ABSTRACT
                Several sets of outlines, charts, and diagrams
present an overview of a comprehensive institutional program at
Delaware County Community College (DCCC) which incorporates planning,
research, and marketing strategies. The first set of documents
outlines the objective-based planning process, describes the
organizational framework, defines institutional mission and goals,
and provides a format for developing specific action objectives. The
next set of materials provides examples of the annual performance
appraisal process for executive, managerial, and administrative
employees as it is applied at DCCC. Basic concepts in the
institutional research program at DCCC are outlined next, describing
criteria and methods for conducting program evaluations and measuring
educational outcomes. Samples of student survey and graduate
follow-up questionnaires are included. Charts and diagrams displaying
actual program and activity costs and projections conclude the
section. The final section provides guidelines for a comprehensive
needs assessment program, including basic concepts for assessment,
planning essentials, and a summary of community needs of adults in
Delaware County as actually assessed. (DR)

DELAWARE COUNTY
COMMUNITY COLLEGE

COMMUNITY SERVICE THROUGH EDUCATION
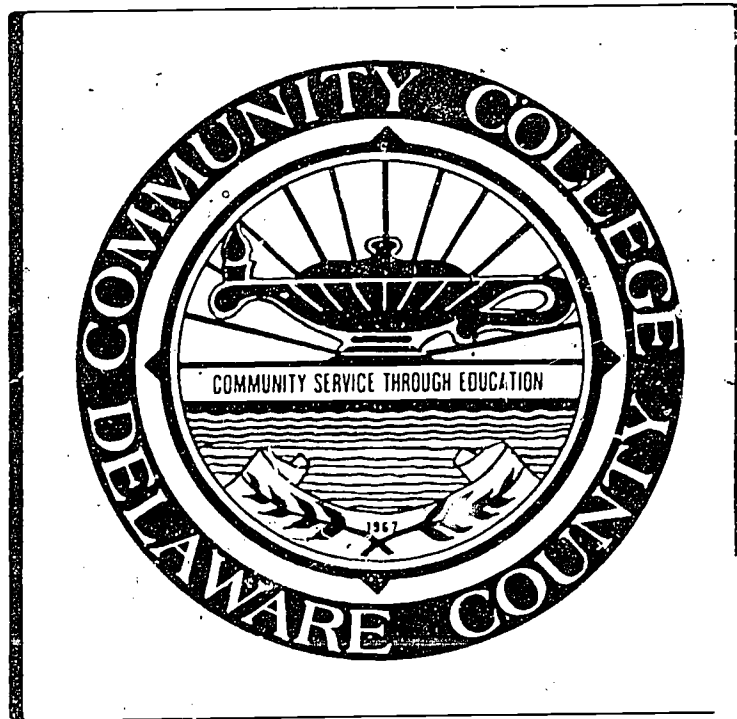
ORGANIZING AN INTEGRATED
PLANNING, RESEARCH AND MARKETING PROCESS

STEPHEN DOCK   RICHARD SPENCER

OFFICE OF MANAGEMENT SYSTEMS, PLANNING AND RESEARCH

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DELAWARE COUNTY
COMMUNITY COLLEGE

COMMUNITY SERVICE THROUGH EDUCATION

OBJECTIVE BASED PLANNING PROCESS

OFFICE OF MANAGEMENT
SYSTEMS, PLANNING AND RESEARCH

PLANNING AND MANAGEMENT ENVIRONMENT

*NEW ROLES OF POSTSECONDARY EDUCATION DECISION MAKERS

-identifying and understanding educational outcomes
-acquiring and allocating resources more effectively
-competing successfully for public and private funds
-responding to demands for program cost/budget/outcome information
-responding to more constituencies (accountability)

*NEW NATURE OF INFORMATION NEEDS

-program oriented
-standardized/comparable
-comprehensive
-more useful/applicable

CHANGES IN PLANNING

	OLD APPROACH (STATIC)	NEW APPROACH (DYNAMIC)
PURPOSE	GET A "PLAN"	ACHIEVE RESULTS
PREMISE	FORECASTS ARE ACCURATE	FUTURE IS UNPREDICTABLE
TECHNIQUE	STATIC, PERIODIC	DYNAMIC CONTINUOUS
PROCESS	TRADITIONAL, AUTHORITATIVE	DECENTRALIZED, PARTICIPATIVE
	TOP MANAGEMENT	EVERY MANAGER
RESPONSIBILITY	VICE PRESIDENT FOR PLANNING	DIRECTOR PLANNING SERVICES
	CENTRAL PLANNING STAFF	COORDINATION
TIME SPAN	10-20 YEARS	1-5 YEARS
SUPPORT	RESISTANCE, RESENTMENT	ENTHUSIASM - PARTICIPATION
DURABILITY	TAPERS TO DISCOURAGEMENT	GROWING VALUE AND SUPPORT
	TOO MUCH TIME AND EFFORT	LESS TIME AND EFFORT
COST/BENEFIT	HIGHER COST	LOWER COST
	LIMITED BENEFITS	BETTER RESULTS

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PLANNING/MANAGEMENT/EVALUATION DEVELOPMENT AT DCCC

TO USE IN A PLANNING

IN STATE OF ART

TO TRAIN

PROCESS

PRODUCTS

PEOPLE

NCCUP PLANNING PROCESS

NCHEMS COSTING, MODELING,
OUTCOMES MEASURES, TEX-SIS
FOLLOW-UP SYSTEM

MANAGEMENT EFFECTIVENESS
TRAINING
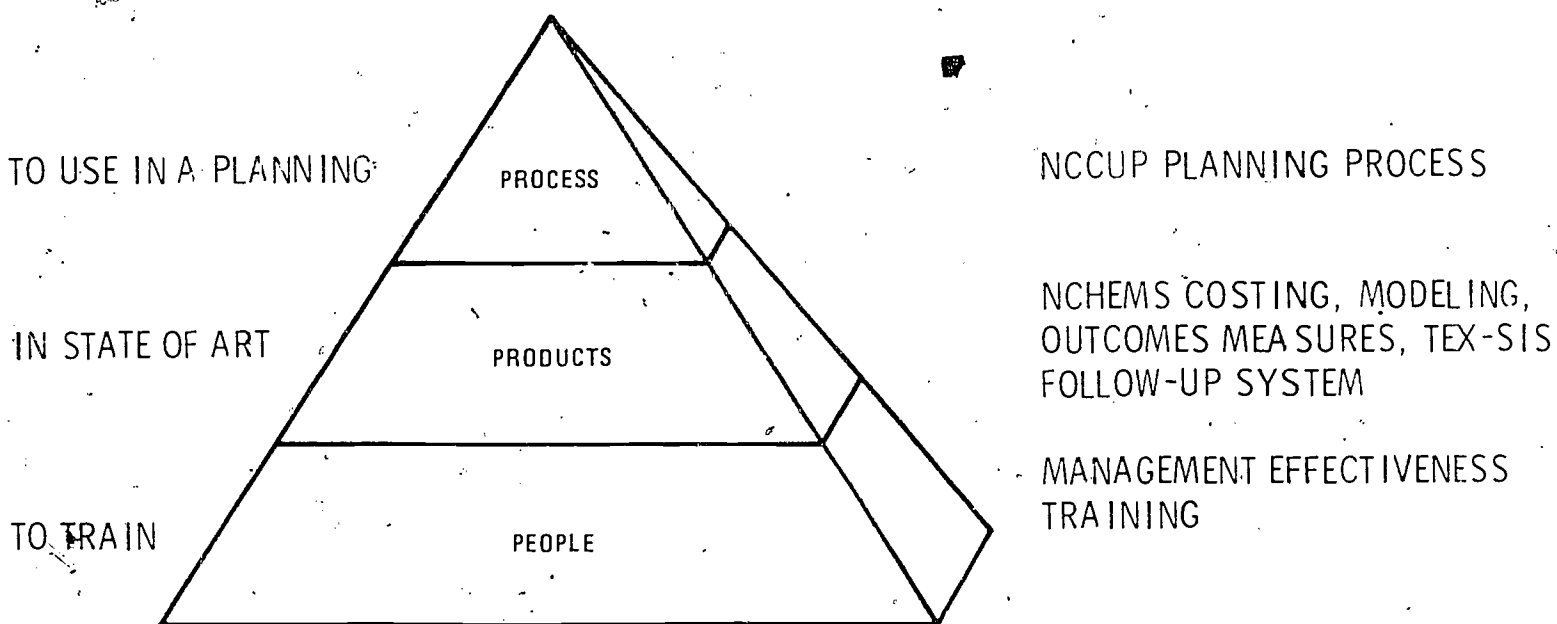
DCCC PME ACTIVITY

THREE COMPONENTS

I. PLANNING PROCESS = PME SYSTEM

    **FIVE YEAR GOALS AND OBJECTIVES DEVELOPED AND APPROVED
    **YEARLY OBJECTIVES, ACTIVITIES, AND BUDGET DEVELOPED AND APPROVED
    **YEARLY EVALUATION OF OBJECTIVE ACCOMPLISHMENT

II. RESEARCH "PRODUCTS" TO SUPPORT PLANNING PROCESS

    **EVALUATION OF EFFECTIVENESS OF ALL PROGRAMS, CURRICULA, AND SUPPORT SERVICES
    **EVALUATION OF NEW PROGRAM PROPOSALS
    **MEASURING STUDENT OUTCOMES AND GOAL ACCOMPLISHMENT
    **MEASURING COST EFFECTIVENESS OF PROGRAMS AND SUPPORT SERVICES
    **ESTIMATING AND MODELING BUDGET ALTERNATIVES
    **ASSESSING COMMUNITY NEEDS
    **LABOR MARKET INFORMATION

III. ADMINISTRATION IMPROVEMENT PROGRAMS

    **MANAGEMENT TRAINING SEMINARS
    **PERFORMANCE ORIENTED JOB DESCRIPTION AND PERFORMANCE APPRAISAL PROCESS
    **POLICY REVISION

