

Student Affairs and International Programs

Presented by:
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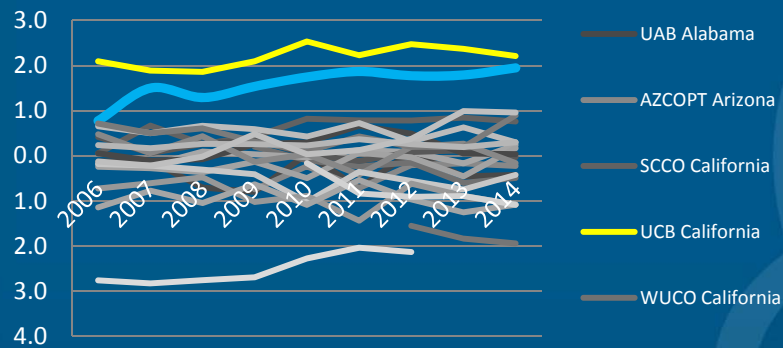
Agenda

- Goal IX. Enroll a highly qualified student body – Building a Legacy of Leadership
- Goal VIII. Vibrant Community
- International Programs
- Goal X. Career Services - Building a Legacy of Leadership

Goal IX. Enroll a highly qualified student body – Building a Legacy of Leadership

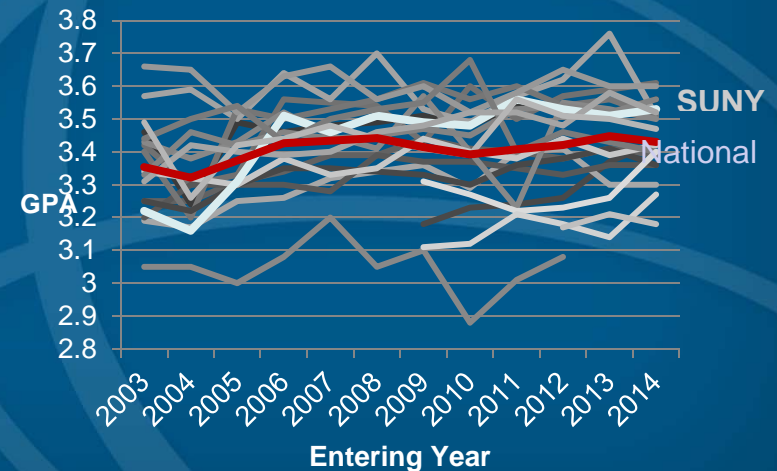
- Highlights:
 - In 2014, we welcomed the largest class in the history of SUNY Optometry with 98 students (2 seats were held for potential repeats from fall 2013)

OAT by College of Optometry – Z Scores



SUNY TS Average = 346
National TS Average = 316

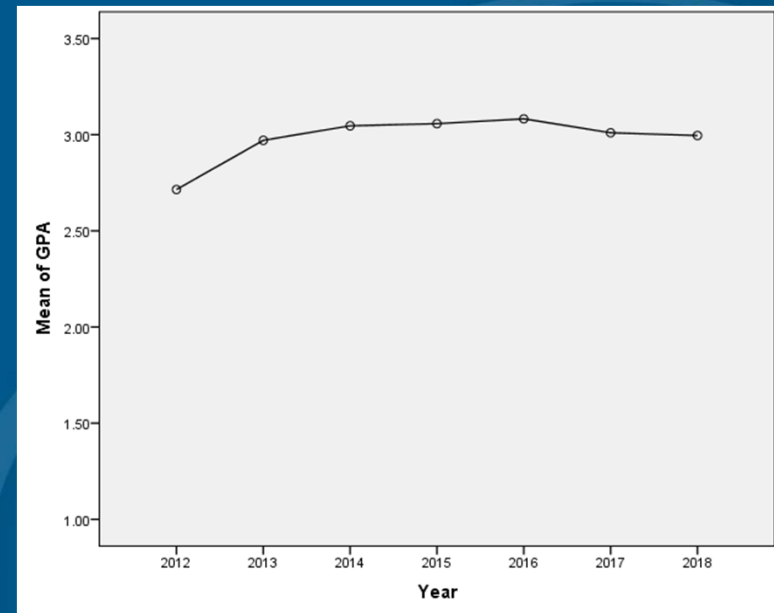
Entering GPAs by School per Year*



SUNY Optometry GPA by Year

(Neuro, Ocular Anatomy, Gross Anatomy, Optics 1, BioScience, OTP 1)

