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  Current DACUM facilitators
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“FACILITATORS must establish and maintain the group’s pace, balance the group’s participation, clarify vague statements by probing for more details, and insist on selection of the most appropriate action verbs, task statement modifiers, and objects (nouns) in composing duty and task statements. The facilitator must motivate and lead the group and control the process, yet never impose content judgments or decisions on the participants.” (OSU DACUM Handbook, p. 12)

**Day 1**

8:00 a.m.   Continental Breakfast

8:15 a.m.   Welcome/Introductions
- Icebreaker
- Why we use DACUM

8:45 a.m.   The DACUM process

1.   Introduction/Orientation

2.   Review Duties

3.   Organizational Chart

9:45 a.m.   Break

10:00 a.m.   4.   Gallery Walk

5.   “Tasking Out”

11:45 a.m.   Lunch

12:30 p.m.   Task out each duty (continued)

2:00 p.m.   Break

2:15 p.m.   6.   Review Enabler Lists

2:45 p.m.   7.   Review Entire Chart for overall quality (“what do you do”)
Day 2

8:00 a.m.       Continental Breakfast
8:15 a.m.       Review Day 1 (Questions/Thoughts/Ideas)
8:30 a.m.       The DACUM process: Review Steps 1-7
9:30 a.m.       Break
9:45 a.m.       Mock DACUM using the Gallery Walk approach
12:00 p.m.      Adjourn

DACUM Overview

Background
- What is DACUM/SCID?
- Brief history of DACUM & SCC.
- Why we use DACUM.

What is DACUM?
- Started in Canada in the 1960’s. OSU (The Ohio State University) borrowed the concepts, polished, fine-tuned, uses DACUM today to analyze jobs, occupations, training programs for industry, governments, military, colleges, etc.
- Very fast, effective, inexpensive method of job analysis. Very focused process using expert workers who describe their jobs in detail.
- Focus group of 6-10 expert workers are led by trained DACUM facilitators through an intensive process that combines brain-storming sessions alternating with focused detail analysis of the occupation being analyzed. The DACUM chart is the outcome of this process.
- This DACUM chart is then used by each program to “map” their curriculum to the needs of industry.
- “What” errors that are found between what is being taught in each program and what should be taught in each program can therefore be identified and corrected by program staff.

SCC’s adoption of DACUM:
- In the mid-1980s the DACUM process was brought to SCC initially by President Jack Huck who learned of this quality-assurance process.
- In the mid-1990’s several SCC employees traveled to Columbus, Ohio, to receive official DACUM facilitator training to begin the process at SCC.
- In 2004 twelve SCC employees were trained by OSU DACUM Facilitator Trainers to become DACUM facilitators within SCC.
- SCC then embraced DACUM to study each program in the interest of keeping abreast of changes within all the industries represented at the school.
In 2008, John Pierce received official training at OSU in Columbus, OH to become a certified DACUM Facilitator Trainer. Thus began SCC’s internal training of DACUM facilitators.

- Each program is scheduled to conduct a DACUM study of its industry every five years to keep current with industry needs.
- SCC has a group of employees trained as DACUM facilitators who facilitate the DACUM workshop.
- Curriculum mapping is used to compare the lessons learned from each program’s industry experts to the program’s curriculum, making adjustments, as necessary, to ensure each program is up to date with the latest educational needs of their respective industries.

**DACUM: Developing a Curriculum**

Teach what should be taught—
the latest skills & concepts

Don’t teach what should not be taught—outdated skills & equipment

**DACUM workshops:**

- Held at the CEC or on-campus
- Breakfast, lunch, and snacks provided (program expense)
- Two-three facilitators per workshop
- Panel of 6-10 expert workers

* Orientation

* Identify Duties (6-12 per chart)

* Job Title/Organizational Chart

* Identify Tasks (6-20 per duty)

* Review the Enabler Lists

* Review/fine-tune chart and lists
PHILOSOPHY

DACUM has several core beliefs:
1) Expert workers can describe and define their job more accurately than anyone else;
2) An effective way to define a job is to precisely describe the tasks that expert workers perform;
3) All tasks demand certain knowledge, skills, tools, & worker behaviors

The DACUM Philosophy—
You are the expert!

