

O*NET – A New Tool for NEDP Diagnostics



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CASAS

Agenda

- Objective
- Occupational Profile
- Benefits of O*NET Tools
- Implementation
- The Work Importance Profiler
- Job Zones
- The Interest Profiler
- Tool results

Objective

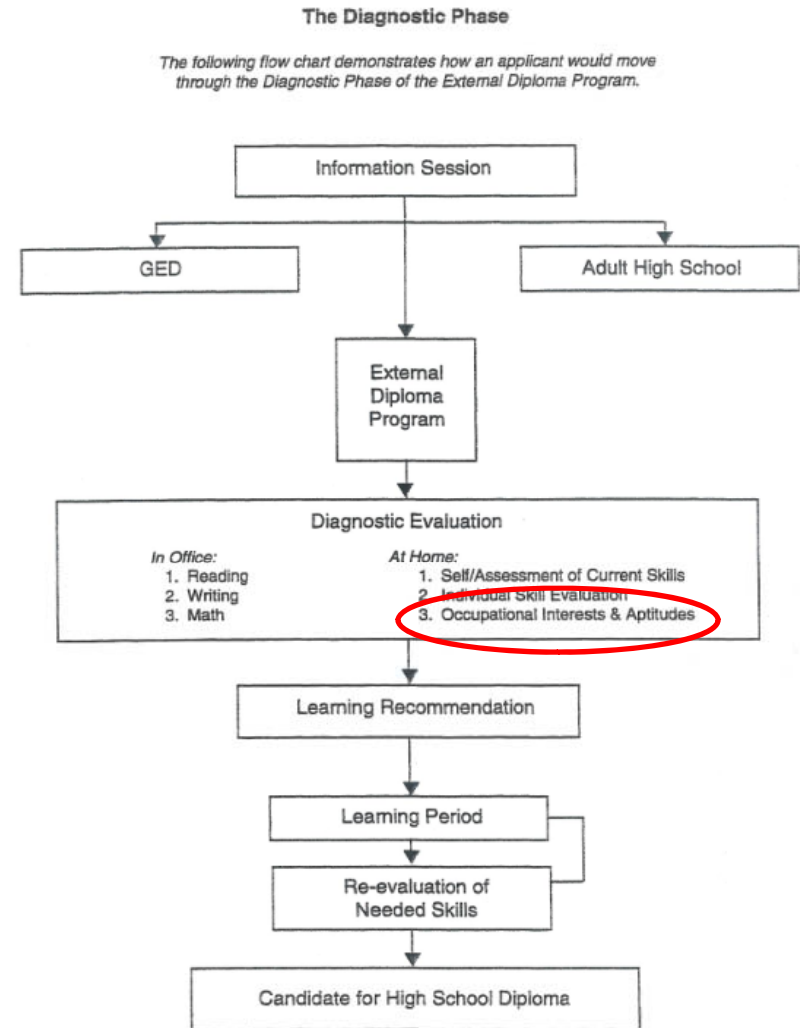
- Replace the Occupational Profile with the O*NET Career Exploration Tools

REASONS FOR THE SWITCH

1. Provide a more meaningful and substantial career exploration activity
2. Take advantage of a free, commonly available resource that is maintained by the U.S. Department of Labor

The Occupational Profile

- The Diagnostic Phase includes an occupational interests and aptitudes requirement.
- This is an independent task completed before assessment; results are revisited and used in Task D.



The Occupational Profile

- The O.P. consists of an interest survey and an experience survey
- The candidate chooses three areas of interest, three occupational areas in which they have some experience
- Part III requires a search of employment opportunities, resulting in identifying three jobs that might use the interests and experiences identified in Parts I & II

Occupational Profile

I. Interest Survey:

In the space below you will find a list of general occupational areas. Circle the ability to work in each of these occupational areas. Circle the areas, which ones would be especially interesting to you.

- small business operation
- human service
- computers
- child care
- health
- advertising
- repair work
- writing
- secretarial or clerical work
- home management
- auto maintenance
- food service
- law
- music

Occupational Profile

II. Experience Survey:

The list of general occupational areas is repeated below. Circle in which you have had some experience. Your experience may be from paid employment and hobby interests as well as from paid employment. Circle the areas.

