens material by evaluating acquired information and applying knowledge of lens materials, characteristics, and physiology.
11. Conduct a diagnostic lens evaluation.
12. Determine lens parameters and evaluate objective findings and patient subjective responses to diagnostic lens fittings.
13. Order lens by specific lens parameters.
14. Educate patient on all aspects of lens wear.
15. Evaluate initial lens fit and patient's subjective vision by using diagnostic procedures and instrumentation.
16. Schedule subsequent appointments with the patient.
17. Determine the patient's subjective response to lens wear.
18. Observe lens fit by using instrumentation and diagnostic tools.
19. Determine need for lens modification.
20. Make necessary modification to original lens design.
21. Reinforce lens care and handling protocols with patient.
22. Schedule future appointments with patient.

The student should be able to apply psychomotor skills in:

1. Slit lamp (biomicroscope) usage.
2. Keratometry.
3. Radiuscope usage.
4. Lensometer usage.
5. Thickness gauge usage.

6. Diameter gauge usage.
7. Measuring magnifier usage.
8. Instrumentation calibration.
9. Lens modifications.
10. Assessing technical aspects of patient's ocular status by using instrumentation to determine lens type and design.
11. Verifying lens parameters in accordance with ANSI standards.

I. Theoretical Optics and Principles

The student should be able to:

1. Apply the theories related to the nature and property of light.
2. Utilize and apply the laws of optics to find images in mirrors and lenses.
3. Analyze optical components such as mirrors and lenses as they relate to optical systems.
4. Design and analyze simple two lens systems including microscopes and telescopes.
5. Use a light meter and photometer to observe the inverse square law of radiation, and describe how this concept is used in photometry.
6. Explain the wave properties of light and how these relate to the phenomena of interference, diffraction, and polarization effects.
7. Analyze complex optical systems as replaced by single Gaussian equivalents.

J. Anatomy and Physiology of the Eye

The student should be able to:

1. Locate each anatomical part of the eye.
2. Detail the histology structure of each of the anatomical parts of the eye.
3. Identify the functions of each of the anatomical parts of the eye.
4. Discuss the relationship of the structures of the eye to one another.
5. Describe structure and function of the visual pathway.
6. Discuss the relationship of the eye to the orbit and to the appendages of the eye.
7. Describe the location and function of the muscles of the eye.
8. Describe the function, structure, and pathologies of the vitreous.
9. Explain the functioning and wiring diagram for the nerve cells in the retina.
10. Describe image processing as it occurs at each point in the visual pathway.
11. Describe the distribution of photoreceptors and its importance of creation of receptive fields of ganglion cells.
12. Explain how blood is supplied to the retina.
13. Describe the origin and symptoms of common retinal pathologies.
14. Contrast the anatomy of rod and cone photoreceptors.
15. Describe and contrast the light absorption spectrum for rods and cones.
16. Describe how a rod cell responds to light, including molecular response of rhodospin, the dark current, the photoreceptor potential, and dark adaptation.
17. Explain the properties of light.
18. Describe basic features of color perception including contrast, hue, lightness, saturation, and successive color contrast.
19. Explain the cause and symptoms of the various forms of color deficiency and how they can be detected.
20. Define binocular vision.
21. Describe the development of binocular vision.

22. Define orthorhopia.
23. Contrast the types of heterophoria and their measurement.
24. Define heterophoria.
25. Describe the optical defects that are produced in strabismus.
26. Contrast comitant and non-comitant strabismus.
27. Describe the methods of measuring strabismus and the function of prisms in this disorder.
28. Describe the origin, development, and treatments for the common heterotropias.
29. Define visual acuity.
30. Describe and contrast commonly used acuity charts.
31. Explain the significance of acuity measurements.
32. Describe the method for testing near acuity.
33. List important factors that influence visual acuity.
34. Describe the development of visual acuity.
35. List the functions of the eyelids.
36. Describe the structures of the lids including the conjunctiva, muscles, and glands.
37. Describe and contrast common pathologies of the eyelids.
38. Describe the major parts of the lacrimal apparatus and functions.
39. Position in the film and functions.
40. Describe the shape and position of each orbital bone.
41. Describe the foramina of the orbit and their functions.
42. Describe the position, structure, and function of the four orbital fascias.
43. Describe uses, actions, and side effects of mydriatic, cycloplegic, and miotic drugs.

K. Ophthalmic Industry Regulations

The student should be able to operate an optical facility, and conduct him or herself in order to comply fully with all of the rules, standards, and regulations of the following regulatory agencies:

- OSHA – Occupational Safety and Health Agency
- EPA – Environmental Protection Agency
- FDA – Federal Drug Administration
- ANSI – American National Standards Institute
- FTC – Federal Trade Commission

EXPECTATIONS

According to the U.S. Department of Labor there will be a 46% shortage of opticians in the country through the year 2005.

Six to eight employment opportunities are available for each individual opticianry graduate. Two-thirds of those opportunities are located in the State of Michigan.

Based on weekly requests received from eye care professionals for Ferris graduates, the demand for multi-competent opticians is not meeting the industry's need. Also, new technology in the optical industry, the aging population and an overall increase in patients with vision insurance results in an increased need for qualified opticians. **Currently, several major vision insurance carriers are exploring the requirement to have trained opticians on staff as a requirement of participation with that vision insurance carrier.** Therefore, the FSU Opticianry Program has the expectation of increased enrollment. The program has initiated an aggressive three-year marketing plan. This plan not only utilizes traditional marketing concepts, but also innovative uses of CD-ROM and DVD.

The Opticianry program promotes the economic welfare of the State of Michigan by providing a source of the only collegient trained opticians in the state. According to a survey taken at the 33rd Ferris Fall Educational in September 2000, FSU graduates make up 41% of Michigan's opticianry workforce. These graduates work for retail dispensing opticians, optometric and ophthalmologic practices. Numerous graduates are in management or work as representatives for optical laboratories, lens companies or frame companies. Some of the program's graduates are optical business owners and therefore are employers adding to the economic welfare of the State of Michigan.

The program is also a significant information resource for the State of Michigan. Opticians throughout the region seek answers from the faculty or school resources on various optical problems. In addition, the FSU Opticianry Program is the nation-wide informational clearinghouse for the National Federation of Opticianry Schools (NFOS).

PLANS FOR IMPROVEMENT

The Commission on Opticianry Accreditation in part guides our plans for continued improvement. Our plans are as follows:

- The addition of a new course titled "Assessment of the Visual System" to meet COA requirements that went into effect April 2000.
- The CAHS in a proactive manner has developed a 3 year recruiting goal to support its programs which includes specific enrollment goals for each program.

PROGRAM HISTORY

Ferris State University's opticianry program began in 1959. It was the second oldest collegiate program in the United States to offer a degree in opticianry. The program has had a number of titles and school/college changes during its 41 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
- 1987-1999: Opticianry Program
- Michigan College of Optometry
- 1999-Present: Opticianry Program
- College of Allied Health Sciences

The supervision of the opticianry program is under the direction of the department head of Health Related Programs with assistance from the Dean of the College of Allied Health Sciences.

INTEGRATION WITH OTHER PROGRAMS AT FSU

The Opticianry program has a good relationship with the Michigan College of Optometry (MCO). Currently, one opticianry faculty member and all second year opticianry students provide coverage in the MCO dispensary clinic for a total of 23 hours per week.

This integration also includes the use of our state-of-the-art ophthalmic optics laboratory located in the College of Allied Health Sciences (CAHS) by the second year optometry students from the MCO. The opticianry students utilize the contact lens laboratory and refractometry lanes located in MCO.

