A strategic planning model for planning and conducting outcomes assessment was developed and implemented at Wayland Baptist University in Lubbock, Texas. First, the Secretary's Commission on Achieving Necessary Skills (SCANS) model was used to survey 100 undergraduate students regarding their perceptions of skills they would need after graduation. The SCANS survey findings were used during implementation of the following seven-step model planning process: select planners for the outcomes assessment; assess strengths, weaknesses, opportunities, and threats; conduct a thorough needs assessment and identify desired outcomes; establish administrative, methodological, feedback, and component strategies; design and/or identify appropriate instruments, strategies, and methods of data collection; gain acceptance for the assessment agenda from partners and internal/external constituencies; and gain commitment of resources and establish joint planning processes for the future. After analysis of the assessment findings, plans were formulated to develop the following: student orientation course to prepare students for Wayland's degree program and for outcomes assessment; capstone course for all graduating seniors; and objectives and success criteria for the university and each of its units/divisions. The process of collecting and using outcomes assessment data to improve Wayland's programs has already begun. (Appended are transparency masters detailing the model and the survey findings and outcomes assessment surveys/checklists.) (MN)
OUTCOMES ASSESSMENT: FROM KNOWLEDGE TO PRACTICE
PRESENTATION AT THE AMERICAN VOCATIONAL ASSOCIATION, DENVER, COLORADO, DECEMBER 2, 1995

BY KENT BROOKS, DIRECTOR
WAYLAND BAPTIST UNIVERSITY-LUBBOCK CENTER
LUBBOCK, TEXAS

ASSESSMENT PLANNING MODELS

The expanding interest in quality and accountability created a need for models from which to plan outcomes assessment. W. A. Shewhart of Bell Telephone Laboratories developed what may be considered the first model to problem-solving as it relates to quality—the PDCA (Plan, Do, Check, Act) Cycle. This model calls for planning to accomplish some goal, do the work, check effectiveness by gathering data, and acting to continue those things that were successful and refine those that were not. I have used this model to form a definition of Outcomes Assessment. Transparency 1.

Through the subsequent work of Deming, Juran, Crosby and others, Shewhart's basic thoughts have evolved into today's concept of total quality management, or other such terms as total quality curriculum, and continuous quality improvement.

"What Work Requires of Schools-A SCANS Report for America 2000," commonly known as "SCANS" was released in 1991. The SCANS document reports skills and competencies, identified by the Secretary of Labor's Commission on Achieving Necessary Skills, needed for a high school graduate or anyone (including a college graduate) who is entering the workforce, and especially those who wish to be successful.

The SCANS Report is divided into two categories. Category One, Foundation Skills, consists of Basic Skills, Thinking Skills, and Personal Qualities. Category Two, Competencies, consists of Resources, Interpersonal Skills, Information, Systems, and Technology. It is recommended that SCANS be used as a tool to identify applicable school to work transition skills, and as a basis for defining outcomes required by our graduates. I used the SCANS model to survey 100 of our undergraduate students in 1994 to determine their perceptions of the skills needed after graduating from our university. The average age of these students was 36 years, and approximately 95 percent were already in the workforce. What they revealed is shown in the next three transparencies. Transparencies 2, 3, 4.

Dr. Bobby Hall, Director of Research and Institutional Effectiveness at Wayland Baptist University, has determined that a strategic planning model is needed for assessment at our university. His model is composed of seven phases, as shown in this illustration. Transparency 5.
Strategic Planning for Outcomes Assessment should impact 8 areas, as shown in transparency 6. These planning models have enabled us to have better use of previous assessment data, and to develop new assessment tools.

Assessment leadership must begin with strong support of the chief academic officer, who must develop and sustain an environment conducive to outcomes assessment, according to Dr. Hall. Many committees and subcommittees are involved in the process of carrying the Wayland plan out to completion. The emphasis on outcomes assessment and quality control are both directed at making our university more accountable and productive. The total process is complex, and involves much analysis and creative thought. Dr. Bobby Hall is providing great leadership for developing and implementing our outcomes assessment plan.

ASSESSMENT MEASURES

Our accrediting agency, the Southern Association of Colleges and Schools, mandated outcomes assessment two years ago. A comprehensive outcomes assessment program at Wayland Baptist University has been under development for a year. A portion of our efforts have been expended in reviewing various studies completed since 1989. Representative committees were formed in 1994 and questionnaires for current students, graduating seniors, alumni, and community leaders were developed. The majority of faculty and staff members have been involved in this development effort. The instruments have been pilot tested with focus groups, and surveys of target groups have been completed. A complete list of opinion surveys to be conducted are shown in transparencies 7 and 8.

In addition, we have selected an ACT COMP (College Outcomes Measurement Program) test to measure the general education core. and administered this test to a sample of students early in 1995. This test is the most widely used measure of the academic foundation core in bachelor degree programs. We are using the objective test, which measures critical thinking, analytical, math, art appreciation, and other applied knowledge and skills. We will likely use this test for a period of time, and then develop our own exam to cover general education knowledge and skills. All Wayland graduates are also required to complete the Graduate Record Exam.