- small business operation
- human service
- computers
- child care
- health
- advertising
- repair work
- writing
- secretarial or clerical work
- home management
- auto maintenance
- food service
- law
- music

Occupational Profile

III. Matching Interest and Experience with Job Opportunities:

In this section you will be asked to choose three specific jobs that reflect your interests and abilities. Please review the circled areas that reflect your interests from Part I and the circled occupational areas that reflect your experience from Part II.

Look in the classified section of your newspaper under "Help Wanted." Pick three different and specific job titles in which you might use the current job interests and experiences you listed. You may list jobs you have daydreamed about, jobs for which you need additional training or education, or jobs you have held in the past. List the job titles, exactly as they appear in the newspaper, under Job Title.

Write in the second column the occupational areas, from Part I or Part II, to which the newspaper job title on the left corresponds.

Job Title <small>(Example: Physical Therapist)</small>	Occupational Area <small>(Example: Health)</small>
1.	1.
2.	2.
3.	3.

The Occupational Profile

Occupational Profile

I. Interest Survey:

In the space below you will find a list of general occupational areas. Suppose that you have the ability to work in each of these occupational areas. If you were equally skilled in all of the areas, *which ones would be especially interesting to you?* Please circle at least three occupational areas.

- small business operation
- human service
- computers
- child care
- health
- advertising
- repair work
- writing
- secretarial or clerical work
- home management
- auto maintenance
- food service
- law
- music
- auto mechanics
- science
- accounting and bookkeeping
- business
- construction
- sales
- art
- environmental work
- farming
- machine or other skilled trades
- education
- management
- recreation
- security

The Occupational Profile

Occupational Profile

III. Matching Interest and Experience with Job Opportunities:

In this section you will be asked to choose three specific jobs that reflect your interests and abilities. Please review the circled areas that reflect your interests from Part I and the circled occupational areas that reflect your experience from Part II.

Look in the classified section of your newspaper under "Help Wanted." Pick three different and specific job titles in which you might use the current job interests and experiences you listed. You may list jobs you have daydreamed about, jobs for which you need additional training or education, or jobs you have held in the past. List the job titles, exactly as they appear in the newspaper, under Job Title.

Write in the second column the occupational areas, from Part I or Part II, to which the newspaper job title on the left corresponds.

Job Title

(Example: Physical Therapist)

Occupational Area

(Example: Health)

1.	1.
2.	2.
3.	3.

The Occupational Profile

Rationale for replacing the O.P. with another occupational interest survey

- Paper-based format makes it hard to keep up-to-date
- Relevancy of occupations indeterminate
- Fixed number and variety of occupation choices
- Better alternatives are available

Benefits of O*NET Tools

- Computer administration via single computer or computer network
- Can be self-administered and self-interpreted
- Results provide a window to over 800 occupations in [O*NET OnLine](#)
- Available from O*NET at no cost
- Minimal paperwork

Benefits of O*NET Tools

- Based on over 30 years of research by leading vocational psychologists
- Extensive and thorough development effort
 - stakeholder input during all stages
 - construct validity and reliability evidence
- Can be used alone or with other O*NET Career Exploration Tools or with privately developed instruments

Implementation

- Agencies may use either (or both) O*NET tools *in place of* the Occupational Profile:
 1. The **O*NET Work Importance Profiler (WIP)**
 2. The **O*NET Computerized Interest Profiler (CIP)**

Implementation

- Agencies may
 - continue to use the Occupational Profile until July 2010, but not thereafter
 - continue to use the Self-Directed Search (SDS) until July 2010
 - continue to use any other “appropriate” career interest inventory (per current policy) until July 2010

Implementation

- Agencies may
 - Initially permit students use both tools, or choose either
 - CASAS will survey agencies in fall 2009 regarding practices and preferences
- Agencies must
 - have attended training, installed O*NET software, and completed the transition to O*NET Career Exploration Tools by July 2010

The O*NET Work Importance Profiler

- is a self-assessment career exploration tool that allows customers to focus on what is important to them in a job
- provides a window to the entire world of work via the 800+ occupations within O*NET OnLine.

