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Maryland State Board for Community Colleges,

Maryland: A Progress Report, July 1, 1974-June 30,

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ABSTRACT

In 1974, the State Board for Community Colleges outlined a series of five projects to be funded with Part B, federal funds for a period of five years. This report provides an overview of each project, outlines the problem, states project objectives, and summarizes preliminary results and future activities. Projects relate to occupational programs at the community college level and include: (1) improving articulation of programs; (2) developing a management information system; (3) implementing an evaluation system; (4) investigating the feasibility of a statewide system of career information for students; (5) improving the quality of orientation, advisement, counseling, career development and placement. Financial data are given and appended. They include: a proposal to study the feasibility of a vocational-technical center in Baltimore County; proceedings of a workshop to formulate a proposal for an integrated curriculum between the colleges and high schools in data processing education; Comprehensive Career Information Systems Committee meetings minutes; data file structures of two program and occupational codes crosswalks; a pilot sample printout of the Program Data Monitoring System; and pilot implementation of the Career Program Evaluation Model. (NHM)

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# THE IMPROVEMENT OF OCCUPATIONAL EDUCATION IN MARYLAND

A PROGRESS REPORT

JULY 1, 1974 - JUNE 30, 1975

DIRECTED BY: MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

FUNDING GRANTED BY: DIVISION OF VOCATIONAL-TECHNICAL EDUCATION MARYLAND STATE DEPARTMENT OF EDUCATION

PROJECT DIRECTORS:

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#### PREFACE

The relationship between the State Board for Community Colleges and the Bivision of Vocational-Technical Education of the State Department of Education has evolved over the past few years into a team effort to improve the quality of career education in Maryland. The willingness of the Division to participate in various community colleges projects has strengthened the colleges' occupational offerings.

In May 1974 the staff of the State Board for Community Colleges outlined a series of five projects designed to further improve the quality of postsecondary occupational education in Maryland. On July 26, 1974 the Division agreed to fund these projects with Part B, Federal Funds, for a period of five years.

Each community college is to be commended for the positive spirit demonstrated as progress is made toward implementing the objectives of each project. This report provides an overview of each project, outlines the problem, states the objectives of the project, and summarizes preliminary results and future activities. The State Board intends to issue annual progress reports with a final report to be published at the conclusion of the five-year period.

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ALFRED C. O'CONNELL EXECUTIVE DIRECTOR

## PROJECT I. IMPROVING ARTICULATION OF OCCUPATIONAL PROGRAMS AT THE SECONDARY AND POSTSECONDARY LEVELS - A Progress Report -July 1, 1974-June 30, 1975

The Maryland community colleges over the past five years have virtually separated from the local public school systems. This phenomena, in some cases stimulated by expansive community college growth, is evidenced by the fact that currently only one community college in Maryland (Garrett) is still governed by a board which also governs the local public schools. As community colleges have become identified with "higher education," they have correspondingly lost the coordination they formerly had with the local public schools. Formal separation permits the development without mutual planning between the local public schools and the colleges. Thus, students graduating from high school may lose the opportunity of entering a closely articulated high school-community college occupational program. Also, duplication of courses, duplication of content, and loss of time in completing the programs ultimately result in inefficient use of the total resources of the State.

#### PROJECT OVERVIEW

#### Statement of the Problem

The Statewide Master Plan for Community Colleges in Maryland 1973-1983 speaks to this issue as follows:

Secondary schools in Maryland are recognized nationally for their forward movement in the field of occupational education. Close coordination with local high schools in the development and expansion of occupational offerings will result in an upgrading of occupational education for both the schools and the community colleges. Coordination will also result in more varied levels of entry into community college occupational programs. It is recommended, therefore, that community colleges take positive action to develop coordinated occupational programs with those offered in the secondary schools.

Paragraph 4, page II-86 of the Maryland State Plan for the Administration of the Vocational-Technical Education Programs Under the Vocational Education Amendments of 1968 requires that secondary and postsecondary institutions "provide and continue to expand a comprehensive system of occupational education serving all persons in need of occupational preparation through utilization of all available resources which offer such preparation."

The problem is that a mechanism has not been developed to insure that occupational programs, where appropriate, developed in the community colleges are logical extensions of those developed in secondary schools.



#### <u>Objectives</u>

Objectives of this project on a year-by-year basis are:

• Identification of all occupational programs offered by both secondary schools and community colleges for each political subdivision in Maryland; Year 1

 Comparison of these programs using the following as indices of program comparison: program objectives, student admission requirements, student enrollment data, and program outcomes; Year 2

- Information structured into a format for inclusion into the data systems of both the State Board for Community Colleges and the Division of Vocational-Technical Education; Year 2
- Development and implementation of a model curriculum incorporating the concept of grades 11 through 14 which may also provide flexibility for students to enter a program in grade 12 to be completed at the community college; Year 3
- Appropriate recognition by the college of work accomplished by students in secondary school programs;
- Development of in-service training programs for instructional, staff at both secondary and postsecondary school levels.

#### PRELIMINARY RESULTS

The first major aspect of this project, completed during the first year, was the identification of all occupational programs offered by both secondary schools and community colleges for each Maryland political subdivision. This information was then structured into a format for inclusion into the State Board for Community Colleges' and the Division of Vocational-Technical Education's data systems. To date, the State Board has succeeded in establishing a computer based data file containing for each political subdivision both community college occupational program data and high school vocational program data. Specifically, this file is structured as follows:

Political subdivision Community college HEGIS program number and title Enrollment by attendance status, 1971-1973 Level of formal awards Number and type of formal awards, 1971-1973

High school vocational center USOE program number and title Enrollment by attendance level, 1971-1973 Completions, 1971-1974 The establishment of this file will facilitate comparison of program objectives, student admission requirements, student enrollment data, and program outcomes.

In addition to the work completed on the data system, the State Board for Community Colleges also received two proposals from Baltimore County which were funded by the State Board and scheduled for completion during 1975-1976. These two proposals, which are contained as appendices A and B in this progress report, were:

- A. A proposal to study the feasibility of opening a vocationaltechnical center in an accessible location for the three community colleges of Baltimore County;
- B. A workshop designed to formulate a proposal for an integrated curriculum between the colleges and high schools in data processing education.

Reports\_emanating\_from-these-studies-will be contained in next year's progress report.

#### FUTURE ACTIVITIES

During the next fiscal year the State Board intends to thoroughly analyze data compiled within the management information system of the State Board for Community Colleges to determine areas of Maryland where greater secondary school-community college articulation is needed. The State Board intends to provide funds for projects similar to that currently being conducted in Baltimore County to improve specific occupational program articulation.

In addition, the State Board will provide computer data information to all vocational-technical schools and community colleges to assist them in making future occupational program decisions.

> Brent M. Johnson Project Director

## PROJECT /II. <u>DEVELOPING A MANAGEMENT INFORMATION SYSTEM</u> FOR OCCUPATIONAL <u>PROGRAMS' - A Progress Report - July 1, 1974-June 30, 1975</u>

This report discusses the status and progress of the State Board for Community Colleges' efforts in developing uniform procedures for translating quantitative representations of community college occupational program activities into USOE data reporting codes. Specifically, the report concentrates on those activities undertaken to establish a "crosswalk" between the United State Office of Education (USOE) Handbook VI coding system and the National Center for Educational Statistics (NCES) Higher Education General Information Survey (HEGIS) discipline classification system.

#### PROJECT OVERVIEW

#### Statement of the Problem

In order to effectively evaluate and recommend future directions in occupational programs, the decision maker must have access to timely and accurate data. An investigation into the current state of the art in Maryland reveals a fragmented and uncoordinated flow of data between and among community colleges and various State agencies. The Division of Vocational-Technical Education (DVTE) requires various information from the community colleges to meet federal funding requirements. In far too many instances the college response to the DVTE data requests is "data not available." This same problem has existed for the State Board for Community Colleges (SBCC) since its inception in 1968. Article 77A, Section 8-d(d) of *The Annotated Code of Maryland* charges the State Board for Community Colleges with the responsibility "to establish and maintain a system of information and accounting of community college activities."