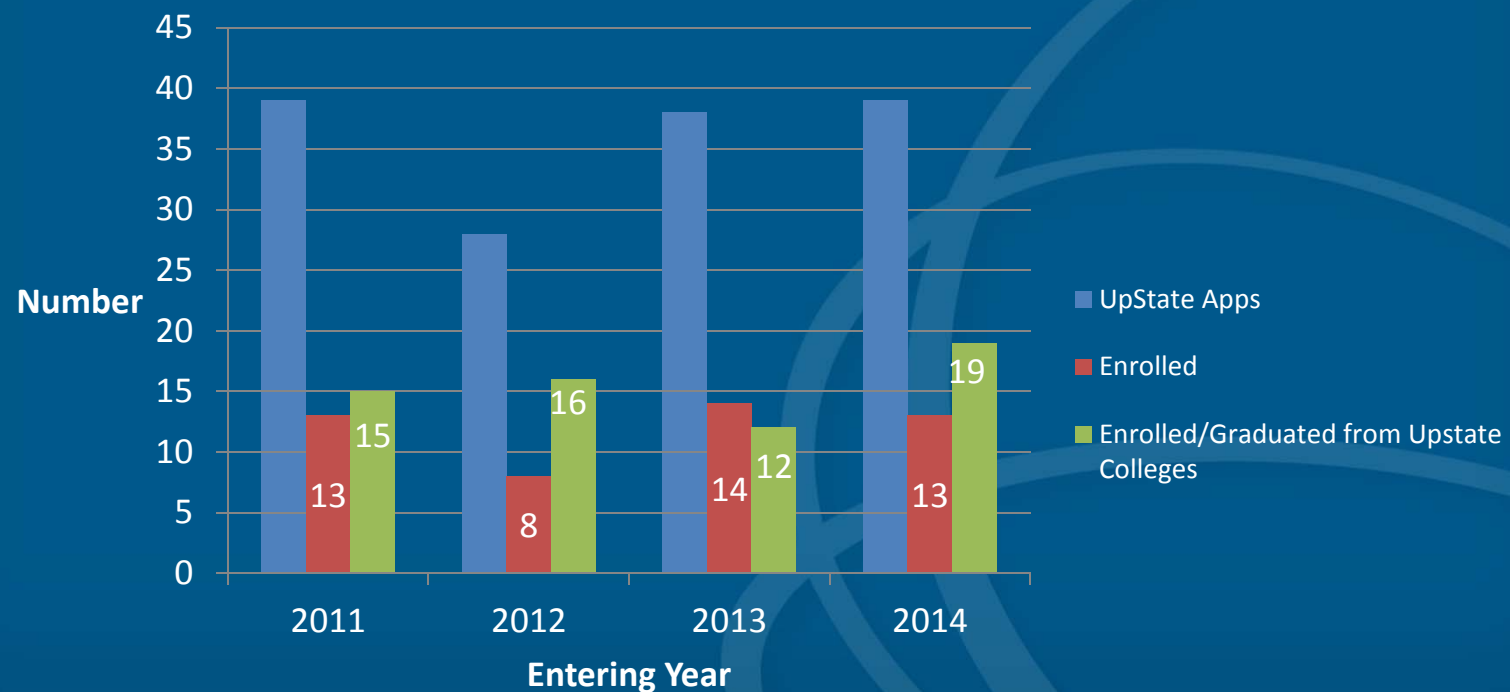
Class of...	N	Mean	Std. Deviation
2012	69	2.71	0.80
2013	71	2.97	0.84
2014	74	3.05	0.79
2015	74	3.06	0.78
2016	81	3.08	0.83
2017	91	3.01	0.82
2018	97	3.00	0.91



There is no statistically significant difference between mean GPAs between Class of 2013 and subsequent classes; Class of 2012 is significantly lower when compared to all other classes.

