Assessment Plan
SUNY College of Optometry

Overview
Planning and assessment are woven into the fabric of College operations. On a five-year cycle, the entire College community participates in a year-long strategic planning process that culminates in a faculty retreat and published five-year strategic plan. Day-to-day College operations are driven by the mission, goals and objectives included in this plan.

Various assessment strategies are used to track implementation of the strategic plan and monitor College operations. The primary motivation is to identify, obtain, analyze and utilize outcomes data for meaningful programmatic improvement. When available and appropriate, national data serve as benchmarks for assessing performance. Key performance indicators are widely distributed and generally published on the College’s webpage. Analysis of data may lead to corrective actions when they are not consistent with expected outcomes.

College assessment processes are designed to meet or exceed accreditation standards published by the Middle States Commission on Higher Education (MSCHE) and Accreditation Council on Optometric Education (ACOE) and to conform to the policies of the State University of New York. Institutional operations and student learning in each of College’s educational programs are assessed through multiple mechanisms.

Office of Institutional Research and Planning
Planning and assessment are coordinated by the director of institutional planning and research, who reports directly to the College president. The Committee on Institutional Research and Planning provides counsel and support to the director and president on matters related to planning and assessment by
- assisting in the design of an institutional assessment program linked to the College’s strategic plan
- reviewing institutional outcomes data and advising the administration on action steps to achieve the College’s strategic goals
- recommending methods for communicating the results of institutional research and outcomes assessment to the broader College community
- actively consulting with the College administration on the allocation of resources in support of the College’s strategic priorities

The committee, which is chaired and staffed by the director of institutional planning and research, consists of 8 members (in addition to the director). All nominations are subject to review and appointment by the president, and appointments are for 1-year terms (renewable). The composition of the committee is as follows:
- 4 faculty members
  - 1 nominated by each of the 2 academic departments
  - 1 nominated by Research Council
  - 1 UEC faculty member nominated by Clinic Council
- 1 student member nominated by Student Council (the student must be in good academic standing).
- 3 members of the College’s staff as appointed by the president
Institutional Assessment (MSCHE Standard 7)
Institutional assessment is ongoing and may be conceptualized as a cyclical process that starts with the establishment of strategic goals and outcomes measures for these goals. Institutional key performance indicators are assembled by the Office of Institutional Research and Planning, generally published on the College’s website (http://www.sunyopt.edu/offices/institutional-research/) and updated annually. These and other data are utilized by the College vice presidents to analyze progress in their respective areas. The analyses are presented to the Committee on Institutional Research and Planning and senior management team at Annual Implementation Meetings (AIM) and published on the College’s website. When analyses reveal shortcomings in attaining institutional goals, corrective actions are initiated by the appropriate administrative unit. The following diagram summarizes the planning and assessment cycle:

Mission, Goals and Objectives
College operations derive from its mission, goals and objectives. These are
- reviewed (mission) and formulated (goals and objectives) every 5 years during a year-long process that includes the entire College community and culminates in a published five-year strategic plan
- modified as necessary
- aligned with the SUNY strategic plan
- the basis for annual institutional goals established for each administrative area
- used to establish outcome measures

Assessment by Functional Unit
The College is organized into the following five functional units:
- Academic Affairs
- Finance and Administration
- Institutional Advancement
- Student Affairs
• University Eye Center (UEC)

Each unit is led by a vice president who is responsible for the implementation of the College’s mission, goals and objectives in his/her area. The five vice presidents and president constitute the College’s senior management team. This team, along with the director of institutional research and planning, director of communications and director of human resources, form President’s Council.

The assessment processes employed by each functional unit are similar and consist of the following elements:

- **Data Collection**
  - Key performance indicators are established for each unit.\(^1\) These are:
    - quantitative measures of College performance in key areas
    - provided to the Office of Institutional Research and Planning on an annual basis
    - intended to provide a longitudinal assessment of progress in meeting the College’s mission and goals
    - generally published on the College’s website as graphs and charts ([http://www.sunyopt.edu/offices/institutional-research/factbook/](http://www.sunyopt.edu/offices/institutional-research/factbook/))
    - widely disseminated, particularly to individuals and administrative units that can shape relevant policies
    - when available and appropriate, compared to national data, which serve as benchmarks for assessing performance
  - Results of exit and alumni surveys (provided by the Office of Institutional Research and Planning)
  - Additional quantitative and qualitative outcome measures that the unit believes will be useful (referred to as unit data)
    - Unit data are collected on an annual basis and made available to the IRPC and President’s Council as needed
    - Unit data are listed in Appendix A