#### Objectives

The primary result of this project will be the development of a Statelevel community college management information system which will facilitate response to data needs for occupational program information of the Division of Vocational-Technical Education, the State Board for Community Colleges, and other State and federal agencies.

Establishment of this management information system (MIS) will serve to ... alleviate the burden of dual coding system reporting which now exists at the institutional level.

These desired results are consistent with the State Vocational Plan of FY 1975 wherein the stated goal, objective, and related activities implicitly call for more and better information to continue and expand planning and reporting of vocational education services in the State. (Maryland State Plan for the Administration of the Vocational-Technical



Education Programs Under the Vocational Education Amendments of 1968, -pages II-86-87.)

#### Procedures

One of the major procedures that will be developed and implemented under this proposal is a crosswalk between the current USOE program coding structure (Handbook VI) and the HEGIS discipline taxonomy. Since there is not an uniform conversion adopted at the national level, Maryland will build on the works of the state of Florida (Instructions for Converting Occupational Courses to the Florida Community College Course Numbering System, Department of Education, Division of Community Colleges, Tallahassee, Florida, January 1972) and the state of California (Classification of Instructional Disciplines, California Community Colleges, Sacramento, California, January 1973).

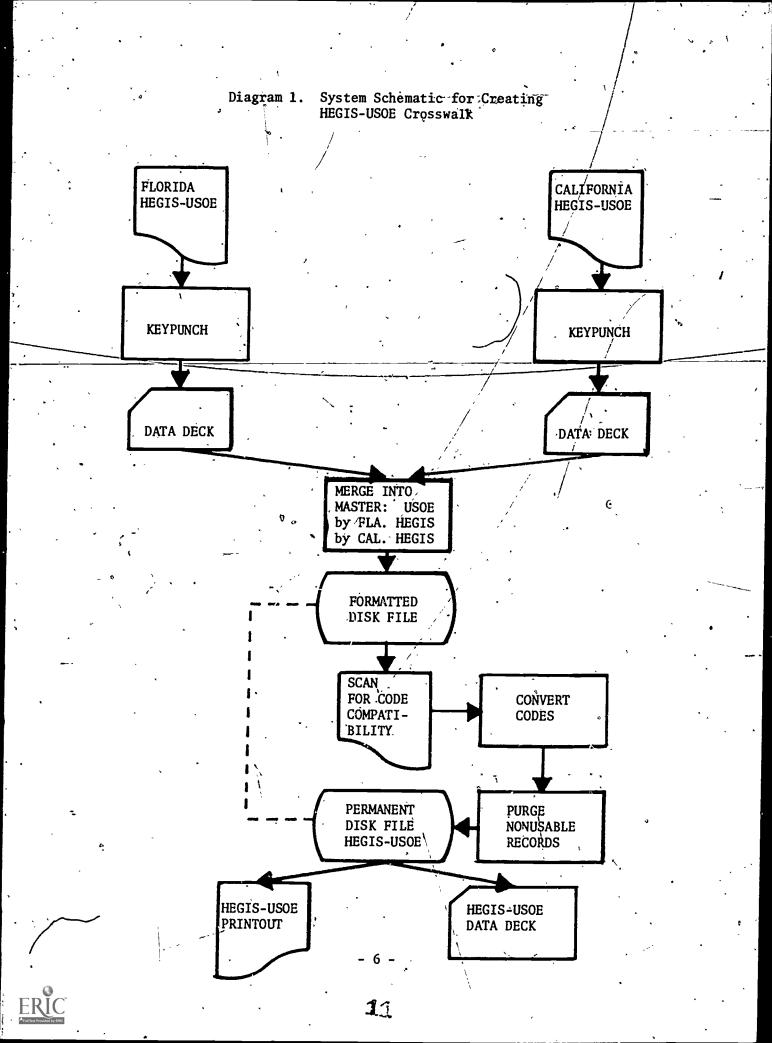
This effort will be conducted by building two data files, one containing the "Florida USOE-HEGIS Match" and the other containing the "California USOE-HEGIS Match." (See Diagram 1, page 6.) Computer analysis will be utilized to determine if the Florida effort and the California effort are compatible in attempting to match USOE to HEGIS. Once this comparison has been made and the inconsistencies are either corrected or deleted, an unitary USOE-HEGIS match will be structured into an interaction computer-based data file for use in crosswalking Maryland community college occupational program activity from HEGIS codes to USOE codes.

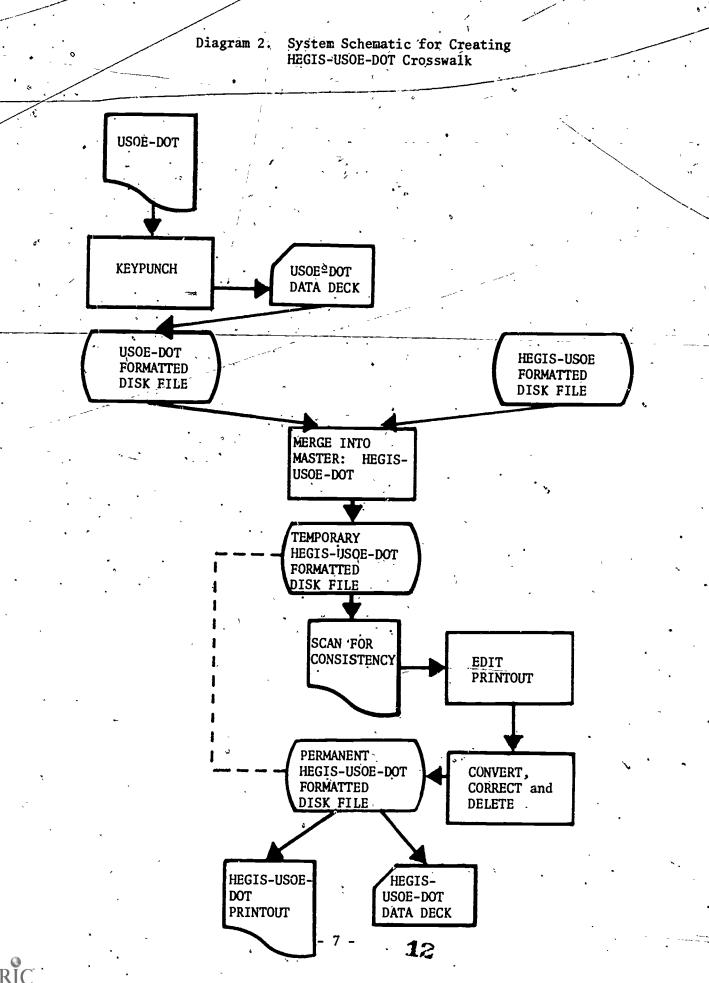
Once this crosswalk has been developed and implemented, the State Board will report results of its cost analysis system and its student followup study by USOE program code classification. Further, the State Board for Community Colleges will then attempt to match HEGIS discipline codes to Dictionary of Occupational Titles (DOT) codes. (See Diagram 2, page 7.) This match will be accomplished by using the unitary computer-based USOE-HEGIS data file and a computer-based USOE-DOT file structured from *Vocational Education and Occupations*, U. S. Department of Health, Education, and Welfare, Washington, D. C., Government Printing Office, 1969. From this effort an unitary computer-based HEGIS-USOE-DOT data file will be structured. This file will eventually allow the State Board for Community Colleges and the community colleges to utilize manpower projections in planning future occupational programs in the State of Maryland.

After developing these data files, the State Board will then render several of its proposed and ongoing activities in the areas of student follow-up, cost analysis, and occupational program monitoring into USOE reporting codes and formats.

#### PRELIMINARY RESULTS

In the first year of the MIS project, the SBCC has put priority on the establishment of the HEGIS-USOE-DOT crosswalk. For the most part, this effort has been accomplished. Appendix C is a computer printout of the effort to consolidate and validate the Florida HEGIS-USOE and the California HEGIS-USOE crosswalks. One area of concern in the consolidated





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crosswalk is the use of USOE code category 16.00 00 00 00, technical education. It is felt, both by the DVTE and the SBCC, that this classi-. fication is tautological in its use.