DELAWARE COUNTY COMMUNITY COLLEGE
PLANNING·PROCESS

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                          ┌─────────────────────────┐
                          │         MISSION          │
                          └─────────────────────────┘
                                      │
                                      ▼
                          ┌─────────────────────────┐
                          │  5 YEAR INSTITUTIONAL    │
                          │        GOALS BY          │
                          │   PCS PROGRAMS (jointly)  │
                          └─────────────────────────┘
                                      │
                                      ▼
                          ┌─────────────────────────┐
                          │    YEARLY OBJECTIVES     │
                          │          BY              │
                          │  AREA & UNIT (jointly)   │
                          └─────────────────────────┘
                                      │
                                      ▼
┌──────────────┐          ┌─────────────────────────┐        ┌──────────┐    ┌──────────┐
│ MANAGEMENT   │          │    RESPONSIBILITIES      │        │   20     │    │ YEARLY   │
│ OBJECTIVES/  │          │          BY              │──────▶ │  MONTH   │ ──▶│ INSTITU- │
│ PERFORMANCE  │          │   AREA & UNIT (jointly)  │        │ CALENDAR │    │ TIONAL   │
│ STANDARDS·   │          └─────────────────────────┘        └──────────┘    │  PLAN    │
└──────────────┘   ┌──────────────┐        │                                 └──────────┘
                   │ PERFORMANCE  │        │
┌──────────────┐   │    JOB       │        ▼
│  EVALUATION  │   │ DESCRIPTIONS │   ┌─────────────────────────┐
└──────────────┘   └──────────────┘   │        ACTIVITIES        │
                   ┌──────────────┐   └─────────────────────────┘
                   │  EVALUATION  │        │
                   └──────────────┘        ▼
                                      ┌─────────────────────────┐
                                      │         BUDGET           │
                                      └─────────────────────────┘
                                                │
                                                ▼
                                      ┌─────────────────────────┐
                                      │       EVALUATION         │
                                      └─────────────────────────┘
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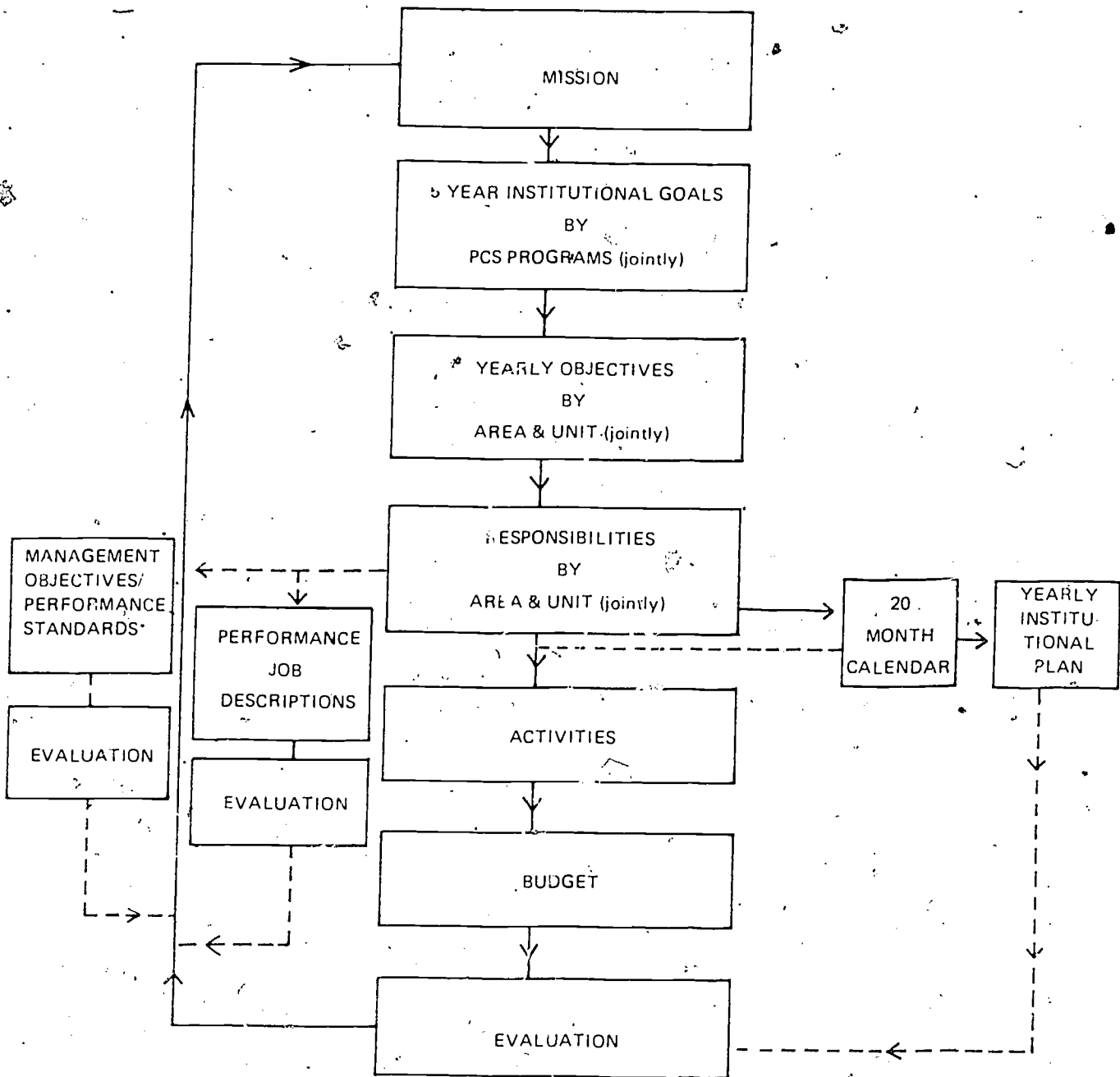
MISSION

THE BROADEST, MOST COMPREHENSIVE STATEMENT THAT CAN BE MADE ABOUT CENTRAL OR CONTINUING PURPOSE. THE CHIEF FUNCTION OR RESPONSIBILITY OF AN ORGANIZATION WHICH JUSTIFIES CONTINUING SUPPORT OF THE ORGANIZATION BY SOCIETY AND WHICH PROVIDES INITIAL DIRECTION FOR THE MANAGEMENT OR ADMINISTRATION OF THE ORGANIZATION. THE PURPOSE OF THE MISSION STATEMENT IS TO PROVIDE A FOCUS FOR THE RESOURCES OF THE ORGANIZATION.

MISSION

THE MISSION OF DELAWARE COUNTY COMMUNITY COLLEGE
IS TO OFFER EDUCATIONAL PROGRAMS AND SERVICES WHICH
ARE COMPREHENSIVE, ACCESSIBLE, FLEXIBLE AND COMMUNITY
CENTERED IN ORDER TO ENHANCE THE DEVELOPMENT OF OUR
COMMUNITY AND ITS RESIDENTS.

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AN INSTITUTIONAL GOAL SHOULD:

* REPRESENT A LOGICAL EXTENSION OF THE MISSION STATEMENT.

* BE OUTCOME—ORIENTED.

* BE EXPLICIT.

* BE SUPPORTED BY A SERIES OF OBJECTIVES.

AN ACCEPTABLE OBJECTIVE WILL:

* BE OUTCOME—ORIENTED.

* BE MEASURABLE, SUGGESTING THE QUANTITATIVE OR QUALITATIVE DEGREE, AMOUNT, OR LEVEL OF THE ACHIEVEMENT OR CHANGE BEING SOUGHT.

* BE FOCUSED ON SINGULAR RATHER THAN MULTIPLE OUTCOMES.

* BE OF SUFFICIENT SCOPE TO EMBRACE A SERIES OF DISCRETE TASKS AND MAJOR-EVENT

* BE CONSISTENT WITH ONE OR MORE INSTITUTIONAL GOALS.

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1.0   INSTRUCTIONAL PROGRAMS (CONT.)   (A)

1.0.2   · EXPAND EVENING AND WEEKEND OFFERINGS TO MEET THE NEEDS OF THE COMMUNITY
           AS INDICATED BY SUCH STUDIES AS THE COMMUNITY NEEDS SURVEY.

1.0.3   DEVELOP A PHILOSOPHY OF GENERAL EDUCATION REQUIREMENTS AND MINIMUM
           COMPETENCIES APPLICABLE TO ALL COLLEGE PROGRAMS.

1.0.4   · ELIMINATE COURSE OVERLAPPING AND UNNECESSARY COURSE PROLIFERATION.

1.0.5   SPECIFY LEARNER COMPETENCIES FOR ALL EXISTING CURRICULA AND FOR 50% OF
           THE EXISTING COURSES INCLUDING LEARNING OBJECTIVES, ACTIVITIES, AND
           CRITERIA - REFERENCED MEASUREMENT.

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6.1   EXECUTIVE MANAGEMENT

6.1.1   MAINTAIN AN INFORMATION NETWORK TO SUPPLY THE INFORMATION REQUIRED FOR PLANNING
        AND DECISION MAKING AT ALL LEVELS WITHIN THE ORGANIZATION.   (B)

6.1.2   IMPLEMENT A SYSTEMATIC COMMUNITY NEEDS ASSESSMENT PROCESS BASED ON THE 1978 STUDY
        WHICH WILL ENABLE EXECUTIVE MANAGEMENT TO EVALUATE AND RESPOND TO COMMUNITY NEEDS.

6.1.3   EXPAND SPONSORSHIP TO EXTEND OPPORTUNITIES TO ALL RESIDENTS OF THE COMMUNITY ON
        A EQUITABLE BASIS.   (C)

6.1.4   PUBLISH AN UPDATED POLICY MANUAL AND IMPLEMENT A SYSTEM FOR CONTINUOUS REVIEW AND
        DISSEMINATION OF POLICIES AND PROCEDURES FOR ALL LEVELS OF THE INSTITUTION.

6.1.5   ENROLL AT LEAST 4420 FTE STUDENTS IN REGULAR INSTRUCTION AND 375 FTE STUDENTS IN
        CONTINUING EDUCATION AND VOLUNTEER INSTRUCTION.

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1.0.1 INSTRUCTIONAL PROGRAMS AND SERVICES OF THE COLLEGE WILL BE PROVIDED TO
       ENABLE THE GRADUATE TO SATISFY THE FOLLOWING COLLEGE COMPETENCIES:

       A GRADUATE OF DCCC CAN USE THE BASIC ACADEMIC SKILLS (READING,
       WRITING, SPEAKING, AND COMPUTATIONAL).

       A GRADUATE OF DCCC HAS AN AWARENESS OF SELF (NEEDS, ABILITIES,
       INTERESTS, VALUES) AND THE RELATIONSHIP OF SELF TO OTHERS NECESSARY
       FOR MAKING VALUE JUDGMENTS FOR A SATISFYING AND PRODUCTIVE LIFE.

       A GRADUATE OF DCCC CAN UNDERSTAND AND APPLY THE MEANING OF CAREER
       AS A WHOLE LIFE ENDEAVOR TO MAKE CAREER CHOICES APPROPRIATE TO HIS/
       HER OWN NEEDS, ABILITIES, INTERESTS, VALUES AND EDUCATION.

       A GRADUATE OF DCCC HAS THE SKILL AND UNDERSTANDING NEEDED TO
       PURSUE LIFELONG LEARNING.

       A GRADUATE OF DCCC CAN USE THE DECISION-MAKING PROCESS TO SOLVE
       PROBLEMS.

       A GRADUATE OF DCCC CAN ANALYZE THE IMPACT OF ARTS AND HUMANITIES
       ON LIFE IN ORDER TO ASSESS HER/HIM SELF AND HER/HIS WORLD FROM A
       CULTURAL PERSPECTIVE.

       A GRADUATE OF DCCC HAS THE KNOWLEDGE AND SKILL NECESSARY TO
       ANALYZE SOCIAL AND ECONOMIC SYSTEMS SO THAT HE/SHE CAN FUNCTION
       EFFECTIVELY WITHIN THEM.

       A GRADUATE OF DCCC COMPREHENDS THE EFFECTS OF SCIENCE AND
       TECHNOLOGY IN ORDER TO MAKE INTELLIGENT JUDGMENTS.

       A GRADUATE OF DCCC CAN SATISFY THE COMPETENCIES IN HIS/HER
       CHOSEN CURRICULUM.

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RESPONSIBILITY: INSTRUCTION

1.0   INSTRUCTIONAL PROGRAM   (A)

1.0.2   EXPAND EVENING AND WEEKEND OFFERINGS TO MEET THE NEEDS OF THE COMMUNITY AS INDICATED BY SUCH STUDIES AS THE COMMUNITY NEEDS SURVEY. .

1978-79   EXPAND PUBLICITY OF EVENING COURSES THROUGH INDIVIDUALIZED PROGRAM BROCHURES AND TARGETING OF POPULATION.

EACH HOUSE WILL PROVIDE AN EVENING/WEEKEND SECTION IN ONE OR MORE CURRICULA IN UP TO 20% OF THE TOTAL PROGRAMS, BASED ON NEEDS ASSESSMENT.

INCREASE ENROLLMENT IN NON-TRADITIONAL STUDIES BY 15% OVER THE 1976-77 YEAR.

ALL SERVICES, SUCH AS COUNSELING, FINANCIAL AID, ADVISEMENT, MEDIA, LIBRARY AND CLERICAL SUPPORT, WILL BE PROVIDED AT AN APPROPRIATE LEVEL, CONSISTENT WITH FTE NEED TO IMPLEMENT THE PROGRAM INCREASES IN THE EVENINGS AND WEEKENDS.

HOUSE DEANS WILL REVIEW THE COMMUNITY NEEDS SURVEY TO DETERMINE ADDITIONAL COURSES NEEDED, LOCATIONS AND DELIVERY SYSTEMS.

6.1   EXECUTIVE MANAGEMFNT   B

6.1.2   IMPLEMENT A SYSTEMATIC COMMUNITY NEEDS ASSESSMENT PROCESS BASED ON THE
           1978 STUDY WHICH WILL ENABLE EXECUTIVE MANAGEMENT TO RESPONO TO
           COMMUNITY NEEOS.

