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Factors influencing a students choice of an optometry school

Abstract

A questionnaire was developed to sample first year students at 13 optometry schools across the United States in order to ascertain the relative importance of factors influencing their choice of an optometry school. Of the 530 respondents, the most influential factors overall were reputation and emphasis of programs offered, along with the reputation of the faculty. With this information, optometry schools can adapt their recruiting strategies to better position themselves to attract the most qualified applicants.

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Master of Science in Vision Science

Committee Chair

John Smith

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Optometry

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**FACTORS INFLUENCING A STUDENTS CHOICE OF AN
OPTOMETRY SCHOOL**

BY

KELLY K. MALUEG

LINDA A. MAXEY

A thesis submitted to the faculty of the
College of Optometry
Pacific University
Forest Grove, Oregon
for the degree of
Doctor of Optometry
May 1992

Adviser:
John Smith, O.D.

FACTORS INFLUENCING A STUDENTS CHOICE OF AN
OPTOMETRY SCHOOL

Kelly K. Malueg

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Linda A. Maxey

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John Smith

John Smith, O.D.

BIOGRAPHY

Kelly K. Malueg was born in Bismarck, North Dakota and moved to Auburn, Washington in 1969 where she grew up. Upon graduating from high school, she attended Green River Community College for two years and then transferred to Washington State University to fulfill her optometry school pre-requisites. She was accepted to Pacific University College of Optometry in 1988 and received her Bachelor of Visual Science degree in 1989. Upon receiving a Doctor of Optometry degree in May 1992, she plans on entering a group practice in the state of Washington.

Linda A. Maxey was born in Moscow, Idaho. She moved frequently during her grade school years and finally settled in Bremerton, Washington in 1979. Upon graduating from high school, she attended the University of Washington for three years to fulfill her optometry school pre-requisites. She entered optometry school in 1988 and received her Bachelor of Visual Science degree in 1989. Upon receiving a Doctor of Optometry degree in May 1992, she plans on moving back to Washington and work as an associate in a private group practice.

ACKNOWLEDGEMENTS

The authors would like to first thank John Smith, O.D. for his input throughout the design and interpretation of this thesis. Willard Bleything, O.D. and Penelope Hunter deserve special thanks for assisting us in our collection of background information necessary for the design of the questionnaire. We would also like to thank all of those people who assisted in the distribution of the surveys, and the participating first year optometry students across the nation for their time in completing them.

ABSTRACT

A questionnaire was developed to sample first year students at 13 optometry schools across the United States in order to ascertain the relative importance of factors influencing their choice of an optometry school. Of the 530 respondents, the most influential factors overall were reputation and emphasis of programs offered, along with the reputation of the faculty. With this information, optometry schools can adapt their recruiting strategies to better position themselves to attract the most qualified applicants.

INTRODUCTION

When comparing the total number of applications from 1980-1984 to the total number of applications from 1985-1989, there has been an approximate 6% decrease¹. In order to establish and maintain a larger and better qualified applicant pool, an optometry school needs to identify the factors affecting an applicants choice of an optometry school and incorporate these factors into their recruiting strategy.

Specifically we wish to determine...

... the most influential factors overall which influence a student in choosing their optometry school.

... the most influential factors at the individual schools.

... the most influential factors to students attending state schools versus private schools.

... the most influential factors among different age groups.

... the most influential factors to those students who proceeded directly through undergraduate and optometry schools versus those who did not.

... the most influential factors to those students who have family members that are optometrists versus those who do not.

... the most influential factors to those students attending an in state school versus an out of state school.

... the most influential factors to those students who were accepted to one school versus those who were accepted to multiple schools.

... the most influential factors to those students who were accepted to two or more schools and are attending Pacific University College of Optometry.

... the most influential factors to those students who were accepted to Pacific but are now attending another school.

MATERIALS AND METHODS

A total of 929 surveys were sent out to 13 optometry schools across the country and directed specifically toward the first year optometry students. One person at each school was contacted and asked to distribute the surveys to the first year students. The surveys were mailed in bulk to this person in February of 1991. Each bulk package contained a letter to the dean (Appendix A) informing him of our project, as well as, an explanatory letter (Appendix B) attached to our survey (Appendix C) requesting that each student complete the survey and return it to us in the self addressed postage paid envelope enclosed. Each student was asked to rate the factors on the survey as to the importance to them in choosing the school of optometry they presently attend. If they were accepted to only one school of optometry, they were asked to rate the factors as to what they felt their importance would have been had they been accepted to more than one school. There was a deadline of March 30, 1991 to return the questionnaire.

DEMOGRAPHICS

Demographics of the sample population, including percentages of responses, are listed for ten different categories: percentage of surveys received from each school, overall surveys received, surveys received from students attending state schools versus private schools, surveys received from different age ranges of students, process by which students entered optometry school, students who had family members who were optometrists as opposed to those who did not, students who attended an optometry school within their state of residence versus those who attended an out of state school, those students who were accepted to more than one school versus those who were accepted to only one school, those students who were accepted to two or more schools and are now attending Pacific, and finally, those students who were accepted to Pacific but are now attending another school.

Sample population: 100% of first year optometry students at the 13 schools surveyed. N=929

Percentage of surveys returned from each school based upon the number of surveys distributed to that school:

Ferris State University	FSU	75.00%	N=24
Indiana University	IU	66.13%	N=41
The New England College of Optometry	NEWENCO	53.64%	N=59
Northeastern State University	NSU	68.18%	N=15
The Ohio State University	OSU	58.33%	N=35
Pacific University College of Optometry	PUCO	61.18%	N=52
Pennsylvania College of Optometry	PCO	48.00%	N=72
Southern California College of Optometry	SCCO	69.15%	N=65
Southern College of Optometry	SCO	46.32%	N=44
State University of New York	SUNY	25.71%	N=18
University of Alabama at Birmingham	UAB	51.22%	N=21
University of California, Berkeley	UCB	76.47%	N=52
University of Missouri at St. Louis	UMSL	80.00%	N=32

Percentage of overall surveys received: 57.00% N=530

Percentage of surveys returned from students attending state schools versus private schools:

	Percentage	N
State Schools	44.91%	238
Private Schools	55.09%	292

Percentage of surveys returned from students based upon the age ranges set by the survey:

Age	Percentage	N
20-25 years	78.68%	417
26-30 years	13.58%	72
31-35 years	4.34%	23
36-40 years	2.45%	13
41-60 years	0.95%	5

Percentage of surveys returned from students who proceeded directly from high school to undergraduate to optometry school, those whose process was interrupted in some way between high school and optometry school but they were not doing something related to the field of optometry, and those whose process was interrupted between high school and optometry school and they were doing something related to the field of optometry:

Process	Percentage	N
Directly	64.72%	343
Interrupted	29.62%	157
Interrupted but related to optometry	5.66%	30

Percentage of surveys returned from those students who had a family member who was also an optometrist and those who had no family members practicing as optometrists:

	Percentage	N
Had a family member who was an optometrist	9.62%	51
Do not have an optometrist in the family	90.38%	479

Percentage of surveys returned from students who attended an optometry school in their state of residence and those who attended a school out of their state of residence:

	Percentage	N
In State	53.21%	282
Out of State	46.79%	248

Percentage of surveys returned from those students who were accepted to only one optometry school and those who were accepted to two or more optometry schools:

	Percentage	N
Accepted to only one school:	55.66%	295
Accepted to two or more schools:	44.34%	235

Percentage of surveys returned from those students who were accepted to two or more schools and are now attending Pacific:

Percentage:	N
6.38%	15

Percentage of surveys returned from those students who were accepted to Pacific as well as other optometry schools and now are attending another school:

Percentage:	N
9.36%	22

RESULTS

The results were determined by calculating means and standard deviations for each question on the survey, and plotting the data in bar graph form.

1. Each school was evaluated for the students primary reasons for choosing that school. There were two to three primary reasons that stood out for each school.

Of the 24 surveys returned from FSU (fig. 1), tuition cost (mean 6.00 s.d. 1.25), class size (mean 5.88 s.d. 1.39), and reputation of faculty (mean 5.79 s.d. 0.78) were the top three factors. Of the 41 surveys returned from IU (fig. 2), reputation of programs offered (mean 6.37 s.d. 0.83), and emphasis of programs offered (mean 5.58 s.d. 0.99) were the top two factors. Of the 59 surveys returned from NEWENCO (fig. 3), living location (mean 5.93 s.d. 1.32), reputation of programs offered (mean 5.53 s.d. 0.88), and emphasis of programs offered (mean 5.44 s.d. 1.18) were the three leading factors. Of the 15 surveys returned from NSU (fig. 4), reputation of programs offered (mean 6.33 s.d. 0.82) and class size (mean 6.20 s.d. 0.94) were the two leading factors. Of the 35 surveys returned from OSU (fig. 5), reputation of programs offered (mean 6.23 s.d. 0.77), reputation of faculty (mean 5.91 s.d. 1.20), and emphasis of programs offered (mean 5.80 s.d. 0.96) were the top three factors. Of the 52 surveys returned from PUCO (fig. 6), living location (mean 5.81 s.d. 1.22), and recommended by someone who attended there (mean 5.17 s.d. 2.17) were the leading two factors. Of the 72 surveys returned from PCO (fig. 7), reputation of programs offered (mean 6.63 s.d. 0.59), emphasis of programs offered (mean 6.44 s.d. 0.67), and reputation of faculty (mean 6.25 s.d. 0.82) were the top three factors. Of the 65 surveys returned from SCCO (fig. 8), reputation of programs offered (mean 6.19 s.d. 1.08), emphasis of programs offered (mean 6.05 s.d. 1.23), and living location (mean 5.77 s.d. 1.44) were the three leading factors. Of the 44 surveys returned from SCO (fig. 9), reputation of programs offered (mean 5.96 s.d. 1.31), emphasis of programs offered (mean 5.84 s.d. 1.47), and treatment on visit (mean 5.75 s.d. 1.35) were the leading three factors. Of the 18 surveys returned from SUNY (fig. 10), tuition cost (mean 6.78 s.d. 0.55), reputation of programs offered (mean 6.22 s.d. 0.88), and reputation of faculty (mean 6.06 s.d. 0.87) were the top three factors. Of the 21 surveys returned from UAB (fig. 11), reputation of programs offered (mean 6.10 s.d. 1.14), and tuition cost

(mean 5.91 s.d. 0.94) were the top two factors. Of the 52 surveys returned from UCB (fig. 12), tuition cost (mean 6.56 s.d. 0.80), reputation of programs offered (mean 6.02 s.d. 1.23), and reputation of faculty (mean 5.94 s.d. 1.38) were the three leading factors. Of the 32 surveys returned from UMSL (fig. 13), tuition cost (mean 5.91 s.d. 1.25) and class size (mean 5.88 s.d. 1.36) were the two leading factors.

2. When looking at the reasons (fig. 14) for all schools together, reputation of programs offered (mean 5.96 s.d. 1.38), emphasis of programs offered (mean 5.58 s.d. 1.47), reputation of faculty (mean 5.47 s.d. 1.61), living location (mean 5.40 s.d. 1.70), tuition cost (mean 5.15 s.d. 2.03), and treatment on visit (mean 5.05 s.d. 1.71) were the top six factors.

3. When considering state schools versus private schools, 238 respondents attended a state school (fig. 15), and they listed reputation of programs offered (mean 6.01 s.d. 1.11), tuition cost (mean 5.97 s.d. 1.36), and reputation of faculty (mean 5.66 s.d. 1.36) as the top three factors. Two hundred ninety two respondents attended a private school (fig. 16), and they listed reputation of programs offered (mean 5.88 s.d. 1.24), emphasis of programs offered (mean 5.74 s.d. 1.37), treatment on visit (mean 5.37 s.d. 1.50), and living location (mean 5.26 s.d. 1.71) as the top four factors.

4. The respondents were separated into different age ranges. Of the 530 respondents, 417 were in the age range of 20-25 (fig. 17), and they listed reputation of programs offered (mean 6.01 s.d. 1.10), emphasis of programs offered (mean 5.70 s.d. 1.29), and reputation of faculty (mean 5.49 s.d. 1.43) as the top three factors. Seventy-two were in the age range of 26-30 (fig. 18), and they listed reputation of programs offered (mean 5.92 s.d. 1.17), emphasis of programs offered (mean 5.61 s.d. 1.27), and reputation of faculty (mean 5.47 s.d. 1.41) as the top three factors. Twenty-three were in the age range of 31-35 (fig. 19), and they listed living location (mean 5.57 s.d. 1.73), reputation of programs offered (mean 4.87 s.d. 1.87) and emphasis of programs offered (mean 4.57 s.d. 1.93) as the top three factors. Thirteen were in the age range of 36-40 (fig. 20), and they listed reputation of programs offered (mean 5.62 s.d. 1.56), living location (mean 5.46 s.d. 2.03), and emphasis of programs offered (mean 5.23 s.d. 1.42) as the top three factors. Five were in the age range of 41-60 (fig. 21), and they listed location near home (mean 6.00 s.d. 1.00), reputation of programs offered (mean 5.60 s.d. 1.14),

living location (mean 5.40 s.d. 1.52) and treatment on visit (mean 5.40 s.d. 1.14) as the top four factors.

5. The respondents were also separated by the process in which they proceeded into optometry school. Three hundred forty three of the surveys received were from students who proceeded directly (fig. 22) from high school to undergraduate to optometry school, and they listed reputation of programs offered (mean 6.08 s.d. 1.03), emphasis of programs offered (mean 5.77 s.d. 1.18), and reputation of faculty (mean 5.52 s.d. 1.44) as the top three factors. One hundred fifty seven of the surveys received were from students whose process was in some way interrupted (fig. 23) between high school and optometry school by something which wasn't related to optometry, and they listed reputations of programs offered (mean 5.65 s.d. 1.36) living location (mean 5.56 s.d. 1.66), and emphasis of programs offered (mean 5.28 s.d. 1.51) as the three leading factors. Thirty of the surveys received were from students whose process was interrupted between high school and optometry school by something related to the field of optometry (fig. 24), and they listed reputations of programs offered (mean 5.80 s.d. 1.58), emphasis of programs offered (mean 5.60 s.d. 1.79), and reputation of faculty (mean 5.53 s.d. 1.63) as the top three factors.

6. When separating results based upon those students who had a family member as an optometrist and those that did not, 51 of the students had a family member as an optometrist (fig. 25), and they listed reputation of programs offered (mean 5.56 s.d. 2.01), living location (mean 5.33 s.d. 2.04), emphasis of programs offered (5.24 s.d. 2.00), and recommended by someone who attended that school (mean 5.04 s.d. 1.98) as their top four factors. Four hundred seventy nine of the students did not have a family member as an optometrist (fig. 26), and they listed reputation of programs offered (mean 5.98 s.d. 1.15), emphasis of programs offered (mean 5.66 s.d. 1.32) and reputation of faculty (mean 5.46 s.d. 1.46) as their top three factors.

7. When separating results based upon those students who are attending an optometry school within their state of residence and those who are attending a school outside their state of residence, 282 of the students attended an in state school (fig. 27), and they listed reputation of programs offered (mean 6.0 s.d. 1.18), emphasis of programs offered (mean 5.59 s.d. 1.30), reputation of faculty (mean 5.58 s.d. 1.35) and living location (mean 5.55 s.d. 1.56) as their top four factors. Two hundred forty eight of the students

attended an out of state school (fig. 28), and they listed reputation of programs offered (mean 5.87 s.d. 1.19), emphasis of programs offered (mean 5.65 s.d. 1.38) and treatment on visit (mean 5.34 s.d. 1.61) as their top three factors.

7. When separating results based upon those students who were accepted to only one optometry school and those who were accepted to two or more optometry schools, 295 of the students were accepted to only one school (fig. 29), and they listed reputation of programs offered (mean 5.94 s.d. 1.19), emphasis of programs offered (mean 5.56 s.d. 1.35), reputation of faculty (mean 5.46 s.d. 1.43), and living location (mean 5.43 s.d. 1.62) as the top four factors. Two hundred thirty five of the students were accepted to two or more optometry schools (fig. 30), and they listed reputation of programs offered (mean 5.94 s.d. 1.18), emphasis of programs offered (mean 5.70 s.d. 1.33), and reputation of faculty (mean 5.34 s.d. 1.57) as the top three factors.