The second crosswalk was a straightforward computer based file structuring of work done by the U. S. Office of Education and the Department of Labor in 1969. Appendix D shows the results of the computer match between the HEGIS-USOE file and the USOE-DOT file which yielded the HEGIS-USOE-DOT data file.

These two appendices (C and D) evidence the existence of two interactive computer-based data files which are now the basis for moving between and among USOE data codes, HEGIS data codes, and DOT data codes.

#### FUTURE ACTIVITIES

Three major activities will be undertaken in fiscal years 1976 and 1977. The first of these efforts will involve an expansion of the "crosswalks" into the manpower planning area. The SBCC will work closely with the Division of Vocational-Technical Education and the Department of State Planning in developing information systems which relate occupational training programs to manpower supply and demand projections.

A second effort will deal with implementing a budget simulation model to be used in a cost analysis mode which will provide an accounting of community college expenditures in both transfer and occupational instruction programs. Currently, the State Board is working with the Florida Community College Inter-Institutional Research Council to acquire the computer system documentation and user's manuals for its IRC Computer Budget Simulation Model. Once this system has been acquired, three colleges will participate on a voluntary basis in a pilot project to implement the "model" at the institutional level.

The third effort will involve reporting the results of the 1970 and 1971'student follow-up studies of first-time students in Maryland community, colleges by USOE program data codes. This will allow for analysis of student success on a program basis.

Rodney G. Hurley Project Director

## PROJECT III. IMPLEMENTATION OF A SYSTEM FOR THE EVALUATION OF OCCUPA-TIONAL PROGRAMS IN MARYLAND'S COMMUNITY COLLEGES - A Progress Report - July 1, 1974-June 30, 1975

In 1972 the Assistant State Superintendent of the Division of Vocational-Technical Education and the Executive Director of the State Board for Community Colleges jointly formed a committee charged with the responsibility of developing a mechanism for evaluating occupational programs in the Maryland community colleges. In September 1975 the State Board approved the Career Program Evaluation Manual developed by the committee as one mechanism for evaluating career programs in Maryland community colleges.

The evaluation system is based on two primary levels of data. The State Board for Community Colleges will monitor "Level I" data which is quantitative in nature and routinely filed with the State Board. If Level I data suggest that a more in-depth analysis should be undertaken, the State Board will request that the institution conduct a "Level II" study of the particular program(s). The college president will report any action taken in response to a Level II analysis and the rationale for such action to the State Board.

Concurrently with the development of the Evaluation Manual, the State Board and the Division of Vocational-Technical Education developed a *Program Proposal Manual* for all new community college programs. This manual provides a common format for new program submission and identifies elements and information needed by State agencies in the evaluation and review of program proposals.

#### , PROJECT OVERVIEW

## Statement of the Problem

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The responsibility of occupational program evaluation is clearly indicated in the Statewide Master Plan for Community Colleges in Maryland 1973-1983 which states:

As new occupational programs are introduced, the resultant strain upon societal and institutional resources will require a reassessment and evaluation of existing programs. Programs which fail to meet stated objectives must be modified or deleted by local boards of trustees.

Paragraph 3, page II-116 of the Maryland State Plan for the Administration of the Vocational-Technical Education Programs Under the Vocational Education Amendments of 1968 requires that postsecondary institutions "dez, velop, implement, and maintain an evaluation system that will insure the effectiveness of instructional programs and services."

Occupational programs in Maryland community colleges have not been evaluated using consistent and uniform standards. Program evaluation would be implemented to insure program quality, efficiency, and effectiveness.

#### Objectives

- Publication and dissemination of the Career Program Evaluation Manual; Year 1
- Incorporation of Level I data into the SBCC and the DVTE data systems with resultant reports forwarded to colleges and local boards of trustees; Years 1-5
- Analysis and State level evaluation of Level I data; Years 1-5
- Community college evaluation of selected occupational programs using an approved mechanism and the forwarding of the results of such evaluations to the SBCC and the DVTE; Years 2-5
- State Beard for Community Colleges and the Division of Vocational-Technical Education assistance to the colleges in program evaluation to be provided as requested.

#### PRELIMINARY RESULTS

The Career Program Evaluation Manual was published and distributed to all community colleges in Maryland. In addition, the Maryland community college Program Proposal Manual was implemented and distributed to all community college program planners.

During the period July 1974 through June 1975, initiation of the design and development of a computerized Program Data Monitoring System was begun. This data system for occupational programs contains the requisite data file structure containing appropriate data codes for "linkages."

Appendix E contains a pilot sample printout of the Program Data Monitoring System which presents information from six data files:

- Student program enrollments;
- Community college program inventory;
- Community college degrees and certificates awarded;
- Multi-level manpower projections;
- Student follow-up study data;
- Community College discipline cost analysis data.

Data contained in this appendix is a sample data for illustrative purposes only. -10 -

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A conference will be held in Fall 1975 with representatives of each college to discuss this proposed data monitoring system and to seek methods to improve it.

In April 1975 the State Board for Community Colleges granted \$930.60 to Harford Community College to serve as a pilot institution in implementing the Career Program Evaluation Model. Appendix F describes the project and details the programs to be examined. A final report on this project will be delivered to the State Board in October 1975. The results of this project will be contained in the next progress report developed by the State Board for Community Colleges.

#### FUTURE ACTIVITIES

During the next year the State Board for Community Colleges will continue to develop and implement its Program Data Monitoring System. It is expected that this system will be operational at the end of the next fiscal year to allow for quantitative assessment of occupational programs by the State Board for Community Colleges and the individual institutions. The State Board also plans to urge qualitative program evaluations within individual colleges and to provide seed money to stimulate such efforts.

> Brent M. Johnson Project Director

PROJECT IV.	INVESTIGATION OF THE FEASIBILITY AND LIMITED DEVELOPMENT OF
	A STATEWIDE SYSTEM OF CAREER INFORMATION FOR STUDENTS IN
	MARYLAND'S COMMUNITY COLLEGES - A Progress Report - July 1,
	1974-June 30, 1975

As originally conceived, this project was not planned to begin until FY 1977. In 1974, the State Board for Community Colleges proposed to the Division of Vocational-Technical Education that it consider modifications to the approved project which would accelerate and broaden activities in this area in order to capitalize on current interest expressed by the community colleges. In response to this suggestion, a high-level Statewide steering committee was established jointly by the SBCC and the DVTE to examine the possibilities of a unified Statewide effort in career information after consideration of all available systems and modes.

For purposes of clarity, this report capsulizes both the original and suggested modifications to Project IV.

#### PROJECT OVERVIEW

#### Statement of the Problem (Original)

Occupational programs in the community colleges are primarily designed for immediate job entry rather than continuation of educational studies. As the credential worth of degrees in general continues to decrease, additional students will be seeking programs which have the capability for immediate and meaningful career opportunities.

Although each community college currently supports placement activities, neither these offices nor placement offices elsewhere nationally have available to them the amount of information with which to aid students in achieving maximal career development. The science of manpower prediction has not been sufficiently developed, nor has an etiology of successful job-search strategies emerged.

The task at hand needs immediate attention along three primary routes:

• Development of a data base on current and projected availability of positions in specific occupations--locally and regionally;

 Design of a crosstabulation of these positions with occupational requirements (suggested major, personal characteristics, interests, etc.) and conditions of employment (location, salary, opportunities for promotion, etc.);

Establishment of a means of communicating this information
 directly to students, counselors, and other professional workers.

Once such information is available and communicated, students and counselors can direct their attention to determining the most expeditious way for the student to seek and secure appropriate employment. Such a career information system of accurate and timely data would not only assist the community colleges to provide a pool of trained manpower to meet the diverse needs of the State's economy, but it would also provide information not currently available for the use of academic program planners in the development of program proposals. This project derives from the priorities stated in Section 1a, page II-87 of the Maryland State Plan for the Administration of the Vocational-Technical Education Programs Under the Vocational Education Amendments of 1968.

