

College of Southern Nevada
Ophthalmic Technologies Dispensing
Technician Emphasis

Annual Academic Program Review

Per NSHE Requirement
And CSN Policy ACF #15

Submitted February 27th, 2019

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To the best of your knowledge, how and to what extent is this program essential because of state laws, regulations, outside agency regulations, Board of Regents or Legislative priorities?

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Demand. Number 10.

Describe the level and nature of external demand for this program, (for example, occupational data, labor statistics, employer surveys, student surveys, ect)

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What other options exist for students in the region to earn this degree?

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- A) Connection to: Supplemental Narrative Questions for Academic Appraisal:

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To the best of your knowledge, how and to what extent is this program essential because of state laws, regulations, outside agency regulations, Board of Regents or Legislative priorities?

- B) Connection to: Supplemental Narrative Questions for Academic Appraisal:

Demand. Number 10.

Describe the level and nature of external demand for this program, (for example, occupational data, labor statistics, employer surveys, student surveys, ect)

- C) Connection to: Supplemental Narrative Questions for Academic Appraisal:

Demand. Number 12.

What other options exist for students in the region to earn this degree?

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How does this program relate to the Mission and Core Themes of the College?

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If this program has a specialized accreditation, is the accreditation necessary for alumni licensure or employability?

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How and to what extent does this program utilize other college resources for academic support (for library, technology, counseling, disability resource center, tutoring, writing or math centers etc)

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| Narrative Section | Question number | Section of this report |
|-------------------|-----------------|------------------------|
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| Core mission | 2 | V and X |
| Core Mission | 3 | VIII and XIV |
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I) Introduction:

During the Spring 2019 Convocation Kick-Off Meeting, Dr. Zaragoza presented the main concepts of the Student First initiative at CSN. After reviewing his presentation, it is apparent the Ophthalmic Dispensing Program can be, and has been, a strong supporter of these concepts. By way of introduction, the Ophthalmic Dispensing Program, presents this Annual Academic Program Review, not just as a requirement to NSHE policy, but as a way explaining and affirming its commitment to ***Students First*** at CSN.

The Ophthalmic Technology Program, (hereafter referred to as The Program), is housed in the Ralph and Betty Engelstad School of Health Sciences, under the Department of Dental, Diagnostic and Rehabilitative Services.

The Program has been a part of the CSN community since 1998.

The Program is the only one of its type in Nevada and the surrounding region, (Nevada, Arizona, Utah, California, Colorado and New Mexico¹.)

The Program is the only one of its type in Nevada, approved by the Nevada Board of Dispensing Opticians, for satisfying the educational requirement for licensure as an optician in Nevada.

The Program prepares students to be professional licensed opticians. Completers of The Program are currently licensed and practicing the art of Opticianry in Nevada, Arizona, New York, Virginia, Florida, Utah, Hawaii and Washington. **(Complete/Prosper)**.

Completers of the program have been successful with passing seven national certification exams and many state licensing exams. Specifically the ABO/NCLE Exams²; (1) American Board of Opticians National Opticianry Competency Exam - Basic Exam, (2) American Board of Opticians Advanced Certification Exam – written and practical, (3) The American Board of Opticians Masters Exam, (4) The National Contact Lens Fitters Contact Lens Registry Exam -Basic Exam, (4) National Contact Lens Fitters Advanced Certification Exam – Written and Practical, and (5) State Licensing exams for: Nevada, New York, Florida, Hawaii, Virginia and Arizona. For pass rate information, please refer to Section VII of this Annual Report. **(Complete/Prosper)**

The program uses a wide variety of instructional styles and philosophies including a strong commitment to Community Service. Students of the program have helped to provide eyewear to under-served populations for over 18 years. This has resulted in over 3,000 pairs of eyewear provided to clients locally, state wide, nationally and internationally at no cost to the client. The costs of the completed eyewear is covered by the outside sponsoring agencies. No funding from The Program or CSN has been used for these community service activities.

¹ The next closest Opticianry program is located in Albuquerque New Mexico. Southwestern Indian Polytechnic Institute, (SIPI). SIPI is a school whose enrollment is limited to Native Americans only. <https://www.sipi.edu/>.

² Web link for ABO/NCLE (exam information) : https://www.abo-ncle.org/ABO/Exam_Information/ABO/BasicCert/BasicExamTestPage.aspx?hkey=0a186492-14bf-44a2-be8e-23535a83d87b

Completers of The Program have competed in the National Federation of Opticianry School Annual College Bowl. These students have earned the distinction of First, Second and Third place positions over the various years of The Program.

Completers of the Program have been very satisfied with their experience in the program. Many Program completers have referred friends, family members – spouses/children, and others, to The Program for acquiring the knowledge, skills and abilities needed to become licensed opticians.

Numerous completers have come to The Program as individuals who were working at “dead end jobs” for minimum wage. Completers of the Program have earned status as licensed opticians, thereby tripling³ their household income, and are now living fulfilling lives and raising families in the Las Vegas Market area. **(Graduate, Complete, Prosper)**

Many completers of The Program have entered the profession as opticians subsequently earned promotions, and now serve as General Managers and Area managers for a variety of national corporate optical providers in Nevada. **(Graduate, Complete, Prosper)**

Nevada Licensed Opticians who earned their Nevada License before the school existed have come to CSN and taken courses in The Program in order to round out their skills.

Completers of the Program have continued their commitment to education by transferring to UNLV and Nevada State College in order to earn a baccalaureate degree. **(Graduate, Complete, Transfer, Prosper)**

II) Mission Statements

Connection to: Supplemental Narrative Questions for Academic Appraisal:

Core Mission. Number 1.

How does this program relate to the Mission and Core Themes of the College?

A) CSN Mission Statement

“The College of Southern Nevada creates opportunities and enriches lives with inclusive learning and working environments that support diversity and student success. The College fosters economic development, civic engagement, and cultural and scientific literacy, while helping students achieve their educational, professional, and personal goals.”

(<https://www.csn.edu/our-mission>)

³ Data collected from Program Graduate Surveys completed on a yearly basis during the summer of a given year.

The Program supports CSN's mission statements through its lab and didactic instructional style, course assignments and lab task opportunities.

The Program connects to the concepts of **civic engagement, cultural literacy, and supporting diversity**, by participating a variety of community service opportunities.

These community service organizations provide eyewear services to underserved populations. Students of The Program help in the selection, fitting, manufacturing and delivery of eyewear for clients' of local, state and national organizations⁴.

The Program connects to the Mission Statement of CSN by educating Nevada's future opticians. There is a shortage of practitioners in Nevada⁵. Completers of the Program work in private and corporate practices throughout Nevada. Completers have opened their own optical establishment. Individuals who obtain their education at CSN's Opticianry program can increase their earning potential, upon becoming a licensed Nevada optician, by three fold⁶. In this manner the Program is able to help CSN meet its mission statement concepts of **fostering economic development, enrich lives, and help students achieve their education, professional and personal goal**.

(Connection to Student First principle of Prosper)

B) School of Health Sciences Mission Statement

"The mission of the Engelstad School of Health Sciences is to provide high-quality, student centered, certificate and degree programs offered to meet the needs of state and local communities."

(https://at.csn.edu/sites/default/files/documents/eshs_strategic_plan_2014-2015.pdf)

The program meets the concept of "***student centered..programs***", that is contained with the HS mission statement, by the manner in which courses are taught, use of multiple lab sections, flexible hours, and computer assisted learning formats.

Many of the courses offered in the second year of the Program are taught using a seminar format⁷. This allows student to complete a large portion of their workload for the class on line at their favorite location, (home, office, library, coffee shop). The student need only come to the West Charleston campus 5-7 times during the semester for group activities related to the course.

All courses in The Program are taught using the Hybrid system as defined by CSN⁸. This allows students to complete homework, discussion boards, quizzes, tests and other activities on line.

⁴ See Section XI Community Connections for partnerships with Lions Clubs, Remote Area Medical, and BlessFest.

⁵ Data is obtained from Programs surveys of employers and graduates of the program.

⁶ Program survey Data of program graduates

⁷ OPHT 220, 232, 260, 291, and 299.

⁸ CSN Definition of hybrid as approved by faculty senate Dec. 2018.

This allows the student to reduce the number of on campus hours as well as demonstrate an acceptable level of computer literacy.

Courses are scheduled early morning and late evening. This allows students to schedule work shifts during the busiest part of the day for most optical shops. By allowing students to have time during the middle of the day for work, while in the program, they are able to earn a living and invaluable experience for their future as a licensed optician.

All lab courses in The Program have multiple sections. This allows students to select lab times that work with their personal life issues. It also allows the Program to maintain an acceptable level of student to teacher lab ratio, (10:1), as well as maintain an acceptable student to equipment ratio of 5:1. This lab ratio ensures lab safety as well as individualized attention when needed.

The Program demonstrates its ability to meet the HS mission statement concept of: ***provide..... certificate and degree programs offered to meet the needs of state and local communities.*** by its acceptable level of licensure/certification pass rates, completer employment rates, and employer feedback obtained in advisory board meetings and surveys.

Exam and certification pass rates for The Program completers meets or exceeds state and national norms.⁹ The employment rate for completers of The Program averages 85% over the last 10 year time period¹⁰. If a Completer of The Program wants to work, there is a job for them in the Las Vegas market. According to survey data obtained from employers, completers of the CSN program are rated as satisfactory or higher.

C) Ophthalmic Technology Mission Statement

“The Ophthalmic Technology Program prepares graduates to be licensed opticians. The program consists of systematic instruction and experience in all aspects of the work in the profession. The program includes instruction and laboratory training in contact lens skills, eyewear dispensing skills, lens finishing techniques, lens-surfacing techniques, as well as sales techniques, basic business operations and communications. Instruction and practice with low vision aids, physician assisting skills and ocular prosthetics are also covered.”

The Programs Advisory Board reviews this mission statement yearly. The students of the program also review the mission statement yearly as a class assignment when they cover the unit on Mission Statements, Goals and Objectives in the OPHT 232 Optical Sales and Business Management course. The mission statement is also reviewed during any CSN internal assessment process¹¹

Editorial verbiage changes were made to the programs Mission statement during the Fall 2018 semester based on the comments received by the Programs Advisory Board and student review

⁹ See Section VII Licensure Pass Rates.

¹⁰ Data on employment rate per program surveys.

¹¹ See Section IX of this report for internal assessment tools used by The Program.

from the OPHT 232 course. These changes were approved by CSN curriculum committee December 6th, 2018 and will be published in the next CSN catalog¹².

Data collected by the Program from: completer, employer, and student surveys, indicate that the program is meeting the concepts of its mission statement on an annual basis.¹³

III) Connections to CSN Student First Initiative

A) Complete/Graduate

During the Spring 2019 Convocation Kick Off Meeting, Dr. Zaragoza presented the main concepts of the Student First initiative here at CSN. The four main pillars of the Student First initiative are defined as Graduate, Complete, Transfer and Prosper. The chart provided below indicates where in this report The Program connects to each pillar of the Student First initiative.

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| Prosper | IV) Student Profile | Page 15 |

¹² CSN Curriculum Committee minutes December 6th, 2018.

¹³ Program Surveys

A) Complete / Graduate

The Program maintains a completion/graduation rate of 86% or higher over the last eight-year period. This is significantly higher than the current CSN average of 7.4% and within acceptable norms for NFOS schools, and Health Science Professions.

| Enrollment Year | Graduation Percent |
|-----------------|--------------------|
| 2017 | 87% |
| 2016 | 93% |
| 2015 | 98% |
| 2014 | 91% |
| 2013 | 87% |
| 2012 | 86% |
| 2011 | 94% |
| 2010 | 86% |

B) Transfer

Completers of the Program have a unique opportunity here at CSN. A baccalaureate or higher degree is not required in the profession in Nevada nor anywhere in the U.S. for Opticians. Many of the optical schools across the nation have experimented with B.S./M.S. degree transfer options over the years. This includes collaborative agreements between two public institutions, or a public institution and a private for profit institution. None of the models have been very successful with having individuals complete a 4-year or higher degree option. The current agreement between CSN and NSC is allowing completers of the Program to stand out from their peers by obtaining a Bachelor of Applied Science in Allied Health Sciences. Completers of The Program have embarked on this opportunity. The Program expects to have its first graduate of this opportunity to complete their studies in 2020.

C) Prosper

Numerous completers have come to The Program as individuals who were working at “dead end jobs” for minimum wage. Completers of the Program have earned status as licensed opticians, and have tripled¹⁴ their household income and are now living fulfilling lives and raising families in the Las Vegas Market area.

Many students enrolled in The Program receive offers of employment as apprentice opticians prior to completing their studies at CSN. This may range as high as 85% in a given student cohort.¹⁵

¹⁴ Data collected from Program Graduate Surveys completed on a yearly basis during the summer of a given year.

¹⁵ Student/Graduate surveys completed by the Program.

IV) Student Profile

The students of The Program come from a very wide and diverse background.

| Year | Males | Females | Hispanic | Asian | Black | White | European | Second Career |
|------|-------|---------|----------|-------|-------|-------|----------|---------------|
| 2018 | 5 | 20 | 13 | 5 | 1 | 5 | 1 | 5 |
| 2017 | 10 | 10 | 10 | 3 | 1 | 6 | 0 | 2 |
| 2016 | 13 | 20 | 13 | 6 | 5 | 5 | 4 | 9 |
| 2015 | 9 | 17 | 11 | 3 | 2 | 4 | 6 | 4 |
| 2014 | 10 | 20 | 12 | 4 | 1 | 5 | 8 | 7 |

Students of the program have an average GPA of 3.4 over the last five-year period.

Students of the program experience an 83% job placement rate of higher for the last five-year period. If a student wants to work in the field there is a place for them. Many student have a job in the optical field by the second semester of the program.

| Graduation Year | Job Placement Rate |
|-----------------|--------------------|
| 2017 | 100% |
| 2016 | 85% |
| 2015 | 93% |
| 2014 | 93% |
| 2013 | 83% |

Students of the program experience an acceptable level of licensure pass rate for the profession of 85% or higher¹⁶.

Students of the program achieve an acceptable rate of graduation/completion 90% for the last eight-year period. In all cases, the graduation percent for The Program in any given year exceeds that of CSNs total graduation rate.

| Enrollment Year | Graduation Percent |
|-----------------|--------------------|
| 2017 | 87% |
| 2016 | 93% |
| 2015 | 98% |
| 2014 | 91% |
| 2013 | 87% |
| 2012 | 86% |
| 2011 | 94% |
| 2010 | 86% |

V) Background

A) Connection to: Supplemental Narrative Questions for Academic Appraisal:

Core Mission. Number 2.

To the best of your knowledge, how and to what extent is this program essential because of state laws, regulations, outside agency regulations, Board of Regents or Legislative priorities?

The Program serves to educate future opticians and provides the educational requirement of the Nevada Board of Opticians licensing process.

The Program is the only one of its type in Nevada whose purpose is to educate future Nevada opticians. The Program is the only one of its type approved by the Nevada State Board of dispensing Opticians (NSBDO) to provide the NSBDO education requirement necessary to become a licensed optician in Nevada.

The Program meets the educational requirement of Florida, Rhode Island, Connecticut, New York, California, Washington, Arizona, New Mexico, Utah, Virginia and Hawaii.

Completers of the program qualify for a reduction in the required number of years an individual seeking licensure must serve as an apprentice in Nevada. Completers of the program are only required to serve one-year apprenticeship as opposed to a normal three-year apprenticeship. This one-year apprenticeship may be served while the individual is a student at CSN.

The closest program that is similar to The Program at CSN is Southwestern Indian Polytechnic Institute, (SIPI). SIPI is a federally funded program that solely serves Native Americans. (<https://www.sipi.edu/>)

¹⁶ See Section VII of this report Licensure Pass Rate charts.

Through its broadcast and online hybrid-teaching platform, The Program has reached completers in the Las Vegas Metropolitan Area as well as the outlying markets of Mesquite, Pahrump, Elko, Carson City and Reno.

B) Connection to: Supplemental Narrative Questions for Academic Appraisal:

Demand. Number 10.

Describe the level and nature of external demand for this program, (for example, occupational data, labor statistics, employer surveys, student surveys, ect)

As stated in the Occupational Outlook Handbook published by the US Department of Labor: "Employment of opticians is projected to grow 15 percent from 2016 to 2026, much faster than the average for all occupations. An aging population and increasing rates of chronic disease are expected to lead to greater demand for corrective eyewear¹⁷."

See Section X of this narrative for more information on Program Demand.

C) Connection to: Supplemental Narrative Questions for Academic Appraisal:

Demand. Number 12.

What other options exist for students in the region to earn this degree?

None. The Program is the only one of its type in a four state area that can provide the required educational component of the Nevada Board of Opticians licensing process. The closest program that is similar to The Program at CSN is Southwestern Indian Polytechnic Institute, (SIPI)¹⁸. SIPI is a federally funded program that solely serves Native Americans.

There are no programs similar to the Ophthalmic Dispensing Program at CSN in California, Arizona, Utah, Idaho, Washington or Oregon.

VI) Accreditation

Connection to: Supplemental Narrative Questions for Academic Appraisal:

Quality number 8:

If this program has a specialized accreditation, is this accreditation necessary for alumni licensure or employability?

The Program does have a specialized accreditation. Accreditation is necessary for alumni to gain licensure in Nevada and any other licensed state in the US.

¹⁷ Web Page for Occupational Outlook Handbook <https://www.bls.gov/ooh/healthcare/opticians-dispensing.htm>

¹⁸ Web site for SIPI (<https://www.sipi.edu/>)

The Program is fully accredited by the Commission on Opticianry Accreditation, (COA). The last site visit for the program by COA was completed on November 9th 2015. Based on the self-study report and site visit the program was granted a six-year accreditation period¹⁹.

This is the longest time period that can be granted by the COA. The next Self-study and site visit for The Program will be during the 2020/2021 School year. The Program completes an Annual COA Program Report during the Spring Semester of each school year²⁰.

Accreditation for The Program is necessary for state licensure and transferability. Accreditation by COA is a requirement for The Program to receive its standing as a provider of the educational component of the Nevada Board of Dispensing Opticians licensing process.

There are 21 states in the US, which require licensure to practice the art and science of Opticianry. In each of these, state the laws governing Opticianry require that the educational component required for licensure be obtained at a COA accredited college. Any CSN Program Completer who moves to another state, which requires licensure in Opticianry, may be ensured that their educational component will be accepted by the licensing board as fulfilling the educational component of the given licensing process.

If a student enrolled in CSN's Optical program should move to another state prior to completing The Program, COA accreditation ensures that the courses taken by the student at CSN will transfer to another COA accredited optical program.

Due to having COA accreditation, The Program has been able to accept past students who transferred from similar optical programs in Tennessee, Florida, and Texas.

(Connection to Student First principle of Transfer)

VII) Licensure and Exam Pass Rates

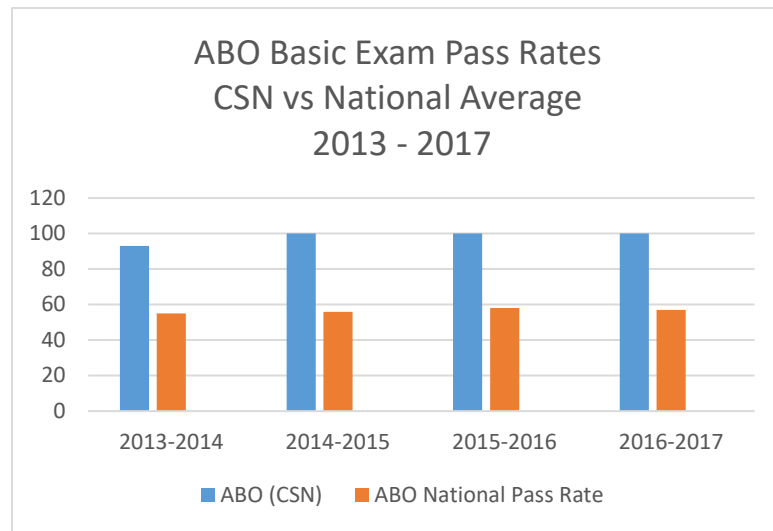
Prior to January 2018, (1998-2018), candidates for licensing as Opticians in Nevada had to complete three exams/certifications in order to achieve licensure. The three exams were the National ABO, The National NCLE and the Nevada Board of Opticians licensing exam. As of January 2018, the Nevada Board of Opticians changed the licensing process for obtaining licensure as an Optician in Nevada. Candidates now have to complete seven certification exams. These exams are ABO Basic, ABO Advanced NCLE Basic, NCLE Advanced, ABO Practical, NCLE Practical, and a Nevada Opticianry Law Exam administered by the State Board. The charts provided below indicate CSN Opticianry Program Completer's success rate with these various exams for the last four cohorts.