8. Fifteen of the surveys returned were from students accepted to two or more schools who are currently enrolled at Pacific (fig 31). They listed living location (mean 6.13 s.d. 0.74), treatment on visit (mean 5.47 s.d. 1.30) and impression of people on visit (mean 5.40 s.d. 1.18) as the top three factors.

9. Twenty-two of the surveys returned were from students accepted to two or more schools who are currently enrolled at another school (fig 32). They listed reputation of programs offered (mean 6.45 s.d. 0.80), reputation of faculty (mean 6.09 s.d. 0.92), and emphasis of programs offered (mean 5.95 s.d. 1.00) as their top three factors.

SUMMARY

The survey was conducted by two optometry students polling 929 first year optometry students at 13 optometry schools across the United States. The sampling procedure was designed to explore the main factors students consider in choosing one particular school of optometry over another. In order to attract the most qualified applicants available to a particular school, the most influential factors need to be determined.

The most influential factors garnered from this study are:

1. The most influential factors overall are the reputation and emphasis of the programs offered at a school along with the reputation of the faculty. While the authors agree these are important factors, they wonder whether the applicants are in a position to evaluate and/or use these factors in their selection process. These reasons may have had a high rating due to the students being influenced by what they deemed as important as opposed to what actually influenced them.
2. For individual schools, a few additional factors became apparent, those included; living location while in school, tuition cost, treatment upon a visit to the school, and the average class size at that school.
3. When comparing state schools with private schools, tuition costs appeared to be more important to the students attending a state school. Students attending a private school held that being recommended by a friend, optometrist, or an alumnus, being a contract state or having WICHE, and their treatment at the time of their visit as being more important factors.
4. Although reputation of programs offered and faculty on staff still remained as the most influential factors, as the population was separated into individual categories some populations held a considerable level of importance on different factors. For example, those students who had a family member as a practicing optometrist rated the questions that asked about being recommended by a relative or someone who attended there at a higher level than those students not having any family members as practicing optometrists.

When looking at the students attending an in state versus an out of state college, living location and location near home became the more influential factors for those students attending an in state optometry school.

5. When dividing the sample by age range, those students under 30 years of age held the same factors as being most influential as found in the survey overall. Students in the age range 31 and above listed living location, location near home, and acceptance to spouse as more influential.

6. At PUCO, although the most influential factors overall were still important; living location, having been recommended by someone who previously attended there, and their impressions of treatment and surroundings upon a visit to the school stood out at the top. Among those students who were accepted to Pacific but chose not to attend, their most influential factors differed from those attending Pacific. They were the same as those in the overall results, which were reputation and emphasis of programs offered, as well as, the reputation of the faculty on staff.

Concluding Statement: One of the important needs of an optometry program is to attract qualified students. In order to be most effective in this process, a school must identify those factors considered most important to the applicants. Once these factors have been determined, a school can adapt its marketing and recruiting strategies to emphasize its strengths in these areas. This paper has identified reputation and emphasis of programs offered, as well as, reputation of the faculty as the main factors influencing applicants. Some factors from specific populations were also identified. Whether these trends are consistent over time or not can only be determined with future studies.

REFERENCES

1. Association of Schools and Colleges of Optometry. Trends in First-Year Applicants, First-Year Enrollment and Total Enrollment by Optometry Schools. 1980-1991.

Appendix A

2-15-91

Attn: Dean of Student Affairs

Dear Dean,

We are third year optometry students at Pacific University and are writing this letter to give you advanced information concerning a survey of first year optometry students. This project is to fulfill our thesis requirement for graduation.

A survey will be sent to all first year optometry students in the United States in order to determine the main factors which influenced the student to choose the particular school they are presently attending. Distribution of the survey is planned via the students and we have already contacted a fellow student at your school who has agreed to do this for us. Results concerning your institution can be made available to you upon request. Should you have any comments about our project, please contact us. The surveys will be mailed on 2-25-91.

Thank you,

Kelly K. Malueg
(503) 357-0156

Linda A. Maxey
(503) 359-0709

Willard Bleything, O.D., M.S.
Dean

Appendix B

2-25-91

Dear 1st year opt. student,

We are third year optometry students at Pacific University in Oregon. As part of our requirement for graduation at Pacific, each of us needs to complete a thesis project during our third and fourth year. We ask that you please help us complete our project by filling out the following brief survey. We have enclosed a postage paid envelope for you to mail back to us by 3-25-91. We would appreciate it if you'd take a few minutes of your time to help us.

Thank you,

Kelly K. Malueg

Linda A. Maxey

Appendix C

Background Information:

Age: _____ State of Residency: _____

School where you attended undergrad: _____

Optometry schools applied to: _____

Optometry schools which accepted at: _____

Optometry school presently attending: _____

Any family members OD's: Yes _____ No _____

Did you proceed directly from high school to undergrad to optometry school?
If no, what did you do in between? _____

Rate the following factors as to their importance to you when choosing the school of optometry you presently attend. If you were accepted at only one school of optometry rate these factors as to what you feel their importance would have been had you been accepted to more than one school.

	Least Important			Most Important			
1. School was in location which you preferred to live in while attending:	1	2	3	4	5	6	7
2. School was in location where you wanted to practice after graduation:	1	2	3	4	5	6	7
3. School was in location that has good practice opportunities:	1	2	3	4	5	6	7
4. School in location near your home:	1	2	3	4	5	6	7
5. School was in location acceptable for your spouse to live in or relocate to:	1	2	3	4	5	6	7
6. Optometry school was in the area where you attended undergrad:	1	2	3	4	5	6	7
7. Reputation of present faculty:	1	2	3	4	5	6	7
8. Reputation of programs offered:	1	2	3	4	5	6	7
9. Emphasis of programs offered:	1	2	3	4	5	6	7

10. Size of classes at the school: 1 2 3 4 5 6 7
11. Extra curricular activities offered: 1 2 3 4 5 6 7
12. Tuition cost: 1 2 3 4 5 6 7
13. Either WICHE or Contract State: 1 2 3 4 5 6 7
14. Because of your impression of the facility on your visit to the school: 1 2 3 4 5 6 7
15. Scholarship(s) offered: 1 2 3 4 5 6 7
16. Impression of people on your visit: 1 2 3 4 5 6 7
17. The way you were treated on visit: 1 2 3 4 5 6 7
18. Because of information in brochures: 1 2 3 4 5 6 7
19. GPA importance prior to entry: 1 2 3 4 5 6 7
20. Prerequisites for entry: 1 2 3 4 5 6 7
21. Ease of getting accepted: 1 2 3 4 5 6 7
22. Speed of admissions decisions: 1 2 3 4 5 6 7
23. Whether interview was required: 1 2 3 4 5 6 7
24. Importance of OAT scores: 1 2 3 4 5 6 7
25. Whether essay was required or not: 1 2 3 4 5 6 7
26. School recommended by counselor: 1 2 3 4 5 6 7
27. School recommended by relative: 1 2 3 4 5 6 7
28. School recommended by friend: 1 2 3 4 5 6 7
29. School recommended by your OD: 1 2 3 4 5 6 7
30. Rec. by someone who attended there: 1 2 3 4 5 6 7