#### Statement of the Problem (Revised)

While the computer has become a fact of life in modern society, its potential in education has nowhere been adequately tapped. Beginning in the early sixties, educational institutions came to rely heavily on computerized record systems for billing, transcripts, payrolls, and the like. While such use provides efficient service and frees educational manpower for other tasks, it is more central to institutional maintenance and entirely peripheral to the educational process itself.

The challenge of the seventies has been to use the vast resources of technology in computer-assisted instruction and counseling. In terms of automated counseling technology, there has been a severe lag between even existing software packages and knowledge of these innovations by frontline practitioners. The situation is even more critical in terms of state-of-the-art emerging possibilities.

Certain noteworthy programs have been developed to harness computer technology for use in student occupational exploration, vocational decision making, and career development. Examples of the species include Donald Super's work for IBM called Educational and Career Exploration System (ECES), Martin Katz's ETS product known as System of Interactive Guidance and Information (SIGL), and JoAnn Harris-Bowlsbey's Computerized Vocational Information System (CVIS) developed at Willowbrook High School in Illinois.

CVIS appears to be one of the most practical programs to implement in Maryland for a number of reasons. First, the software is in the public domain. Second, the program is capable of a large amount of local modification. Third, the package has the ancillary benefit of providing many administrative uses, including the capability for on-line registration. Most importantly, however, a great amount of work has already been done by Charles County Community College in developing, modifying, and evaluating its use in a Maryland institution.

The efforts of Charles County Community College are commendable; and the best compliment that can be given their work is to provide a mechanism for sharing the insight they have gained with other community colleges and secondary schools in the State.

In recent years, a number of important attempts have been made to articulate programs between grades 12 and 13 and between grades 14 and 15 of a

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student's educational experience. Many of these efforts have been successful in developing relatively adequate linkages. The need is particularly essential in terms of certain costly occupational programs.

While the effort to increasingly articulate programs needs to continue, it is important at this point in time to provide a systematic mechanism for transmitting to students what information is available on integrated cross-institutional programs, acceptable course offerings, options for "testing out" (e.g., CLEP, etc.), possible credit loss, and the like. A student cannot make intelligent career or educational decisions without possession of such information.

The CVIS program at Charles County Community College was undertaken as an exemplary project; and it is exemplary in many ways. Charles was the first college of any kind in Maryland to show a solid interest and provide a firm plan for implementing CVIS in their service area. In doing so, they have paved the way for other community colleges in Maryland to enter the field and conceivably avoid many of the expensive "start-up" costs.

Exemplary projects in other places have received criticism for not being capable of or amenable to exportation to other sites. This is definitely not the case at Charles. What is needed is a limited amount of initial funds to make minimal modifications for use at other sites (e.g., in job listings for other regions) and for colleges to start the program. Participating colleges would be responsible for assuming all operating and capital costs after the second year of implementation.

#### Objectives

To provide the framework for a systematic and well conceived participation by the State of Maryland in the provision of career and manpower information and development for students, a committee was appointed by the State Board for Community Colleges and the Division of Vocational-Technical Education to be broadly representative of public secondary and two-year postsecondary education. Therefore, appointments to the committee included a/ superintendent of schools, a community college president, a dean of students, high school and college counselors, as well as representatives from the State Employment Service, the DVTE, and the SBCC.

#### PRELIMINARY RESULTS

The committee held its first meeting on February 28, 1975 at which time the committee received its charge from the chief administrative officers of the two co-sponsoring agencies. The committee also received copies of a survey of existing systems of career information prepared by Arthur M. Kroll of the Educational Testing Service under contract with the DVTE.

The committee decided to undertake as a course of action the examination and, where feasible, the on-site observation of available system capabilities. Thus far, the committee has heard a detailed presentation of the operation of the Southern Maryland Information System and a modification of the Computerized Vocational Information System (CVIS); has viewed the

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operation of the System of Interactive Guidance and Information (SIGI) at Educational Testing Service, Princeton, New Jersey; and has observed the preliminary development of Project DISCOVER at Western Maryland College, Westminster.

#### FUTURE ACTIVITIES

It is anticipated that the committee will examine at least one additional. model, the Guidance Information System (GIS-II) developed by Time-Share Corporation of Hartford, Connecticut. Following this, the committee will begin in-depth comparison of all possible options, including Statewide use of a single system (through central or individual site capabilities), regional development, or more localized adoption of relevant approaches.

The recommendations will be framed and transmitted to the appropriate State agencies in time for discussion and possible inclusion in the 1977 State Vocational Education Plan. In order to meet this time line, the committee will need to complete its work and submit its final report early in the Fall of 1975.

The State Board for Community Colleges has absorbed the direct costs of administering committee activities and functions. Copies of the minutes of committee sessions are included in Appendix G of this report.

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Stephen D. Millman Project Director

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## PROJECT V. IMPROVING THE QUALITY OF ORIENTATION, ADVISEMENT, COUNSELING, CAREER DEVELOPMENT, AND PLACEMENT OF OCCUPATIONAL STUDENTS IN MARYLAND'S COMMUNITY COLLEGES - A Progress Report - July 1, 1974-June 30, 1975

The goals of this project are to be reached through specific attention to the need for professional development among those responsible for noninstructional programs and services for students. Through a clearer awareness of the unique needs of occupational students and a concrete model of the services necessary to complement the formal classroom experience, these personnel can then be of greater assistance to individual students.

#### PROJECT OVERVIEW

#### Statement of the Problem

Between 1970 and 1973, the State Board for Community Colleges endorsed 120 new academic programs; of these, 109 were occupational. The rapid development of occupational programs in Maryland community colleges has brought about the need for increased services for the occupational student. In particular, emphasis needs to be placed on the specification of necessary modifications to existing programs of orientation, advisement, counseling, career development and placement services, and the design of new programs for occupational students.

Increased attention and understanding of the relation of education to employment by all members of the academic community is essential. Efforts must be made to develop positive attitudes among college personnel about the life-long value of programs and services which enhance the potential for career satisfaction. The entire educational and career development process must interface with reliable, up-to-date manpower data and projections, such as that which would be available from implementation of the system proposed in Project IV.

#### Objectives

The State Board for Community Colleges and the Division of Vocational-Technical Education have consistently put a high priority on the creation and sustenance of high quality student services of the type here indicated. The importance of such programs is clearly stated in Section 1a, page II-99 of the Maryland State Plan for the Administration of the Vocational-Technical Education Programs Under the Vocational Education Amendments of 1968. Workshops should be initiated to determine the most effective means of making these services more viable for students in occupational programs. Such an endeavor should also stress the development of documents which provide a sound rationale for specific services to students.

The projected outcomes, therefore, are:

 Improved orientation, advisement, counseling, career development, and placement services for all students in Maryland public community colleges; Years 2-5.

• Encouragement of contact between personnel from the various campuses who are charged with the responsibility of providing these services; Years 1-5

- Increased professional development and broadened competence of campus personnel concerned with student development; Years 1-5
- Sharing of current sources of career, information and framework for information not currently available; Years 1-5
- Exposure of advanced graduate students interested in student development to the concepts of career information and career development; Years 1-5
- Publication and dissemination of a source document presenting the rationale for student development services and programs. Years 1-5

#### PRELIMINARY RESULTS

During the project's first year, activities commenced in terms of both a source document and planned conferences. In coordination with the deans of students of Maryland community colleges, a number of working sessions were held to develop a comprehensive position paper on college student development.

On September 23 and 24, 1974 the deans of students met at the Donaldson-Brown Conference Center, Port Deposit, Maryland, to begin work on the model for the source document. The cost of the meeting was underwritten by the individual institutions. Fourteen of the sixteen colleges were represented. Preliminary drafts of the model were circulated and a committee was established to continue development. The committee made specific topic assignments to their own membership and to other selected campus personnel. Persons in each of the specific student personnel specialties were asked to comment on their areas of expertise.