SCC Web-Site for DACUM
Additional DACUM information, templates, and resources may be found on the SCC public web-site.

Link: (Under the “Academics” tab)

https://www.southeast.edu/dacum/
DACUM Workshops

Facilitator Steps

1. Orientation
   a. Introductions/Icebreaker
   b. Orientation/Review materials in folder (e.g. sample DACUM chart)

   **DACUM Research Chart Long Term Care Administration 2018**

<table>
<thead>
<tr>
<th>Duties</th>
<th>TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A1. Provide personalized care (e.g. engage residents)</td>
</tr>
<tr>
<td>B</td>
<td>B1. Gather clinical information</td>
</tr>
<tr>
<td>C</td>
<td>C1. Enforce state/federal regulations</td>
</tr>
<tr>
<td></td>
<td>A2. Build resident/family relationships</td>
</tr>
<tr>
<td></td>
<td>B2. Analyze clinical data</td>
</tr>
<tr>
<td></td>
<td>C2. Enforce facility policies &amp; procedures</td>
</tr>
<tr>
<td></td>
<td>A3. Provide resident education</td>
</tr>
<tr>
<td></td>
<td>B3. Develop QAPI plan</td>
</tr>
<tr>
<td></td>
<td>C3. Audit facility compliance</td>
</tr>
<tr>
<td></td>
<td>B4. Execute/follow-up QAPI plan</td>
</tr>
<tr>
<td></td>
<td>C4. Develop plan of correction</td>
</tr>
<tr>
<td></td>
<td>A4. Self-educate on patient status (e.g. read progress notes, care plans)</td>
</tr>
<tr>
<td></td>
<td>B5. Audit resident care plans</td>
</tr>
<tr>
<td></td>
<td>C5. Execute plan of correction</td>
</tr>
</tbody>
</table>

2. Review Duties (6-12 per chart)
   a. Based on previous chart and info submitted by panel, present list of possible duties.
   b. **TIP:** write duties on a flip chart 1st—before putting on card. (See the whole picture.)
   c. Sequence the duties in the best order (order of importance, chronological, etc.)

**DACUM Terminology:**

**Duties** *(General Statements)*

**Main Responsibilities of the Job** *(Categories ... Buckets ... Chapter Titles)*
3. Organizational Chart  
   a. Review/revise the job title.  
   b. Finalize the chart on a flip chart; include both internal and external contacts.

   ![Organizational Chart Diagram]

4. Gallery Walk  
   a. Post 1 flip chart per duty around the room (or hallway, other rooms, etc.).  
   b. Each panel member receives a marker. One panel member per flip chart to start.  
   c. For 3-5 min, panel members brainstorm. **ASK PANEL**: what do you do when working in that duty area (writing down their ideas on the flip chart). **Note**: panel members should put a check mark beside items on a list to indicate they also had the same thought.  
   d. Rotate until each panelist has contributed to each duty sheet.  
   e. Provide a 3-5 minute “review” for panelists to look at all duty charts 1 more time.  
   f. Bring all flip charts back to main room.
5. **Task out each duty** (6-20 per duty)
   a. Start with an “easy” duty or the 1st one the list.
   b. Using the flip charts, task out each duty in the DACUM format (verb, object, qualifier).
   c. **For each duty, identify where the work might begin for that duty.** (1st task, etc.)
   d. On the flip chart, cross off the items as you go.
   e. After the cards are written, sequence tasks as you go. **READ TASKS ALOUD** when finished with a duty.
   f. **TIP:** to help distinguish between enabler & task, **ASK** “Why does the worker need to know that?” (If they don’t know X, they can’t do Y) or “How does the worker use that equipment?”
   g. **VERB LIST:** Panels should use verbs that fit them (how they talk about what they do).