FIGURE 1, FSU REASONS FOR OPTOMETRY SCHOOL CHOICE

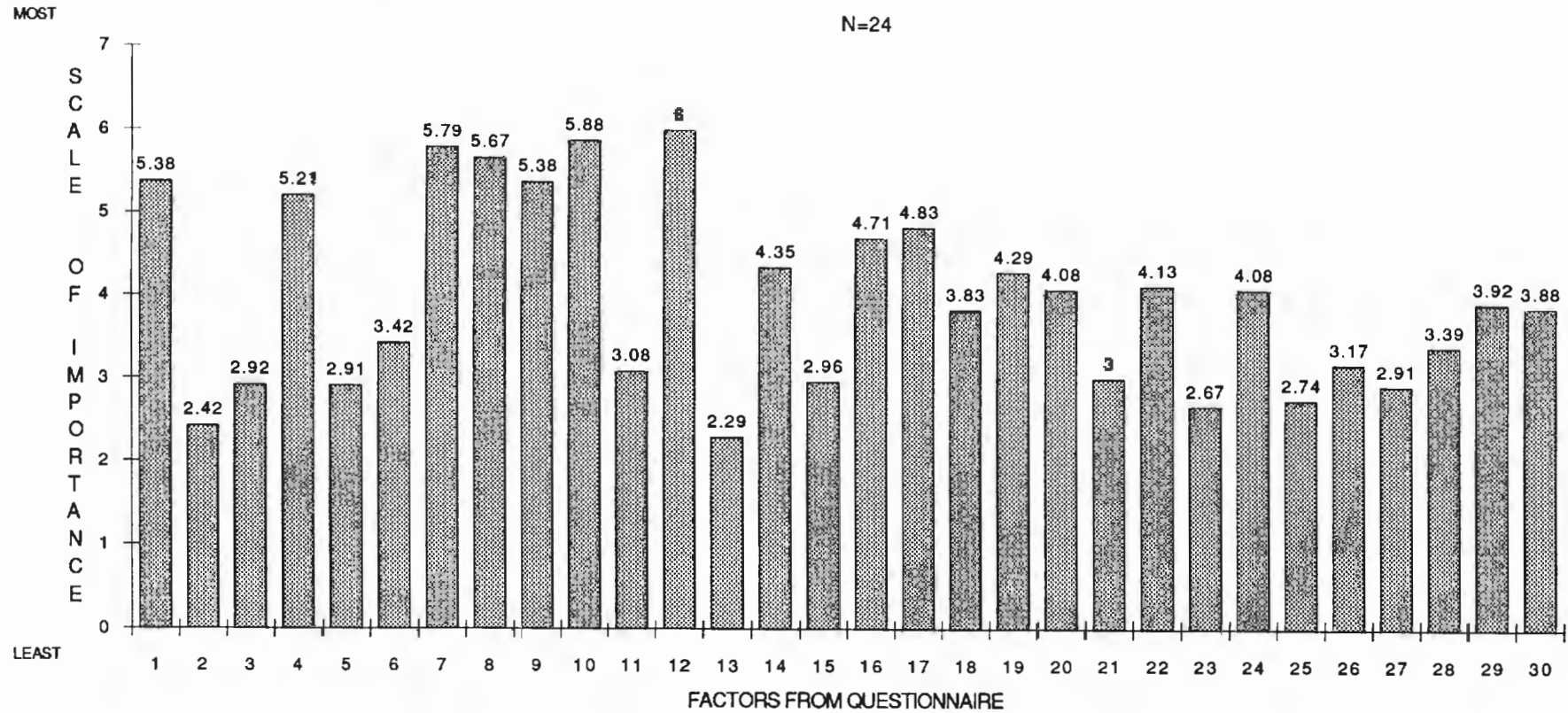


FIGURE 2, IU REASONS FOR OPTOMETRY SCHOOL CHOICE

N=41

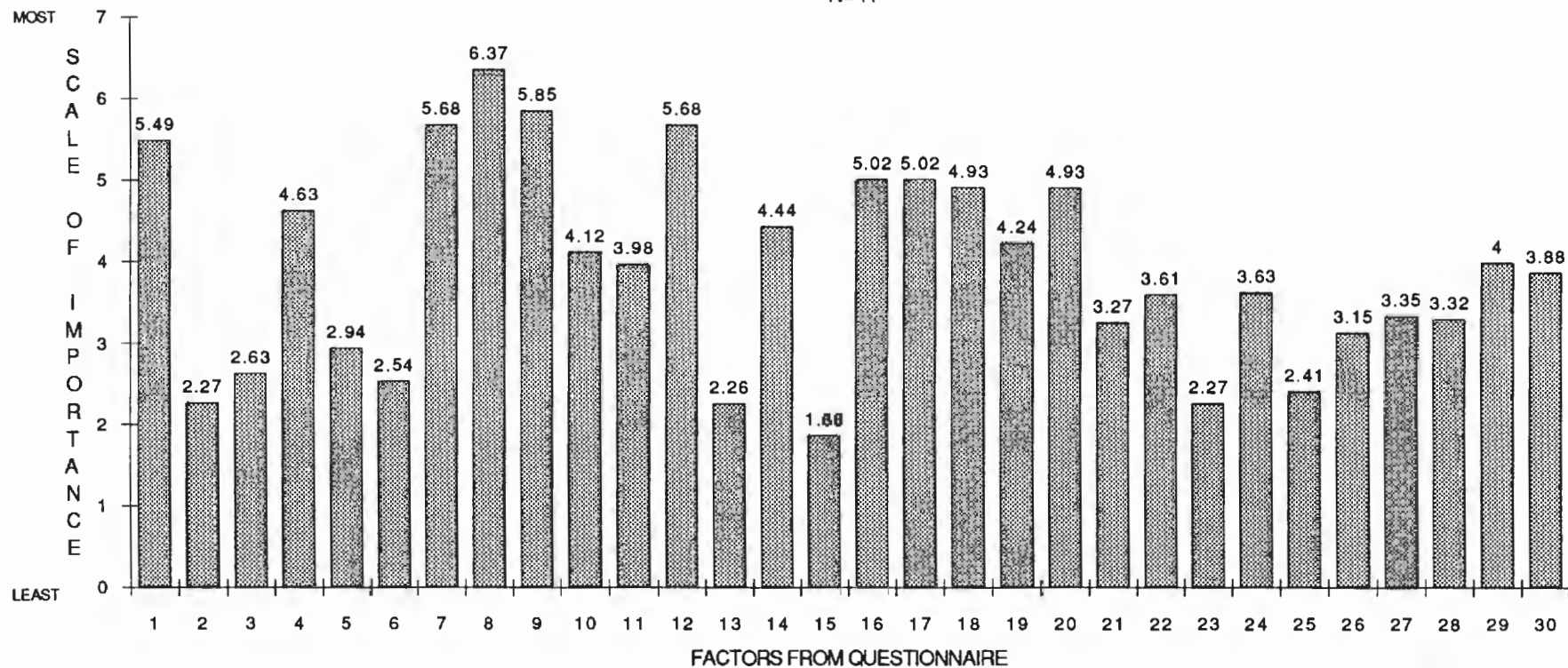


FIGURE 3, NEWENCO REASONS FOR OPTOMETRY SCHOOL CHOICE

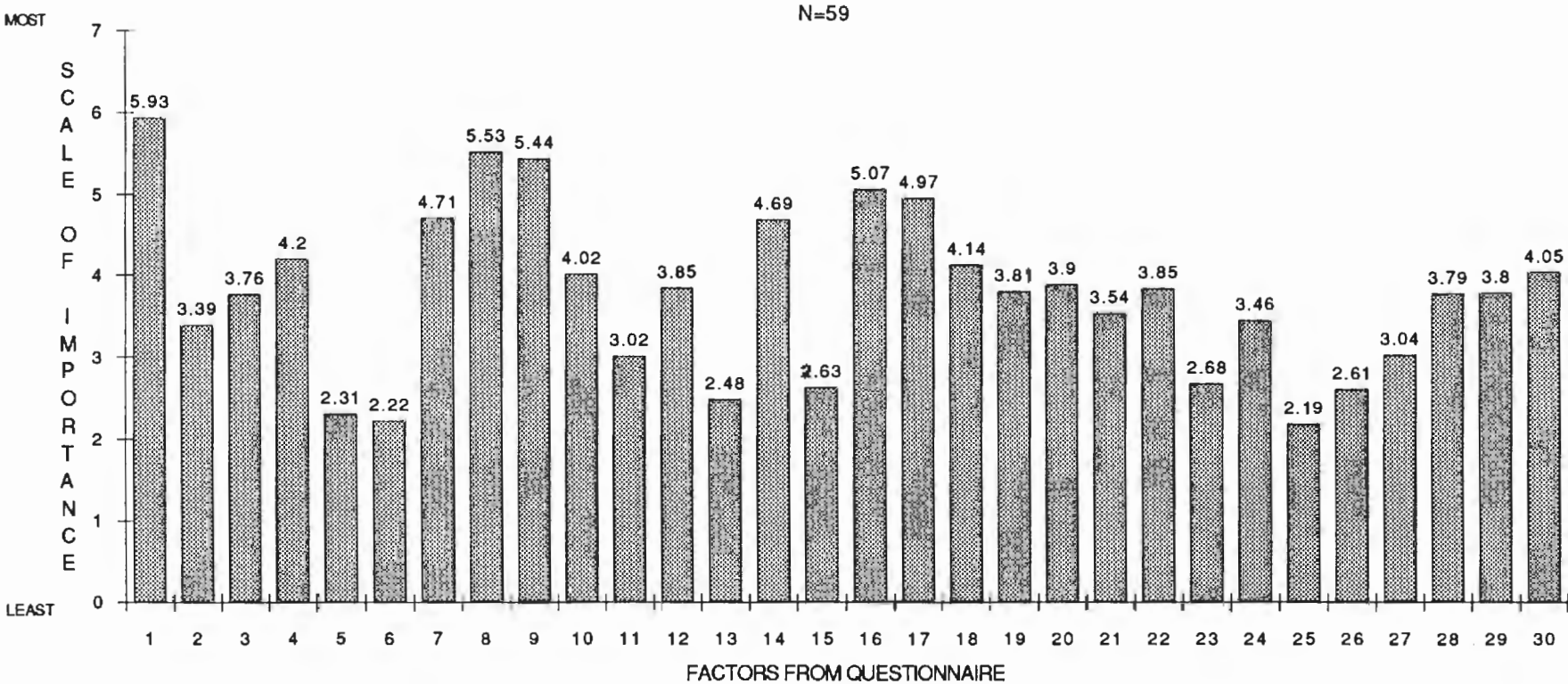


FIGURE 5, OSU REASONS FOR OPTOMETRY SCHOOL CHOICE

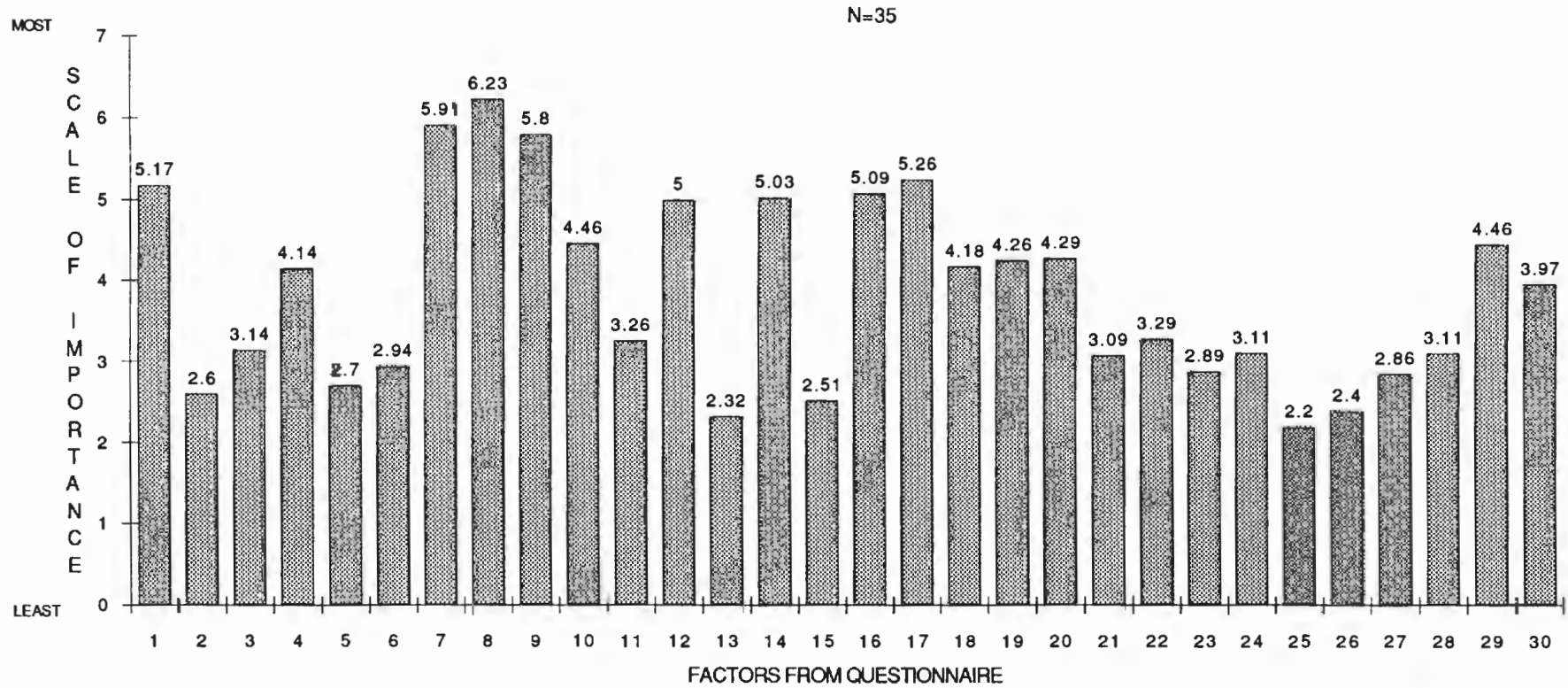


FIGURE 6, PUCO REASONS FOR OPTOMETRY SCHOOL CHOICE

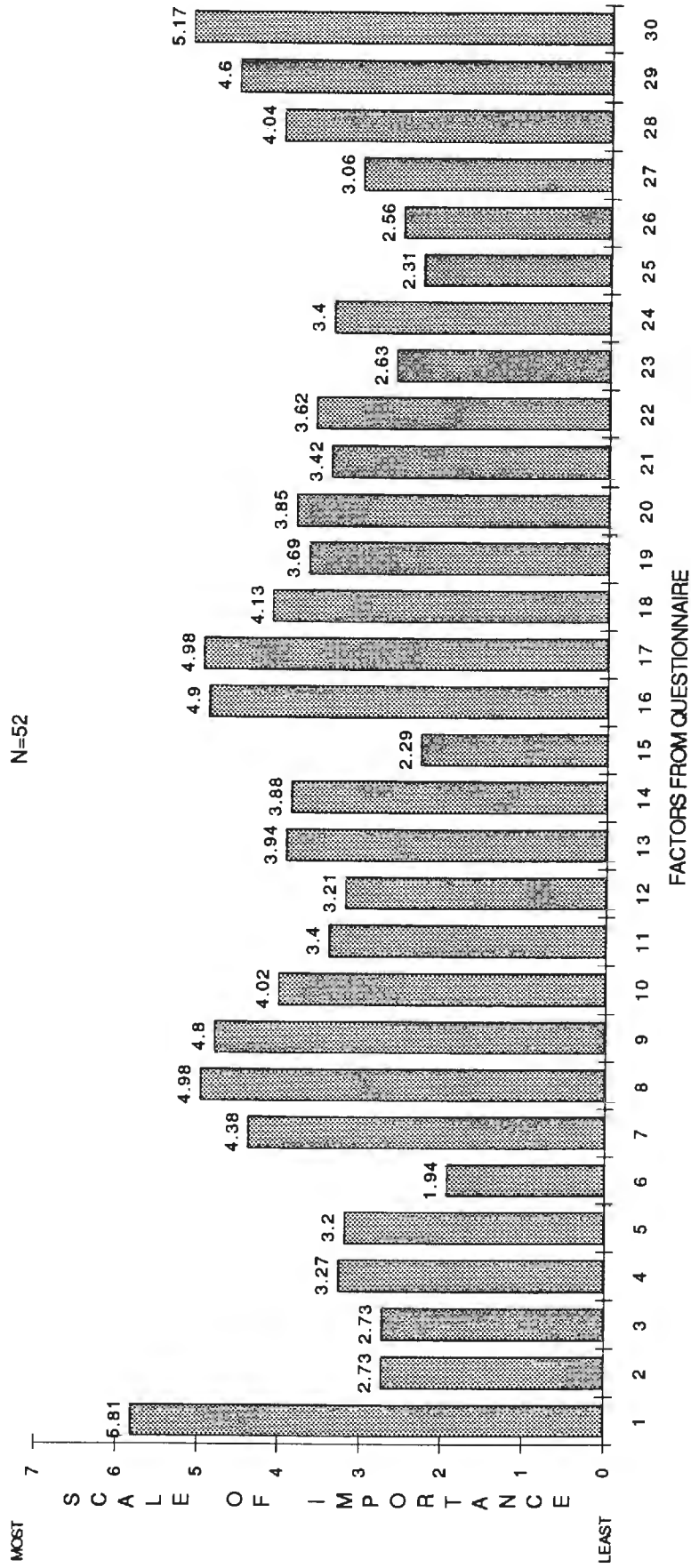


FIGURE 7, PCO REASONS FOR OPTOMETRY SCHOOL CHOICE

N=72

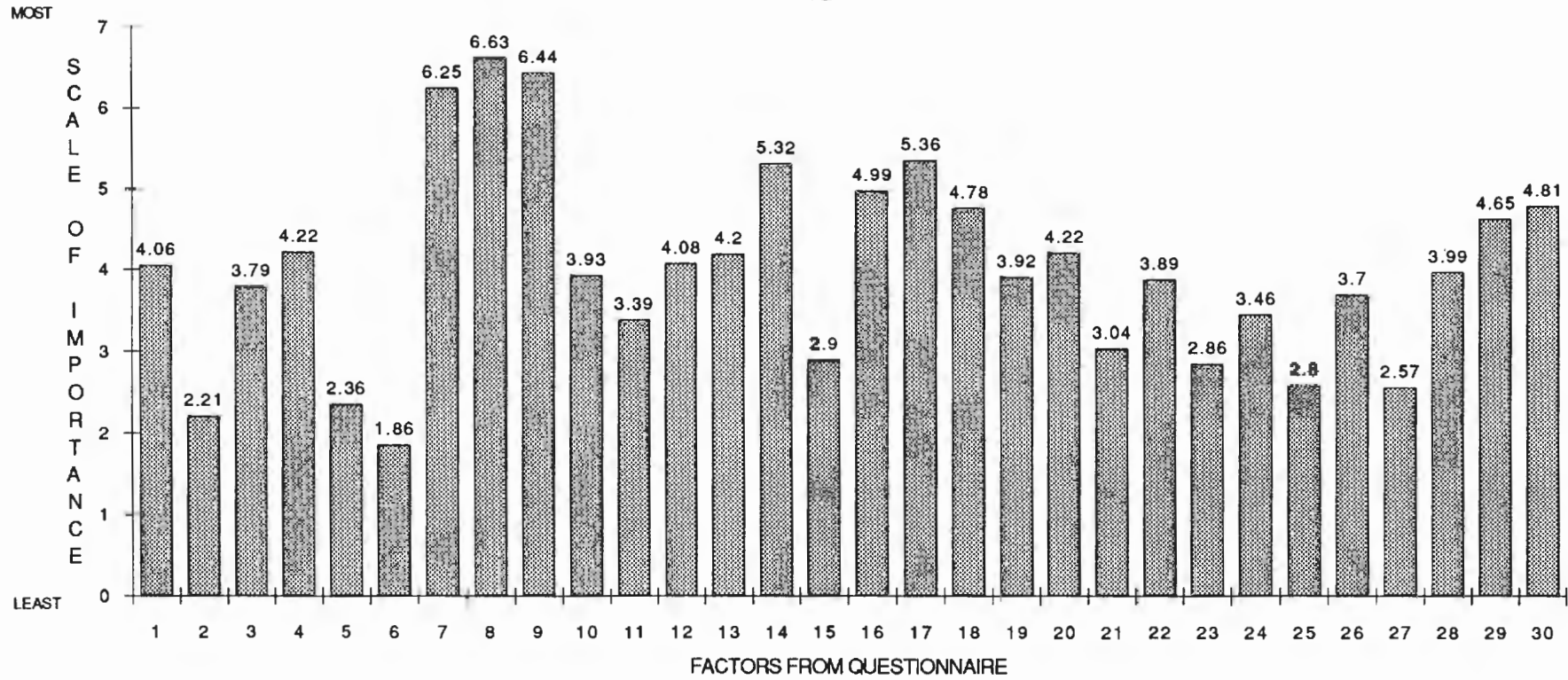