Included in the charts is Nevada State Exam pass rates for individuals who did not attend CSNs optical program. National pass rates for ABO/NCLE exams is provided when available.²¹

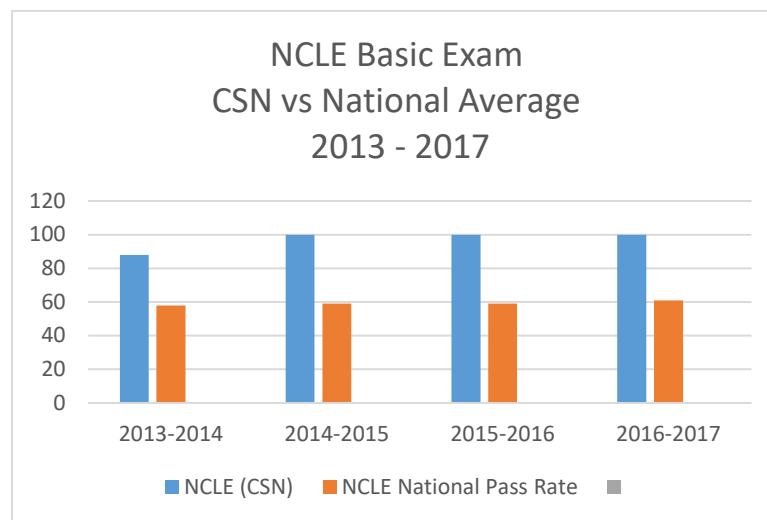
¹⁹ COA documentation – Certificates and letters may be found in Appendix #1 & #2.

²⁰ Copies of COA Spring Annual Report are on file with the Program Director, Dean of Ralph and Betty Engelstad School of Allied Health, and VPAA offices. They are available upon request.

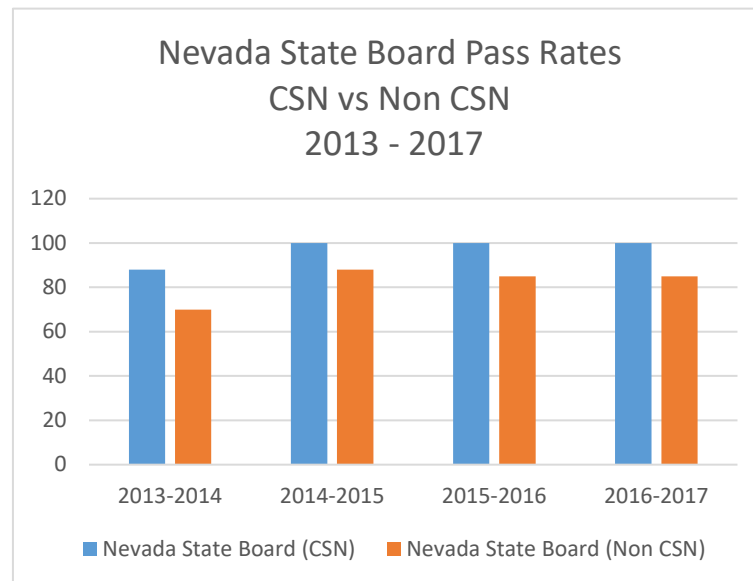
²¹ ABO/NCLE Pass National Pass Rates https://www.abo-ncle.org/ABO/Exam_Information/Basic_Exams/ABO/BasicCert/BasicExamTestPage.aspx?hkey=c554d589-e490-4fd5-8170-3de6a6b8ea48



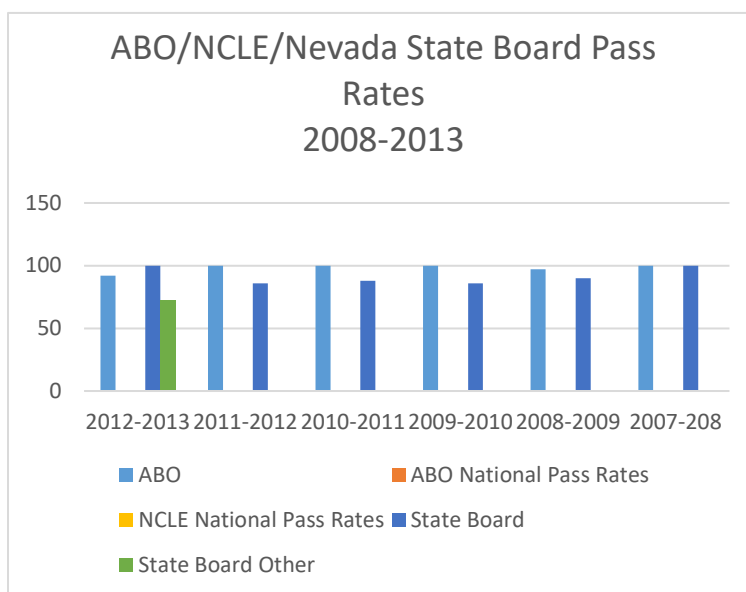
ABO Pass Rates: CSN Program Completers have outperformed national averages by more than 20% for the last four cycles of the ABO exam. Current data for the 2017-2018 cycle is being tabulated at this time. It is anticipated that the results for the 2017-2018 cohort will be the same as indicated for the 2013-2017 cycles.



NCLE Pass Rates: CSN Program Completers have outperformed national averages by more than 20% for the last four cycles of the NCLE exam. Current data for the 2017-2018 cycle is being tabulated at this time. It is anticipated that the results for the 2017-2018 cohort will be the same as indicated for the 2013-2017 cycles.



Nevada State Board Pass Rates: CSN Program Completers have outperformed statewide averages by more than 20% for the last four cycles of the Nevada State licensing exam for Opticians. Current data for the 2017-2018 cycle is being tabulated at this time. It is anticipated that the results for the 2017-2018 cohort will be the same as indicated for the 2013-2017 cycles.



Exam Pass Rates 2008-2012: Exam pass rate data from prior years indicates that the Program has had a history of success in regards to Completer pass rates. For all years of The Programs existence, completers have averaged a pass rate of 85% or higher for first time takers. For each of the years examined the national or statewide rates for these exams was 75% or less. Therefore, Completers of The Program have demonstrated a high degree of success with passing the various exams that have been required by the Nevada Board of Dispensing Opticians in order to achieve licensure in Nevada.

Completers of the program have been successful with the state licensure exams for the following states: Arizona, Hawaii, New York, Florida, and Virginia. In all cases, Program completers have a 100% success rate with passing these exams on their first try²².

(Connection to Student First principle of Complete and Prosper)

²² Program graduate survey data collected over the last 18 years.

VIII) Curriculum /Student Learning Outcomes

A) Overview

The Ophthalmic Technology Program curriculum is modeled after multiple sources. These sources include but are not limited to: (1) The Program Essentials as specified by; The Commission on Opticianry Accreditation²³, (2) The National Federation of Opticianry Schools guidelines²⁴, (3) Job Task Analysis by the ABO/NCLE²⁵, (4) Program advisory board input, (5) Instructors personal experience (all instructors of The Program currently work in the field during non CSN hour commitments), and (6) Industry trends as identified in online profession related social media sites and professional journals related to the field.

The Program is comprised of 68 credits completed over a two-year period²⁶. This includes 22 General education credits and 46 Special Program Requirements. The first year of the program focuses on eyeglass related knowledge, skills and abilities. The second year of the program focuses on contact lens related knowledge, skills and abilities as well as management, low vision, certification review, and clinical applications.

A student must complete all first year optical courses prior to taking any second year contact lens related course work.

Students must earn a grade of "C", (75%), or higher for any optical course in order to earn credit for the course towards graduation. 95% of students enrolled in optical course pass with a letter grade of C or higher on their first attempt.

Faculty to student ratio in all lecture courses is 1:15. Faculty to student ratios in labs is 1:8.

General Education course work may be completed at any time during the students' time in The Program. Many of the students in the Program take G.E coursework during the summer semester between the first and second year. General Education courses are not a pre-requisite for admission to the Program. Students may transfer in G.E. course work from other NSHE institutions as well as institutions of higher education outside of Nevada.

The Program makes use of many assessments tools to ensure that the current curriculum is up to date and matches the knowledge, skills and abilities needed in today's workplace for opticians. Please refer to Section VI - Accreditation and Section IX - CSN Assessments of this report for more details. These assessment tools have been a valuable aid to determining any weakness The Program has and has allowed the faculty to address these weaknesses immediately. The Program prides itself on being proactive rather than reactive.

²³ From COA web site, COA Essentials of an Accredited Program: <http://coaccreditation.com/essentials-dispensing.pdf>

²⁴ NFOS Web Site: <https://www.nfos.org/>

²⁵ ABO/NCLE Job Task Analysis: <https://www.abo-ncle.org/Documents/ABO-NCLE%20Advanced%20Exam%20Handbook.11.18.2016.pdf>

²⁶ CSN Program Description Page - Appendix #3

All didactic course work is taught using the Hybrid method as outlined by CSN.²⁷ All lab coursework is completed on campus.

The Program makes use of: instructional videos, vendor supplied CD learning tools, professional journals in the field, continuing education articles related to the field, current posting in profession related social media sites, outside classroom mystery shops completed by students, outside research projects, public service announcements written by students, outside optical site visitations, student participation in CSN sponsored events and IPE activities, and guest lecturers from the field, to augment the more traditional approaches to the educational process.

B) Student Learning Outcomes for the Program are:

- 1) Perform all the daily tasks of a laboratory and dispensing optician in a competent manner.
- 2) Analyze the prescriptive and lifestyle needs of a patient and make appropriate recommendations for optical devices.
- 3) Create, inspect and dispense any style of eyeglasses or contact lenses that meet the needs of a patient.
- 4) Be qualified as a candidate for the ABO, NCLE, and Nevada Board of Dispensing Opticians Licensing Exam.
- 5) Employ communication skills to address patient diversity and cultural understanding.
- 6) Construct patient, family, and community education programs to promote and advance ocular visual health on a local and global basis.

C) Goals of the Program are:

In order to meet the mission statement of The Program, as stated in Section II - Mission Statements of this report, The Program has developed the following goals:

1. Graduates of The Program will pass the American Board of Opticianry and the National Contact Lens Examiners certification examinations.
2. Graduates will pass the Nevada Board of Dispensing Opticians Licensing Examinations.
3. Graduates of the program can gain employment as manufacturing opticians, dispensing opticians, entry-level management positions in vision care, as well as open their own independent vision care facility.

²⁷ See CSNs current policy on Elearning definitions.

4. To provide industry with professional, competent, laboratory and dispensing opticians.
5. To provide students with a strong foundation in the optical industry in technical, retail, and business capabilities.
6. To assist the graduate with job placement.
7. To provide the student with the means to acquire an awareness of global and multi-cultural issues that produces responsible world citizens.
8. To provide the most current industry specific technologies, methods, and procedures.
9. To make use of content and innovative instructional strategies to enhance the students' educational experience.
10. To provide instruction to prepare the student to acquire ethical standards.
11. To prepare the student with effective communication skills.
12. Eliminate hazardous waste and reduce non-hazardous waste to the minimum levels economically and technically practical.
13. To be in full compliance with all federal and state environmental regulations.

D) Learning Objectives:

Learning objectives for the program are listed in course syllabi and follow the structure requirements for program accreditation by the COA. Specific learning outcomes by course are attached as Appendix #9 of this report.

E) Connections to: Supplemental Narrative Questions for Academic Appraisal:

1) Core Mission. Number 3:

How and to what extent does this program relate to other NSHE institutions (for example overlapping programs, articulations or transfer relationships, ect.)?

The General Education (G.E.) requirements for the Program are written such that the student may customize their G.E. selections. Students may select any GE course that not only satisfies CSN's requirements for an A.A.S degree, but those that will ultimately transfer for a higher degree at Nevada State College or UNLV. Students of the Program meet with the Program Director every semester that they are enrolled in optical courses at CSN. During this meeting, the Program Director reviews with the student their progress on degree completion and ensures that the student is selecting courses that will enable them to reach their ultimate goal. Even if the student is not planning to transfer to NSC or UNLV for a higher degree, the P.D. cautions them on their course selection in order to "Think Ahead" for when future plans change.

(Student First Initiatives meet - Graduate, Complete, and Transfer)

The program has completers who have entered into the Bachelor of Applied Science in Allied Health Sciences degree path at NSC. The Program has completers who have transferred to UNLV for various B.S. options. They have used their experience at CSN to gain employment in the optical field as licensed opticians thereby giving them the financial freedom to pursue higher goals. Most, if not all, G.E. coursework completed by students at CSN has transferred into the NSC BS option as well as the various degree options at UNLV.

(Student First Initiatives meet - Graduate, Complete, Transfer, and Prosper)

2) Core Mission. Number 4

How and to what extent does this program relate to programs at non-NSHE colleges in Southern Nevada?

The Program has no experience to date in regards to students transferring to non-NSHE colleges in Southern Nevada. To date students have transferred to NSC, UNLV, out of state institutions, or used their experience gained in The Program as a terminal degree.

The Program does work with local high school AHEC programs. Program applicants are given preferential points on the program selection scale if they have completed an AHEC sponsored Health Sciences program, or even if they have only taken a couple AHEC sponsored classes in a Health Science program at a CCSD high schools²⁸.

²⁸ See Appendix #4 Program Selection Point Scale

All optical courses are transferable to institutions outside of Nevada that offer an Opticianry program, based on COA accreditation.

3) Core Mission. Number 5.

How and to what extent does this program depend upon prerequisites courses from other disciplines at CSN?

The Program requires 27 general education, (G.E.), requirements for completion of the A.A.S. Degree²⁹. All 27 of these general education requirements may be completed at CSN.

The Program does not specify courses for each of the G.E. course headings. Students may select any G.E. course that satisfies CSN requirements for graduation. This allows student to customize their degree according to their individual needs. Individual needs may be based on personal likes and preferences or the potential transferability to another institution of learning. This also allows the Program to accept (transfer) any G.E. coursework a student has completed at a sister NSHE institution as well as Non NSHE institutions, into the Program G.E. requirements for graduation at CSN.

This open customized approach to G.E. coursework has allowed The Program to assist learners who have moved to Nevada and seek licensure as Opticians in Nevada, but have started their educational process in an optical program located in another state, (Tennessee, Texas, California, Ohio, and Florida). The Program has been able to accept the G.E. courses taken by students who have transferred from out of state institutions of higher learning.

(Connection to Students First Initiative of Transfer)

4) Connection to: Supplemental Narrative Questions for Academic Appraisal:

Core Mission. Number 6.

How and to what extent does this program utilize other college resources for academic support (for library, technology, counseling, disability resource center, tutoring, writing or math centers etc)

Technology

All courses in the Program are taught using the hybrid model³⁰. This model requires the student to attend courses on campus or at a site to which the course can be broadcast to using the Nevada System of Higher Education's video conferencing system, as well as video conferencing using Big Blue Button and the courses Canvas portal. The broadcast system

²⁹ See Appendix #3 Program description page for current CSN catalog or go online to page 281 of the 2018 CSN Catalog - Ophthalmic Technology Degree sheet (page 299 using the search bar option in the online catalog).

³⁰ See Appendix #5 current CSN Distance Ed tem definitions.

allows live two-way audio and video capabilities. Big Blue Button allows two way video and texting capabilities. The E-Learning Department at CSN has been a strong supporter of The Programs efforts, and has enabled The Program to reach learners in Nevada's Remote markets. The Program has completers who took classes in Elko, Logandale, Pahrump, Carson City, and Reno. These individuals then gained licensure and employment in their respective markets.

Students complete lab work in The Programs lab rooms in building A of the West Charleston Campus. Students making use of broadcast sites for the lecture portion of a given course are required to come to campus for lab instruction. Often this lab instruction must be completed on weekends, when the student can make arrangements to come to CSN's West Charleston campus. The Program Director arranges for teaching students during these nontraditional hours.

Please see Section XV Program Resources for a more detailed explanation of how The Program meets Core Mission Item Number Six, (6).

IX) CSN Assessments

The Program makes use of seven different assessment tools in order to gauge the effectiveness of the program. These tools are; (1) COA self-study³¹, (2) COA annual reports³², (3) CSN Internal three year report³³, (4) Leap³⁴, (5) Quality matters³⁵, (6) Advisory board input³⁶, and (7) Program Surveys³⁷.

A) COA Self Study

The Program completed its first self-study for achieving accreditation from the Commission on Opticianry Accreditation in 2001. The Program was successful with obtaining accreditation and was awarded a six year time period. This is the highest number of accredited years the COA can grant to an optical program. The Program completed two additional reaccreditation self-study reports, (2009 and 2015) in each case the Program was granted an additional six year cycle. The next reaffirmation of accreditation self-study report will be completed in 2020/21. Copies of

³¹ Last COA Self Study Report 2015. On file with the Program Director, and the Dean of The Ralph and Betty Engelstad School of Health Sciences. Copy available on request. Document too large to attach to this report.

³² Past COA Annual Spring Reports. On file with the Program Director, and the Dean of The Ralph and Betty Engelstad School of Health Sciences. Copy available on request. Document too large to attach to this report.

³³ Current and past CSN internal 3 year report on file with Program Director, the Dean of The Ralph and Betty Engelstad School of Health Sciences, and the Office of Assessment at CSN. Copy available on request. Document too large to attach to this report.

³⁴ Current Leap report/plan available in Appendix #6 for this report.

³⁵ Current Quality Matters is available in appendix Seven.

³⁶ Advisory Board min/summary. Meeting Min are kept in the Program directors office and are available upon request from the Program Director.

³⁷ LEAP assessment is available in Appendix Six of this report.

past self-studies are available for review in the VPAA office, Dean of the Ralph and Betty Engelstad School of Health Sciences office and the PDs office.

The Program has used the data compiled and reviewed in the self-study reports to make improvements to the experience program completers will be involved in while at CSN. Highlights of changes made due to the self-study process include:

- 1) Equipment purchases through Perkins Grants and CSN Equipment Proposal Grants. (2004-2018). Type of equipment and quantity needed.
- 2) Development of online resources, (Voice over power points, videos, CD-ROMs, etc.), available to the student in the Canvas portals for each course. (2008, 2012, 2016, 2018)
- 3) Addition of OPHT 105 Introduction to Contact Lens Lab. (2012).
- 4) Addition of additional lab sections for ease of student scheduling. (2016)
- 5) Topical content with a given optical course. (2000-2018)
- 6) Task requirements in optical lab courses. (2000-2018)
- 7) Modification of course objectives. (2000-2018)
- 8) Modification of Student Learning Outcomes. (2017, 2018)
- 9) Modification of Program Mission Statement. (2017, 2018)

B) COA Annual Reports

As per COA mandates, The Program completes an Annual Spring Report for the COA. As in the case of the self-studies, the annual report process has proved valuable to The Program. Copies of all Annual Spring Reports are available in the VPAA office, The Dean of the Ralph and Betty Engelstad School of Health Sciences Office and the Program Directors office. Highlights of changes made to The Program due to the Annual Report process mimic those listed above for the self-study reports.

C) CSN Internal Three Year reports

The Program has completed various internal assessment reports over the 18-year history of The Program. Copies of the most current internal reports are available in the VPAA office, The Dean of The Ralph and Betty Engelstad School of Health Sciences Office and the Program Directors office. Highlights of the changes made to the Program due to the internal assessment process mirror those of the COA self-study and Annual Report Process. The most current internal

assessment report makes use of the LEAP³⁸ and Curriculum Mapping³⁹ format endorsed by the Department of Assessment at CSN. The Internal assessment process has added the following highlights to those already mentioned in sub section A & B above:

- 1) Increase the pass points on Neutralization projects in labs from 70% to 75%
- 2) Establish a working relationship with Reading /Writing labs and tutors to provide training during optical labs on question reading and comprehension scores in order to raise pass point on national and state exam performance.
- 3) Develop rubrics for lab course tasks and community service tasks.
- 4) Increase the number of Case Studies and Discussion Posts used in all optical courses in order to mimic those used on the new ABO/NCLE advanced certification exams and the NSBDO licensure examination process.