**DACUM Terminology:**

**Tasks** *(Specific unit of work)*

**Something you are paid to do**

![Man painting a wall]

**Examples:**

<table>
<thead>
<tr>
<th>Job</th>
<th>Home Owner</th>
<th>Home Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duty (Responsibility)</td>
<td>Maintain house exterior</td>
<td>Maintain the Yard</td>
</tr>
<tr>
<td>Task (Paid to do)</td>
<td>Paint exterior trim</td>
<td>Mow the Lawn</td>
</tr>
<tr>
<td>Step</td>
<td>Obtain supplies, prepare surface, etc.</td>
<td>Check oil, Fill gas tank, Start the mower, etc.</td>
</tr>
</tbody>
</table>
6. Review Enabler Lists (during the day; for a change of pace, before breaks or lunch, etc.)

7. Review Entire Chart for overall quality.
   a. Polish the DACUM chart for consistent wording and best duty/task sequence.
   b. If the previous DACUM chart is available, share with the panel and compare to the chart they developed.
   c. Make changes as the panel sees fit.
   d. Thank the panel; complete evaluation; present certificates & W-9; adjourn.
Supplies
All DACUM supplies are provided for each workshop. Supplies include flip charts and stand, cards for duties (green) and tasks (white), markers, pins, tape, room signs, and packets of information for each panel member.

Tips/Ideas/Strategies:

How to Task Out a Duty:
• The panel works together to task out each duty. (Small groups or 1 large group)
• Start with an “easy” duty or the 1st one the list.
• Using the flip charts, task out each duty in the DACUM format (verb, object, qualifier).
• For each duty, identify where the work might begin for that duty. (1st task, etc.)
• On the flip chart, cross off the items as you go.
• After the cards are written, sequence tasks as you go. READ TASKS ALOUD when finished with a duty.
• **TIP:** to help distinguish between enabler & task, ASK “Why does the worker need to know that?” or “How does the worker use that equipment?”

Task Statement Criteria: These statements
• Clearly describe a task in performance terms (e.g. “Mow the Lawn” & “Change the oil”)
• Are meaningful by themselves (not dependent upon the duty or other tasks)
• Should have a single action verb and an object that receives the action
• Avoid references to the knowledge needed
• Avoid references to worker behaviors needed
• Avoid references to tools and equipment
J. Pierce’s List of DACUM dos & don’ts

1. When in doubt, break it out.
2. Content experts vs. Process experts
3. Key: does a Task Statement have 2 or more steps?
4. “Can you live with it?”
5. Read the cards ALOUD when a duty has been tasked out
6. Stay seated when you are not the ‘lead facilitator’
7. One verb per card
8. Do not repeat Task Cards (i.e. “Confirm customer diagnosis”)

DACUM Coordinator

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Appendix A: Sample DACUM Chart (Electrical/Electromechanical Technology 2017)

### General Knowledge, Skills & Abilities

- **Air flow**
- **Chemical knowledge** (MECC)
- **Communications**
- **Computer repair**
- **Computer skills**
- **Concept binding**
- **Confinement space entry**
- **Drafting**
- **Electrical**
- **Electrical code**
- **Electrician**
- **Fall protection**
- **Fabrication**
- **Fluid power**
- **Hand tool operation**
- **Hearing protection**
- **HMI Programming**
- **Hydraulics**
- **Industrial controls**
- **Instrumentation validation**
- **Lock out/tag out**
- **Machine**
- **Math**
- **Measurement**
- **Mechanical**
- **Metal bending**
- **Metalurgy**
- **Motor control**
- **Multitasking**
- **Networking**
- **Oral, written, email, foreign language, multilingual, sign language**
- **Organizational skills**
- **OSHA**
- **Paint**
- **Permits and inspections**
- **Physics**
- **Plumbing and fitting**
- **Pressurization**
- **Power tool operations**
- **PPE**
- **Programmable logic computer fundamentals**
- **Road user manuals**
- **Reading**
- **Regulating**
- **Rigging**
- **Robotics**
- **Safety guard/machine guarding**
- **Safety practices**
- **Soldering and de-soldering**
- **Test equipment**
- **Time management**
- **Troubleshooting**
- **Welding**
- **Workplace economics**