1978-79   OEVELOP AN ON-LINE INQUIRY CAPABILITY FOR EXISTING COMMUNITY NEEOS OATA
           BY NOVEMBER 15, 1978.

           EVALUATE THE COMMUNITY NEECS SURVEY ANO MOOIFY THE PROCESS AS APPRCPRIATE
           BY DECEMBER 31, 1978.

1979-80   CONOUCT A MINI-UPOATE OF THE COMMUNITY NEEOS SURVEY AND OISSEMINATE THE
           RESULTS.

1980-81   CONDUCT A MINI-UPOATE OF THE COMMUNITY NEEDS SURVEY ANO OISSEMINATE THE
           RESULTS.

1931-82   CONOUCT A COMPREHENSIVE COMMUNITY NEEOS SURVEY ANO OISSEMINATE THE
           RESULTS.

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(C)

6.1   EXECUTIVE MANAGEMENT

GOAL

6.1.4   PUBLISH AN UPDATED POLICY MANUAL AND IMPLEMENT A SYSTEM FOR CONTINUOUS
         REVIEW AND DISSEMINATION OF POLICIES AND PROCEDURES FOR ALL LEVELS OF
         THE INSTITUTION.

OBJECTIVES

1978-79   BY JUNE 30, 1978, VALID POLICIES, REGULATIONS, AND PROCEDURES WILL BE REFORMATTED.

           BY MARCH 31, 1979, THE INVALID POLICIES, REGULATIONS, AND PROCEDURES WILL BE
           REVISED AND REFORMATTED.

1979-83   CONTINUOUS UPDATING (MAINTAINENCE), DEVELOPMENT (GAP FILLING), AND DISSEMINATION
           OF POLICIES, REGULATIONS, AND PROCEDURES IN KEEPING WITH THE REVISED SYSTEM.

           ONGOING COORDINATION OF MANUALS PROGRAM.

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(D)

1.C   INSTRUCTIONAL PROGRAM

1.0.5   SPECIFY LEARNER COMPETENCIES FOR ALL EXISTING CURRICULA AND FOR 50% OF THE
        EXISTING COURSES, INCLUDING LEARNING OBJECTIVES, ACTIVITIES AND CRITERIA-
        REFERENCED MEASUREMENT.

1979-79   COMPETENCIES WILL BE SPECIFIED FOR:

          1.   APPLIED TECHNOLOGY
          2.   CONSTRUCTION TECHNOLOGY
          3.   ENGINEERING
          4.   FIRE SCIENCE TECHNOLOGY
          5.   BUSINESS ADMINISTRATION
          6.   DATA PROCESSING
          7.   NURSING
          8.   OPERATING ROOM TECHNOLOGY
          9.   ADMINISTRATION OF JUSTICE
          10. DRAFTING AND DESIGN TECHNOLOGY

          COMPETENCIES WILL ALSO BE SPECIFIED FOR A MINIMUM OF 17% (46) OF THE COURSES
          (270) IN THE COLLEGE.

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MANAGEMENT OBJECTIVES/PERFORMANCE STANDARDS
1977 - 1978

AREA· Vice President of the College

STAFF MEMBER·   N. Dean Evans

PERFORMANCE RESPONSIBILITIES	OBJECTIVES & STANDARDS	PERFORMANCE ACHIEVED	PERFORMANCE EVALUATION
	PERFORMANCE STANDARD: SATISFACTORY ANALYSIS OF THE DATA FROM THE NEEDS SURVEY AS APPROVED BY THE VICE PRESIDENT OF THE COLLEGE AND THE PRESIDENT'S STAFF.		
	AN ANALYSIS OF CURRENT GENERAL EDUCATION CORE REQUIREMENTS WILL BE COMPLETED BY JULY 1, 1978, AND THE FIRST DRAFT OF A PHILOSOPHICAL STATEMENT ON GENERAL EDUCATION FOR ALL PROGRAMS WILL BE SUBMITTED TO THE I.A.C. BY SEPTEMBER 1978. (A)

PERFORMANCE STANDARD: MEETING ABOVE DATES WITH ANALYSIS AND STATEMENT APPROVED BY PRESIDENT'S STAFF. | | |

AREA·   MSPR

STAFF MEMBER·   Richard L. Spencer

PERFORMANCE RESPONSIBILITIES	OBJECTIVES & STANDARDS	PERFORMANCE ACHIEVED	PERFORMANCE EVALUATION
TO PROVIDE RESEARCH SUPPORT FOR PLANNING ACTIVITIES.	BY MARCH 1, 1978, TO HAVE COMPLETED A COMMUNITY NEEDS ASSESSMENT FOR INTERNAL DISTRIBUTION. BY JUNE 30, 1978, TO REPORT THE FINDINGS TO THE BOARD OF TRUSTEES. PERFORMANCE STANDARD: THE ASSESSMENT WILL MEET THE CRITERIA OUTLINE BY DANIEL STOUFFLEBEAM AT THE UNIVERSITY OF MICHIGAN. BY FEBRUARY 1, 1978, THE PRESIDENT'S STAFF WILL HAVE APPROVED THE REPORT FOR INTERNAL DISTRIBUTION. (B)		
TO PROVIDE A COLLEGE—WIDE PLANNING FRAMEWORK.	TO PRESENT TO PRESIDENT'S STAFF AT A DECEMBER MEETING THE FINAL OUTLINE. AND IMPLEMENTATION OF THE LONG-RANGE PLANNING PROCESS FOR 1979-80 FISCAL YEAR. PERFORMANCE STANDARD: PRESIDENT'S STAFF ACCEPTANCE.		

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ANNUAL PERFORMANCE APPRAISAL
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL EMPLOYEES
DELAWARE COUNTY COMMUNITY COLLEGE

Employee: _____G. M. TRANI_____

Area or Unit: _____NAS_____

Fiscal Year: _____1978 - 79_____

Quarterly/Final Review: _____
(specify one)

PART II - ANNUAL OBJECTIVES

PERFORMANCE RESPONSIBILITIES	OBJECTIVES AND STANDARDS	COMMENTS RELATED TO PERFORMANCE ACHIEVED (Quarterly and/or final)	PERFORMANCE ACHIEVED (Place an 'X' against the scale for each objective) (If '0' note under comments)
1. Development, implementation, supervision, evaluation of all instructional programs of the House.	1.0.1 All NAS curricula and course syllabi will be reviewed to determine the extent to which they satisfy the college competencies. By June 30, 1979, those NAS curricula and courses not satisfying the college competencies will be itemized.		1 2 3 4 5

ANNUAL PERFORMANCE APPRAISAL
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL EMPLOYEES
DELAWARE COUNTY COMMUNITY COLLEGE

Employee: _____TOM NAPLES_____

Area or Unit: _____BIOLOGY AREA_____

Fiscal Year: _____1978-79_____

Quarterly/Final Review: _____
(specify one)

PART II - ANNUAL OBJECTIVES

PERFORMANCE RESPONSIBILITIES	OBJECTIVES AND STANDARDS	COMMENTS RELATED TO PERFORMANCE ACHIEVED (Quarterly and/or final)	PERFORMANCE ACHIEVED (Place an 'X' against the scale for each objective) (If '0' note under comments)
1. Development, implementation, supervision, evaluation of all instructional programs in the Biology coordinated area.	1.0.1 Two additional courses will be put into competency form by June 30, 1979, to bring the total to 65% of courses offered by the Biology Area.		1 2 3 4 5

ANNUAL PERFORMANCE APPRAISAL PROCESS

EXECUTIVE / ADMINISTRATIVE / MANAGERIAL EMPLOYEES

DELAWARE COUNTY COMMUNITY COLLEGE

JIM BRYAN
PERSONNEL SERVICES

RICHARD SPENCER
MSPR

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NIMUM QUALIFICATIONS

Ability to interpret the community college to their communities as representatives of the College.

Demonstrate a commitment to the pursuit of higher education which will lead to the advancement and community acceptance of the community college.

Ability to distinguish between the policy-making functions of a lay board and the professional responsibilities of the president, staff, and faculty.

Understand the objectives and purpose of the community college.

Ability and willingness to undertake the task as an active member of the Board of Trustees.

Willingness and commitment to attend meetings, conferences, and seminars sponsored by community colleges and higher education related associations in which DCCC holds membership.

NCTION (Purpose of Job)

To ensure that Delaware County Community College offers educational programs and services which are comprehensive, accessible, flexible, and community centered in order to enhance the development of the community and its residents. It is a further responsibility that they ensure that the College is managed as effectively and efficiently as possible.

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MAJOR CATEGORIES IN NCHEMS INVENTORY OF OUTCOMES AND MEASURES

1.0   STUDENT GROWTH AND DEVELOPMENT
           1.1.0   KNOWLEDGE AND SKILLS DEVELOPMENT
                    1.1.1.00   KNOWLEDGE DEVELOPMENT

PERFORMANCE RESPONSIBILITIES

1. To ensure that the educational needs of the community are identified and made known to administrators and faculty.

2. To ensure that an annual plan for the College is developed and implemented, which provides for meeting the current educational needs of its students, while recognizing long term College objectives and resources.

3. To ensure that an annual budget is developed and approved commensurate with the goals and objectives of the current College plan.

4. To ensure that the College's resources are managed as effectively and efficiently as possible.

5. To ensure that the College and its programs maintain their accreditation by the appropriate nationally recognized accrediting bodies.

6. To ensure the existence of a monitoring system which periodically informs the Board of Trustees regarding the progress being made in relation to the objectives of the annual plan and the efficiency with which resources are being utilized.

7. To ensure the existence of an incentive system which motivates all personnel to maximize their contribution to College objectives.

8. To ensure that all laws, regulations, and Board of Trustees' policies are reduced to writing, made known, and subsequently complied with.

9. To ensure that all legal responsibilities of the Board of Trustees are executed accurately and on a timely basis.

10. To ensure the appointment of a competent chief executive and educational officer.

11. To ensure the active participation of all Board members in the activities of the Board of Trustees.

AUTHORITY

As outlined in regulations and procedures adopted by the State Board of Education and The Community College Act of 1963.

EVALUATION

Annual evaluation in relation to yearly objectives.

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POSITION TITLE: VICE PRESIDENT OF THE COLLEGE		GRADE: 34-E	PAGE: 1 OF: 2
ORGANIZATIONAL UNIT: PRESIDENT'S OFFICE	REPORTS TO: PRESIDENT	DATE: March, 1976	REV. No. & DATE: #2, March, 78

JOB GOAL

To ensure achievement of the results expressed in annual objectives agreed upon with the President which reflect the mission and purpose of the College.

MINIMUM QUALIFICATIONS

- Doctorate (preferable) in Educational Administration or related area.

- Eight (8) years of progressively responsible educational positions including five (5) years of directly related managerial experience in a community college or other institution of higher education.

Significant exposure (preferable) to collective bargaining and contract administration.

FUNCTION (Purpose of Job)

1. To successfully plan, manage, and evaluate all educational and student services programs of the College.

2. To successfully develop and implement major educational program changes including the awareness, exploration, and implementation concepts of career education to all areas of instruction as well as the successful development and expansion of occupational and vocational offerings.

3. To successfully incorporate applicable aspects of the AIDP Grant into the instructional and student services areas, including effective interface with the designated AIDP coordinator.

PERFORMANCE RESPONSIBILITIES

1. To implement a planning process with associated objectives and performance standards within the instructional and student services areas.

2. To manage all instructional and student services areas to ensure:

   a) the awareness and acceptance of desirable educational philosophies and practices;
   b) the development and implementation of College policies with his/her area of responsibilities;
   c) the preparation and development of a budget which meets the needs of the respective areas in a cost effective manner.

3. To provide the leadership necessary to ensure:

   a) the development, approval, and implementation of new curricula and other proposed programs and projects as well as the methods to judge their effectiveness:

   b) the recruitment, selection, and development of faculty and staff;

   c) the periodic assessment and accreditation of the educational programs and services of the College.

4. To provide information during the collective bargaining process relative to his/her areas of responsibility.

5. To carry out the responsibilities of his/her organization relative to the College's Human Resources Development Plan.

AUTHORITY

Has the authority to make operating decisions to achieve performance responsiblities within policies and guidelines established by the College and the President.

