Quality Enhancement Plan

for

Southern College of Optometry

Documentation for the

On-Site Review Committee

of the

Southern Association of Colleges and Schools

Commission on Colleges

March 20-22, 2012
Prepared by the QEP Committee of Southern College of Optometry for the SACS Commission on Colleges On-Site Review Committee.

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The Quality Enhancement Plan (QEP) at Southern College of Optometry is **focus | Facilitating Optometric Curriculum Using Service**. This QEP will enhance student learning through service, aiding in the fulfillment of the institution’s mission. This will be achieved by implementation and assessment of service-based learning incorporated into the optometric curriculum.

The **focus** program was developed through a three-year process that involved students, staff, faculty, administration, and the Board of Trustees of Southern College of Optometry. It arose out of the widely held conviction that there needed to be a more meaningful integration of our students’ service experiences with the optometric curriculum. The college has been able to demonstrate commitment to service with participation figures but to date there have been only a few elements of the didactic curriculum that addressed public health and no elements on service-learning. There has also been little assessment on how service experiences, whether curricular or extracurricular, have affected our students’ development as professional healthcare clinicians.

The student experience in **focus** will begin with a course, given in workshop format, during the summer at the beginning of the second year. The student service experiences in the **focus** program will begin in the fall of the second year of the professional program, when students go into the community on elementary and middle school vision screenings. As they become more experienced with clinical techniques during this year, they will be preparing for the transition from screenings to comprehensive eye examinations. Clinical components will continue during the third and fourth years of the professional program through church- and community-based health fairs, and other community screenings. Individuals in the community identified in these screenings as needing primary eye care examinations, but who do not have the means or insurance coverage to have access to that care, will be offered examinations through a new program, the Saturday Service Experience (SSE), held once each academic term at The Eye Center, SCO’s clinical facility.

The student learning outcomes from the **focus** program will be assessed for effectiveness with a series of direct and indirect assessments.
The Quality Enhancement Plan development process at Southern College of Optometry actually began during the spring of 2008 when the new President of the college, Dr. Richard Phillips, called for the development of a new strategic plan. The strategic planning process began that summer when Bostrom Consulting Associates (BCA), an independent firm, was engaged to facilitate the process. We began by conducting surveys and focus groups of different constituencies to identify key issues facing the college. A strategic planning committee consisting of representatives from the Board of Trustees, administration, faculty, staff, and the students was formed and given analyses from those surveys and focus groups. The strategic planning committee met for two weekends with a facilitator from BCA. The strategic planning process emerged from the identification of students as the “key stakeholder” in the college. What followed was the development of a new mission statement (below), then new goals and objectives were created to support that mission. For each objective within that new strategic plan, the committee devised several direct or indirect measures of outcomes that would indicate success. The new strategic plan is a rolling, five-year plan (see compliance certificate documents) that facilitates the accomplishment of the mission of the college —

The mission of Southern College of Optometry is to lead the profession by:

- educating the best possible healthcare professionals;
- promoting lifelong learning, and;
- fostering a personal commitment to service.

Once the objectives of the strategic plan were determined, a critical review led to a list of selected objectives in which their outcomes could benefit from enhancements to the curriculum or co-curricular resources and programming. These strategic objectives were then forwarded to the Office of Academic Affairs for consideration as potential topics for the Quality Enhancement Plan.

To determine which of those topics would have the broadest base of support on campus, in the summer of 2009 the Office of Academic Affairs (the Vice President for Academic Affairs and the Chairs of Optometric Education and of Assessment) designed a workgroup exercise to involve all the staff, faculty, and administration at the college. Six staff and eight faculty groups were charged with looking at the objectives identified by the critical review of the strategic plan and discussing which issues should be a priority over the next several years. Each group
created a list of their three most important issues and a summary of discussion points on their top choice.

The issue that had the broadest support from the faculty and staff was community service (Appendix A). To begin the process of developing a QEP from this foundation, a QEP Development Committee was formed. Its charge was to investigate the viability of the issues cited most often as a potential QEP topic area and suggest a broad outline for the development of that plan. The committee was chaired by the Chair of the Department of Assessment (Dr. David Damari) and members included the Chief of Community Vision Health Services (Dr. Aaron Kerr), the Chief of the Pediatric Optometry Service (Dr. Glen Steele), the Director of Admissions and Enrollment Services (Mr. Mike Robertson), a staff representative from SCO’s clinical facility (Mrs. Deborah Ireland), a student representative (Ms. Jenny Duncan), and a faculty representative (Dr. Anna Schlesselman-Kress).

The QEP Development Committee met throughout the 2009-10 academic year. The committee decided that a plan centered on service-based learning was well suited to the college’s needs for two key reasons: SCO students have a long tradition of involvement with service activities, yet there were few data developed to demonstrate how these activities contributed to their education, or even if service activities were improving their development as optometrists. As the committee discussed these questions, they decided that the plan could focus on learning outcomes from service-learning activities such as school vision screenings, community health fairs, and more far-reaching medical missions such as those with Remote Area Medical.

After the QEP Development Committee had fulfilled its role, a new committee was formed that would then create and implement the QEP based on the suggestions of the QEP Development Committee. This QEP Committee is also chaired by the Chair of the Department of Assessment (Dr. David Damari) and consists of two student representatives (currently Ms. Jenny Duncan [Class of 2012] and Ms. Erinn Alonso-Hohmann Tolomei [Class of 2014]), two staff representatives (Mrs. Deborah Ireland and Mr. Mike Robertson), two faculty representatives (Dr. Wilson McGriff and Dr. William Kress), the Coordinator of Community Outreach (Dr. Zakiya Nicks), the Coordinator of School Screenings (Dr. Lindsay Elkins), and a representative of the Board of Trustees (Mr. James Jalenak).

The QEP Committee met monthly over the past 18 months to develop every aspect of the Quality Enhancement Plan, including its name (assisted by a campus-wide contest, see Appendix C), the budget for financial and human resources that will be allotted to the QEP, a plan for implementation, and the writing of the QEP narrative for submission to the SACS Commission on Colleges. Selected minutes of this committee’s meetings are included in Appendix B.
At every phase of the process, members of the QEP Committee were expected to go back to their various constituencies, give reports, and solicit comments and suggestions. This process of feedback was most active in the interactions with administration and staff in SCO’s clinical facility, The Eye Center. The administration and staff there provided invaluable insights into community needs, shortcomings of the current system of vision screenings and other outside clinical activities, budgetary and personnel needs, and the like. One outgrowth of these discussions was the suggestion of a Saturday Service Experience during which uninsured members of the community, who would not otherwise have access to the eye care services provided at The Eye Center, could receive a comprehensive eye examination if the need for one had been found during a community screening. Students from the third year of the optometric program would work with these patients under the direct supervision of members of the faculty. There would also be a team of staff personnel and perhaps members of the Board of Trustees from the College who would have the opportunity to assist patients. Therefore, these SSE’s would engage members of every constituency of the college.

The members of the QEP Committee also gave several presentations to the Board of Trustees, the Management Team, the entire faculty and staff of the college, and to students to keep the college community informed about the development process. These presentations were typically 10 to 15 minutes long and addressed the QEP and the progress of the committee.

To help name the Quality Enhancement Plan and get the college community excited about it, the committee held a contest to name the plan and create a logo (Appendix C). The winner of the contest was Susan Doyle, from our Communications Department, who created the name Facilitating Optometric Curriculum Using Service (focus) and the logo for the QEP.

As curricular components were developed, they were written in the form of proposals to the faculty Curriculum Committee. The Curriculum Committee considered those proposals in the context of the academic program leading to the doctor of optometry degree and developed a curriculum change that would satisfy the requirements of a successful QEP on service-learning.

On February 8, 2012, the focus program was presented to the entire faculty and staff of SCO at a campus-wide meeting. A series of presentations to students about the focus program are scheduled for the week of March 5, 2012. In addition, the program has its own blog and is being mentioned in other social media outlets, such as the SCO Facebook page and Dr. Damari’s Twitter feed.
The **focus** program’s overarching goal is to enhance student learning through service. The proposed student learning outcomes (SLO) for this program to enhance the quality of the professional curriculum at SCO are:

- The student will be able to identify resources for assessing and addressing community visual health needs. *(identify resources)*
- The student will demonstrate cultural sensitivity in a healthcare setting when discussing medical history, current health problems, and care recommendations with patients from varied cultural and socio-economic backgrounds. *(cultural sensitivity)*
- The student will be able to explain the role of service in the career of and community expectation for the optometric professional. *(service expectation)*

The three core student activities in the **focus** program will be participation in a course on service-learning — given in *workshop* format — at the beginning of the second year of the academic program, school and community vision and eye health *screenings*, and the *Saturday Service Experience*. Each of these activities will have associated *formative* assessment instruments. The following list of assessments is organized by activity. All activities associated with the **focus** program are expected to enhance all three desired student learning outcomes.

**Workshop**
- Survey on Knowledge & Attitudes in Service-Learning
- Tests on specific course objectives

**Screenings**
- Clinical skills and communication observations
- Service-learning discussion, journaling, and reflection papers

**Saturday Service Experience**
- Clinical skills and communication observations
- Service-learning discussion, journaling, and reflection papers
The survey on Knowledge & Attitudes in Service-Learning (KASL, Appendix D) will also be given as a summative assessment during the Capstone, a week-long program of activities for fourth-year students just before graduation. This survey was developed using the Self-Efficacy Scale on Program Planning Competency (SL-SEPP, Hou, 2009) as a base and modifying, dropping, and adding several items to better address the focus program’s specific student learning outcomes in the context of an optometric degree program. The results of the survey from the Capstone will be compared with the results from the baseline administration given during the first day of the second-year workshop.