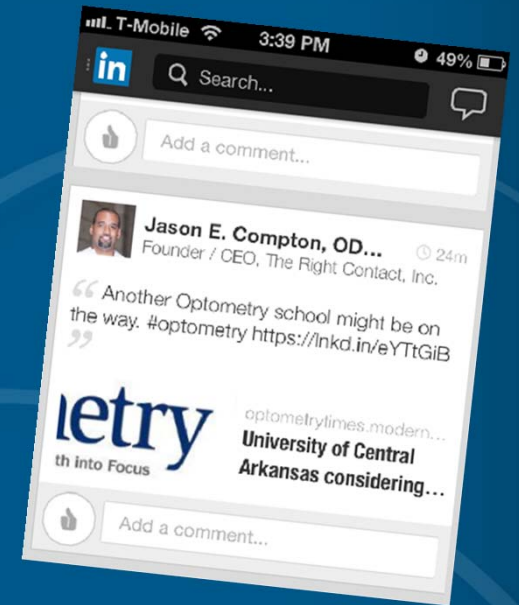
Admission: Professional OD Program

Upstate NY Applications, Enrollment by Year

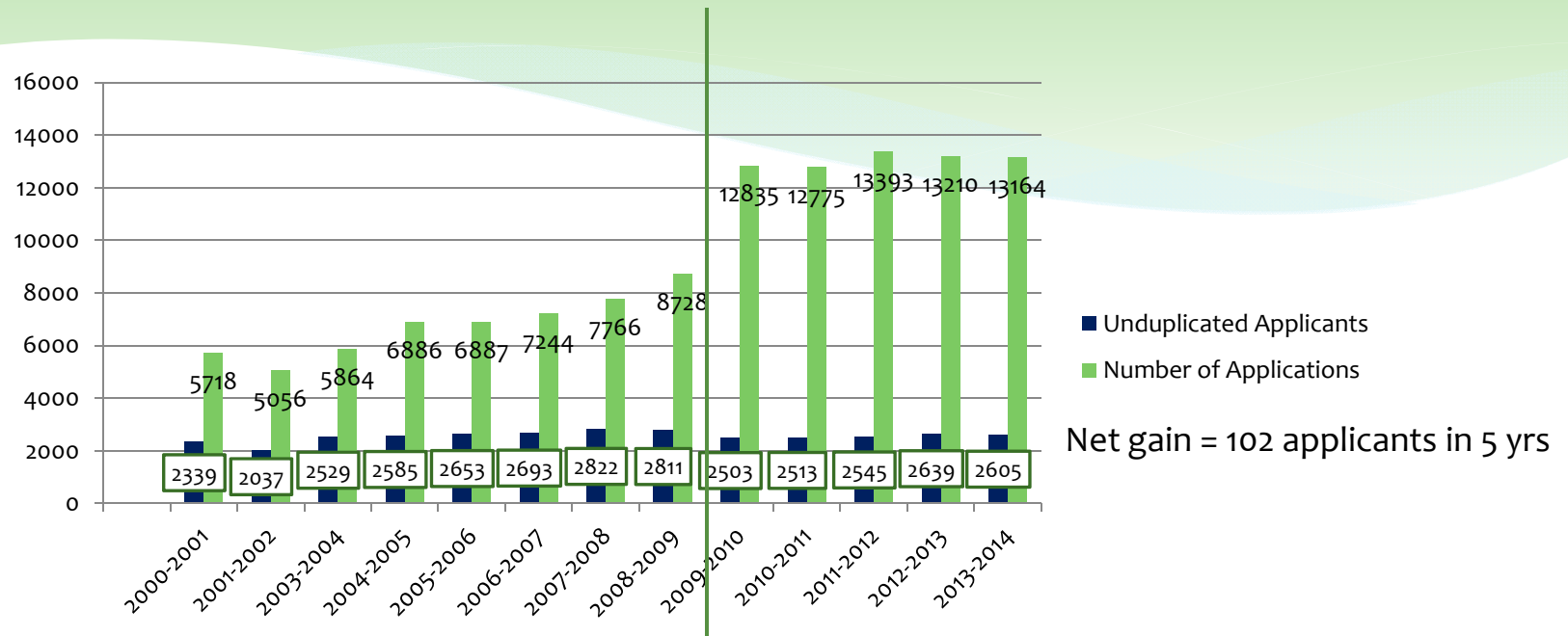


Goal IX. Enroll a highly qualified student body – Building a Legacy of Leadership

- Challenge:
 - National applicant pool= 102 applicants in 5 years
 - Buyers' market - More seats available due to opening of new schools and expansion of existing schools – 1.4 applicants/seat
 - New schools may open up in the near future



Number of Applicants and Applications for Admission to OD Programs from 2000-2013