EVALUATION

Annual evaluation in relation to performance standards mutually developed and agreed upon between the President and Vice President of the College.

ANNUAL PERFORMANCE APPRAISAL

EXECUTIVE / ADMINISTRATIVE / MANAGERIAL EMPLOYEES
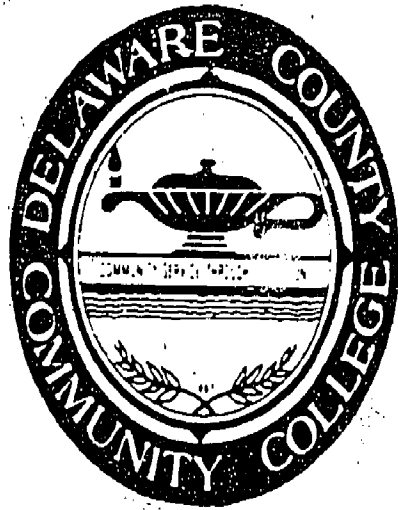
DELAWARE COUNTY COMMUNITY COLLEGE

Fiscal Year _____

ANNUAL PERFORMANCE APPRAISAL
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL EMPLOYEES
DELAWARE COUNTY COMMUNITY COLLEGE

Employee:

Area or Unit:

Fiscal Year:

Quarterly/Final Review:
(specify one)

PART II · ANNUAL OBJECTIVES

PERFORMANCE RESPONSIBILITIES	OBJECTIVES AND STANDARDS	COMMENTS RELATED TO PERFORMANCE ACHIEVED (Quarterly and/or final)	PERFORMANCE ACHIEVED (Place an 'X' against the scale for each objective) (If '0', note under comments):
			1 2 3 4 5

0 · Objective Modified or delayed by mutual agreement
    (explain under comments, if applicable)
1 · Far below standard
2 · Below standard

3 · Meets standard
4 · Above standard
5 · Well above standard

ANNUAL PERFORMANCE APPRAISAL
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL EMPLOYEES
DELAWARE COUNTY COMMUNITY COLLEGE

PART III - PERFORMANCE FACTORS (continued)

	0	1	2	3	4	5
3. PLAN AND ORGANIZE WORK (Timely and creative)	0	1	2	3	4	5
4. MANAGEMENT OF RESOURCES (Manpower and material)	0	1	2	3	4	5
5. LEADERSHIP (Initiative, human relations, accept responsibility)	0	1	2	3	4	5
6. ADAPTABILITY TO STRESS (Stable, flexible, dependable)	0	1	2	3	4	5
7. ORAL COMMUNICATION (Clear, concise, confident)	0	1	2	3	4	5
8. WRITTEN COMMUNICATION (Clear, concise, organized)	0	1	2	3	4	5
9. PROFESSIONAL QUALITIES (Attitude, cooperation, bearing)	0	1	2	3	4	5
10. HUMAN RESOURCE PARTICIPATION (Sensitivity, treatment)	0	1	2	3	4	5

Delaware County Community College

INSTITUTIONAL RESEARCH

OFFICE OF MANAGEMENT
SYSTEMS, PLANNING AND RESEARCH

DELAWARE COUNTY COMMUNITY COLLEGE
INSTITUTIONAL GOAL STATEMENTS AND
RELATIONSHIPS TO INSTITUTIONAL RESEARCH

2.0 RESEARCH PROGRAM

DEVELOP AN ONGOING VALIDATION SYSTEM FOR EVALUATION OF EXISTING PROGRAMS.

4.0 ACADEMIC SUPPORT PROGRAM

DEVELOP A SYSTEM FOR EVALUATION OF NEW PROGRAMS CONSISTENT WITH THE
INSTITUTIONAL PME PLAN.

6.1 EXECUTIVE MANAGEMENT

IMPLEMENT ONGOING EVALUATION PROCESSES TO EVALUATE ALL PROGRAMS, SERVICES,
AND PERSONNEL.

4.0 ACADEMIC SUPPORT PROGRAM

IMPLEMENT NEW PROGRAMS IDENTIFIED IN A COMMUNITY NEEDS SURVEY THAT ARE
CONSISTENT WITH THE MISSION AND WITHIN THE FINANCIAL RESOURCES OF THE
COLLEGE.

5.0 STUDENT SUPPORT PROGRAM

REDUCE NEGATIVE ATTRITION BY 50% IN ALL CURRICULA AND COURSES

6.2 FINANCIAL MANAGEMENT PROGRAM

IMPLEMENT PROCESSES TO INCREASE COST EFFECTIVENESS OF COLLEGE PROGRAMS
AND SERVICES

BASIC CONCEPTS

*** APPLIES TO INSTRUCTIONAL ANO SUPPORT PROGRAMS

*** SAME PROCESS USEO FOR OEVELOPING NEW PROGRAMS PROPOSALS ANO EVALUATION
OF EXISTING PROGRAMS

*** USES SELF-EVALUATION BY TEAM WITH COMMON FRAMEWORK ANO RESEARCH STAFF
SUPPORT.

*** RECOGNIZES THAT MULTIPLE PUBLICS ARE NECESSARY

*** IS OBJECTIVE BASEO PROCESS COMPATIBLE WITH COMPETENCY BASEO INSTRUCTION.

*** IS "STATE-OF-THE-ART" PROCESS MOOELEO UPON METFESSEL ANO MICHAEL PARAOIGM
FOR MULTIPLE CRITERION MEASURES OF THE EVALUATION OF THE EFFECTIVENESS OF
SCHOOL PROGRAMS

PLANNED OUTCOMES IDENTIFICATION

ACADEMIC UNIT: <u>MECHANICAL ENGINEERING DEPARTMENT</u>   (A) FOCUS OF ANALYSIS: <u>MECHANICAL ENGINEERING UNDERGRAD. PROGRAM</u>

ACADEMIC PERIOD: <u>1976-77 ACADEMIC YEAR</u>

(B)	(C)	(D) OUTCOMES MEASURES		
GOALS	OUTCOMES	DESCRIPTION	PLANNED	ACTUAL
TO DEVELOP THE CAREER POTENTIAL OF EACH STUDENT.	ABILITY TO SEEK, GAIN, AND MAINTAIN A PARTICULAR LEVEL AND KIND OF EMPLOYMENT.	PERCENTAGE OF UNDERGRADUATES (WHO WISH JOBS) RECEIVING JOB OFFERS. PERCENTAGE OF UNDERGRADUATES IN JOBS RELATED TO THEIR MAJOR FIELD OF STUDY.	50% WITHIN 90 DAYS OF GRADUATION 10% MORE THAN LAST YEAR	

TABLE I
PROGRAM PROPOSAL SCREENING CRITERIA

CRITERIA	QUESTIONS	ANSWER CATEGORIES	NUMERICAL RATINGS
MISSION COMPATABILITY	HOW DOES THE PROPOSED PROGRAM FIT WITH THE STATED GOALS OF DCCC?	DOES NOT FIT	0
		IS APPROPRIATE	1
		IS ESSENTIAL TO FULFILL MISSION	2
		HAS BEEN IDENTIFIED AS PRIORITY DEVELOPMENT AREA	3
NEED	WHAT IS THE DEMAND FOR THE PROGRAM IN TERMS OF ENROLLMENT AND CAREER OPPORTUNITIES FOR GRADUATES?	NO DEMONSTRATED DEMAND	0
		EVIDENCE OF STUDENT INTEREST	1
		DOCUMENTED DEMAND FROM 30 OR MORE POTENTIAL STUDENTS	2
		DOCUMENTED DEMAND FOR CAREER OPPORTUNITIES	3
	HOW LONG CAN THE STUDENT DEMAND FOR THE PROGRAM BE EXPECTED TO LAST?	NO EVIDENCE TO ESTIMATE	0
		ESTIMATE 1-3 YEARS	1
		ESTIMATE 3-6 YEARS	2
		ESTIMATE OVER 6 YEARS	3
	HOW LONG CAN CAREER OPPORTUNITIES BE EXPECTED TO LAST?	NO EVIDENCE TO ESTIMATE	0
		ESTIMATE 1-3 YEARS	1
		ESTIMATE 3-6 YEARS	2
		ESTIMATE OVER 6 YEARS	3

CRITERIA	QUESTIONS	ANSWER CATEGORIES	NUMERICAL RATINGS
RESOURCES	HOW MUCH CAN THE PROGRAM BE EXPECTED TO COST?	EXPENSE GREATER THAN INCOME	0
		EXPENSE EQUAL TO INCOME	1
		EXPENSE LESS THAN INCOME	2
	ARE ADDITIONAL RESOURCES REQUIRED TO IMPLEMENT THE PROGRAM?	MAJOR PHYSICAL PLANT ADDITION OR ALTERATION	0
		LABORATORY FACILITY OR SPECIALIZED EQUIPMENT	1
		ADDITIONAL PERSONNEL	2
		INSTRUCTIONAL SUPPLIES	3
DUPLICATION	WILL THE PROGRAM UNNECESSARILY DUPLICATE COMPARABLE PROGRAM OPPORTUNITIES AT OTHER AREA INSTITUTIONS?	PROGRAM OPENINGS EXIST AT ONE OR MORE DEL. CO. INSTITUTIONS	0
		PROGRAM OPENINGS EXIST AT ONE OR MORE "HIGH COST" DEL. CO. INSTITUTIONS	1
		PROGRAM EXISTS BUT OPENINGS LIMITED AT ONE OR MORE DEL. CO. INSTITUTIONS	2
		NO COMPARABLE PROGRAMS EXIST IN DEL. CO.	3

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DCCC

Outcomes

Measurement

1975 -1978

Delaware County Community College
Office of Management Systems
Planning and Research

B - DCCC OUTCOMES MEASUREMENT PROGRAM

THREE COMPONENTS: TEX-SIS FOLLOW-UP SYSTEM, ANALYSIS OF
STUDENT DATA, EVALUATION TRAINING AND
SUPPORT

BASIC CONCEPTS

*** THE PROGRAM IS THE UNIT OF INTEREST

*** PLANNING & RESEARCH STAFF ARE A SUPPORT SERVICE TO THE ACADEMIC AND
STUDENT SERVICES

*** OUTCOMES DATA WILL BE USED IN THE PLANNING AND BUDGETING PROCESSES

*** PLANNING & RESEARCH STAFF WILL ROUTINELY COLLECT, ANALYZE AND REPORT
OUTCOMES DATA BY CURRICULUM, SEX, AND AGE CATAGORIES FOR USE BY
PROGRAM MANAGERS

*** PLANNING & RESEARCH STAFF WILL ASSIST IN THE DESIGN, PLANNING, AND INTER-
PRETATION OF RESEARCH EFFORTS, HOWEVER PROGRAM MANAGERS ARE RESPONSIBLE
FOR ACTUAL EXECUTION OF RESEARCH PROJECTS