We must also determine how students who complete technical-vocational education programs from community colleges will be measured. Will the community college provide their documentation on outcomes assessment of the students' technical field, or must we re-evaluate them using national or locally prepared exams?

We are also reviewing the Education Testing Service exams over major fields of study for possible use in our assessment program.

Assessment also involves a measure of entering student skills. We will likely adopt the TASP exam, which is the standard exam administered to all entering freshmen at Texas Public colleges and universities. At present, we require the Nelson-Denny test for Reading and Comprehension, and a locally pre-algebra test. We will also emphasize writing across the curriculum, with writing samples provided by teachers and scored by English faculty.
ACCOMPLISHING THE TASK OF ASSESSMENT

A one semester-hour new student orientation course will be used to prepare students for their degree program at Wayland, and for outcomes assessment. This transparency shows what will be covered in the 15 classroom hour course. Transparency 9. Special emphasis will be provided on how to maintain a portfolio of student accomplishments during their program. This portfolio will include documentation of the mastery of SCANS skills. This portfolio will be extremely useful during the capstone course, in which students will demonstrate their writing, speaking, interpersonal and other skills. Items to be included in the portfolio are shown in Transparency 10.

Students must score 70 or above on an orientation test. To assist in passing this test, we have developed a computer-assisted self-study module, using the Microsoft PowerPoint slide show viewer.

A two semester hour capstone course will be completed by each graduating senior. Much of the assessment data will be collected during this course. Transparency 11 shows what will be accomplished during the course. Again, students will demonstrate what they know and can do. Grades on coursework will not be enough evidence that graduates are prepared for career entrance or advancement. We will also collect data on SCANS competencies mastered by our students on the job and in the college/university curricula.

As part of strategic planning, we are currently developing objectives and success criteria for the university and for each unit/division within the university. External evaluators will be invited to review our assessment data in relation to criteria for success.

USING THE DATA

We must show evidence that assessment data collected is used to change or improve programs. This is the most difficult task, but with great benefits. We have already begun to use the data collected, including upgrading the computer laboratory to meet the specific needs of the working adult student, revising the computer curriculum, developing the capability for our students to use Internet, and developing the capability for our faculty to use the latest computerized presentation systems. We are stressing computer competencies across the curriculum. Access to computer technology is a must.

Turn-around time for student degree plans, grades, student accounts, and financial aid processing was too long. Quality is getting more than you expect, so we implemented a plan to have a response to a student's request within four hours and developed a new credo "whatever it takes." Students who are not getting the service they expect are encouraged to call the chief academic officer.

Students wanted real coffee in the lounge, and we provided Folger's coffee! We added new signs to the building to enhance the appearance of our facility, which students said "were nice but somewhat crude" for the progressive area of our city in which it is located. We changed our working hours to be in the office more in the evening to accommodate student needs for counseling, phone
calls, paying accounts, grievances, and enrollment. Finally, we started giving students more attention in the classroom by visiting classes more often, and having them express their concerns for their program. One student told me that the "Hawthorn Effect" was much in evidence after our visits to the classes. I attribute much of the growth for our current Winter Term to special attention given in staff meetings to student service, and to addressing student concerns in the classes.

We are contacting organizations where our students work, and offering to do counseling, registration and courses on site. Employers are enthusiastic about this kind of commitment to service.

Assessment data can also be perplexing. A survey of new students who started with Wayland in 1994 revealed that our retention rate was less than 40 percent. We plan to contact these students to determine why they are no longer enrolled.

EXAMPLE ASSESSMENT FORMS

In your packet are several assessment forms we have developed and have begun to use. These include forms used for surveying current students, graduating seniors, and community leaders. I hope these may be of some assistance. If I could do this talk next year, we would have a much greater record of assessment activities. We intend to have answers for any question that our accrediting agency might ask during their visit with us in 1998. Wayland has over 3,000 students in extension centers in 5 states. The quality of the extension center programs must equal or exceed those provided at our main campus in Plainview, TX.

SUMMARY

I trust the information I have provided about assessment models, measures used to assess outcomes, and how to gather and use assessment data will be helpful to you.
ASSESSMENT - A DEFINITION

DEMONSTRATING THE RESULT OF

JUDGING THE VALUE OF

USING THE ABOVE TO IMPROVE

UPON OR CHANGE SOMETHING
Outcomes Assessment

 Desired Knowledge

- Technology  Language Arts  Computers
- Math  Human Relations  Ability to Communicate
- Career Awareness  Community Awareness  Global Awareness
- Scientific Awareness  Analytical Awareness
- Motivation (Self Confidence and Self Sufficiency)
- Religion/Christianity/Bible  Business/Employment Practices
- How B.S.O.E is Commensurate With Other Degrees
- How Bachelor’s Degree Fits Into The Real World
- History/Government  Training  Psychology
- Social Services  Ethics  Economics  Public Relations
- Goal Setting  Services Industry  Management
- Customer Relations  How To Be Competitive  Marketing Self
- How To Be Competitive  Marketing Self
Outcomes Assessment