The program works closely with the University Center for Extended Learning annually for the fall opticianry educational. This is the longest running optical educational in the State of Michigan. Each year over 150 opticians from Michigan and the Midwest attend our continuing education seminars along with the FSU opticianry students.

The number of graduates from the opticianry program continues their education in various bachelor programs here at FSU, which demonstrates a consistent alliance with only colleges on campus.

SECTIONS 2 THROUGH 5

The information in Sections two through five is based on surveys that were conducted in 2000, or surveys which were conducted for the 1997-98 APRC, 1998 COA reaccreditation self-study from the following groups:

- Graduate survey
- Ophthalmic community of the State of Michigan survey (employer)
- Student evaluation of instruction
- Faculty perceptions survey
- Advisory perceptions survey

EVALUATION METHODS AND INSTRUMENTS

Individual instruments were developed for the survey of current students, faculty, advisory committee members, graduates, and employers. These surveys were developed to determine the strengths and weaknesses. A copy of each survey instrument is included at the end of each section.

SECTION 2

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 (91%) of the respondents reported the program prepared them well for work in the opticianry field. Ninety-one percent (91%) reported that most of the instructors in the program taught very well. Ninety-one percent (91%) 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 (97%) reported they would recommend the Ferris program to an interested friend. The lowest marks went to facilities and equipment. Sixty-one percent (61%) 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. Only nine people 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 (100%) of the respondents said the Opticianry program should not be closed. Reasons for not closing the program included: need for trained opticians (54%), high quality program with good reputation (35%), improves opportunities for higher pay and advancement (8%), and is the only program in Michigan (3%).

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. Fifty percent (50%) respondents reported a need for more experience with contact lenses. The next highest area was a need for more experience in patient relations (19%).

Other Survey Information

- Highest degree obtained – 67% associates, 30% bachelors, and 3% masters.
- Employment setting: 33% optical sales, 21% ophthalmology practice, 15% optometry practice, 15% hospital clinic, 9% no response, and 7% other.
- Average salary based on 1998-1999 FSU Graduate follow-up study \$24,167
- 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 opportunities for improvement, particularly in the area of contact lenses and patient relations. The alumni 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

OPHTHALMIC COMMUNITY SURVEY (Employer survey)

This survey instrument asked a series of questions in three categories to the ophthalmic community regarding how important is this to those surveyed in their practice, as well as how well students were prepared by Ferris State University. A rating of three indicates "essential to my practice", and a rating of one "not very important to my practice". The categories are: 1) Interpersonal/Professional Skills, 2) Performance Skills, and 3) Management/Systems Skills. The ratings regarding how well prepared graduates of the Opticianry program are listed as: 1) "Graduates were ill prepared", 2) "Graduates were acceptably prepared", and 3) "Graduates are exceptionally prepared". The survey instrument can be found in the appendix of this document.

Question #85 asks a question that is very telling of the ophthalmic communities feeling toward the preparedness of graduates of the Opticianry program. The question asks "When you are making an opticianry hiring decision, would you choose a Ferris graduate over a graduate of another program? The response to this question is 87% that a Ferris State University Opticianry graduate would be hired over another program teaching Opticianry.

Category 1 – Interpersonal/Professional Skills

The questions of this category covered personal appearance, communication skills, and ability to be a team member, physiognomic measurements, and ability to educate and relate to patients as well as community service. The finding in category 1 indicates that graduates of the Opticianry program are well prepared in this area with ratings that are nearer to exceptional than acceptable.

The average of the questions in category 1 is 2.77 out of 3 indicating that the optical community finds these questions to be essential to their practice. How well the students were prepared by Ferris State University received an average score of 2.63.

Category 2 – Performance Skills

As the heading indicates, these questions are based exclusively on performance of the daily activities within this profession. These ratings again indicate that graduates from the Opticianry program fulfill these needs with ratings nearer too exceptional than acceptable. These questions ranged from lens and frame ordering to repairs to equipment usage. The 24 questions in this category are the typical duties that an optician working in industry can expect to do on a daily basis. Every question in this category received a rating between 2.61 and 2.97, with an average of 2.82 from the optical community's point of view. Ratings in this category indicate that these duties are essential to the day-to-day practice within the ophthalmic community. Questions 20 though 32 specifically address contact lenses and assessment of the visual system, which received a higher rating than the average rating in this category, indicating from an employers perspective the critical importance of these skills. Graduates of the Opticianry program received ratings between 2.42 and 2.75, with an average rating in the performance skills category of 2.61.

Category 3 – Management/Systems Skills

The questions of this category give an indication of the skills needed to manage today's typical ophthalmic practice. The questions range from the graduates neatness & promptness to equipment maintenance and collection of fees through maintenance of patient records and inventory.

Again, as expected, graduates of the Opticianry program have demonstrated to employers that their level of skills in this category is nearer to the exceptional mark than the acceptable. The optical community had ratings ranging from 2.62 to 2.87 in this category, with an average mark of 2.77. How well graduates of the Opticianry program were prepared for the duties in this category received ratings ranging from 2.38 to 2.64. The average rating of graduate's preparedness is 2.52, indicating that graduates are very well prepared to execute these duties day in and day out. The average rating of 2.52 does indicate an opportunity for improvement in areas such as basic computer skill (2.38) and inventory maintenance (2.44).

**Column I
IMPORTANCE TO
MY CURRENT
OPTICIAN
POSITION**

RESPONSIBILITY

**Column II
PREPARATION BY
FERRIS STATE
UNIVERSITY**

					<u>Performance Skills</u>					
15.	1	2	3	NA	Finish Edging	56.	1	2	3	NA
16.	1	2	3	NA	Hand Edging	57.	1	2	3	NA
17.	1	2	3	NA	Metal Insertion	58.	1	2	3	NA
18.	1	2	3	NA	Zyl Insertion	59.	1	2	3	NA
19.	1	2	3	NA	Rimless Insertion/Mounting	60.	1	2	3	NA
20.	1	2	3	NA	Use of Slit Lamp	61.	1	2	3	NA
21.	1	2	3	NA	Use of Keratometer	62.	1	2	3	NA
22.	1	2	3	NA	Use of C.L. Lensometer	63.	1	2	3	NA
23.	1	2	3	NA	Use of Radiuscope	64.	1	2	3	NA
24.	1	2	3	NA	C.L. Modification	65.	1	2	3	NA
25.	1	2	3	NA	Inserting and Removing SCL and RGP	66.	1	2	3	NA
26.	1	2	3	NA	Transposing of "K" to Radius mm	67.	1	2	3	NA
27.	1	2	3	NA	Transposing V.D. from Eyeglasses Rx to C.L. Rx	68.	1	2	3	NA
28.	1	2	3	NA	Figuring out B.C. to Fit SCL or RGP	69.	1	2	3	NA
29.	1	2	3	NA	Instructing patients on Insertion, Removal & Care of C.L.	70.	1	2	3	NA
30.	1	2	3	NA	Responding to Patient Complaints	71.	1	2	3	NA
31.	1	2	3	NA	Perform VA and Color Testing	72.	1	2	3	NA
32.	1	2	3	NA	Use of the Phoropter (if delegated)	73.	1	2	3	NA
					<u>Management/Systems Skills</u>					
33.	1	2	3	NA	Promptness, organization, and neatness	74.	1	2	3	NA
34.	1	2	3	NA	Maintenance of equipment and supplies	75.	1	2	3	NA
35.	1	2	3	NA	Perform Basic Mathematical/Algebraic operations	76.	1	2	3	NA
36.	1	2	3	NA	Price and Collect Fees from Patients	77.	1	2	3	NA
37.	1	2	3	NA	Assists in improving overall office performance	78.	1	2	3	NA
38.	1	2	3	NA	Basic computer skills (word processing, spread sheets, data bases, internet, email)	79.	1	2	3	NA
39.	1	2	3	NA	Apply State and Federal Rules and Regulations	80.	1	2	3	NA
40.	1	2	3	NA	Frame and Lens Inventory Maintenance	81.	1	2	3	NA
41.	1	2	3	NA	Maintain Patient Records	82.	1	2	3	NA