*** OUTCOMES DATA ARE ACCESSIBLE TO ALL MEMBERS OF THE COLLEGE COMMUNITY

*** WE SEEK TO CREATE AN INFORMED CLIMATE FOR DECISION MAKING

OUTCOMES MEASUREMENT SYSTEM


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                        |
                        |
                        |
                        |
                ⬆       |
                        |
                        |        3,300
                        |
      450               |
      WALK-OFF          |
5300  EXIT INTERVIEW    |                                    350
──────────────────────────────────────────────────────────▶ GRADUATE (1)
SEI                     |
           COURSE       |     NON-RETURNING
           WITHDRAWAL   |        1,500
           1,000        |
                        |
                        |      ⬇     ⬇
                        |
                        |
                        |
          FALL 77       |           WINTER 78
```
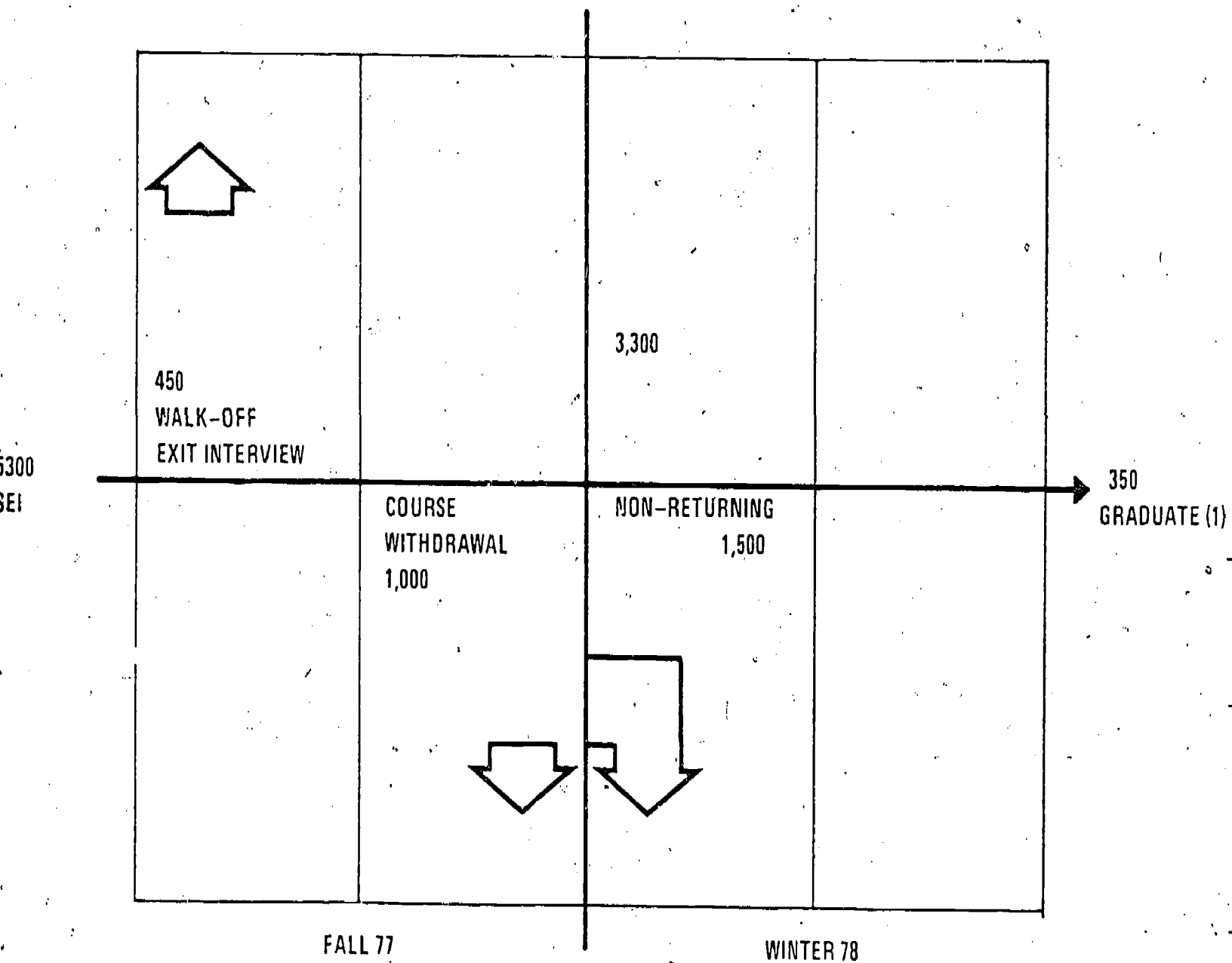
SURVEY TITLE: STUDENT AND EDUCATIONAL INTENT

PURPOSE: TO DETERMINE THE GOALS OF DCCC'S ENTERING STUDENTS, THE MEANS THEY PLAN TO USE TO PERSUE THIS GOAL, AND THEIR FUTURE PLANS FOR ATTENDING DCCC.

SAMPLE: 686 STUDENTS WHO WERE NEW STUDENTS AT DCCC AND WHO REGISTERED AT WALK-IN REGISTRATION.

RESULTS: THE RESULTS OF THIS SURVEY ARE PRESENTED IN TABULAR FORM ON THE FOLLOWING PAGE. A COPY OF THE SURVEY ITSELF IS ALSO ATTACHED.

EDUCATIONAL INTENT SURVEY

Student No. _____

Please circle the appropriate response number.

(1) What is your PRIMARY educational goal in attending this college?

　　1　Improvement of existing "job skills"

　　2　Preparation for "job to be obtained"

　　3　Transfer credit

　　4　Personal interest

　　5　Other (describe) _____

(2) How definite are you concerning your above stated educational goal?

　　1　Definite

　　2　Fairly definite, subject to change

　　3　Not at all definite

(3) How do you expect to accomplish the above goal?

　　1　Selected course(s)

　　2　Certificate Program

　　3　Two-year Associate Degree Program

　　4　Other (describe) _____

(4) A. Do you expect to complete your goals AT DCCC by the end of this semester?

　　1　Yes

　　2　No

　　B. Do you plan to enroll at DCCC in the future?

　　1　Yes; when　　———————→　　1　Next Fall

　　2　No　　　　　│　　　　　　　　2　Next Winter

　　3　Undecided　　　　　　　　　　3　Next Summer sessions

　　　　　　　　　　　　　　　　　　4　Later Date

EXIT INTERVIEW

DEFINITION: SURVEY TO BE ADMINISTERED BY COUNSELORS TO ALL
STUDENTS WHO OFFICIALLY WITHDRAW FROM DCCC
PRIOR TO THE COMPLETION OF THE SEMESTER.

A. CONFIDENTIAL EXIT INTERVIEW WAS ADMINISTERED DURING WINTER 1977. ANALYSES ARE
AVAILABLE BY SEX AND CURRICULUM.

B. EXIT INTERVIEW IS ADMINISTERED BY COUNSELORS.

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DCCC EXIT INTERVIEW

Student No.

Today's Date

(1) Please circle the reason(s) for your college withdrawal. (circle as
     many as apply)

     1 Attendance problems

     2 Grade problems

     3 Dissatisfied with instruction

     4 Found job in occupation related to course(s) completed at this college

     5 Transportation problems

     6 Conflicting job hours

     7 Dissatisfied with content of course(s)

     8 Dissatisfied with college in general

     9 Change of residence

    10 Financial reasons

    11 Personal/family illness or injury

    12 Other personal/family reasons

    13 Other (describe) _____

(2) Do you plan to enroll at this college in the future?

     1 Yes; when   1 Next Fall

     2 No   2 Next Spring

     3 Undecided   3 Next Summer

                                          4 Later Date

(3) Are you currently employed?

     1 Yes   How many hours per week?

     2 No   1 Less than 31

                                          2 31 to 40

                                          3 Over 40

(4)   If you have used any of the college services below, please rate them
      according to how well they fulfilled your individual needs.

                                     Very good   Good   Neutral .   Poor: Very Poor

      a.   Financial aids

      b.   Counseling

      c.   Job Placement Service

      d.   Course advisement

      e.   Tutoring services

      f.   Veterans services

      g.   Learning lab/packages

      h.   Cultural activities

      i.   Library services

      j.   Student recreational
           activities

      k.   Day care services

      l.   Career Center

      m.   Scheduling for classes
           and registration

      n.   Admissions/
           placement

      o.   Individual career
           counseling

(5)   Which statement best describes your feeling about your educational experience
      at this college?

      1   Very satisfied

      2   Satisfied

      3   Neutral

      4   Disappointed

      5   Very disappointed

(6)   When did you choose your classes for this semester?

      1   As a new student, I chose them at pre-planning

      2   As a new student, I went to "walk-in" registration

      3   As a returning student, I chose my courses at pre-registration

      4   As a returning student, I went to "walk-in" registration

      5   Other

TITLE OF SURVEY: COURSE WITHDRAWAL

RATIONALE: 1.   FOLLOW-UP OF POTENTIAL COLLEGE WITHDRAWALS AND NON-RETURNING
                     STUDENTS SHOULD BE IMMEDIATE.
               2.   FOLLOW-UP STUDIES SHOULD INCLUDE ALL STUDENTS.

PURPOSE: TO MONITOR PATTERNS OF COURSE WITHDRAWAL FOR THE PURPOSE OF PREVENTING
               COLLEGE WITHDRAWAL.

DATA TO BE COLLECTED BY: AOMISSIONS OFFICE.

WHEN DATA IS TO BE COLLECTEO: AFTER THE DROP/ADD PERIOD AT THE TIME WHEN THE STUOENT
               WITHDRAWS FROM A COURSE. COMPLETED FORMS SHOULD BE RETURNED TO MSPR
               WEEKLY.

COURSE WITHDRAWAL

Student No.

Today's Data

(1) Please enter the course(s) you are currently dropping in the spaces
     below. (See Example A.) Refer to your "Drop Slip" for the necessary
     information (Dept., Course No., Section No.).

     If you are dropping more than two courses, please fill out another
     card.

	Example A	Course	Course
Department	RIO		
Course No.	1010		
Section No.	331		

(2) Please circle your reason(s) for dropping the above course(s).

     1   Attendance problems

     2   Grade problems

     3   Dissatisfied with instruction

     4   Found job in occupation related to course(s) completed at this
         college

     5   Transportation problems

     6   Conflicting job hours

     7   Dissatisfied with course content

     8   Too heavy course load

     9   Personal/family illness or injury

     10 Other personal/family reasons

     11 Other (describe)

(3) Do you think a discussion with a college counselor would be beneficial
     to you?

     1   Yes

     2   No

     3   Undecided

(4) Please use the back of this card for any comments and/or suggestions
     about how we could better serve your educational needs.

GRADUATE FOLLOW-UP

DEFINITION· ANY STUDENT WHO LEAVES DCCC AFTER COMPLETING
HIS/HER EDUCATIONAL OBJECTIVE.

A. NCHEMS STUDENT OUTCOMES QUESTIONNAIRE FOR PROGRAM COMPLETERS WAS MAILED TO
ALL MAY 1976 AND DECEMBER 1975 GRADUATES WITHIN 30 DAYS OF GRADUATION. ANALYSES
ARE AVAILABLE BY SEX, AGE, AND CURRICULUM.

B. GRADUATE FOLLOW-UP (1) WAS MAILED ON SPETEMBER 1, 1977 TO ALL MAY 1977 GRADUATES.
THIS SURVEY IS PART OF THE DCCC ADAPTATION OF TEX-SIS.

C. LONG TERM ALUMNI SURVEY WAS MAILED ON JUNE 2, 1977 TO ALL 926 GRADUATES OF DCCC
FROM 1969 TO 1972. RESULTS WERE REPORTED IN OCTOBER 1977.

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PLEASE CIRCLE APPROPRIATE NUMBER(S) WITHIN EACH CATEGORY BELOW. (e.g. ①)

BEGIN HERE