**Desired Skills**

- Computer
- Writing/Reading Comprehension
- Problem Solving
- Verbal/Oral Expression
- Human Relations
- Perseverance
- Analytical (Hear, Read, Reason, Understand, Interpret)
- Applications of Math/Science
- Supervision
- Leadership
- Goal Setting and Accomplishment
- Crisis Management
- Organization and Management
- Personnel Management
- Financial Management
- Data Base Access
- Creative Skills
- Logic/Reasoning
- Teaching Skills
- Counseling
- Resume Writing
- Interviewing
- Mediation
- Coping
- Stress Management
- Time Management
- Task Prioritization
- Research
- Team Work
Outcomes Assessment

Desired Practical Experience

- Technology Applications
- Computer Applications (Word Processing, Data-Base Access/Analysis)
- Internships
- Laboratory Experience
- Apprenticeships
- Application of Math and Science
- Meeting Planning and Conduct
- Money Management
- Planning
- Organizing
- Problem Solving
- Occupational Experience
- Mentoring With Workers
- Team Leadership
- Resource Person
- Role Model
- Continuing Education
- Community Services
- Volunteering
- Community Relations
- Church Involvement
- Office Communication
- Practice Teaching
- Using Communication Equipment/Software
- Job Searching
THE ASSESSMENT PROGRAM IMPACT AREAS

**DIRECTIONS:**
For each of the eight areas, please indicate to what extent that area **NOW IMPACTS** your strategic planning for outcomes assessment. Also, please indicate to what extent that area **SHOULD IMPACT** your strategic planning for outcomes assessment. If, in your opinion, this component should be changed, please write modifications directly on this page.

<table>
<thead>
<tr>
<th>Area</th>
<th>NOW IMPACTS</th>
<th>SHOULD IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The University Program</td>
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<td></td>
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<tr>
<td>II. The Regional Accrediting Associations</td>
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<tr>
<td>III. State Legislatures</td>
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<td>IV. The Non-Profit Sector</td>
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<td>V. Alumni</td>
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<tr>
<td>VI. The Professional Associations</td>
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<tr>
<td>VII. The Transfer Institutions</td>
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<tr>
<td>VIII. Current and Prospective Students</td>
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<td></td>
</tr>
</tbody>
</table>

**Area I - Circle One for Each**
NOW IMPACTS: (Low) 1 2 3 4 5 (High)
SHOULD IMPACT: (Low) 1 2 3 4 5 (High)

**Area II - Circle One for Each**
NOW IMPACTS: (Low) 1 2 3 4 5 (High)
SHOULD IMPACT: (Low) 1 2 3 4 5 (High)

**Area III - Circle One for Each**
NOW IMPACTS: (Low) 1 2 3 4 5 (High)
SHOULD IMPACT: (Low) 1 2 3 4 5 (High)

**Area IV - Circle One for Each**
NOW IMPACTS: (Low) 1 2 3 4 5 (High)
SHOULD IMPACT: (Low) 1 2 3 4 5 (High)

**Area V - Circle One for Each**
NOW IMPACTS: (Low) 1 2 3 4 5 (High)
SHOULD IMPACT: (Low) 1 2 3 4 5 (High)

**Area VI - Circle One for Each**
NOW IMPACTS: (Low) 1 2 3 4 5 (High)
SHOULD IMPACT: (Low) 1 2 3 4 5 (High)

**Area VII - Circle One for Each**
NOW IMPACTS: (Low) 1 2 3 4 5 (High)
SHOULD IMPACT: (Low) 1 2 3 4 5 (High)

**Area VIII - Circle One for Each**
NOW IMPACTS: (Low) 1 2 3 4 5 (High)
SHOULD IMPACT: (Low) 1 2 3 4 5 (High)
A MODEL OF THE STRATEGIC PLANNING PROCESS FOR OUTCOMES ASSESSMENT

STRATEGIC PLANNING FOR ASSESSMENT

1. Positioning the Architects
2. Scanning the Environment
3. Determining Needs and Identifying Outcomes
4. Designing the Assessment Program
5. Developing Assessment Instruments and Methods
6. Accepting the Assessment Agenda
7. Adopting the Assessment Plan

DIRECTIONS:
Please rate the validity of this model in identifying the major steps in the strategic planning process for outcomes assessment (circle one):

(Low) 0 1 2 3 4 5 (High)

If, in your opinion, this should be changed, please write modifications directly on this page.
OPINION SURVEYS

- ALUMNI
- CURRENT STUDENTS
- FORMER STUDENTS
- PROSPECTIVE STUDENTS
- FACULTY
- EMPLOYERS
- COMMUNITY/BUSINESS/VENDORS
NEW STUDENT ORIENTATION

- Academic Policies/Procedures
- Planning the Degree Program
- Writing Term Papers
- Graduation Requirements
- Preparing for Outcomes
  Assessment/Capstone Course
- Alumni Participation
PORTFOLIO INSERTS

- STUDENT GOALS
- DEGREE PLAN
- TEST RESULTS
- TERM PAPERS
- PRESENTATIONS
- RESUME
- AWARDS AND COMMENDATIONS
CAPSTONE COURSE

- Comprehensive Exams
- Exit Interviews/Surveys
- Competency Demonstrations
- Scans Data Collection
- Portfolio Analysis
- Job Placement/Advancement
- Tools for Success
CURRENT STUDENT QUESTIONNAIRE

Please read instructions carefully before beginning each section. Completion time: 25 minutes.
Definitions: Faculty - those who teach courses
Staff - those who assist you in Wayland offices, such as secretaries, clerks, etc.
Administration - those who make policy and direct the institution, such as the president, vice presidents, office directors, etc.