Summary of Assessments

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment Methods (direct or indirect, formative or summative)</th>
<th>Baseline Admin</th>
<th>Summative Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>identify resources</td>
<td>• KASL (D, F &amp; S), reflection papers (I, F)</td>
<td>• Summer Y2*</td>
<td>• Capstone</td>
</tr>
<tr>
<td>cultural sensitivity</td>
<td>• KASL (D, F &amp; S), reflection papers (I, F)</td>
<td>• Summer Y2</td>
<td>• Capstone</td>
</tr>
<tr>
<td></td>
<td>• screening and SSE observations (D, F)</td>
<td>• none</td>
<td>• Y4* intern</td>
</tr>
<tr>
<td>service expectation</td>
<td>• KASL (D, F &amp; S), reflection papers (I, F)</td>
<td>• Summer Y2</td>
<td>• Capstone</td>
</tr>
</tbody>
</table>

*Y2 refers to the second year in the optometric program and Y4 to the fourth year. Service journaling, discussion with faculty, and the reflection papers that result from students summarizing their journals for grading will occur throughout the second and third years of the optometric program.
The mission of Southern College of Optometry is to lead the profession by:
educating the best possible healthcare providers;
promoting lifelong learning; and,
fostering a personal commitment to service.

Southern College of Optometry’s Quality Enhancement Plan implementation will depend on a cooperative effort of faculty and staff working with and on the behalf of students. When we chose the major concept behind the QEP for Southern College of Optometry, the faculty and staff wanted to take something our students were already doing — service to the community, the region, and countries throughout the Western Hemisphere — and make a more cohesive, productive, and enriching experience of service for each student at the college. The intent was to better integrate the student’s service experience into the curriculum of the optometric program to achieve this aspect (“fostering a personal commitment to service”) of our mission. This plan has been designed by the QEP Committee with that intent in mind.

The focus program’s overarching goal is to enhance student learning through service. To aid the reader’s understanding of the various steps to implementation of the focus program, it is helpful to keep in mind the proposed student learning outcomes, which are:

• The student will be able to identify resources for assessing and addressing community visual health needs.
• The student will demonstrate cultural sensitivity in a healthcare setting when discussing medical history, current health problems, and care recommendations with patients from varied cultural and socio-economic backgrounds.
• The student will be able to explain the role of service in the career of and community expectation for the optometric professional.

These desired student learning outcomes and the instruments that will be used to evaluate the success of these outcomes are detailed in the previous section, QEP Student Learning Outcomes & Assessments (p 11).

The student activities used to achieve these outcomes will include a course given in a team-based workshop format, reflection papers, school and community vision screenings, and comprehensive eye examinations provided at no cost to some pre-qualified patients identified in those screenings at the college’s clinical facility, The Eye Center.
Screenings will be a critical part of the students’ experiences in the focus program. SCO has a strong history as the major provider of school vision screenings in the Shelby County School District. During the academic year 2010-11, these screenings served 13,056 children through a version of the Modified Clinical Technique screening system. The screenings in that year identified 3,193 children (24.5%) with vision or eye health concerns. The estimated in-kind benefit to our local school systems from this service was $261,120.00. In addition, second year students will be involved in a new program offered by SCO through Memphis City Schools to assist faculty and residents with vision and eye health examinations at clinics set up in four schools.

The Saturday Service Experience will be offered one Saturday morning each academic term. It will offer comprehensive eye care and, if needed, glasses to individuals identified in the outreach programs and screenings. Individuals who have no other means to afford comprehensive eye care services and materials will be pre-qualified through a process administered by SCO staff and outside agency partners. These pre-qualified individuals will receive services and materials at SCO’s clinical facility, The Eye Center. The individual will not have to pay any of the costs of this program or the glasses, thanks to a group of community partners. During the SSE, there will be student, staff, faculty, and Board of Trustees participation.

The cohorts for this plan will be the Classes of 2016-2020. All students at SCO are in the four-year post-baccalaureate professional program leading to the doctor of optometry (OD) degree. All students in a class matriculate together in August and take a lock-step curriculum wherein all students are enrolled in the same series of courses at the same time. All students in the Class of 2016 will be matriculating together in August 2012.

A key component of the focus program is a system of formative and summative assessment instruments that will allow us to measure the effect on learning that student service activities have on the three identified student learning outcomes. Previously, the college had assessed how well it accomplishes “fostering a personal commitment to service” through participation numbers, but there was no integrated effort of institutional research to determine the effects of participation in service events on service-learning or other student learning outcomes.
# Summary Timeline for Implementation

(Details follow on p. 17)

<table>
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<th>Student Activities (Class Year)</th>
<th>Administration</th>
<th>Assessments (Class Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2012</strong></td>
<td>• none</td>
<td>• finalize QEP budget &amp; plan</td>
<td>none</td>
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<tr>
<td></td>
<td></td>
<td>• formally appoint Director QEP</td>
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<tr>
<td><strong>Summer 2012</strong></td>
<td>• orientation to focus (Class of 2016)</td>
<td>• plan for SSE</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• develop additional community partners</td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2012</strong></td>
<td>• none</td>
<td>• plan for SSE</td>
<td>KASL standardization (Classes of 2013-14)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• develop additional community partners</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2013</strong></td>
<td>• none</td>
<td>• planning</td>
<td>none</td>
</tr>
<tr>
<td><strong>Summer 2013</strong></td>
<td>• pilot Saturday Service Experience (SSE, 2014) • service-learning workshop (2016) • orientation to focus (2017)</td>
<td>• evaluate SSE</td>
<td>KASL baseline (2016)</td>
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<tr>
<td></td>
<td></td>
<td>• evaluate SLO baselines</td>
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<tr>
<td></td>
<td></td>
<td>• faculty development in service-learning</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• staff development in vision screening</td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2013</strong></td>
<td>• school screenings (2016) • reflection papers (RP, 2016)</td>
<td>• assessments</td>
<td>• clinical observations at screenings (COS, 2016) • RP (2016)</td>
</tr>
<tr>
<td><strong>Summer 2014</strong></td>
<td>• SSE (2016) • service-learning workshop (2017) • orientation to focus (2018)</td>
<td>• assessments</td>
<td>• clinical grading at SSE (CGS, 2016) KASL baseline (2017)</td>
</tr>
<tr>
<td></td>
<td>Student Activities (Class Year)</td>
<td>Administration</td>
<td>Assessments (Class Year)</td>
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<td>-----------------------------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------------------</td>
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<tr>
<td><strong>Spring 2016</strong></td>
<td>• Presentation and KASL @ Capstone (2016)</td>
<td>• assessments</td>
<td>• KASL (2016)</td>
</tr>
<tr>
<td></td>
<td>• community outreach events (2016-17)</td>
<td></td>
<td>• COS (2016, 2017, 2018)</td>
</tr>
<tr>
<td></td>
<td>• SSE (2017)</td>
<td></td>
<td>• CGS (2017)</td>
</tr>
<tr>
<td></td>
<td>• reflection papers (2018)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Summer 2016</strong></td>
<td>• community outreach events (2017-18)</td>
<td>• assessments</td>
<td>• COS (2017)</td>
</tr>
<tr>
<td></td>
<td>• SSE (2018)</td>
<td></td>
<td>• CGS (2018)</td>
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<tr>
<td></td>
<td>• service-learning workshop (2019)</td>
<td>• presentation to faculty on SLO achievement to date</td>
<td>• KASL baseline (2019)</td>
</tr>
<tr>
<td></td>
<td>• orientation to focus (2020)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Fall 2016</strong></td>
<td>• community outreach events (2017-18)</td>
<td>• assessments</td>
<td>• COS (2017, 2018, 2019)</td>
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<td></td>
<td>• SSE (2018)</td>
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<td></td>
<td>• reflection papers (2019)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Spring 2017</strong></td>
<td>• Presentation and KASL @ Capstone (2017)</td>
<td>• assessments</td>
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<td></td>
<td>• school screenings (2019)</td>
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<td>• RP (2019)</td>
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<td>• reflection papers (2019)</td>
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**focus**

Facilitating Optometric Curriculum Using Service

Southern College of Optometry
Year Zero (January to May 2012): Preparatory Work & Progress toward focus

The first phase of the focus program creates the personnel and funding infrastructure necessary for the program’s student learning outcomes to be successful.

| Gained budget approval for the QEP from President’s Council for the next academic year. | Spring 2012  
|---|---|

**Responsible parties:** QEP Committee (QEPC), Vice President for Academic Affairs (VPAA), Vice President for Finance & Administration, President’s Council

| Formally appoint a Director of the QEP, assign that individual 0.25 FTE for the duties of that position, and assign the necessary additional faculty FTE so that teaching duties vacated by the QEP Director can be fulfilled. | Spring 2012  
|---|---|

**VPAA, Chair of Department of Optometric Education (CDOE)**

| The syllabus for a preparatory workshop for the summer of the second year of the optometric program, as approved by the Curriculum Committee, will be written and that course will be placed in the college’s catalog for the next academic year. | Spring 2012  
|---|---|

**Director of the QEP (DQEP), Curriculum Committee, CDOE**

| The Director of the QEP, Chair of Department of Assessment, and Coordinators of School Screenings and Community Outreach will specify how assessments will be implemented during and following all community and screening activities during the second, third, and fourth years of the program. | Spring 2012  
|---|---|

**DQEP, CDA, Coordinator of School Screenings (CSS), Coordinator of Community Outreach (CCO)**

**Assessments performed this term:** none
Year One (May 2012 through April 2013): The QEP Comes into focus

During the first year of implementation, the Class of 2016 will be experiencing the first activities related to the focus program. Optometric Practice I (OPT 129) was significantly redesigned and given increased scope as part of the Curriculum Committee’s groundwork for the implementation of the focus program. In this course, the students will be introduced to concepts of public health, including healthcare professionals’ involvement in community service, cultural awareness and sensitivity, and ethics. The new curricular elements of this course will help prepare the students for the summer course, which will be given in a workshop format, on public health and service-learning (see Summer 2013).