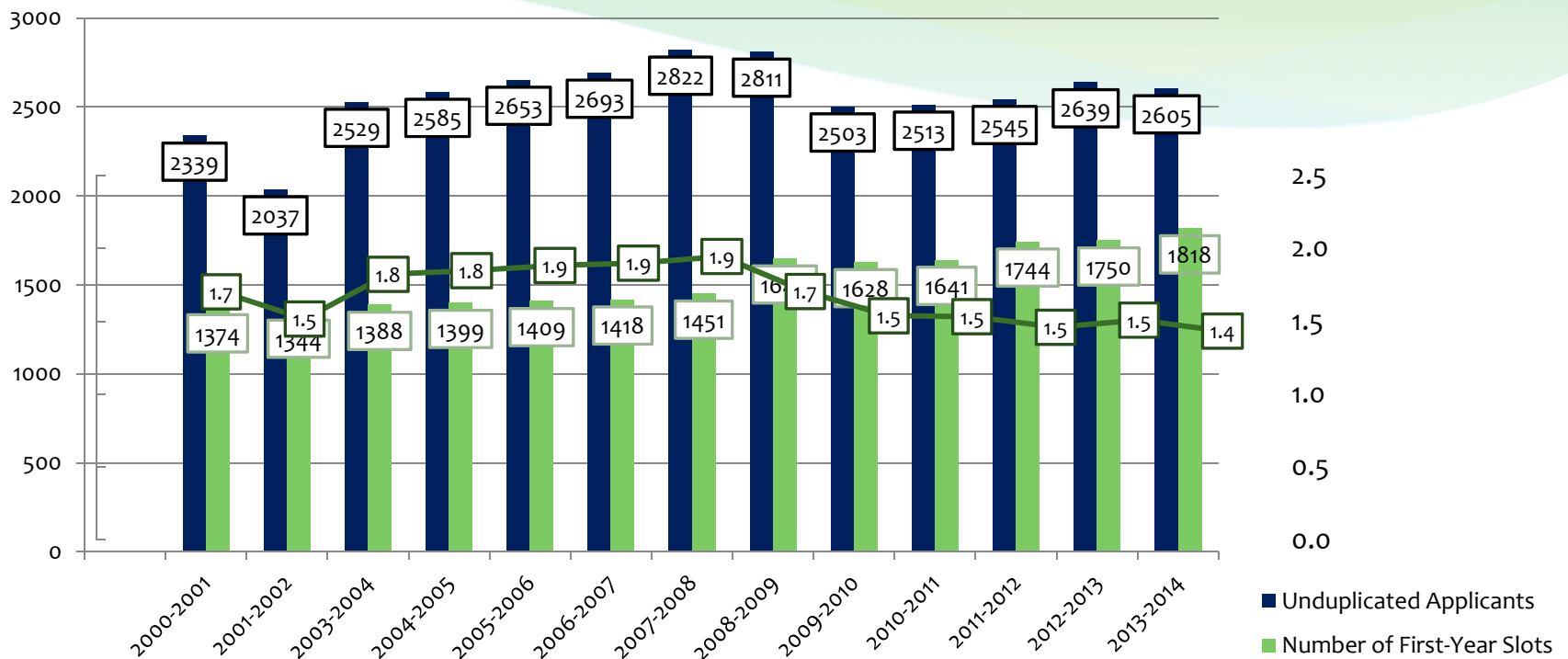
*2002-2003 – No data available.

**2007-2008 – 16 schools reporting (one school did not release a complete applicant list, two additional schools did not yet have an entering class).

***2008-2009 – 17 out of 20 schools reporting (one school did not release a complete applicant list, two additional schools did not participate).

****2009-2010 – First year of OptomCAS data.

Number of Applicants vs. Number of First Year Positions from 2000-2014



*2002-2003 – No data available.

**2007-2008 – 16 schools reporting. (one school did not release a complete applicant list, two schools did not yet have an entering class).

***2008-2009 – 17 out of 20 schools reporting (one school did not release a complete applicant list, three schools did not participate).

****2009-2010 – First year of OptomCAS data.

*****The number of first year positions estimated at 1818 for fall of 2014.

Goal IX. Enroll a highly qualified student body – Building a Legacy of Leadership

- Challenge:
 - How can we increase interest in the profession?
 - How can we increase interest in SUNY Optometry?
 - Expose prospective students to the profession and to the College

Strategic Goal VIII. Create a vibrant sense of community that promotes student engagement, academic success and the development of personal and professional competencies

Dr. Strange writes further that a successful community might be assessed using three criteria:

- The first criterion is a commitment to the community by its members. For genuine commitment to happen, however, members must feel that the community has a vital impact in their lives and chosen values, must provide them with significant roles, and they must see positive results in their efforts to participate.
- The second criterion of a successful community is a sense of empowerment bestowed upon its members. To this end, successful communities influence members to act—in effect—to move beyond a sense of security and belonging to become actively engaged.
- Successful communities serve as safe places for its members to take calculated risks and try new things. But this idea of empowerment also suggests that members of the community participate fully and share the necessary tasks of leadership.
- And, the third criteria of a strong community is an overall sense that one ‘matters’ to others within the community. For this to be achieved, members must move from an invisible or marginal state to a feeling that others depend on them, are interested in them, are concerned about their fate, and share pride and empathy for their successes and failures.)

Goal VIII. Vibrant Community

Members shape policy as policy and shapes behavior

- Leadership Retreat
 - Student leaders and the College leadership met on August 24 at the Residence Inn in Times Square
 - Students identified areas for collaboration between clubs/associations
 - Students and College administration discussed perceived community issues
 - More active clubs; more engaged; higher funding levels; clubs that directly relate and support our mission (CCOSA; ACE; COVD)
- Town hall meetings (THMs)
 - Dr. Heath and Dr. Philpott held town hall meetings with 1st, 2nd and 3rd year students; Dr. Troilo and Dr. Madonna do so, as well
 - We try to act upon serious suggestions and alleviate class concerns to the extent possible

Class of 2018 Committee on Student Amenities

Goal VIII. Vibrant Community - Judicial Code

- A healthy community has mechanisms in place to equitably exercise judgment about misbehavior
 - Challenge:
 - Changes within the profession, federal (Title IX) and state laws; and local issues requires us to act upon policy development (*Victims Bills of Rights*)
 - SUNY Optometry's behavioral codes *Code of Ethics* is dated and must undergo major revisions -- new *Student Conduct Code* is currently being written and will be shared with community by April 1; *Interim Suspension Policy*
 - Careful: Stigmatization; defamation
- Implication : monitor and measure policy needs and implementation

International Programs

- Development of an overall strategic positioning goal for International Programs
 - Grew inductively (naturalistic)
 - Qualitative methods (collecting data in the form of words, documents, and observations) were employed over a prolonged period to increase our understanding of the roles, values, perceptions, and expectations of disparate constituents.