### Tools, Equipment, Materials and Supplies

- **Abrasive**
- **Adhesive**
- **Auto body meter**
- **Bench lift**
- **Cell phones**
- **Client recorder**
- **Chemicals**
- **Communication radio**
- **Computer**
- **Cutting torch**
- **Drill**
- **Digital camera**
- **Fan lift**
- **Gauges meters**
- **Hard tools**
- **High speed camera**
- **Laser aligning equipment**
- **Light meter**
- **Lubricants**
- **Machine, power and motor**
- **Machine equipment**
- **Magnet**
- **Milling machine**
- **Multi-Meter**
- **Office equipment**
- **Oil**
- **Electroscopes**
- **Papers**
- **Pens**
- **Personal protective equipment**
- **Pho meter**
- **Plumbing outlet**
- **Power factor analyzer**
- **Power lift equipment**
- **Power tools**
- **Precision measuring devices**
- **Pressure gauge**
- **Programmable logic control**
- **Rockwell hardness machines**
- **Screw lift**
- **Soft starters**
- **Solder tools**
- **Tachometers**
- **Temperature probes**
- **Thermal scanner**
- **Torches**
- **Vacuum leak tester**

### Worker Behaviors

- **Adaptive**
- **Alert**
- **Can-do attitude**
- **Common sense**
- **Concrete**
- **Creative**
- **Dedicated**
- **Diligent**
- **Energy**
- **Flexibility**
- **Good hygiene**
- **Good listener**
- **Handle stress**
- **Holistic**
- **Housekeeping**
- **Humbly**
- **Logical thinking**
- **Loyal**
- **Medicated**
- **Open minded**
- **Organized**
- **Patient**
- **Positive attitude**
- **Professionals**
- **Questioning attitudes**
- **Reliable**
- **Respectful**
- **Safety conscious**
- **Seek to understand**
- **Team player**
- **Timeliness**
- **Willing to travel**

### Future Trends & Concerns

- **Alternative energy**
- **Artificial Intelligence**
- **Automation**
- **Continuous job tasks**
- **Constant changing technology**
- **Constant improvement**
- **Continually learning**
- **Data sharing**
- **Diversity
diversity in the workplace, age, sex, race**
- **Environmental concerns**
- **Global economy**
- **Green technology**
- **Increased safety compliance standards**
- **Increasing certification requirements**
- **Increasing complexity**
- **Increasing to be multi-skilled**
- **Internationally safe circuit**
- **Keep up with old and new technology**
- **Lagья™ skills fields**
- **More computer skills**
- **PC based work**
- **Recruitment**
- **Rigidity**
- **Safety critical**

### Acronyms

- **CM** – Corrective Maintenance
- **DIT** – Department of Transportation
- **EPA** – Environmental Protection Agency
- **HAS** – Hazardous Waste Operation
- **HMI** – Human Machine Interface
- **HVAC** – Heating, Ventilation and Air Conditioning
- **ISO** – International Standards Organization
- **LOTO** – Lock out Tag Out
- **MSDS** – Material Safety Data Sheets
- **NFPA** – National Fire Prevention Agency
- **OJT** – On the Job Training
- **OSHA** – Occupational Safety & Health Act
- **PIC** – Production Inventory Control
- **PLC** – Programmable Logic Controller
- **PM** – Preventative Maintenance
- **PPM** – Preventative Protective Equipment
- **VFD** – Variable Frequency Drive

### DACUM Research Chart for Electrical/Electromechanical Program

**Produced for:**

**DACUM Panel**

Kevin Alber
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Lincoln Industries
Lincoln, NE