The newly-appointed Director of the QEP and the Chair of the Department of Assessment will speak to the Class of 2016 during their orientation to outline the purposes of the focus program and give an overview of the arc of that program over the four years of their optometric education. This orientation will include a discussion of the assessment instruments that will be used to assess their performance.

DQEP, CDA

Planning for the Saturday Service Experience (see introduction to this section), including staffing, student assignment protocols, and eligibility screening for patients, will be completed by the Director of Clinical Operations, the Vice President for Clinical Programs, the Chief of Staff of The Eye Center, and the Director of the QEP.

Director of Clinical Operations (DCO), Chief of Staff (CoS), VPCP, DQEP

Summer 2012
AY 2012-13
Activities for the third- and fourth-year students in the program throughout the community will be developed through discussion with various community partners. SCO has an established history of building successful partnerships with community partners such as Youth Villages, Memphis City School District, Shelby County School District, and the Clovernook Center for the Blind and Visually Impaired. Other potential new partners in discussions with SCO are Exchange Club, Metropolitan Inter-Faith Association (MIFA), HIV Aids Outreach, Christ Community Health Services, and Literacy Mid-South. These activities will most frequently be screenings provided at the facilities of those partner organizations, but will also include community-based screenings and examinations in various churches and schools around Memphis and the surrounding metropolitan area.

_CCO, Vice President for Clinical Programs (VPCP), DQEP_

Additional planning for the SSE (see introduction), including staffing, student assignment protocols, and eligibility screening for patients, will be completed by the Director of Clinical Operations, the Vice President for Clinical Programs, the Chief of Staff of The Eye Center, and the Director of the QEP.

_Director of Clinical Operations (DCO), Chief of Staff (CoS), VPCP, DQEP_

The Chair of the Department of Assessment will create baselines for the survey on Knowledge & Attitudes in Service-Learning (KASL) by administering the survey to current students in the Classes of 2013 and 2014.

_CDA_

Additional planning for the SSE and development of partnerships with community organizations.

_Spring 2013_

Assessments performed during the 2012-13 academic year (to create baseline measurements):

- Survey on Knowledge & Attitudes in Service-Learning (Classes of 2013 & 2014)
Year Two (May 2013 through April 2014): FOCUS on Full Implementation

In the second year of the QEP, the focus program will be in full implementation for two of the four classes in the optometric program (the Classes of 2016 and 2017). All components of the focus program will be running with the exception of post-program summative assessments.

The course, given in workshop format, on service-learning will be offered for the first time. The purpose, as outlined in the original proposal to the Curriculum Committee, is “to enhance the students’ social and clinical preparations for compulsory service activities through a service-learning framework.” The workshop will use a team-based learning format to introduce students to service-learning concepts, review the history and methodology of vision screenings, provide a context for the curricular and co-curricular service activities at Southern College of Optometry, and reinforce the clinical skills that will be required for those activities that will occur during the rest of the second year of the optometric program through mock screenings and cooperation with the faculty of the OPT 200 (Optometric Methods Lab) laboratory. The Class of 2016 will be the first cohort of students to experience this workshop. A pre-program administration of the KASL will be given during the first session to establish a baseline for this cohort.

DQEP, Faculty

The first event in faculty development for service-learning will be given as a one-day event (see Appendix E). This program will be developed in coordination with the Tennessee Campus Compact.

VPAA, Faculty

The first event in staff development for visual screenings and service learning will be given as a one-day event. This program will be coordinated by the Vice President for Human Resources and the Coordinator for Community Outreach.

VPHR, CCO, Staff
A pilot of the **Saturday Service Experience** (SSE) will take place. The students involved in this first SSE will be members of the Class of 2014, although members of the Class of 2013 may also be given the opportunity to participate. Trial administration of the assessments, which include faculty grading of students’ clinical skills and post-event reflection papers graded using a service-learning rubric, will be run to evaluate the success of this event.

*Faculty, Staff, DCO, VPCP, CoS, DQEP, DCO, DSS, CDA*

The Chair of the Department of Assessment will meet with the Chair of Optometric Education and the Vice President for Academic Affairs to discuss student learning outcomes measurements to date. The Office of Academic Affairs will work with the Director of the QEP to use the results of these assessments to appropriately adjust any components of the **focus** program that are not meeting expectations or could enhance student-learning outcomes.

*CDA, CDOE, VPAA, DQEP*

During the Class of 2017’s orientation, the Director of the QEP will give a presentation on the **focus** program, including its purpose, activities involved, and the use of the surveys, reflection papers, and other assessment instruments in the program to evaluate their performance.

*DQEP*

All members of the Class of 2016 will participate in school screenings as part of their CLN 216 course. Students’ performance on communication and cultural sensitivity will be assessed using faculty observation. All student learning outcomes will be assessed through reflection papers graded by the Director of the QEP and a trained student in the fourth year of the optometric program using a service-learning rubric.

*CSS, Faculty*
All members of the Class of 2016 will participate in school screenings as part of their CLN 226 course. Students’ performance on communication and cultural sensitivity will be assessed using faculty observation. All student learning outcomes will be assessed through reflection papers graded using a service-learning rubric.

CSS, Faculty

Assessments performed during the 2013-14 academic year:

- Survey on Knowledge & Attitudes in Service-Learning (Class of 2016)
- Service-Learning reflection papers
- Observations during screenings
Year Three (May 2014 through April 2015): Full Range of focus

By the third year of the program, three of the four classes on campus will be active participants in the focus program.

<table>
<thead>
<tr>
<th>The Class of 2017 will take the workshop on service learning. See Summer 2013 for details. A pre-program administration of the KASL will be given during the first session to establish a baseline for this cohort.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DQEP, Faculty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Class of 2016 will be involved in community outreach events in coordination with our outreach partners (please see Fall 2012). These outreach events will often include volunteers from the staff who will help with logistical and other tasks that facilitate the screening. During these events, faculty members will assess student performance based on observation, discussion, and review of service journals using a service-learning rubric.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCO, Faculty, Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Chair of the Department of Assessment will meet with the Chair of Optometric Education and the Vice President for Academic Affairs to discuss the results of assessments of student learning outcomes from the previous academic year. The Office of Academic Affairs will work in conjunction with the Director of the QEP to use the results of these assessments to appropriately adjust any components of the focus program that are not meeting expectations or could enhance student-learning outcomes.</th>
</tr>
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<tbody>
<tr>
<td>CDA, CDOE, VPAA, DQEP</td>
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</table>

<table>
<thead>
<tr>
<th>The first run of SSE as a core element of the focus program will occur. A team of faculty, staff, and students from the Class of 2016 will provide care during one Saturday morning during the term. Assessments will include faculty observation of students’ communication and cultural sensitivity, and post-event reflection papers, graded using a service-learning rubric.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty, Staff, DCO, VPCP, CoS, DQEP, DCO, DSS, CDA</td>
</tr>
</tbody>
</table>
During the Class of 2018’s orientation, the Director of the QEP will give a presentation on the focus program, including its purpose, activities involved, and the use of surveys, reflection papers, and other assessment instruments in the program to evaluate their performance.

DQEP

All members of the Class of 2017 will participate in school screenings as part of their CLN 216 course. Student learning outcomes will be assessed through reflection papers graded using a service-learning rubric.

CSS, Faculty

The Class of 2016 will be involved in community and regional outreach events in coordination with our outreach partners (MIFA, Youth Villages, RAM, etc.). These outreach events will often include volunteers from the staff who will help with logistical and other tasks that facilitate the screening. During these events, faculty members will assess student performance based on observation, discussion, and review of service journals using a service-learning rubric.

CCO, Faculty, Staff

The SSE will involve team of faculty, staff, and students from the Class of 2016 to provide care during one Saturday morning during the term. Assessments will include faculty observation and post-event reflection papers, graded using a service-learning rubric.

Faculty, Staff, DCO, VPCP, CoS, DQEP, DCO, DSS, CDA
All members of the Class of 2017 will participate in schools screenings as part of their CLN 226 course. Student learning outcomes will be assessed through reflection papers graded using a service-learning rubric.

*CSS, Faculty*

The Class of 2016 will be involved in community and regional outreach events in coordination with our outreach partners (MIFA, Youth Villages, RAM, etc.). These outreach events will often include volunteers from the staff who will help with logistical and other tasks that facilitate the screening. During these events, faculty members will assess student performance based on observation, discussion, and review of service journals using a service-learning rubric.

*CCO, Faculty, Staff*

The **SSE** will involve team of faculty, staff, and students from the Class of 2016 to provide care during one Saturday morning during the term. Assessments will include faculty observation and post-event reflection papers, graded using a service-learning rubric.

*Faculty, Staff, DCO, VPCP, CoS, DQEP, DCO, DSS, CDA*

**Assessments performed during the 2014-15 academic year:**

- Survey on Knowledge & Attitudes in Service-Learning (Class of 2017)
- Service-Learning Rubric for reflection papers
- Observations during screenings
Year Four (May 2015 through April 2016): Sustained focus

During the fourth year of the focus program, every student at the college will be involved in the program as designed by the QEP Committee in its complete form, from the beginning of orientation through the Capstone experience and the commencement ceremony.