FIGURE 8, SCCO REASONS FOR OPTOMETRY SCHOOL CHOICE

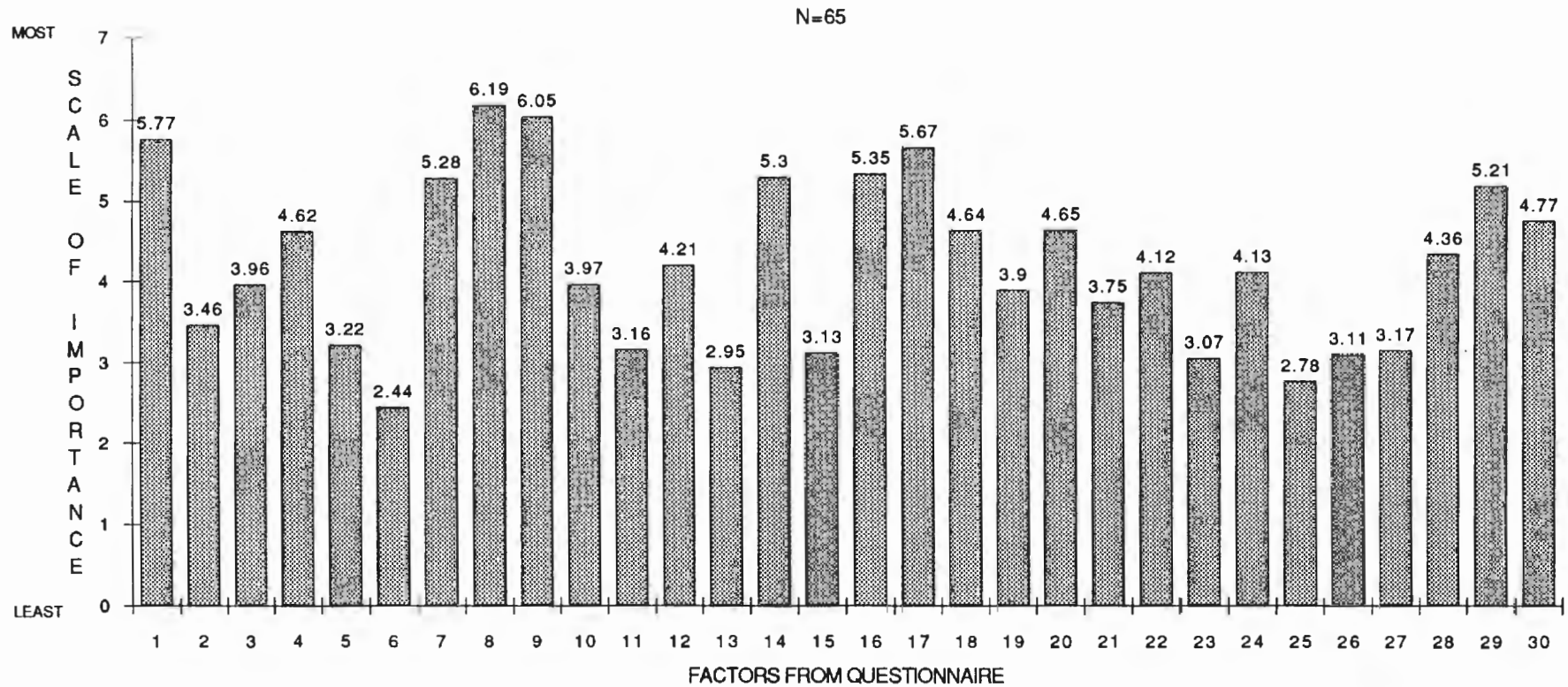


FIGURE 9, SCO REASONS FOR OPTOMETRY SCHOOL CHOICE

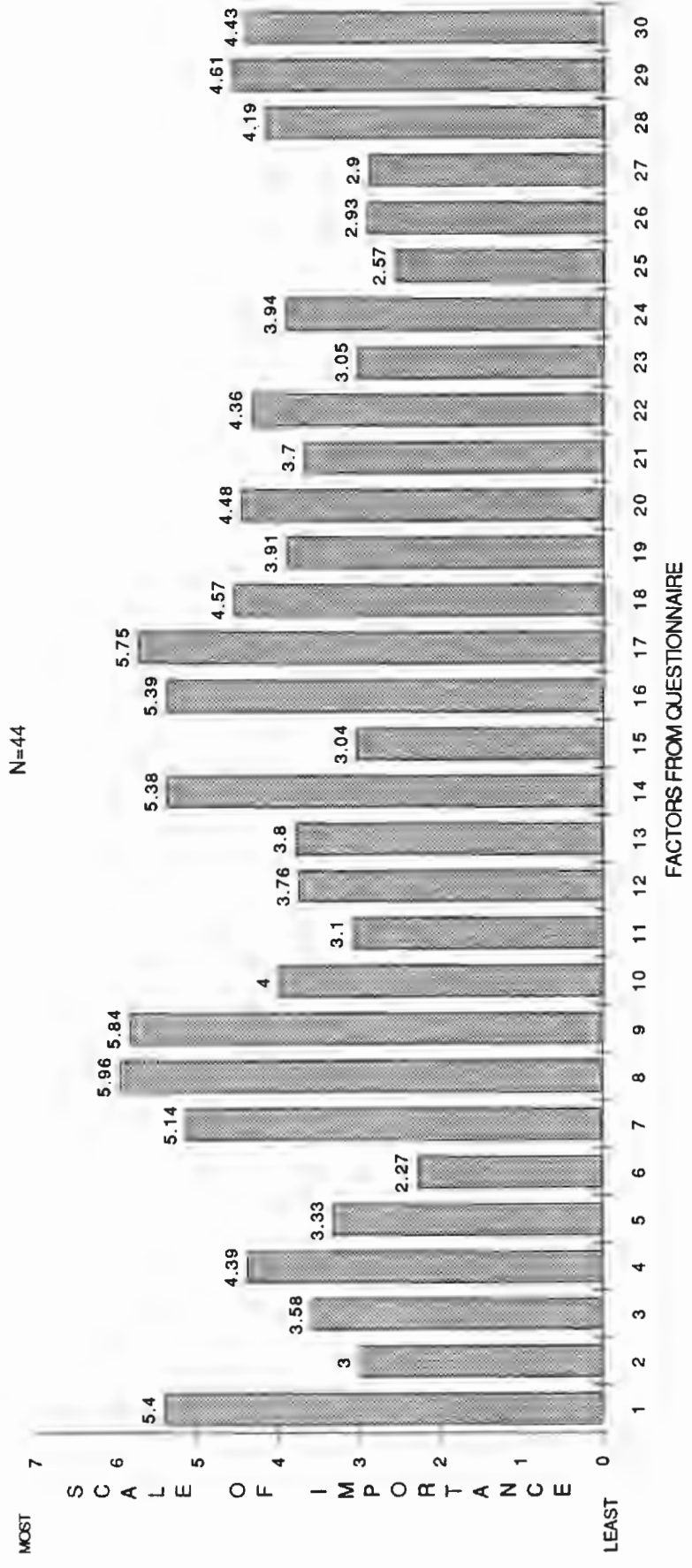


FIGURE 10, SUNY REASONS FOR OPTOMETRY SCHOOL CHOICE

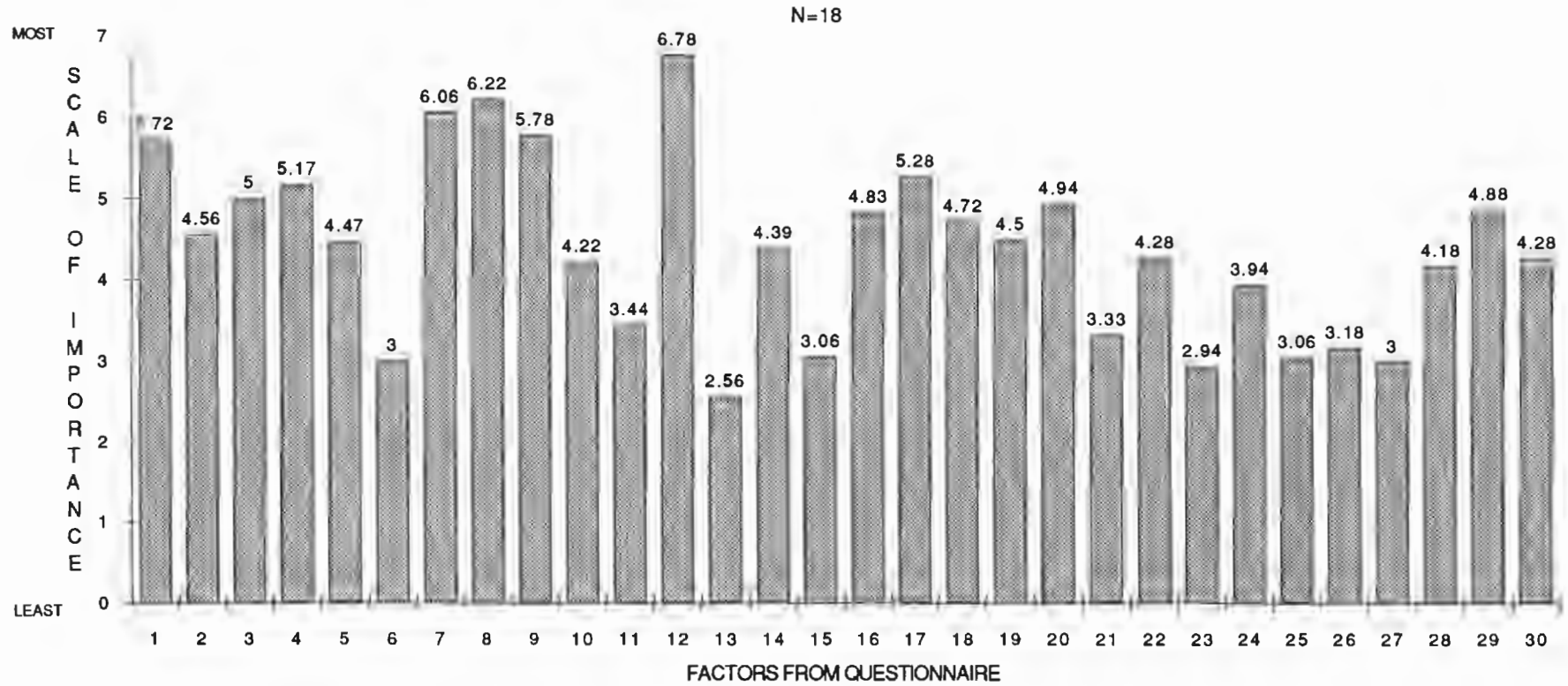


FIGURE 11, UAB REASONS FOR OPTOMETRY SCHOOL CHOICE

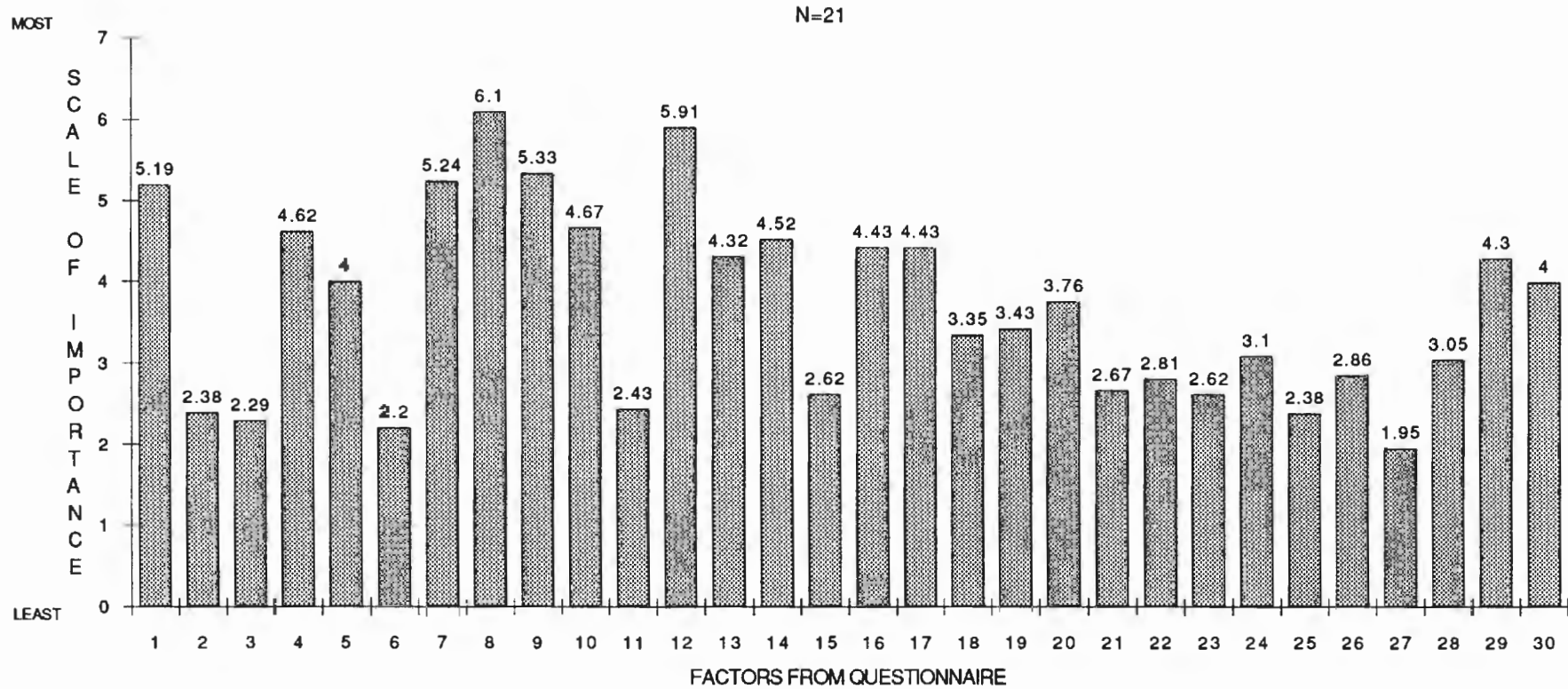


FIGURE 12, UCB REASONS FOR OPTOMETRY SCHOOL CHOICE

N=52

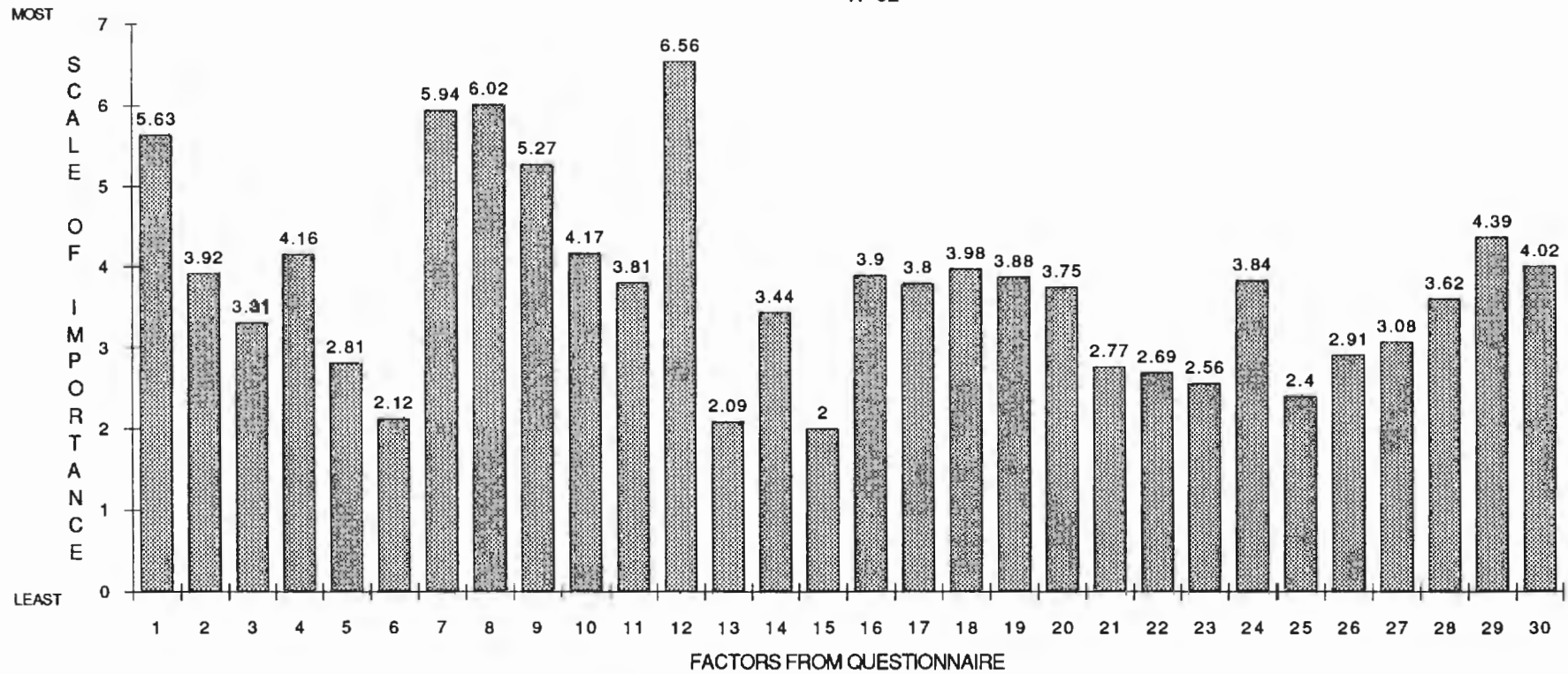


FIGURE 13, UMSL REASONS FOR OPTOMETRY SCHOOL CHOICE

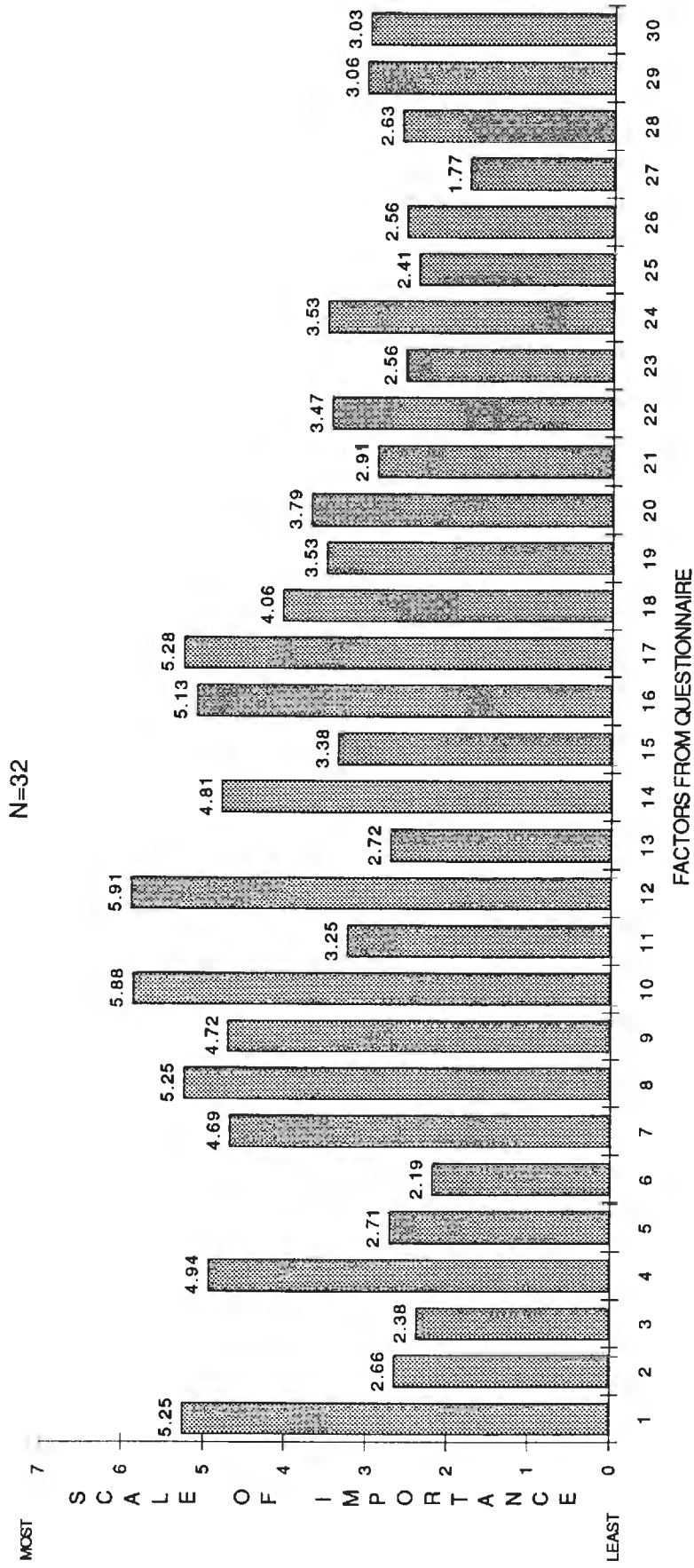