SECTION I - BACKGROUND INFORMATION

1. Campus You Attend
2. Male _____ Female _____
3. Civilian _____ Military _____
4. Classification: Freshman _____ Sophomore _____ Junior _____ Senior _____ Graduate Student _____ Non-Degree Student _____
5. Are you a transfer student? Yes ____ No ____
   If yes, how many hours did you transfer to WBU? _____
6. Employed? Yes ____ No ____
7. Job type during academic year (check all that apply):
   On Campus _____ Off-Campus _____ Part-Time _____ Full-Time _____
   Other (Please List) ____________________________
9. U.S. Citizen? Yes ____ No ____
10. Age: 18-23 ____ 24-30 ____ 31-Above ____
11. Athletic team member? Yes ____ No ____
12. Do you receive financial aid? Yes ____ No ____

   If yes, what percentage of your living and college expenses comes from:
   __________ Scholarships
   __________ Grants
   __________ Loans
   __________ On-Campus Job
   __________ Off-Campus Job
   __________ Parents
   __________ Savings

   Total 100%

13. Do you live in:
   ______ Wayland dormitory
   ______ Wayland off-campus housing
   ______ Other

14. Religious Preference:
   _____ Southern Baptist
   _____ Other Baptist
   _____ Presbyterian
   _____ Catholic
   _____ Other (Please Specify) ____________________________
   _____ Lutheran
   _____ Methodist
   _____ Church of Christ
   _____ Disciples of Christ
   _____ Episcopal
   _____ Jewish
   _____ Non-Denominational
   _____ No Religious Preference
15. Marital Status: Single _____ Married _____
17. How many semester hours will you have completed at Wayland at the end of the current semester?
   0-15 _____ 16-30 _____ 31-45 _____ 46-60 _____ 61-75 _____ 76-90 _____ 91-105 _____ 106-120 _____ 121-Above _____
18. What is your major(s)? ____________________________ minor(s)? ____________________________
19. What is your overall grade-point average (GPA)?
   _____ 4.0
   _____ 3.5-3.99
   _____ 3.0-3.49
   _____ 2.5-2.99
   _____ 2.0-2.49
   _____ Below 1.99
20. Why did you choose to attend Wayland? (Check all that apply)
   ______ Academic reputation
   ______ Christian environment
   ______ Location
   ______ Cost
   ______ Size of school
   ______ Flexibility in class scheduling
   ______ Academic offerings in my field of study
   ______ Athletic programs
   ______ Financial aid or scholarships
   ______ Social opportunities
   ______ Flexibility in degree credits
   ______ Friends/Family influence
   ______ Minister/Church influence
   ______ Small classes
   ______ Other (Specify) ____________________________

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SECTION II - PLANNING & ORGANIZATION

Please rate each of the following items by checking the appropriate response:

<table>
<thead>
<tr>
<th>Item</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Adequate</th>
<th>Poor</th>
<th>Not Rated</th>
</tr>
</thead>
<tbody>
<tr>
<td>The preparation you are receiving for a career</td>
<td></td>
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<tr>
<td>Academic counseling for your program of study</td>
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<tr>
<td>Schedule of course offerings</td>
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<tr>
<td>The quality of teaching relative to stated course objectives</td>
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<tr>
<td>The relationship of courses &amp; requirements to your overall degree objectives</td>
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<tr>
<td>The quality and accuracy of printed information about the University (catalog, view book, etc.)</td>
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<tr>
<td>Overall orientation for new students - finding what you need, who to see, where to go, etc.</td>
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<tr>
<td>General liberal arts education</td>
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</tbody>
</table>

**What are your plans after you graduate or leave Wayland? (check all that apply)**

- Enroll in a graduate program
- Continue in present job
- Take a new job
- Enter or stay in the military
- Employment is not a goal
- Transfer to another university
- Devote full time to home/family/personal activities
- Other

SECTION III - ACADEMIC EXPECTATIONS AND PRACTICES

Please rate each of the following items on three scales. First, indicate how important you considered each item to be WHEN YOU ENROLLED (Entering Expectation). Second, indicate how important YOU NOW CONSIDER each item to be (Current Expectation). Third, indicate how well Wayland PROVIDES FOR EACH ITEM (Current Evaluation).