The Class of 2018 will take the workshop on service learning. A pre-program administration of the KASL will be given during the first session to establish a baseline for this cohort.

DQEP, Faculty

The Classes of 2016 and 2017 will be involved in community and regional outreach events in coordination with our outreach partners (please see Fall 2012). These outreach events will often include volunteers from the staff who will help with logistical and other tasks that facilitate the screening. During these events, faculty members will assess student performance based on observation, discussion, and review of service journals using a service-learning rubric.

CCO, Faculty, Staff

During the Class of 2019’s orientation, the Director of the QEP will give a presentation on the focus program, including its purpose, activities involved, and the use of the surveys, reflection papers, and other assessment instruments in the program to evaluate their performance.

DQEP
All members of the Class of 2018 will participate in school screenings as part of their CLN 216 course. Student learning outcomes will be assessed through reflection papers graded using a service-learning rubric.

CSS, Faculty

The Classes of 2016 and 2017 will be involved in community and regional outreach events in coordination with our outreach partners (please see Fall 2012). These outreach events will often include volunteers from the staff who will help with logistical and other tasks that facilitate the screening. During these events, faculty members will assess student performance based on observation and discussion.

CCO, Faculty, Staff

The SSE will involve team of faculty, staff, and students from the Class of 2017 to provide care during one Saturday morning during the term. Assessments will include faculty observation and post-event reflection papers, graded using a service-learning rubric.

Faculty, Staff, DCO, VPCP, CoS, DQEP, DCO, DSS, CDA
All members of the Class of 2018 will participate in school screenings as part of their CLN 226 course. Student learning outcomes will be assessed through reflection papers graded using a service-learning rubric.

CSS, Faculty

The Classes of 2016 and 2017 will be involved in community and regional outreach events in coordination with our outreach partners with the involvement of staff. Faculty members will assess student performance based on observation and discussion.

CCO, Faculty, Staff

The SSE will involve team of faculty, staff, and students from the Class of 2017 to provide care during one Saturday morning during the term. Assessments will include faculty observation and post-event reflection papers, graded using a service-learning rubric.

Faculty, Staff, DCO, VPAA, CoS, DQEP, DCO, DSS, CDA

As part of the Class of 2016’s Capstone, the students will learn how to continue their service to the community over the course of their professional careers. They will also retake the KASL to give a summative assessment of the focus program for that cohort. The findings will be presented to the faculty at the regular faculty meeting in the summer term of 2016. At that meeting, the faculty will have the opportunity to offer comments and suggestions to address any aspects of the plan that have not met expectations, either with regard to student learning outcomes or other objectives of the focus program.

CDA, VPAA, Faculty

Assessments performed during the 2015-16 academic year:

- Survey on Knowledge & Attitudes in Service-Learning (Classes of 2016 & 2018)
- Service-Learning Rubric for reflection papers
- Observations during screenings
Year Five (May 2016 through April 2017): fOCUS on the Future

During the fifth year of the focus program, in addition to having every student at the college involved in the program as designed by the QEP Committee in its complete form, the office of Academic Affairs and the Director of the QEP will begin the summative review of the entire program. Successful aspects of the program will be fully integrated into the curriculum and new aspects of service-learning that will have emerged out of the program will be considered.

<table>
<thead>
<tr>
<th>The Class of 2019 will take the workshop on service learning. A pre-program administration of the KASL will be given during the first session to establish a baseline for this cohort.</th>
<th>Summer 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>DQE, Faculty</td>
<td>AY 2016-17</td>
</tr>
</tbody>
</table>

| The Classes of 2017 and 2018 will be involved in community and regional outreach events in coordination with our outreach partners (please see Fall 2012). These outreach events will often include volunteers from the staff who will help with logistical and other tasks that facilitate the screening. During these events, faculty members will assess student performance based on observation and discussion. | CCO, Faculty, Staff |

| The Chair of the Department of Assessment will meet with the Chair of Optometric Education and the Vice President for Academic Affairs to discuss the results of assessments of student learning outcomes from the previous academic year. The Office of Academic Affairs will work in conjunction with the Director of the QEP to use the results of these assessments to appropriately adjust any components of the focus program that are not meeting expectations or could enhance student-learning outcomes. | CDA, CDOE, VPAA |

| During the Class of 2019’s orientation, the Director of the QEP will give a presentation on the focus program, including its purpose, activities involved, and the importance of the surveys, reflection papers, and other assessment instruments used in the program. | DQE |

27
All members of the Class of 2019 will participate in school screenings as part of their CLN 216 course. Student learning outcomes will be assessed through reflection papers graded using a service-learning rubric.

CSS, Faculty

The Classes of 2017 and 2018 will be involved in community and regional outreach events in coordination with our outreach partners (please see Fall 2012). These outreach events will often include volunteers from the staff who will help with logistical and other tasks that facilitate the screening. During these events, faculty members will assess student performance based on observation and discussion.

CCO, Faculty, Staff

The SSE will involve team of faculty, staff, and students from the Class of 2018 to provide care during one Saturday morning during the term. Assessments will include faculty observation and post-event reflection papers, graded using a service-learning rubric.

Faculty, Staff, DCO, VPCP, CoS, DQEP, DCO, DSS, CDA
All members of the Class of 2019 will participate in school screenings as part of their CLN 226 course. Student learning outcomes will be assessed through reflection papers graded using a service-learning rubric.

CSS, Faculty

The Classes of 2017 and 2018 will be involved in community and regional outreach events in coordination with our outreach partners (please see Fall 2012). These outreach events will often include volunteers from the staff who will help with logistical and other tasks that facilitate the screening. During these events, faculty members will assess student performance based on observation and discussion.

CCO, Faculty, Staff

The SSE will involve team of faculty, staff, and students from the Class of 2018 to provide care during one Saturday morning during the term. Assessments will include faculty observation and post-event reflection papers, graded using a service-learning rubric.

Faculty, Staff, DCO, VPCP, CoS, DJEP, DCO, DSS, CDA

As part of the Class of 2017’s Capstone, the students will learn how to continue their service to the community over the course of their professional careers. They will also retake the KASL to give a summative assessment of the focus program for that cohort. The findings from this assessment will be presented to the faculty at the regular faculty meeting in the summer term of 2017. At that meeting, the faculty will have the opportunity to offer comments and suggestions to address any aspects of the plan that have not met expectations, either with regard to student learning outcomes or other objectives of the focus program.

CDA, VPAA, Faculty

**Assessments performed during the 2016-17 academic year:**

- Survey on Knowledge & Attitudes in Service-Learning (Classes of 2019 & 2017)
- Service-Learning Rubric for reflection papers
- Observations during screenings
The SCO Quality Enhancement Plan is **focus** | Facilitating Optometric Curriculum Using Service. The QEP will be administered by the Director of the QEP (Dr. Wilson McGriff, brief biography on next page). The Director of the QEP will have the Coordinator of School Screening Programs and the Coordinator of Community Outreach Programs reporting on all activities directly related to the **focus** program. The Director of the QEP will have an assigned student assistant and will also have administrative support from the Office of Academic Affairs.

The Director of the QEP will assess whether or not student learning outcomes are being met in conjunction with the Chair of the Department of Assessment, to whom the Director will report. All students from the Class of 2016 onward, and most faculty and staff, will be participants in the program.
Brief Biography of the Director of the QEP

Dr. Wilson McGriff attended the University of South Alabama, earning a Bachelor of Science in Biomedical Sciences in 1998. In 2000, Dr. McGriff earned a Master of Public Health degree with an emphasis in Epidemiology from the UAB School of Public Health. He then worked as an academic fellow for the United States Air Force at Brooks City Base in San Antonio, TX, where he monitored troop health and conducted health history surveys of former USAF employees. Following his fellowship, Dr. McGriff returned to the UAB School of Public Health where he worked as a program coordinator for internships, student recruiting, and an interdisciplinary health-professions student service organization—the UAB HealthCorps. The UAB HealthCorps worked to promote inter-disciplinary understanding and cooperation while also serving the local community. Dr. McGriff directed the program for four years. Community partners for UAB HealthCorps included Birmingham AIDS Outreach, Girls Incorporated, Firehouse Shelter, and the YWCA.

Dr. McGriff received his Doctorate of Optometry degree from the UAB School of Optometry in 2010. He completed a residency in Family Practice Optometry at UAB Eye Care in 2011.

Dr. McGriff is currently an Instructor in the Adult Primary Care Clinic of The Eye Center and in local nursing facilities through The Eye Center’s Community Vision Health Service. He has authored and co-authored posters for SECO and the World Glaucoma Congress, and he has presented during continuing optometric education meetings on the local and state levels.

Dr. McGriff is a member of the American Optometric Association (AOA), the Alabama Optometric Association (ALOA), Tennessee Association of Optometric Physicians (TAOP), West Tennessee Optometric Physicians Society (WTOPS), and the American Public Health Association (APHA).
Southern College of Optometry has the financial and human resources to fully implement the focus program as outlined in this document. The college has a solid record of financial stability over the last two decades. This is the result of a committed team of financial professionals, careful control of financial resources, and a culture of continuous improvement.