D) Quality Matters

All of the didactic courses in The Program are taught using the Hybrid model as defined at CSN. The Office of E-Learning, in conjunction with faculty senate, has instituted an assessment process for all course taught at CSN which use some type of on-line involvement. The assessment process selected is Quality Matters⁴⁰. The Quality Matters assessment process will be performed during the Spring 2019 for one of the optical courses. This will be the first time that The Program has used Quality Matters format. After this experience, the program will develop a schedule to ensure that all remaining optical classes undergo the Quality Matters review process.

F) Advisory Board Input

The Programs advisory board play an essential role in the evaluation of the program effectiveness. Please see the section of this report titled XIII-Advisory Board for more details.

G) Program Surveys

The Program uses numerous surveys to gain current student, program completers, and employer feedback on the program's effectiveness. Changes made to the Program based on this feedback include:

³⁸ LEAP web site: <https://www.aacu.org/leap/essential-learning-outcomes>

³⁹ Curriculum Mapping assessment is available in Appendix #9 of this report.

⁴⁰ Quality Matters web site: <https://www.qualitymatters.org/>

- 1) Increase number of lab sections for all optical labs.
- 2) Increase in the number of lensmeters used in the program.
- 3) Include topics of low vision, Irlen lenses, Chromagen lenses in optical course curriculum.
- 4) Revise rubrics used in courses.
- 5) Increase Community service partners.
- 6) Increase number of generators in the program.

X) Market Demand

- C) Connection to: Supplemental Narrative Questions for Academic Appraisal:

Core Mission. Number 2.

To the best of your knowledge, how and to what extent is this program essential because of state laws, regulations, outside agency regulations, Board of Regents or Legislative priorities?

- D) Connection to: Supplemental Narrative Questions for Academic Appraisal:

Demand. Number 10.

Describe the level and nature of external demand for this program, (for example, occupational data, labor statistics, employer surveys, student surveys, ect)

As stated in the Occupational Outlook Handbook published by the US Department of Labor: "Employment of opticians is projected to grow 15 percent from 2016 to 2026, much faster than the average for all occupations. An aging population and increasing rates of chronic disease are expected to lead to greater demand for corrective eyewear."⁴¹

The Program is the only one of its type in Nevada and the surrounding region, (Nevada, Arizona, Utah, California, Colorado and New Mexico⁴².)

The Program is the only one of its type in Nevada that is approved by the Nevada Board of Dispensing Opticians for satisfying the educational requirement for licensure as an optician in Nevada.

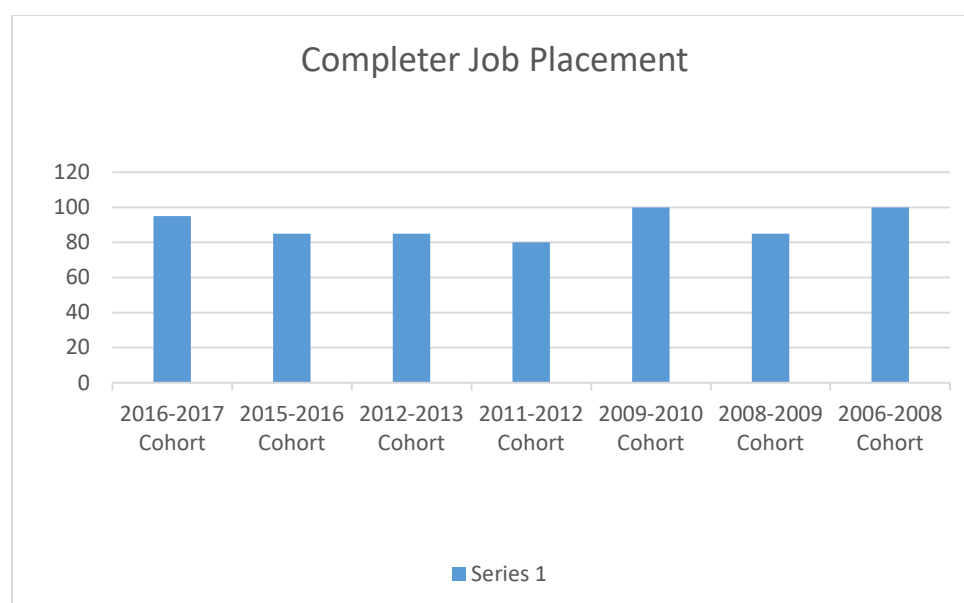
⁴¹ Web Page for Occupational Outlook Handbook
<https://www.bls.gov/ooh/healthcare/opticians-dispensing.htm>

⁴² The next closest Opticianry program is located in Albuquerque New Mexico. Southwestern Indian Polytechnic Institute, (SIPI). SIPI is a school whose enrollment is limited to Native Americans only. <https://www.sipi.edu/>.

Graduates of the Program are eligible for having their individual apprentice time shortened by the NSBDO. The Opticianry laws in Nevada dictate that individuals who wish to gain licensure in Nevada must complete a three-year apprenticeship; *Unless* they are graduates of a COA approved Opticianry Program⁴³. The Program satisfies this requirement. Therefore, graduates of The Program need to only serve a one year apprenticeship which may be done while in school. This drives many individuals to come to CSN in order to shorten their apprenticeship requirement.

Program students are generally employed in the optical field, (75-83%), as apprentices by the second semester of the program⁴⁴.

Job placement rates for completers range from 80% to 100% for any given year of the program. This indicates that there are jobs for those who want them.



Data collected by the Program indicates that individuals who are not working in the field have declined employment due to the following reasons: Moved on to other degree options at NSC and UNLV, Changed work paths, Personal or family medical issues, Personal or family moving out of Nevada.⁴⁵

⁴³ NRS/NAC 637.00 Laws on Opticianry.

⁴⁴ Program data on employment.

⁴⁵ Program Survey feedback

E) Connection to: Supplemental Narrative Questions for Academic Appraisal:

Demand. Number 12.

What other options exist for students in the region to earn this degree?

None.

The Program is the only one of its type in Nevada and the surrounding region, (Nevada, Arizona, Utah, California, Colorado and New Mexico⁴⁶.)

The Program is the only one of its type in Nevada that is approved by the Nevada Board of Dispensing Opticians for satisfying the educational requirement for licensure as an optician in Nevada.

XI) Community Connections

Connection to: Supplemental Narrative Questions

Core Mission. Number 7.

How and to what extent does this discipline support extracurricular activities at CSN? (From Discipline connections)

Core Mission. Number 9

How and to what extent does this program contribute to CSN's regional or national reputation?

Students of The Program have to opportunity to participate in a wide variety of community service actives in The Programs on campus clinic. The Program has a full-fledged optical clinic in room A166 of the West Charleston Campus. This clinic meets the COA accreditation standards for a clinic setting and allows students to practice dispensing skills in a true optical setting. Students make use of this clinic in four lab courses they take during their time in The Program.

Services provided in the clinic are centered on community service clientele. The Program has collaborated up with local Lions Clubs, Remote Area Medical, and Bless Fest in order to provide optical services to underserved populations.

⁴⁶ The next closest Opticianry program is located in Albuquerque New Mexico. Southwestern Indian Polytechnic Institute, (SIPI). SIPI is a school whose enrollment is limited to Native Americans only. <https://www.sipi.edu/>.

A) Lions Club Las Vegas Chapters

Local Lions Clubs supply frames for the clinic. They send sponsored patients to the clinic during open lab hours. Students of The Program assist the clients in eyewear selection. After eyewear is selected students then order the needed materials from a vendor. Once the materials arrive students then manufacture the eyewear during their manufacturing lab time as a class project. The students then contact the patient for pick up and dispense the eyewear during the open lab times in the clinic during their dispensing lab course. This activity allows the student to experience the entire service cycle for the optical profession. They fit, manufacture, dispense adjust and repair the glasses for the client. This experience also allows the student to participate in philanthropic opportunities, thereby helping The College to meet its mission statement concept of Civic Engagement.

Clients are selected by the sponsoring agency based on need. Therefore, they represent individuals who have no other means for obtaining their prescribed eyewear. All costs for the glasses, frames and lenses, are handled by the sponsoring agency. The Program has no financial investment in obtaining the raw materials needed for the glasses.

B) RAM

By participating with Remote Area Medical activities students have the opportunity to provide optical services off campus when RAM sets up a Mission Clinic in Southern Nevada. Students have the opportunity to help with selection, fitting, manufacturing and dispensing of eyewear to the clients RAM serves during their clinics. In some situations, RAM cannot manufacture the Rx needed by the patient with the equipment they bring to the Clinic. In these cases the program director will take the eyewear to the CSN campus where students manufacture the glasses in the program manufacturing lab (Room A 162 and 163). The patient may then pick up the glasses in The Programs on campus Clinic. The program has participated with RAM every time they have come to Nevada since their first visit in 2014.

C) Bless Fest

By participating with BlessFest, students are able to replicate the activities above for underserved populations in the Las Vegas area. Clients' of Salvation Army, Shade Tree Center, St Jude orphanage and other nonprofit human services agencies send clients to BlessFest which is held every Thanksgiving day at a local church. Students are able to help with selecting, fitting, manufacturing, and dispensing eyewear for these clients. The costs of raw materials (lenses and frames) are handled by the organizers of BlessFest and local labs at no charge to the clients or The Program.

D) CSN Activities

Students of the program also participate in various CSN sponsored activities such as Health Sciences Summer Camp, CSN Science Fair, Interprofessional Education committee annual Fall and Spring Health Fairs, CSN on campus High School tours/visitations, and through collaborative activities with other programs in the School of Health Sciences.

E) International Activities

Students collect used eyeglasses for use by international organizations in their overseas medical mission trips. Students refurbish, neutralize and categorized this eyewear according to the Rx. The glasses are sent to various agencies, which sponsor overseas medical missions. To date eyewear has been sent to missions in South Africa, Dominican Republic, Haiti, South East Asia, and India.

XII) Profiles of Program Faculty

The program faculty consists of two full time individuals. The first individual serves as both program director and course instructor. In addition to their responsibilities as program director, this individual teaches courses in both the first and second year of the program. The second individual is a full time instructor who is responsible for teaching courses in the second year of The Program. The Program also makes use of up to four adjunct faculty on an as needed base each semester. The adjunct faculty are primarily responsible for teaching lab/clinic courses.

All faculty members are Nevada licensed opticians⁴⁷. Two of the faculty members are Master Opticians. All faculty members are ABO/NCLE certified Opticians. All faculty members have extensive experience in the optical field. The two primary full time faculty members have a combined 85+ years of optical related experience. This experience covers both corporate and individual proprietorships in the optical field. All faculty members have management experience in the optical field. The two full time faculty members have served as corporate field managers with multi-unit experience.

Scott Helkaa serves as the Program director and a fulltime tenured faculty member. Mr. Helkaa holds a M.S. Degree in education along with an A.A.S. in Ophthalmic Dispensing, A.A.S in Labor management, and a B.S. degree in Business Management. Mr. Helkaa has completed graduate course work in distance education, business management, an ocular perception.

Mr. Helkaa is a licensed optician in the states of Nevada, Arizona and Florida. Mr. Helkaa is also an ABO certified Master Optician and holds a NCLE certification.

Mr. Helkaa has over 37 years of optical experience. The first 14 years' experience was in retail optics covering positions of dispenser, lab tech, individual store management and multiunit

⁴⁷ Academic resumes of faculty Appendix #15.

management in both the private and public sectors. Mr. Helkaa has been involved in formal Opticianry education for the last 23 years.

Mr. Helkaas' sub specialties include dispensing, manufacturing, low vision, alternative / holistic /homeopathic ophthalmic health care and optical business management.

Mr. Helkaa has presented continuing education courses at local, state and national vision related conventions.

Mr. Helkaa is a certified Irlen lens screener and Chromagen lens screener. These are specialty lenses for the management/treatment of dyslexia, reading issues, migraines, behavioral issues and perception issues.

Mr. Helkaa completes over 20 continuing education courses on a yearly basis.

Mr. Helkaa serves on various committees here at CSN. These include new Hire committees, tenure committees, student grievance committees, student grade challenge committees, Engelstad School of Health Science handbook committee, Program Director meetings, various ad-hoc committees, and is currently co-chair of the IPE committee.

Mr. Helkaa devotes 60% of his time to teaching and 40% to administrative duties.

Dale Roveri is the full time tenured instructor for the program. Mr. Roveri has over 48 years' experience as an optician. Mr. Roveri holds a license to practice Opticianry in the State of Nevada as well as holding both ABO/NCLE certifications. Mr. Roveri holds an A.A.S degree in Ophthalmic Dispensing. Mr. Roveri is a contact lens fitting expert and has operated his own contact lens fitting practice for over 40 years. Mr. Roveri has delivered continuing education course at the local and state level. Mr. Roveri completes over 20 continuing education course related to his field of expertise on a yearly basis. Mr. Roveri serves on new hire and tenure committees and many ad hoc committees. Mr. Roveri is responsible for teaching the following courses: All contact lens courses – lecture and lab, Theory of Refractometry course, NCLE Review Course, A & P of the Eye and State Board Review.

The Program has three to four part time faculty in any given semester depending on student enrollment and course load assignments.

Brett Roames has 13 years of experience as an optician. He is currently a Optical Store Manager for Walmart vision Centers. He is ABO/NCLE certified and holds a Nevada license to practice Opticianry. Mr. Roames has earned the standing of Master Optician from the American Board of Opticians. He is one of only seven individuals in the state of Nevada to accomplish this prestigious standing. Mr. Roames has an A.A.S degree in Opticianry. Mr. Roames is currently working on earning his Bachelors of Applied Science in Allied Health Sciences form Nevada State College. Mr. Roames teaches the Ophthalmic Dispensing Labs, ABO review, and NCLE review courses.

Milan Karen has 14 years of optical experience. He is ABO/NCLE certified and holds a license to practice Opticianry in Nevada. Mr. Karen teaches Dispensing Lab/Clinic, Sales and Business Management and Clinical Applications. Mr. Karen is a store outlet manager for Luxury Optical Holdings.

Beatrice Alvarado has over 30 years of experience in the optical field. She is ABO/NCLE certified. She holds a license to practice Opticianry in the state of Nevada. Ms. Alvarado teaches one of the manufacturing lab. Ms. Alvarado is currently a lab manager for a local Walman Optical Wholesale outlet. Ms. Alvarado currently holds a Certificate of Completion in Ophthalmic Dispensing and Contact Lens Technician from CSN and intends to move forward and earn an A.A.S. Degree in Ophthalmic Dispensing from CSN.

Andrew Phillips has 8 years of optical experience. Mr. Phillips is ABO/NCLE certified and holds a license to practice Opticianry in the state of Nevada. Mr. Phillips teaches the manufacturing lab and dispensing clinic courses. Mr. Phillips is currently a lab manager for a local Lenscrafter outlet. He holds a Certificate of Completion in Ophthalmic Dispensing and Contact lens Technician from CSN and intends to complete an A.A.S degree in Ophthalmic Dispensing from CSN by Spring of 2019.

Resumes, licenses and other documents pertaining to the program director and all faculty members are available in Appendix #10 – Program Staff Certifications.

XIII) Program Advisory Board

B) Connection to: Supplemental Narrative Questions for Academic Appraisal:

Quality. Number 7:

Does this program have an advisory board, or does the department have an advisory board relevant to this program? Describe Briefly.

The program has a very active advisory board. The advisory board provides valuable information and insight for the program. The advisory board is comprised of: (1) current practicing opticians - who work in both private and corporate settings, (2) Optometrists, (3) first and second year students, (4) representatives from local Las Vegas lions club, (5) apprentice opticians, (5) optical physician assistants,(6) retired opticians and (7) a public member.

The advisory board has three meetings a year. Two of the meetings are held on CSNs West Charleston campus and one is conducted using online resources.

The advisory board satisfies The Programs COA requirement for an advisory board⁴⁸.

The most recent improvements made to The Program based on advisory board input are:

- 1) Verbiage change to the Program Mission Statement⁴⁹.
- 2) Verbiage changes to The Programs Student Learning Outcomes⁵⁰.
- 3) Perkins funded equipment purchase of a new pattern less edger for processing glass lenses.
- 4) Perkins funded equipment purchases of digital Auto lensmeters.
- 5) Review of student created brochures and flyers for the Programs on campus clinic.
- 6) Suggestions of Clinic activities.

XIV) Program Connections to Other Institutions.

A) Connection to: Supplemental Narrative Questions for Academic Appraisal:

Quality number 8:

If this program has a specialized accreditation, is the accreditation necessary for alumni licensure or employability?

- 1) National Federation of Opticianry Schools (NFOS)

The Program is a member of NFOS⁵¹. This organizations' purpose is to promote comradery and connections between all of the Ophthalmic Dispensing programs across the US and Canada. The Program has benefited from this association through the use of instructor resource sharing, online course development, connections to industry sponsors who have donated equipment and supplies to the program at CSN, student participation in the national NFOS College Bowl, and student participation in International Community Service opportunities.

⁴⁸ COA web site, Essentials for an Accredited Program page 16 : <http://coaccreditation.com/essentials-dispensing.pdf>

⁴⁹ See CSN Curriculum Committee Minutes for December 6th 2018. Also listed in CuriQunet under approved changes: <https://csn.curricunet.com/Approval/Program/History/677>

⁵⁰ Ditto

⁵¹ NFOS web site: <https://www.nfos.org/>

B) Connections to: Supplemental Narrative Questions for Academic Appraisal:

B) Core Mission. Number 3:

How and to what extent does this program relate to other NSHE institutions (for example overlapping programs, articulations or transfer relationships, ect.)?

The Program connects to other NSHE institutions through transfer agreements. All general education course may be transferred in to CSN from any sister NSHE institutions. This has helped the program to have completers in Elko, Reno, Carson City, Pahrump, and Mesquite. In all of these cases, students were able to complete their G.E. courses at a NSHE school in their community.

Completers of the Program are currently taking advantage of the articulation/transfer agreement between CNS and NSC for the attainment of a Bachelor of Applied Science in Allied Health Science. The Program expects to have it first Completer of this exciting opportunity by 2021.

Completers of the Program have transferred to UNLV for the attainment of a bachelor's degree in various fields.

2) NSHE Video Conference System

Students at remote locations, (outside Las Vegas Metro Market), complete the optical courses in The Program by attending video conferences using remote video conference sites at Truckee Community College, Great Basin Community College and various hospitals and government buildings that are part of the NSHE video conference system. These remote locations have been very generous with their resources and have been a tremendous help for students who complete The Program at remote locations.

(Connections to Student First concepts of Transfer, Complete and Graduate)

C) AHEC Programs & CCSD Health Sciences Magnet schools

The Program participates with various activities with AHEC and CCSD Health Science Magnet Schools. Instructors of The Program have taught A&P of the Eye courses as well as completed guest lectures in various classes at the CCSD Health Science magnet programs. The Program works with AHEC scholars through its participation with the CSN IPE committee.

XV) Program Resources / Equipment

A) Overview

Students of The Program have the opportunity to use computer technology in CSNs various computer labs as well as in the labs and classroom space devoted to The Program. This allows students to complete the online portion of all optical course without having to purchase their own computer.

Students have the ability to use CSN library services as well as those provided by UNLV. The Program houses a collection of relevant research materials in its personal library holding available in A 160E, one of the DDRS conference rooms, which is available to students by appointment.

The Program makes use of every possible grant opportunity it can find in order to provide equipment, both current and traditional, that allows students to learn the profession in an appropriate manner. The Programs advisory has provided invaluable input in regards to what equipment the Program should be purchasing for the students.

A) Connection to: Supplemental Narrative Questions for Academic Appraisal:

Core Mission. Number 6.

How and to what extent does this program utilize other college resources for academic support (for library, technology, counseling, disability resource center, tutoring, writing or math centers etc)

The Program makes use of all of the academic support departments available at CSN.

A) Library

Students of The Program complete numerous terms papers, power point presentations, case study researches, and self-directed learning activities in every course of The Program. The on campus and virtual library support provide by CSN Library Services has been an invaluable aid to student as they complete these various projects. CSN Librarians have performed guest lectures in some of The Programs courses in order to help students improve their research abilities.