<table>
<thead>
<tr>
<th>Item</th>
<th>Entering Expectation</th>
<th>Current Expectation</th>
<th>Current Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The availability of library resources for courses taken</td>
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<tr>
<td>The accessibility of professors</td>
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<tr>
<td>The administration's caring concern for students</td>
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<tr>
<td>The quality of courses in preparing for graduate school</td>
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<tr>
<td>The size of classes</td>
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<tr>
<td>The quality of courses in preparing for graduate school</td>
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<tr>
<td>The availability of activities and clubs at Wayland</td>
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<tr>
<td>The caring concern of office staff for students</td>
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<tr>
<td>Opportunities for student involvement in WBU decision making</td>
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<td>Overall enrichment of your: writing skills</td>
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<tr>
<td>speaking skills</td>
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<tr>
<td>critical thinking skills</td>
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<td>analytical skills</td>
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<td>leadership skills</td>
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<td>Christian life commitment skills</td>
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<tr>
<td>self-discipline</td>
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<td>interpersonal skills</td>
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<td>library research skills</td>
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<tr>
<td>computer skills</td>
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<tr>
<td>Biblical knowledge</td>
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<tr>
<td>math skills</td>
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<td>career awareness</td>
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<td>global awareness</td>
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<td>scientific awareness</td>
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<td>problem-solving skills</td>
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<tr>
<td>appreciation of music &amp; art</td>
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<tr>
<td>cultural awareness</td>
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</tbody>
</table>
Please rate each of the following items by checking the appropriate response:

1. The amount your academic work requires the use of library resources?
   Too Much ___ About Right ___ Not Enough ___ Not Rated ___

2. Course grading?
   Too Hard ___ About Right ___ Too Easy ___

3. Time required for study outside of class? (check two)
   Too Much ___ About Right ___ Not Enough ___ More than time spent in class ___ Less than time spent in class ___

4. In your opinion, is crime a problem on the premises where you attend Wayland? (Plainview, San Antonio, etc.)
   A Major Problem ___ Somewhat of a Problem ___ Not a Problem ___ Not Rated ___

5. In your opinion, are alcohol and drugs used by WBU students?
   Used by Many ___ Used by Some ___ Not Used ___

6. Are more fine arts/cultural activities such as concerts and films needed on campus? Yes ___ No ___

7. Are more religious activities needed on campus? Yes ___ No ___

8. Do you need child care services on campus? Yes ___ No ___
   If yes, when is child care most needed? (check all that apply) Morning ___ Afternoon ___ Evening ___ Saturday ___

SECTION IV - COLLEGE ENVIRONMENT

What is your current level of satisfaction with each of the following items?

1. Office of the Registrar
   Excellent ___ Very Good ___ Adequate ___ Poor ___ Not Rated ___

2. Registration procedures
   Excellent ___ Very Good ___ Adequate ___ Poor ___ Not Rated ___

3. Athletic programs
   Excellent ___ Very Good ___ Adequate ___ Poor ___ Not Rated ___

4. Athletic facilities for student recreational use
   Excellent ___ Very Good ___ Adequate ___ Poor ___ Not Rated ___

5. Student center
   Excellent ___ Very Good ___ Adequate ___ Poor ___ Not Rated ___

6. Bookstore
   Excellent ___ Very Good ___ Adequate ___ Poor ___ Not Rated ___

7. Classroom facilities
   Excellent ___ Very Good ___ Adequate ___ Poor ___ Not Rated ___

8. Student housing
   Excellent ___ Very Good ___ Adequate ___ Poor ___ Not Rated ___

9. Food services
   Excellent ___ Very Good ___ Adequate ___ Poor ___ Not Rated ___

10. Religious/Spiritual environment
    Excellent ___ Very Good ___ Adequate ___ Poor ___ Not Rated ___

11. Business Office
    Excellent ___ Very Good ___ Adequate ___ Poor ___ Not Rated ___

12. Financial Aid Office
    Excellent ___ Very Good ___ Adequate ___ Poor ___ Not Rated ___

13. Social/Recreational opportunities in Plainview
    Excellent ___ Very Good ___ Adequate ___ Poor ___ Not Rated ___

14. The quality of personal counseling services
    Excellent ___ Very Good ___ Adequate ___ Poor ___ Not Rated ___

Please rate each of the following items on two scales.
   First, indicate WHAT YOU EXPECTED when you enrolled at Wayland.
   Second, indicate your CURRENT EVALUATION of that item at Wayland.

<table>
<thead>
<tr>
<th>General attitude of students toward students</th>
<th>Entering Expectation</th>
<th>Current Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>General attitude of students toward faculty</td>
<td></td>
<td></td>
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<tr>
<td>General attitude of students toward administration</td>
<td></td>
<td></td>
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<tr>
<td>General attitude of students toward staff</td>
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<tr>
<td>General attitude of faculty toward students</td>
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<tr>
<td>General attitude of administration toward students</td>
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<tr>
<td>General attitude of staff toward students</td>
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</tbody>
</table>
SECTION V - FINAL WORD

1. How satisfied are you with the education you are receiving at Wayland?
   Very Well Satisfied ___ Satisfied ___ Somewhat Dissatisfied ___ Very Dissatisfied ___

2. How satisfied are you with your overall experience at Wayland?
   Very Well Satisfied ___ Satisfied ___ Somewhat Dissatisfied ___ Very Dissatisfied ___

3. Would you recommend Wayland to others?   Yes ___ No ___

Please write legibly! Use hack if needed.