83. Have you ever hired an optician who had graduated from the Ferris State University? Opticianry Program? _____ Yes (1) _____ No (2)

84. If so, were you satisfied with this employee? _____ Yes (1) _____ No (2)

85. When you are making an opticianry hiring decision, would you choose a Ferris graduate? over a graduate from another program? _____ Yes (1) _____ No (2)

86. Your year of graduation from Professional School _____

87. Type of practice _____ General Practice (1) _____ Specialty (2)

Additional Comments: _____

Thank you for completing this survey. Please return it in the enclosed self-addressed envelope.

SECTION FOUR

STUDENT SURVEY

The students of the Opticianry program were surveyed on September 28, 2000. The survey instrument consisted of 43 questions; it is the same survey used by the State of Michigan's Department of Education to review occupational programs. A rating scale of one to five was used, one being a poor rating and five being excellent. The survey instrument is attached at the end of this section.

The students overall perception was good or excellent with 81% of the answers scoring four or higher.

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

Title of Your Program _____

Check statement that best describes your objective for attending the college:

- Prepare to get a job. 1 _____
- Improve job skills for present occupation. 2 _____
- Prepare for transfer to another college 3 _____
- Personal interest 4 _____
- Other (describe). 5 _____

INSTRUCTIONS: Rate each item using the following guide:

- EXCELLENT* means nearly ideal, top 5 to 10%
- GOOD* is a strong rating, top one-third
- ACCEPTABLE* is average, the middle-third
- BELOW EXPECTATIONS* is only fair, bottom one-third
- POOR* is seriously inadequate, bottom 5 to 10%

A Comment column has been provided if you wish to explain your rating.

	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	Comments
Please rate each item below:							
1. Courses in your occupational program are:							
• Available and conveniently located.							
• Based on realistic prerequisites							
• Available at moderate cost.							
2. Written objectives for courses in your occupational program:							
• Are available to students.							
• Describe what you will learn in the course.							
• Are used by the instructor to keep you aware of your progress.							
3. Teaching methods, procedures, and course content:							
• Meet your occupational needs, interests, and objectives.							
• Provide supervised practice for developing job skills.							
4. Related courses (such as English, Mathematics, Science) are:							
• Pertinent to occupational instruction.							
• Current and meaningful to you.							
5. Work experience (or clinical experience) in your occupational program is:							
• Readily available at convenient locations.							
• Readily available to both day and evening students.							
• Coordinated with classroom instruction.							
• Coordinated with employer supervision.							
6. Career planning information:							
• Meets your needs and interests.							
• Helps you plan your program.							
• Helps you make career decisions and choices.							
• Helps you understand your rights and responsibilities as an employee.							

	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	Comments
6. Career planning information: (con't)							
• Helps you evaluate job opportunities in relation to salary, benefits, and conditions of employment.							
• Is provided by knowledgeable, interested staff.							
• Explains non-traditional occupational opportunities for both sexes.							
7. Job success information on former students in your occupational program:							
• Is provided to help you make career decisions.							
• Indicates how many job opportunities there are in your occupation.							
• Identifies where these job opportunities are located.							
• Tells about job advancement opportunities.							
8. Placement services are available to:							
• Help you find employment opportunities.							
• Prepare you to apply for a job.							
9. Occupational instructors:							
• Know the subject matter and occupational requirements.							
• Are available to provide help when you need it.							
• Provide instruction so it is interesting and understandable.							
10. Instructional support services (such as tutoring, lab assistance) are:							
• Available to meet your needs and interests.							
• Provided by knowledgeable, interested staff.							
11. Instructional lecture and laboratory facilities:							
• Provide adequate lighting, ventilation, heating, power, and other utilities.							
• Include enough work stations for the number of students enrolled.							
• Are safe, functional, and well maintained							
• Are available on an equal basis for all students.							
12. Instructional equipment is:							
• Current and representative of industry.							
• In sufficient quantity to avoid long delays in use.							
• Safe and in good condition.							
13. Instructional materials (e.g., textbooks, reference books, supplies) are:							
• Available and conveniently located for use as needed.							
• Current and meaningful to the subject.							
• Not biased toward "traditional" sex roles.							
• Available at reasonable cost.							

SECTION FIVE

FACULTY SURVEY

The faculty and staff of the Opticianry Program are strong supporters and believers in the goals and objectives of the opticianry program. The educational experience for the student is considered 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 counseling, along with excellent job placement.

FACULTY PERCEPTIONS OF OPTICIANRY 2000

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

FORM 1 RESPONSE Y PERCENTAGE

Poor Excellent

Don't

N= 2 (Total Respondents)

1 2 3 4 5

Know

32.	Adequacy and Availability of Instructional Equipment					100%
33.	Maintenance & Safety of Instructional Equipment			50%		50%
34.	Adequacy of Instructional Facilities		50%		50%	
35.	Scheduling of Instructional Facilities		50%	50%		
36.	Adequacy and Availability of Instructional Materials					100%
37.	Adequacy and Availability of Learning Resources					100%
38.	Use of Advisory Committees		50%			50%
39.	Provisions in Current Operating Budget		50%	50%		
40.	Provisions in Capital Outlay Budget for Equipment			50%	50%	

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

Clearly, our greatest strengths are the state-of-the-art laboratory in the College of Allied Health Sciences and the dispensary clinic located in the Michigan College of Optometry. These two assets are unique in opticianry education. No other opticianry program in the United States has on-campus facilities comparable to these assets.

Also, the programs two faculty members have very strong industry relationships, which contributes greatly to the success of the graduates. Both members stay current and active in professional development opportunities by participating, and giving various seminars in the State of Michigan and around the United States. Ferris State University's Opticianry Program is well-represented national by the faculty.

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

Effective April 2000, the COA added to its essentials, a new professional content area, "Assessment of the visual system". In Winter 2001, the program will submit a curriculum revision to include this new requirement.

In Winter 2001, the program will be submitting a new curriculum revision to add this required professional content area in order to avoid negative impact on program accreditation.

Currently, the program is using facilities in the MCO for the contact lens course. While these facilities are adequate for the teaching of this class, the development and funding of a contact lens laboratory is needed. Exploration to satisfy this deficiency has occurred.

The Opticianry program was pro-active in this area by acquiring a \$12,500 grant from the Educational Foundation of Ophthalmic Optics for needed contact lens equipment. **Also, 27 keratometers were acquired through the Federal Surplus System at pennies on the dollar.**

3. Additional Comments – None

SECTION SIX

ADVISORY COMMITTEE PERCEPTIONS

The Advisory Committee of the Opticianry program was surveyed September 5, 2000. The survey instrument consisted of five categories with various questions with a rating scale of 1 through 5, 1 being a poor rating while 5 is an excellent rating. As well as four questions of particular interest to the program, the survey instrument is attached at the end of this section.