Student Affairs and International Programs

Objectives of the New International Programs:

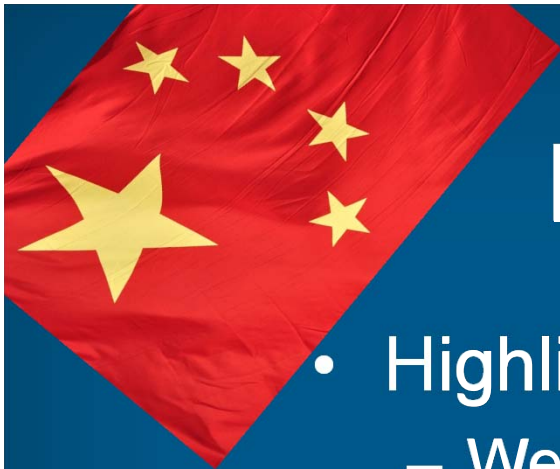


- Augment the College's admissions objectives to enroll a more diverse and international students community
 - Increase enrollment of international students into professional OD program (direct enrollment)
 - Increase enrollment of international students into MS and PhD programs
 - Develop Advanced Standing program (Wenzhou pilot)
 - Continue to determine which countries have interest in higher level education and can benefit from course or completion programs
 - E.g., Colombia, Caribbean
- Make international programs more relevant to current students

Student Affairs and International Programs

- Improve healthcare internationally by bringing eye care to where its most needed
 - Support mission trips around the world
 - Recommendations were made by Dr. Wong's committee to allow students to participate and alleviate staffing issues in the clinic
 - Strong need for resources, faculty and equipment





International Programs

- Highlights:
 - Wenzhou Medical University
 - Develop new programs
 - Advanced standing program
 - » Two students accepted
 - » Degree plan has been created and faculty input will be collected
 - Summer Academic/Clinical program
 - » 10 students will be joining SUNY Optometry this summer

International Programs

– Developments in South Africa

- Refresher course completed (June 2014)
- Ocular Therapeutics courses (May-Sept, 2015)
- Creation for Center for Excellence at St. Mary's Hospital (tentative)
 - Phase 1 – Implementation of Eye Institute
 - Phase 2 - Establishment of Eye Hospital



**Improve South Africa's Vision
with ocular therapeutics course**

SAVE THE DATE

South African optometrists now have the unprecedented opportunity to positively impact the eye health of its citizens by managing patients with the use of therapeutic drugs. Be thoroughly familiar with the properties of ophthalmic therapeutic drugs and their applications, as well as their use in clinical practice, and join South Africa's future eye care team.

This program is brought to you by

 **UNIVERSITY OF
KWAZULU-NATAL**

 **STATE UNIVERSITY OF NEW YORK
COLLEGE OF OPTOMETRY**

Durban: Module 1 - May 18-21; Module 2 - June 15-18
Johannesburg: Module 1 - May 25-28; Module 2 - June 22-25

For more information: Optometry Department, Tel: 031 2607352;
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International Programs

- Summer program with ISO, France
 - 4 students (Summer 2014)
 - Negotiations underway for Summer of 2015

Student Affairs and International Programs

- **Confucius Institute**

- Collaboration with 5 CIs in New York City (i.e., CI DAY)
- Unique emphasis in global healthcare
- Increase enrollment in Chinese language classes
- Build strong relationship with Hanban
- Budget: Develop new budget that is tied to goals and objectives of the CI
- Hiring of teachers (Luhe) and volunteers