Ron Hutchins
NPPD
Lincoln, NE

Jeff Kimbrough
3M Corporation
Nevada, MO

Chuck Rabsteine
NGPL/Kinder Morgan

**DACUM Facilitators**

Denise Elmer
Jill Sanders
<table>
<thead>
<tr>
<th>Duties</th>
<th>A1 Recognize the issue</th>
<th>A2 Identify Safety needs</th>
<th>A3 Acquire Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Troubleshoot Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform Preventative/Predicted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verify Equipment Performance/Compliance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rebuild/Retrofit Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Install Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain Professional Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>A5</td>
<td>A6</td>
<td>A7</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Perform Testing</td>
<td>Analyze Test Results</td>
<td>Determine Repair Process</td>
<td>Compile Documentation</td>
</tr>
<tr>
<td>B5</td>
<td>B6</td>
<td>B7</td>
<td>B8</td>
</tr>
<tr>
<td>Perform Machine Adjustments</td>
<td>Perform Process Corrections (i.e. Raw Materials, Environment, Tooling)</td>
<td>Clean Up repair i.e. store tools, return prints, close panels</td>
<td>Return to Production Operation (i.e. inform production train operator, equipment to norm position)</td>
</tr>
<tr>
<td>C4</td>
<td>C5</td>
<td>C6</td>
<td>C7</td>
</tr>
<tr>
<td>Obtain necessary Equipment</td>
<td>Execute Preventative Procedures</td>
<td>Request Modification of Preventative maintenance Procedures</td>
<td>Complete Documentation (i.e. work order, parts report, billing information)</td>
</tr>
<tr>
<td>D4</td>
<td>D5</td>
<td>D6</td>
<td>D7</td>
</tr>
<tr>
<td>Perform Start Up and Shut Down Procedures (i.e. dry cycle)</td>
<td>Perform Quality Compliance Tests</td>
<td>Complete Documentation (i.e. work order, parts report, billing information, time)</td>
<td>Return to Production Operation (i.e. equipment to norm)</td>
</tr>
<tr>
<td>E4</td>
<td>E5</td>
<td>E6</td>
<td>E7</td>
</tr>
<tr>
<td>Acquire Materials/Equipment (i.e. parts, tools, supplies)</td>
<td>Coordinate Project</td>
<td>Execute Project (i.e. test down, evaluate, modifications, assembly)</td>
<td>Return to Production Operation</td>
</tr>
<tr>
<td>F4</td>
<td>F5</td>
<td>F6</td>
<td>F7</td>
</tr>
<tr>
<td>Coordinate Installation (i.e. scheduling, contractors, materials)</td>
<td>Position Equipment</td>
<td>Connect Utilities</td>
<td>Integrate Auxiliary Equipment</td>
</tr>
<tr>
<td>G4</td>
<td>G5</td>
<td>G6</td>
<td>G7</td>
</tr>
<tr>
<td>Complete Training Activity</td>
<td>Apply/Evaluate Training</td>
<td>Document Training</td>
<td>Train Colleagues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Appendix B: Blank Curriculum Map (CIT, April 2019)

**Computer Information Technology CURRICULUM MAP (Non-Programmed)**  
*Drafted Tasks from Apr 12, 2019, DACUM Workshop*

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Proficiency Level/Bloom’s Taxonomy</th>
<th>Student Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Knowledge/Comprehension: Recall facts, terms, basic concepts, understand facts/ideas</td>
<td>Student will define, Student will describe,</td>
</tr>
<tr>
<td>A</td>
<td>Application/Analysis: Solve problems, apply knowledge to actual situations</td>
<td>Student will calculate, Student will compare,</td>
</tr>
<tr>
<td>S</td>
<td>Synthesis/Evaluation: rearrange parts to form a new pattern, make judgements</td>
<td>Student will design, Student will evaluate,</td>
</tr>
</tbody>
</table>

**DUTIES** Tasks  
**INFO Core Courses in Which the Learning Goals are Addressed/Proficiency Level**

| A: Implement Security Measures | 101 | 107 | 124 | 141 | 142 | 143 | 144 | 145 | 146 | 147 | 148 | 149 | 150 | 151 | 152 | 2401 | 2402 | 2403 | 2404 | 2405 | 2406 | 2407 |
|------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| B: Provide Hardware/Device Support | 101 | 107 | 124 | 141 | 142 | 143 | 144 | 145 | 146 | 147 | 148 | 149 | 150 | 151 | 152 | 2401 | 2402 | 2403 | 2404 | 2405 | 2406 | 2407 |
| C: Provide Software User Support/Training | 101 | 107 | 124 | 141 | 142 | 143 | 144 | 145 | 146 | 147 | 148 | 149 | 150 | 151 | 152 | 2401 | 2402 | 2403 | 2404 | 2405 | 2406 | 2407 |
## Appendix C: Completed Curriculum Map (Building Construction, 2017)