SECTION A - EVERYONE SHOULD ANSWER THIS SECTION

(1) What was your PRIMARY objective in attending DCCC?
(circle one)

1 Improvement of existing "job skills"

2 Preparation for "job to be obtained"

3 Transfer to a 4-year college

4 Personal interest

5 Other (describe) _____

(2) Which one of the below best describes your present status?

1 Employed, full time

2 Employed, part time

3 Unemployed, seeking employment

4 Military, full time active duty

5 Continuing education at higher level

6 Unavailable for employment (describe) _____

(3) Please rate those courses in your major field of study according to how
well they fulfilled your own individual needs.

	Very Good	Good	Neutral	Poor	Very Poor
a. Quality of instruction					
b. Grading/Testing					
c. Instructor Interest					
d. Content of course(s)					
e. Instructional Media					
f. Class Size					

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(4) Please rate below only those college services <u>that you have utilized</u>
     according to how well they fulfilled your own individual needs.

		Very Good	Good	Neutral	Poor	Very Poor
a.	Financial aids					
b.	Counseling					
c.	Job Placement Service					
d.	Course advisement					
e.	Tutoring services					
g.	Learning lab/packages					
h.	Cultural activities					
i.	Library services					
j.	Student recreational activities					
k.	Day care services					
l.	Career center					
m.	Scheduling of classes					
n.	Admissions/placement					
o.	Individual career counseling					
p.	Registration					
q.	Health center					

(5) Which statement best describes your feeling about your educational
     experience at DCCC?

     1 Very Satisfied

     2 Satisfied

     3 Neutral

     4 Disappointed

     5 Very disappointed

SECTION B   IF YOU HAVE ENROLLED IN <u>ANOTHER</u> COLLEGE SINCE YOUR ENROLLMENT AT
OUR COLLEGE, PLEASE ANSWER THIS SECTION.   IF NOT, GO TO SECTION C.

(1)   What is the name of your current (or most recently attended) college?

Name of college _____

City and State _____

Major _____

(2)   Did you have problems transferring to the college indicated above?

    1. Yes; what? ———————⟶   1   Transferring credit hours

                                          2   Transcript problems

                                          3   Admissions problems ·

    2   No   4   Other (describe) ____

(3)   How many credit hours earned at our college were not accepted at the
college indicated above?   (circle one)

    1   All credit hours accepted

    2   Lost 1-3 credit hours

    3   Lost 4-6 credit hours

    4   Lost 7-12 credit hours

    5   Lost 13-21 credit hours

    6   Lost more than 21 credit hours

(4)   <u>If you are currently enrolled in college</u>, please indicate your current
status and classification at the college indicated above.

            Status ———————————⟶   Classification

    1   Part-time student (less than   1   Freshman
       12 hours)
                                 2   Sophomore

    2   Full-time student (12 hours
       or more)   3   Junior

                                 4   Senior

                                 5   Graduate Student

                                 6   Other _____

(5) How well did the courses you completed at DCCC prepare you for continuing
your education?

1 My preparation was excellent

2 My preparation was satisfactory

3 Good in some areas only

4 Fair, but all areas could have been better

5 My preparation was inadequate

NON-RETURNING STUDENTS

DEFINITION: ALL STUDENTS WHO LEAVE DCCC WITHOUT REACHING
THEIR STATED EDUCATIONAL OBJECTIVES.

A. THOSE STUDENTS WHO ENROLLED FOR WINTER 1976 BUT DID NOT ENROLL FOR FALL 1976.
ANALYSES ARE AVAILABLE BY CURRICULUM, SEX, AGE, VETERANS STATUS, FULL-TIME/
PART-TIME STATUS, TYPE OF DEGREE, AND TIME SINCE WITHDRAWAL.

B. IN PROGRESS SURVEY OF STUDENTS WHO ENROLLED FOR FALL 1976 BUT DID NOT ENROLL
FOR WINTER 1977. MAILING DATE OF JUNE 22, 1977. RESULTS WERE REPORTED IN
OCTOBER 1977.

PROJECT FOLLOW-UP

PLEASE CIRCLE APPROPRIATE NUMBER(S) WITHIN EACH CATEGORY BELOW. (e.g. ①)

BEGIN HERE

SECTION A   -   Everyone should answer this section.

(1) What was your PRIMARY objective in attending our two-year college?
     (circle one)

     1 Improvement of existing "job skills"

     2 Preparation for "job to be obtained"

     3 Transfer to a 4-year college

     4 Personal interest

     5 Other (describe) _____

(2) How much education is (or was) required to accomplish your educational
     objective at our college?

     1 Selected courses(s)

     2 Certificate program

     3 Two-year Associate Degree program

     4 Other (describe) _____

(3) To what extent has this objective been completed?

     1 Fully completed

     2 Partially completed

     3 Not completed

(4) Do you plan to pursue this objective further?

     1 Yes; where?   1 At our College

                                           2 At another College

     2 No   3 Other (describe)

(5) What was your principal reason for NOT re-enrolling at our college?
     (circle one)

     1 Completed needed courses

     2 Transportation problems

     3 Found job in occupation related to course(s) completed at this college

     4 Transferred to another college

     5 Found job

     6 Conflicting job hours

     7 Financial reasons

     8 Change of residence

     9 Grade problems

     10 Dissatisfied with instruction

(5) (continued)   What was your principal reason for NOT re-enrolling at our college?   (circle one)

11 Dissatisfied with content of courses

12 Personal/family illness or injury

13 Dissatisfied with faculty advisor or counselor

14 Major not available at DCCC

15 Unsure of educational goals

16 College studies too time consuming

17 Courses not available at convenient times

18 Other (describe) _____

(6) Which statement best describes your feeling about your educational experience at our college?

1 Very satisfied

2 Satisfied

3 Neutral

4 Disappointed

5 Very disappointed

(7) If you have completed courses in your MAJOR FIELD OF STUDY, please rate them according to how well they fulfilled your individual needs. Students with "undecided" majors should skip to next question.

	Very Good	Good	Neutral	Poor	Very Poor
a. Quality of instruction					
b. Grading/Testing					
c. Instructor interest					
d. Content of course(s)					
e. Instructional media					
f. Class size					

(8) If you have used any of the college services, below, please rate
them according to how well they fulfilled your individual needs.

		Very Good	Good	Neutral	Poor	Very Poor
a.	Financial aids					
b.	Counseling					
c.	Job placement service					
d.	Course advisement					
e.	Tutoring services					
f.	Veterans services					
g.	Learning lab/packages					
h.	Cultural activities					
i.	Library services					
j.	Student recreational activities					
k.	Day care services					
l.	Career counseling services					
m.	Scheduling & registration					
n.	Admissions/placement					
o.	Health Center					

(9) Which one of the below best describes your present status?

1 Employed, full time

2 Employed, part time

3 Unemployed, seeking employment

4 Military, full time active duty

5 Continuing education at higher level

6 Unavailable for employment (describe)

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PROJECT FOLLOW-UP

Graduates Name_____

Job Title_____

Program Major_____

Employer (Company Name - Institution - Organization, etc.)

(1) Is the job title and status of the above graduate accurate?

     1 Yes

     2 No, IF NO, please describe change(s) below:

(2) What is your relationship with the above graduate?
     (Circle all that apply)

     1 Employer