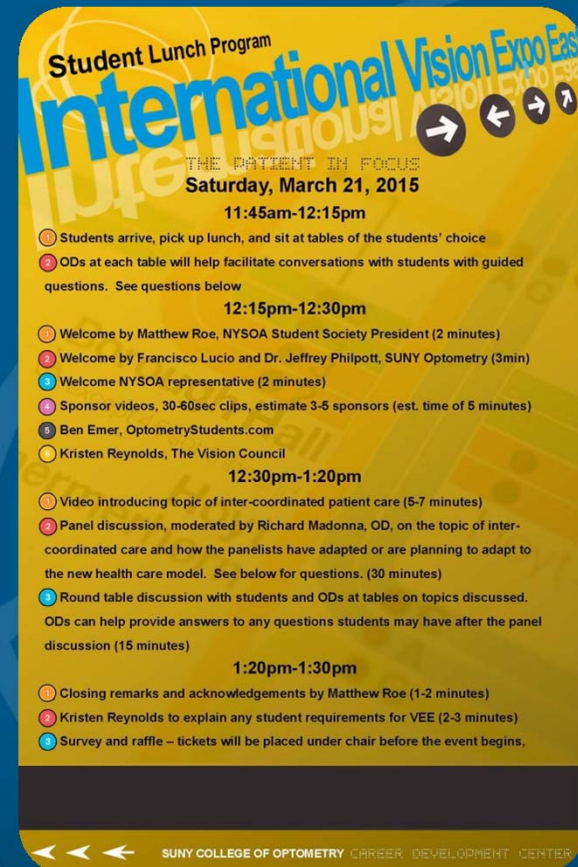
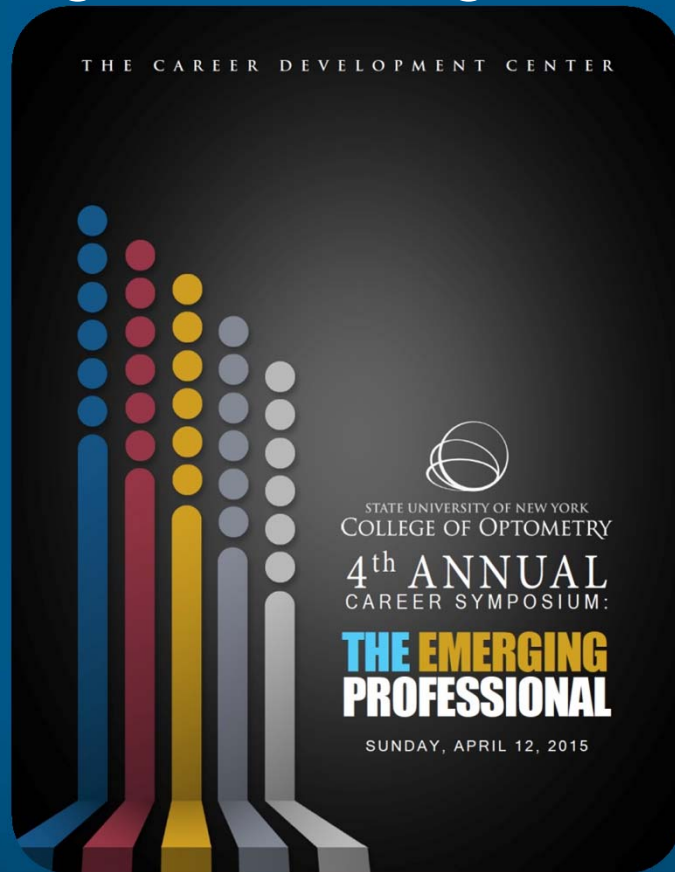