The first of the five categories instructional program content and quality receives as a rating of 4.4. Addressing each question specifically the advisory committee states that the Opticianry programs performance objectives required for employment are excellent, receiving a 4.6. The design of the program to provide practical job application experience also received an excellent rating of 4.6. The program's ability to keep current within the industry also receives a high mark of 4.4. The Opticianry programs responsiveness to upgrading and the retraining needs of employed persons receives a mark of 4.1.

The second category instructional equipment as a category receives a mark of 4.3. This category consists of two questions regarding equipment, the first referencing how well the machinery is maintained, which received a 4.3. The second question; is the equipment current and representative of that used on the job, which received a 4.4.

The third category instructional facilities as a category receive a 4.8 rating.

Category four placement as a category receives a rating of 4.8. Clearly, this category shines for the Opticianry program as placement services for students and actual job opportunities for graduates are at an all time high. In today's market quality opportunities abound, as the student merely needs to choose a location that they wish to live and work in. The faculty within the program have positive and long-lived relationships with businesses in our industry that allow for ease of placement for graduates and alumni.

The final category follow up studies received a rating of 4.3. The first question studies that demonstrate the students are prepared for entry-level employment yield a rating of 4.6. Question two in this category relating to studies that collect information on job success/failure of former students receives a rating of 3.7, which indicates an opportunity for improvement. This information does exist, however, the information should be better shared with the advisory board. The final question of this category involves studies that provide information used to review/revise the program. This is an area where the program is constantly making an effort to stay abreast of changes in technology and scope of practice issues. The program received a mark of 4.1 on this question.

ADVISORY COMMITTEE PERCEPTIONS OF OPTICIANRY

Poor.....Excellent
1 2 3 4 5

INSTRUCTIONAL PROGRAM CONTENT AND QUALITY ARE:

- | | | | | | |
|---|---|---|---|---|---|
| 1. Based on performance objectives required for employment | 1 | 2 | 3 | 4 | 5 |
| 2. Designed to provide practical job application experience | 1 | 2 | 3 | 4 | 5 |
| 3. Responsive to upgrading and retraining needs of employed persons | 1 | 2 | 3 | 4 | 5 |
| 4. Reviewed and revised to keep current | 1 | 2 | 3 | 4 | 5 |

INSTRUCTIONAL EQUIPMENT IS:

- | | | | | | |
|---|---|---|---|---|---|
| 5. Well maintained | 1 | 2 | 3 | 4 | 5 |
| 6. Current and representative of that used on the job | 1 | 2 | 3 | 4 | 5 |

INSTRUCTIONAL FACILITIES:

- | | | | | | |
|---|---|---|---|---|---|
| 7. Provide adequate lighting, ventilation, heating, power, etc. | 1 | 2 | 3 | 4 | 5 |
| 8. Allocate sufficient space to support quality instruction | 1 | 2 | 3 | 4 | 5 |
| 9. Meet essential health and safety standards | 1 | 2 | 3 | 4 | 5 |

PLACEMENT:

- | | | | | | |
|---|---|---|---|---|---|
| 10. Services are available to students completing the program | 1 | 2 | 3 | 4 | 5 |
| 11. Job opportunities exist for students completing the program | 1 | 2 | 3 | 4 | 5 |

FOLLOW-UP STUDENTS:

- | | | | | | |
|---|---|---|---|---|---|
| 12. Demonstrate students are prepared for entry level employment | 1 | 2 | 3 | 4 | 5 |
| 13. Collect information on job success/failure of former students | 1 | 2 | 3 | 4 | 5 |
| 14. Provide information used to review/revise the program | 1 | 2 | 3 | 4 | 5 |

1. What are the major strengths of the Opticianry program?

2. What are the major needs for improvement in the Opticianry program?

3. Do you have additional comments or suggestions for the program, or for utilization of the Advisory Committee (state briefly)?

4. What suggestions for new courses should be added into the program.

SECTION SEVEN

LABOR MARKET ANALYSIS

According to the United States Department of Labor employment in the Opticianry area in 1996 was 67,000 nationwide, and is expected to increase to about 76,000 by 2006, for a 14% increase. **The critical figure, however, is the total job openings due to growth and net replacements between 1996 and 2006, and that figure is 24,000. Overall growth of the occupation is expected to be as fast as the average growth across all occupations.**

About 50% work for ophthalmologists or optometrists who sell glasses directly to patients. Many also work in retail 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.

Due to an increase of patients having vision insurance, there is a greater need for trained opticians. The number of middle-aged and elderly persons is projected to increase rapidly. Middle age is a time when many individuals use corrective lenses for the first time, and elderly persons require more vision care, on the whole, than others.

Currently, several major vision insurance carriers are exploring the requirement to have trained opticians on staff as a requirement of participation with that vision insurance carrier.

Fashion, too, influences demand. Frames come in a growing variety of styles and colors – encouraging people to buy more than one pair. Demand is also expected to grow in response to the availability of new technologies that improve the quality and look of corrective lenses, such as anti-reflective coatings and bifocal lenses without the line visible in old-style bifocals. Improvements in bifocal, extended wear, and disposable contact lenses will also spur demand.

The Opticians Association of America states 1,664 opticians in the State of Michigan has a minimum of board certification of the American Board of Opticianry. According to the Michigan Department of Labor employment of opticians in Michigan in 2000 were approximately 3,550. **Total job openings due to growth and net replacement are 140 annually.** This figure, applied to the years 2000-2006, comes to **840 new opticians needed in Michigan alone over the next six years.**

What % are trained on the job?

SECTION EIGHT

EVALUATION OF FACILITIES AND EQUIPMENT

The faculty and students were surveyed on December 2000. The survey instrument consisted of three sections on physical resources. These include sections on 1) Classrooms, 2) Laboratory, and 3) Laboratory Equipment. The rating scale consisted of a scale of 1 (strongly disagree) through 5 (strongly agree), with 3 being neutral/acceptable. The survey instrument is attached at the end of this section.

FACULTY RATINGS*

1. Classrooms – The five questions of this category were all acceptable or higher, with the exception of ventilation, which is an area of concern. Showing an **average of 3.60**.
2. Laboratory – The five questions of this category all received a rating between 4 and 5. Showing an **average of 4.40**.
3. Laboratory Equipment – This category consisted of 4 questions, of which all were rated between 4 and 5. Showing an **average of 4.38**.

STUDENT RATINGS *

1. Classrooms – The five questions of this category were all acceptable or higher with the exception of ventilation, which is an area of concern. Showing an **average of 3.88**.
2. Laboratory – The five questions of this category all received a rating between 4 and 5. Showing an **average of 4.24**.
3. Laboratory Equipment – This category consisted of 4 questions, of which all were rated between 3.8 and 5. Showing an **average of 4.13**.

* The largest area of concern was the ventilation in VFS 425. Corrective action has been initiated.

**COLLEGE OF ALLIED HEALTH SCIENCES
OPTICIANRY**

**FACULTY/STUDENT
PROGRAM PHYSICAL RESOURCES SURVEY**

The purpose of this survey instrument is to evaluate our program resources. The data compiled will aid the program in an ongoing process of program improvement.

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Circle the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please circle N/A.