- **Structured Analysis**
  - Key performance indicators and other information (both quantitative and qualitative) are analyzed by each of the five functional units relative to the strategic plan

- **Closing the Loop**
  - When a substantive lack of progress in reaching a strategic goal is indicated, potential solutions are formulated and implemented

**Functional Units**

- **Academic Affairs**
  - Key performance indicators\(^2\)
    - Faculty
      - headcount by department and service* 
      - professional and graduate degrees*
      - adjunct qualifications*
      - faculty employment status*

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\(^1\) Key performance indicators are subject to change based on their utility in assessing performance.

\(^2\) Not included here are key performance indicators for student learning; these are listed under individual programs in the Assessment of Student Learning section of the assessment plan.

* Performance indicators denoted with an asterisk are currently published on the College’s website in FactBook.
- faculty salary benchmarking*
- Library
  - searches conducted*
  - circulation statistics*
  - interlibrary activities and document delivery*
  - library expenditures by year*
  - patron assistance*
- Research
  - grant income*
  - number of grants*
  - number of publications*
  - number of patients recruited for ongoing clinical research projects from UEC clinics and elsewhere*
- Structured Analysis and Closing the Loop
  - The administrative units and offices within Academic Affairs that are responsible for (1) analyzing outcomes data to determine if progress on strategic goals is satisfactory and (2) formulating and implementing policy are
    - Dean's Council
    - Clinical Education Council
    - Research Council
    - Associate Dean for Graduate Studies and Research
- **Finance and Administration**
  - Key Performance Indicators
    - annual operating budget*
    - fund balances*
    - revenues from state, tuition, patient care, research grants, facilities use agreements and continuing education*
    - infrastructure projects/improvements to include status and value*
    - program space improvements with status and value*
    - expenditures for equipment
    - expenditures for repair and maintenance
  - Structured Analysis and Closing the Loop
    - The administrative units within Finance and Administration that are responsible for (1) analyzing outcomes data to determine if progress on strategic goals is satisfactory and (2) formulating and implementing policy are the offices of
      - Business Affairs
      - Personnel and Payroll
      - Facilities Operations and Capital Projects
      - University Police
      - Environmental Health and Safety
      - Information Technology
      - Internal Control and Institutional Services
      - Grant Administration
- **Institutional Advancement**
  - Key Performance Indicators
    - fundraising by year*
- major gifts campaign (*The Vision & The Promise* campaign)*
- alumni giving by source (alumni, industry, grants, BOT)*
- alumni giving (number and percentage)*
- faculty and staff giving*

  o Structured Analysis and Closing the Loop
    - The administrative units within Institutional Advancement that are responsible for (1) analyzing outcomes data to determine if progress on strategic goals is satisfactory and (2) formulating and implementing policy are the offices of the
      - Associate Director of Alumni Affairs
      - Associate Director of Annual Fund
      - Associate Director of Development

- **Student Affairs**
  - Key Performance Indicators
    - Admissions and Enrollment
      - inquiries, applications, admissions and enrollment by year*
      - entering GPA and science GPA*
      - entering GPAs by school per year*
      - entering OAT TS by school per year*
      - geographical distribution of entering students*
      - percent admitted by school per year*
      - under-represented minorities*
      - yield by school per year*
      - first-year enrollment by ethnic-racial category*
      - historic enrollment*
      - attrition rate*
      - applicant/enrollment profiles of students who graduate from Upstate colleges and originate from Upstate*
      - number of applicants to CSTEP program and annual trend of CSTEP participants who apply to the professional OD program
    - Graduate Admissions and Enrollment
      - applicants, acceptances and enrolled (OD-MS Program)*
      - applications, acceptances and enrolled (PhD Program)*
      - first-year and total OD-MS enrollment by year*
      - first-year and total PhD enrollment by year*
    - Residency Program Admissions and Enrollment
      - programs, applications, positions and filled*
    - Student Expenses and Financial Aid
      - direct expenses for in-state students*
      - direct expenses for out-of-state students*
      - total costs for in-state students*
      - total costs for out-of-state students*
      - percent of students receiving aid per year*
      - indebtedness by school per year*
      - categories of student financial aid*
    - Student Services
      - number of student members in clubs and organizations*
      - number of student service hours*
- number of activities organized by Student Affairs, clubs and organizations*
- number of students who serve on international mission trips*
- number of career sessions/workshops per year*
- number of attendees at annual career symposium*
- number of student and resident participants in *Family of Mentors* pilot project*
- number of programs with CSTEP, the IDEA initiative and other diversity programs*
- number of students who receive career, admissions, academic, financial aid and support counseling and tutoring and mentoring services