**Human Resources**

The Director of the QEP, Dr. Wilson McGriff, will be given one quarter of his full-time equivalency for the administration of the focus program. In addition, it is anticipated that about ten percent of the administrative time in the Office of Academic Affairs will be devoted to the activities of the focus program. The Director of the QEP will have a trained student assistant to help grade reflection papers and other non-technical administrative duties. There are budgeted human resource costs for the increased faculty and staff presence at screenings to facilitate better assessment of service-learning at those events. There are also budgeted costs for faculty and staff, including opticians, at the SSE. The budget for these human resources as a line item is given on the next page, and details are provided in Appendix F.

**Financial Resources**

All budgeted expenses for the five years of the QEP are given in the table on the next page. Each category includes an anticipated four percent increase per year. This five-year budget with allowances for anticipated increases in costs across all categories demonstrates that the college has the capability to sustain the focus program throughout the time period of the QEP to completion. The details for the more significant line items from the budget are provided in Appendix F.

This budget has been developed by the QEP Committee and has been reviewed and approved by the Vice President for Academic Affairs, the Vice President for Finance and Administration, and the President.
<table>
<thead>
<tr>
<th>expense category*</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
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</table>

*This budget reflects the same expense categories the college uses in the accounting and budgeting for every department and program at SCO.

For a complete accounting in each category and for budgeting in the different aspects of the **focus** program, see Appendix F.

**Memberships** includes the college’s membership in the Tennessee Campus Compact and an institutional membership in the Community-Campus Partnerships for Health.
During the development of the QEP, the committee asked several key questions: Will service-learning methodology appropriately address the QEP topic of service? Do the expected outcomes of service-learning support the mission of SCO? Is service-learning an effective means of instructing students of the health professions? Are there current recommendations for integrating service-learning into the curriculum of a professional program? A review of recent service-learning resources has answered all of these questions in the affirmative.

The Health Professions Schools in Service to the Nation (HPSISN) program, begun in 1995 as an effort to demonstrate that service-learning can be an important part of educating health professionals, defines service learning as “a structured learning experience that combines community service with explicit learning objectives, preparation, and reflection” (Seifer 1998). The QEP committee at SCO chose this definition over many others for the development of the service-learning component of the QEP. Student learning outcomes were then developed that match this definition.

Current research indicates that the benefits to students of service-learning are numerous, significant, and complementary to the mission of SCO. Traditionally, school-based service-learning programs have focused on undergraduate education. Some of the widely recognized benefits of service-learning programs in undergraduate education include positive effects on interpersonal development, leadership skills, communication skills, cultural and racial understanding, sense of social responsibility, citizenship skills, commitment to service, and involvement in community service after graduation (Eyler 2001). A longitudinal study by Astin, et al. (2006), of approximately 8,400 individuals over ten years identified increased civic leadership, charitable giving, and overall political engagement as specific outcomes of undergraduate service-learning programs compared to non-specific undergraduate service. Beyond the participating students, the benefits of service-learning to the community partners and institutional faculty are similarly numerous and varied.

The impact of service-learning on academic outcomes is a little less clear. Undergraduate students and faculty report that service-learning positively affects students’ ability to apply their academic learning in “real-world” environments, but clear improvements in the form of higher grades have not been repeatedly shown (Eyler 2001). Of concern at SCO was whether these benefits translate to students in professional programs where financial resources, faculty participation, and curricular flexibility may be more limited.
Over the past fifteen years, increasing numbers of graduate programs in the health professions have incorporated service-learning into their curriculums (Burrows 2009). Service-learning programs developed by schools of medicine, dentistry, and optometry and reviewed by the QEP committee ranged from semester-long course assignments to medical residency requirements to multi-year, class-wide projects. In most instances, the programs do not have quantitative data regarding specific outcomes of the programs as evidenced by student performance or service behavior, but all report positive effects on student perceptions of cultural understanding, interpersonal skills, and professional efficacy (Bailey, Doran, Gregg, Yoder). In 1999, Burrows, et al., reported that service learning also improves clinical skills and heightens understanding of community issues. Gelmon, et al. (1998), found that students involved in the Health Professions Schools in Service to the Nation program reported greater gains in non-clinical areas, such as an increased awareness of the determinants of health, sensitivity to diversity, knowledge of health policy issues, and leadership development.

Academically, a study in 2006 by Brush, et al., determined that medical students who participate in service-learning are more likely to rank among the middle quartiles of their class.

For an understanding of best practices in service-learning for higher education, specifically in the health professions, the QEP committee looked to several key organizations for guidance: The National Service-Learning Clearinghouse (NSLC), Campus Compact, and Community-Campus Partnerships for Health (CCPH).

The NSLC provides support for K-12, higher education, community-based, and tribal service-learning programs through an online repository of service-learning literature, development and assessment toolkits, case studies, and discussion lists. Materials reviewed for the SCO QEP included documents discussing general service-learning philosophy, assessment, research, sustainability, and community partnerships. The NSLC is supported by Learn and Serve America which is a program of the federal agency Corporation for National and Community Service.

Campus Compact is a coalition of over 1,000 higher-education institutions focused on promoting and developing campus-based community engagement. The organization was founded in 1985 and has a national office and 35 state offices, including one in Tennessee. Through Campus Compact, SCO will interact with other member institutions which will serve as models and collaborators for incorporating service-learning methods into the existing SCO curriculum. In addition to online and print resources for service-learning programs, Campus Compact provides professional development and training for institutions in the form of service-learning workshops, conferences, webinars, and email lists. The QEP Director will be the SCO representative to Tennessee Campus Compact and an on-site service-learning workshop will
be held in the summer of 2013 for SCO faculty.

Community-Campus Partnerships for Health is a non-profit organization with the mission of promoting health through partnerships between communities and academic institutions. CCPH was founded in 1996 and consists of a network of over 1,200 communities, individuals, and academic institutions across North America. CCPH advances its mission by offering training and technical assistance, conducting research, hosting conferences, and facilitating partnerships between interested communities and institutions. CCPH provides print and online resources which have already been of use in the development of the QEP at SCO. Assessment materials from the CCPH will be adapted for the pre- and post-participation assessments for the planned mini-term workshop. As with Campus Compact, the QEP Director will serve as the SCO representative to CCPH.

Though nationally-recognized standards for service-learning in higher education have not been codified, Dr. Marybeth Neal, previously of the National Youth Leadership Council, offers a list of standards developed for that organization. The QEP committee at SCO will address these items in the development and implementation of the **focus** program:

- **Meaningful service:** Meaningful service is defined as service “based on a mutually agreed-upon assessment of community needs.” The service activities conducted as part of the QEP clearly meet this definition. Vision screening by second-year students for elementary and pre-school aged children has been recognized for a number of years as a vital tool for identifying ocular health and refractive problems which might adversely affect the students’ academic performance and overall quality of life if the problems were left unidentified and untreated. Similarly, vision screenings by third and fourth-year students are an important part of overall healthcare for recipients served through other community partner organizations that target a broader range of underserved populations in the Memphis area.

- **Reflection:** Reflection will be regularly incorporated throughout the QEP. Students will be introduced to service-learning concepts, including reflection, during the summer mini-term at the start of the second year of studies. Throughout the second, third, and fourth years of study, students will be asked to participate in written and group reflections following each QEP-related service event. A rubric for assessing the students’ reflections will be developed by the Vice President for Assessment and the Director of the QEP based on the student learning objectives developed by the QEP committee.

- **Progress monitoring:** Progress monitoring for the purpose of program improvement will occur through pre- and post-service event surveys (Hou 2009), focus groups, and clinical evaluations of the SCO students. Community partners will also be asked to complete
follow-up surveys to determine their perceptions and concerns regarding the service provided by SCO students, faculty, and staff.

- **Voice**: There has been at least one student representative on the QEP Development Committee and the QEP Committee from the outset. The students' voice will also be formally included in the implementation of all service events. Second-year student input will be sought during the summer mini-term course regarding the layout, conduct, and follow-up for school screenings, as will third and fourth-year student input for the selection of community partners for vision screenings and in the preparation for the SSE.

- **Reciprocal partnerships**: All community partnerships at SCO are reciprocal and respectful by design. It is explicitly stated during the initiation of a partnership that SCO will provide healthcare in the form of vision screenings or visual health exams, and the community partner will provide an opportunity for SCO students to develop their clinical, leadership, and interpersonal skills. SCO students are bound by the Optometric Oath to treat all patients with dignity and respect.

- **Curriculum integration**: In addition to presentations by the Director of the QEP during orientation for incoming SCO students, curriculum integration will occur through the restructuring of OPT 129 and the creation of the OPT 203 workshop. OPT 129 will emphasize public health concepts, community service expectations for healthcare professionals, cultural awareness and sensitivity, and professional ethics. The OPT 203 workshop will introduce service-learning methods that will be used throughout the students' remaining years of study and will review current literature, using a team-based learning format, discussing the planning, execution, and background of vision screenings.

- **Diversity**: SCO seeks out new community partners with the intent of diversifying the experience afforded to SCO students. The school understands that serving a broad cross-section of the community will better prepare SCO graduates for working in any number of environments outside of SCO.

- **Duration and intensity**: Requirements for the duration and intensity of service are not specifically defined in the standards but depend on whether there is enough time to build relationships and afford regular contact between the service-providers and the recipients. Findings by Bernaki, et al. (2008), indicate that the more effective higher education service-learning courses last at least one semester and require over of twenty hours of service during a course. The duration of service for the QEP will cover the SCO students’ entire second and third years and a portion of the fourth year of studies at SCO. The hours of service each term will vary, but it will be heaviest during the second year of the program.
with weekly rotations through school screenings, totaling more than 50 hours of service to school children per semester.