     2 Supervisor

     3 Personnel Staff

     4 Co-Worker

     5 Other (describe)

(3) Please rate the preparation received by the graduate in the following
     personal skill areas. Please respond only to those areas you feel are
     appropriate.

		Very Good	Good	Neutral	Poor	Very Poor
a.	Accepting responsibility					
b.	Punctuality					
c.	Personal initiative					
d.	Willingness to learn					
e.	Co-worker cooperation					
f.	Management cooperation					
g.	Work attendance					
h.	Work attitude					
i.	Personal appearance					
j.	Compliance with policies					

(4) Please rate the training received by the graduate in the following techncial skill areas. Please respond only to those areas you feel are applicable to the occupational performance.

	Very Good	Good	Neutral	Poor	Very Poor
a. Mathematical skills					
b. Technical knowledge					
c. Organizational ability					
d. Communication skills					
e. Problem solving skills					
f. Work quality					
g. Work quantity					
h. Manual dexterity					
i. Meeting the public					
j. Following instructions					
k. Operation of equipment					

(5) What is your overall rating of the training received by the graduate as it relates to the requirements of his or her job?

5 Very good

4 Good

3 Neutral

2 Poor

1 Very poor

(6) What, in your opinion, is the job outlook for program graduates of this particular occupational field?

Present		Future
5	Very good	5
4	Good	4
3	Neutral	3
2	Poor	2
1	Very Poor	1

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TABLE 2
PERSONAL SKILLS RATING

SKILLS	VERY GOOD (5)	GOOD (4)	NEUTRAL (3)	POOR (2)	VERY POOR (1)	$\overline{X}$	MISSING
ACCEPTING RESPONSIBILITY	7	12	1	1		4.2	
PERSONAL INITIATIVE	8	11	2			4.3	
WILLINGNESS TO LEARN	9	10	2			4.3	
CO-WORKER COOPERATION	7	9	2	1		4.2	2
WORK ATTENDANCE	8	11	1			4.4	
WORK ATTITUDE	7	11	1	1		4:2	1
PERSONAL APPEARANCE	9	10	1			4.4	1
COMPLIANCE WITH POLICIES	8	11	2			4.3	
PUNCTUALITY	11	8	2			4.4	
MANAGEMENT COOPERATION	8	11	2			4.3	

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TABLE 2
TECHNICAL SKILLS RATING

SKILL	VERY GOOD (5)	GOOD (4)	NEUTRAL (3)	POOR (2)	VERY POOR (1)	$\overline{X}$	MISSING
MATHEMATICS SKILL	1	8				3.9	11
TECHNICAL KNOWLEDGE	6	12	1	1		4.2	1
ORGANIZATIONAL ABILITY	5	12	3	1		4.0	
COMMUNICATIONS SKILLS	4	14	2			4.1	1
PROBLEM SOLVING SKILLS	3	13	2	1		3.8	2
WORK QUALITY	5	13	1	1		4.1	1
WORK QUANTITY	5	13		2		4.1	1
MANUAL DEXTERITY	2	15				4.1	4
MEETING THE PUBLIC	4	14		1		3.3	2
FOLLOWING INSTRUCTION	5	13	2			4.2	1
OPERATION OF EQUIPMENT	5	13	2			3.7	1

C - STUDENT DATA ANALYSIS

***   DEMOGRAPHIC PROFILES OF ENTERING CLASSES

***   YEARLY "PROGRAM PROFILES"

FOR EACH CURRICULUM:

        ENROLLMENT DATA:

                % FULL TIME/PART TIME
                % MALE/FEMALE
                % NEW/RETURNING
                % FRESHMAN/SOPHOMORE

        ACADEMIC PERFORMANCE DATA:
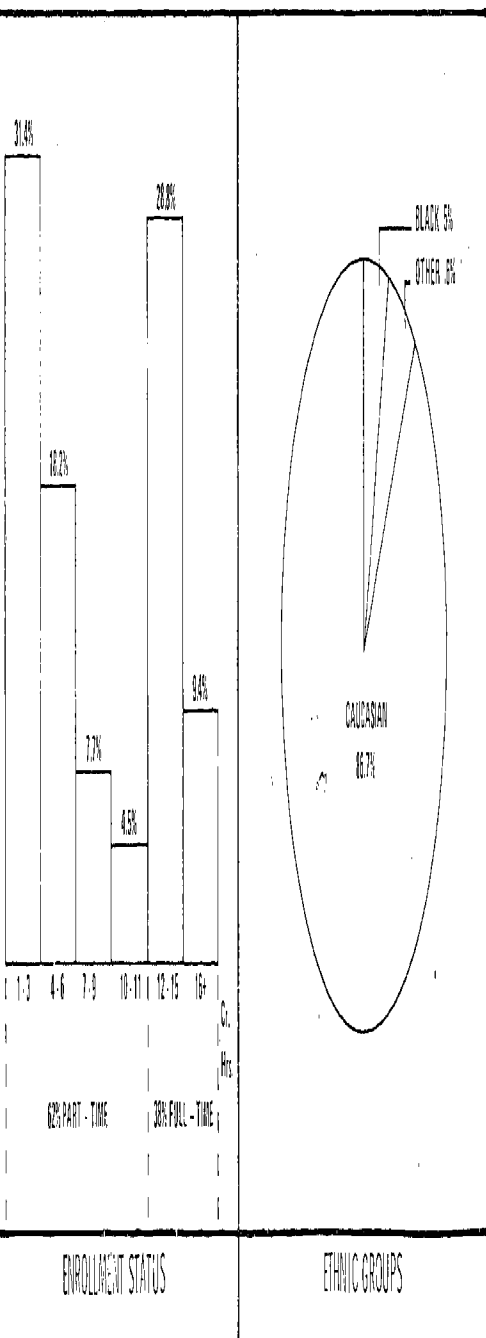
                % CREDITS ATTEMPTED, COMPLETED
                AVERAGE GRADE POINT AVERAGE
                % WITHDRAWALS
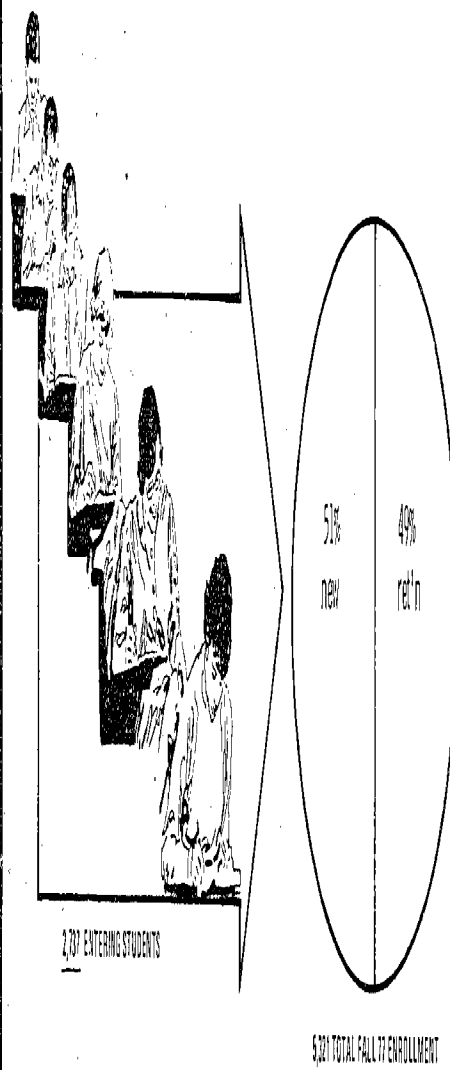   % GRADUATES
                % HONORS
                % PROBATION

        OUTCOMES SURVEY SUMMARIES

                MOST RECENT GRADUATES
                EXITING AND NON-RETURNING STUDENTS

ENROLLMENT STATUS

ETHNIC GROUPS

BLACK 5%
OTHER 2%
CAUCASIAN 92.7%

31.4%
28.0%
16.2%
9.4%
7.7%
4.5%

1-3 4-6 7-9 10-11 12-15 16+ Cr. Hrs.

62% PART-TIME   38% FULL-TIME

51% new   49% ret'n

2,727 ENTERING STUDENTS

5,321 TOTAL FALL 77 ENROLLMENT

PROGRAM NAME ___Accounting (167)___

PROGRAM PROFILES 1976-77

	FALL 1976	WINTER 1977	ACADEMIC YEAR AVERAGE
I. ENROLLMENT			
# STUDENTS	189	174	182
# FTE	103	96	100
AVERAGE CREDITS/FTE	12	13	12.5
% MALE/FEMALE	35/65	33/67	33/67
# & % NEW STUDENTS	96/51	56/32	76/42
% RETURNING FROM PREVIOUS SEMESTER	49	67	58
% FRESHMAN/SOPHOMORE	90/10	83/17	87/13
% PART-TIME/FULL-TIME	69/31	71/29	70/30
II. ACADEMIC PERFORMANCE			
# & % WITHDRAWALS	15/7	18/10	33/9
# & % GRADUATES			12/6.6
# & % HONORS		16/9.2	
# & % PROBATION		25/14.4	
MEDIAN SEMESTER GPA		3.00	
MEAN SEMESTER GPA		2.62	
MEDIAN % SEMESTER CREDITS EARNED		98	
MEAN % SEMESTER CREDITS EARNED		86.1	

FISCAL YEAR FTE FACULTY BY DISCIPLINE

DISCIPLINE	1978-79 ESTIMATED (9/78) FY TOTAL	1979-80 ESTIMATED (10/78) FY TOTAL
ACCOUNTING	6.70	6.75
BUSINESS	5.72	6.09
DATA PROCESSING	4.05	5.07
ECONOMICS	2.20	2.38
HOTEL/RESTAURANT MANAGEMENT	1.51	1.38
RETAIL MANAGEMENT	.52	.52
SECRETARIAL STUDIES	3.47	3.84
ADMINISTRATION OF JUSTICE	2.05	1.89
EARLY CHILDHOOD EDUCATION	1.25	1.30
EDUCATION	.55	.55
FIRE SCIENCE TECHNOLOGY	.44	.38
HISTORY	7.37	7.15
HEALTH/PHYSICAL EDUCATION	.24	.15
POLITICAL SCIENCE	3.41	3.13
PSYCHOLOGY	9.12	9.23
SOCIOLOGY	5.81	6.26
TOTAL FTE FACULTY	144.82	149.57
COLLEGE-WIDE PRODUCTIVITY RATIO	723	740

FISCAL YEAR STUDENT CREDIT HOURS BY PROGRAM

	PROGRAM	ACTUAL 74-75	75-76	PROJECT 76-77	
UKN	UNKNOWN	207	597		
000	UNDECIDED	1890	2470		
010	BUSINESS ADMINISTRATION		15060	15520	16560
011	BUSINESS EDUCATION				
012	ELEMENTARY EDUCATION				
013	SECONDARY EDUCATION				
014	JOURNALISM	107			
015	LIBERAL ARTS	22796	29015	33086	34412
017	ENGINEERING	144			
018	ENGINEERING	1203	1986	2077	2132
019	PRE-PHARMACY	18			
020	PRE-DENTISTRY	23			
021	PRE-MEDICINE	35			
022	PRE-VETERINARY	67			
023	ACCOUNTING	23			
024	NATURAL SCIENCE	4027	6302	6482	7202
	TOTAL	72167	95135	108963	117301

STUDENT CREDIT HOURS BY DISCIPLINE

DISCIPLINE	76-77	77-78	78-79	79-80
ACCOUNTING	6204	6254	6265	6716
BUSINESS	5349	6343	5688	7144
DATA PROCESSING	2898	3576	3563	4302
ECONOMICS	1746	1982	2067	2461
HOTEL/RESTAURANT MANAGEMENT	855	895	913	1829
RETAIL MANAGEMENT	495	481	528	543
SECRETARIAL STUDIES	2210	2162	2415	2192
	19960	21786	21706	25109
ADMINISTRATION OF JUSTICE	2838	2601	2425	2525
EARLY CHILDHOOD EDUCATION	1423	1110	1136	1223
EDUCATION	595	943	961	962
FIRE SCIENCE TECHNOLOGY	378	390	395	450
HISTORY	7380	7139	7430	7511
HEALTH/PHYSICAL EDUCATION	136	147	145	95
POLITICAL SCIENCE	2640	2800	2838	2814
PSYCHOLOGY	8604	8400	8823	9216
SOCIOLOGY	5140	5175	5399	5150
	29040	28421	29156	29165
	138097	139000	140699	112215
FY REGULAR INSTRUCTION FTE	3800	9675	9975	9110

Estimate based on projected enrollment
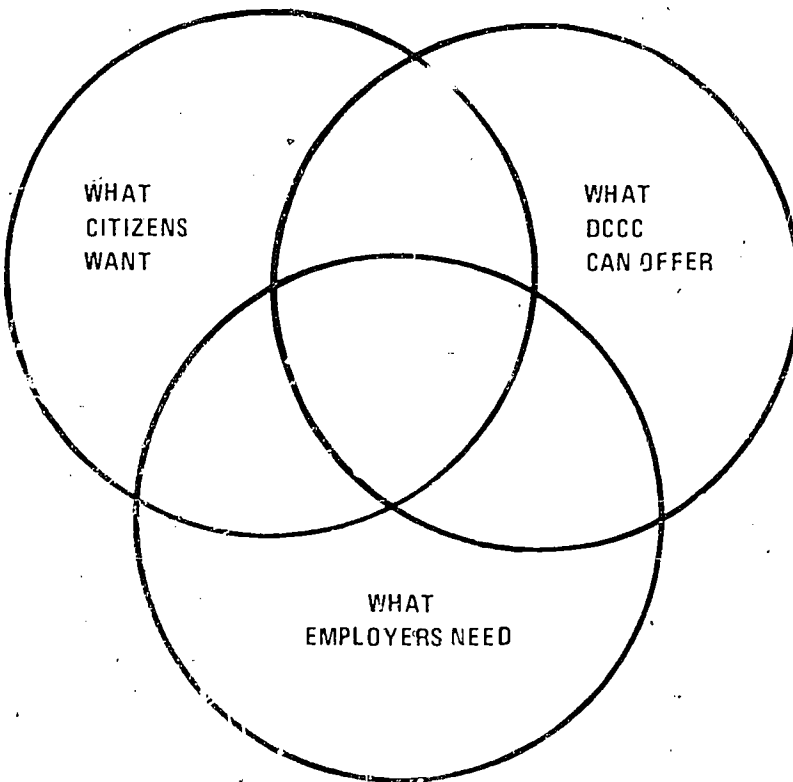
DELAWARE COUNTY
COMMUNITY COLLEGE

COMMUNITY SERVICE THROUGH EDUCATION

A COMPREHENSIVE ASSESSMENT
OF THE EDUCATIONAL NEEDS
OF ADULTS IN DELAWARE COUNTY

OFFICE OF MANAGEMENT
SYSTEMS, PLANNING AND RESEARCH

PROGRAM PLANNING ESSENTIALS

WHAT
CITIZENS
WANT

WHAT
DCCC
CAN OFFER

WHAT
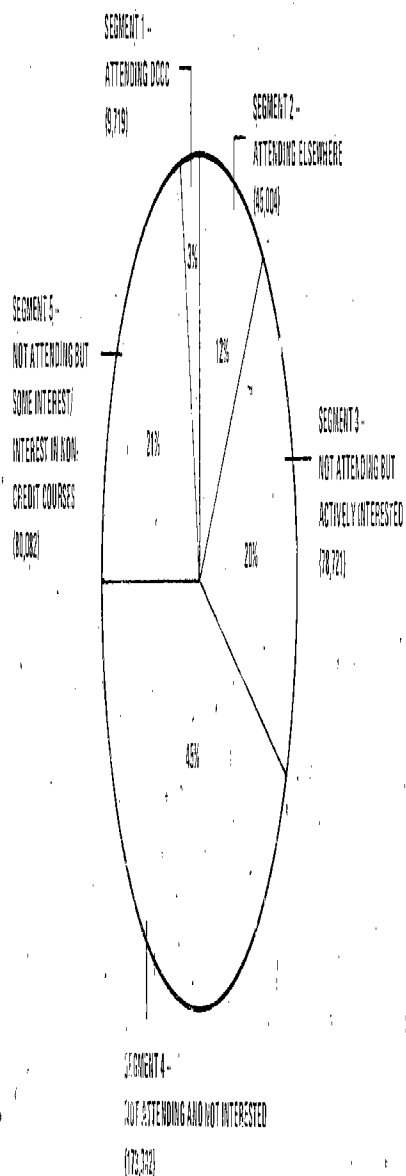EMPLOYERS NEED

DCCC COMMUN   NEEDS ASSESSMENT PROJECT

BASIC CONCEP

... Unmet educational needs of community residents are vital to
    program planning

... Educational needs are broadly defined·

   Preparation for entry into career
   Job skills training for improvement of present job
   College transfer programs
   Non-credit programs for personal interest
   Educational and career counseling services
   Courses to provide practical skills

... Representative sample of all county residents 17 years or older

... Telephone survey is most responsive and economical method

, ... Seek to identify "Market Segments" by interest and present educational
    activity

SURVEY DESIGN

... FIRST STEP   - Educational Market Segment Screening

... SECOND STEP   - .sess interest in specific programs and services

... THIRD STEP ·   - Determine time, cost, location preferences

... FOURTH STEP   - identify barriers; ie. , cost, child care,
                        transporation, etc.

... FIFTH STEP   - Demographic data

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BASIC EDUCATIONAL SEGMENTS