- Structured Analysis and Closing the Loop
  - The administrative units within Student Affairs that are responsible for (1) analyzing outcomes data to determine if progress on strategic goals is satisfactory and (2) formulating and implementing policy are the offices of the
    - Registrar
    - Director of Financial Aid
    - Director of Admissions and Marketing
    - Director of Career Development and Minority Enrichment

- **University Eye Center**
  - Key Performance Indicators
    - charitable care*
    - new referring provider*
    - payor mix*
    - public service by year*
    - number of screenings/educational seminars per month*
    - referral center encounters by year*
    - total, new and established patient encounters by year*
    - total revenues by year*
    - new UEC patients by year*
    - patient visits by service by year*
    - provider participation in MCPs*
    - revenues by service*
    - number of website hits per month
    - waiting times for service units
    - number of new patients from marketing campaigns
    - number of completed patient surveys and results as they related to patient satisfaction
    - number of pediatric patients (when mandatory pediatric benefit begins)
    - PRQS data
    - flagged records from QA Committee regarding evidence-based care
    - number of patients recruited for ongoing CVRC clinical research projects from UEC clinics*
    - number of group managed care and individual provider plans in which the UEC participates*
    - number of faculty members who have attained fellowship, diplomate or board certification status*
    - number of peer-reviewed articles and presentations by clinical faculty members*
    - number of faculty and staff who attend professional development programs

- Structured Analysis and Closing the Loop
- The administrative units within the University Eye Center Academic Affairs that are responsible for (1) analyzing outcomes data to determine if progress on strategic goals is satisfactory and (2) formulating and implementing policy are:
  - Clinic Council
  - Offices of the Service Chiefs
  - Office of the Chief of Staff/Director of Professional Services
  - Office of the Chief Operating Officer

**Assessment at the Institutional Level**

In addition to assessment at the unit level, assessment occurs at the institutional level. The key performance indicators listed previously as well as other relevant quantitative and qualitative information are employed in this process. The goals of institutional level assessment are to (1) analyze outcomes to determine if progress on institutional strategic goals is satisfactory and (2) formulate and implement policy when the analysis reveals a substantive lack of progress in meeting institutional strategic goals. The mechanisms employed in this process and closing of the loop include:

- Dissemination of analyses and opportunity for feedback
- Discussions at meetings of President’s Council and Round Table
- Annual Implementation Meetings (AIM) in which each vice president presents a data-driven analysis to the Committee on Institutional Research and Planning and senior management team that addresses progress on the strategic plan in the vice president’s area of responsibility. These reports are published on the College’s website (http://www.sunyopt.edu/offices/institutional-research/annual-implementation-meetings/)
- Annual presidential evaluations of progress in each vice president’s area of responsibility
- Establishment by the president and each unit vice-president of annual goals for the unit that are derivative of institutional strategic goals. These annual institutional goals
  - reorient each unit with the College’s strategic goals
  - provide an opportunity to utilize assessment results and analyses to develop and implement policies to ensure that strategic goals are met
  - are published on the College’s website (http://www.sunyopt.edu/offices/institutional-research/annual-institutional-goals/)
- Linkage to Resource Allocation
  - Resource allocation is driven by the College’s mission, goals and objectives. When submitting annual budget requests, vice-presidents are required to justify each request by linking it to a specific component of the strategic plan.

**Assessment of Student Learning (MSCHE Standard 14)**

**Doctor of Optometry (OD) Program**

**Curricular Learning Objectives**

Curricular learning objectives for the OD program are aligned with College’s mission and relevant institutional goals and objectives. They are defined and published in *Competencies and Attributes for Optometrists Graduating from SUNY College of Optometry*. This document

- states entry level competencies and attributes
- is published on the College’s website
- is periodically reviewed by Clinical Education Council and Dean’s Council
- serves as the basis for course learning objectives
serves as basis for clinical learning objectives that are developed by Clinical Education Council and published in the *Table of Intern Clinical Competencies*

**Student Learning at the Course and Clinic Level**

Student learning with respect to course and clinic learning objectives is assessed with multiple mechanisms, including:

- **Course level**
  - written examinations
  - pre-clinical practical examinations
  - papers, oral presentations and class participation
  - student course surveys