References


Department of Assessment
Summary Report of QEP Workgroup Ideas

The breakout groups from our Wednesday morning breakout groups on August 12 were free to decide as a group which topic they would like to brainstorm. The staff could choose from the following topics:

- Developing a culture of service.
- Keys to recruiting and retaining the best possible staff.
- How the entire campus community can aid in recruiting excellent student applicants.
- Developing better technology and job skills.

These topics were developed in consultation with the Vice President for Human Resources. The faculty could choose from the following topics:

- Incorporating basic science into the clinical curriculum.
- Using technology to develop and assess clinical thinking.
- Spotting and leading trends in vision and health care.
- Engaging students in clinical thinking at every opportunity.
- Increasing student and faculty involvement in scientific activity.
- Developing a learning-through-service curriculum.

The topics for both staff and faculty came from specific objectives or groups of objectives within the new SCO Strategic Plan.

No groups chose to discuss “Incorporating basic science” or “Spotting and leading trends.” All other topics were discussed by at least one group. Lightly edited transcriptions of the notes submitted are appended to this report. This is a summary of the major four or five ideas from each topic that was addressed, starting with the most popular.

**Community Service**

- Appoint a committee to research and coordinate service opportunities.
- Determine good opportunities and have “SCO Service Days” once a year or semester.
- Get staff involved in current Outreach activities.
- Use data from Outreach activities, which could be focused on specific public health concerns (e.g. diabetes or hypertension) for student and faculty scholarship.

**Increase Technology & Job Skills**

- Assess current skill levels.
- Develop training sessions that are specific and individualized and use Wednesday mornings for that training.
- Develop Enterprise Resource Planning to better develop and use information resources.
- After training program has run for a specific period of time, reassess skills.

**Recruit & Retain Staff**

- Improve and expand new employee orientation using the student orientation as a model.
- Institute a three month probation period before benefits begin.
• Provide education in job and technology skills.
• Create detailed job descriptions as a first step toward a program of cross-training.
• Schedule regular intra-departmental meetings.

Engage Students in Clinical Thinking
• More faculty development on clinical/critical thinking.
• Clinic-wide assessments that incorporate clinical thinking for fourth-year interns at end of each semester.
• Grand rounds type seminars for fourth-year interns once or twice each semester.
• Build case presentation skills throughout the curriculum, including the first two years.
• Incorporate cases into laboratory instruction.
• Post-year comprehensive assessments after each of the four years of the program.

Recruiting Student Applicants
• Give job placement assistance to spouses.
• Develop on-campus child care facilities.
• Develop student housing.
• Involve more staff during interview days.

Technology in Clinical Thinking
• Ask faculty for suggestions and applications that are already working.
• Make Damari, Steinman, and Swick work on the application of technology for clinical thinking assessments.

Increase Scientific Activity
• Give continuing education program on critical reading of the literature, study design, and scientific writing.
• Institute a fourth-year written requirement (publishable quality, etc.).
• Institute a summer research program, as has been discussed, or create a fourth-year honors elective track in research.
• Create research rotations for the fourth year as an elective substitution for one of the externship rotations.

On the following pages are the lightly edited group submissions:
Developing a culture of community service

- Create a committee to research service opportunities in the community and make that list available to SCO.
- Have a SCO-wide community service opportunity (Day of Service) each year.
- Find ways to involve staff in SCO Outreach events (e.g., school screenings).
- Have student groups present on their community service activities at one of the campus-wide meetings.

Developing a culture of community service

- Our group's idea is to form a service program at SCO, organized by the college and approved by the management team and administration. The program would work with other non-profits in the community that seek or need volunteers to assist their organizations. On a yearly basis, SCO would officially sanction 3-4 organizations for SCO faculty and staff to work with through our service program. The 3-4 organizations should be diverse in mission as to give faculty/staff options that best fit their individual service interests. Finding the right organizations will be important to secure adequate interest from faculty/staff service program participants. Because some needs suddenly present, i.e., Hurricane Katrina in 2004, there should also be flexibility to allow for participation in related organizations otherwise not on that year’s service organization list should the need arise, again, i.e., the Red Cross during a disaster. There was also an idea that at least 1-2 of the organizations should be a constant option so relationships could be fostered between SCO and those organizations, and if successful, those organizations could count on annual support from SCO’s service program.
- Groups of 10 faculty/staff members would represent SCO at these 3-4 organizations during time designated each month at service program participation day. The group suggested that at least one-half day should be allocated on a monthly basis for service program participation by these groups of 10 faculty/staff attending to the 3-4 organizations. Meaning, if the program were implemented, the calendar date would be selected in accordance with the college’s schedule and the non-profit organizations being assisted. For example, if October 15, 2010 is service program participation day, groups of 10 faculty/staff would be permitted to serve that month’s designated organizations. No more than 3-4 groups (30-40 faculty/staff) could ever be away from SCO for this half-day of service to minimize disruption of college activities.
- By offering 3-4 monthly service options on the same day, service program participants would be paired with peers of kindred interests to build the teams of 10. It was suggested that a t-shirt be developed so service program participants could wear these while representing SCO in the community during SCO’s service program day each month. Upcoming monthly options and dates would be publicized for recruitment and participation. Participation could also be publicized to call attention to the good work being performed.
- Participation would be on a volunteer basis. While it’s possible to require all faculty/staff to participate, willing workers tend to be the best workers, so willing participants would best represent SCO in the outside community. No one should ever be placed in the position of saying, “I’m only here volunteering because my employer made me.”
- The program would be designed to permit participation on a rolling basis with each faculty/staff member permitted to participate at least one day per calendar year. Participants could cite their service on their self-evaluations as evidence of their commitment, but a service requirement is not part of the evaluation system, and should not be if the service program is designed to be voluntary.
- Possible organizations cited as examples for consideration in SCO’s Service Program included: Youth Villages, Meals on Wheels, hospital programs, the American Red Cross, the Salvation Army, St. Jude programs, libraries, Big Brothers/Big Sisters, literacy programs, the Humane Society, Bridges, church programs, and other worthy causes that meet community needs and that could attract willing service participants.
- With an increasing emphasis on service, and with SCO’s student service organizations being encouraged to be service-minded while simultaneously devoted to their academic and clinical studies, the suggestion was made that SCO should consider hiring a full-time staff member to fill the role of Service Coordinator. The Service Coordinator would be responsible for overseeing SCO’s Service Program and would be given oversight via Student Services of assisting and organizing the functions of SCO’s student organizations beyond what can be provided on a volunteer basis by faculty advisors. The Service Coordinator could also assist with community initiatives in The Eye Center not related to traditional “outreach” or optometric service-related outreach or

Appendix A: Campus-Wide Workgroup Product

Southern College of Optometry

43
screenings. However, creation of such a position was a long-term suggestion and may not be necessary to implement or launch SCO's Service Program.

• Regarding measurement of the Service Program, the group believes that:
  o Establishing SCO's Service Program is an attainable goal
  o Results would be measurable, including
    ▪ The number of hours devoted to each month's program
    ▪ The number of participants
    ▪ Numbers served through the program
    ▪ The faculty/staff salary amounts involved to permit participation for one half-day on a monthly basis, approximately $20,000 based on Dr. Phillips’ numbers for two hours during the campus-wide meetings
    ▪ Awareness generated for SCO via community participation and through relationship building with other not-for-profits
    ▪ Awareness generated among students about SCO prioritizing service and faculty/staff setting good examples for students by performing service

• Last, while it would be an admirable goal to have faculty/staff interact with students while performing service, realistic considerations must be given to the disruption of classroom/clinic schedules. Therefore, an additional service option could be considered to permit faculty/staff to assist an on-campus student organization, i.e., sorting glasses with SVOSH.

Developing better technology and job skills

• Job-specific training in Compulink, MS Word, MS Excel, MS Outlook, SharePoint
• Training should be tailored to the level of understanding the learner has.
• Could be scheduled for Wednesday mornings when there is no campus-wide need for a meeting
• Specific training on SharePoint should be given to almost everyone on campus, possibly including a timed test on information retrieval. Results could be used to direct a redesign.
• Need better communication campus-wide (some complained that no reminder was sent regarding the 12 Aug 09 meeting). Some employees do not have access to e-mail.
• Need system for calling patients out of the waiting area of TEC.

Developing better technology and job skills

• TECHNOLOGY SKILLS
  1. Evaluate all positions and define technology skills required by position (actually done by Ann and Dean in 08)
    a. Office Suite skill level
    b. Specialty Programs like BlackBaud, CAMS, and Compulink
    c. Special equipment, scanners, AV automation, and teaching tools
  2. Provide managers and HR a method to assess required skills
    a. Provide HR testing software to screen potential and current employees to determine current level of expertise
    b. Provide training plan to fill in the gaps between desired skill level and currently assessed skills. Incentive program and or paid by college
  3. Provide incentives for employees to obtain skills above required levels

• DEVELOPING BETTER TECHNOLOGY
  1. Purchasing best software program suited for the job not least expensive
    a. Keeping up-to-date on new programs by conducting an annual review of departmental specific software
b. Work toward a Campus Wide common application for business management also known as Enterprise Resource Planning or ERP.
c. Encourage faculty to develop software or recommend software that will enhance learning.
   a. Patient Simulation
   b. 3D Modeling and animation
c. Explore how virtual worlds like Second Life can be used to enhance patient encounters

• DEVELOPING BETTER JOB SKILLS
  1. All positions, to the extent possible, should have a defined set of Knowledge Skills and Abilities (KSA) that are measurable other than the performance management system. This will be used as a tool to train new employees and assess re-training needs of existing employees.
  2. Employees should be encouraged/rewarded for participating in cross training programs and management should develop plans between departments with like needs.
  3. Each department should develop written SOP’s to help in any cross training programs and new hire training.
  4. Ensure that procedures are in compliance with state and federal regulations.
  5. Support employee involvement in workshops and organizations that pertain to department’s area.
  6. Tutorials and field trips to see how other successful organizations do similar jobs.