B) Technology

The Program could not deliver the quality of education it does without the assistance of the Department of E-Learning. All courses in the Program are taught using the Hybrid model. The Canvas platform provided by the Department of E-learning has helped students to; complete homework assignments, view power point presentations as often as need for comprehension of material, take quizzes and tests, create on line study groups, participate in group and chain discussions, improve their computer literacy skills, and watch video tapes of missed lectures, all from the comfort of their home, or favorite hide away place!

The Big Blue Button option has allowed students in remote markets to participate in on campus lectures through the conference tab of the Canvas portal used for each class.

The Program uses room H105 on the West Charleston campus to deliver all of its course lectures. Using the technology available in this classroom allows these lectures to be broadcast to a variety of NSHE sites across Nevada. This has helped The Program to service students in outlying markets. The Program has broadcast its courses to Elko, Carson City, Reno, Logandale, and Pahrump for the last 16 years. This enables the program to serve the entire state of Nevada.

The Program has used the service of the IT department to: (1) Tape various national and local televised programs so that the material presented may be shown in an individual class at an appropriate time. (2) Provide video tapping services so that The Program can create a series of instructional video tapes on ophthalmic equipment usage, which are uploaded into the Canvas portal for various classes. This enables student to watch equipment demos as many times as needed prior to completing a project in a lab class and, (3) The OT department helps the program to maintain a series of optical specific computer based programs. These programs enhance the students learning experience as well as prepare them for using the various profession specific software applications they will use in their future employment.

C) Counseling

The Program makes use of the colleges' E-Alert system in order to help students who may be struggling with course work or life related issues. The Program also makes use of the Limited Entry Office in order to help with the selection of students for the program.

D) Disability Resource Center

The Program has been able to make use of the DRC for its students many times over the years. The DRC has provided course note takers for many students, as well as providing specialized equipment for those students who were hearing impaired.

The Program is currently working with the DRC in order to provide CSN students who seek there services with visually related issue in the optical clinic operated by the program. Whenever possible these services will be provided free of charge.

E) Tutoring/Writing and Math Centers

The Program actively encourages its students to seek the services of the writing and math centers as well as tutoring services provided by the college. Students in The Program have a very diverse background. Many speak English as a second or third language. Therefore, they require a little help with reading and writing assignments that are a part of The Programs instruction.

Students of The Program complete numerous terms papers, power point presentations, case study researches, and self-directed learning activities in every course of The Program. The writing center has provided invaluable assistance to students in order for them to complete these activities with a high degree of competency.

B) Connection to: Supplemental Narrative Questions for Academic Appraisal:

Demand. Number 11.

Describe the level and nature of external financial or practical support for this program (for example grants, donations, employer or clinical partnerships)

A) Perkins & CSN Equipment Funding Grants

The Program is able to maintain state of the art labs due to the monies it has received from Perkins Grants and CSN Equipment Funding opportunities. Equipment purchased is based on Advisory Board input, Student input, Local practitioners input and information obtained by The Program instructors when they attend local and national optical conventions. The number of grants received over the years has allowed the program to maintain an acceptable student to lab equipment ratio. This ratio meets accreditation standards, and more appropriately, maximizes the students learning experience.

Vendors supplying the equipment frequently come to campus to provide guest lectures and equipment demonstrations for student during the lab portion of their studies.

B) Donations

Local, state and national practitioners in the field have donated equipment and supplies many times over the 21-year history of The Program. Their donations have helped the program to keep student lab fees to an acceptable low level. This has also helped the program to be very meticulous on what it spends student lab fees on and thereby maximize its expenditures, as well as keep student lab fee costs to a minimum. These donations have also helped the Program to stretch its operating funds. The donations received by the program have also ensured that students are working with the most up to date lens materials, frames, lens styles and equipment that is currently used in the field. This enables students to be well prepared for what they will encounter in their future employment.

C) Clinical Partnerships

Las Vegas Lions club provide the eyeglass frames, lenses, and supplies for manufacturing the glasses used in the on campus clinic. The Program also has a working relationship with many local optical practices, which allows for student tours, mystery shop experiences, and visitation requirements for the various optical courses.

XVI) Supplemental Narrative Questions for Academic Appraisal

Supplemental Narrative Questions for Academic Appraisal (Program) connect each question to area in the report:

| Narrative Section | Question number | Section of this report |
|-------------------|-----------------|------------------------|
| Core Mission | 1 | II & X |
| Core mission | 2 | V and X |
| Core Mission | 3 | VIII and XIV |
| Core Mission | 4 | VIII |
| Core Mission | 5 | VIII |
| Core Mission | 6 | VIII and XV |
| Quality | 7 | XIII |
| Quality | 8 | VI and XV |
| Quality | 9 | XI |
| Demand | 10 | V and X |
| Demand | 11 | XV |
| Demand | 12 | V and X |
| | | |

XVII) Areas of Concern and Recommendations

A) Area(s) of Concern: H105 room modification.

The Program has been broadcasting its lecture courses using the NSHE video conference system since 2001. Since 2006, The Program has been using room H105, West Charleston Campus. Room H105 West Charleston campus needs to be modified for more efficient usage. H105 is currently the only classroom on the West Charleston campus that is set up for video conferencing using the NSHE conference system. The Program has used this classroom since 200X in order to deliver its lecture course to students enrolled in The Program who live in remote parts of Nevada. (Elko, Pahrump, Logandale, Mesquite, Carson City, and Reno).

In the past these remote sites have been generous with allocating rooms on their respective campuses during the time period optical lecture course are offered. The lecture courses are offered Tuesday and Thursday mornings 8 am to 9am, Monday and Wed mornings 10 am to 11:50 am, Wed and Friday night's 6-7:30 pm and Tuesday/Thursday night's 5-6:30pm. On occasion, an optical seminar course is held on nontraditional days and times.

Over the last two years, scheduling has become difficult due to two factors. The first factor is scheduling conflicts with the optical course times here at CSN and the usage needs of the remote hosting site. The remote hosting sites are experiencing an increase in room usage on their campuses during the period the optical courses are available for broadcasting. The second factor is staff scheduling issues. The remote sites are experiencing staff scheduling difficulties on Friday nights as their staff is spread too thin, therefore making it difficult to have on site personnel present when the remote room is in use on Friday nights.

Both situations require The Program to "Think Outside the Box". There are times when the course instructor has to use three delivery systems during a given class. This means that the instructor has 30 students in the H105 classroom, students at a remote site receiving a video broadcast and students at home on their computer receiving the lecture through Canvas using Big Blue Button web casts, all at the same time!

This requires the instructor to pause during white board work to make sure that the camera system in the room is focused on the white board for video broadcast purposes and to realign the computer monitor with the white board for Big Blue Button.

H105 needs to have its camera system set up such that it connects to the video broadcast system AND through Canvas using Big Blue Button at the same time. This would allow the instructor to use the in room camera system to focus on the white board and TV monitors used during lectures for students at distance sites and at a computer of their choice.

B) Area(s) of Recommendation

Based on the numerous assessment plans completed by The Program, (LEAP, Curriculum Mapping, CSN Three-year plan, CSN one year report, COA annual report, COA self-study, and this Program Assessment report) The Program should implement the following recommendations/assessment outcome indicators:

- 1) The Program should meet with CSNs OTC office and the NESHE video conference staff to implement changes to room H105 West Charleston campus. Changes should include modifying the existing camera system so that it can capture classroom activities and broadcast them via both the NSHE video conference sites and Canvas using the Blue Button portal, or its equivalent, at the same time. This would help multiple programs on campus, (Optical, Surgical Tech, and Radiology) who have started broadcasting their lecture courses to remote sites in Nevada.
- 2) The Program should continue to find innovative opportunities for its on campus community service clinic.
- 3) The program should continue to develop its teaching strategies to include greater usage of discussion board postings, and case studies as identified in the LEAP report. This should enable students to be better prepared for the new format of the Nevada State Board of Opticians licensing process.
- 4) The Program should continue to develop their working relationship with CSN writing/reading labs in order to upgrade the learning skills of its students.
- 5) The Program should continue to develop their working relationship with CSN Disability Resource Center and, the entry level reading course instructors, in order to provide assistance with optical aids for the individuals seeking services from the disability office and entry level reading courses. The Program should work with CSN Disability Resource Center, and entry level reading course instructors, to identify potential grant opportunities to pay for optical aids for CSN students who are clients of the Disability Office or enrolled in entry level reading courses.

Appendix:

| | |
|---|------------------|
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Appendix One: COA Accreditation Letter



Debra White, Director of Accreditation
director@COAccreditation.com

PO Box 592, Canton, NY 13617
703/468-0566

October 6, 2018

Scott Helkaa, Program Director

Ophthalmic Technologies

College of Southern Nevada

6375 W. Charleston Boulevard

Las Vegas, NV 89146

Scott:

The Commission on Opticianry Accreditation (COA) met on September 29, 2018. At that meeting the Commissioners reviewed the Mission Statement that you sent, as well as your information regarding how many students were working in the field and those continuing their education.

The Commissioners voted to accept this additional information to your Annual Report.

Please accept our best wishes for the continued success of your program.

Sincerely,

A handwritten signature in black ink that reads "Debra R. White". The signature is written in a cursive, flowing style.

Debra White

Director of Accreditation

Appendix Two: COA Certificate



Appendix Three: Program Description Page

OPHTHALMIC TECHNOLOGY PROGRAM

Ophthalmic Technology – Ophthalmic Dispensing Technician

ASSOCIATE OF APPLIED SCIENCE DEGREE (AAS)

REQUIRED CREDITS: 68

LIMITED ENTRY

DEGREE CODE: OPHT-AAS

This is a limited-entry program. Some of these courses are program prerequisites and **MUST** be completed before a student is considered eligible for entry into the Program. Students **MUST** attend a Health Programs orientation and meet with a Health Programs advisor for additional advisement.

DESCRIPTION

The Ophthalmic Technology Program prepares graduates to be professional manufacturing and dispensing opticians. The program consists of systematic instruction and experience in all aspects of the work in the profession. The program includes instruction and laboratory training in: contact lens skills, eyewear dispensing skills, lens finishing techniques, lens surfacing techniques, as well as sales techniques, basic business operations and communications. Instruction and practice in low vision aids, physician assisting skills, and ocular prosthetics are also covered.

Graduates of the program are prepared to take the American Board of Opticianry and the National Contact Lens Examiners certification examinations.

Graduates are also prepared to take the Nevada Board of dispensing Opticians licensing examination.

Graduates of the program can gain employment as manufacturing opticians, dispensing opticians, entry level management positions in vision care, as well as open their own independent vision care facility.

A limited entry program; students must attend a health programs orientation and meet with a health programs advisor for additional counseling.

Accrediting Agency: Commission on Opticianry Accreditation, P.O. Box 592 Canton, NY 13617, (703) 468-0566.

STUDENT LEARNING OUTCOMES

- Demonstrate the ability to analyze the prescriptive and lifestyle needs of a patient and make appropriate recommendations for optical devices.
- Demonstrate the ability to perform all the daily tasks of a laboratory and dispensing optician in a competent manner.
- Pass the ABO, NCLE, and Nevada State Board of Dispensing Opticians licensing examinations.

PLEASE NOTE - The courses listed below may require a prerequisite or corequisite. Read course descriptions before registering for classes. All MATH and ENG courses numbered 01-99 must be completed before reaching 30 total college-level credits. No course under 100-level counts toward degree completion.

GENERAL EDUCATION REQUIREMENTS (22 CREDITS)

MATHEMATICS (3 credits)

MATH 104B or above (except MATH 122, 123)

ENGLISH COMPOSITION (3-5 credits)

ENG 100 or 101 or 113

COMMUNICATIONS (3 credits)

BUS 108; COM 101, 102, 215; ENG 100, 101, 102, 107, 113, 114, 205; JOUR 102; THTR 105

HUMAN RELATIONS (3 credits)

ALS 101; ANTH 101, 112, 201, 205; HIST 105, 106, 107, 150, 151, 210, 247, 260; HMS 130; MGT 100B, 283; PHIL 135; PSC 201; PSY 101, 102, 207, 208, 261; SOC

NATURAL SCIENCE (3 credits)

AST; BIOL; CHEM; EGG 131, 132; ENV; GEOG 103, 104, 117; GEOL; HHP 123B, 124B; PHYS

FINE ARTS/HUMANITIES/SOCIAL SCIENCES (3 credits)

AM; ANTH (except 102); ART; COM; ECON; ENG 223 or above; GEOG 106 or above; HIST; World Languages; MUS; PHIL; PSC; PSY; SOC; THTR; WMST 113

U.S. AND NEVADA CONSTITUTIONS (4-6 credits)

PSC 101; or HIST 101 and 102

SPECIAL PROGRAM REQUIREMENTS (46 CREDITS)

| | | |
|-----------|--|---|
| OPHT 102B | Introduction to Contact Lenses | 3 |
| OPHT 105B | Introduction to Contact Lens Lab | 1 |
| OPHT 112B | Anatomy and Physiology of the Eye and Related Structures | 3 |
| OPHT 121B | Ophthalmic Optics I | 5 |
| OPHT 123B | Ophthalmic Optics II | 5 |
| OPHT 155B | Geometric Optics | 3 |
| OPHT 201B | Ophthalmic Dispensing I | 5 |
| OPHT 202B | Contact Lenses I | 3 |
| OPHT 203B | Contact Lenses II | 1 |
| OPHT 220B | Theory of Refractometry | 3 |
| OPHT 223B | Ophthalmic Dispensing II | 5 |
| OPHT 232B | Opticianry Management Sales | 3 |
| OPHT 260B | Introduction to Low Vision | 1 |
| OPHT 291B | Clinical Applications III | 3 |
| OPHT 299B | Certificate Review | 2 |

See Degree Plan on next page.

NOTE • Course numbers with the "B" suffix may be non-transferable for a NSHE baccalaureate degree.

• Course numbers with the "H" suffix are designated Honors-level courses and can be used to fulfill equivalent general education requirements.

For more information visit www.csn.edu/honors.

• In no case, may one course be used to meet more than one requirement except for the Values and Diversity general education requirement (only AA, AS, and AB degrees) which may be used to fulfill the corresponding general education or emphasis requirement.

• Students may elect to graduate using the degree requirements in effect at the time of matriculation, or when they declared or changed major or the current catalog. If a program is official after a student has matriculated, the student may choose the degree requirements of the new program. In no case may a student use a catalog which is more than six years old at the time of graduation.



Appendix Four: Program Selection Point Scale

COLLEGE OF SOUTHERN NEVADA FALL 2019 OPHTHALMIC DISPENSING PROGRAM Ophthalmic Dispensing Program Selection Criteria

Qualified applicants must have successfully attended Health Programs Orientation. Applicants will be ranked and selected through the following point system:

PREVIOUS EDUCATION:

- Graduated from a CCSD Health Science Magnet Program (3 points)
- AHEC Scholar Program (2 points)
- Completed a Health Science course in High School (2 points)
- Associate Degree (4 points)
- Bachelors Degree or higher (6 points)
- An official transcript is required.

WORK EXPERIENCE:

- Six months optical related experience within the past two years*. Experience in a surfacing lab, finishing lab, as a dispenser, contact lens fitting, prosthetics, doctor assisting or any combination of the six. (2 points)
- CSN form completed by employer indicating work responsibilities and length of employment must be supplied. The Ophthalmic Experience Documentation Form is available online at: [http://sites.csn.edu/health/ophthalmic/ophthalmic-dispensing\(aas\).html](http://sites.csn.edu/health/ophthalmic/ophthalmic-dispensing(aas).html)

COMMUNITY SERVICE:

- Completed volunteer community service (excluding course curriculum requirements) within the past 12 months*. An additional point will be given if the community service relates to Ophthalmics. Ophthalmic related community service through the Lion's Club International, Blind Center of Nevada Inc., Blindconnect, Sight to the Blind, Inc. or M.E.D.I.C.O. will be considered valid.
- 25-49 hours (1 point)
- 50-99 hours (2 points)
- 100+ hours (3 points)
- CSN form completed by the volunteer organization indicating type of volunteer work and number of hours must be supplied. The Ophthalmic Community Service Documentation form is available online at: [http://sites.csn.edu/health/ophthalmic/ophthalmic-dispensing\(aas\).html](http://sites.csn.edu/health/ophthalmic/ophthalmic-dispensing(aas).html)

COLLEGE LEVEL PHYSICS AND/OR PRIOR OPTICAL COURSES

- Any college level physics class completed with a minimum final grade of "C" or higher (2 points)
- Completion of any prior optical courses (2 points per course)
- Certificate of Completion in Ophthalmic Dispensing (12 points)
- ASL 101 or equivalent course from another institution. (3 points)

CERTIFICATION

- NOCE Certificate (3 points)
- NCLRE Certificate (3 points)
- OA Certificate (3 points)
- OT Certificate (3 points)


NEVADA APPRENTICE OPTICIAN LICENSE (7 points)

CUMULATIVE GPA (Completed CSN courses only)

- 2.0 - 2.5 (1 point)
- 2.6 - 3.0 (2 points)
- 3.1 - 3.5 (3 points)
- 3.6 - 4.0 (4 points)

*The completion deadline date for application materials is used as the reference point for time frames. These guidelines are subject to change without notification. Please contact CSN Ophthalmic Dispensing Program for information.

Appendix Five: Distance Education Terms

| | |
|---|-----------------------------------|
|  CSN Policy | eLearning Policy |
| Policy Category: General | Effective Date: 07/08/2018 |
| <p style="text-align: center;">MOST RECENT CHANGES</p> <p style="text-align: center;">Version #2: Provides for assessment of eLearning courses Replaces the 'Distance Education' and 'Distance Education Standards' policies</p> | |

I. POLICY PURPOSE

This policy is designed to achieve the following outcomes:

1. Improve student success through high quality eLearning classes, and
2. Facilitate sound pedagogical practices through clear and ongoing professional development.
3. This policy replaces the 'Distance Education' and 'Distance Education Standards' policies.

II. POLICY STATEMENT

- A. As online course design is distinctly different from in-person course design, this policy requires assessment tools be implemented for all online and hybrid courses.
- B. As student readiness plays a large role in eLearning success:
 - once an eLearning readiness module is available, students are required to successfully complete it through MyCSN before enrolling in an eLearning course. (As CSN shares the MyCSN program with other NSHE institutions, the eLearning Office will seek permission for this feature to be implemented.)
- C. Faculty Senate shall review this policy at least every five years to assess its efficacy in achieving the stated outcomes and revise the policy as necessary.

III. PROCEDURE

A. Training for full-time faculty who teach online or hybrid courses: Departments will select one of these options: 1. Quality Matters certification (QM certification), or 2. Independent rubric creation, with individual faculty given the opportunity to opt out of option 2 and instead participate in nationally recognized QM certification. All faculty are evaluated through the Faculty Evaluation Policy, and these eLearning course assessments do not substitute for those evaluations.