OF ADULTS IN DELAWARE COUNTY, PENNSYLVANIA

SEGMENT 1 –
ATTENDING DCCC
(9,719)

SEGMENT 2 –
ATTENDING ELSEWHERE
(45,004)

SEGMENT 5 –
NOT ATTENDING BUT
SOME INTEREST/
INTEREST IN NON-
CREDIT COURSES
(80,082)

SEGMENT 3 –
NOT ATTENDING BUT
ACTIVELY INTERESTED
(78,721)

SEGMENT 4 –
NOT ATTENDING AND NOT INTERESTED
(172,323)

3%
12%
21%
20%
45%

DEFINITION OF EDUCATIONAL SERVICES

COLLEGE TRANSFER -- COURSES AND PROGRAMS DIRECTED AT OBTAINING A BACHELOR'S DEGREE

LIBERAL ARTS/ACADEMIC
ARCHITECTURE/URBAN STUDIES

CAREER TRAINING -- COURSES AND PROGRAMS DESIGNED TO HELP A PERSON OBTAIN A JOB OR CHANGE CAREERS

BUSINESS/COMMERCE
DATA PROCESSING

JOB SKILLS -- PROGRAMS OF PERSONAL DEVELOPMENT TO IMPROVE SKILLS RELATED TO YOUR JOB

OFFICE SKILL
BUILDING TRADE SKILLS

INFORMAL/NON-CREDIT ACTIVITIES -- COURSES GIVEN ON AN INFORMAL NON-CREDIT BASIS; FOR FUN

WORKSHOPS/TRAINING IN HOBBY SKILLS
CRAFTS INSTRUCTION

EDUCATIONAL/CAREER COUNSELING

CAREER COUNSELING/INTEREST TESTING
FINANCIAL AID

PRACTICAL SKILLS -- COURSES DESIGNED TO PROVIDE ADULTS WITH PRACTICAL SKILLS NOT GENERALLY RELATED
TO THEIR EMPLOYMENT

COMMUNICATION SKILLS
HOME SKILLS

*** ALMOST TWO-THIRDS OF COUNTY RESIDENTS ARE PRESENTLY INVOLVED IN OR EXPRESSED
INTEREST IN POSTSECONDARY EDUCATION.

*** MANY COUNTY RESIDENTS HAVE FORMULATED PLANS FOR PURSUING THEIR EDUCATIONAL
INTERESTS; I.E., 73 PERCENT PLAN TO ENROLL DURING 1978-79, 92 PERCENT PLAN TO ATTEND
SCHOOLS WITHIN THE COUNTY, AND 80 PERCENT PREFER PART-TIME ATTENDANCE.

*** COUNTY RESIDENTS EXPRESSED NEEDS FOR A BROAD RANGE OF EDUCATIONAL SERVICES, I.E.,
25 PERCENT OR MORE ARE INTERESTED IN FIVE OF THE SIX MAJOR AREAS OF SERVICES.

*** MOST COUNTY RESIDENTS EXPRESS INTEREST IN PROGRAMS AND SERVICES WHICH ALREADY
EXIST AT DCCC. ONLY MINOR ADJUSTMENTS TO TIME, COURSE SEQUENCING, AND LOCATIONS
ARE INDICATED.

*** THE REASONS GIVEN FOR INTEREST IN POSTSECONDARY EDUCATION ARE PRAGMATIC, I.E., TO
IMPROVE JOB PROSPECTS AND SELF IMPROVEMENT.

*** TUITION COST APPEARS TO BE A SIGNIFICANT CONCERN OR MAJOR IMPEDIMENT TO NEARLY
ALL ADULTS WHO EXPRESS INTEREST IN ENROLLING IN A COURSE OR PROGRAM, I.E., 78 PERCENT
FEEL $50 PER COURSE IS MAXIMUM AFFORDABLE, 33 PERCENT IDENTIFY COST OF COURSES/
FINANCIAL AID AS REASONS INHIBITING ENROLLMENT.

*** COUNTY ADULTS BASE THEIR EDUCATIONAL INTEREST UPON INFORMATION PROVIDED BY
LOCAL EDUCATIONAL ORGANIZATIONS, I.E. 61 PERCENT HAVE SEEN OR HEARD ANNOUNCEMENTS
ABOUT LOCAL PROGRAMS, 59 PERCENT DESIRE MORE INFORMATION ABOUT DCCC, 70 PERCENT
THOUGHT THE BEST WAY TO PROVIDE INFORMATION IS TO MAIL SPECIFIC BROCHURES UPON
REQUEST.

IMPLICATIONS OF COMMUNITY NEEDS ASSESSMENT

FOR DELAWARE COUNTY COMMUNITY COLLEGE

*** THE COMMUNITY NEEDS ASSESSMENT INDICATES INCREASED ENROLLMENT DEMAND
WITHIN DELAWARE COUNTY. DCCC PROJECTS 3-4 PERCENT GROWTH PER YEAR.

*** ENROLLMENT GROWTH WILL BE CONCENTRATED IN PART-TIME AND OFF-CAMPUS
CATEGORIES. DCCC WILL PLAN ITS OPERATIONS ACCORDINGLY.

*** FEW NEW CURRICULA ARE REQUIRED TO RESPOND TO COMMUNITY INTERESTS. THE MIX
OF COURSE OFFERINGS WILL CONTINUE TO SHIFT EMPHASIS TOWARDS MEETING THE
SHORT TERM NEEDS OF ADULTS.

*** THE TRADITIONAL ACADEMIC CALENDAR WILL EXPAND TO INCLUDE WEEKEND AS WELL
AS EXTENDED DAY TIME PERIODS.

*** DCCC MUST GIVE GREATER EMPHASIS TO ITS FINANCIAL AID PROGRAM. INCREASES IN
BOTH THE AMOUNT OF AID AVAILABLE AND AWARENESS OF ITS AVAILABILITY ARE
REQUIRED.

*** IT IS THE COLLEGE'S RESPONSIBILITY TO PROVIDE READY ACCESS TO INFORMATION
NEEDED BY COUNTY RESIDENTS INTERESTED IN EDUCATIONAL SERVICES.

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REVIEW OF LABOR MARKET RESEARCH PROJECT

AND

RECOMMENDATIONS FOR FUTURE IMPLEMENTATION

MSPR
June 1978

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TOP TWENTY INDIVIDUAL OCCUPATIONS IN PHILADELPHI SMSA

BY TOTAL JOB OPENINGS AND PERCENT GROWTH 1974 to 1985

(11 Year Cumulative Data)

Occupation	Total	Due to Growth	Due to Labor Force Separations
1. SECRETARIES, general	97,860	25,310	72,550
2. TYPISTS	34,160	4,620	29,540
3. ELEMENTARY SCHOOL TEACHERS	24,830	1,370	23,460
4. BOOKKEEPERS	23,500	-140	23,640
5. PRACTICAL NURSES	21,460	8,390	13,070
6. CASHIERS	19,360	2,370	16,990
7. REGISTERED NURSES	18,960	4,120	14,840
8. JANITORS AND SEXTONS	18,650	3,720	14,930
9. WAITERS	18,290	1,650	16,640
10. NURSES AIDES, ORDERLIES	15,730	5,060	10,670
11. CHILDCARE WORKERS, EXCEPT PRIVATE	12,690	5,150	7,540
12. PHYSICIANS	11,480	5,860	5,620
13. RECEPTIO ISTS	11,420	2,860	8,560
14. COOKS, EXCEPT PRIVATE	11,320	2,840	8,480
15. PACKER, WRAPPER, E. T AT PRODUCE	10,070	-760	10,830
16. HAIRDRESSERS, COSMETOLOGISTS	9,660	1,810	7,850
17. CARPENTERS AND APPRENTICES	9,460	3,520	5,940
18. SEWERS AND STITCHERS	9,370	-6,030	15,400
19. ASSEMBLERS	8,840	320	8,520
20. SECRETARIES, LEGAL	8,180	3,060	5,120

TOP 20 OCCUPATIONS COMPRISE 36 PERCENT OF TOTAL JOB OPENINGS.

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TABLE B

TWENTY OCCUPATIONS WITH
LOWEST GROWTH IN JOB OPENINGS[1]

OCCUPATION	% GROWTH 1974 - 85 OF ANNUAL AVERAGE JOB OPPORTUNITIES
STENOGRAPHERS	-37.0
KEYPUNCH OPERATORS	-30.6
TABULATING MACHINE OPERATORS	-30.3
FARM MANAGEMENT ADVISORS	-28.6
HOME MANAGEMENT ADVISORS	-27.6
POSTMASTERS AND MAIL SUPERINTENDENTS	-26.7
COLLEGE AND UNIVERSITY TEACHERS	-14.8
CHEMICAL ENGINEERS	-13.1
TELEPHONE OPERATORS	-12.3
SECONDARY SCHOOL TEACHERS	-11.8
MAIL HANDLERS	- 9.4
MESSENGERS AND OFFICE HELPERS	- 9.3
POSTAL CLERKS	- 9.2
TICKET STATION AND EXPRESS AGENTS	- 8.5
ASSESS, CONTROL, LOCAL PUBLIC ADMINISTRATORS	- 6.7
METER READERS, UTILITIES	- 6.0
AGRICULTURAL SCIENTISTS	- 5.2
BOOKKEEPERS, BILLING OPERATORS	- 1.4
BIOLOGICAL SCIENTISTS	- 3.0
OTHER SOCIAL SCIENTISTS	- 2.0

[1]PENNSYLVANIA BUREAU OF EMPLOYMENT SECURITY, OCCUPATIONAL PROJECTIONS, 1974-85,
PHILADELPHIA SMSA, (PROFESSIONAL AND TECHNICAL WORKERS, MANAGERS, SALES AND
CLERICAL WORKERS ONLY).

TABLE C

AVERAGE ANNUAL JOB OPENINGS
FOR DCCC OCCUPATIONAL CURRICULA [1]

DCCC CURRICULA	OCCUPATIONAL TITLE	AVERAGE NO. ANNUAL JOB OPENINGS
BUSINESS MANAGEMENT	OFFICE MANAGERS	492
	OTHER MANAGERS & ADMINISTRATORS	4055
		4547
CLERICAL STUDIES	OTHER CLERICAL WORKERS LESS BOOKKEEPERS	15275
DATA PROCESSING	OPERATORS	267
	PROGRAMMERS	288
		555
ADMINISTRATION OF JUSTICE	GUARDS	669
	POLICE DETECTIVES	279
	MARSHALS, SHERIFFS	36
		984
FIRE SCIENCE	FIRE FIGHTERS	20
EARLY CHILDHOOD EDUCATION	PRESCHOOL/KINDERGARTEN TEACHERS	32
	CHILD CARE WORKERS	1154
		1186
NURSING	REGISTERED NURSES	374
RETAIL MANAGEMENT	BUYERS	348
	PURCHASING AGENTS	221
	SALESMEN	730
		1299
EXECUTIVE SECRETARY	OTHER SECRETARIES	8896
	MEDICAL SECRETARIES	568
		9464
RESPIRATORY THERAPY	OTHER HEALTH TECHNICIANS	366

VOCATIONAL-TECHNICAL EDUCATION CONSORTIUM OF STATES
ANALYSIS OF D. O. T. TITLES BY CATALOG AREA
SEPTEMBER, 1977

STATE	V TECS CATALOG TITLE/USOE CODE	CONTAINS D.O.T. JOB TITLES	
		D.O.T. NUMBER	D.O.T. JOB TITLE
AL	AIR CONDITIONING & REFRIGERATION 17.0100	637 .281-010	A/C MECHANIC, COMMERCIAL
		637 .281-034	REFRIGERATION MECHANIC, COMMERCIAL
		620 .281-010	A/C MECHANIC, AUTO SVS.
		637 .281-014	A/C MECHANIC, DOMESTIC
		827 .884-014	A/C INSTALLER, DOMESTIC
AL	*RADIO/TV REPAIRMAN 17.1503	720 .291-018	TV SERVICE & REPAIRMAN
		187 .168-138	TV SALES & SERVICE SUPR.
AL	*NURSERYMAN 01.0505	406 .168-010	NURSERYMAN
		406 .884-010	LABORER, NURSERY
		406 .887-030	NURSERY WORKER
AL	BOOKKEEPER	215 .488-010	PAYROLL CLERK
		210 .388-088	BOOKKEEPING/ACCOUNTING CLERK
AL	*AUTO PARTS CLERK	289 .358-064	PARTS COUNTERMAN
		289 .358-068	COUNTERMAN, AUTOMOTIVE PARTS
AL	*LICENSED PRACTICAL NURSE 07.0302	079 .378-026	LPN

* (FINAL CATALOGS)

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