The O*NET Work Importance Profiler

- helps people identify occupations that they may find satisfying, based on the similarity between their work values (such as achievement, autonomy, and conditions of work) and the characteristics of the occupations
- connects results to the entire world of work via the 800+ occupations within O*NET OnLine.

The O*NET Interest Profiler

- is a vocational interest assessment instrument administered by computer
- provides users with an accurate, reliable profile of their vocational interests, and
- connects results to the entire world of work via the 800+ occupations within O*NET OnLine.

Implementation

- **Requirements**

- Computer with the O*NET software installed, available for student use
- Printer (for printing results)
 - If a printer is unavailable, instruct the student to record at least three occupation codes (SOCs) separately

Implementation

- **Considerations**

- Each tool takes approximately 30 minutes to complete, but participants should be permitted additional time if necessary
- Internet access at the local program site is not a requirement
- Students can record or print results after using either tool and then go to O*NET OnLine for detailed occupation information

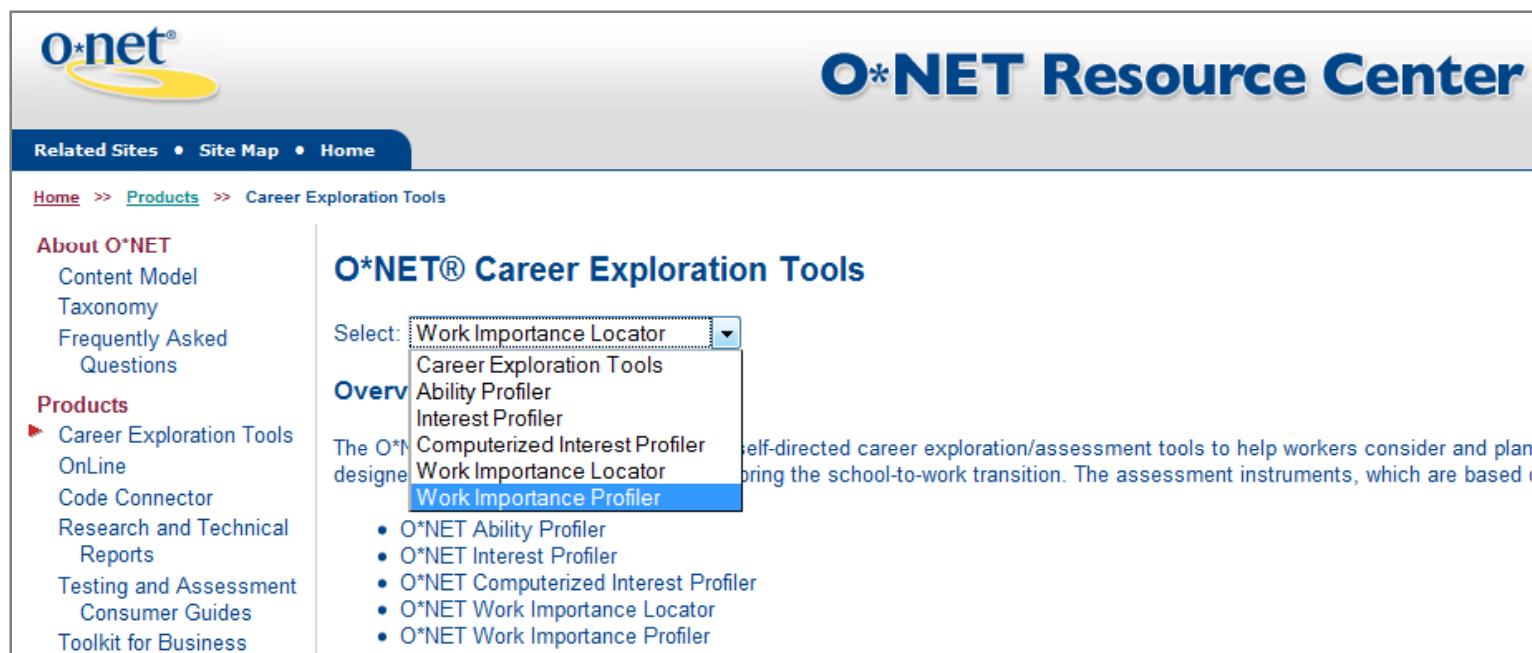
Download and Install

- Downloads and instructions are at the O*NET Resource Center website:

<http://www.onetcenter.org/tools.html>

Download and install

- Select Work Importance Profiler from the drop-down menu
 - You can download both computerized tools at the same time, so simply make this selection



The screenshot shows the O*NET Resource Center website. The main heading is "O*NET Resource Center". Below it, there are navigation links: "Related Sites", "Site Map", and "Home". The breadcrumb trail is "Home >> Products >> Career Exploration Tools".

On the left side, there are two sections: "About O*NET" and "Products". The "Products" section has a sub-section "Career Exploration Tools OnLine" which includes links for "Code Connector", "Research and Technical Reports", "Testing and Assessment Consumer Guides", and "Toolkit for Business".

The main content area is titled "O*NET® Career Exploration Tools". It features a "Select:" dropdown menu with the following options: "Work Importance Locator", "Career Exploration Tools", "Ability Profiler", "Interest Profiler", "Computerized Interest Profiler", "Work Importance Locator", and "Work Importance Profiler". The "Work Importance Profiler" option is highlighted in blue.

Below the dropdown menu, there is a list of tools:

- O*NET Ability Profiler
- O*NET Interest Profiler
- O*NET Computerized Interest Profiler
- O*NET Work Importance Locator
- O*NET Work Importance Profiler

Download and install

- ◎ Scroll to the end of the page, and click *WIP-Software*

The User's Guide for each tool explains the basic installation requirements, and you should download it along with each tool.

[Software and User's Guide](#)

Download:

[WIP — Software](#) (ZIP - 7.3 MB)

[WIP — User's Guide](#) (PDF - 3.2 MB)

Using the **Work Importance Profiler**

- Participants complete two steps.
 - In Step 1, participants rank order the twenty-one work need statements by comparing them to one another and ordering them according to their relative importance.
 - In Step 2, they rate the work needs by indicating whether or not the need is important independent of the other work need statements.

Using the **Work Importance Profiler**

- Users receive a profile of their work values that they can research via O*NET OnLine
- The O*NET Work Importance Profiler measures six types of work values:

- Achievement
- Independence
- Recognition
- Relationships
- Support
- Working Conditions

Work Importance profiler: Ranking phase (105 statements)

<i>On my IDEAL JOB it is important that...</i>	
<input type="checkbox"/>	I could be busy all the time.
<input type="checkbox"/>	the job would provide for steady employment.
<input checked="" type="checkbox"/>	<i>I could do things for other people.</i>
<input type="checkbox"/>	I could try out my own ideas.

Work Importance profiler: Rating phase (21 statements about work)

<input type="radio"/> Y On my IDEAL job, it is important that I make use of my abilities. <input type="radio"/> N	<input type="radio"/> Y On my IDEAL job, it is important that my co-workers would be easy to get along with. <input type="radio"/> N
<input type="radio"/> Y On my IDEAL job, it is important that the work could give me a feeling of accomplishment. <input type="radio"/> N	<input type="radio"/> Y On my IDEAL job, it is important that I could try out my own ideas. <input type="radio"/> N
<input type="radio"/> Y On my IDEAL job, it is important that I could be busy all the time. <input type="radio"/> N	<input type="radio"/> Y On my IDEAL job, it is important that I could work alone. <input type="radio"/> N
<input type="radio"/> Y On my IDEAL job, it is important that the job would provide an opportunity for advancement. <input type="radio"/> N	<input type="radio"/> Y On my IDEAL job, it is important that I would never be pressured to do things that go against my sense of right and wrong. <input type="radio"/> N

Work Importance profiler

Your Work Importance Profiler Results!

Your top two work values in order of importance are:

Achievement

Independence

Your other work values in order of importance are:

Working Conditions Relationships Recognition Support

You can think about your work values as the aspects of work that are important to you.

Knowing your work values can help you decide what kinds of jobs and careers you might want to explore.

Work Importance profiler

Your work values are listed in order of their importance to you.
Your most important work values are printed in **red**.