1. Departments, through a majority vote of the full-time faculty, may choose to work with the Office of eLearning to adopt the Quality Matters training and certification process. The Nevada System of Higher Education provides the funds for CSN to participate in the Quality Matters program. Quality Matters is a nationally recognized non-profit organization, managed by faculty, which

Appendix: Six Current Leap Report Page One



Sciences
ational Indicators
|

2017-2018

Program Name: Ophthalmic Technology

Prepared By: Scott Helkaa & Dale Roveri

FALL 2017

| LEAP DOMANE | LEAP OUTCOME | PROGRAM OUTCOME | MEASURE/INSTRUMENT | RESULT | ANALYSIS |
|---|---|---|---|---|--|
| Knowledge of Human Cultures & the Physical and Natural World | Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. | Select appropriate course of action in accordance with established eyeglass/contact lens dispensing and manufacturing procedures. | Measure: 90% of students will achieve a score of 75% or higher on project assignments in a given course. Instrument: OPHT 121 Eyeglass Manufacturing Projects P1-P10. | 20 students. 200 projects. 196 with grades of 75% or higher. 98% | Raise achievement score from 75% to 80% Focus on Neutralization projects only. |
| Intellectual & Practical Skills. | Inquiry and analysis | Analyze the prescriptive and lifestyle needs of a patient and make appropriate recommendations for optical devices. | Measure: 90% of students will achieve a score of 75% or higher on each case study quiz for a given course. Instrument: OPHT 201 Case Study Quizzes. | Five case studies. 20 students. 100 case studies total. 89 at 75% or higher. 89% | Work with Reading Writing lab to have tutors come into lab classes for question analysis training. |
| Personal & Social Responsibility. | Civic knowledge and engagement – local and global. | Identify a local/global community vision care need then prepare and implement a plan to address the identified need. | Measure: 90% of students will achieve a score of 80% or higher on a Community Vision Care Rubric. Instrument: Community Vision Care Rubric for OPHT 291. | Find/Create Rubric | Five Rubrics found using online resources. Evaluated and selected one |
| Integrative & Applied Learning | Synthesis and advanced accomplishment across general and specialized studies. | Create individualized patient histories and actions plans for contact lens and low vision interventions. | Measure: 85% of students will achieve a score of 75% or higher on patient history/action plan rubrics. Instrument: Patient History and Patient Action Plan Rubrics OPHT 260. | Find /Create Rubric | See above. |

Management Team Review & Action(s):

REVIEWED BY: ☐ Program Director ☐ Dept Chair ☐ Assessment Coordinator ☐ Dean

Appendix Six: Current Leap Report Page Two



Sciences
Optical Indicators

2017-2018

SPRING 2018

| LEAP DOMANE | LEAP OUTCOME | PROGRAM OUTCOME | MEASURE/INSTRUMENT | BENCHMARK | RESULT | ANALYSIS |
|---|---|---|---|---|---|--|
| Knowledge of Human Cultures & the Physical and Natural World | Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. | Select appropriate course of action in accordance with established eyeglass/contact lens dispensing and manufacturing | Measure: student score achievement on course projects. Instrument: OPHT 105 contact lens fit projects P1-P10. | 90% of students will achieve a score of 75% or higher on project assignments in a given course. | 80% of students scored 90% or better. 20% of students scored 90% or better. All students scored 75% or better on all projects. | 75% minimum pass point is achievable. Make all sections graded the same way rubrics. Make sure no grader bias for minimum pass point. |
| Intellectual & Practical Skills | Inquiry and analysis | Analyze the prescriptive and lifestyle needs of a patient and make appropriate recommendations for optical devices. | Measure: student achievement on case studies Instrument: OPHT 102 Case Study Quizzes. | 90% of students will achieve a score of 75% or higher on each case study quiz for a given course. | Four case studies were analyzed for student performance. The lowest passing score was 76%. 63% of the students were at the level of 92% or higher | Increase number of case Studies. Add discussion Posts from optical social media sites for current hot topics. Evaluate when more case study data is available. |
| Personal & Social Responsibility | Civic knowledge and engagement – local and global. | Identify a local/global community vision care need then prepare and implement a plan to address the identified need. | Measure: measure student achievement on a Community Vision Care Rubric. Instrument: Community Vision Care Rubric for OPHT 291. | Community Service Rubric located and used Spring 2018 group. 90% of students will achieve a score of 80% or higher on a | Average score for students in OPHT 291 was 84%. | Reassess in Fall 2018 & Spring 2019. Possibly raise goal to 85% Based on results. Implement review for OPHT 223 & 232 |

REVIEWED BY: ☐ Program Director ☐ Dept Chair ☐ Assessment Coordinator ☐ Dean



Sciences
Optical Indicators

2017-2018

| | | | | | | |
|---|---|--|---|--|---|--|
| | | | | Community Vision Care Rubric. | | |
| Integrative & Applied Learning | Synthesis and advanced accomplishment across general and specialized studies. | Create individualized patient histories and actions plans for contact lens and low vision interventions. | Measure: Student score achievement on patient history/action plan rubrics. Instrument: Patient History and Patient Action Plan Rubrics OPHT 220. | 85% of students will achieve a score of 75% or higher on patient history/action plan rubrics | 100% achieved a score of 75% or higher. | Review rubrics for Scoring bias. Ensure equal Application across all Sections. |

Management Team Review & Action(s): Continue with developing case studies and discussion postings based on Opticianry Social Media Site topics as well as information, articles and case study presentations in program related professional journals. (20/20., Vision Care Product News, Optometric Management, Contact Lens Spectrum ect.)

Appendix Seven: Quality Matters

From the Quality Matters web site:

“A **QM-Certified** Course is an online or blended course that has met **QM** Standards for a **QM** Rubric in an Official Course Review. Once **certified**, organizations can display the **QM Certification** Mark to demonstrate their commitment to quality and continuous improvement.”

More information on how the QM process works and can be implemented may be viewed at the QM Web Site listed below.

Web Site: <https://www.qualitymatters.org/>

Appendix Eight: Current Three-Year Assessment Plan – Page One

College of Southern Nevada
PROGRAMS Title: A.A.S. - Ophthalmic Technology Dispensing Technician Emphasis
Three Year Assessment Plan
Academic Years (AY): 2017-2018, 2018-2019, 2019-2020.

Assessment Plan Submission Process

- All academic degree and certificate granting programs must submit a three-year assessment plan to the Department Chair and Academic Dean for review and approval by October 1 of Academic Year 1 in the planning cycle designated for the academic school.
- All approved and signed three-year assessment plans should be scanned and forwarded electronically from the Academic Dean's office to the Office of Assessment for final approval by October 12 of Academic Year 1.
- Each School will determine the role and responsibility that their assessment committee(s) will have in the assessment planning and submission process independent of these dates.
- Please use Font Arial 10 in the tables.
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| Academic Program: Ophthalmic Technology – Dispensing Technician Emphasis |
| Department: Dental, Diagnostic and Rehabilitative Services |
| Dated Completed: 11/14/2016 |
| Completed by: Scott Helkaa |
| Contact Email: scott.helkaa@csn.edu |
| Contact Phone: 702 651 5834 |
| Academic Program External Accrediting Organization: Commission on Opticianry Accreditation |
| Year of Next Accreditation Review: 2021 |
| Mission (Program Mission Strategies) Describe the assessment strategies the program faculty will pursue for this assessment planning cycle that will support the mission of your department, school and CSN. Provide specific examples. |
| <p>1) CSN Mission Statement Support:</p> <p>Activities planned for the Optical Program for the next three year cycle should help the program to be in line with the following subheadings of the CSN mission statement:</p> <p>a) Creates opportunities and enriches lives with inclusive learning and working environments.</p> <p>b) Civic engagement</p> <p>c) Helping students achieve their educational, professional, and personal goals</p> <p>The Program will continue to be involvement with: Local Lions Clubs, World Mission Trip Organizations, and Remote Area Medical, in regards to providing optical services through its clinic activities. Students will be involved in all phases of the Ophthalmic Service Cycle by paring up with these organizations to provide optical services to indigent populations in Las Vegas and throughout Nevada.</p> <p>Become involved with One Sight International Optical Services to provide opportunities for student to provide optical services on an international basis by preparing glasses for distribution and participating in overseas optical related mission trips.</p> <p>Identify opportunities to create externships with local Low Vision and Ocularists providers.</p> <p>Create a CE program to pair up current practitioners with students to achieve a community project.</p> <p>Revise optical courses to follow the new Nevada State Board of Dispensing Opticians Exam format and administration. Ensure that course content and delivery method are in sync with NSBDO changes and emphasis.</p> |

Appendix Eight: Current Three-Year Assessment Plan – Page Two

2) Ralph and Betty Engelstad School of Allied Health Sciences Mission statement support:

Activities planned for the Optical Program for the next three year cycle should help the program to be in line with the following Core Values of the Ralph and Betty Engelstad School of Allied Health Mission Statement:

1. Commitment to excellence
3. Promotion of faculty and staff development
4. Facilitation of learner-driven education
5. Provision of real-world experiences through strong partnerships with clinical affiliates

The program is reviewing courses for realignment of program SLO and Program SLO to match upcoming changes in NSBDO State Licensing Exam. Courses impacted the most will be OPHT 299 Certificate Review and OPHT 299 Clinical Applications III.

Three faculty members are developing paths to obtain Advanced Certification standing from the American Board of Opticianry (ABO) and the National Contact lens Examiners. These are two exams that graduates of the program will now need to complete prior to sitting for the NSBDO State Licensing exam due to recent changes in Nevada State Law for Opticians. This will enable faculty to know what is expected of program completers in regards to exam content, format and delivery. It will also enable faculty members to serve as role models for students. All faculty will achieve CPR training. This is not required in our field but will be for faculty members of the program. The program will seek out opportunities for all faculty members to obtain optical related CE units through program funding. Two faculty members are working towards standing as Master Opticians with the ABO.

The Program is developing, in conjunction with students, Student presentations on optical related topics to be presented at local, state and national meeting/conventions. Student presentations will also be delivered through the on campus educational seminars. Cross discipline presentations with the Physical Therapy program, Radiology Program and Respiratory therapy Program. Possible presentations at CSN Convocation will also be explored.

The program is seeking realignment with local practitioners for Low vision, oculists, contact lens fitting opportunities, and ocular nutrition externships.

The Program is developing an Irlen/Chromagen screening program to be coordinated with the CSN reading instruction department. The goal of the program is to provide free screening and specialized filter overlays for students who are placed in any developmental reading course at CSN. This should help to identify any reading disability and allow these students to move forward in their studies at CSN.

3) Department of Dental, Diagnostic and Rehabilitative Services Mission Statement

Activities planned for the Optical Program for the next three year cycle should help the program to be in line with the following components of the Department of Dental, Diagnostic and Rehabilitative Services Mission Statement:

11. Commitment to excellence
3. Promotion of faculty and staff development
4. Facilitation of learner-driven education
5. Provision of real-world experiences through strong partnerships with clinical affiliates

All activities mentioned in the section on CSN and School Mission statements apply for the departments mission statement as well. In addition to those activities already listed the Program is developing opportunities for students of the program to participate in National Optical College Bowl, Optician Association of America Leadership Conference, Essilor Practice Management Seminars/Courses, Eschenbach Low Vision Seminars/Courses and Continuing Education article coursework creation.

Appendix Eight: Current Three-Year Assessment Plan – Page Three

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| <p>Assessment review includes review of assessment data to determine achievement of student learning; and may include review of curricula associated with student performance including: course curricula, program curricula and curriculum sequencing.</p> <p>Projected Month of Annual Assessment Review: Assessment review to be completed by the end of Spring ter or Summer semester of each yearly reporting cycle.</p> |
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| <p>Academic Year 1 (AY1):2017-2018</p> <p>All Program Student Learning Outcomes and 1/3 of Program Courses Must be Reviewed Annually</p> <p>A Student Learning Outcome (SLO) is a specific measureable statement that describes a desired ability that the learner can achieve within a given time period.</p> <ol style="list-style-type: none"> 1. List all Program SLOs, the direct and indirect measures that will be used to assess the outcomes for achievement, and the timeframe within the program when the assessment measures will be administered. 2. List 1/3 of all program courses and their course SLOs that will be reviewed to show support for program SLOs. <p>1. Academic Program Student Learning Outcomes (SLOs) & Measures</p> <p>Demonstrate the ability to analyze the prescriptive and lifestyle needs of a patient and make appropriate recommendations for optical devices.</p> <ol style="list-style-type: none"> 1) ABO, NCLE and State Board Exam Pass rate analysis. 2) Mock Board Results for OPHT 291 and 299 3) Analysis of Rubric results for OPHT 291 4) Analysis of Graduate Surveys 5) Analysis of Employer Surveys 6) Review of Student Portfolios <p>2. Course(s) and Course Student Learning Outcomes (SLOs) For Review</p> <p>OPHT 102 Introduction to Contact Lenses OPHT 105 Introduction to Contact lenses Lab OPHT 112 Anatomy and Physiology of the Eye and Related Structures OPHT 121 Ophthalmic Optics I (lecture and Lab) OPHT 123 Ophthalmic Optics II (lecture and Lab) OPHT 155 Geometric Optics</p> <p>Each course has ten – thirty SLO's per COA mandates. Please refer to course syllabus for specific course SLO's</p> |
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| <p>Academic Year 2 (AY2):2018-2019</p> <p>All Program Student Learning Outcomes and 1/3 of Program Courses Must be Reviewed Annually</p> <p>A Student Learning Outcome (SLO) is a specific measureable statement that describes a desired ability that the learner can achieve within a given time period.</p> <ol style="list-style-type: none"> 1. List all Program SLOs, the direct and indirect measures that will be used to assess the outcomes for achievement, and the timeframe within the program when the assessment measures will be administered. 2. List 1/3 of all program courses and their course SLOs that will be reviewed to show support for program SLOs. <p>1. Academic Program Student Learning Outcomes (SLOs) & Measures</p> <p>Demonstrate the ability to perform all the daily tasks of a laboratory and dispensing optician in a competent manner.</p> <ol style="list-style-type: none"> 1) ABO, NCLE and State Board Exam Pass rate analysis. 2) Mock Board Results for OPHT 291 and 299 3) Analysis of Rubric results for OPHT 291 4) Analysis of Graduate Surveys 5) Analysis of Employer Surveys 6) Review of Student Portfolios |
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Appendix Eight: Current Three-Year Assessment Plan – Page Four

| 2. Course(s) and Course Student Learning Outcomes (SLOs) For Review |
|---|
| OPHT 201 Ophthalmic Dispensing II OPHT 202 Contact Lens One (lecture) OPHT 203 Contact Lens II (lab) OPHT 220 Theory of Refractometry OPHT 223 Ophthalmic Dispensing II (lecture and Lab) |
| Each course has ten – thirty SLO's per COA mandates. Please refer to course syllabus for specific course SLO's |

| Academic Year 3 (AY3): 2019-2020 |
|--|
| All Program Student Learning Outcomes and 1/3 of Program Courses Must be Reviewed Annually |
| A Student Learning Outcome (SLO) is a specific measureable statement that describes a desired ability that the learner can achieve within a given time period. <ol style="list-style-type: none"> 1. List all Program SLOs, the direct and indirect measures that will be used to assess the outcomes for achievement, and the timeframe within the program when the assessment measures will be administered. 2. List 1/3 of all program courses and their course SLOs that will be reviewed to show support for program SLOs. |
| 1. Academic Program Student Learning Outcomes (SLOs) & Measures |
| Demonstrate the competencies to pass the ABO, NCLE and Nevada State Board of Dispensing Opticians licensing exams. - 1) ABO – Basic Exam and Advanced Exam Pass Rate Analysis 2) NCLE Basic Exam and Advanced Exam Pass rate analysis. 3) State Board Written Exam Pass Rate Analysis 4) State Board Practical Exam Pass Rate Analysis 5) Mock Board Results for OPHT 291 and 299 6) Review of Student Portfolios |
| 2. Course(s) and Course Student Learning Outcomes (SLOs) For Review |
| OPHT 232 Opticianry Business Management and Sales OPHT 280 Introduction to low vision OPHT 291 Clinical Applications III OPHT 299 Certificate Review |
| Each course has ten – thirty SLA's per COA mandates. Please refer to course syllabus for specific course SLO's |

| Review | Signature | Date |
|---------------------------------|-----------|------|
| Program Director: | | |
| Department Chair: | | |
| Dean: | | |
| Director- Office of Assessment: | | |

Appendix Nine: Curriculum Mapping Example OPHT 232, (Other Courses Available Upon Request), - Page One

College of Southern Nevada COURSE CURRICULUM MAP

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|--|---|---|--|---|
| Course Number: OPHT 232 | Course Title: Optical Sales and Business Management | Department: Dental, Diagnostic and Rehabilitative Services | | |
| Course Description: Presentation of basic principles of present day ophthalmic dispensing practices. Emphasis will be on patient communication, costs, both inventory and laboratory; computer skills as well as general bookkeeping skills and associated dispensing practice procedures. Salesmanship and business ethics will be covered. | | | | |
| Instructions: | 1. List each course outcome in the purple column. 2. For each course outcome, identify the program outcome(s) that the course outcome supports. (Note: a course must have at least one outcome that supports at least one program outcome; but not all course outcomes must directly support program outcomes) 3. Review the course objectives in the syllabus and identify the key knowledge concepts and key skills or performance tasks that the student must learn to achieve the course outcome. 4. Review the syllabus for learning activities (assignments, in class activities, homework, and practice time) that allow the students to combine the knowledge and skills together and form "ability". NOTE- a learning activity should directly support the action verb indicated in the course outcome. 5. Identify an appropriate assessment measure(s) to demonstrate achievement of the course outcome. NOTE- the assessment measure should ask the student to do what the action verb indicates in the course outcome. | | | |
| Course Outcomes | Program Outcome(s) | Course objectives- what the student will be taught | Learning Activities | Assessment measure(s) |
| | | Key Knowledge Concepts | | |
| 1) Identify, state, and define how an understanding of how an optical establishment is structured and operated. | 1 & 2 | Research and analysis. Addressing the Planning and organizing components of the five functions of management. | Research and synthesis. Create an optical shop concept. Identify: key services for the shop, staffing needs and roles of individuals in shop. | Review of final business plan/creation & Worksheets Course instructors observations of student participation in group discussion on topic. |
| 2) Develop a basic ability to manage employees. | 1 & 2 | Addressing the following components of the five functions of management. Staffing, Coordinating & Controlling. | Analysis of three classical management styles. Identify preferred management style. | Completion of course worksheets Graduate/employer surveys indicators on this topic. |
| 3) Have a basic appreciation for the policies and strategies of business as they relate to the ophthalmic profession. | 1 & 2 | Addressing the following components of the five functions of management. Planning, Organizing, & Controlling. | Analysis and creation of new/revised policies. Analyze a policy manual for an optical shop. Select three policies and discuss relevance to the shop and recommend | Completion of course worksheets. Instructor observation of group discussion. Case studies |

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| | | | | changes to policies selected. Share in group discussion | |
| 4) Identify, state, and define the five functions of management. | 1 & 2 | Research on five functions of management: Planning, Organizing, Staffing, Coordinating, Controlling. | Research and application to an optical shop setting | Internet research on articles discussing five functions of management. Connect one of the five functions to an optical shop set up. | Completion of worksheet. Instructor observation of group discussion. |
| 5) Identify another individual personality type using a personality type assessment test. | 1 & 2 | Research and use of personality assessment models. Addressing the following components of the five functions of management. Organizing & Staffing. | Research and use of personality assessment tools. | Use a basic personality assessment tool to identify personality types | Completion of assessment tool and Instructor observation of group discussion. |
| 6) Identify his or her personality style. | 1 & 2 | Addressing the following components of the five functions of management. Organizing & Staffing. | Research and use of personality assessment tools. | Use a basic personality assessment tool to identify individual personality type. | Completion of assessment tool and share time in group discussion. |
| 7) State how the communication model and personality typing refers to management skills. | 1 & 2 | Addressing the following components of the five functions of management. Organizing Staffing. | Synthesize personality types and the communication model | Research communication model and then (1) connect how to communicate with each personality type. (2) Identify a past work experience that exemplifies a good/bad work communication how could use of communication model help. | Completion of course worksheets. Summary write up reviews and instructor observation during group sessions. Case Studies |
| 8) Identify the main components of a Detailed Income Statement. | 1 & 2 | Addressing the following components of the five functions of management. Planning & Controlling | Identify how DIS analysis relates to business policy/action development or changes. | Article search on DIS. Completion of unit power point and worksheets. | Share / discuss during group meetings. Instructor observations. Completion of worksheets |

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Appendix Nine: Curriculum Mapping Example OPHT 232, (Other Courses Available Upon Request), - Page Two

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| 9) Identify, state, define, and perform a comparison /contrast on, the three classical management styles. | 1 & 2 | Addressing the following components of the five functions of management. Staffing, Coordinating & Controlling | Comparison /contrast of multiple management styles. | Article search on topic and student summary of search findings. Connect to past job experience. | Student share past work experience that relates to one of the three styles during group discussion. Case Studies |
| 10) Develop a plan to address one of the five functions of management. | 1 & 2 | •Addressing all five functions of management | Plan creation and critiquing | Using a workplace example address one of the five functions of management in a writing assignment. Share in group meeting | Independent write ups and group discussion during group meetings |
| 11) State the guidelines to recruitment and interviewing of potential job candidates. | 1 & 2 | Addressing the staffing function of management. | Perform a task analysis Matching job skills to interviewee experience. | Complete unit power point and readings. Write out an interview plan for a position in an optical shop | Complete a mock interview for position created. Instructor observation of interview. Group critique's using a rubric during group discussion. |
| 12) Locate resource centers / associations/ organizations/ and government agencies available to the optical business community within a defined market. | 1 & 2 | Addressing the following components of the five functions of management. Organizing & Planning | Networking skills Communication skill development | On line search for local services. Put finding into a written summary and share in group session. | Completion of unit worksheets. Integration into business plan. |
| 13) Identify, state, define and apply knowledge of how to train and manage personnel. | 1 & 2 | Addressing the following components of the five functions of management. Organizing, Staffing & Controlling | Communication, planning, organizing and delivery. Of an intervention. | Write a training program on a given topic for an optical shop. Present in group session. | Review of training program/power point creation rubric |
| 14) Identify, state, define and apply knowledge of appropriate patient relations. | 1 & 2 | Addressing the communication model and personality typing. | Communication skill application. Personality typing. | Case studies from an optical shop regarding customer experiences. | Student independent write ups to case studies and group discussion during group meetings |
| 15) Develop Ethical behaviors. | 1 & 2 | Application of NRS/NAC 837 code of ethics. | HIPPA applications/case studies. | Case Studies, power point on ethics NRS/NAC 837 ethics code | Group share. Case studies on NRS/NAC 837 |

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| 16) Identify, state, and define the regulatory agencies effecting the establishment and operations of an optical enterprise. | 1 & 2 | Addressing the following components of the five functions of management. Organizing & Controlling | Case study analysis. | Worksheet completion, unit power point on line searches. | Instructor observations of student interactions during group discussion. |
| 17) Create a business plan. | 1 & 2 | Addressing the following components of the five functions of management. Organizing & Planning | Writing skills. | Create a business plan for an optical shop. | Rubric for business plan writing. Are key components of plan identified and addressed. |
| 18) Identify, state, define and apply the laws pertaining to running an optical establishment in Nevada | 1 & 2 | Apply NRS 837 and NAC 837. To daily situations. | Case study analysis. | Discuss in group session the laws pertaining to Opticianry in Nevada. | Instructor observations of student interactions during group discussion. |

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Appendix Ten: Program Learning Outcomes

- 1) Perform all the daily tasks of a laboratory and dispensing optician in a competent manner.
- 2) Analyze the prescriptive and lifestyle needs of a patient and make appropriate recommendations for optical devices.
- 3) Create, inspect and dispense any style of eyeglasses or contact lenses that meet the needs of a patient.
- 4) Be qualified as a candidate for the ABO, NCLE, and Nevada Board of Dispensing Opticians Licensing Exam.
- 5) Employ communication skills to address patient diversity and cultural understanding.
- 6) Construct patient, family, and community education programs to promote and advance ocular visual health on a local and global basis.