**5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable)
2 = Generally Disagree 1 = Strongly Disagree N/A = Not Applicable**

I. PHYSICAL RESOURCES

A. INSTRUCTIONAL RESOURCES: CLASSROOMS

1.	Are adequate in size	5	4	3	2	1	N/A
2.	Have adequate lighting	5	4	3	2	1	N/A
3.	Contain adequate seating	5	4	3	2	1	N/A
4.	Have adequate ventilation	5	4	3	2	1	N/A
5.	Are provided with appropriate equipment to support effective instruction	5	4	3	2	1	N/A

B. INSTRUCTIONAL RESOURCES: LABORATORY

1.	Is adequate in size	5	4	3	2	1	N/A
2.	Has adequate lighting	5	4	3	2	1	N/A
3.	Has adequate seating	5	4	3	2	1	N/A
4.	Has adequate ventilation	5	4	3	2	1	N/A
5.	Is accessible to students outside regularly scheduled class times	5	4	3	2	1	N/A

C. INSTRUCTIONAL RESOURCES: LABORATORY EQUIPMENT

1.	The amount of equipment is sufficient for student performance of required laboratory exercises.	5	4	3	2	1	N/A
2.	The variety of equipment is sufficient for student performance of required laboratory exercises.	5	4	3	2	1	N/A
3.	The amount of supplies is sufficient for student performance of required laboratory exercises.	5	4	3	2	1	N/A
4.	The variety of supplies is sufficient for student performance of required laboratory exercises.	5	4	3	2	1	N/A

Comments: _____

SECTION NINE

CURRICULUM REVIEW

The faculty, students, and employers all agree changes should be made in the program. Surveys of employers and graduates in 1997, 1998, and 1999 indicate changes must be made. The program's Advisory Board has also recommended these changes at their September 29, 1998 and March 13, 1999 meetings. In addition, the 1998 Commission on Opticianry Accreditation (COA) report indicated changes and additions must be made in the program after the team made a site visitation. As a result of the program being moved to the College of Allied Health Sciences, certain core courses are required.

The faculty of the program feels the change in curriculum would enhance overall education of currently enrolled students, as well as the pass/fail ratio on national board competency exams.

Brief summary of the proposed changes is:

1. Addition of core CAHS classes (CCHS 101, CCHS 102)
2. Deletion of MATH 116, OPHT 221, and OPHT 232
3. Change of OPTI 123 hours from 3 hours to 2 hours
4. Move OPTI 211, Introduction to Contact Lenses, from Fall to Winter semester
5. Move OPTI 223, Ophthalmic Dispensing 2, from Winter to Fall semester
6. Change all OPHT prefixes to OPTI
7. Addition of COMM 221, Small Group Decision Making
8. Deletion of PHYS 130, Concepts in Physics

*Curriculum
sheet
Present +
proposed*

Reasons for the Course Change

1. Addition of core CAHS classes (CCHS 101, CCHS 102)
The College of Allied Health Sciences (CAHS) will require that all programs within the college include two to three core courses beginning Fall 2000. Only two of these courses apply to the Opticianry program; CCHS 101 – Orientation to Health Care and CCHS 102 – Safety Issues in Health Care.
2. Deletion of MATH 116 and replace with MATH 115, Delete OPHT 221 and OPHT 232
The program has concluded that MATH 116 does not completely address the needs of the opticianry student. Replacing MATH 116 with MATH 115 offers opticianry students a complete and comprehensive understanding of linear equations, which opticianry students need in the practice of the profession of opticianry.

Deletion of OPHT 221 (this course's call name and number will be deleted). Education units from this course will be taught in Winter semester of the first year in course OPTI 133. Additionally, some educational units will be taught in CCHS 101 and 102.

Deletion of OPHT 232. Many educational units covered in OPHT 232 will be covered by the CAHS core classes.

3. Change of OPTI 123 hours from 3 hours to 2 hours
The reduction of hours for this course is a result of the CAHS core courses. Many educational units currently taught in the OPHT 123 course will be covered in the CAHS core courses CCHS 101 and CCHS 102.

4. Move OPTI 211 – Introduction to Contact Lens course from Fall to Winter semester
By moving the course at this time, it will balance the current faculty workload in the Opticianry Program.
5. Move OPTI 223 to Fall semester, second year
Moving the OPHT 223 course to the Fall semester in the second year will better prepare students for their clinic courses, which are located in the MCO's dispensing clinic.
6. Change all course prefixes from OPHT to OPTI
All programs in the Department of Health Related Programs have prefixes for their courses that matches their program abbreviation. The Opticianry Program proposes this change as a matter of continuity.
7. Addition of COMM 221, Small Group Decision Making
The Opticianry program's curriculum has always included COMM 105, Interpersonal Communications. The addition of COMM 221 would provide greater freedom in course selection to meet this communication competency requirement.
8. Deletion of PHYS 130, Concepts in Physics
The program has concluded that PHYS 130 does not completely address the needs of an opticianry student. To qualify for an Associate in Applied Science degree, students must have a scientific understanding course with a laboratory component. The Opticianry Program's Advisory Board feels that other scientific understanding courses may better address the student's needs, therefore, allowing advisor and student greater freedom in course selection.

M. J. [Signature]

Surveys of students, graduates, employers, ophthalmic community, and the Advisory Committee to the program indicate a need for the skills that would result from a course in assessment of the visual system. On a national level, a course in assessment of the visual system is required in several states, as well as a requirement for accreditation by the Commission of Opticianry Accreditation (COA). Many accredited opticianry programs have two full courses (6 hours) of instruction in a course in assessment of the visual system. The COA has modified its essentials to include that accredited programs must not only teach the theory of refraction, which the program currently does, but also a course in assessment of the visual system. The Opticianry Program is being proactive in this area by developing a new course to be submitted to the UCC in January 2001.

SECTION TEN

ENROLLMENT TRENDS/RECRUITMENT ACTIVITIES

SCHOOL YEAR	1 ST YEAR	2 ND YEAR	TOTAL ENROLLMENT
2000-2001	9	10	19
1999-2000	11	15	26
1998-1999	16	12	28
1997-1998	16	9	25
1996-1997	11	9	20

The Opticianry Program underwent a full review by the Academic Senate in 1997-1998. Among other recommendations, it was determined that the program should market itself intensively on and off campus.

In 1998, the program was included to work with the Faculty to Faculty Programmatic Marketing Project. The Opticianry Program attended the organizational meeting on October 27, 1998. We then had a private meeting with the group members on January 26, 1999. The Opticianry Program submitted a marketing plan and a budget request by January 31, 1999. On March 23, 1999, the program was informed that a budget of \$4,900 was funded to support a three-year marketing plan.

Year one of the plan would be the development of a new 11"x17" poster with reply postcards. These posters would be mailed to all Michigan high schools and community colleges twice a year. The second year of the plan would be to repeat these mailings and also enclose a CD-ROM about the program. The third year of the plan was to send the posters twice per year again with a 5-minute DVD, which was part of the "Ferris Academic Profiles" interview by Channel 7.

The Opticianry program was proactive in submitting requests for printing bids by February 12, 1999 in order to have these quotes completed by the time the final budget decision was made (03/23/99). Due to University Advancement & Marketing delays, the quotes for printing the posters was not returned until 7/8/99. **This delayed the implementation of our marketing plan by four months.**

In September 1999, a mass mailing to all Michigan high schools and community colleges occurred. A second mailing was sent in March of 2000. With these two mailings completed, phase one of our three-year plan was accomplished.

During the 1999-2000 school year, the Opticianry Program's CD-ROM was developed. The third mailing to all high schools and community colleges with this CD-ROM was completed on October 15, 2000. The fourth mailing will be completed by February 15, 2001.

The third year of the plan requires the development of the DVD. The tape from the "Ferris Academic Profiles" interview is complete and will be transferred to a DVD format. The fifth and sixth mailings will occur in September 2001 and February 2002 as per the marketing plan.