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Bloom's Taxonomy</th>
<th>Student Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Knowledge/Comprehension: Recall facts, names, basic concepts, understand facts/ideas</td>
<td>Identify, list, compare, explain</td>
</tr>
<tr>
<td>A</td>
<td>Application/Analysis: Solve problems, apply knowledge or actual situations</td>
<td>Illustrate, solve, calculate, summarize</td>
</tr>
<tr>
<td>S</td>
<td>Synthesis/Evaluation: rearrange parts to form a new pattern, make judgements</td>
<td>Assemble, create, judge, recommend</td>
</tr>
</tbody>
</table>

**OUT: Reconstructed tasks which will be learned on the job**

<table>
<thead>
<tr>
<th>Name of Accrediting Agency</th>
<th>CST Core Courses in Which the Learning Goals are Addressed/Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CST Curriculum Map (Building Construction, 2017)</td>
</tr>
</tbody>
</table>

### A. Construct pre-job planning
- **A.1.** Conduct pre-construction field trip and brief review. (K) (K) (K)
  - **K** (K)
  - **K** (K)
  - **K** (K)

### B. Survey building site
- **B.1.** Conduct the project site survey. (K) (K) (K)
  - **K** (K)
  - **K** (K)
  - **K** (K)

### C. Carry out concrete foundation systems
- **C.1.** Determine footing locations and information. (K) (K) (K) (K)
  - **K** (K)
  - **K** (K)
  - **K** (K)
  - **K** (K)

### D. Place rebar in footings
- **D.1.** Pour footings. (K) (K) (K) (K)
  - **K** (K)
  - **K** (K)
  - **K** (K)
  - **K** (K)

### E. Construct basement/footings
- **E.1.** Pour concrete footings. (K) (K) (K) (K)
  - **K** (K)
  - **K** (K)
  - **K** (K)
  - **K** (K)

### F. Set foundation walls (include interior and exterior)
- **F.1.** Place rebar in footings. (K) (K) (K) (K)
  - **K** (K)
  - **K** (K)
  - **K** (K)
  - **K** (K)

### G. Install drainage systems
- **G.1.** Install drainage systems. (K) (K) (K) (K)
  - **K** (K)
  - **K** (K)
  - **K** (K)
  - **K** (K)
Appendix D: Current DACUM calendar of workshops

<table>
<thead>
<tr>
<th>July - December 2019</th>
<th>Division</th>
<th>Date</th>
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<tbody>
<tr>
<td>Certified Nursing Assistant</td>
<td>Health Sciences</td>
<td>Wed, June 12, 2019</td>
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<td>Paramedic</td>
<td>Health Sciences</td>
<td>Thu, July 18, 2019</td>
</tr>
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<td>Medical Assisting</td>
<td>Health Sciences</td>
<td>Wed, Aug. 14, 2019</td>
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<tr>
<td>GIS/GPS</td>
<td>CNST/ELEC/CIT/MANUF</td>
<td>Tue, Sept. 10, 2019</td>
</tr>
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<td>Transitions Advisors</td>
<td>Student Services</td>
<td>Fri, Oct. 4, 2019</td>
</tr>
<tr>
<td>Admissions Advisors</td>
<td>Student Services</td>
<td>Fri, Oct. 4, 2019</td>
</tr>
<tr>
<td>Criminal Justice: AJSC</td>
<td>Business &amp; Community Services</td>
<td>Thu, Oct. 10, 2019</td>
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<td>Academic Advisors</td>
<td>Student Services</td>
<td>Fri, Oct. 18, 2019</td>
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<tr>
<td>Business—Marketing</td>
<td>Business &amp; Community Services</td>
<td>Wed, Nov. 6, 2019</td>
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<td>Student Success Coaches</td>
<td>Student Services</td>
<td>Fri, Dec. 13, 2019</td>
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<tr>
<th>January - June 2020</th>
<th>Division</th>
<th>Date</th>
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<tbody>
<tr>
<td>Culinary (FSDT)—Management</td>
<td>Business &amp; Community Services</td>
<td>Tue, Jan. 28, 2020</td>
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<tr>
<td>Electronic Systems Technology</td>
<td>CNST/ELEC/CIT/MANUF</td>
<td>Tue, Feb. 11, 2020</td>
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<tr>
<td>New Facilitator Training</td>
<td>College-wide</td>
<td>March 3 &amp; 4, 2020</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>Health Sciences</td>
<td>Thu, March 5, 2020</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>Health Sciences</td>
<td>Tue, April 21, 2020</td>
</tr>
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</table>
Appendix E: DACUM Facilitators