Achievement

Independence

Relationships

Working Conditions

Recognition



Click to learn more
about your work values

Click on the button below
to print out a copy of your
WIP Work Values Score
Summary.

[Print Work Values Score Summary](#)

Work Importance profiler

WORK VALUES + JOB ZONES = OCCUPATIONS

TO FOCUS YOUR SEARCH, YOU NEED TO THINK ABOUT:

"HOW MUCH EDUCATION, TRAINING AND EXPERIENCE

DO I NEED TO DO THE JOB?"

You can answer these questions by picking a **JOB ZONE!**

Work Importance profiler

Work Importance Profiler

Achievement - (High)

The importance a person places on certain **needs** determines the importance of a work **value**. Needs make up your work values. This means that your needs are also very important for your career exploration.



Your **needs** which determine the importance of your work **value** "Achievement" are:



If Achievement is one of your highest work values, explore jobs that:

- Let you see the results of your efforts
- Give you a feeling of accomplishment
- Let you use your best abilities



Print Screen



Work Importance profiler

CLICK ON THE FOLDERS TO SEE EACH OF THE FIVE JOB ZONES

Job Zone 5

Extensive preparation

Job Zone 4

Considerable preparation

Job Zone 3

Medium preparation

Job Zone 2

Some preparation

Zone 1

Work Importance profiler

Select your Current Job Zone or your
your Future Job Zone.

CLICK to choose your JOB ZONE.

Little or no Preparation

Some Preparation

Medium Preparation

Considerable Preparation

Extensive Preparation

Job Zone that I
want to explore

Job Zone

1

Job Zone

2

Job Zone

3

Job Zone

4

Job Zone

5

**THE COMPUTER WILL USE YOUR WORK
VALUES AND JOB ZONE TO CREATE A LIST
OF OCCUPATIONS FOR YOU TO EXPLORE.**

Job Zone

Job Zone One: Little or No Preparation Needed

Overall Experience	No previous work-related skill, knowledge, or experience is needed for these occupations. For example, a person can become a cashier even if he/she has never worked before.
Job Training	Employees in these occupations need anywhere from a few days to a few months of training. Usually, an experienced worker could show you how to do the job.
Job Zone Examples	These occupations involve following instructions and helping others. Examples include taxi drivers, amusement and recreation attendants, counter and rental clerks, cashiers, and waiters/waitresses.
SVP Range	(Below 4.0)
Education	These occupations may require a high school diploma or GED certificate. Some may require a formal training course to obtain a license.

Job Zone

Job Zone Two: Some Preparation Needed

Overall Experience Some previous work-related skill, knowledge, or experience may be helpful in these occupations, but usually is not needed. For example, a teller might benefit from experience working directly with the public, but an inexperienced person could still learn to be a teller with little difficulty.

Job Training Employees in these occupations need anywhere from a few months to one year of working with experienced employees.

Job Zone Examples These occupations often involve using your knowledge and skills to help others. Examples include sheet metal workers, forest fire fighters, customer service representatives, pharmacy technicians, salespersons (retail), and tellers.

SVP Range (4.0 to < 6.0)

Education **These occupations usually require a high school diploma and may require some vocational training or job-related course work. In some cases, an associate's or bachelor's degree could be needed.**

Job Zone

Job Zone Three: Medium Preparation Needed

Overall Experience Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job.

Job Training Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers.

Job Zone Examples These occupations usually involve using communication and organizational skills to coordinate, supervise, manage, or train others to accomplish goals. Examples include funeral directors, electricians, forest and conservation technicians, legal secretaries, interviewers, and insurance sales agents.

SVP Range (6.0 to < 7.0)

Education **Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree. Some may require a bachelor's degree.**

Job Zone

Job Zone Four: Considerable Preparation Needed

Overall Experience A minimum of two to four years of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified.

Job Training Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.

Job Zone Examples Many of these occupations involve coordinating, supervising, managing, or training others. Examples include accountants, human resource managers, computer programmers, teachers, chemists, and police detectives.