- **Clinical patient care level**
  - evaluations by clinical instructors who supervise the student
  - evaluation by 3rd year Clinical Instructor of Record
  - evaluation by 4th year Clinical Instructor of Record
  - evaluation by Clinical Education Council

**Student Learning at the Program Level**

Assessment of student learning at the program level occurs through multiple mechanisms including:

- **key performance Indicators**
  - performance on national licensing examination (NBEO)*
    - Part 1: Applied Basic Science
    - Part 2: Patient Assessment and Management
    - Part 3: Clinical Skills
  - percentage of graduates who intend to enter a residency program*
  - percentage of graduates who enter graduate training (other than a residency)
  - number of students who complete alternative OD educational tracts, including accelerated programs*
  - number of students who complete graduate certificate program in optometry business management or MBA program*
  - number of international programs/courses, including 4th year rotations and the number of participants in these*
  - number of patients seen by each student for whom interdisciplinary team-based care was provided
  - number of OD students and residents participating in funded clinical research projects
  - number of publications by OD students and residents in peer-reviewed journals
  - number of presentations by OD students and residents at AAO and ARVO meetings*

- **other sources of information**
  - quantity and quality of each student’s patient-care experiences for each educational assignment
  - case-based, third-year integration examination to assess student integration of didactic curriculum learning objectives with case-based scenarios
  - annual exit surveys
  - annual alumni surveys
  - Curriculum Committee assessments
  - regular Curriculum Track Discussion Meetings led by the vice president for academic affairs and open to all faculty members
• unit data (see Appendix A)

Closing the Loop
Data collected for the OD program are analyzed to determine if students are meeting the program’s educational leaning objectives. When data suggest substantive shortcomings, potential solutions are formulated and implemented. While the analysis and formulation of potential solutions may be initiated at various administrative levels related to the OD program, the forums/offices best suited for analysis, planning and implementation are:

- Curriculum Track meetings
- Curriculum Committee
- Dean’s Council
- Clinical Education Council
- Department Chairs

External Review
The OD program undergoes external evaluation by the Accreditation Council on Optometric Education (ACOE), which is recognized by both the US Department of Education and Council on Higher Education Accreditation, on an approximately 8-year cycle. The eight accreditation standards evaluated by the ACOE are:

- Mission, Goals and Objectives
- Curriculum
- Research and Scholarly Activity
- Governance, Regional Accreditation, Administration and Finance
- Faculty
- Students
- Facilities, Equipment and Resources
- Clinic Management and Patient Care Policies

A complete list of the ACOE accreditation standards and sub-standards may be found in the Accreditation Manual: Professional Optometric Degree Programs at http://www.aoa.org/Documents/students/od_manual_08_2014.pdf.

Combined OD-MS Program (Vision Science)
Curricular Learning Objectives
Curricular learning objectives for the combined OD-MS program are:

- aligned with College mission and relevant strategic plan goals/objectives
- published on the College’s website
- reviewed regularly by Dean’s Council, the associate dean for graduate studies and research and the graduate faculty Committee on Graduate Programs, Policy, Admissions and Standing
- the basis for learning objectives that are established for each course

Student Learning at the Course Level
Student learning at the course level is assessed through multiple mechanisms, including:

- written examinations
- assigned papers
- oral presentations at seminar courses
- class participation in seminar courses
• graduate advisor’s assessment of student progress
• thesis committee’s review of required research paper

Student Learning at the Program Level
Assessment of student learning at the program level occurs through multiple mechanisms, including
• key performance indicators
  o current positions held by graduates*
  o place of employment of graduates*
  o work effort of graduates*
• Other sources of information
  o review of MS thesis papers by thesis examination committee
  o annual compilation and review of published papers and abstracts by the associate dean for
    graduate studies and research and graduate faculty
  o assessments by Committee on Graduate Program, Policy, Admissions, and Standing
  o exit and alumni surveys

Closing the Loop
Data collected for the combined OD-MS program are analyzed to determine if students are meeting its
educational learning objectives. When data suggest substantive shortcomings, potential solutions are
formulated and implemented. While the analysis and formulation of potential solutions may be initiated
at various administrative levels level related to the combined OD-MS program, the forums/offices best
suited for analysis, planning and implementation are:
• Committee on Graduate Program, Policy, Admissions, and Standing
• Dean’s Council
• Associate Dean for Graduate Studies and Research

External Review
External reviews are performed as needed and in accordance with SUNY policy