The committee met again in Frederick, Maryland, on February 20 and 21, 1975. Documents were reviewed and new assignments made. The SBCC assumed the costs of this meeting.

It is currently anticipated the paper will receive its final review and revisions during the Summer of 1975 and will be published during the Fall of 1975. It will be circulated to appropriate official's. Plans call for the document to be revised periodically through 1980 in order to keep the position current.

To achieve the other objective of the project, the State Board for Community Colleges co-sponsored with the American College Testing Program an educational conference for student development personnel on May 4, 5, and 6, 1975 in Ocean City, Maryland. As part of the program, the State Board invited W. Harold Grant to address the group assembled. Grant, the Director of Student Development Services at Auburn University, has written extensively on student development themes and is currently president of the major professional association, the American College Personnel Association. Eighty staff members from Maryland community colleges attended the workshops.

Grant developed a theoretical framework for analysis of the functioning of the comprehensive community college. His point of departure was from the Latin derivation of the concept "communitas"--to be "as one with." He stressed that the expansive role of community colleges must be conceived in terms of its philosophical unity. This unity must include coginizance of the following:

The internal college community must function as a well integrated whole;

 There must be a symbiotic relationship between the college and the surrounding community;

 All knowledge must be seen as a whole, with no field of study being viewed as more worthy than any other;

• Ald students and potential students must be viewed as capable of profiting from college programs and services with no restrictions placed on entrance.

An institution adopting such a stance would need to offer a variety of supportive services to maintain its commitment. Grant suggested alternative means by which such services could be provided.

The American College Testing Program presented a series of sessions on making optimal use of student and institutional data in assisting students to make important educational and career decisions. Using their wellknown Midstate model of a hypothetical postsecondary institution, officials from the central office of ACT in Iowa City, Iowa, discussed how test assessment scores and student interest information could be used for college grade prediction, course placement, scheduling, and counseling.

#### FUTURE ACTIVITIES

As indicated, the source document on student development will be published during the coming academic year. The SBCC staff is currently examining a number of possible formats and topics for the second year conference activities. One promising possibility includes the combination of a series of one-day "drive-in" workshops culminating in an end-of-the-year two-day conference. A topic already recommended is the provision of counseling and advisement service for the culturally or individually different student. The approach would suggest means of flexibly structuring programs to meet 'unique needs.

> Stephen D. Millman Project Director

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## FINANCIAL DATA

Balance July 1, 1974

Expenditures

12

<u>, \_</u>+

\$ 10,423.20

Travel572.17Contractual Services10,001.00Supplies and Materials214.56Equipment880.95

Grants, Subsidies, and Contributions

Technical and Special Fees

\$ 22,399.13

Balance June 30, 1975

2,600.87

\$ 25,000.00

25

20

307.25

A Proposal to Study the Feasibility of Opening A Vocational-Technical Center in an Accessible Location

APPENDIX A

for the Three Community Colleges of Baltimore County .

# MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

CONTRACT IROPOSAI.

PROJECT TITLE: To Study the Feasibility of Opening a Post-Secondary Vocational
Technical Center for the Three Baltimore County Community Colleges.
PROJECT DESCRIPTION:* See Attachment #1
•
CONTRACT PERIOD: 15 working days TOTAL AMOUNT OF CONTRACT: \$2000.00
SOURCE OF FUNDS: State Board for Community Colleges
PROPOSED BUDGET BREAKDOWN:*
15 days x \$100/day - Consultant \$1500
Travel, printing, and other expenses 500
Total \$2000
TERMINATION CLAUSE(S):
· · · · · · · · · · · · · · · · · · ·
The responsible agency will maintain and retain all records and documents relating to the performance of this contract for a period of three years after completion of this project and will make such records available for audit and inspection by the State Board for Community Colleges. A final summary of this project will also be made available to the State Board for Community Colleges. The responsible agen will also comply with all State laws and procedures as appropriate, e.g., withhold ing taxes and Social Security. Submit this form in duplicate to the State Board.
Submitted by: <u>B. A. Barringer</u> President Authorized Representative Title Signature
Catonsville Community College April 3, 1975
Approved: SECC Authorized Stresentative Title Signature Date Disapproved:
SBCC Authorized Representative Ville Signature Date
* Use additional sheets if necessary.

CATONSVILLE COMMUNITY COLLEGE

CATONSVILLE, MARYLAND 21228

## PROPOSAL FOR A GRANT

#### PURPOSE

To study the feasibility of opening a vocational-technical center in an accessible location for the three community colleges of Baltimore County. This study would entail: (1) the location of land and/or buildings which would house a number (10 or more) of vocational programs to serve the needs of Baltimore County; (2) determine the size and number of buildings; (3) estimate the cost of land and buildings (purchase, lease, or construction), equipment, and administrative personnel required; (4) determine recommended solutions to other problems for a vocational-technical lab center for postsecondary education.

#### RATIONALE

Vocational-technical programs should be available to students at each of the colleges. Already, some high cost vocational programs requiring specialized facilities have been approved for Catonsville Community College, and more such programs are being developed at all three institutions. Limiting expensive programs to one specific college (i.e., Welding only at Dundalk Community College, Automotive only at Catonsville Community College, and Packaging only at Essex Community College) will immediately cause accessibility problems for students. It is assumed that the County and State are not prepared to support the construction and equipping of two facilities offering the same programs on each side of the County. Duplication of such programs is expensive and probably would not be favored by the Board of

Trustees and the State Board for Community Colleges.

The construction or lease of such a facility would satisfy the collective demands for all three institutions for expensive space and equipment and minimize the accessibility problem for students. Each college could have a share in the expenses and utilization, allowing a particular curriculum to be offered at all three institutions. The specific curriculum design, exclusive of the specialized laboratory center courses, could still be tailored by each institution, since related and general education courses would be offered at "each "home" campus.

In addition to the cost considerations in establishing such a lab center, this center would have a number of logistical difficulties and they are listed below.

Treasurer's budget?

1. Location:

Administration

Calendar:

Where is the most available and accessible place?

Who will manage the operation of the lab center? To whom will he/she be responsible? What will be the scope of the responsibilities? Each of the colleges now operates on a different academic-year pattern. Will they have to coincide to accommodate the lab center concept? How will the budget of the lab center be constructed? Separate? Combined? Secretary-

Now will student spaces be divided in the "selection process? Who will select the students?

Budget:

5. Program Admissions: - 2 -

6. Graduation Requirements: Each college now has slightly different graduation requirements. Will they all have to be the same for the same program?

If this center can be constructed or leased, there would be no duplication of expensive specialized buildings and equipment, and there would be no need for ancilliary facilities such as a student center, gymnasium, etc. It would also be a center which would be reasonably accessible from all extreme points within the County.

#### AMOUNT REQUESTED

It is suggested that \$2000 would pay for a consultant for approximately fifteen (15) working days plus expenses. If more funds are available, \$3000 would produce a more comprehensive and accurate study.

REPORT REQUIRED

A written report will be written by the consultant who will do the study. Copies will be sent to SBCC and the community colleges of Baltimore County.

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## APPENDIX B

A Workshop Designed to Formulate A Proposal for an Integrated Curriculum between the Colleges and High Schools

in Data Processing Education

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

CONTRACT PROPOSAL

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PROJECT DESC	CRIPTION:* See attac	chment #1	_	
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CONTRACT PER	IOD: <u>5 days</u>	TOTAL AMO	UNT OF CONTRACT:	2000.00
SOURCE OF FU	NDS: State Boar	d for Community Co	olleges	
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## ARTICULATION OF COMMUNITY COLLEGE DATA PROCESSING CURRICULUM WITH HIGH SCHOOLS IN BALTIMORE COUNTY

#### PROJECT DESCRIPTION:

575

At a recent meeting called by SECC and DVTE with representatives from Catonsville Community College, Essex Community College, Eastern Voc-Tech High School, and Western Voc-Tech High School it was decided that teaching members from the Community Colleges and the High Schools in Data Processing should work together for approximately one week during the summer to formulate a proposal for an integrated curriculum between the colleges and the high schools in Data Processing education.