SVP Range (7.0 to < 8.0)

Education **Most of these occupations require a four - year bachelor's degree, but some do not.**

Job Zone

Job Zone Five: Extensive Preparation Needed

Overall Experience Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training to be able to do their job.

Job Training Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, work-related experience, and/or training.

Job Zone Examples These occupations often involve coordinating, training, supervising, or managing the activities of others to accomplish goals. Very advanced communication and organizational skills are required. Examples include librarians, lawyers, aerospace engineers, physicists, school psychologists, and surgeons.

SVP Range (8.0 and above)

Education **A bachelor's degree is the minimum formal education required for these occupations. However, many also require graduate school. For example, they may require a master's degree, and some require a Ph.D., M.D., or J.D. (law degree).**

Work Importance profiler

O*NET Work Importance Profiler Occupations Report

Jane Doe

Date: 09-25-2007

Achievement	Independence	Relationships
Working Conditions	Recognition	Support

Switch to Job Zone: 1 2 3 4 5 Job Zone 4: Considerable Preparation

O*NET-SOC Title 57 occupations

19-3031.01	»Educational Psychologists
29-1123.00	»Physical Therapists
19-1032.00	»Foresters
29-1122.00	»Occupational Therapists
29-1111.00	»Registered Nurses
19-3051.00	»Urban and Regional Planners
19-3031.02	»Clinical Psychologists

Using the O*NET Computerized Interest Profiler

- The instrument is composed of 180 items describing work activities that represent a wide variety of occupations as well as a broad range of training levels
- Users identify and learn about broad interest areas most relevant to themselves by ranking items
- The Interest Profiler measures six types of occupational interests:

- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional

Interest Profiler

THE INTEREST PROFILER

has a series of questions about work activities that some people do on their jobs.

Interest Profiler: 180 questions

	L = Like	? = Unsure	D = Dislike	
>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Build kitchen cabinets
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Guard money in an armored car
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Study space travel
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Make a map of the bottom of an ocean
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Conduct a symphony orchestra
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Write stories or articles for magazines

Interest Profiler

Realistic- 20

Investigative- 10

Artistic- 28

Social- 12

Enterprising- 30

Conventional- 14


Interest Profiler

REALISTIC

People with **REALISTIC** interests like work activities that include practical, hands-on problems and solutions. Often people with **Realistic** interests do not like occupations that mainly involve doing paperwork or working closely with others.

They like:

- Dealing with plants and animals
- Real-world materials like wood, tools, and machinery
- Outside work



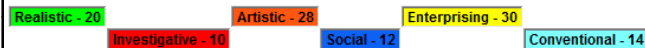
Your interest results are:

Realistic- 20
Investigative- 10
Artistic- 28
Social- 12
Enterprising- 30
Conventional- 14

Interest Profiler: link to occupations

O*NET™ Interest Profiler Occupations Report

Date: 09-25-2007



Switch to Job Zone: Job Zone 4: Considerable Preparation

O*NET-SOC	Title	16 occupations
27-1025.00	»Interior Designers	
27-2012.02	»Directors- Stage, Motion Pictures, Television, and Radio	
27-1011.00	»Art Directors	
27-2012.01	»Producers	
27-1024.00	»Graphic Designers	
27-1021.00	»Commercial and Industrial Designers	
35-1011.00	»Chefs and Head Cooks	
27-1027.02	»Exhibit Designers	
27-1013.03	»Cartoonists	

Results

- Use the results from the tools to complete two NEDP components:

Diagnostic Evaluation:

- Occupational Interests & Aptitudes

Generalized Assessment:

- Task D., V, A.

Results

- For clients using O*NET, the requirements for the Candidate Task Booklet Task D, III on page 8 have changed slightly.
- If PTA is required, another form is provided to replace the Task D, part V PTA form.

Results

Student finishes the activity by:

- Printing report or

- If a printer is unavailable, instruct the student to record at least three occupation codes (SOCs) and occupation titles on paper

..and

- Completing the O*NET TAM insert in place of the Occupational Profile

- May also go to <http://online.onetcenter.org/> to explore jobs in greater detail

New form– O.P. replacement

NATIONAL EXTERNAL DIPLOMA PROGRAM

Occupational Interests and Aptitudes: O*NET Career Exploration Tools

Name: _____ Date: _____

In this section you will be asked to choose three specific jobs that reflect your career related interests.