How the entire campus community can aid in recruiting excellent student applicants (staff)

• Increase recruiting budget (if applicable).
• Assist spouse with information for job placement for entering students.
• On-campus housing for students.
• Child care for students as well as employees.
• Getting students involved in the Eye Center the first year.
• Being more informative about living conditions, places of worship, etc. before applying.
• Having a staff person involved with student (like faculty) at interview time and/or orientation time to help “buffer” or “coach” with their daily activities.

Keys to recruiting and retaining the best possible staff

• Improve initial communication during training about duties of others in the department.
• More cross-training within the department.
• If there is a department or area with high turnover, investigate possible reasons.
• Offer telecommuting and flexible schedules when possible.
• Offer a full tour of the facility to position finalists, including meeting with all members of the potential employee’s department.
• Ask temps to take the same tests as full employees.
• Attend job fairs.
• Establish a day care facility, possibly on campus.
• Create more detailed and individualized job descriptions.
• Offer off-site continuing education and workshops for employees.
• Better develop positions so that opportunities for advancement are built in.
• Encourage staff to seek higher education reimbursed by the College, where appropriate.
• Encourage certification in an employee’s specialty area, where appropriate.
• Establish and enforce a more equal “open-door” policy across the campus without fear of retribution.
• Have regular intra-department meetings.

This group also listed things the College was already doing well in recruitment and retention.
Keys to recruiting and retaining the best possible staff

- Longer probation period
- Advertising that this is a great place to work
- Better orientation process – not only should there be an orientation with HR. The supervisor should conduct an orientation for the staff member as we do for 1st year students.
- Job Shadowing – (in process)
- Bonus for referrals
- Be allowed to refer people you know personally
- 3 month waiting period before benefits begin
- More training (software, computers, printers). Paid College classes.
- Be able to choose different companies for health insurance
- Should have a sick room (place to lie down, if you are ill or have fallen)
- Evaluation process – staff should be able to evaluate their supervisors
- We should have our birthday off as a perk
- Better equipped security—they should be armed with a way to protect us & themselves
- Voting for employee of the month & year
- MD on staff to keep us from missing work for Doctor appts

Engaging students in clinical thinking

- Hold ongoing educational seminars for faculty on learning and teaching in a clinical environment
- Have time set aside during clinical assignments for case presentations
- Students need to be formally taught how to present a case to their staff doctor. This needs to be incorporated somewhere within the curriculum
- There needs to be more emphasis on how to take an appropriate case history in the curriculum
- Planned seminars for students (perhaps once or twice a semester) on various clinical educational topics; also could include “Grand Rounds”
- Structured observation in TEC for first and second years
- Incorporate case-based examples into labs
- Consider possible limitations of student’s case history taking skills with Compulink. Are some students “filling in the blanks” during case history and not learning to take an appropriate history? How to teach case history “outside of Compulink”
- Revisit 4th year “helpers” in the clinic. Top 4th year clinicians chosen to help out with 3rd year clinic. Good mentoring.
- Develop a more structured way to do evaluations in the clinic
- Early on in the curriculum, incorporate predicting clinical outcomes based on case history, chief complaints, etc. Teaching this process so that students are more prepared once they are in the clinic.

Using technology to develop and assess clinical thinking

- Faculty input should be solicited on the most desirable type(s) technology to use and in developing content for assessment of clinical thinking. This accomplishes personal contribution from faculty members and could be measured through evidence of participation.
- Drs. Damari (assessment expertise) Steinman (software expertise) and the Information Services team would collaborate on specifics of implementation of assessment tools using the content generated by faculty. The technology should include mechanisms for “feedback” to students for self assessment.
- Learning objectives could be measured through assessments incorporated into the technology.

Increasing Student and faculty involvement in scientific activity.

- Offer seminar / course that dealt with ‘how to read journal articles and critique’, ‘how to do research in both a institutional and practice setting’, and ‘how to write scientifically’.
• Consider a student requirement to submit a paper of publishable quality
  ○ Consider combining requirements of on-campus 4th year time with current externship requirements (externs already required to submit case reports)
• Consider a student requirement or elective to do research (re-engage former research course used several years ago)
• Incorporate Summer Research Program
• Tie student scientific activity to 4th year awards
• Create student “honors” track that involves research
• Utilize Grand Rounds to enhance faculty knowledge and comfort in scientific activity
• Consider ‘teaching science’ to broaden knowledge of faculty teaching methodologies
• Consider matching students with external researchers in a program similar to practice observations
• Consider online SCO electronic poster and abstracts (similar to SECO posters)
• Consider implementing a SCO internal review committee to review research, papers, poster and abstracts (either before the fact, after the fact or a combination of both)
• This group also submitted a list of challenges to success in this area, listing problems with student data collection, time, involving staff in the process, and finances.

Developing a learning-through-service curriculum

• Organize and appropriately market an ongoing series of “focused” screenings.
  ○ Focused on a specific disease process – such as glaucoma, diabetes, hypertension, strab/amblyopia.
  ○ Focused on a specific patient population – such as the homeless, underserved veterans, needy kids.
• Partner with other agencies to assist with the screenings and the follow-up care needed
  ○ Memphis health centers.
  ○ School systems
  ○ Veterans Affairs
  ○ Church Health Center
• Collect data from the screenings suitable for publication by students and faculty.
• Actively seek non-healthcare related community involvement opportunities for our students.
• Track the community involvement of our students post-graduation.

Engaging students in critical thinking

• Clinic-wide 4th year written exam assessing critical thinking – end-of-semester finals
• Pre-clinic check-out exam form incorporating class work from previous year and previous clinic-based topics
• Applicant selection starting at day one/interview team admissions
• Informing applicator: We understand you have the educational knowledge background. What is taught at SCO needs to be applied in patient care – not simply regu____ information.
• Yearly final “critical thinking” exam incorporating that year’s material
• Opportunity to review material/exam (Student: group/individual)
• Student understanding of idea of thought-process review – not about test scoring and points
• Utilization of multiple-choice technology-based questioning to assess critical thinking throughout semester
• Post-clinic review: Student independent based study / topic review
• Grand rounds set-up available for students not seeing patients. No longer sitting around, idle. Even though not seeing patients, critical thinking in progress. (Dismissal to a central location for grand rounds 15 minutes after call time.)
Southern College of Optometry
Quality Enhancement Plan Committee
Meeting One Minutes
10 August 2010

present: All committee members were present. The Committee consists of:

David A. Damari, O.D., Chair, Department of Assessment
Jenny Duncan, student representative
Lindsay Elkins, O.D., Director of School Screenings
Deborah Ireland, Patient Services Representative
William Kress, O.D., clinical faculty representative
Zakiya Nicks, O.D., Director of Community Outreach
Mike Robertson, Student Services representative

Dr. Reich, VP for Academic Affairs and SCO’s SACS-CoC liaison, also attended this meeting to help kick off the committee’s work.

The agenda was:
I. Introductions
II. Overview of the SACS Quality Enhancement Plan requirement
III. What the process will be
IV. Timeline
   A. literature review
   B. determine how plan will fit into curriculum
   C. develop resource requirements
   D. make presentation to Curriculum Committee
   E. make presentations to all College constituents
V. Homework

notes:

Dr. Damari kicked off the meeting by summarizing SACS, the reaffirmation process, the QEP within the context of SACS reaffirmation, and the basics of the QEP expectations and timeline.

In the future, committee meetings will be open to the College community, so meetings will be held on the 8th floor.

Some early ideas from committee members were:

students could give input into improvement of techniques
want to better integrate the school and community-outreach screening programs
students now have to do two community screenings during third year and one during the on-campus semester of the fourth year
perhaps keep a portfolio of service experiences, especially on the tentative diagnoses discovered during the screenings, which they have to flesh out with literature searches, or in earlier years the portfolios could be about diagnostic skills
the committee members should read the QEP section of the Handbook before the next meeting
remember that the focus must be student learning
all the things that came out of the QEP Development Committee do not necessarily have to be part of
the submitted QEP
The homework for committee members is to do a literature search for service-based learning or similar
search terms, and to read the QEP section (pp. 36-47) from the December 2009 edition of the
Handbook for Institutions Seeking Reaffirmation, downloaded from the SACS-CoC website. Ms.
Duncan will enlist the help of Dr. Sharon Tabachnik, our Director of Library Services, in her
literature search.

Southern College of Optometry
Quality Enhancement Plan Committee
Meeting Four Minutes
4 November 2010

present: The following committee members were present:
  David A. Damari, O.D., Chair, Department of Assessment
  Jenny Duncan, student representative
  Lindsay Elkins, O.D., Director of School Screenings
  Deborah Ireland, Patient Services Representative
  Jimmy Jalenak, Esq., Board of Trustees Representative
  William Kress, O.D., Faculty At-Large Representative
  Zakiya Nicks, O.D., Director of Community Outreach
  Mike Robertson, Student Services Representative

The Vice President for Academic Affairs, Dr. Lewis Reich, was also present.
The agenda was going to be a division of labor among the various committee members but, at Dr.
Reich’s suggestion, the committee was presented with a more concrete plan by the Chair and discussed
the possible merits and pitfalls of that plan.
The plan, as presented, was that the curricular aspects of the QEP would have two major components,
one compulsory and the other elective.
The compulsory component would be similar to the school screenings and other community outreach
activities currently performed in the second year of the optometry program as part of the CLN 216 & 226
sequence. However, the experiences would be more formalized and there would be assessments, some
formative, some summative, associated with their experiences at the screenings.
The elective component would be chosen in the first year of the program and would run through the
remaining three years. It would consist of either a local, regional, or international commitment to service.
The committee then had significant, productive discussion on the opportunities and challenges within
that model.
Dr. Elkins and Dr. Nicks were specifically concerned about the current challenge in getting students and
faculty interested in community-based service activities and wondered if that would hamper the success
of the local elective track.
Dr. Nicks and Mr. Jalenak agreed to meet to discuss community organizations who might appreciate
participation from our outreach.
The next meeting of the full committee was scheduled for Monday, 22 November 2010 at 1 pm, place to be determined by the Chair.