FIGURE 14, OVERALL REASONS FOR OPTOMETRY SCHOOL CHOICE

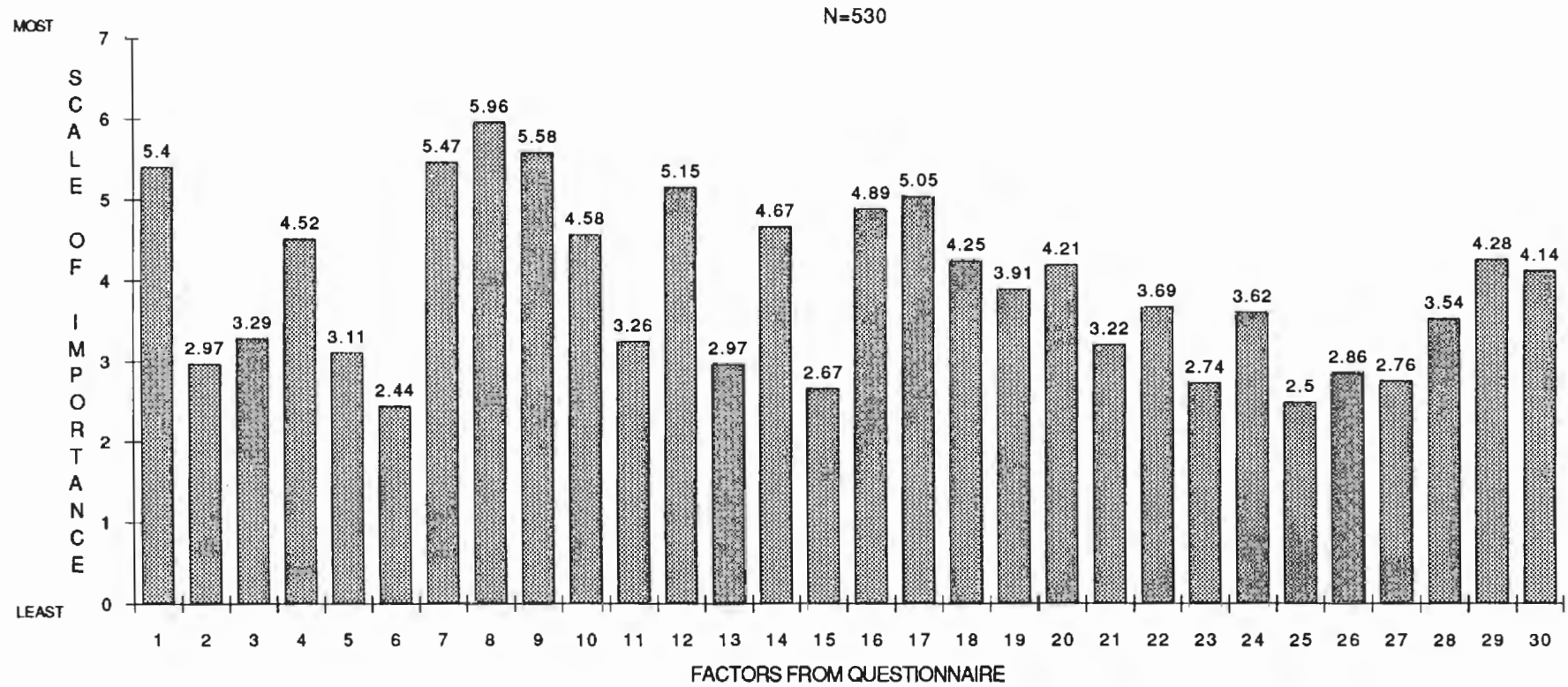


FIGURE 15, STATE SCHOOLS REASONS FOR OPTOMETRY SCHOOL CHOICE

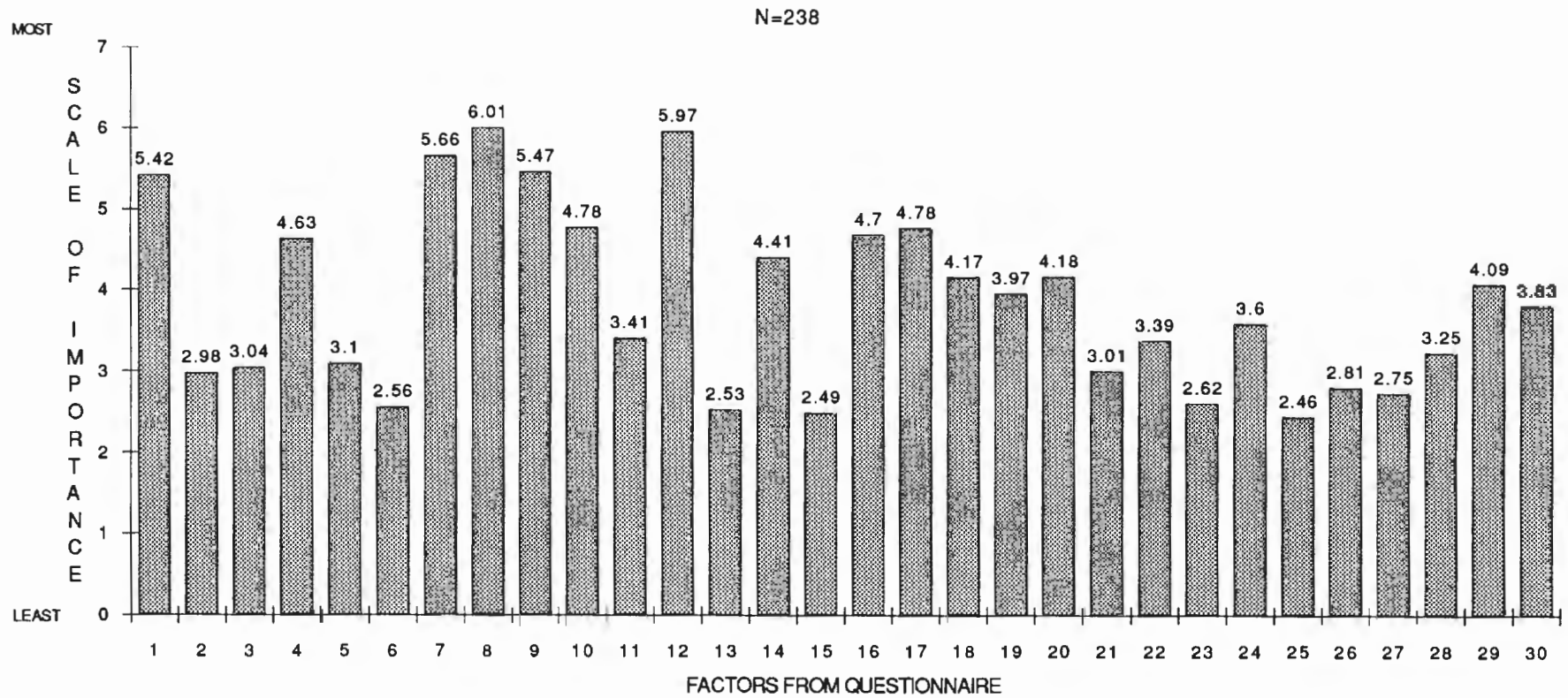


FIGURE 16, PRIVATE SCHOOLS REASONS FOR OPTOMETRY SCHOOL CHOICE

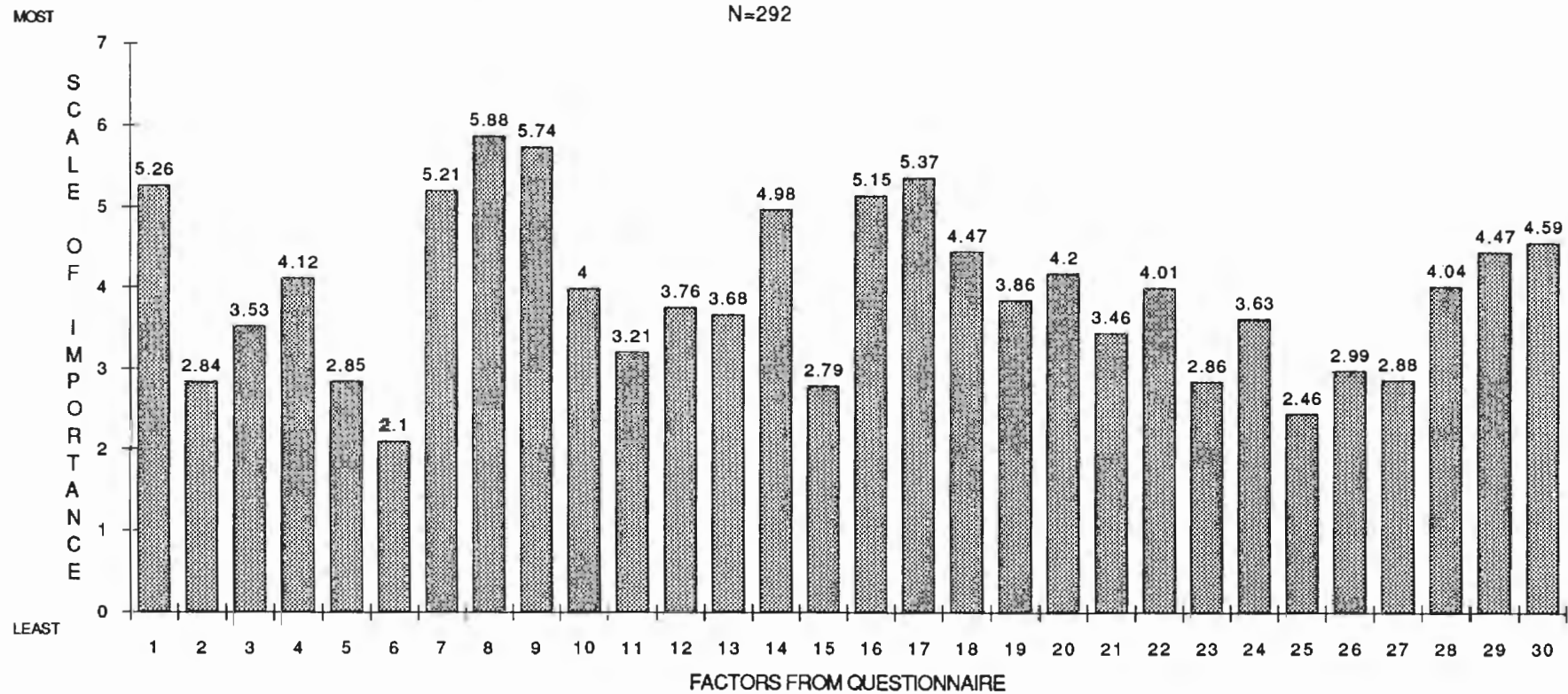


FIGURE 17, AGE 20-25: REASONS FOR OPTOMETRY SCHOOL CHOICE

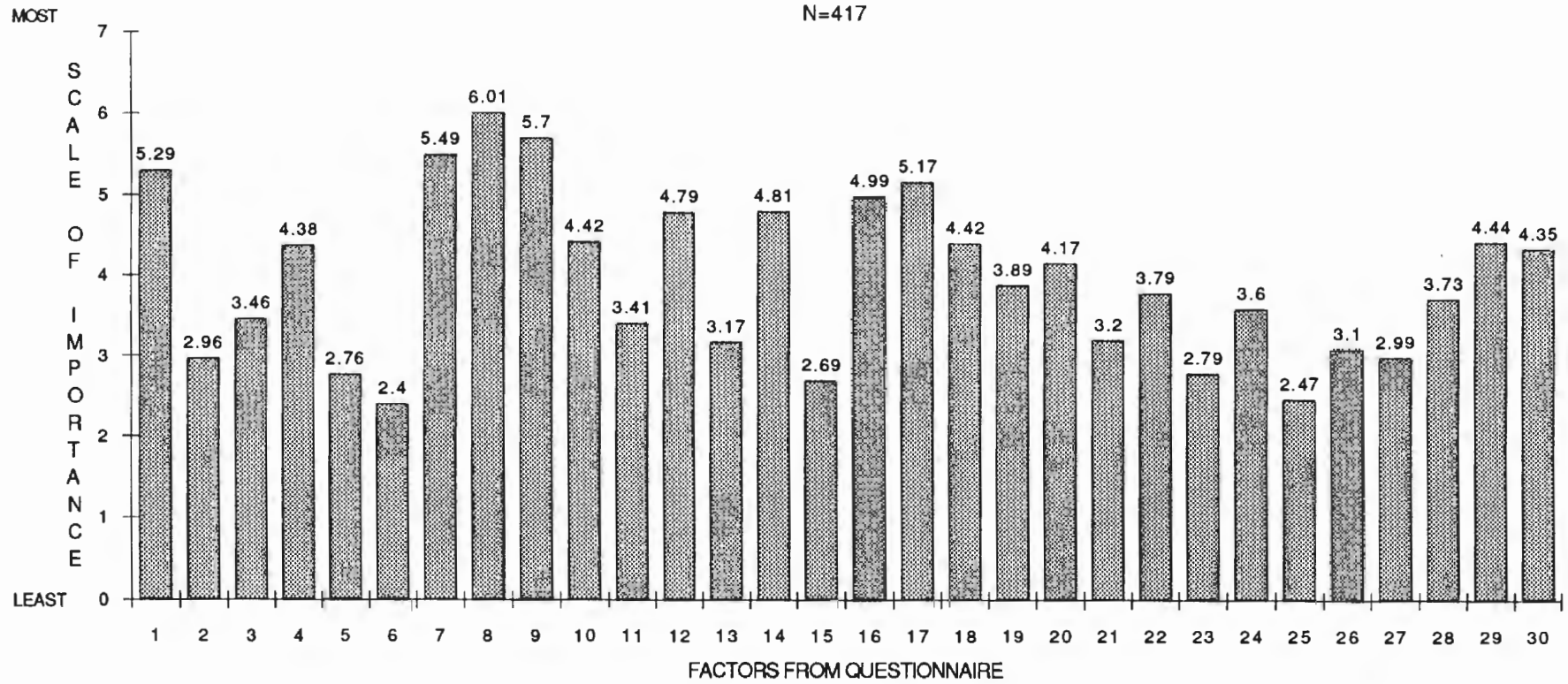


FIGURE 18, AGE 26-30: REASONS FOR OPTOMETRY SCHOOL CHOICE

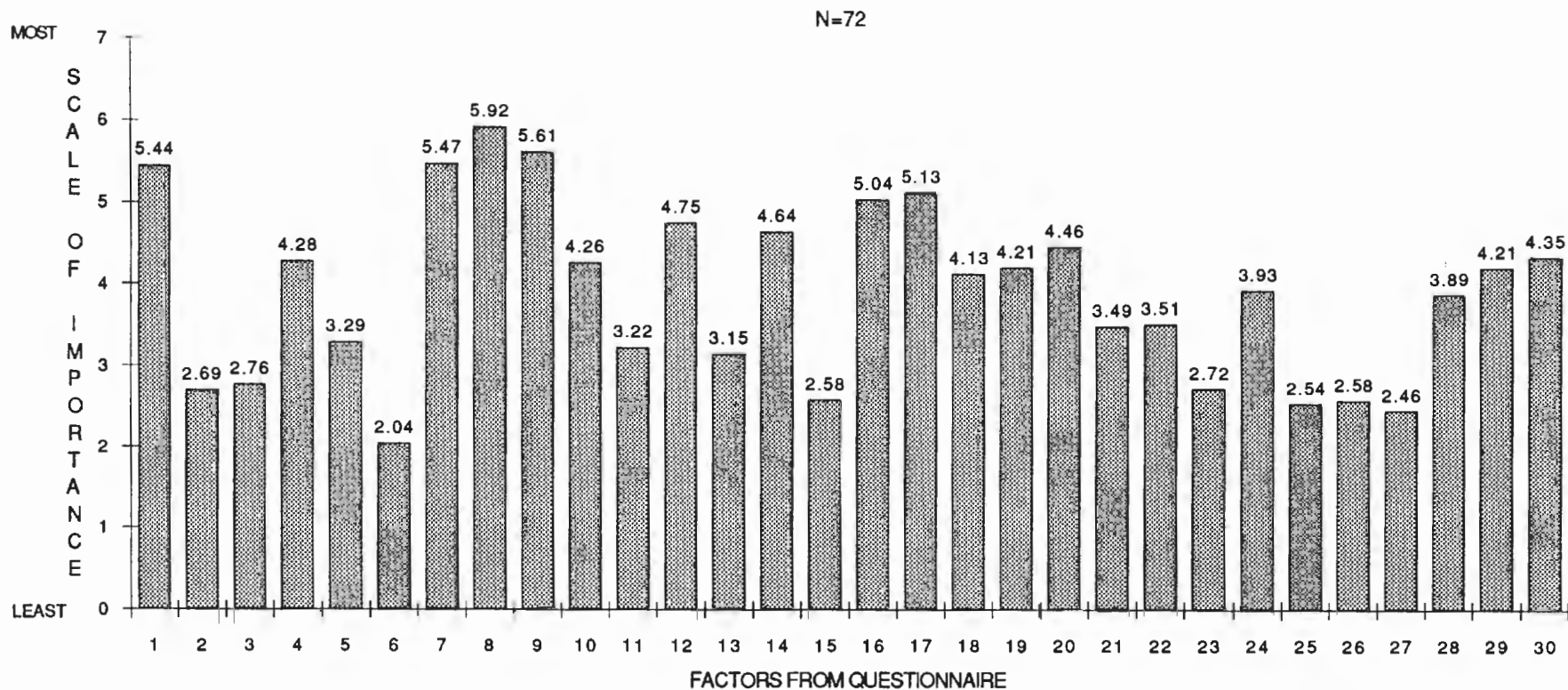


FIGURE 19, AGE 31-35: REASONS FOR OPTOMETRY SCHOOL CHOICE