After completing either or both the O*NET Work Importance Locator or Interest Profiler, record at least three job titles and associated occupation codes in the table below. You will refer to this list during Generalized Assessment.

Results table

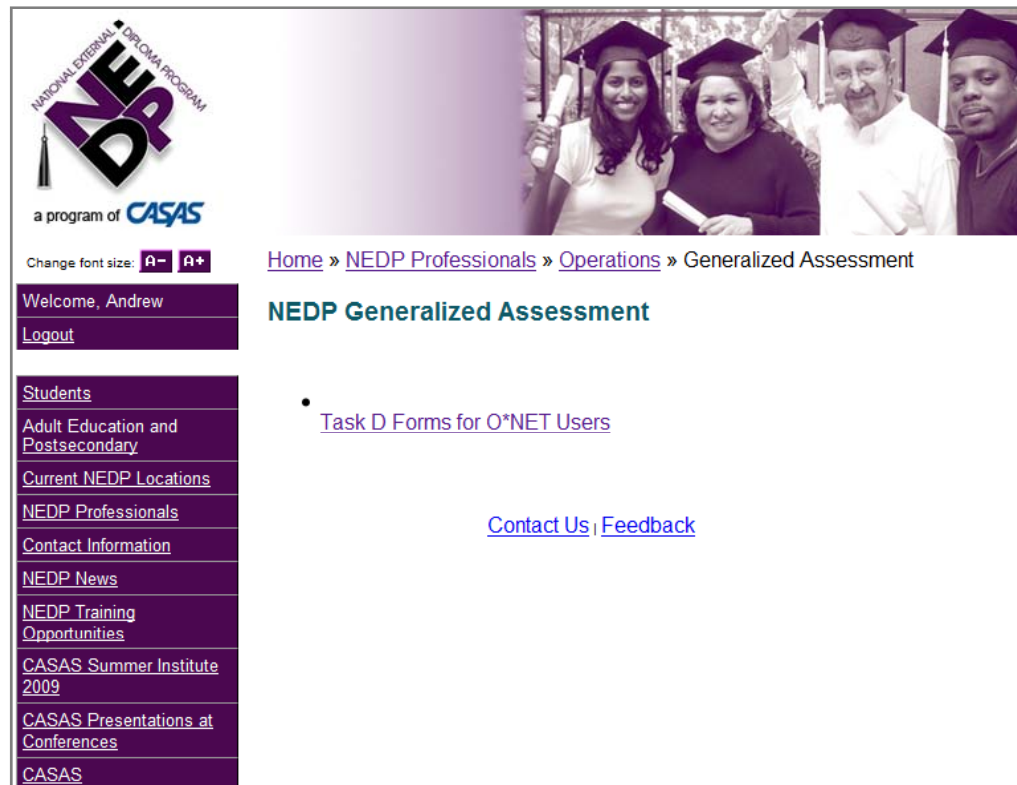
O*NET-SOC code	Occupation description
Example: 29-2061.00	Licensed Practical and Licensed Vocational Nurses

Optional activity

You are encouraged to use O*NET Online to continue your exploration of career options by researching the jobs you have identified, or any other jobs that you are interested in. O*NET online is an Internet-based resource supported by the U.S. Department of Labor that contains detailed descriptions of over 800 occupations. Simply go to <http://online.onetcenter.org/>, and choose one of four search methods to explore the database. You can also click *Find Occupations* to enter a code from your results table (above), and learn more about the occupations identified by the career exploration tools.