4. What things about Wayland have you found to be most useful and helpful to you? Please be specific.

5. What things about Wayland are you least satisfied with? Please be specific.

6. What specific suggestions do you have for improving Wayland?

Thank you for your help in improving Wayland Baptist University.
For additional information about the results of this survey, contact the Office of Institutional Research and Effectiveness,
Box 5 WBU. or call 296-4523.
GRADUATING STUDENT SURVEY

As a graduating student, you are a valuable source of information about Wayland. Please give us the benefit of your experience while at Wayland by indicating responses to the following items. Only about 15 minutes will be required to complete the survey, and the information you give will be invaluable to those of us who work to provide the best possible education and personal development climate for Wayland students.

Because Wayland students graduate each year from eight different locations, some questions may not apply to you. In such cases, mark "not rated." If you have specific complaints, compliments, or suggestions, feel free to write them anywhere on the questionnaire or attach additional pages. Thank you for your help, and best wishes as you move into an exciting future.

1. Campus You Attended
2. Male__ Female__
3. Civilian__ Military__ Veterans__
4. Race: African-American__ Hispanic__ White__ Asian__ Native American__ Other (Please List) __
5. U.S. Citizen? Yes__ No__ Ager: 18-27__ 21-30__ Above 31__
6. Athletic team member? Yes__ No__
7. Did you receive financial aid? Yes__ No__
8. If yes, what percentage of your living and college expenses came from:
   - Scholarships
   - Grants
   - Loan
   - Off-Campus Job
   - Parents
   - Savings
   - Total 100%
9. How many semesters did you live in Wayland housing? ___
10. How many semesters did you attend Wayland? ___
11. How many on-campus sessions did you attend? ___
12. Religious Preference:
   - Southern Baptist
   - Presbyterian
   - Catholic
   - Other (Please Specify) __
13. Marital Status: Single__ Married__
14. What is your major? __
15. What is your overall grade point average (GPA)? ___
16. Why did you choose to attend Wayland? (Please mark 1, 2 and 3 for your first, second and third most important reasons.)
   - Academic reputation
   - Flexibility in class scheduling
   - Christian environment
   - Location
   - Cost
   - Size of school
   - Other (Please Specify) __
17. What was your main goal for attending Wayland? (Check one)
   - Preparation for employment in my major field of study
   - Preparation for graduate or professional school
   - Personal enrichment and a general education
   - Other (Specify) __
18. On a scale of 1 to 5, how would you rate Wayland for meeting your goals? LOW 1 2 3 4 5 HIGH
19. How would you describe your current feelings of loyalty toward Wayland as your university? LOW 1 2 3 4 HIGH
20. Overall, how satisfied are you with your total experience (educational, social, etc.) at Wayland? LOW 1 2 3 4 HIGH

YOUR MAJOR

Please rate your major department at Wayland in each of the following areas:

- The faculty's knowledge and expertise
- Quality of teaching
- Availability and helpfulness of staff
- Helpfulness of the departmental support staff
- The faculty's interest in your success
- Availability of courses when you need them
- Quality of the labs, studios, equipment, etc.
- Preparation for your planned career

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ACADEMIC PROGRAMS

Please rate Wayland's impact relative to your development in each of the following areas:

<table>
<thead>
<tr>
<th>Understanding of how the liberal arts are related to career preparation</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Adequate</th>
<th>Fair</th>
<th>Poor</th>
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</thead>
<tbody>
<tr>
<td>Ability to make informed discriminating judgments about important personal and social issues</td>
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<td>Ability to use logical thinking and critical analysis to solve problems and make decisions</td>
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<td>Recognition of your responsibility to be involved in civic and social activities</td>
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<td>Reading ability</td>
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<td>Writing ability</td>
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<tr>
<td>Oral communication</td>
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<tr>
<td>Fundamental mathematical skills</td>
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<td>Basic computer skills</td>
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<tr>
<td>Recognition of the value of cultural and aesthetic enrichment</td>
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<tr>
<td>Understanding of my major field(s) of study relative to its unique history, content, themes and applications</td>
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</table>

INSTRUCTION

How would you rate the following relative to the classroom instruction you received at Wayland?

<table>
<thead>
<tr>
<th>Integration of Christian faith and learning</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Adequate</th>
<th>Fair</th>
<th>Poor</th>
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</thead>
<tbody>
<tr>
<td>Appropriateness of classroom instruction relative to the stated goals of the course</td>
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<td>Appropriateness of classroom instruction relative to the capabilities of the students</td>
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<tr>
<td>Integration of the academic disciplines so that you will be able to apply them to social, moral, and personal aspects of your life</td>
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<tr>
<td>Provision of educational experiences so that you developed national and international understanding and application of the subject matter</td>
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<td>Integration into the curriculum of information technology and use of data networks so that you gained the fundamental knowledge and basic competencies to use these technological resources in everyday life and in your future occupations</td>
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<tr>
<td>University grading practices which indicate accurately the level of student achievement and reflect relevant and realistic expectations for students</td>
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<td>Instructional programs and techniques designed to produce graduates who are independent, self-directed learners</td>
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<tr>
<td>Preparation of students so that they more easily and productively into career fields through the development of enhanced perception and appropriate values, students develop the ability to make discriminating judgments and appropriate decisions</td>
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<tr>
<td>Scholarly and creative achievement is encouraged</td>
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</table>

STUDENT LIFE AND DEVELOPMENT

How would you rate the following aspects of campus life and student development?