Appendix 11: Supplemental Narrative Questions Page One

SUPPLEMENTAL NARRATIVE QUESTIONS – PROGRAM (Program Activity)

Ophthalmic Technology – Dispensing Technician Emphasis

Date Submitted: 2/24/2019

Submitted by: Scott Helkaa

Data to be provided by Chair/Program Dir/Lead Faculty

Please respond on this form or attach additional pages. Answer only questions that are relevant to this program.

CORE MISSION:

1 How does this program relate to the Mission and Core Themes of the College? (See appendix)

The Program relates to the colleges mission statements by meeting the concepts of:

- 1) Civic Engagement, cultural literacy and supporting diversity. See Section II & X of the Narrative for the Annual Academic Program Review.
- 2) Fostering economic development, enrich lives, and help students achieve their educational, professional and personal goals. See Section II, VII, and XI of the accompanying Narrative for the Annual Academic Program Review.

The Program relates to the colleges Students First Core Themes by meeting the concepts of Complete, Graduate, Transfer and Prosper. See Section III of the attached Narrative for the Annual Academic Program Review for more details.

2 To the best of your knowledge, how and to what extent is this program essential because of state laws, regulations, outside agency regulations, Board of Regents or Legislative priorities?

The Program is the only one of its type in the state of Nevada that provides education for the future opticians of Nevada. It is the only program of its type in a five state region. The program provides the educational component required by state law for opticians to become licensed in Nevada. See Section V, and X of the accompanying Narrative for the Annual Academic Program Review.

Appendix 11: Supplemental Narrative Questions Page Two

3 How and to what extent does this program relate to programs at other NSHE institutions (for example, overlapping programs, articulation or transfer relationships, etc.)?

The Program relates to other NSHE institutions through:

- 1) Transfer options with NSC in order for its completers to obtain a Bachelor of Applied Sciences in Ophthalmic Technology.
- 2) E-learning opportunities with TMCC, GBCC, and other higher education locations for broadcast of the Programs optical courses using NSHEs video broadcast system and for students in remote areas to obtain their general education requirement sin their hometown.
- 3) Transfer options with UNLV and UNR for their various B.S and M.s degree options.

See Section VIII and XIV of the accompanying Narrative for the Annual Academic Program Review for more information.

4 How and to what extent does this program relate to programs at non-NSHE colleges in Southern Nevada?

The program relates to AHEC and CCSD Health Sciences Magnets schools. See Section VIII of the accompanying Narrative for the Annual Academic Program Review.

5 How and to what extent does this program depend upon prerequisite courses from other disciplines at CSN?

The program depends on the General Education courses available from CSN, UNLV, UNR, TMCC, GBCC, and NSC in order for its completers to obtain the 28 G.E. courses required for completion of the A.A.S degree in Ophthalmic Dispensing. The Program depends on these institutions to provide GE coursework for distance learners located in cities outside of the Las Vegas metropolitan area. See Section VIII of the accompanying Narrative for the Annual Academic Program Review for more information.

6 How and to what extent does this program utilize other college resources for academic support (for example, library, technology, counseling, disability resource center, tutoring, writing or math centers, etc.)?

The Program relies heavily on the services provided by CSN library, technology, counseling, disability resource center, tutoring, writing or math centers and the limited entry office. See Section XV and VII of the accompanying Narrative for the Annual Academic Program Review for more information.

Appendix 11: Supplemental Narrative Questions Page Three

QUALITY:

7 Does this program have an advisory board, or does the department have an advisory board relevant to this program? Describe briefly.

Yes. The Program does have an active advisory board. See Section XIII of the accompanying Narrative for more information on how this advisory board plays a vital role in the success of The Program.

8 If this program has a specialized accreditation, is this accreditation necessary for alumni licensure or employability?

Yes. The Program is accredited by the Commission Opticianry Accreditation. The Program has an outside-specialized accreditation with the Commission on Opticianry Accreditation. See Section VI and XIV of the accompanying narrative for more information on how COA accreditation is necessary and the vital role it plays in The Programs success.

9 How and to what extent does this program contribute to CSN's regional or national reputation?

Through its high involvement with community service organizations The Program contributes to CSNs reputation as providing its student with opportunities for civic engagements, cultural literacy and diversity. It also contributes to CSNs reputation for successful community partnerships. See Section XI of the accompanying Narrative for the Annual Academic Program Review for more information on this connection.

DEMAND:

10 Describe the level and nature of external demand for this program (for example, occupational data, labor statistics, employer surveys, student surveys, etc.)?

As stated in the Occupational Outlook Handbook published by the US Department of Labor: "Employment of opticians is projected to grow 15 percent from 2016 to 2026, much faster than the average for all occupations. An aging population and increasing rates of chronic disease are expected to lead to greater demand for corrective eyewear.

See Section V and X of the accompanying Narrative for the Annual Academic Program Review for more information.

Appendix 11: Supplemental Narrative Questions Page Four

DEMAND: (Cont.)

11 Describe the level and nature of external financial or practical support for this program (for example, grants, donations, employer or clinical partnerships, etc.)?

The Program makes use of Perkins Grants, CSN one time funding opportunities, donations, and any grant/funding opportunity in order to provide the high quality of educational experiences required for the learners in the program. See Section XV of the accompanying Narrative for the Annual Academic Program Review for details on how these funding sources support The Program.

12 What other options exist for students in the region to earn this degree?

None. The Program is the only one of its type in Nevada and a five state regional area. See Section V and X of the accompanying Narrative for the Annual Academic Program Review.

Appendix 12: ABO and NCLE Task Analysis

Task analysis could not be copied pasted into this report.

Please use the hyperlink listed below. It should take you to the ABO Task Analysis pages of the Examinees Handbook on line at ABO/NCLE main web site.

If it takes you to the home page for the Handbook go to page seven (7) for the Task analysis.

<http://www.abo-ncle.org/Documents/4.27.18%20ABO-NCLE%20Basic%20Exam%20Handbook.4.27.18%20Final.pdf>

NCLE Task Analysis is on page eight and nine of the same handbook listed in the hyperlink above.

Appendix 13: (Page One)

Course Objectives per COA and where they are located within the Programs various Optical Courses. Page One.

| Graduate Competencies | Courses Where Covered |
|---|--|
| 1. Use effective oral and written communication. | All Optical and General education Courses. |
| 2. Perform basic algebra, trigonometry, and geometry. | OPHT 155B Geometric Optics OPHT 123B Ophthalmic Optics II OPHT 223B Ophthalmic Dispensing II OPHT 102B Introduction to Contact Lens |
| 3. Identify the human eye structure, function, and pathology. | OPHT 112B – Anatomy & Physiology of the Eye OPHT 220B – Theory of Refractometry OPHT 102B – Introduction to Contact Lens OPHT 105B – Introduction to Contact Lens lab OPHT 202B – Contact Lens One OPHT 203B – Contact Lens Two |
| 4. Determine physiognomic (facial and eye) measurements. | OPHT 201B – Dispensing One OPHT 223B – Dispensing Two OPHT 102B – Introduction to Contact Lens OPHT 105B – Introduction to Contact Lens Lab OPHT 202B – Contact Lens One OPHT 203B – Contact Lens Two OPHT 291B – Clinical Application |
| 5. Neutralize eyewear/vision aids. | OPHT 201B – Dispensing One OPHT 223B – Dispensing Two OPHT 102B – Introduction to Contact Lens OPHT 105B – Introduction to Contact Lens Lab OPHT 202B – Contact Lens One OPHT 203B – Contact Lens Two OPHT 291B – Clinical Application |
| 6. Analyze ophthalmic prescriptions. | OPHT 201B – Dispensing One OPHT 223B – Dispensing Two OPHT 102B – Introduction to Contact Lens OPHT 105B – Introduction to Contact Lens Lab OPHT 202B – Contact Lens One OPHT 203B – Contact Lens Two OPHT 291B – Clinical Application |

Appendix 13: (Page Two)

Course Objectives per COA and where they are located within the Programs Various Optical Courses. Page Two.

| Graduate Competencies | Course Where Covered |
|--|--|
| 7. Assess vocational and avocational needs of the patient/customer/client. | OPHT 201B – Dispensing One OPHT 223B – Dispensing Two OPHT 102B – Introduction to Contact Lens OPHT 105B – Introduction to Contact Lens Lab OPHT 202B – Contact Lens One OPHT 203B – Contact Lens Two OPHT 291B – Clinical Application |
| 8. Assist in selection of proper frames and lenses. | OPHT 201B – Dispensing One OPHT 223B – Dispensing Two OPHT 102B – Introduction to Contact Lens OPHT 105B – Introduction to Contact Lens Lab OPHT 202B – Contact Lens One OPHT 203B – Contact Lens Two OPHT 291B – Clinical Application |
| 9. Price and collect fees for vision aids and services. | OPHT 201B – Dispensing One OPHT 223B – Dispensing Two OPHT 291B – Clinical Application |
| 10. Prepare ophthalmic laboratory job orders. | OPHT 201B – Dispensing One OPHT 223B – Dispensing Two OPHT 121B – Ophthalmic Optics I OPHT 123B – Ophthalmic Optics II OPHT 291B – Clinical Application |
| 11. Deliver prescription eyewear/vision aids and instruct patient/customer/client in use and care. | OPHT 201B – Dispensing One OPHT 223B – Dispensing Two OPHT 102B – Introduction to Contact Lens OPHT 105B – Introduction to Contact Lens Lab OPHT 202B – Contact Lens One OPHT 203B – Contact Lens Two OPHT 291B – Clinical Application |
| 12. Maintain Records. | OPHT 201B – Dispensing One OPHT 223B – Dispensing Two OPHT 102B – Introduction to Contact Lens OPHT 105B – Introduction to Contact Lens Lab OPHT 202B – Contact Lens One OPHT 203B – Contact Lens Two OPHT 291B – Clinical Application |
| 13. Provide follow-up service, including eyewear/vision; aids, repair, lens and frame replacement. | OPHT 201B – Dispensing One OPHT 223B – Dispensing Two OPHT 291B – Clinical Application |

Appendix 13: (Page 3)

Course Objectives per COA and where they are located within the Programs Various Optical Courses. Page Three.

| Graduate Competencies | Course Where Covered |
|---|--|
| 14. Respond to inquiries and concerns. | OPHT 201B – Dispensing One OPHT 223B – Dispensing Two OPHT 102B – Introduction to Contact Lens OPHT 105B – Introduction to Contact Lens Lab OPHT 202B – Contact Lens One OPHT 203B – Contact Lens Two OPHT 291B – Clinical Application |
| 15. Apply rules and regulations for safe work practices. | OPHT 121B – Ophthalmic Optics One OPHT 123B – Ophthalmic Optics Two OPHT 102B – Introduction to Contact Lens OPHT 105B – Introduction to Contact Lens Lab OPHT 202B – Contact Lens One OPHT 203B – Contact Lens Two OPHT 291B – Clinical Application |
| 16. Demonstrate proficiency in the operation and function of equipment. | OPHT 121B – Ophthalmic Optics One OPHT 123B – Ophthalmic Optics Two OPHT 102B – Introduction to Contact Lens OPHT 105B – Introduction to Contact Lens Lab OPHT 202B – Contact Lens One OPHT 203B – Contact Lens Two OPHT 291B – Clinical Application |
| 17. Utilize and maintain equipment. | OPHT 121B – Ophthalmic Optics One OPHT 123B – Ophthalmic Optics Two OPHT 102B – Introduction to Contact Lens OPHT 105B – Introduction to Contact Lens Lab OPHT 202B – Contact Lens One OPHT 203B – Contact Lens Two OPHT 291B – Clinical Application |
| 18. Demonstrate proficiency in finishing techniques. | OPHT 121B – Ophthalmic Optics One OPHT 123B – Ophthalmic Optics Two |
| 19. Describe visual assessment. | OPHT 112B – Anatomy & Physiology of the Eye OPHT 102B – Introduction to Contact Lens OPHT 105B – Introduction to Contact Lens Lab OPHT 202B – Contact Lens One OPHT 203B – Contact Lens Two OPHT 291B – Clinical Application OPHT 220B – Theory of Refractometry |

Appendix 13: (Page Four)

Course Objectives per COA and where they are located within the Programs Various Optical Courses. Page Four.

| Graduate Competencies | Courses Where Covered |
|--|--|
| 20. Maintain records, including third party forms, inventory, and equipment; | OPHT 232B – Opticianry Sales and Business Management |
| 21. Demonstrate principles of adaptation, dispensing, and fitting of contact lenses; | OPHT 102B – Introduction to Contact Lens OPHT 105B – Introduction to Contact Lens Lab OPHT 202B – Contact Lens One OPHT 203B – Contact Lens Two OPHT 291B – Clinical Application |
| 22. Identify procedures associated with dispensing artificial eyes and low vision aids, when appropriate | OPHT 260B – Introduction to Low Vision |
| 23. Discuss prescription eyewear/vision aids and other patient/customer/client related information (verbal and written) with the prescriber; | OPHT 201B – Dispensing One OPHT 223B – Dispensing Two OPHT 102B – Introduction to Contact Lens OPHT 105B – Introduction to Contact Lens Lab OPHT 202B – Contact Lens One OPHT 203B – Contact Lens Two OPHT 291B – Clinical Application |
| 24. Demonstrate knowledge of applicable state statutes and regulations | OPHT 201B – Dispensing One OPHT 223B – Dispensing Two OPHT 102B – Introduction to Contact Lens OPHT 105B – Introduction to Contact Lens Lab OPHT 202B – Contact Lens One OPHT 203B – Contact Lens Two OPHT 291B – Clinical Application OPHT 232B – Optical Sales and Business Management. |

Appendix 14: COA Essentials

The COA Essentials for Program Accreditation is too large of a document to list in its entire here. Please go the hyperlink listed below. Click on the link and it will take you to the web page for COAs Program essentials.

<http://coaccreditation.com/essentials-dispensing.pdf>

Appendix 15: Academic Faculty Resumes

Scott Helkaa

4413 Bucking Bronco North Las Vegas Nevada 89032

Work Phone Number (702) 651 - 5834

Cell phone 702 677-1451

Objective

To participate as an Accreditation On Site Team Member for Accrediting Council for Independent Colleges and Schools. Optical Program site Visit Oxnard California June 2016.

Employment

| | |
|---|--|
| OPTICIANRY PROGRAM DIRECTOR/INSTRUCTOR <i>Community College of Southern Nevada</i> | YEARS EMPLOYED <i>AUG 2000 TO CURRENT</i> <i>Las Vegas, Nevada</i> |
|---|--|

Develop and implement daily course lesson plans - objectives, activities, and evaluations. Design program curriculum. Develop and implement Safety Program. Design Hazard Communication Program for laboratory classes. Develop Service Learning as an instructional strategy for six courses in the opticianry Program. Create practical hands on experiences for course content in seven opticianry Program courses. Administer internship and externship courses. Create Opticianry Program. Create and administer COA accreditation self study.

| | |
|---|--|
| OPTICIANRY PROGRAM CLINICAL INSTRUCTOR / COORDINATOR Assistant Chair Allied Health and Sciences Department <i>Nunez Community College</i> | YEARS EMPLOYED 1996- 2000 1999- 2000 <i>Chalmette, Louisiana</i> |
|---|--|

Develop and implement daily course lesson plans - objectives, activities, and evaluations for all optical courses in the program. Designed program curriculum. Developed and implemented Safety Programs for: Opticianry, EMT, LPN, and Home Health Aid programs. Designed Hazard Communication Program for laboratory classes. Developed Service Learning as an instructional strategy for six courses in the Opticianry Program. Created practical hands on experiences for course content in seven Opticianry Program courses. Administered internship and externship courses. Created Opticianry Program Web Page. Conducted recruitment visits at local high schools, job fairs, local and state Opticianry organization meetings, and rehab counselors association meetings. Started as clinical instructor and promoted to program coordinator. Promoted to Assistant Chair Allied Health and Sciences starting Fall Semester 1999.

Active member in standing committees; Curriculum, ADA, and Safety Compliance. Served on Ad Hoc committees as needed. Past committees include: State of Louisiana Financial Audit Response, Program Review Committees; Welding Associate Degree Program, Engine Repair Certificate Degree Program, EMT Associate Degree Program; Catalog Librarian Search, Campus Recruiter Search Committee, Academic Council Review, Student Appeals, Academic Affairs, and Library Material Support Team, Excellence in Teaching Award, Biology Faculty Search.

Developed and maintain a three party educational cooperative between Nunez Community College, Louisiana State University Medical Center, and the Louisiana Lions Eye Foundation.

Implemented community service vision screening program resulting in providing optical care for over 1,800 elementary children in Louisiana.

Implemented opticianry training program for Early Release students at O.P. Walker High School as part of an overall agreement with New Orleans Parish School Board early release programs.

GENERAL MANAGER/AREA MANAGER

Eyemasters

YEARS EMPLOYED 1990-1996

Baton Rouge, Louisiana

Responsible for all dispensing and manufacturing operations of five super optical one-hour locations. Maintained daily operations of home store with yearly sales in excess of One Million annually. Developed in house training programs to advance store sales, product quality, and employee development and retention. Successfully developed and trained new employees enabling them to advance to supervisory positions such as: retail manager, lab manager, and store general manager, within two years of their independent hire dates. Assisted 15 individuals in obtaining ABO Certification.

Earned three awards for best store contribution rate. Earned two inventory control awards. Coached, trained, and developed store employees in store operations enabling the store to pass an internal yearly audit for the first time in ten years of operation. Served as a regional contact person for *Eyemasters* POS system training and operation.

GENERAL MANAGER

NuVision

YEARS EMPLOYED 1987-1990

Lansing, Michigan

Started as a store general manager for a two person office with a dispensary and finish lab and promoted through company system three times ending with a full service one hour super store operation. Developed, coached, and trained employees in sales and product quality resulting in store receiving presidents club citations four times. Maintained all aspects of store operations including but not limited to employee hiring, development, retention, and coaching; customer service and assistance, doctor relations, store financial auditing and operations, and store to mall management relations. Held training classes for new contact lens patients. Assisted the Optometrist with vision testing and contact lens fitting.