PhD Program (Vision Science)
Curricular Learning Objectives
Curricular learning objectives for the PhD program are
• aligned with College mission and relevant strategic plan goals/objectives
• published on the College’s website
• reviewed regularly
• the basis for the learning objectives that are established for each course

Student Learning at the Course Level
Student learning at the course level is assessed through multiple mechanisms, including
• written course examinations
• assigned papers
• oral presentations at seminar courses
• class participation in seminar courses
• faculty review of performance in research laboratories
• annual oral research presentations to faculty
• graduate advisors’ assessments of student progress
• specialty examinations
• dissertation committees’ reviews of research proposals
• public PhD defenses
• dissertation committees’ reviews of required research paper

**Student Learning at the Program Level**
Assessment of student learning at the program level occurs through multiple mechanisms and data sources, including:

- key performance indicators
  - current positions held by graduates*
  - place of employment of graduates*
  - work effort of graduates*
  - number of external students who enroll in SUNY Optometry graduate courses
  - external support for graduate and post-graduate research training programs, including ODs enrolled in PhD program
  - average time to completion for ODs and others enrolled in PhD program*
- other sources of information
  - review of PhD thesis and papers by the thesis examination committee with oversight by the graduate faculty Committee on Graduate Program, Policy, Admissions and Standing
  - annual compilation and review of published papers and abstracts by the associate dean for graduate studies and research
  - assessments by Committee on Graduate Program, Policy, Admissions, and Standing
  - exit and alumni surveys

**Closing the Loop**
Data collected for the PhD program are analyzed to determine if students are meeting its educational learning objectives. When data suggest substantive shortcomings, potential solutions are formulated and implemented. While the analysis and formulation of potential solutions may be initiated at various administrative levels related to the PhD program, the forums/offices best suited for analysis, planning and implementation are:

- Committee on Graduate Program, Policy, Admissions, and Standing
- Dean’s Council
- Office of the Associate Dean for Graduate Studies and Research

**External Review**
External reviews are performed as needed and in accordance with SUNY policy

**Residency Programs (Post-Doctoral Clinical Education)**
**Curricular Learning Objectives**
Curricular learning objectives for each residency program are

- aligned with College mission and relevant strategic plan goals/objectives
- published on the College’s website
- reviewed regularly

**Student Learning at the Program Level**
Assessment of student learning at the program level occurs through multiple mechanisms and data sources, including:

- key performance indicators
  - number of applicants for each residency program*
• qualifications and diversity of entering residents*
• other sources of information
  o evaluations by clinic supervisors
  o quantity and quality of each resident’s patient-care experiences
  o program evaluations completed by residents
  o review of oral presentations
  o review of research papers
  o annual exit survey
  o alumni surveys
• unit data (see Appendix A)

Closing the Loop
Data collected for each residency program are analyzed to determine if residents are meeting its educational leaning objectives. When data suggest substantive shortcomings, potential solutions are formulated and implemented. While the analysis and formulation of potential solutions may be initiated at various administrative levels related to the residency program, the offices best suited for analysis, planning and implementation are the:
• Individual Residency Supervisors
• Director of Residency programs

External Review
Each residency program undergoes external evaluation by the Accreditation Council on Optometric Education (ACOE), which is recognized by both the US Department of Education and Council on Higher Education Accreditation, on an approximately 8-year cycle. The 6 standards evaluated by the ACOE are
• Mission, Goals, Objectives, Outcomes, and Program Improvement
• Curriculum
• Administration
• Faculty
• Residents
• Resources and Facilities

A complete list of the ACOE residency program accreditation standards and sub-standards may be found in the Accreditation Manual: Optometric Residency Programs at http://www.aoa.org/Documents/students/residency_manual_12_2015.pdf.

The following table lists the College’s residency programs and the month and year of the most recent ACOE accreditation visit:

<table>
<thead>
<tr>
<th>Residency Program</th>
<th>Most Recent ACOE Accreditation Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Point</td>
<td>2014</td>
</tr>
<tr>
<td>Hudson Valley Veterans Administration</td>
<td>2014</td>
</tr>
<tr>
<td>East New York Diagnostic and Treatment Center</td>
<td>2015</td>
</tr>
<tr>
<td>Ocular Disease</td>
<td>2015</td>
</tr>
<tr>
<td>Primary Care</td>
<td>2009</td>
</tr>
<tr>
<td>Vision Therapy &amp; Rehabilitation</td>
<td>2009</td>
</tr>
<tr>
<td>Low Vision</td>
<td>2010</td>
</tr>
</tbody>
</table>
Continuing Professional Education for Practicing Optometrists