<table>
<thead>
<tr>
<th>The opportunity to impact the quality of campus life</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Adequate</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of a comfortable, attractive, and secure campus environment</td>
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<td>The contribution of student services to your social development</td>
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<td>The contribution of student services to your moral development</td>
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<td>The contribution of student services to your intellectual development</td>
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<td>The contribution of student services to your physical development</td>
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<td>The contribution of student services to your spiritual development</td>
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<tr>
<td>Impact of student development activities on your Christian growth</td>
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<tr>
<td>Demonstrations in campus activities of the integration of Christian faith and learning so as to impact your understanding, Christian commitment and behavior</td>
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<tr>
<td>Learning resources, as provided by the library and other academic units on campus</td>
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<tr>
<td>Technological support services (computers, etc.) for the library and other campus operations</td>
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<tr>
<td>Provision of assistance and service by the University administration and staff in your pursuit of educational goals</td>
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</table>

THE BSOE PROGRAM (Only students receiving the BSOE degree should answer this section. Others may move to the next section.)

Please answer the following questions about the BSOE degree program:

<table>
<thead>
<tr>
<th>Did you receive professional advancement as a result of completing the BSOE degree?</th>
<th>Yes</th>
<th>No</th>
<th>No-Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were job placement services made available to you?</td>
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<tr>
<td>Were personal counseling services made available to you?</td>
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<tr>
<td>Did you receive adequate drop-in counseling services?</td>
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<tr>
<td>Was the instruction in your classes related to your personal or professional goals?</td>
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<tr>
<td>Did your academic work regularly require citation of library resources?</td>
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<tr>
<td>Were adequate library resources available?</td>
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<tr>
<td>Were you satisfied with the overall education you received at Wayland?</td>
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<tr>
<td>Would you recommend the BSOE program to others?</td>
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</table>
**LINKING WAYLAND AND WEST TEXAS**

1. What is your area of responsibility?  
   - Mayor  
   - Superintendent  
   - City Manager  
   - City Council Member  
   - County Commissioner  
   - Chamber of Commerce Manager

2. In what city and county do you work?  

3. How important is Wayland Baptist University to higher education in West Texas? (check one)  
   - Extremely Important  
   - Very Important  
   - Somewhat Important  
   - Not Important

4. For a full-time college student (taking 12 or more hours) who lives in a dormitory and eats in the cafeteria, do you believe the cost of attending Wayland is higher, lower, or about the same as attending a state-supported university?  
   - Higher Cost  
   - Lower Cost  
   - Costs About the Same  
   - No Opinion

5. Please indicate your opinions concerning the following items at Wayland (check one response per item).  
   - Business/Professional Seminars taught by WBU faculty, staff and administrators  
   - Business/Professional Seminars led by guest speakers (with the expenses shared by participants)  
   - The use of WBU facilities for community activities, such as planning seminars, conferences located on our campus, rehearsal camps, youth camps, etc.  
   - Holding athletic events and tournaments on campus  
   - Leadership development training  
   - Travel courses offered in early summer  
   - Public health and CPR courses  
   - Time management seminars  
   - Elderhostel programs  
   - The use of our library facilities  

6. How can Wayland help meet the needs of your local community or county? (check one response per item)  
   - Community Service  
   - Academic excellence  
   - Faculty and staff involvement  
   - Professional development  
   - Community events and activities  
   - Leadership development  
   - Travel courses  
   - Public health and CPR courses  
   - Elderhostel programs  
   - The use of our library facilities  

7. What other services could WBU offer your community?  

8. Please describe your impression of the overall quality of the following universities: (check one response for each university)  
   - Abilene Christian University (Abilene, TX)  
   - Texas Tech University (Lubbock, TX)  
   - Wayland Baptist University (Plainview, TX)  
   - Lubbock Christian University (Lubbock, TX)  
   - Midwestern State University (Waco, TX)  
   - Texas A&M University (College Station, TX)  
   - Hardin-Simmons University (Abilene, TX)  
   - Lubbock Christian University (Lubbock, TX)  
   - Howard Payne University (Brownwood, TX)  
   - Southern Methodist University (Dallas, TX)  
   - Midwestern State University (Waco)  
   - Texas Tech University (Lubbock, TX)  
   - Texas A&M University (College Station, TX)  
   - Southern Methodist University (Dallas, TX)  

9. Where do you receive or see the most information about Wayland? (check all that apply)  
   - Local newspaper  
   - Local radio station  
   - Television  
   - Regional newspaper (such as the Lubbock Avalanche-Journal or Amarillo Globe News)  
   - Wayland publications or direct mail  
   - Wayland students, alumni or employees  
   - I never receive or see information about Wayland
### Profile of Outcomes
Bachelor of Science in Occupational Education

**Student Name:**

**SS#:**

**Course:**

**Term and Date:**

**INSTRUCTIONS:** Check the outcomes that students acquired in the above course. Indicate if students gained knowledge, skills and/or practical experiences.