GENERAL MANAGER

*Cole National*YEARS EMPLOYED 1985 -
1987*Lansing, Michigan*

Daily operations for a Wards optical dispensary. Developed a pricing plan that was implemented by Cole National for the Michigan and Ohio regions. Developed and implemented a coupon program for the Lansing, Michigan market. Sold and dispensed eyeglasses and contact lenses. Assisted the Optometrist with vision examinations. Hired and trained auxiliary help.

Education

| | |
|---|---------------------------------------|
| MASTER OF SCIENCE - VOCATIONAL EDUCATION <i>Louisiana State University</i> | 1997 <i>Baton Rouge, Louisiana</i> |
| BACHELOR OF SCIENCE - BUSINESS MANAGEMENT <i>Ferris State University</i> | 1983 <i>Big Rapids, Michigan</i> |
| ASSOCIATE IN APPLIED SCIENCE - LABOR RELATIONS <i>Lansing Community College</i> | 1987 <i>Lansing, Michigan</i> |
| ASSOCIATE IN APPLIED SCIENCE - OPHTHALMIC DISPENSING <i>Ferris State University</i> | 1981 <i>Big Rapids, Michigan</i> |

Special Awards and Organizations

- Licensed Optician in three states: Nevada, Florida and Arizona.
- Served two terms on the Nevada State Board of Dispensing Opticians 2003-2009
- Served two terms on the Commission for Opticianry Accreditation 2003-2009
- *Who's Who* of Americas Teachers 2003, 2004, 2005.
- Awarded the *NISOD* Excellence in Teaching Award Health Science Division 1999 Nunez Community College.
- Awarded Audrey *Bascum* Tait Award 2001
- Nunez Community College Excellence in Teaching Award 1999
- Opticianry Program Nominated for Louisiana Technical and Community College Board Outstanding System Program for 1999-2000
- Louisiana Association of Dispensing Opticians - Presidents Choice Award for 1998-1999
- Co-authored a successful federal grant to perform vision screening in Metropolitan New Orleans.
- Member of following Opticianry organizations; Louisiana Association of Dispensing Opticians, Opticians of Southeast Louisiana Association, National Academy of Opticianry -Fellow, Opticians Association of America - Honored Fellow.
- Certifications: ABO Master Optician - ABO # 08194 and NCLE Certified Fitter # A 8958
- Flo Bob Equipment Maintenance and Repair Seminar
- Approved Continuing Education speaker for - ABO and JCAHPO programs

Presentations/Activities

Optical Program Accreditations

Serve as a Site Team Member for On Site Accreditation visits for:

The Commission on Opticianry Accreditation – 2002- Current. Served as team member and team chair for over 15 accreditation on-site visits. On site visit included Initial accreditation visit as well as reaccreditation visit.

ACCET -Accrediting Council for Continuing Education and Training. 2000-2012. Served as a Self Study reviewer and as an on site team member.

Presentations

Approved continuing Education speaker for Nevada Board of Dispensing Opticians. Present four hour continuing education seminars every four months for licensed dispensers in Nevada. 2005 - Present.

Topics include but are not limited to Specialty Absorptive Filters, Alternative Health Care and the Vision Care System, Eastern Medicine and Vision Care, Herbal Supplements for Vision Care, A variety of Low Vision Topics - Hand Magnifiers, Telescopic Aids, Services for Visually Impaired, Adaptive Sports for the Vision impaired, Understanding Geometric Optics.

Continuing Education speaker for Opticon 2015, 2013, 2011 and 2012.

Continuing Education speaker for Vision Expo West 2012

Contact lens continuing education courses for the Northern Association of Dispensing Opticians and the Southern Association of Dispensing Opticians 2000-2009 Annual Educational meeting and seminars.

Topics included: Pediatrics, Visual Acuity, Keratometry workshop, Advanced Lensometry, A & P of the Eye, Visual Acuity Pre-Assessment, Fitting Multifocal Contact Lenses, Fitting Aspheric Contact Lenses, Contact Lens Complications, Fitting Toric Contact Lenses. Alternative Medicine and the Vision Care Cycle, Low Vision, and Optics.

Continuing Education Workshop on Frame repairs for Vision Expo West, International Optical Seminar, 2001.

Continuing Education Seminars for Lighbenders annual sales meeting 2000.

Continuing Education Opticians of Southeast Louisiana Association 1999.

Continuing Education Seminars for Gulf States Optical - Spring 1999.

Continuing education for JCAHPO - AAO New Orleans Convention - November, 1998 & Florida 1999.

SERVICE LEARNING - Presentations

- ☐ *Just Do It! Two Angles on Experimental Learning for Workforce Development* – Workforce Development Institute Conference – New Orleans, La - January, 2000
- ☐ *Raising the Red Flag Counteracting Service Learning Challenges* – AACC annual Conference – Phoenix Az. – May 1999.
- ☐ *Getting started with Service Learning* - Teacher in service training - University of South East Louisiana - May 1999.
- ☐ *Service Learning: An Effective strategy for Community College and Community Agencies Collaborating to Address Workforce Education and Training* - American Association of Community Colleges - Annual convention, Nashville - TN, 1999.
- ☐ *Selling Your Administrator* - League for Innovation Conference, New Orleans, LA - June, 1999.
 - ☐ *Service Learning as an Instructional Strategy* - Gulf Coast Regional Collegiate Consortium - Regional meeting - 1998.
 - ☐ *Integrating Service Learning* - Teacher In Service educational meeting - Delgado Community College - Fall 1998 Kick Off.
 - ☐ *Conflict Resolution, Methods and Materials in Education, Understanding Scope, and Principles of Teaching* - Workshops presented at Louisianan State University - School of Vocational Education - 1997.

License/Certifications

ChromaGen Lens Screener 2015 Current.

Irlen Lens Screener 2012 - Current

Nevada Licensed dispensing Optician #366

Arizonia Licensed Dispensing Optician #2584i

Florida Licensed Dispensing Optician # DO 4918

American Board of Opticianry Certified Master Optician # 28582

National Contact lens Examiners Certification # A8959

RESUME

Dale Roveri
1036 Neil Armstrong Cir.
Las Vegas, Nevada 89145

Optician
Nevada Lic #132

Personal:

- D.O.B 08/20/52, Height 5'8", Weight 160 lbs. Good Health Hobbies: Music and Sports

Education

- Associate of Applied Science, College of Southern Nevada
- Cuyahoga Community College, Eastern Campus
- American Board of Opticianry Certification
- National Contact Lens Examiners Certification
- Garfield Heights High School

Qualifications

- Received national certification as optician in 1972.
- Have a wide variety of experience as an optician and contact lens fitter with 30+ years of progressive practice involving all phases of the optical profession.
- Licensed by the state of Nevada for ophthalmic dispensing and contact lens fitting since 1980.

Professional Experience:

Sept. 2004-Present - CSN

Employed as full time instructor in the Ophthalmic Technology Program

Sept. 2003-Sept 2004- Musa Corp.

Employed as optician. Duties include fitting spectacles and contact lenses.

Aug. 2002-Sept 2003 - Davante Corp.

Employed as optician. Duties include fitting spectacles and fashion eyewear sales.

Nov. 2000-July 2002 - Cole Vision Corporation

Employed as optician. Duties include fitting spectacles and contact lenses.

May 1997-May 2001 - Ophthalmic Associates

Employed as contact lens fitter. Duties include refraction, contact lens fitting and follow-up, assisting physicians in treatment of patients' ocular anomalies.

Sept. 1999- Present - CSN

Employed as adjunct instructor for the ophthalmic dispensing program. Duties include instruction of students for contact lens fitting and refraction.

Andrew Phillips

6856 PIPIL ST LAS VEGAS, NV 89166

702-580-6090

Andrew.phillips@ymail.com

| | | |
|---------------------------|--|------------------|
| Objective | GENERAL MANAGER/LICENSED OPTICIAN | |
| Profile | <p>Well rounded retail manager with over 15 years in upper store management and multi-unit experience.</p> <ul style="list-style-type: none"> • Part of three-person management team controlling a store over 55K Sq. Ft. • Managed staffs over 100+ employees. • I have worked in both commission and customer service focused environments. • Participated in help to open a start up furniture company more than 200K Sq. Ft. • I have trained and mentored hundreds of employees over the years. • I have extensive experience in furniture, office supplies and high end toys. | |
| Employment History | <i>Lab Manager/Licensed Optician</i> | 4/2009 – Present |
| | LensCrafters | |
| | <ul style="list-style-type: none"> • Supervise the lab and retail sales floor, scheduling of consultants and opticians. • Drive sales on a daily basis by working with the doctor's office to transition patients, from the exam rooms to the retail floor, as well as overall management of the laboratory. • I am a licensed optician in the state of Nevada authorized to dispense, adjust and repair eyeglasses. | |
| | <i>Assistant General Manager</i> | 5/2008 – 1/2009 |
| | FAO Schwarz | |
| | <ul style="list-style-type: none"> • Assistant General Manager for sales floor and customer service with a staff of more than 100 employees. • Implemented new sales focused training courses to submerge new employees into a sales focused environment. • Assisted the General Manager with all facets of the business including cross-training, merchandising ideas, and back office support in the cash office and training guides. • I had 11 direct report managers who I worked with on a daily basis to train and mentor their supervisors and sales staff. | |
| | <i>Assistant Store Manager</i> | 11/2007 – 4/2008 |
| | Wickes Furniture | |
| | <ul style="list-style-type: none"> • Worked with Store Manager to drive sales, increase closing percentage, focus on add-on sales and customer follow up and follow through. • Was able to increase a full eight points and bring the stores warranty percentage over one hundred percent. • Worked with the management staff to increase sales through constant training, coaching and follow up with the consultants on a weekly basis. | |
| | <i>General Manager</i> | 1/2004 – 11/2007 |
| | EasyLife Furniture | |
| | <ul style="list-style-type: none"> • Held full responsibility for all store operations, logistics and staffing. • Reversed prior history of under-performing stores in three different locations within the company. • Worked in five different locations within the company, grand opening two stores including the company's largest location. • I was in charge of two different full line stores and also a clearance center for six months in 2007. | |

BEATRIZ ALVARADO

1184 Burnt Sky Ave. Las Vegas, NV 89183 | amorpazfelicidad@live.com | 702.378.3938

OBJECTIVE | To work in a company where I can expand my skills and pass my knowledge to students and make a difference.

SKILLS & ABILITIES | Fluent in English and Spanish and some Portuguese.
Worked in the optical field for over 30 years.
License optician.

EXPERIENCE | **LICENSE OPTICIAN LENS CRAFTERS.**
MAY 2009 UNTILL PRESENT.
Help customer with frame selection, enter Rx, and measurements in the computer, dispense, adjustments and repairs, produce glasses in about in hours, surface, finish, final inspection, follow up in orders and keep customer updated.

ASSISTANT MANAGER DAVIS VISION.
NOV.1994-MAY 2009
Hire and training, oversee production, spoilage and quality control, fill in any department any time needed.

EDUCATION | C.S.N. License Optician.
Liceo San Miguel High School.

COMMUNICATION | I like to be a team player, like challenges, problem solver, very hard and responsible worker and like to finish projects.

LEADERSHIP | Lead to succeed is my goal

REFERENCES | Amy Clausen, 712.899.7265
Monica garner, 702.286.8086
Perla Pena, 702.630.2620

Milan Karen
5708 Paseo Recallo Ct
Las Vegas, NV 89108
(702) 235-7857

OBJECTIVE

As a Licensed Optician it is always to excel at the craft given. To work tirelessly to ensure that the client and company are priority.

EXPERIENCE

I have been in the Luxury field since 2003 starting in high end eyewear. I became a Licensed Optician and Supervisor thereafter. I have had 7 years of total Managerial experience selling luxury eyewear. I have as well Managed and supervised many associates and take great pride in developing clients and employees.

WORK HISTORY

Luxury Optical Holdings: March 2011- Present

Licensed Optician and Manager of the Fashion Show Mall Location.

Tasks include: Managing four employees, maintaining a sound schedule, ordering supplies, ensuring clients needs and wants are priority, nurturing a \$1.8 million store and coaching employees to their full potential.

Lens Crafters/Sam's Club: March 2003-March 2011

Licensed Optician and sales supervisor also at the Fashion Show Mall.

Tasks include: Assisting the Store Manager in daily duties, conducting a schedule, loss prevention and product damages.

College Of Southern Nevada: January 2009- Present

Professor for the Ophthalmic Dispensing Program

Tasks include :Developing young minds into the world of Optics.

Crawford and Company: January 2001-March 2003

Private Investigator

Tasks include: conducting surveillance, background checks, missing persons recovery and training other investigators.

United States Marine Corps: December 1996-2000

Light Armored Infantry Vehicle Commander Rank Sergeant

Tasks include: supervising a crew of 8 Infantry men, schedule making, daily inspection of persons and gear and serving the United States of America.

EDUCATION

College of Southern Nevada :Associate Degree in Ophthalmic Dispensing 2007

Cimarron Memorial High School: Las Vegas Nevada

REFERENCES

Mario Ramirez: Friend for 10 years (702) 732-0488

Jeff Friedman: Friend for 6 years (702) 335-2331

Keath Long: Friend for 24 years (702) 339-2172

Appendix 16: CSN Annual Assessment Reporting Form

COLLEGE OF SOUTHERN NEVADA**Associate of Applied Science Degree****Ophthalmic Dispensing – Technician Emphasis****ANNUAL ASSESSMENT REPORTING FORM**

| |
|---|
| Report of Academic Year: 2017-2018 |
| Department: Dental, Diagnostic & Rehabilitation Services |
| Date Report Completed: 02/02/2019 |
| Completed By: Scott Helkaa |
| Contact Email: scott.helkaa@sn.edu |
| Contact Phone: x-5834 |
| COLLEGE OF SOUTHERN NEVADA |
| Associate of Applied Science Degree |
| Ophthalmic Dispensing – Technician Emphasis |
| ANNUAL ASSESSMENT REPORTING FORM |

List the program SLOs and report the data collected from the assessment artifacts to show achievement of SLOs.

The SLO identified in the three year plan for review at this time (2017-2018 cycle) is SLO #1

Analyze the prescriptive and lifestyle needs of a patient and make appropriate recommendations for optical devices.

The courses identified in the three plan for connection to this SLO for this cycle are:

OPHT 201 Ophthalmic Dispensing I (Lecture and Lab)

OPHT 202 Contact Lens One (Lecture)

OPHT 203 Contact Lens II (Lab)

OPHT 220 Theory of Refractometry

OPHT 223 Ophthalmic Dispensing II (Lecture and Lab)

OPHT 155 Geometric Optics

Item analysis from these selected courses included (1) ABO, NCLE and State Board Exam Pass rate analysis. (2) Analysis of Rubric results for all OPHT courses (3) Analysis of Student Portfolios and (4) Student grades for entire course and projects in lab courses. (5) Student capstone/ portfolio projects.

A) Case Study quizzes from the lecture portion of OPHT 201 Dispensing I, OPHT 223 Dispensing II, OPHT 220 Theory of Refraction and OPHT 202 Contact Lens One were analyzed for student performance and connection to the SLO reviewed. Discussion board postings from OPHT 201 & 203 were used to assess this SLO.

i) OPHT 201 Dispensing I (Fall 2017)

A total of 31 students were enrolled in this course Fall of 2018. 58% of the students earned a grade of 92 % or higher. 22% earned a grade of B, 9.6% earned a grade of "C", 3.2% earned a grade of D and 6.4% earned a grade of F. 90% of the class earned the new pass point for all program courses of 75% or higher.

Four case study quizzes were analyzed for student performance. Case studies were based on articles from professional publications in the optical field. These journals include 20/20 Magazine, Optometric Management, Ophthalmology Times, Vision Monday, Optical Product News and Contact Lens Spectrum. Students developed additional case studies based on their work related experience. The average score for Q1 was 80%, lowest grade was 70%, and the highest grade was 82%. The average score for Q2 was 82%, lowest grade 76% and the highest grade 85%. The average score for Q3 was 85%, lowest grade 75% and the highest grade was 100%. The average score for Q4 was 91%, lowest score was 80% and highest score was 100%.

This was the first semester in which case study presentations were used for this course.

Eight discussion board topics were analyzed for student performance. Discussion board posts were patient scenarios gathered from current Opticianry social media sites. These social media sites present postings from opticians across the country who share patient case studies, needs, wants, and situations. Postings may also include optician queries on technical data related to frames, lenses and procedures, as well as, employee/store management issues. Discussion board posts are also gathered from the course instructor's experience. Students of the course may post an original discussion board topic based on a case they encountered in their personal work site sometime during the semester.

This was the first semester in which discussion board postings were used for this course.

Average scores for D1 were 78%, with the lowest score being 68% and the highest 80%. D2 average score was 82% with the lowest being 72 % and the highest 100%. D3 average score was 75% with the lowest being 70% and the highest being 82%. D4 average score was 83% with the lowest being 72% and the highest 87%. D5 average score was 79% with the lowest being 70% and the highest being 87%. D6 average score was 85% with the lowest being 80% and the highest 100%. D7 average score was 96% with the lowest score being 89% and the highest score 100%. D8 average score was 92% with the lowest score being 89% and the highest score being 100%.

ii) OPHT 223 Dispensing Two (Spring 2018)

22 students were enrolled in this course Spring 2018.

Six case study quizzes were analyzed for student performance. Case studies are based on articles from professional publications in the optical field such as, but not limited to: 20/20 magazine, Optometric Management, Ophthalmology Times, vision Monday, Optical Product news and Contac Lens Spectrum. The average score for Q1 was 88%, lowest grade was 70%, and highest grade was 100%. The average score for Q2 was 84%, lowest grade 75% and the highest grade 100%. The average score for Q3 was 89%, lowest grade 79% and the highest grade was 100%. The average score for Q4 was 96%, lowest score was 84% and highest score was 100%. The average score for Q5 was 96% with the lowest score being 86% and the highest score 100%. (Slight improvement in scores for this group from their first experience in Fall 2017)

Eight discussion board topics were analyzed for student performance. Discussion board posts were patient scenarios gathered from current Opticianry social media sites. These social media sites present postings from opticians across the country who share patient case studies, needs, wants, and situations. Postings may also include optician queries on technical data related to frames, lenses and procedures, as well as, employee/store management issues. Discussion board posts are also gathered from the course instructor's experience. Students of the course may post an original discussion board topic based on a case they encountered in their personal work site sometime during the semester.

Average scores for D1 were 94%, with the lowest score being 84% and the highest 100%. D2 average score was 87% with the lowest being 80 % and the highest 100%. D3 average score was 75% with the lowest being 70% and the highest being 82%. D4 average score was 92% with the lowest being 89% and the highest 100%. D5 average score was 79% with the lowest being 70% and the highest being 87%. D6 average score was 92% with the lowest being 89% and the highest 100%. D7 average score was 96% with the lowest score being 89% and the highest score 100%. D8 average score was 92% with the lowest score being 89% and the highest score being 100%.

This was the first semester in which discussion board postings were used for this course. This was the second semester in which this group of students were exposed to discussion board postings.

iii) OPHT 155 Geometric Optics

30 students were enrolled in this course Spring 2018.

In this course students complete a capstone project. Students are to create a power point presentation on an optical instrument or ophthalmic lens design selected from an approved list. Their presentation is to demonstrate an ability to connect the formulas, concepts, theories, and process discussed in this course to their chosen project. In addition to creating a power point presentation, students are required to make a mock or working model of their project.

Analysis of student projects was performed using the grading rubric for the project. Analysis indicated that 82% of the students were capable of connecting course content to a real world application. (82% received a grade of B or higher). Analysis showed that 83% of the student were capable of creating a mock or working model of their project in an appropriate manner. Analysis showed that 87% of the students were capable of presenting their findings during a class presentation in a highly professional manner.

iv) OPHT 202 Contact Lens One.

Three case studies were analyzed for student performance. Case studies are based on articles from professional publications in the optical field such as, but not limited to: Instructor experience in the field, 20/20 magazine, Optometric Management, Ophthalmology Times, and Contact Lens Spectrum. The average score for Q1 was 76%, lowest grade was 64%, and highest grade was 80%. The average score for Q2 was 80%, lowest grade 70% and the highest grade 92%. The average score for Q3 was 89%, lowest grade 79% and the highest grade was 95%.