International Programs

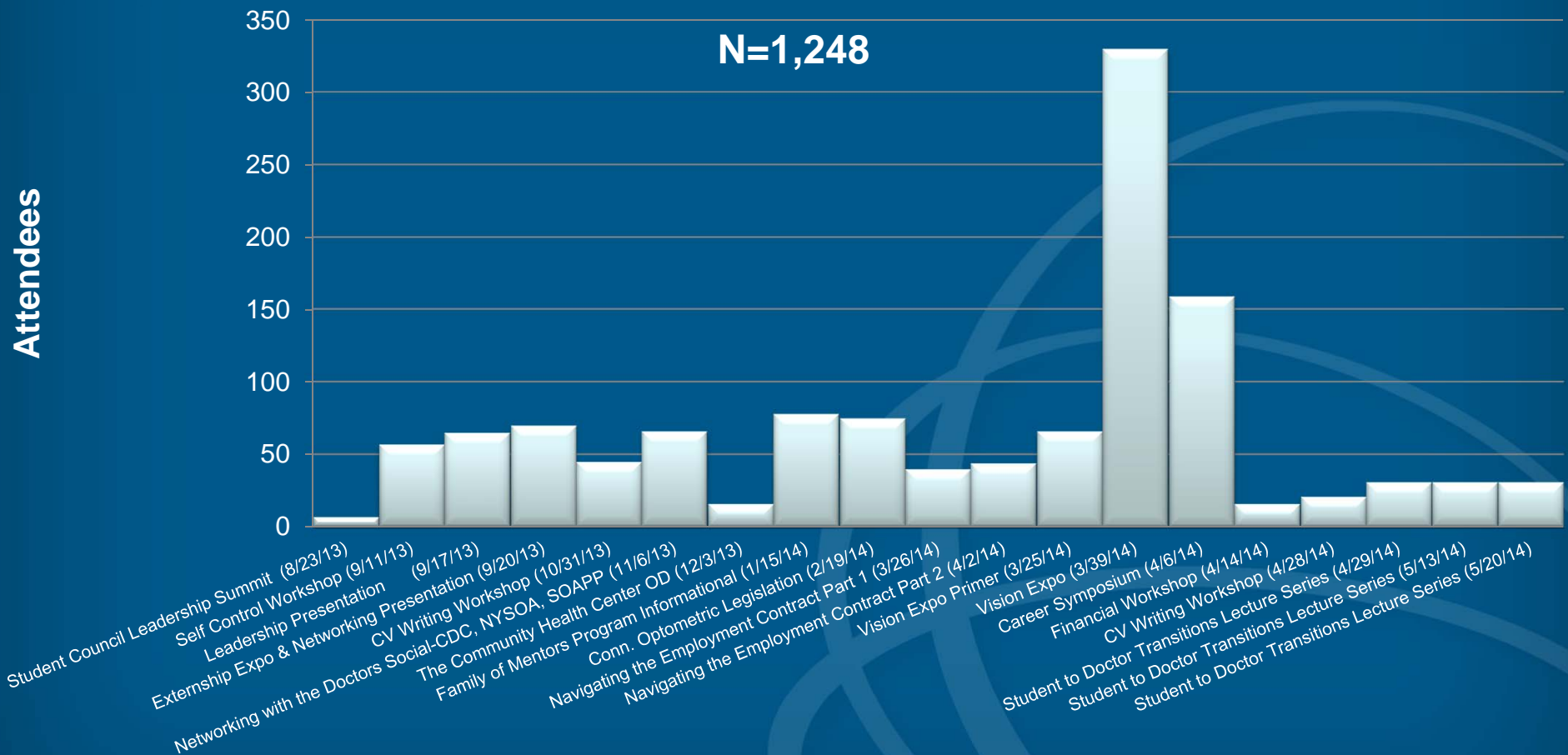
- Challenges:
 - The increased demand by international partners to receive advanced training at the University Eye Center is an opportunity and a challenge
 - Determine costs structure and fees for custom-made programs
 - Criteria by which we accept them
 - Program development procedures

Goal X. *Provide students, residents and alumni with the services to succeed in their careers.*

- Signature Programs:



CDC Activities



Goal X. *Provide students, residents and alumni with the services to succeed in their careers.*