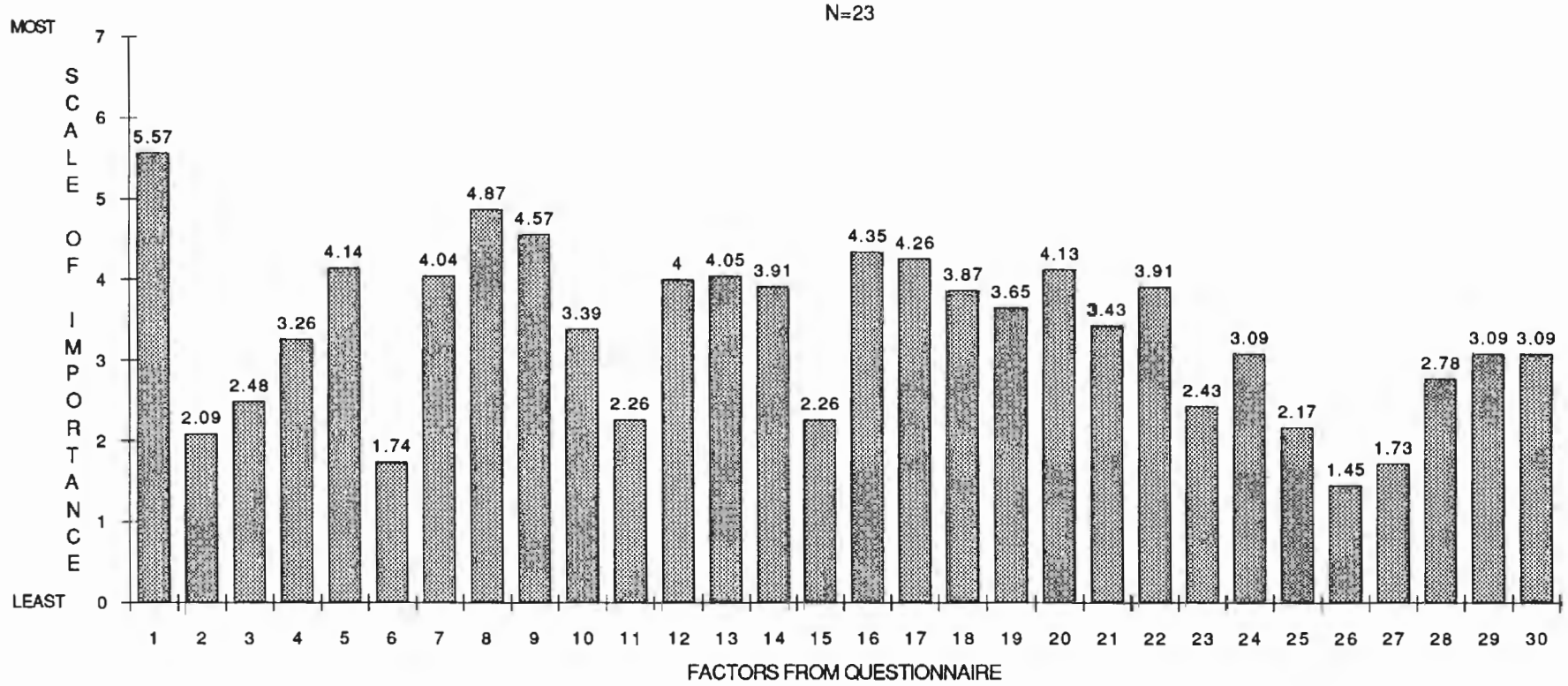


FIGURE 20, AGE 36-40: REASONS FOR OPTOMETRY SCHOOL CHOICE

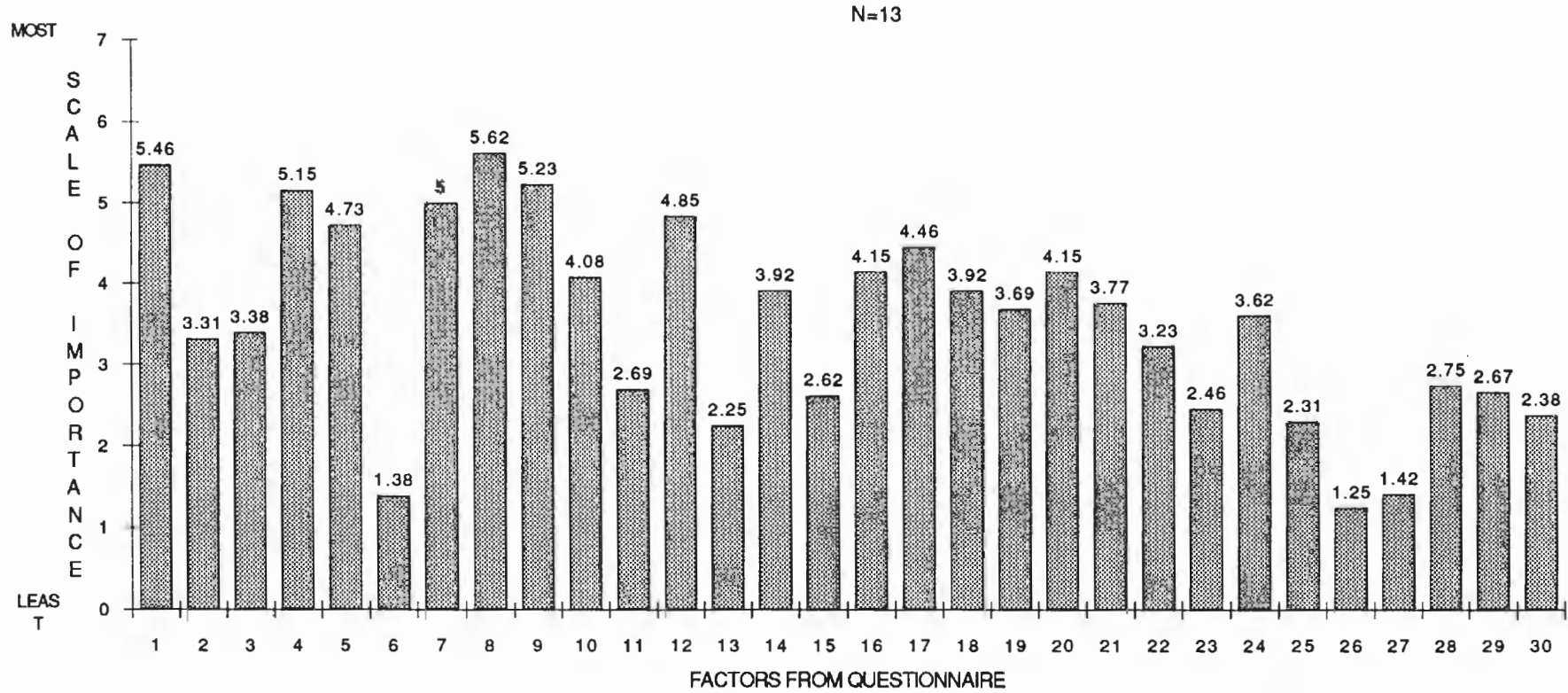


FIGURE 21, AGE 41-60: REASONS FOR OPTOMETRY SCHOOL CHOICE

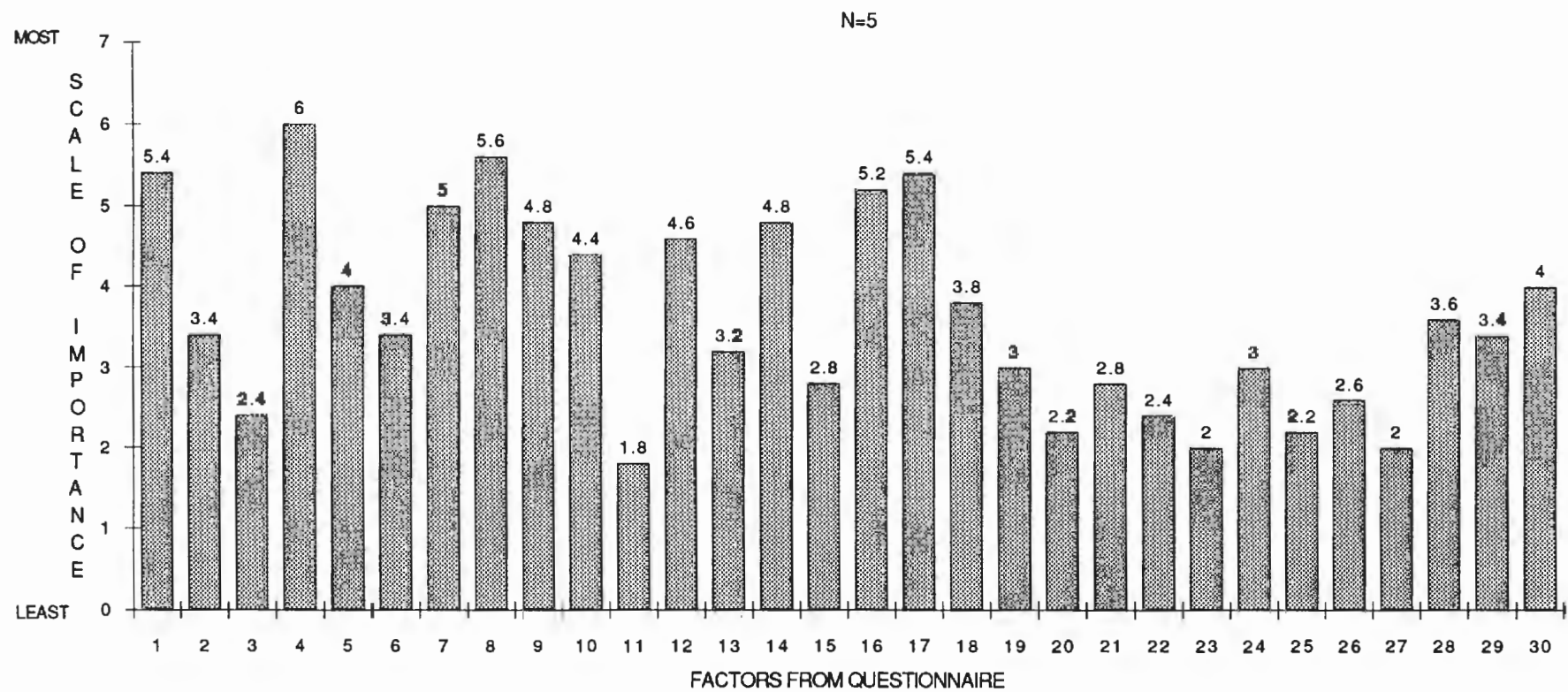


FIGURE 22, STUENTS WHOSE PROCESS WAS UNINTERRUPTED: THEY PROCEEDED DIRECTLY TO OPTOMETRY SCHOOL: REASONS FOR OPTOMETRY SCHOOL CHOICE

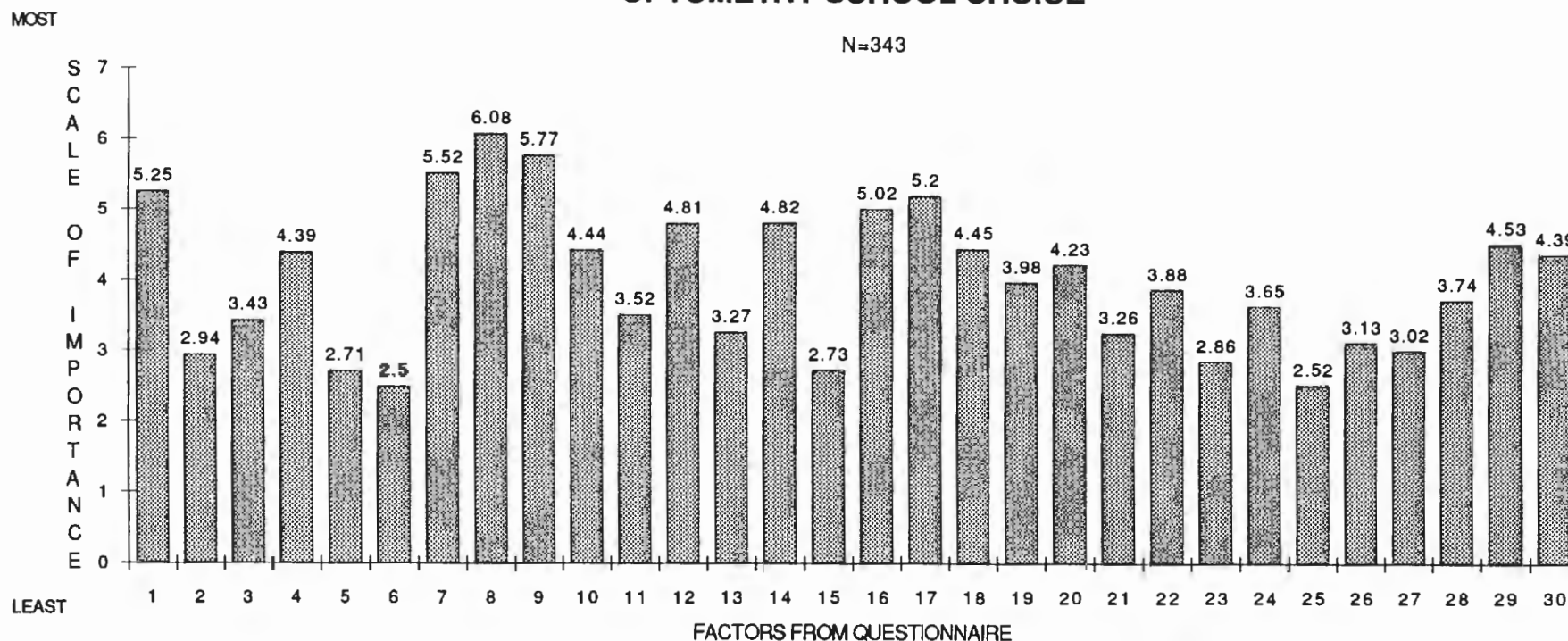


FIGURE 23, STUDENTS WHOSE PROCESS WAS INTERRUPTED BEFORE PROCEEDING TO OPTOMETRY SCHOOL: REASONS FOR OPTOMETRY SCHOOL CHOICE