<table>
<thead>
<tr>
<th>OUTCOME AREAS</th>
<th>OUTCOME LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resource Skills</strong></td>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td>1. Allocate Time</td>
<td></td>
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<tr>
<td>2. Allocate Money</td>
<td></td>
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<tr>
<td>3. Allocate Materials, Facilities, and Resources</td>
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<tr>
<td>4. Allocate Human Resources</td>
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<td>5. Allocate Space</td>
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<tr>
<td>6. Serve on a Committee</td>
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<td>7. Develop a Flow Chart</td>
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<td>8. Categorize Data</td>
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<tr>
<td><strong>Interpersonal Skills</strong></td>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td>1. Participate as a Team Member</td>
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<td>2. Teach Others</td>
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<tr>
<td>3. Serve Clients/Customers</td>
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<td>4. Exercise Leadership</td>
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<td>5. Negotiate Agreements</td>
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<tr>
<td>7. Manage Personnel</td>
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<td>8. Practice Christian Standards</td>
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<td>9. Communicate with Peers</td>
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<tr>
<td>10. Train Others</td>
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<td>11. Motivate Others</td>
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<td>Knowledge</td>
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<tr>
<td>12. Identify and Solve Problems</td>
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<td>13. Mediate Problems</td>
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<td>14. Model Appropriate Behavior</td>
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<tr>
<td>15. Serve on a Community Organization</td>
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<td>16. Perform Church Ministries</td>
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<td>17. Apply Scriptures</td>
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<td>18. Make a Speech</td>
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<td>19. Supervise Personnel</td>
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<tr>
<td>20. Develop Client Relations</td>
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<td>21. Interview for a Job</td>
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<td>22. Market Self</td>
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<td>23. Counsel Others</td>
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<tr>
<td>24. Plan and Conduct a Meeting</td>
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**Information Skills**

<table>
<thead>
<tr>
<th></th>
<th>Knowledge</th>
<th>Skills</th>
<th>Practical Experience</th>
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<tbody>
<tr>
<td>1. Acquire/Evaluate Information</td>
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<tr>
<td>2. Organize/Maintain Information</td>
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<td>3. Interpret and Communicate Information</td>
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<td>4. Conduct Library Research</td>
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<td>5. Write Reports</td>
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<tr>
<td>6. Apply Algebra</td>
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<tr>
<td>7. Apply Career Information and Data</td>
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<td>8. Apply Community Information and Data</td>
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<td>9. Apply State Information and Data</td>
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<td>10. Apply National Information and Data</td>
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<td>11. Apply Global Information and Data</td>
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<td>12. Apply Scientific Information and Data</td>
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<tr>
<td>13. Set and Accomplish Goals</td>
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<tr>
<td>14. Perform Creative Work</td>
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<td></td>
<td>Knowledge</td>
<td>Skills</td>
<td>Practical Experience</td>
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<tr>
<td>16. Apply Psychology</td>
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<td>17. Apply Economics</td>
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<tr>
<td>18. Apply Social Information and Data</td>
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<td>19. Apply Service Industry Information and Data</td>
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<tr>
<td>20. Write a Resume</td>
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<tr>
<td>21. Articulate Meaning of the BSCE Degree</td>
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<tr>
<td>22. Participate in Self-Development Programs</td>
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<tr>
<td>23. Apply Coping Skills</td>
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<tr>
<td>24. Apply Stress Management Principles</td>
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<td>25. Apply Time Management Principles</td>
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<td>26. Apply Crisis Management Principles</td>
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<tr>
<td>27. Apply Perseverance Principles</td>
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<tr>
<td>28. Serve as a Resource Person</td>
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<td>29. Apply Management Principles</td>
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<tr>
<td>30. Manage Money</td>
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**Systems Skills**

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<tr>
<th></th>
<th>Knowledge</th>
<th>Skills</th>
<th>Practical Experience</th>
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<tbody>
<tr>
<td>1. Understand Systems</td>
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<tr>
<td>2. Monitor Performance</td>
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<td>3. Correct Performance</td>
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<td>4. Improve Systems</td>
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<td>5. Design Systems</td>
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<tr>
<td>6. Define Occupational Goals</td>
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<td>7. Survey Employment Opportunities</td>
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<tr>
<td>8. Evaluate Career Goals</td>
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<td>9. Develop a Leadership Project</td>
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<td>10. Create a Professional Portfolio</td>
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<td>11. Conuct a Survey</td>
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<tr>
<td>Technology Skills</td>
<td>Knowledge</td>
<td>Skills</td>
<td>Practical Experience</td>
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<tr>
<td>1. Select Technology</td>
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<tr>
<td>2. Maintain and Troubleshoot Technology</td>
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<td>3. Process information by Computer</td>
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<td>4. Access information and Data by Computer</td>
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<td>5. Use Communication Equipment</td>
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<tr>
<td>6. Use Job-Specific Technology</td>
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INSTRUCTOR SIGNATURE ____________________________