At the meeting it was agreed that there seems to be some lack of coordination in subject matter being taught in Data Processing between the high schools and the community colleges. It was mentioned that few high school data processing students who entered college seem to bypass the beginning courses in the Data Processing curriculum. In some cases it was the fault of the students who did not want to take a written examination and in other cases the student failed the test. It was felt that by having an integrated curriculum, the students would be told of this before entering college and would probably look forward to trying to bypass the courses which may be similar.

This project should also provide a good chance for the faculty from the community colleges and the three high schools in Baltimore County to become acquainted, learn what materials are being taught in each school, and be able to freely call each other when a problem arises or a question needs to be answered. This project should also result in help for the vocational-technical high school graduate since it should provide a much smoother transition from the high school to the college atmosphere. By

receiving recognition for skills and competencies acquired at the high school the amount of program duplication for the student would be minimized.

A report will be written by the participants which would show what was accomplished in the areas of curriculum development. Course outlines for courses which a student should attempt to bypass for credit at the college level would be a part of the report. Specific objectives of what a high school graduate can do in Data Processing should be written for the benefit of the college representatives.

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# APPENDIX C

Data File Structure

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of HEGIS-USOE Program Codes Crosswalk

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## APPENDIX D

9. L

Data File Structure

of HEGIS-USOE-DOT Program Codes

and Occupational Codes Crosswalk

NOTE: The State Board for Community Colleges has included this printout of the "crosswalk" as evidence of progress made. Since the SBCC plans further refinement of the elements included in the "crosswalk," it is absolutely imperative that any uses made of this information by institution and agencies should be done with caution.

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	a construction of the second o	HÊU	GI SO	SE.			MANAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA		\$1111111111111111111111111111111111111				CCFMMMTCCMMWWDMMCMRSTCCSSC_RTC	TADDAEDEDONNARSIIETURBELPREBSAM	TLTEAESETNLATEPLLRETVERLEVDRECPT	LERMGREFRIGH-ALL(2) RCO RVYTRVRL	SCHRRSXCRIRRHC R EP II YA F	UT , EU T S , OH(ADE( EI SUCAIL	IECMODEUCLRTLORRPROLBASNRRESOEC	NRLAEERPLEIRE JIREEESTPD +KRSNRL	FVEILRVEERBARD TNT IRROSSR SC E	RSK V SVK TF EASTOLOV TTU (TLC)	MO RECOIS (III) RI IRLAE(IRRCOIVELNRL)	DOYI OREN ITT E GA LNAELETKEA	I CPM E CRAL-CROEP CH CE LYER R	OTE DET ISM RNJGEF EITCWICLCC	LVPP(LTISHTR N .RL LCEAOCAIL	C SIRI LETMENCE N E L YKL)RR	M&ONTG& · EE SW T&A &) E) AF	M RTMH SL T.SS. T. BIR IX	NE( N E ROXA (R BE E TD )	ILTAT LTE AN PV LA L E.		SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS	UUUUUUUUNNNN ( DOODODD)))))))))			RGGGGTFS EEEE E, WEAA	KKKKKITTT JANNOCOONCHKWTTSS +	Innert Southers Several Southers	CCCCCCNRRRREIEECCCCCECS( RR	CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC				AAAAA PPPP & EEEE EFAGPPPS	NNNNEREEOOODEON VNNDDR	ELLRRRRLR & SS · · EL				
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HEGIŠ: 5004 TITLE: APPAREL AND ACCESSORIES 04020000 TITLE: APPAREL AND ACCESSORIES 185158010FASHION COORDINATOR (RET. TR.)PURCH. & SALES 223687018SAMPLE GIRL (HOSIERY) SORT., INSPECT 263258010SALESPERSON, ORTHOPEDIC SHOES DEMON. & SALES USOE: WĶ 223687018SAMPLE GIRL (HOSIERY) 263258010SALESPERSON, ORTHOPEDIC SHOES DEMON. 263358018SALESMAN, FOOTWEAR (WHOLE. TR.DEMON. 263358022SALESMAN, MEN'S AND BOYS' CLOTDEMON. 263758026SALESMAN, UNIFORMS (RET.TR.; WDEMON. 263358030SALESMAN, WOMEN'S AND GIRLS' ADEMON. 263358034SALESPERSON, CORESETS (RET. TRDEMON. 263358034SALESPERSON, FASHION ACCESSORIDEMON. 263358042SALESPERSON, FASHION ACCESSORIDEMON. 263358046SALESPERSON, MEN'S FURNISHINGSDEMON. 263358050SALESPERSON, SHOES (RET. TR.) DEMON. 263358050SALESPERSON, SHOES (RET. TR.) DEMON. 263458010SALESPERSON, INFANTS' AND CHILDEMON. 263458010SALESPERSON, MEN'S AND BOYS' CDEMON. INSPECT., &REL. ŴK. WK. SALE S ŴΚ. ŠAĒĒŠ WK. 8 SALES SALES WK. 263358034SALESPERSON, CORESETS (RET. TRDEMON. & 263358038SALESPERSON, FASHION ACCESSORIDEMON. & 263358042SALESPERSON, FURS (RET. TR.) DEMON. & 263358046SALESPERSON, MEN'S FURNISHINGSDEMON. & 263458010SALESPERSON, MEN'S AND CHILDEMON. & 263458010SALESPERSON, INFANTS' AND CHILDEMON. & 263458014SALESPERSON, MEN'S AND BOYS' CDEMON. & 263458014SALESPERSON, MILLINERY (RET. TDEMON. & 263458014SALESPERSON, MILLINERY (RET. TDEMON. & 263458014SALESPERSON, WOMEN'S GARMENTS DEMON. & 263458010SALESPERSON, WOMEN'S GARMENTS DEMON. & 263458010SALESPERSON, WOMEN'S GARMENTS DEMON. & 264358010SALESMAN, L'EATHER GOODS (WHOLEDEMON. & 264358010SALESMAN, TEXTILE DESIGNS (WHODEMON. & 281358042SALESMAN, JEWELRY AND OPTICAL DEMON. & 283358014SALESMAN, JEWELRY AND OPTICAL DEMON. & 283358014SALESMAN, JEWELRY (RET. TR.DEMON. & 283358014SALESPERSON, JEWELRY (RET. TR.DEMON. & 299387010FUR-STORAGE CLERK (RET. TR.) INSPECT. 299887030STOCK GIRL, WOMEN'S APPAREL (RHANDLING 8 ALES ₩K SAĒES ₩K SALES SALES WK. ALE S SALES SALES SALES ALES ALES SALES ₩K. SALES WI SALES WI SALES WI L STOCK WK. CHECK. 5004 EGIS: 5004 TITLE: AVIATION GROUND UPERATIONS 17040300 TITLE: GROUND OPERATIONS 193168010AIR-TRAFFIC COORDINATOR (GOV.SSCHED., EXPED. & REL. W 193168014AIR-TRAFFIC-CONTROL SPECIALISTSCHED., EXPED. & REL. W 193168018AIR-TRAFFIC-CONTROL SPECIALISTSCHED., EXPED. & REL. W 912368010AIRPLANE-DISPATCH CLERK (AIR TFACIL., SER., & EXPED. 912384010AIRPORT SERVICEMAN (AIR.TRANS.INSPECT. & STOCK CHECK. 912388010TRIP FOLLOWER (AIR TRANS.) CLASSIF., FILING, & REL TITÉE: AVIATION GROUND OPERATIONS \* USOE: REL. WK. WK . WK. WK. REL. GIS: ~5004 TITLE: AUTOMOTIVE (DISTRIBUTIVE) 04030000 TITLE: AU 1631580105PARE-PARTS 185168050MANAGER, PA 04030000 TITLE: AUTOMOTIVE 163158010SPARE-PARTS FIELD REPRESENTATIPURCH. & SALES WK. 185168050MANAGER, PARTS (RET. TR.; WHOLMANAG. WK. 185168066SERVICE MANAGER (AUTO. SÉR.) MANAG. WK. 187168142MANAGER, STORAGE GARAGE (AUTO.MANAG. WK. 187168154MANAGER, VEHICLE LEASING AND RMANAG. WK. 187168154MANAGER, VEHICLE LEASING AND RMANAG. WK. 187288010SERVICE REPRESENTATIVE (AUTO. INVESTIGAT., PROTECT., 280358014SALESMAN, AUTOMOBILE (RET. TR.DEMON. & SALES WK. 280358014SALESMAN, AUTOMOBILE (RET. TR.DEMON. & SALES WK. 280358026SALESMAN, AUTOMOBILE PARTS (WHDEMON. & SALES WK. 280358034SALESMAN, MOTOR VEHICLES AND SDEMON. & SALES WK. 280458010SALESMAN, MOTOR VEHICLES AND SDEMON. & SALES WK. 280458010SALESPERSON, PARTS (RET. TR.; DEMON. & SALES WK. 280458010CAR LOCATOR (RET. TR.) FACIL., SER., & EXPED. 299287010APPRAISER, AUTOMOBILE (RET. TRAPPRAIS. & INVESTIGAT. 620281022AUTOMOBILE-REPAIR-SERVICE SALECRAFTS & REL. WK. 915137010CAR-WASH SUPERVISOR (AUTO. SERSUPER. WK.(FARM., MFG., E 919368010DISPATCHER, CAR RENTAL (AUTO. SERSUPER. WK.(FARM., MFG., E 919368010DISPATCHER, CAR RENTAL (AUTO. SER.) CUSTOMER SER. WK., N.E. 0E: AUTOMOTIVE WK. PROTECT., &REL. WK. EXPED. ₩K . WK. WK.(FARM., MFG., ETC.) PER. SER.(FOOD SER.&R SER., & EXPED. WK. WK .. N. E. C.