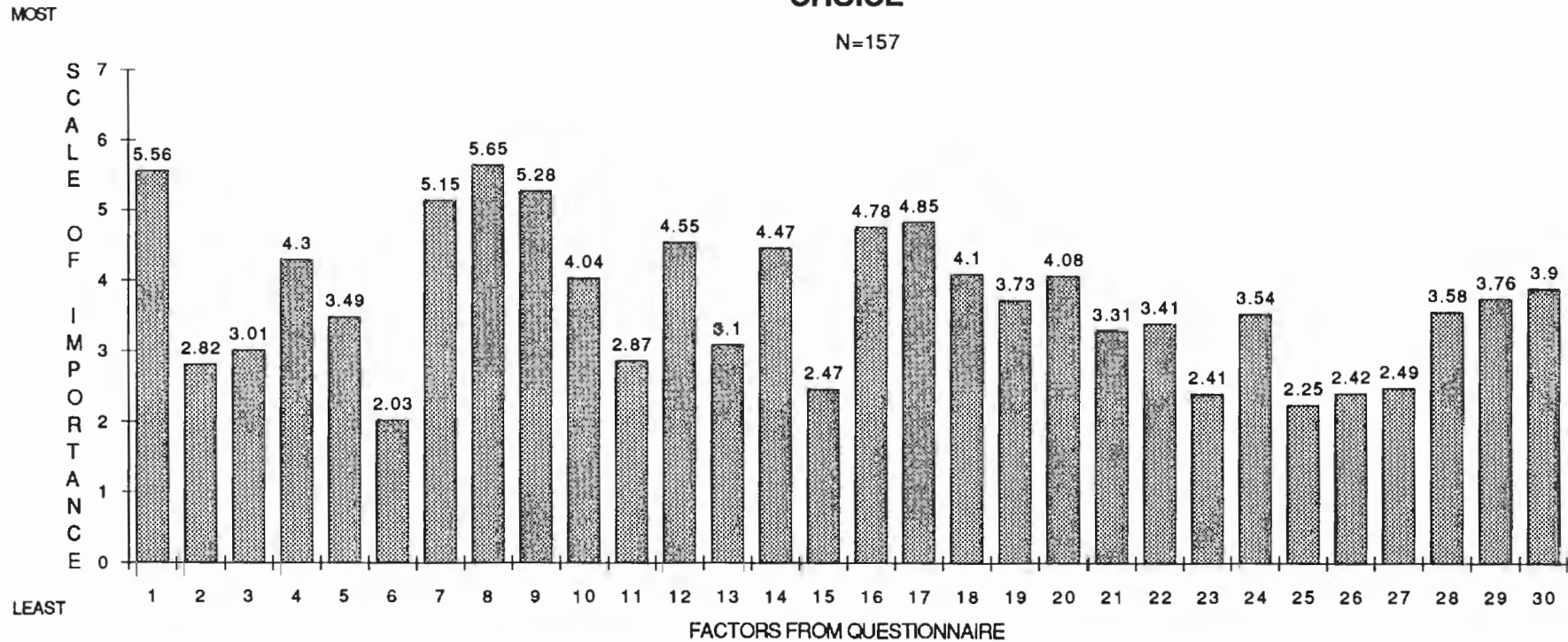


FIGURE 24, STUDENTS WHOSE PROCESS WAS INTERRUPTED BUT THEY WERE DOING SOMETHING RELATED BEFORE PROCEEDING TO OPTOMETRY SCHOOL: REASONS FOR OPTOMETRY SCHOOL CHOICE