Respectfully submitted,

David A. Damari, O.D, FCOVD, FAAO

Southern College of Optometry
Quality Enhancement Plan Committee
Meeting Fifteen Minutes
19 December 2011

present: The following committee members were present:
David A. Damari, O.D., Chair, Department of Assessment
Lindsay Elkins, O.D., Director of School Screenings
Jimmy Jalenak, Board of Trustees Representative
Wil McGriff, O.D., Faculty At-Large Representative
Zakiya Nicks, O.D., Director of Community Outreach
Deborah Ireland, TEC Staff Representative
Mike Robertson, M.S., Director of Admissions and Enrollment Services
also present: Lewis Reich, O.D., Ph.D., VPAA

We started the meeting with a review of the selection of the QEP lead evaluator, Dr. Lisa Keyne, who is the Executive Director of the North Carolina Campus Compact. We had a brief discussion of the Campus Compact mission, including our pending involvement with the Tennessee Campus Compact.

Executive Summary: Dave
Process used to develop QEP: Deborah & Mike
Identification of the Topic: Dave
Desired Student Learning Outcomes: Dave
Lit Review & Best Practices: Wil
Actions to be Implemented & Organizational Structure: Zakiya and Lindsay
Timeline: Bill
Resources: Dave and Lewis
Assessment: Dave
Appendices: entire committee

We reviewed the Saturday of Care plan, including screening finances of the prospective patients for financial means, providing eyewear at low or no cost. The infrastructure for this part of the plan will take a significant effort and amount of time to implement, so it certainly won’t be possible during the first year of the plan. It is much more likely to be possible to add to the plan in year 3.

We also laid out some of the details for the elective component of the QEP, including how the students would know that the hours were available for them to fulfill their requirements, faculty assignment versus service hours on Saturdays, etc. Jimmy also wanted to make sure the Board members were included on calls for volunteers for service opportunities. Jimmy also volunteered to review the draft right after 1 January 2012, so Dave will send it to him.

The next meeting will be on 10 January 2011 at 8:30 AM with Dr. Cardell.

Respectfully submitted,

David A. Damari, O.D, FCOVD, FAAO
Name the SCO QEP — Win an iPad 2!

Help us name the Quality Enhancement Plan for SCO and you could win an iPad 2

about the QEP
Southern College of Optometry, as part of its reaccreditation with the Southern Association of College and Schools Commission on Colleges, is developing a curricular track on service-based learning. This involves community, national, and international service activities by students, faculty, and staff that will enhance student learning in clinical techniques and professional behaviors. Dr. Damari will give an informal presentation on the QEP this Monday, October 3 at 6:30 pm, so come to get all the information you need for a quality entry!

about the contest
You must be a member of the student body, faculty, or staff of SCO to win.
You must submit a name and logo. The logo can be a rough sketch or fully developed.
All submissions must be received by October 14 in order to be eligible to win.
Submissions judged by the QEP Committee and Dr. Reich, whose decisions are final.
QEP Committee members are not eligible.

about the iPad 2
The iPad will be personalized with the winner's name and the winning name of the QEP. The winner will receive the iPad about 30 days after the contest has ended.
It can be ordered in black or white.
The iPad 2 will be the 32 GB wifi only model.

Above is the poster for the QEP naming contest. There were 41 submissions from staff, students, and faculty. The entries were sent to every member of the QEP Committee member without any indication of who had submitted the entries. The QEP Committee members then ranked their top five choices and the highest scoring entry was focus | Facilitating Optometric Curriculum Using Service.
The Survey of Knowledge & Attitudes in Service-Learning

Please circle the number that best indicates your agreement with the following statements (5 = strongly agree, 1 = strongly disagree):

<table>
<thead>
<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am confident in my ability to identify critical community partners for planning a program that will assess and address community visual health needs.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am confident in my ability to describe steps and procedures for program planning.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am confident in my ability to engage community partners in the process of identifying resources for assessing and addressing community visual health needs.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am confident in my ability to prepare a visual health promotion plan based on a community asset and needs assessment report.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am confident in my ability to work with my healthcare professional peers and community partners in the planning process to accomplish project objectives and activities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am confident in my ability to apply a health promotion planning framework in the real world.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am confident in my ability to apply ethical principles of professionalism to visual health program planning.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am confident in my ability to identify social and behavioral factors that affect the health of individuals and populations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am confident in my ability to interact with and provide care for individuals with varied cultural and socio-economic backgrounds.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am confident in my ability to communicate my understanding of every tenet of the Optometric Oath.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

This survey is based on the *Self-Efficacy Scale on Program Planning Competency* (Hou, 2009). It has been modified for clarity of concepts, more appropriate ordering of steps, and to better address the specific student learning outcomes of the SCO **focus** program.
To our knowledge, the focus program establishes SCO as the first optometric institution to feature a formal student training and assessment program in service-learning activities. Although Dr. Wil McGriff’s M.P.H training and over six years of relevant employment experience provides him with an excellent background to lead the focus program, a successful integration into the didactic environment it is critical. Therefore, our entire faculty body needs to be provided with an appreciation and background in service-learning.

As a component of the first year of the focus program, we will educate our faculty about service-learning as scheduled faculty development. Since all of our faculty members have student-centered clinical responsibilities, faculty development typical occurs as intensive, often full day, sessions during student intersessions when our clinics are closed to patient care. One example of a faculty development programs was when Dr. Mark Taylor (an expert on the Millennial generation) was invited on campus to facilitate a day-long lecture and workshop on March 1, 2010 entitled “Understanding Today’s Learners: Meet Generation NeXt”. It is anticipated that a day-long faculty development program on service learning will be conducted in conjunction with the implementation of the focus program in the summer of 2013.

Although the details of this service-learning faculty development program still need to be developed, SCO has readily available and ample resources to facilitate this process. The College has recently become a member of the Tennessee Campus Compact. Under the direction of founding Executive Director, Dr. Mani Hull, in 2008 the Tennessee Campus Compact became the 33rd State Campus Compact in the U.S. in affiliation with the National Campus Compact. We are becoming active participants in the Tennessee Campus Compact and will turn to that organization to provide us with experience, knowledge, and an invaluable statewide resource in academic service-learning that will help us to build campus engagement. The National Campus Compact already features several health care-related academic program models on their website including one in pharmacy (Purdue University) as well as one in nursing here in Tennessee at East Tennessee State University.

Finally, to engage keep the entire community regularly informed and educated about the focus program, Dr. Wil McGriff will select students for a yearly presentation on their service-learning experiences to the faculty and staff during one of the regularly scheduled campus-wide meetings each year.

In regard to the budget for this program, SCO typically allocates $3500 for a professional development program. This includes $2000 in honoraria and $1500 for airfare, lodging, and meals.
All budgetary details provided here are estimates.

| Personnel |
|-------------------------|------------------|------------------|
|                         | FTE or hours     | salary           | total            |
| Director of QEP         | 0.25             | $89,800.00       | $22,450.00       |
| student assistant (TA)  | 225              | $12.00           | $2,700.00        |
| staff                   | 0.20             | $35,000.00       | $7,000.00        |
| total                   |                  |                  | $32,150.00       |

note: student time is listed in hours/yr, Director and staff are FTE percentage devoted to QEP. Benefits not included here but on overall budget page.

In the next three tables, faculty and staff participants will be able to choose to contribute their honoraria for service events to a number of community or SCO charities.

| Community Outreach |
|--------------------|------------------|------------------|------------------|
| category           | events/yr        | units           | rate/unit        | total            |
| faculty FTE        | 20               | 4              | $50.00         | $4,000.00        |
| staff FTE          | 20               | 4              | $20.00         | $1,600.00        |
| local mileage      | 45               | 40             | $0.55          | $990.00          |
| regional mileage   | 8                | 1000           | $0.55          | $4,400.00        |
| van rental for     |                  |                | $234.00        | $1,872.00        |
| regional events    | 8                |                |                |                  |
| total              |                  |                |                | $12,862.00       |
### Saturday Service Experience (first year)

<table>
<thead>
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<th>category</th>
<th>number</th>
<th>$/hour</th>
<th>hours</th>
<th>total/cat</th>
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<tbody>
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<td>opticians</td>
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<td>other staff</td>
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<tr>
<td>utilities</td>
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**Note:** The figures above are for the first year. Five-year budget below includes 4% increase per year.

### Saturday Service Experience (subsequent years)

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</thead>
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### Professional Development & Membership

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<tr>
<td>Director of QEP - development</td>
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<tr>
<td>Director of QEP - travel</td>
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<tr>
<td>Membership in TN Campus Compact</td>
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<td>Institutional membership in CCPH</td>
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<td>faculty development</td>
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**Note:** This is for the first year of a five-year budget.