In regards to course, pass rates: 54% of the students earned an A, 27% earned a grade of B, 15% earned a grade of C, 1% failed the course.

v) OPHT 220 Theory of Refractometry

In this course students complete a capstone project. The project is a completed vision related patient history. Students team up as practitioner and patient. Each student practitioner takes his or her patient through every step of a standard exam patient work up and over refraction. Student practitioner performs a variety of tests with the patient then records the findings and creates a summary write up. Each student turns in a patient history portfolio at the end of the semester.

A total of 16, (8 Spring 2018 and 8 Fall 2017), capstone projects were reviewed for student performance.

16 Patient History capstone projects were analyzed for student performance, (8 Fall 2017, 8 Spring 2018). Patient history forms were analyzed according to 7 of the sub components of a patient history file.

| Topic | Spring 2018 | Fall 2017 |
|------------------|--|---|
| Color perception | 62% achieved 90 or better 38% achieved a score of 80-90. | 64% achieved 90 or better 36% achieved a score of 80-90. |
| Depth Perception | 70% achieved a score of 90 or better 30% achieved a score of 80-90 | 68% achieved a score of 90 or better 32% achieved a score of 80-90 |
| Motility | 54% achieved a score of 90 or better 36% achieved a score of 80-90 10% achieved a score of 75% | 56% achieved a score of 90 or better 44% achieved a score of 80-90 |
| Auto refractor | 70% achieved a score of 90 or better. 30% achieved a score of 80-90. | 75% achieved a score of 90 or better 35% achieved a score of 80-90 |
| Keratometer | 70% achieved a score of 90 or better 30% achieved a score of 80-90 | 80% achieved a score of 90 or better 20% achieved a score of 80-90 |
| Topography | 67% achieved a score of 90 or better 33% achieved a score of 80-90 | 84% achieved a score of 90 or better 16% achieved a score of 80-90 |
| V/A | 94% achieved a score of 90 or better 6% achieved a score of 80-90 | 100% achieved a score of 90 or better |

In regards to final grades:

The Spring 2018 group 50% (4/8), of the students earned a grade of A, 38% (3/8), earned a grade of B, and 1% (1/8), earned a grade of C.

The Fall 2017 group 62% of the students earned a grade of A and 38% earned a grade of B.

i) OPHT 223 Dispensing Lab II (Spring 2018)

Overall lab performance was as follows; 72% of students score 75% or higher for the course, 78 students score 80% or higher for the course and 64% students score 90% or higher for the course.

| Project Number | Average Score | Highest Score | Lowest Score |
|----------------|---------------|---------------|--------------|
| P1 | 95 | 100 | 70 |
| P2 | 90 | 98 | 75 |
| P3 | 85 | 97 | 72 |
| P4 | 87 | 90 | 74 |
| P5 | 88 | 92 | 72 |
| P6 | 90 | 100 | 70 |
| P7 | 83 | 96 | 70 |
| P8 | 80 | 84 | 68 |
| P9 | 85 | 91 | 70 |
| P10 | 86 | 95 | 69 |
| P11 | 89 | 92 | 70 |
| P12 | 95 | 90 | 72 |
| P13 | 90 | 87 | 74 |
| P14 | 95 | 89 | 70 |

ii) OPHT 201 Dispensing II: (Fall 2017)

Overall lab performance was as follows ; 10 earned a grade of D or lower for the course, 10% students earned a Grade of B for the course and 80% students earned a grade of A.

| Project Number | Average Score | Highest Score | Lowest Score |
|----------------|---------------|---------------|--------------|
| P1 | 84 | 98 | 70 |
| P2 | 95 | 100 | 75 |
| P3 | 80 | 97 | 80 |
| P4 | 90 | 100 | 85 |
| P5 | 85 | 96 | 88 |
| P6 | 97 | 100 | 95 |
| P7 | 92 | 100 | 89 |
| P8 | 87 | 97 | 85 |
| P9 | 86 | 95 | 79 |
| P10 | 90 | 95 | 82 |
| P11 | 94 | 100 | 70 |
| P12 | 96 | 100 | 70 |
| P13 | 88 | 94 | 86 |
| P14 | 86 | 100 | 82 |

iii) OPHT 203 Contact Lens II (Lab Class)

Overall lab performance for all three sections, (19 students total), was as follows; 75% of students earned a grade of A, 20% students earned a grade of B and 2.5% earned a grade of C and 2.5% failed the course.

Five projects from this lab course were selected for analysis. Grades for all 19 students were included in the analysis.

| Topic | Fall 2017 | Spring 2018 |
|-----------------------------------|--|--|
| Keratometry | 65% achieved a score of 90 or better 30% achieved a score of 80-90 5% achieved a score of 75% | 54% achieved a score of 90 or better 36% achieved a score of 80-90 10% achieved a score of 75% |
| Neutralization RGP Sphere | 78% achieved a score of 90 or better 18% achieved a score of 80-90 12% achieved a score of 75% | 64% achieved a score of 90 or better 20% achieved a score of 80-90 16% achieved a score of 75% |
| Neutralization of RGP cylindrical | 30% achieved a score of 90 or better 58% achieved a score of 80-90 12% achieved a score of 75% | 68% achieved a score of 90 or better 12% achieved a score of 80-90 20% achieved a score of 75% |
| Neutralization of Sclerals | 48% achieved a score of 90 or better 36% achieved a score of 80-90 10% achieved a score of 75% | 74% achieved a score of 90 or better 20% achieved a score of 80-90 6% achieved a score of 75% |

Meaning and Use of Findings

1. Describe your interpretation (meaning) of overall student performance and their achievement of outcomes.

The case study performance in Dispensing One indicates a need for a greater use of this tool for assessing student performance. This was the first semester in which case studies were used in the course. The decision to use case studies in the course was based on changes to the Nevada State Board of Dispensing Opticians exam process. Changes were announced by NSBDO in Spring of 2017. In the past, the NSBDO licensing exam was comprised of two national exams and one state exam, which had six sub parts. The new exam process is comprised of six national exams and one state law exam. The national exams are ABO Basic and Advanced, NCLE Basic and Advanced, and the ABO and NCLE practical. Past student performance on ABO Basic and NCLE Basic exams indicated that the program was on track with preparing students/graduates to be successful with these two exams. The program has no prior history with students/graduates taking the advanced exams, as they were not required for licensure in Nevada. After the announcement by the board to use these two assessment tools, the program reviewed the advanced exams and determined that changes needed to be made to the instructional style used by the program. The advanced exams are heavy on case study scenarios, requiring a higher degree of critical thinking, analysis, syntheses and application.

In reaction to the announced changes, The Program decided that students of the program should have a heavier exposure to case study analysis. It was also determined that case study analysis should start in the first semester of the optical program. It was also determined that the program should raise its minimum pass point from 70% to 75% in order to raise the bar of performance for students.

It appears that students had difficulty solving patient scenarios in their first semester of study, (OPHT 201 lecture course). Students were used to having a first semester that was focused on rote memorization of facts, figures and concepts. They were weak on synthesis, analysis and critical thinking/ inventive thinking skills. There was some improvement when students encountered case studies and discussion postings in their second semester, (OPHT 223 lecture course). This improvement indicates that as student become more familiar with this format of testing they are able to demonstrate an ability to apply their skills in realistic setting. While there was a slight improvement from OPHT 201 to OPHT 223 analysis indicates that case study analysis by the student is an issue that has to be dealt with. Student should perform at a higher level.

Analysis of the student performance on case study presentations in OPHT 202 Contact Lens One followed the same pattern indicated in OPHT 201. Students were not successful with performing case study analysis. This group of students did not have much opportunity to practice case study analysis in the first year of the program, as this skill was not emphasized at the time they went through first year courses. The low performance on case study analysis in OPHT 202 indicates a greater need for using this methodology for learning.

The Program is now working with the Center for Academic Success in order to help students improve their reading comprehension skills. It is anticipated that this will help students achieve a higher degree of synthesis, analysis and critical thinking abilities and application. This should help students/graduates to be successful with passing the advanced portions of the new Nevada State Board of Dispensing Opticians Examination process.

The Program will be adding additional case studies and discussion postings to first semester courses. The program will also provide a few practice runs on case study analysis as part of the lab/clinic portion of OPHT 201 & OPHT 223. Case study analysis and discussion board postings will be included in second year courses as well (OPHT 202).

Analyzing the data from student pass rates for all optical courses related to this review, indicates that students are capable of reaching the new minimum pass rate of 75% or better.

We have concluded that the activities being performed by students in the lab classes, (OPHT 201 lab, OPHT 223 Lab, OPHT 203), indicate that students are able to perform the daily task of an optician in a reasonably competent manner. According to a review of employer surveys the tasks being performed during all labs match to the current procedures and practices in the field of Opticianry.

1. Indicate how the assessment findings will be used to improve student success.

It is anticipated that the changes made to the programs instructional style should enable student/graduates to pass the new advanced exams with the same success rate that past students had with the basic exams. Actual results will not be known until the program has enough data on the new examination process to complete a comparison between student/graduate successes with the old licensing process versus the new licensing process. It is anticipated that results can be compared with in a three-year time line (by 2021). This would give the program three years of data from the new examination process to compare with the past 18 years of success with the old examination process.

At this time, we can say "It makes logical sense" to implement teaching strategies that help students to implement integration, application, and analytical thinking skills earlier in their studies. They will not only need the skills in order to pass the new higher-level exams, but to also become better practitioners of their art and craft.

Analysis during the next three-year cycle will prove us right or wrong.

| PREVIOUS ACTION PLAN FOR IMPROVEMENT |
|--|
| Report your 2016-2017 action plan activity results (review your 2016-2017 annual assessment report) |
| <p><u>1) Obtain and review rubrics that could be used for evaluating classroom projects.</u></p> <p>Rubrics have been added to the following courses related to this review; OPHT 201 lab section – 28 rubrics total, and OPHT 223 Lab Section 30 rubrics total. Rubrics have also been added to OPHT 291, which is not a part of this review cycle.</p> <p><u>2) Review and revise programs on line hybrid materials – videos, power points and worksheets.</u></p> <p>The learning materials listed above have been modified for OPHT 155, OPHT 121, OPHT 20, OPHT 223, OPHT 291 and OPHT 260. This is an ongoing task for the next three years.</p> |

3) Complete COA yearly report and implement any identified changes.

2016: Stats report only. Due to site visitation for reaffirmation of accreditation in Fall of 2017. Program given 6 year time period.

2017: Identify courses for rubric assessments. Purchased radioscope for contact lens lab. Experimented with Big Blue Button for broadcast course. Has limited application. Develop free services to be implemented in campus clinic.

2018: Raise pass point from 70% to 75%. Increase number of case studies and discussion boards in OPHT 201 and 223. Developed rubrics for community service and OPHT 260 course. Modified mission statement and SLO based on assessment results.

2019: The Nevada Board of Opticians recently approved, (Late Fall 2018), CSN as a continuing education site. Licensed Opticians may now receive up to four (4) continuing education credits for mentoring a CSN Opticianry student. The program will

be making case study videos and mystery shopper experiences using licensed individuals who take advantage of this new opportunity. This activity will start Spring of 2019. Case study videos will be used in OPHT 201, 223, 291 and 299. Mystery shopper experiences, (licensed individuals coming into the CSN dispensary as patients), will be done in the lab portion of OPHT 201, 223 and in 291.

Purchase of additional lensmeters for dispensing and manufacturing labs. Perkins request for two digital auto lensmeters. Perkins request for one pattern less edger system for the manufacturing lab.

4) Complete CSN five-year review process.

This review process is being completed at this time. Will be finished by March 1, 2019.

5) Revise clinical evaluation tools in all optical labs and clinics.

Same as number one. Rubrics have been add in OPHT 201,223 and 291. Pass point has been raised from 70% to 75%

COURSES REVIEWED DURING 2017-2018

For each course reviewed (indicated in your 3-year assessment plan): a) describe the review process, b) provide an overall summary pertaining to student learning outcome achievement, and c) discuss what course changes were made and how the changes will improve student success (e.g., revision of student learning outcomes, curriculum, assessment artifacts, etc.).

A) As described above in the section “ Program SLOs and Assessment Artifacts”:

i) We used case studies and discussion board topics as well as student pass rates from two of the lecture courses identified for review in this assessment report (Opht 201 & 223 lecture portion). We used discussion board posting from these two courses as well. Program Director and Faculty performed review.

ii) For the Lab courses, (OPHT 201Lab, 223 Lab, 105 lab) We used student pass points, reviewed student performance on course projects, and discussion posts. Program Director and Faculty performed review.

iii) For OPHT 155 we reviewed student performance on power point class presentations. Program Director and Faculty performed review.

iv) For OPHT 220 We reviewed the patient history capstone project from the course. We analyzed five specific components of the capstone project. The Program director and faculty performed review.

B & C) As described in the section “Meaning and Use of Findings”

We have concluded that making use of case studies and discussion posts is beneficial to the student's ability to connect the facts, figures, and concepts learned in OPHT 201, 223, and 202 to application opportunities in their future employment. By implementing these items in the first semester of the program, we feel that students will be able to develop appropriate syntheses, analysis and critical thinking skills that will enable them to perform at a higher level in second semester courses as well as the second year of the program. Therefore, by the time they are done with the two-year program there skill set should enable them to perform at a high level on the licensing exams they are expected to take in order to gain licensure in Nevada.

We have concluded that the services of the CSN writing and reading labs can have an impact on the student learning process using this new approach. We have concluded that case studies and discussion posts should be added into all OPHT course and will start on this endeavor in Spring 2019. We have concluded that students are capable of achieving a higher minimum pass point of 75%. This will remain the minimum pass point for OPHT courses.

We have concluded that the activities being performed by students in the lab classes, (OPHT 201 lab, OPHT 223 Lab, OPHT 203), indicate that students are able to perform the daily task of an optician in a reasonably competent manner. According to a review of employer surveys the tasks being performed during all labs match to the current procedures and practices in the file of Opticianry.

Action Plan for Improvement

1. Place an X in the appropriate boxes to identify any gaps or areas for improvement found during your assessment review.
2. Indicate planned activities to address the gaps or areas for improvement, the person(s) assigned tasks to complete the activities, the activity steps or process that needs to take place, and a target date for completion (you will report on these next cycle).

1. Assessment Review Findings:

| Curriculum Content | Teaching Strategies | Curriculum Resources | Assessment Measure(s) | Learning Environment | Collaboration with Student Support Services |
|--------------------|---------------------|----------------------|-----------------------|----------------------|---|
| | X | | X | | Reading Writing Lab |

| 2. Planned Activities | Person(s) Responsible | Action Steps | Target Date |
|---|-----------------------|--|---------------------------------------|
| a) For OPHT 201, 223, and 155. Continue development of case studies and discussion boards. Refine rubrics. | Scott Helkaa | Develop additional case studies, discussion board postings for all first year optical courses. | Start during 2019 Spring semester. |
| b) For OPHT 102, 105 and 220. Develop and use discussion posts, case studies, and rubrics. Evaluate for effectiveness in next review cycle for these courses. | Dale Roveri | Develop additional case studies, discussion board postings for all first year optical courses. | Ongoing task for all future semester. |

Mission, Student Success, & Institutional Effectiveness

Describe how the results of program outcomes assessment support CSN mission fulfillment, student success, and contributes to institutional effectiveness.

"The College of Southern Nevada creates opportunities and enriches lives with inclusive learning and working environments that support diversity and student success. The College fosters economic development, civic engagement, and cultural and scientific literacy, while helping students achieve their educational, professional, and personal goals."

This Program assessment tool helped the program to evaluate if its decision to include case studies and discussion posts in first semester courses, in order to help students be successful with passing the new NSBDO exam process, was a sound idea. It also helped to identify if the Programs decision to raise its minimum pass point from 70% to 75 for all optical courses was a sound decision. Both have proven to be sound decisions and should be expanded upon. This should help our completers to pass their state boards with a competent score. By passing their state boards and becoming licensed professionals, they can triple their yearly income⁵². By becoming licensed and tripling their income

⁵² Based on Program surveys of pre licensure pay as an apprentice vs post licensure pay as a full licensed optician in Nevada.

completers have achieved the mission statement concepts of : “Enrich lives” and “achieve their educational, professional and personal goals”

Additionally, student success with exam pass points, licensure attainment, and wage improvement leads to meeting the Student First Concepts of Complete and Prosper.

Report and Disseminate Results

1. Indicate those internal and external stakeholders that need to know and should know your assessment results.
2. Describe any stakeholder feedback and the impact of that feedback to the program.

This report will be shared with the Programs Advisory Board at its next available meeting. Any feedback obtained from the Advisory Board will be used to modify any identified actions in this report on an as needed basis.

Appendix 17: Area of Concern

Attachment D: Area of Concern Form

Program: Ophthalmic Dispensing – Dispensing Technician Emphasis

Department or Academic Unit: Department of Dental, Diagnostic & Rehabilitative Services

Academic Year: 2018-2019

Identified Area of Concern:

The Program has been broadcasting its lecture courses using the NSHE video conference system since 2001. Since 2006, The Program has been using room H105, West Charleston Campus. Room H105 West Charleston campus needs to be modified for more efficient usage. H105 is currently the only classroom on the West Charleston campus that is set up for video conferencing using the NSHE conference system. The Program has used this classroom since 200X in order to deliver its lecture course to students enrolled in The Program who live in remote parts of Nevada. (Elko, Pahrump, Logandale, Mesquite, Carson City, and Reno).

In the past these remote sites have been generous with allocating rooms on their respective campuses during the time period optical lecture course are offered. The lecture courses are offered Tuesday and Thursday mornings 8 am to 9am, Monday and Wed mornings 10 am to 11:50 am, Wed and Friday night's 6-7:30 pm and Tuesday/Thursday night's 5-6:30pm. On occasion, an optical seminar course is held on nontraditional days and times.

Over the last two years, scheduling has become difficult due to two factors. The first factor is scheduling conflicts with the optical course times here at CSN and the usage needs of the remote hosting site. The remote hosting sites are experiencing an increase in room usage on their campuses during the period the optical courses are available for broadcasting. The second factor is staff scheduling issues. The remote sites are experiencing staff scheduling difficulties on Friday nights as their staff is spread too thin, therefore making it difficult to have on site personnel present when the remote room is in use on Friday nights.

Both situations require The Program to "Think Outside the Box". There are times when the course instructor has to use three delivery systems during a given class. This means that the instructor has 30 students in the H105 classroom, students at a remote site receiving a video broadcast and students at home on their computer receiving the lecture through Canvas using Big Blue Button web casts, all at the same time!

This requires the instructor to pause during white board work to make sure that the camera system in the room is focused on the white board for video broadcast purposes and to realign the computer monitor with the white board for Big Blue Button.

H105 needs to have its camera system set up such that it connects to the video broadcast system AND through Canvas using Big Blue Button at the same time. This would allow the instructor to use the in room camera system to focus on the white board and TV monitors used during lectures for students at distance sites and at a computer of their choice.

Department Chair

Date

Dean

Date

Appendix 18: Action Plan for Area(s) of Concern

Attachment E: Action Plan Form

Program: Ophthalmic Dispensing – Dispensing Technician Emphasis

Department or Academic Unit: Department of Dental, Diagnostic & Rehabilitative Services

Academic Year: 2018-2019

Identified Area of Concern:

H105 needs to have its camera system set up such that it connects to the video broadcast system AND through Canvas using Big Blue Button at the same time. This would allow the instructor to use the in room camera system to focus on the white board and TV monitors used during lectures for students at distance sites and at a computer of their choice.

Action Plan:

The Program should meet with CSNs OTC office and the NESHE video conference staff to implement changes to room H105 West Charleston campus. Changes should include modifying the existing camera system so that it can capture classroom activities and broadcast them via both the NSHE video conference sites and Canvas using the Blue Button portal, or its equivalent, at the same time. This would help multiple programs on campus, (Optical, Surgical Tech, and Radiology) who have started broadcasting their lecture courses to remote sites in Nevada.

| | |
|------------------|-------|
| _____ | _____ |
| Department Chair | Date |
| _____ | _____ |
| Dean | Date |
| _____ | _____ |
| VPAA | Date |