**Arts and Sciences**
- Carolee Ritter  Dean
- Rose Suggett  Social Science-L
- Phip Ross  English-L
- Bob Zetocha  Speech-L

**Construction and Electronics**
- Karen Koch  ARCH-M
- Dale Mueller  LSCE-M
- John Pierce  ENER-M
- Doug Burks  ENER-M

**CEC**
- Marguerite Himmelberg

**Ag/Food & Nat. Resources and Community Services & Resources**
- Greg Burroughs  FIRE-L

**Health Sciences**
- Jill Sand  Dean
- Kelly Cummins  RESP-L

**Business Administration**
- Kathleen Reiter  BSAD-TCA
- Tammie Lang  BSAD-M
- Linda Hartman  BSAD-L
- Lacey Jurgens  OFFT-L

**Professional/Administrative**
- Rod Rhodes  CEC
- Erin May  SENCAP-L
- Jill Wightman  Institutional Research
- Rebecca Carr  Institutional Research
- Rachael McLeod  Resource Development
- Sarah Kramer  Human Resources
Appendix F: Program Director To-Do List

PD DACUM to-do list

<table>
<thead>
<tr>
<th>Program:</th>
<th>Workshop Date:</th>
<th>Time:</th>
<th>Location:</th>
<th>Facilitators:</th>
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<tr>
<td>GIS/GPS</td>
<td>T, Sept. 10, 2019</td>
<td>8:00 a.m.</td>
<td>CEC 304</td>
<td>Linda H, MH, Carolee R.</td>
</tr>
</tbody>
</table>

1. Recruit Panel Members:

- Contact 12-15 prospective panelists. Each panel must have between 6-10 members. The ideal panel member will be within the first 3-5 years of employment, preferably not a manager/supervisor, and cannot be a faculty member (full-time or adjunct).

- **Key Questions:** What are you preparing your graduates for? Where are they finding employment—location, public/private, size of company, etc.? What do we call this person?

- Once a panel member has confirmed he/she will participate, enter his/her information in the DACUM panelist spreadsheet (example below)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FirstName</td>
<td>LastName</td>
<td>Company</td>
<td>Address</td>
<td>City, State, Zip</td>
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</tbody>
</table>

**ONE MONTH PRIOR to the DACUM workshop, send Theresa Puente the completed spreadsheet. Include place of employment, phone, and email for each panel member.**

2. What is the program’s cost center? The program is responsible for the cost of food (breakfast, lunch, and snacks). We will make all the arrangements.

3. At the workshop:

- Morning: Welcome & thank the panel. This could be PC and/or Division Dean.

- Attend lunch (if possible). Let Theresa know so she can get an accurate lunch count.

- Afternoon: Thank the panel at the conclusion of the workshop. Present certificates, etc.

**CONTACT INFORMATION:**
Theresa Puente, SCC Area Office (5th floor): ext. 3426 (402-323-3426); tpuente@southeast.edu
Rod Rhodes, SCC Area Office (5th floor): ext. 3429 (402-323-3429). rrhodes@southeast.edu