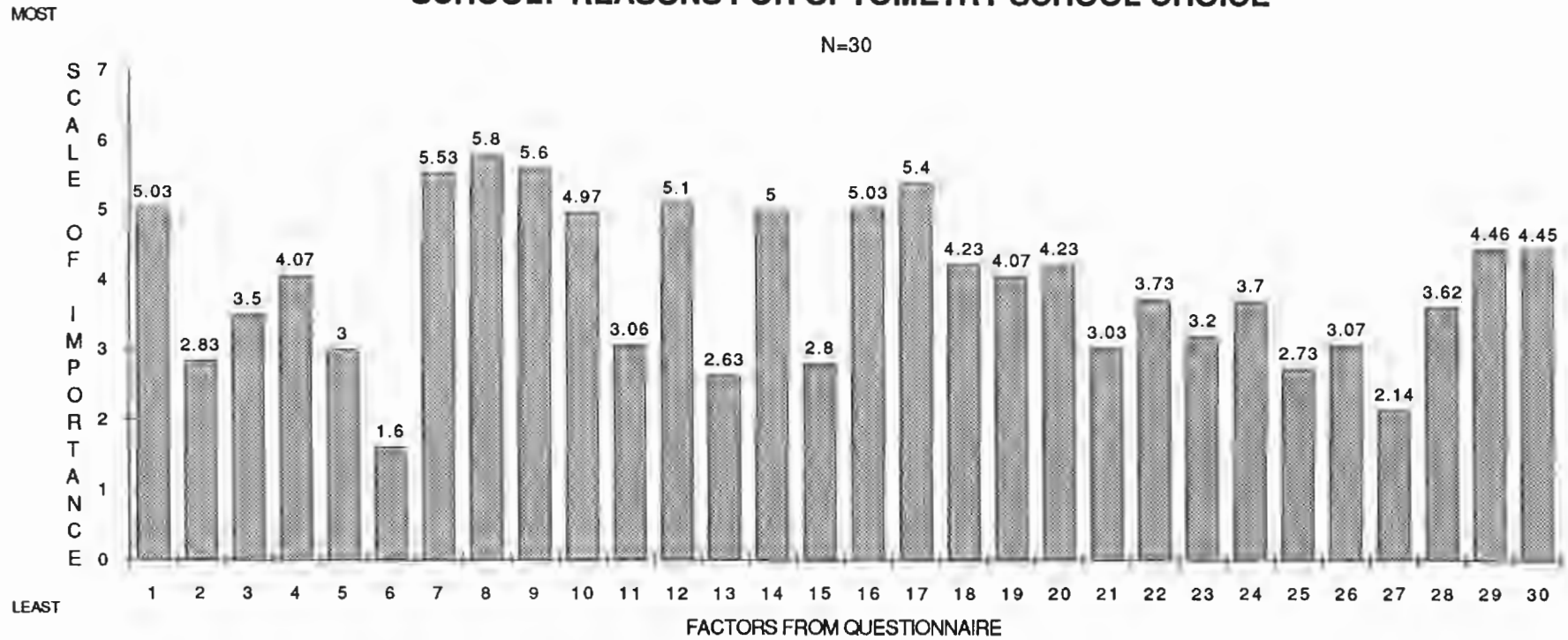


FIGURE 25, THOSE STUDENTS WHO HAVE FAMILY MEMBERS WHO ARE OD'S: REASONS FOR OPTOMETRY SCHOOL CHOICE

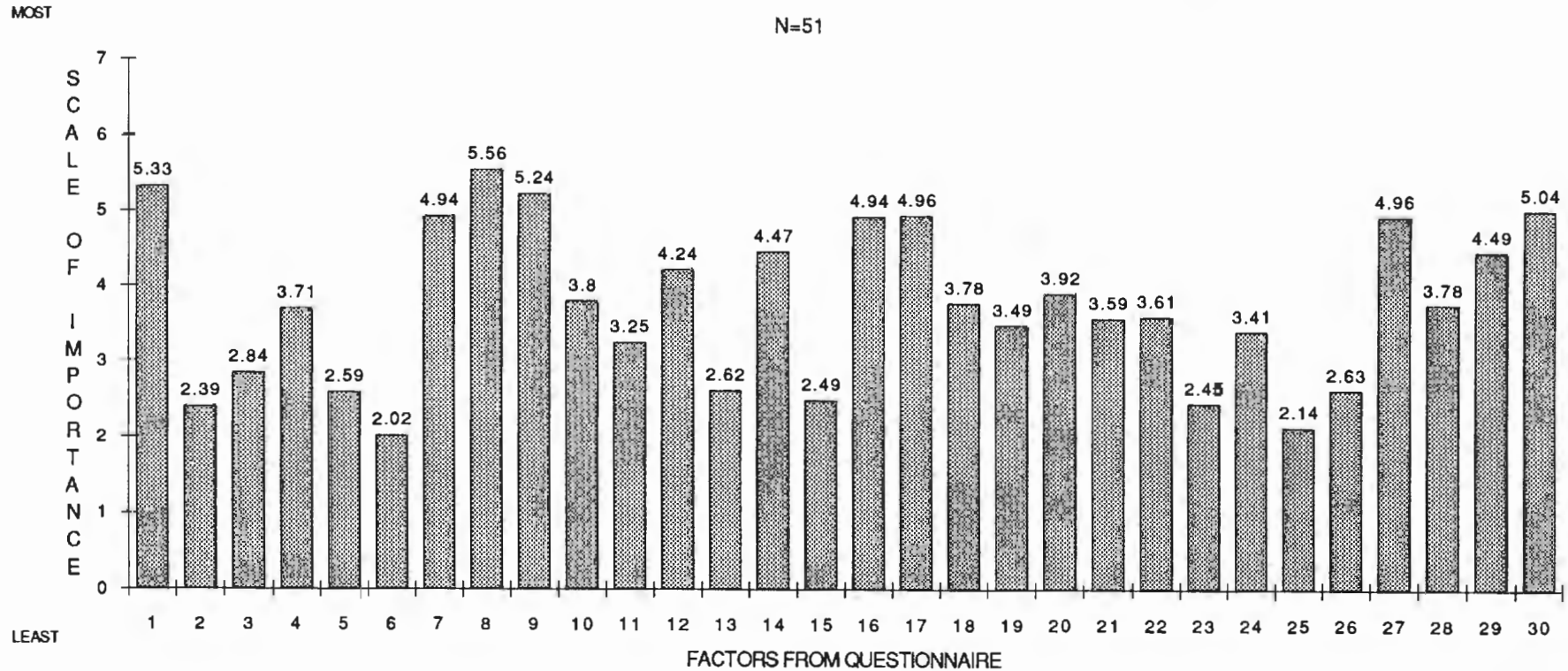


FIGURE 26, THOSE STUDENTS WHO DIDN'T HAVE FAMILY MEMBERS AS OD'S: REASONS FOR OPTOMETRY SCHOOL CHOICE

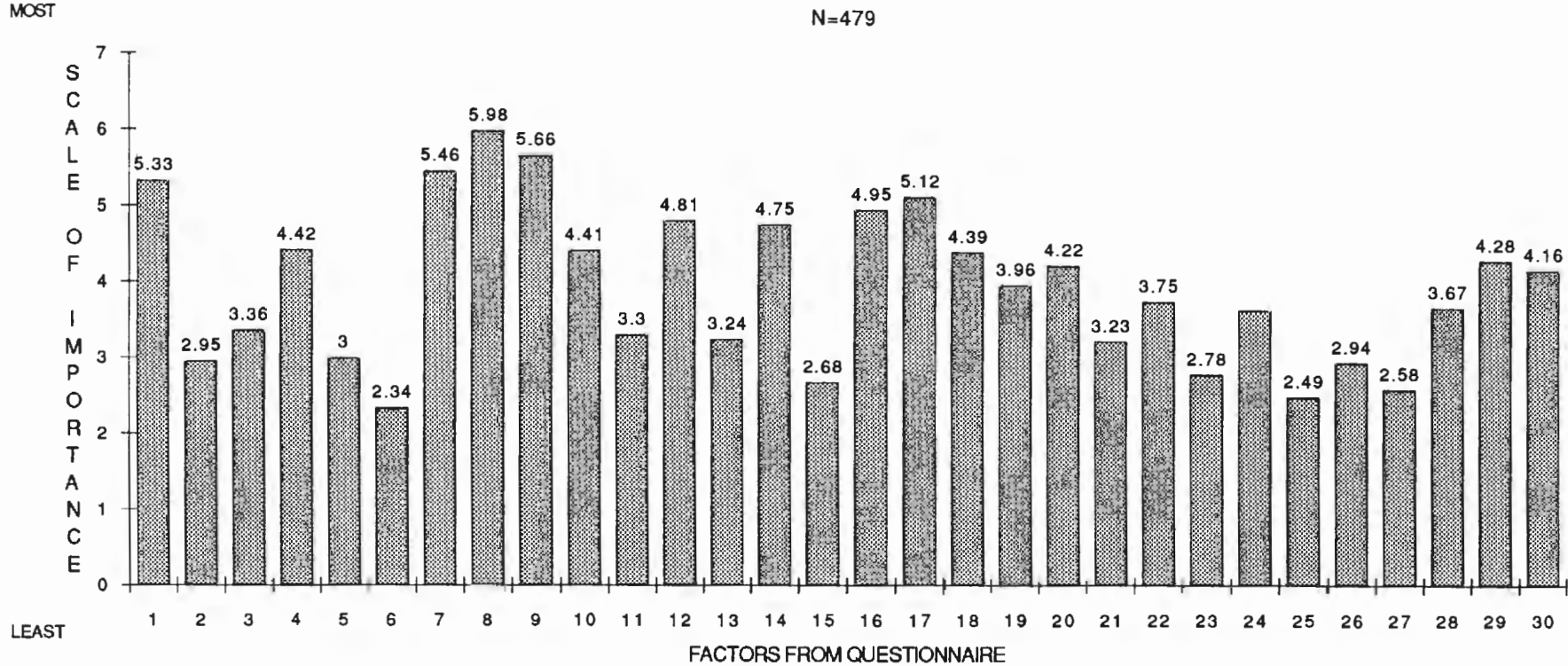


FIGURE 27, IN STATE: OVERALL REASONS FOR OPTOMETRY SCHOOL CHOICE

N=282

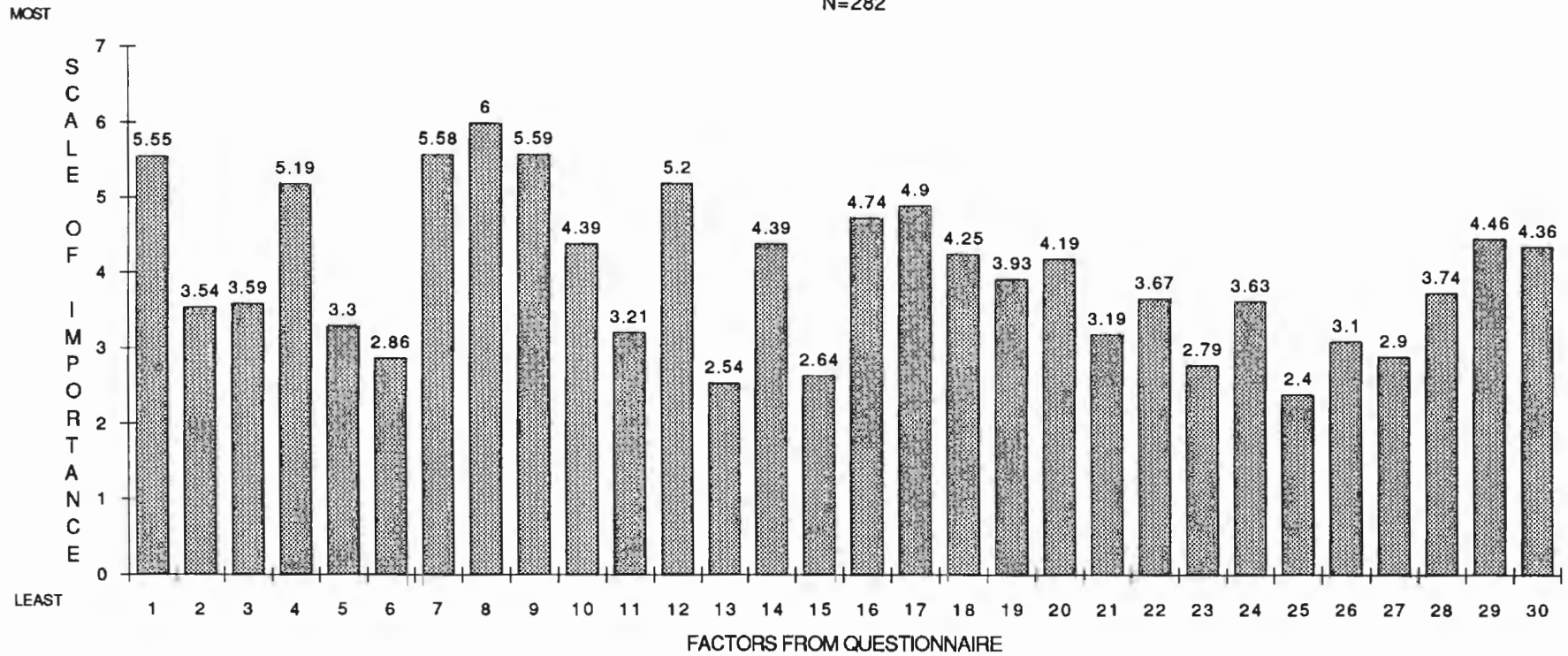


FIGURE 28, OUT OF STATE: OVERALL REASONS FOR OPTOMETRY SCHOOL CHOICE

N=248

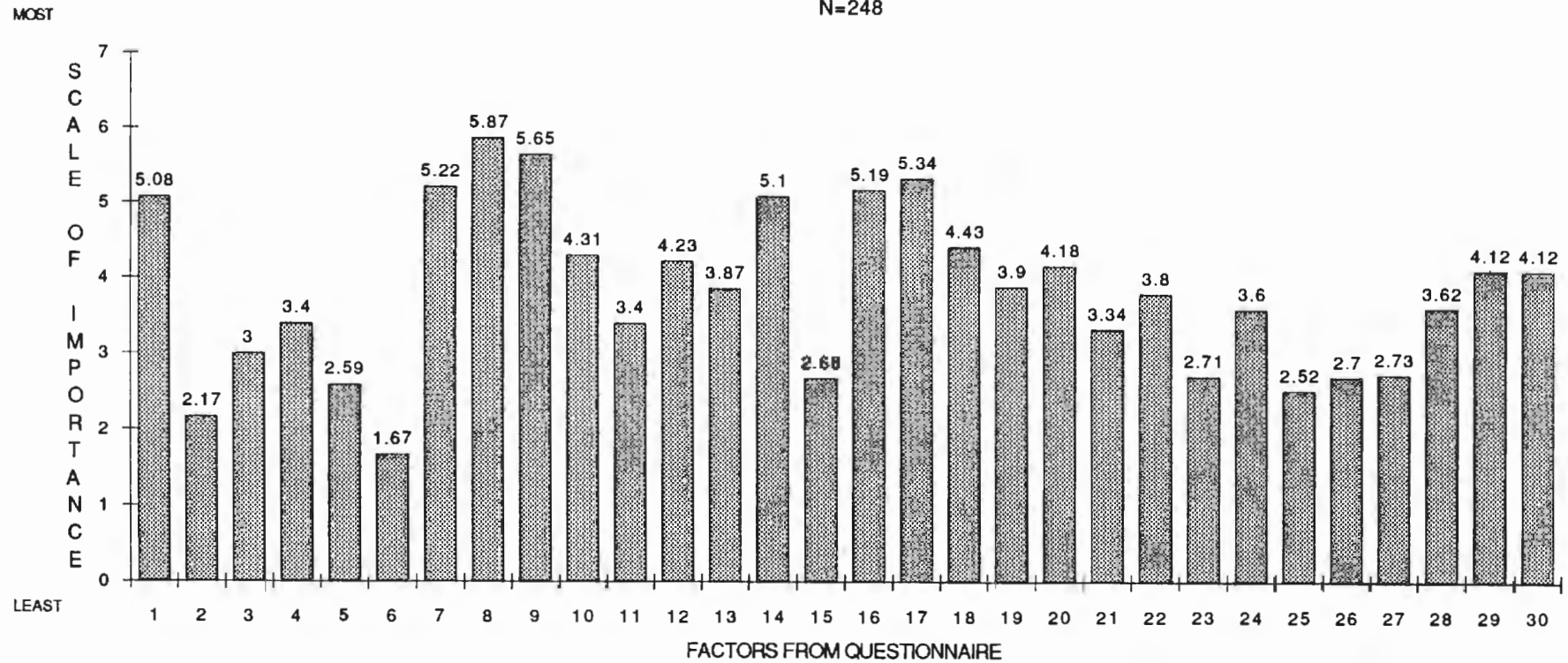


FIGURE 29 ACCEPTED TO ONE: REASONS FOR OPTOMETRY SCHOOL CHOICE

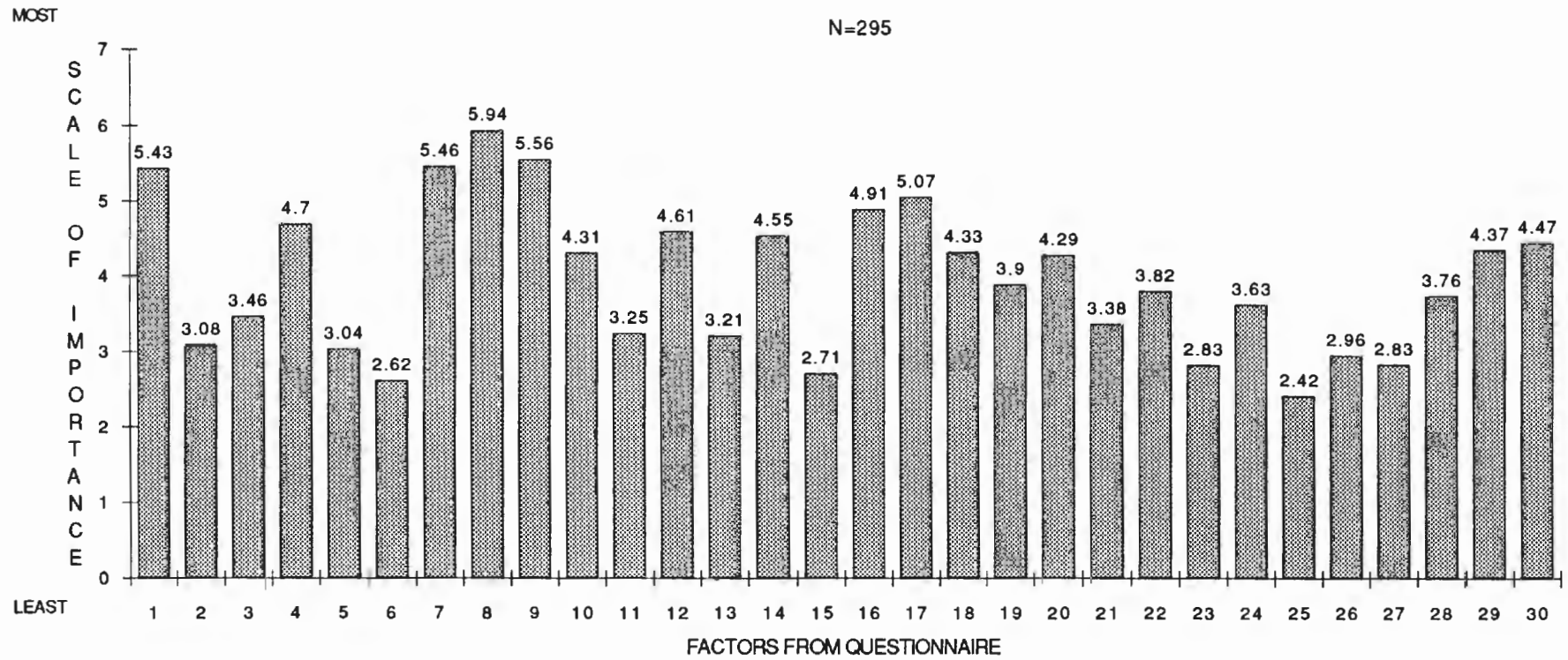
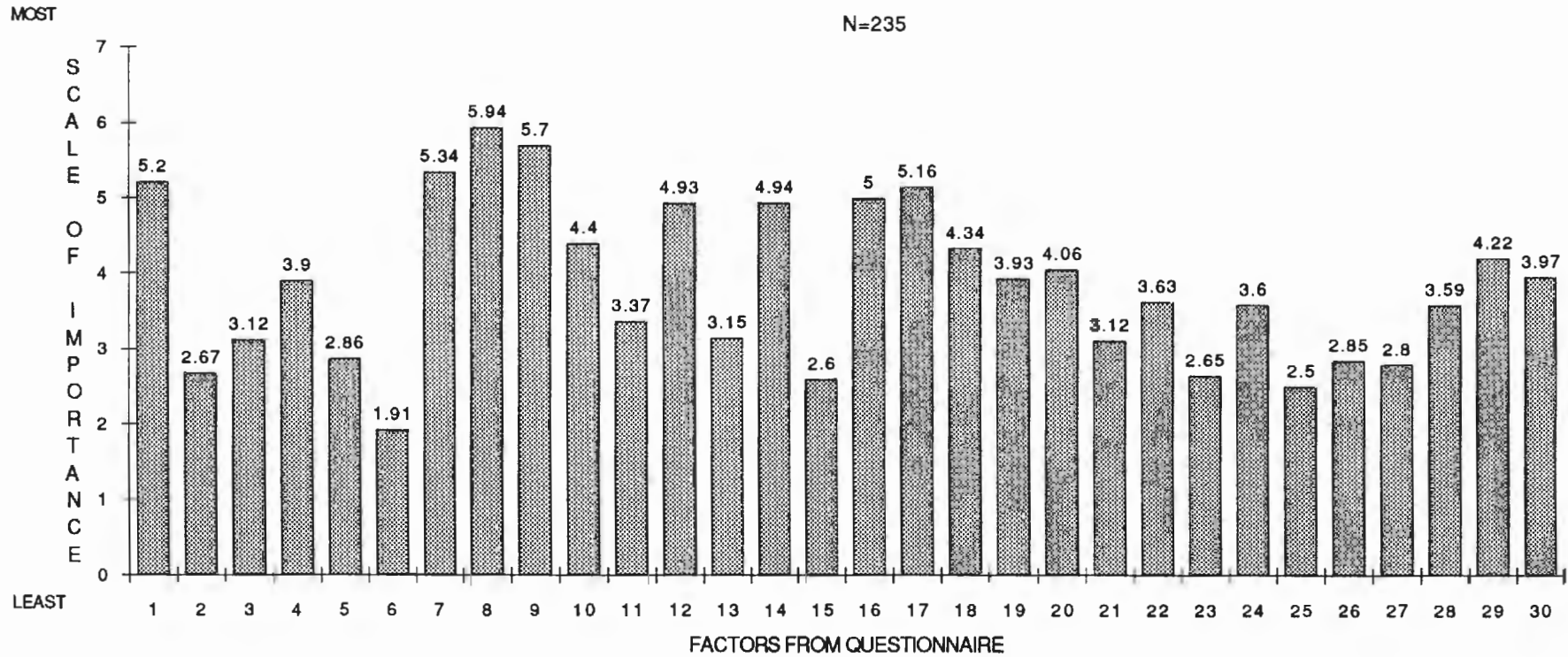


FIGURE 30, ACCEPTED TO TWO OR MORE: REASONS FOR OPTOMETRY SCHOOL CHOICE



**FIGURE 31, ACCEPTED TO TWO OR MORE SCHOOLS AND ATTENDING PUCO:
REASONS FOR OPTOMETRY SCHOOL CHOICE**

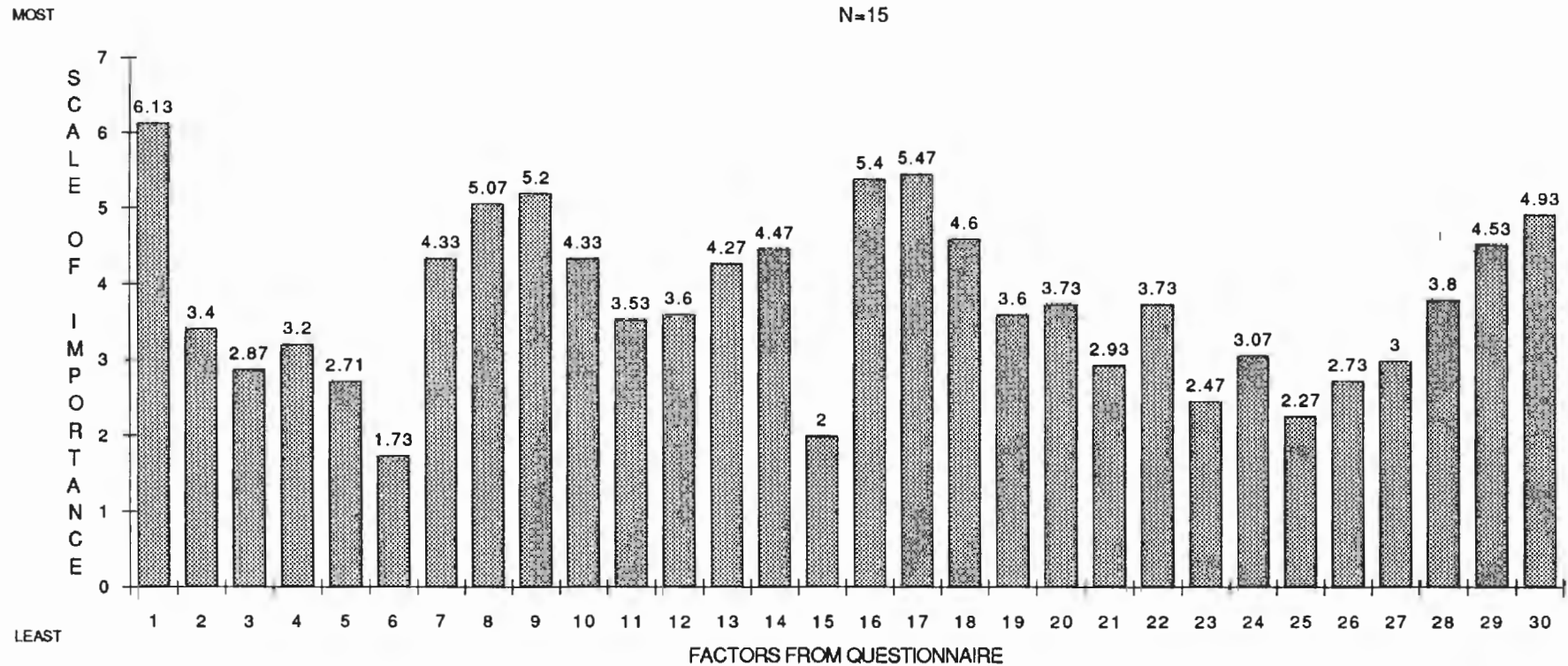


FIGURE 32, ACCEPTED TO PACIFIC BUT DID NOT ATTEND: REASONS FOR OPTOMETRY SCHOOL CHOICE