5004TITLE:INSURANCE04130000TITLE:INSURANCE166168034SPECIALAGENT(INSURANCE)168268022INSURANCEEXAMINER(GOV. SER.)INVESTIGAT., PROTECT.169168034ESTATEPLANNER'(INSURANCE)169138014UNDERWRITER(INSURANCE)ACCOUNT., AUDIT.169138014UNDERWRITER(INSURANCE)ACCOUNT., AUDIT.169138018HOSPITAL-INSURANCEREPRESENTATINTERVIEW., INFO.186118030MANAGER,INSURANCE186118030MANAGER,INSURANCE (ANY IND.)ADMIN.1861268030MANAGER,INSURANCE OFFICE191268018INVESTIGATOR(INSURANCE)191268018EINVESTIGATORINSURANCE)249368022PLACER(INSURANCE)241168010CLAIMADJUSTER249268010CLAIMADJUSTER249268010CLAIMEXAMINER250258014SALESMAN,INSURANCE250258014SALESMAN,INSURANCE250258014SALESMAN,INSURANCE250258014SALESMAN,INSURANCE250258014SALESMAN,INSURANCE250258014SALESMAN,INSURANCE250258014SALESMAN,INSURANCE250258014SALESMAN,INSURANCE250258014SALESMAN,INSURANCE250258014SALESMAN,INSURANCE250258014SALESMAN,INSURANCE250258014SALESMAN,INSURANCE250258014SALESMAN,INSURANCE250258014SALESMAN,INSURANCE250258014SALESMAN,INSURANCE250258014SALESMAN,INSURANCE250258014SALESMAN,INSURANCE<t 5004 HEGIS: TITLE: INSURANCE USOE: 5004 TITLE: HARDWARE, BLDG, MAT, FARM SUP & EQUIP 04090000 TITLE: HARDWARE, BUILDING MATERIALS, FARM AND E 187168134MANAGER, SERVICE DEPT. (WHOLE-MANAG, WK. 249368018CONTRACT CLERK (LIGHT, HEAT & INFO. GATHER., DISP 276358010SALESMAN, BUILDING AND CONSTRUDEMON. & SALES WK. 276358014SALESMAN, CONSTRUCTION MACHINEDEMON. & SALES WK. 276358018SALESMAN, HARDWARE SUPPLIES (WDEMON. & SALES WK. 276358058SALESPERSON, GENERAL HARDWARE DEMON. & SALES WK. 277358014SALESMAN, CATTLE AND POULTRY FDEMON. & SALES WK. 277358014SALESMAN, FARM AND GARDEN EQUIDEMON. & SALES WK. 277358014SALESMAN, FARM AND GARDEN EQUIDEMON. & SALES WK. 277358022SALESMAN, FARM AND GARDEN EQUIDEMON. & SALES WK. 277358026SALESMAN, TRACTOR AND FARM IMPDEMON. & SALES WK. 277358030SALESPERSON, LAWN AND GARDEN EDEMON. & SALES WK. HEGIS: 5004 USOE: FARM AND GARDEN SUPPLIES AND DISPENS. 8 SUPER . WK. (FARM., MFG. ETC 5004 TITLE: HOME FURNISHINGS 04100000 TITLE: HOME FURNISHINGS 162158114SECOND-HAND FURNITURE DEALER (PURCH. & SALES WK. 187168010APPLIANCE-SERVICE SUPERVISOR (APPRAIS. & INVESTIGAT. 191287010APPRAISER, FURNITURE (RET. TR.APPRAIS. & INVESTIGAT. 256258010SALESMAN, UPHOLSTERY AND FURNIDEMON. & SALES WK. 274358014SALESMAN, CUSTOM DRAPERY (RET.DEMON. & SALES WK. 274358014SALESMAN, FLOOR COVERINGS (RETDEMON. & SALES WK. 274358022SALESMAN, FLOOR COVERINGS (RETDEMON. & SALES WK. 274358030SALESPERSON, CURTAIN AND DRAPEDEMON. & SALES WK. 274358030SALESPERSON, FURNITURE (RET. TDEMON. & SALES WK. 278358010SALESPERSON, HI-FI (RET. TR.) DEMON. & SALES WK. 278358014SALESMAN, HOUSEHOUND EQUIPMENT DEMON. & SALES WK. 278358014SALESPERSON, HI-FI (RET. TR.) DEMON. & SALES WK. 278358014SALESMAN, HOUSEHOLD EQUIPMENT DEMON. & SALES WK. 278358014SALESMAN, BAS-OR-ELECTRIC APPLDEMON. & SALES WK. 278358014SALESMAN, RADIO AND TELEVISIONDEMON. & SALES WK. 278358014SALESMAN, RADIO AND TELEVISIONDEMON. & SALES WK. 278358014SALESMAN, RADIO AND TELEVISIONDEMON. & SALES WK. 278358014SALESMAN, RADIO AND TELEVISION AND APDEMON. & SALES WK. 278358014SALESMAN, RADIO AND TELEVISION AND APDEMON. & SALES WK. 278358014SALESMAN, RADIO AND TELEVISION AND APDEMON. & SALES WK. 278358014SALESMAN, RADIO AND TELEVISION AND APDEMON. & SALES WK. 278358014SALESMAN, SEWING MACHINE (RET.DEMON. & SALES WK. 278358014SALESMAN, RADIO AND TELEVISION AND APDEMON. & SALES WK. 278358014SALESMAN, SEWING MACHINE (RET.DEMON. & SALES WK. 278358014SALESMAN, RADIO AND TELEVISION AND APDEMON. & SALES WK. 278358030SALESPERSON, TELEVISION AND APDEMON. & SALES WK. 279468010DRAPERY AND UPHOLSTERY ESTIMATCOMPUT. & REL. RECORD. 299680014FURNITURE INSPECTOR (RET. TR.)SORT., INSPECT. & REL. EGIS: 5004 TITLE: HOME FURNISHINGS USOE: WK. WK.

