

National Association of Canadian Optician Regulators

National Accreditation Preliminary Survey Team Report

Institution: Douglas College

Program: Optical Sciences Program

Team Leader: Lisa Bannerman

Team Members: Tanya Wohlsclagel
Jeff Fernandes

Observers: Jodi Dodds
Maureen Hussey

The attached report is based upon a review of the self-study documentation provided by Douglas College and other documentation provided, or observations noted during the site visit held online on December 1st and 2nd, 2015

The Survey Team is in full agreement with the contents of the report and they commit it to the

National Association of Canadian Optician Regulators

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Douglas College
NATIONAL ACCREDITATION
PRELIMINARY SURVEY TEAM REPORT

Purpose of Accreditation

The Accreditation Process Exists To:

Determine the degree to which Optician programs meet the competencies defined in the National Competencies for Canadian Opticians 3rd Edition

Provide criteria for the evaluation of new and established Optician programs

Facilitate labour mobility through the maintenance of national standards

Ensure that the education of Opticians focuses on and prioritizes the well-being of the clients.

The following report reflects the findings and opportunities for improvement identified by the NACOR Survey Team following the assessment of documents provided by Douglas College , and subsequent Site Visit conducted on December 1st and 2nd, 2015

The report has been developed based on the accreditation requirements identified in the National Association of Canadian Optician Regulators Educational Agency Manual For NACOR Accreditation dated January 2015.

The assessment for accreditation was conducted by:

Ms. Lisa Bannerman – Survey Team Leader
Ms. Tanya Wohlsclagel – Assessor
Mr. Jeff Fernandes – Assessor
Ms. Jodi Dodds – Observer
Ms. Maureen Hussey - Observer

The Survey Team was also supported by:

Wayne Mullen – Program Coordinator and Instructor
Wilson U - Instructor
Tony Viani – Instructor
Brian Chapell – Dean of S&T

As well as many others from the College

ACCREDITATION REQUIREMENTS

REQUIREMENT ONE: the program outcomes and delivery ensure that graduates achieve the entry-level competencies for the individual disciplines of dispensing eyeglasses, dispensing of contact lenses, dispensing of sub-normal vision devices, and the measurement of refractive error as defined in the National Accreditation Framework document.

1.1 The goals and the competencies achieved through the curriculum are consistent with the National Accreditation Framework. (Major Criterion)

Documentation Required:

a) Provide a statement of program goals.

- **Findings: Supplied - partially supplied with initial self-study documentation and additional information supplied on USB during site visit.**

b) Provide a description in point format that illustrates how program goals are consistent with the National Competencies for Canadian Opticians 3rd Edition.

- **Findings: Supplied with initial self-study documentation**

c) Attach, as an appendix, all course outlines in the program. These outlines must identify the learning components and outcomes covered within the program.

- **Findings: Supplied please see Opportunities for Improvement #2 in Appendix A**

d) Attach, as an appendix, cross-referencing of the National Accreditation Framework against the courses, which reflect those competencies.

- **Findings: Supplied - There are areas which are under development (L1-5) Refracting, and other areas which are noted under Opportunities for Improvement #1 and #2 in Appendix A.**

1.2) The program is responsible to all relevant stakeholders.

Documentation Required:

a) Attach, as an appendix, minutes or reports of past meetings (within the past three years) involving employer groups, association representatives, or other advisory groups and the relevant recommendations and actions that are resulting from those consultations.

- **Findings: Supplied with initial self-study documentation**

b) Provide documentary evidence, attached as an appendix, of consultation with stakeholders such as, alumni, and employers.

- **Findings: Supplied with initial self-study documentation**

1.3 Student achievement of the competencies is measured/evaluated throughout all delivery modalities used in the

c) Attach, as an appendix, graduation statistics for a three-year period.

- **Findings: Supplied**

d) Attach, as appendix documentary evidence indicating the employment level of graduates for the

Committee meeting minutes, and the Program Coordinator advised that they are working on the

protocols that exist to provide students with accurate information about the Opticianry Diploma Program and the profession.

- **Findings: Brochures and information provided with initial self-study documentation and additional information supplied on USB during site visit**

b) Attach, as an appendix, examples that the program/post-secondary institution ensures compliance with provincial and federal regulations, and ensures student exposure to safe working practices.

- **Findings: Supplied with initial self-study documentation**

c) Attach, as an appendix, a copy of all applicable academic policies.

- **Findings: Supplied on USB and during site visit**

d) Describe resources and services provided to students such as student advisement, counseling, financial aid, scholarship and bursary programs.

- **Findings: Supplied with initial self-study documentation.**

e) Describe how students' rights are protected through policies and practice (e.g. confidentiality, freedom from discrimination, privacy). Attach relevant policies as an appendix.

- **Findings: Supplied with initial self-study documentation**

f) Attach, as an appendix, samples of student handbooks and calendars that are used to provide students with accurate information about the program and the profession.

- **Findings: Supplied with initial self-study documentation**

2.2 The program provides adequate staffing to meet program needs. This involves suitable (possessing the required education and experience) faculty and staff to ensure the achievement of program outcomes.