OPTICIANRY PROGRAM RECRUITING INITIATIVES FOR 2000 – 2001

Dawg Days	10/7/00 – Jamie 2/3/01 & 5/19/01 – Russ
CAHS Open Labs Days	All to be covered by Russ Hess
Meet your Program	September 19, 2000 Jamie Brady & Russ Hess
Autumn Adventure	September 23, 2000 Jamie Brady
Mailed to on Campus Students 276 recruitment letters	October 11, 2000 Jamie Brady & Russ Hess
Morley Stanwood, Big Rapids High Schools, and Mecosta-Osceola Career Center	October 16, 2000 Jamie Brady
Visited career night at Holt High School	October 18, 2000 Russ Hess
Evert, Pine River, and Red City High Schools	October 23, 2000 Jamie Brady
Kent County Career Center	October 25, 2000 Russ Hess
Cadillac High School	October 30, 2000 Jamie Brady
Clare, Farwell, Mt. Pleasant High School	November 6, 2000
Mt. Pleasant Career Center	November 6, 2000
HOSA Regional Judging	Russ Hess
HOSA State	April 26-28 2001, Russ Hess
Pathways	Yes, if possible (date?)
Minority Conference	Yes, if possible (date?)
Mail posters/CDs to H.S./C.C	1 st mailing Oct. 30th & 2 nd mailing Feb. 28 th Jamie Brady
OAM State Meeting	(date?) Jamie Brady & Russ Hess
Eye Quest Conference	May, 2001 Russ Hess (also maybe Jamie Brady)

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.

SCH/FTEF

SCHOOL YEAR	SCH	FTEF	SCH/FTEF
1995-96	310.00	2.39	129.54
1996-97	366.00	2.84	128.81
1997-98	438.00	2.84	154.16
1998-99	490.00	2.68	183.03
1999-20	484.00	2.79	172.90
2000-2001		2.49**	
2000-2001		2.38***	

** Fall semester only

*** Actual 2000-2001 workload

Jamie Brady and Russ Hess are the only two full-time faculty members in the Opticianry Program. In the past, optometry faculty has taught some opticianry courses. Dr. King taught OPHT 112 & 220; Dr. J. Paramore taught OPHT 211, Dr. Paramore last taught 211 in fall 1998; Dr. King no longer teaches OPHT 112 and 220 as of 2000-2001. However, the office of institutional studies still recognizes Dr. King as teaching these courses. Mr. Brady now teaches 112 and Mr. Hess teaches 220. Mike Johnson, a part-time supplemental faculty member, teaches OPHT 211.

PERSONNEL

The Opticianry program is comprised of two full-time faculty members with one course being taught Mike Johnson a part-time faculty. One of the opticianry faculty members also has full-time duties as program coordinator. Shawn Lagasse has been a graduate teaching assistance for the past three years. His duties are to oversee the first year ophthalmic optics lab courses OPTI 101, OPTI 133, and OPTI 102. He has also been a great asset to the program by aiding in the development of the recruitment CD-ROM, and development of the faculty and program home page and web site.

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.

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

FSU'S MISSION STATEMENT (ADOPTED BY THE BOARD OF TRUSTEES, MAY, 9 1997)

"Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological, and professional education".

- **The program completely fulfills the University's mission statement.**
- **The program has the most technologically advanced ophthalmic optics laboratory in North America.**
- **The program is the only professional opticianry program within the State of Michigan.**
- **The program has been a leader in innovative teaching for many years.**

UNIQUENESS AND VISIBILITY

- **The program is unique in that it is the only professional opticianry program in the State of Michigan.**
- **The program is one of only two in the nation that is housed in a University setting in conjunction with a College of Optometry.**
- **The program is one of 27 programs that are nationally accredited out of 40 total opticianry programs.**

SERVICE TO STATE AND NATION

- **The program has produced 41% of the State of Michigan's workforce as shown by a survey of the ophthalmic community conducted September 2000.**
- **The program provides a national service by consistently attracting out of state students as well as international students.**
- **The program has graduates working in 40% of the United States.**

Not included in text

DEMAND BY STUDENTS

- **Although the program is currently not at capacity, the program has taken several proactive steps to increase awareness of both the profession and program.**

QUALITY OF INSTRUCTION

- **All surveys indicate that the quality of instruction is excellent.** Additionally, the program's quality is evidenced by its continued accreditation by the Commission on Opticianry Accreditation.

DEMAND FOR GRADUATES

- The demand for graduates is outstanding, receiving 6-8 job offers per student.
- The State of Michigan's Department of Labor, labor market analysis indicates the anticipation of **840 new Opticians needed within the State of Michigan over the next 6 years.**

PLACEMENT RATE AND AVERAGE SALARY OF GRADUATES

- **Job placement is 100%.**
- Graduates have a **minimum 6-8 employment opportunities** each.
- Michigan Employment Security Agency (MESA) lists an average starting salary as an entry level optician at \$12.50 per hour, which equates to \$25,000 annually.
- FSU's graduate follow-up study (1998-1999) indicated the average starting salary of \$24,167, with a **top wage earner earning \$39,000.**

SERVICE TO NON-MAJORS

- Opticianry graduates ladder into various Baccalaureate programs, as well as the Doctoral degree in Optometry.
- FSU realizes **additional credit hours** as a result of these students remaining here at Ferris State University.
- The two main Baccalaureate degrees Opticianry graduates ladder into, and the Doctoral Optometry program with the **additional credit hours** are:

Health Care Systems Administration	98 credit hours
Business Marketing	106 credit hours
Michigan College of Optometry	162 credit hours
- In the past five (5) years, **15 students continued their education at Ferris State University. Thirteen (13) pursued baccalaureate degrees**, and **2** continued on for the **doctoral degree at the Michigan College of Optometry.**

FACILITIES AND EQUIPMENT

- At this time, with corrective measures, facilities and equipment are excellent.

LIBRARY INFORMATION RESOURCES

- Library information resources are currently adequate.

COST

- The Opticianry program has the **lowest S&E budget of all programs** within the Health Related Programs Department in the CAHS.
- The program further reduces costs by actively using the Federal surplus system **acquiring equipment at pennies on the dollar.**
- The program has **reduced overall costs further** by bringing in load additional courses formerly taught by faculty at the Michigan College of Optometry.

FACULTY: PROFESSIONAL AND SCHOLARLY ACTIVITIES

- **Both faculty members lecture consistently at local, state, and national Opticianry conferences.**
- **Mr. Brady has successfully passed the National Contact Lens Competency Examination in May 2000.**
- **The State of New Jersey Board of Opticianry, has appointed Mr. Hess as the sole examiner for administering the state licensing examination.**
- **Since January of 2000, Mr. Hess has been involved in the creation of a National Opticianry Program in the Republic of Armenia. Working closely with the Armenian Optical Business Center, the Ministry of Health, and the Ministry of Education in Armenia, which may develop into an international partnership between Armenia and FSU.**

ADMINISTRATION EFFECTIVENESS

- **As a result of the program transfer of January 1999 from the Michigan College of Optometry to the College of Allied Health Sciences, the administrative effectiveness has been greatly enhanced.**

SECTION THIRTEEN

RECOMMENDATIONS

The PRP makes the following recommendations:

1. **The Opticianry program should be permitted to finish its activities through the year 2003/2004 as outlined in the APR guide for participants (revised August 1999)**
2. **The program should be permitted to complete its three-year marketing plan that was *recommended by the Academic Senate* and *accepted by the VPAA* in the spring of 1999. The CAHS 2001-2004 planning goals expect the opticianry program to increase its enrollment by ten students each year for the next three years.**
3. **The primary recruiting/registration time is late spring and summer** for the Opticianry program. The Opticianry program has traditionally **gained 80-90% of total first year enrollment during this period**. Therefore, the PRP suggests that making a decision on the viability of the program based on currently enrolled students by March 2001 will not accurately reflect potential Fall 2001 enrollment.
4. **The University should fund 20 \$1000 scholarships to aid in student recruitment for the next three years. Following a pattern of assisting under capacity programs in the CAHS as outlined in the CAHS 2001-2004 planning goals.**
5. The PRP recommends the program should continue activities to maintain full accreditation by the COA.
6. The PRP recommends that the **program investigate alternative delivery** of its didactic courses by using the NFOS core internet courses.
7. **The University should adopt a planned equipment replacement policy** to maintain the current state of the art ophthalmic optics laboratory.
8. The PRP recommends that faculty development should continue until all core courses are taught by the existing faculty.