Results – Task D

- You may download the new form and insert it into the client's Task D booklet.
- Download at NEDP.org professionals page



NEDP
NATIONAL EXTERNAL DIPLOMA PROGRAM
a program of CASAS

Change font size: [A-](#) [A+](#)

[Home](#) » [NEDP Professionals](#) » [Operations](#) » Generalized Assessment

NEDP Generalized Assessment

- [Task D Forms for O*NET Users](#)

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LS National Institute 2009

Results – Task D

- New forms to complete Task D

TASK D NATIONAL EXTERNAL DIPLOMA PROGRAM									
Name: _____	Date: _____								
<p>III. Identifying Interests and Skills (<i>Identify own vocational interests and aptitudes</i>)</p> <p>Many training programs or educational resources use career exploration surveys in which you relate your past work experience, interests and skills in occupations to your future goals. You have completed such an instrument, the <i>Self-Directed Search</i> (SDS), the <i>ONET Career Exploration Tools</i>, or another career survey, during the Diagnostic Phase of this program. Use the results from the one you did to complete either Part A or Part B in the next section. You must complete only Part A or Part B, not both.</p> <p>Part A. If you completed the <i>ONET Career Exploration Tools</i> or any other instrument instead of the SDS, list three job titles that were identified.</p> <p>Job Titles:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Part B: If you completed the <i>Self-Directed Search</i> (SDS):</p> <p>1. Write your Summary Code (found in the SDS): _____</p> <p>2. List below three of the occupations from the Occupational Finder in the SDS that you found that match your Summary Code and that meet your interests and abilities. Write the Summary Code on the appropriate line opposite each occupation.</p> <p>(If your Summary Code was not followed by three occupations that met your interests and abilities, list the three occupations you found when you changed the order of your Summary Code. Write the switched-around Summary Code on the appropriate line opposite each occupation.)</p> <table> <tr> <td>Occupations:</td> <td>Summary Code:</td> </tr> <tr> <td>a. _____</td> <td>a. _____</td> </tr> <tr> <td>b. _____</td> <td>b. _____</td> </tr> <tr> <td>c. _____</td> <td>c. _____</td> </tr> </table> <p><input type="checkbox"/> Demonstrated <input type="checkbox"/> Not Demonstrated</p>		Occupations:	Summary Code:	a. _____	a. _____	b. _____	b. _____	c. _____	c. _____
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a. _____	a. _____								
b. _____	b. _____								
c. _____	c. _____								

TASK D NATIONAL EXTERNAL DIPLOMA PROGRAM		PTA at home								
Name: _____	Date: _____	PTA # _____								
<p>V. Identifying Interests and Skills (<i>Identify own vocational interests and aptitudes</i>)</p> <p>Many training programs or educational resources use career exploration surveys in which you relate your past work experience, interests and skills in occupations to your future goals. You have completed such an instrument, the <i>Self-Directed Search</i> (SDS), the <i>ONET Career Exploration Tools</i>, or another career survey, during the Diagnostic Phase of this program. Use the results from the one you did to complete either Part A or Part B in the next section. You must complete only Part A or Part B, not both.</p> <p>Part A. If you completed the <i>ONET Career Exploration Tools</i> or any other instrument instead of the SDS, list three job titles that were identified.</p> <p>Job Titles:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Part B: If you completed the <i>Self-Directed Search</i> (SDS):</p> <p>1. Write your Summary Code (found in the SDS): _____</p> <p>2. List below three of the occupations from the Occupational Finder in the SDS that you found that match your Summary Code and that meet your interests and abilities. Write the Summary Code on the appropriate line opposite each occupation.</p> <p>(If your Summary Code was not followed by three occupations that met your interests and abilities, list the three occupations you found when you changed the order of your Summary Code. Write the switched-around Summary Code on the appropriate line opposite each occupation.)</p> <table> <tr> <td>Occupations:</td> <td>Summary Code:</td> </tr> <tr> <td>a. _____</td> <td>a. _____</td> </tr> <tr> <td>b. _____</td> <td>b. _____</td> </tr> <tr> <td>c. _____</td> <td>c. _____</td> </tr> </table> <p><input type="checkbox"/> Demonstrated <input type="checkbox"/> Not Demonstrated</p>			Occupations:	Summary Code:	a. _____	a. _____	b. _____	b. _____	c. _____	c. _____
Occupations:	Summary Code:									
a. _____	a. _____									
b. _____	b. _____									
c. _____	c. _____									

Presenter Information

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Feedback

Thank you for attending.
We value your
feedback.

- Please fill out the
evaluation form.
- Return them to your
presenter or visit
Scantron in the
Resource &
Technology room for
submission.