Program Goals
The program goals for the continuing professional education program are:
- aligned with College mission and relevant strategic plan goals/objectives
- published on the College’s website
- reviewed regularly
- the basis for the learning objectives that are established for each continuing education course

Student Learning
Assessment of student learning occurs through multiple mechanisms and data sources, including:
- key performance indicator published on College’s website
  - Envision attendance*
  - total number of CME units delivered (program hours multiplied by number of attendees)*
  - number of continuing professional education webinars*
- other sources of information
  - completion of written examinations (certain courses)
  - surveys completed by course attendees
  - observation of courses by the director of continuing professional education
- unit data (see Appendix A)

Closing the Loop
Data collected for each continuing education course are analyzed to determine if it is meeting its educational learning objectives. When data suggest substantive shortcomings, potential solutions are formulated and implemented through the Office of Continuing Professional Education.

External Review
All continuing professional education courses are submitted for approval to the Council on Optometric Practitioner Education (COPE), a national clearing house for optometric continuing education.

Assessment of the College's Assessment Process
The College’s assessment program is effective to the extent that the following three conditions are met:
- outcomes data are identified, routinely collected and made available to appropriate individuals and governing councils
- data are analyzed with respect to College’s strategic plan
- when data suggest substantive shortcomings
  - potential solutions are formulated and effective corrective actions are implemented and/or
  - strategic priorities are reassessed
The Committee on Institutional Research and Planning and President’s Council monitor the effectiveness of the College’s assessment process. As part of the College’s strategic planning process, extant outcome measures are reviewed with the goal of ensuring that relevant and actionable data are employed to assess the new strategic plan. Outcome measures for the new strategic plan are developed during the strategic planning process taking into account the effectiveness of extant measures in leading to programmatic improvement.
Appendix A

Unit Data

Unit data are collected on an annual basis and made available to the IRPC and President’s Council as needed. These data, along with key performance indicators and other outcome measures, are employed at both the unit and institutional level to assess progress relative to the strategic plan.

Institutional Assessment (MSCHE Standard 7)

Academic Affairs

- Faculty
  - profile of newly hired faculty members to include
    - academic degrees
    - academic institution from which terminal degree was earned
    - peer-reviewed publications and abstracts
    - continuing education courses given
    - clinical and/or research experience
    - funding for research

- Research
  - income from individual grants
  - number of unfunded and funded inter-institutional collaborative projects
  - analysis of publications by impact factor
  - number of speaking invitations received by faculty, post-docs and graduate students
  - extent of faculty service on federal grant study sections, foundation scientific advisory councils and journal editorial boards

Institutional Advancement

- funds raised to support research efforts

Student Affairs

- Admissions and Enrollment
  - leadership potential/skills of incoming class members
  - open house attendance and satisfaction of visiting students

- Graduate Admissions and Enrollment
  - number of ODs who apply for, enter and graduate from the PhD program

- Student Services
  - quality of activities organized by Student Affairs, clubs and organizations
  - student satisfaction with ease of obtaining and maintaining satisfactory housing
  - number of activities and events that attract industry support, including support of CDC
  - collaborative initiatives with NYSOA
  - number of programs executed for minority groups including racially/ethnically underrepresented, international, first-generation college, LGBT and male students
  - satisfaction of minority students
  - number, quality, and impact of activities implemented by Student Affairs departments, clubs, and organizations, as measured by student outcomes rubrics, student satisfaction surveys, and structured focus groups
- educational impact upon attendees of the annual career symposium, as measured by student outcomes rubrics, student satisfaction surveys, and structured focus groups

**University Eye Center**
- total, new and established patient encounters by month
- revenues generated by advanced technologies
- number of calls coming through Call Center’s ACD system
- number of patients for whom emails are on file
- number of faculty members who have completed an annual review
- number of positions filled internally and through national searches
- financial analysis of residency programs
- number of referrals between services

**Assessment of Student Learning (MSCHE Standard 14)**

**OD Program**
- number of affiliated facilities offering interdisciplinary team-based care and number of students rotating through these facilities
- number of college colloquia that feature examples of evidence-based practice

**Residency Program**
- number of graduate degree-residency programs made available and enrollment in these programs

**Continuing Professional Education for Practicing Optometrists**
- number of participants in webinars

05/13/16