Career Counseling Sessions

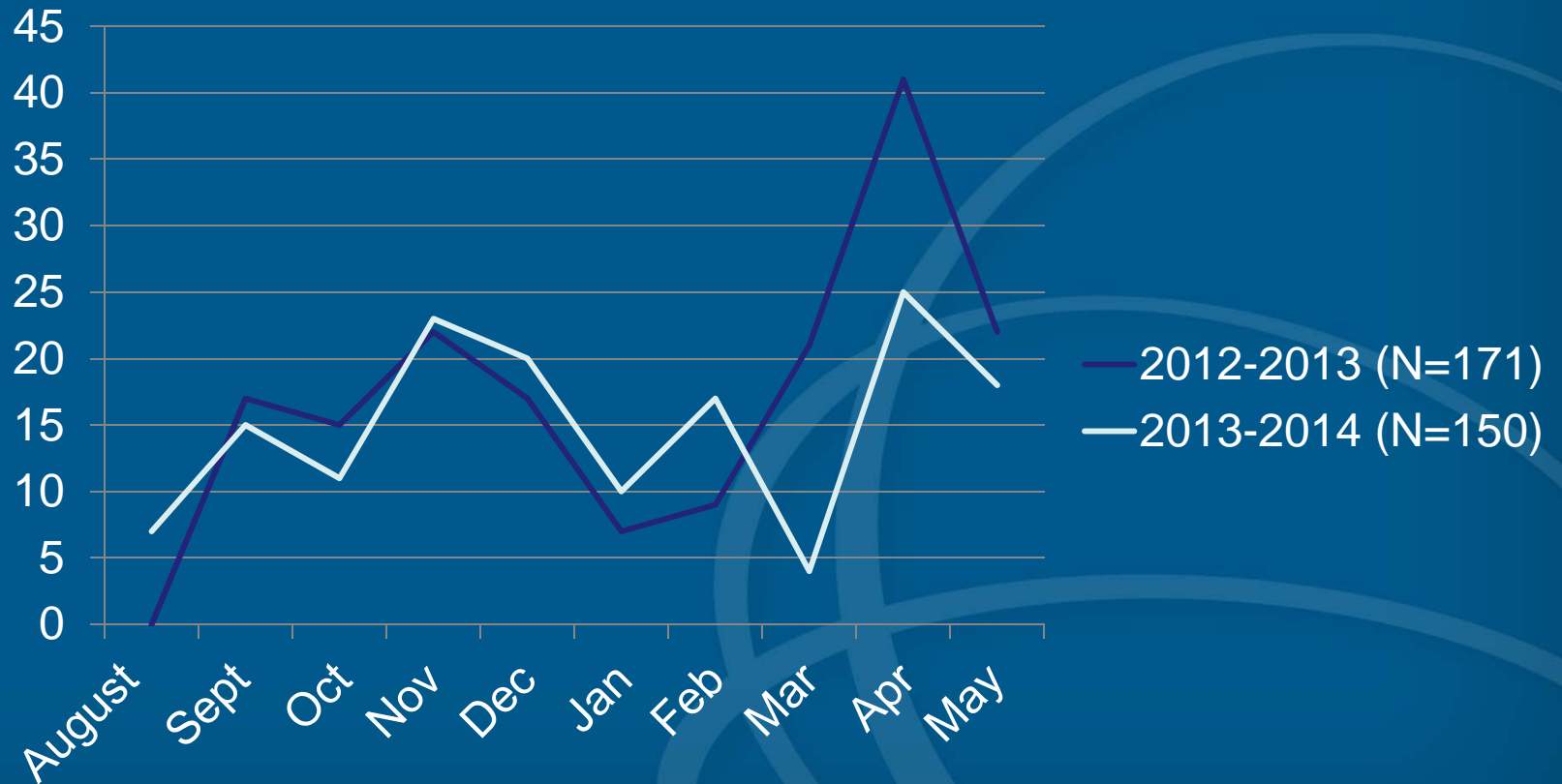


Table 5.	Goals	Questions to be Explored	Activities	Learning Outcomes
Four-Year Optometric Career Planning Process				
1st Year: Understanding My Decision to Enter the Profession of Optometry	To understand my own interests and values as well as potential roadblocks and other influences that affect career decision making.	1) What are the necessary elements of a satisfying professional position? 2) What excites me about practicing Optometry? 3) Where do I want to live and in what kind of environment after graduation? 4) What is my earning potential? 5) Who is my competition in the job market?	Complete the following assessments: Interests (MSPI-R) Values (PVIPS) Roadblocks (SIS) Attend Career Development Workshops. Join 1-2 Student Organizations to further explore my interests and values. Meet with Career Counselor.	To set and articulate a personal career philosophy. To use personal and educational goals to guide the career decision making process. To understand the effect of one's personal and educational goals on others. To begin to learn about the importance of professional organizations within Optometry (AOA; NYSOA/state; Academy, etc.)
2nd Year: Exploring My Career Options	To understand the various modes of optometric practice and begin to actively explore those that are consistent with my personal career philosophy.	1) What are the modes of practice within Optometry? 2) Which modes of optometric practice most appeal to me? Why? 3) What is the job outlook for these modes of practice? 4) Which modes of practice lend themselves to the lifestyle that I hope to develop? 5) Who can help me learn more about these modes of practice?	Begin *Experiential Learning component that allows me to understand the various modes of practice while also developing mentors who can guide me in further exploration. Meet with other students who have similar career objectives (and are interested in the same modes of practice). Visit different modes of	To assess and relate personal interests, competencies, needs and expectations, education, experience, personal background, and desired lifestyle to the employment market. To understand Optometry as a legislated profession and consider avenues for personal involvement in state and national organizations (such as NYSOA and AOA)

Career Development Outcomes Assessment

- Year 1 Goal: To understand my own interests and values as well as potential roadblocks and other influences that affect career decision making
- Year 2 Goal: To understand the various modes of optometric practice and begin to actively explore those that are consistent with my personal career philosophy
- Year 3 Goal: To compare who I am with the information that I have gathered; to select a mode of practice or specialty area
- Year 4 Goal: To prepare a professional portfolio and career execution plan that leads to the attainment of my career objectives (mode of practice, residency, etc.)

Goal X. *Provide students, residents and alumni with the services to succeed in their careers.*

- Challenges: Moving Away from Head Counting
 - How to move toward more robust learning outcomes during each activity?
 - Quiz & Tests
 - How often & for which activities?
 - Reassess effectiveness of CDC programs
 - Which programs are necessary/best to meet identified year by year student learning outcomes?
 - What percentage of students will participate in the identified activities to meet identified year-by-year student learning outcomes?
 - What percentage of students will report meeting the learning outcomes?
 - How to best measure learning outcomes for programs such as the Family of Mentors program

Goal X. *Provide students, residents and alumni with the services to succeed in their careers.*

Activity	Question Explored	Learning Outcome	Results	FYOCPPG	% of students Who Participate	Goal: % of students meet Learning Outcome
Planning Your Financial Future Workshop	How do I create a budget?	Students will learn how to create a personal budget?	100% of students created a personal budget	Year 4	50% of 4 th year students	80% of students will meet learning outcome
		Students will learn why contributing to a retirement investment vehicle is a good financial option.	100% of survey respondents correctly identified the importance of contributing to a retirement investment vehicle			

- Discussion