PROGRAM REVIEW PANEL EVALUATION

Program: OPTICIANRY PROGRAM

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

- | | |
|---|--|
| 1. Student Perception of Instruction | Average Score <u>4.2</u> |
| 5 4 3 2 | 1 |
| 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 <u>4.0</u> |
| 5 4 3 2 | 1 |
| 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 <u>4.5</u> |
| 5 4 3 2 | 1 |
| 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 <u>5.0</u> |
| 5 4 3 2 | 1 |
| 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 <u>4.2</u> |
| 5 4 3 2 | 1 |
| 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 <u>4.8</u> |
| 5 4 3 2 | 1 |
| 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 <u>4.2</u>
5	4	3	2	1	
Current follow-up data on completers and leavers are consistently and systemically 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 <u>4.2</u>
5	4	3	2	1	
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 <u>4.4</u>
5	4	3	2	1	
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 <u>4.1</u>
5	4	3	2	1	
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 <u>4.6</u>
5	4	3	2	1	
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 <u>4.2</u>
5	4	3	2	1	
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 <u>4.4</u>
5	4	3	2	1	
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

5 4 3 2
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).

1
Instructional approaches in this program do not consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies

Average Score 4.4

5 4 3 2
Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

1
Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.

College of Allied Health Sciences

2001-2004 Planning Goals

1. Increase Enrollment

Enrollment has dropped steadily in the past 8 years in the College in direct correlation with the national trend. Programmatic and college-wide initiatives have been implemented with positive results expected. The College expects 20 new students each in EHSM, HCSA, and MRT; 10 new students in CLS and OPTI; and 30 new students in NURS to bring them back up to quota in Fall 2001; 5 new students in RESP and BSN. DHYG, NUCM and RADI are expected to maintain their current full enrollment.

Increase continuing education efforts with UCEL by 10% and develop summer programs in the form of camps and seminars.

New programs are expected in Sonography (AAS), EHSM (AAS), Health Sciences (BS) and Certificates in Safety Management and Environmental Occupational Health and Safety.

Requesting twenty \$1,000 scholarships for environmental health and ten \$1,000 scholarships for clinical laboratory sciences for each of the three years.

2. Enhance the Image

The College of Allied Health Sciences will enhance its image through revisions and updating all printed material, updating and expand the AHS Website, make minor physical renovations to the VFS building and increase faculty participation at professional meetings. Faculty will have a 10% increase in the number of professional presentations from the 1999-2000 academic year.

Upgrade or install equipment in rooms 325 and 328 to be technologically advanced in electronic delivery methods.

3. Increase Grant Submissions

Increase the amount of training grant submissions and training offered. There will be a 10% increase in the number of submissions and a 10% increase in the amount awarded to the CAHS.

4. Improve Quality of Service

There will be an increased effort at maintaining the contemporary training and development of faculty. Departments will spend 10% more on faculty skill development linked to instruction. These expenditures will increase the value-added components of the curriculum and increase the likelihood that our students are optimally prepared to assume responsible positions in the healthcare industry.

FERRIS STATE UNIVERSITY
College of Allied Health Sciences

Enrollment Goals

Program	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Coding Certificate *new initiative in Health Mgmt Dept.	x	x	x	35	50	70	90
Dental Hygiene	107	124	107	120	120	120	120
Pre Dental Hygiene	112	110	91	94	94	94	94
Environmental Health & Safety Management	59	40	37	42	60	80	102
Health Care Systems Admin	113	100	72	56*	76	96	116
Medical Record Administration	44	48	35	17	37	57	77
Medical Record Technology	35	25	25	32	32	32	32
Medical Lab Technology	10	6	5	4	9	14	19
Medical Technology	20	22	14	13	23	33	43
Nuclear Medicine	58	62	48	49	49	49	49
Nursing – 2 year	97	94	63	49**	79	79	79
Pre-Nursing	131	149	115	98	98	98	98
Nursing – 4-year	209	216	214	143	148	148	148
Opticianry	25	28	26	16	26	36	46
Radiography	115	122	108	115	115	115	115
Respiratory	43	34	40	36	41	46	51
TOTAL STUDENTS	1175	1180	1000	919	1059	1169	1279

OPTICIANRY PROGRAM's WHICH
HAVE CLOSED IN THE PAST
10 YEARS

COLLEGE

New Hampshire Technical College
Nashua, NH

Mount Ida College
Newton Center, MA

Mater Dei College
Ogedensburg, NY

Worcester Technical Institute
Worcester, MA

Pima Community College
Tucson, AZ

Portland Community College
Portland, OR

**OPTICIANRY Program's WHICH
HAVE OPENED IN THE PAST
10 YEARS**

COLLEGE

**Quinsioamond Community College
Worcester, MA**

**Edison Community College
Ft. Lauderdale, FL**

**Bronard Community College
Ft. Lauderdale, FL**

**Eastern Business Institute
Pittsburgh, PA**

**Suffolk Community College
Long Inland, NY**

**Roxburg Community College
Roxburg, NY**

**Nunez Community College
Chalmettela, LA**

**Raritan Valley Community College
Somerville, NJ**

**Cincinnati Community College
Cincinnati, OH**

**McHenry Community College
Crystal Lake, IL**

**Los Vegas Community College
Los Vegas, NV**

**Milwaukee Area Technical Institute
Milwaukee, WI**

**Ogeechee Technical College
Statesboro, GA**

**Highline Community College
Des Moines, WA**

**Community College of Philadelphia
Philadelphia, PA**

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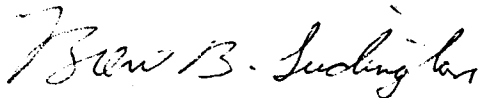
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Optician Program
200 Ferris Drive
Big Rapids, MI 49307
Ph# 231-591-2224
Fax#231-591-3788

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Best Regards,



Brent B. Ludington

Quote for: Ferris Optician Program \ from: Brent Ludington

<u>QTY</u>	<u>ITEM</u>	<u>DESCRIPTION</u>	<u>PRICE</u>	<u>EXTENDED</u>
5	RHB2201	Burton Chair and Stand with 3 Arms	\$4,400.00	\$22,000.00
5	RHB2045	Burton Keratometer Tray	35.00	175.00
5	RHB7500I	Burton Auto Cross Refractor	2,850.00	14,250.00
5	RHB1040	Burton Keratometer	875.00	4,375.00
5	RHBS825	Burton Slit Lamp	1,950.00	9,750.00
5	RHB5000H	Burton Halogen Projector Head	550.00	2,750.00
5	RHB5010	Burton Projecter Wall Mount	80.00	400.00
5	RHB5040	Burton Adult Slide	60.00	300.00
5	RHB5050	Burton Deluxe Projection Screen	60.00	300.00

SUB TOTAL \$54,300.00

DELIVERY AND INSTALLATIONS \$ 750.00

TOTAL

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Sunday, November 5, 2000

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Optical Illusion?