Documentation required:

a) Describe the

faculty including clinical updating, skill enhancement in educational techniques, and advances in the profession.

- **Findings: Supplied**

d) Describe the faculty-student ratios in each of the following areas: teaching, laboratory and clinic.

- **Findings: Supplied**

e) Outline the process in place for faculty and departmental meetings and provide, attached as an appendix, copies of minutes for the past three academic years.

- **Findings: Supplied 3 years on USB and discussed during site visit**

2.3 The program provides sufficient and suitable learning resources, facilities and equipment appropriate for program and course outcomes.

Documentation Required:

a) Describe the variety and quantity of learning resources (inventory) available to students in the program including classroom and library facilities, laboratories, print and audio-visual material/equipment as well as access to electronic and profession relevant resources (e.g., labs).

- **Findings: Supplied and more information was viewed and made available during the site visit**

b) Demonstrate that the materials and equipment are current and meet industry standards in the profession (e.g., provide examples of current equipment being used).

- **Findings: Supplied some details with initial self-study documentation with additional information gathered during site visit**

c) Provide documentary evidence, attached, as an appendix, that instructors and students have provided feedback on instructional materials and equipment, and that the instructional materials and equipment used are adequate and appropriate to the program and course objectives.

- **Findings: Some information supplied with initial self-study documentation and additional details supplied on USB and during site visit**

Requirement 2 Summary Statement

The students feel connected

- **Findings: Supplied**

c) Provide and attach, as an appendix, documentary evidence that

4.1 The program has a clearly communicated structure and lines of authority to support its human and administrative requirements.

Documentation Required:

a) Attach, as an appendix, an organization chart and job descriptions specifically related to the coordination of the program.

- **Findings: Supplied with initial self-study documentation but additional descriptions for instructors and support staff added to USB**

b) Provide and attach, as an appendix, documentary evidence that persons who administer/supervise each aspect of the program are qualified to ensure fulfillment of the program's goals and outcomes.

the admission process.

- **Findings: Supplied**

4.4 Student records are kept according to defined standards related to content, timelines, and confidentiality

Documentation Required:

a) Describe policies related to the maintenance of records of student learning and the awarding of course credits.

- **Findings: Supplied**

b) Attach, as an appendix, examples of records (names removed) of student learning and the awarding of course credits where applicable, that are based on clearly defined criteria.

- **Findings: Supplied with additional information provided during site visit**

c) Attach, as an appendix, a sample of the permanent record of the student's achievement/transcript (name removed) within the program.

- **Findings: Supplied with initial self-study documentation with additional detail provided during site visit.**

Requirement 4 Summary Statement

The documentation supplied shows that instructors for the Optical Sciences Program at Douglas College are qualified to teach the program based on credentials and experience. Based on feedback, instructors feel valued and well supported by Douglas College Administration. Practicum supervisors noted that they were not required to undergo any specific training to be a supervisor though the self-study documentation supplied indicates that there is a training course which all supervisors must complete. Recommendations in regards to the practicum component of the program are noted in Opportunities for Improvement #5 in Appendix A.

Appendix A

Findings

A Finding is a statement of evidence of a non-conformance to NACOR requirements for national accreditation. This evidence should be **clear** and confirmed as having been acknowledged by the EA. Lack of evidence of conformance may also generate a finding. The Survey Team report will specify, for each finding, the expected date by which it should be corrected. The EA will indicate how and when it will correct the non-conformance and, if applicable, what preventative action it will put in place.

The dictated time must not be punitive in nature, but allow a reasonable time for the EA to achieve correction within the two- to- three- year cycle that produces a graduate. The allotted time could be very short if the finding involves a serious problem, such as safety. If the non-conformance is of a minor nature, it would be reviewed for compliance at the next accreditation review or any time in between as stated in the finding.

Opportunity for Improvement

More robust course material covering that includes both theoretical and practical components for low vision and sub normal vision devices needs to be added to the curriculum. **Further discussion is needed as to what additional theoretical and practical should be added.**

Opportunity for Improvement #3

Advisory Committee meeting minutes identified the need for communications/business related training for students to supplement theory. This was echoed by the interviews conducted with practicum supervisors and students.

Douglas College has a mandatory Communications course which all students must take, and though the students recognize the importance of such a course, the feedback provided by all students interviewed indicated that content with a specific correlation to opticians would be more beneficial. Specifically students noted that training on inventory management, referral letter writing, product pricing and sales training could be added to make the Communications course more applicable. Practicum supervisors noted that the lack of the student's business knowledge was an area that they would all like to see improved. **Strategies and activities for enhancing communication is already under way in all theory courses and first year lab courses. Attempts at trying to include similar strategies and activities into the second year lab and practicum courses has been unsuccessful.**

Opportunity for Improvement

DOUGLAS COLLEGE
9000 University Ave. New Westminster
British Columbia V3L 5B2
New Westminster, BC
douglascollege.ca
604.575.7400





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