Reported by Carolyn Clifford
Web Produced by Christiana Ciolac

If you decided to become an optician in Michigan, you could do it tomorrow. The state requires no license and no training. Anyone can open a store, start making eyeglasses and call themselves an optician, legally, but how do you know the eyeglasses you are buying are made properly by someone who is qualified?

If you want to cut hair or manicure nails for a living in Michigan, you must complete up to one year of training at a certified school before the state will grant you a license. To interpret an ophthalmologist's prescription and craft a pair of eyeglasses, the state requires no schooling, no training and no licensing.

View the [video](#)

View Part II of the [video](#) with the results of the investigation

The Investigators decided to put four of the area's best known optical shops to the

test. To assist us with our investigation, the Investigators asked Dr. Sugat Patel, Henry Ford Hospital's Chief Resident of Ophthalmology, to write us a prescription for a typical pair of bifocals; not too hard, not too easy, a pair of eyeglasses any qualified optician should be able to make.

"This prescription would be appropriate for a nearsighted person about age 55; a little bit of astigmatism and need a little bit of help reading up close. The optician should be able to make the glasses," Dr. Patel said.

The prescription also calls for a prism in the right lens, a simple grinding technique used to strengthen eye muscles in patients with lazy or wandering eyes. On a scale of one to ten, with ten being the most difficult prescription to fill Dr. Patel said: "I would gauge it as a 4. This is probably average in terms of difficulty."

Dave Riege, a board certified optician for 19

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years and head of Eye Care Services for Henry Ford Hospital, also agreed to help us with our investigation. He believes eyeglass consumers in Michigan are being short-changed.

"Unfortunately, the state of Michigan is not a licensed certified state so therefore, unfortunately, to be very blunt with you, you hire somebody off the street, put them through a three-week training program you might have as an optical shop and call them an optician. That is the sad thing about our business," Dave Riege from Henry Ford Hospital said.

"Of all the opticians in the state of Michigan that are in this profession, I would say about 50 percent do not understand or know the optical industry as well as they should and should probably be somewhere else," he said.

Those are pretty strong words from a man who runs the day-to-day operations of Henry Ford Hospital's ophthalmology department.

The Investigators sent a producer to four of the leading eyeglass shops in Michigan to have the "average difficulty" prescription filled. Dave Riege agreed to judge their work.

The producer took Dr. Patel's prescription to D.O.C. Eye World in Southfield, Lenscrafters and Pearle Vision at Fairlane Mall in Dearborn and OptimEyes in Sterling Heights, a shop that is owned in part by Henry Ford Hospital.

Each time, the producer asked for the most basic lenses and the cheapest frames: no extras, no add-ons. All were able to make our glasses within two days. We placed each pair in a clear zipper-lock bag, identified only by the letters A, B, C and D. We returned to Dave Riege at Henry Ford Hospital asking him to inspect each pair of glasses for accuracy and fit. Remember, he has no idea where the glasses came from.

Dave Riege examined each pair to see if they were fitted properly to our producer's face. Then, under the lens-o-meter they go, he checked to make sure the prescription was filled properly.

Dave Riege started with the bag marked A, the glasses purchased from D.O.C. The eyeglasses were well made, but "the prescription that Dr.

Patel did write for us in the right eye. We asked for a 2-d opters based in prism and I am not detecting any in exhibit A," Dave Riege said.

What does a prism left out of the right lens mean for the patient?

"Unfortunately, the muscle will just become weaker and the eye could possibly wander in or out or up and down depending on the direction of the prism that was needed for the glasses," he said.

"If you ordered prism and need prism and did not get prism, a condition could continue to deteriorate.

This should not have gotten out. The lab should have picked this up. The optical shop should have picked this up. It should not have been released to the patient," he said.

This is a serious omission?

"Yes, absolutely. This is a serious omission," Riege said.

Dave Riege's grade for D.O.C.'s eyeglasses: F.

On to the eyeglasses marked B, the pair bought from Lenscrafters, Riege said: "with exhibit B, I find these glasses to be very well made. All the measurements are correct. The prescription was ground properly. I did not find any errors or any flaws with these glasses.

"This is an excellent pair."

Lenscrafters' eyeglasses gets an A.

The eyeglasses marked C were made by OptimEyes in Sterling Heights. Remember, Riege does not know he is about to examine a pair of glasses made by a company that is owned by his own employer. He first tries them on our producer to check the fit.

"Whoever dispensed these glasses to you, whoever fitted these to you, should have caught that the glasses were bent forward," Riege said.

"All of our faces have a natural wrap or a natural curve to them and the glasses should fit that. Unfortunately, the nose pads were squeezed too

tight together which elevates the bifocal height.

"If you left the store and started walking you could trip unfortunately, because of the placement of the bifocal.

"You should not have been able to get out of that shop without these being re-adjusted to you and the bifocal lowered. so the fitting of our Optimize eyeglasses failed to measure up to Riege's standards. As for the accuracy of the prescription, it was perfect."

How did OptimEyes fare overall?

Dave gave OptimEyes a B.

The final pair of glasses came from Pearle Riege had some problems with the frames we were sold, claiming they were too small, not ideal for bifocals.

"Truthfully, I would have suggested a different frame because this frame does not give you enough bifocal reading area," Riege said.

"I unfortunately did not find any prism ground into the right lens as we prescribed.

"The prescription was not matched. The prism was left out."

The report card on Pearle Vision an F.

"We did not write an extremely difficult prescription, it should have been filled properly to find two out of four in error of the prescription.. There's a problem," Riege said.

"I'm embarrassed because this is my trade. This is my business. I wish we had tighter controls.

"This scares me.. Two out of four glasses made wrong.. These should have never left the lab.. These should have never gotten out of the optical shop."

We offered D.O.C. an opportunity to comment on the results of our investigation. They admitted to making a mistake and said corrective action has been taken. Chuck Males, D.O.C. Optical: "Obviously, everyone at D.O.C. is very upset with the fact that the prism was missed. Even though less than one percent of

the orders that come through this lab have prism, it should have been caught."

Pearle Vision declined our invitation to appear on camera, but did send us a statement saying: "the prescription was a generic one. Had the prescription been written specifically for you we would have been able to identify any problems when the eyeglasses were dispensed and you tried them on. You would have been able to immediately provide us with the customer feedback required to identify any potential problems."

Tom Zizka of Brighton is one of only 400 master opticians in America. He spent 11 years as president of the Opticians Association of Michigan.

"Not a good answer," he said. "That sounds like a little cry for help. What would happen if you were picking up the glasses for your mother who may have been hospitalized? They have the prescription, you were simply picking them up and you're gonna deliver them to her. They are not gonna get feedback. The prescription was either filled correctly or it wasn't."

Zizka says he has tried seven times to convince the state of Michigan to license opticians.

"The state has determined that. 'you can't do any harm so why should we bother licensing you,'" he said.

He says optical chains resist when states begin talking about licensing opticians.

"They are deathly against licensing of any sort primarily because it would cost them more to hire opticians," Zizka said. "Half of the people out there don't know what they're doing."

The Investigators contacted the attorney general's office as well as the Department of Consumer and Industry Services. Both said they wanted to watch our report before commenting or deciding on any possible course of action.

Here is what you as a consumer can do to make sure you are getting the right eyeglasses:

- referrals
- word of mouth

- only go to doctors and optical shops recommended by people you trust
- look on the walls when you are buying eyeglasses, check to make sure the opticians are board certified

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