HEGIS: 5004 TITLE: MARKETING MANAGÈMENT No usoe entry

HEGIS: USOE:	5004 TITLE: INDUSTRIAL MARKETING 04120000 TITLE: INDUSTRIAL MARKETING	
	163118026MANAGER. SALES CANY TND. 3 ADMIN.	
	163168018MANAGER, UTILITY SALES AND SERMANAG. WK.	
	183118010MANAGER, BRANCH (ANY IND.) ADMIN. 189118018MANAGER, INDUSTRIAL ORGANIZATIADMIN.	
1	252158010SALESMAN, INDUSTRIAL RELATIONSPURCH. & SALES WK	
,	222328014SALESMAN, BUSINESS SERVICES DEMON. & SALES WK.	
	258358014SALESMAN, PRINTING (PRINT. & PDEMON. & SALES WK. 259358022SALESMAN, WEATHER FORECASTING DEMON. & SALES WK.	
	263358010SALESMAN, WEATHER FORECASTING DEMON. & SALES WK. 263358010SALESMAN, CANVAS PRODUCTS (WHODEMON. & SALES WK. 265358014SALESMAN, PAPER & PAPER PRODUCDEMON. & SALES WK.	
	202328014SALESMAN, PAPER & PAPER PRODUCDEMON. & SALES WK.	
,	265358018SALESMAN, PRESSURE-SENSITIVE TDEMON. & SALES WK. 266258010SALESMAN, CHEMICALS AND DRUGS DEMON. & SALES WK.	
	268358010SALESMAN. PLASTIC PRODUCTS CHANEMON & SALES UP	
	- ZTUZSBUTUSALESMAN, PHRREP GOONG TUVOLE NEWON' & CATEC UP	
	271358010SALESMAN, ABRASIVES (WHOLE. TRDEMON. & SALES WK. 273258010SALESMAN, FOUNDRY AND MACHINE DEMON. & SALES WK.	
	273358010SALESMAN, METALS (UNOLE TO A DEMON & CALED UN	
	44332801484LESMAN, WIRE ROPE (WHOLE, TRDEMON, & SALES WK.	
	276158010SALESMAN, MACHINERY (WHOLE. TRPURCH. & SALES WK. 276358022SALESMAN, LUBRICATING EQUIPMENDEMON. & SALES WK.	
-	276358034SALESMAN, PANTOGRAPHIC INCRETICATION & SALES WA	
	276358038SALESMAN, SAFETY EQUIPMENT (WHDEMON, & SALES UK	
	STATESOFOR TESUSEY LEATERLY WEEDUNES & SALES WAS	
	276358054CALESMAN HELDING FOUTDMENT AUDEMON - STEED UN	
	278258014SALESMAN, COMMUNICATION EQUIPMDEMON. & SALES WK.	
*	281358014SALESMAN, PRINTING SUPPLIES (WPURCH. & SALES WK.	
	281358014SALESMAN, BOTTLES AND BOTTLINGDEMON. & SALES WK. 281358018SALESMAN, CHURCH FURNITURE ANDDEMON. & SALES WK. 281358022SALESMAN, CORDAGE (WHOLE. TR.)DEMON. & SALES WK.	
	281358022SALESMAN, CORDAGE (WHOLE. TR.)DEMON. & SALES WK.	
	SELZESUERSALESMAN, OFFICE MACHINES (RETDEMON. & SALES WK.	
	<u>CREESBUIDSALESMAN, DENTAL AND MEDICAL EDEMON. &amp; SALES WK.</u>	
	282258018SALESPERSON, SURGICAL APPLIANCDEMON. & SALES WK. 282258014SALESMAN, MEDICAL EQUIPMENT ANDEMON. & SALES WK.	
	282358010SALESMAN, MEDICAL EQUIPMENT ANDEMON. & SALES WK. 282358010SALESMAN, VETERINARIAN SUPPLIEDEMON. & SALES WK. 284258010SALESMAN, PRECISION INSTRUMENTDEMON. & SALES WK.	
	SYTERONIUS ALES MANY PREVISION INSIRUMENTDEMON' & SALES WAS	
	SAA22801USALESMAN, ENGINEERING SUPPLIESDEMON. & SALES WK.	
	289158014SALESMAN, CONTATNERS (HUDLE TOUDCH & SALES WA	
· •	2893280385ALESMAN, RELIGIOUS SUPPLIES (DEMON. & SALES WK.	
,	289358014SALESMAN, GENERAL (RET. TR.; WDEMON. & SALES WK.	

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EGIS: TITLÈ: 5004 TITLE: GENERAL MERCHANDISE 04080000 TITLE: GENERAL MERCHANDISE 162158050BUYER (RET. TR.; WHOLE. TR.) I 162158030BUYER, ASSISTANT (RET. TR.) 185168054MANAGER, STORE (RET.TR.) I 185168046MANAGER, MERCHANDISE (RET. TR.) 189168010DIRECTOR, SERVICE (RET.TR.) 189168014JUNIOR EXECUTIVE (ANY IND.) 189168014JUNIOR EXECUTIVE (ANY IND.) 189168018MANAGER, TRAINEE (ANY IND.) 209588046MARKER (RET.TR.; WHOLE. TR.) 211468010CASHIER (CLERICAL) II 240368010COLLECTOR (CLERICAL) 241368010ADJUSTMENT CLERK (CLERICAL) 5004 GENERAL MERCHANDISE, USOE: IPURCH. 8 SALES WK & SALES WK. PURCH. MANAG. TR'.MANAG. ₩K.• ΨK. MANAG. ₩X. MANAG. MANAG. ROUTINE WK. E CHECK. & RECORD. (THEATER, REST. & REL GATHER, DISPENS., & R CASH. INFO. GATHER, DISPENS., & R GATHER, DISPENS., & R (THEATER, REST. & REL GATHER, DISPENS., & REL & SALES WK. 241368010ADJUSTMENT CLERK (CLERICAL) 243468010SALES-CHECK WRITER (RET.TR.) 249368062NEW-ACCOUNT CLERK (CLERICAL) INFO. CASH. 249368062NEW-ACCOUNT CLERK (CLEPICAL) INFO. GATHER, DISPEN 263458026SALESPERSON, YARD GOODS (RET. DEMON. & SALES WK. 266358014SALESPERSON, COSMETICS AND TOIDEMON. & SALES WK. 274358026SALESPERSON, CHINA AND GLASSWADEMON. & SALES WK. 283458010SALESPERSON, SILVERWARE (RET. DEMON. & SALES WK. 289458010SALESPERSON, GENERAL (RET. TR.DEMON. & SALES WK. 289458010SALESPERSON, FLYING SQUAD (RETDEMON. & SALES WK. 290468018SALES ATTENDANT (RET. TR.) CUSTOMER SER. WK., N. 290478014SALES CLERK (RET. TR.) CUSTOMER SER. WK., N. 290478010AUCTIONEER (RET. TR.) CUSTOMER SER. WK., N. 290478010PERSONAL SHOPPER (RET. TR.) DEMON. & SALES WK. 296388010COMPARISON SHOPPER (GARMENT; RCLASSIF., FILING, & F 297458010DEMONSTRATOR (RET. TR.; WHOLE.DEMON. & SALES WK. 299138022MANAGER, DEPARTMENT (RET. TR.) DEMON. & SALES WK. 299358010BRIDAL CONSULTANT (RET. TR.) DEMON. & SALES WK. INFO. N • E • C • N.E.C. REL.WK. - X HEGTS: 5004 TITLE: MARKETING NO USOE ENTRY 5004TİTLE:FOOD DISTRIBUTION04060000TITLE:FOOD DISTRIBUTION162158014BROKER(RET. TR.; WHOLE. TR.) PURCH. & SALES WK.162158074COMMISSIONMAN, LIVESTOCK (WHOPURCH. & SALES WK.185168010COMMISSARYMAN (ANY IND.)185168034MANAGER, DOUGHNUT SHOP (WHOLE.MANAG. WK.211468014CASHIER, COURTESY BOOTH (RET. CASH. (THEATER, REST. & REL.223487010CHECKER, BAKERY PRODUCTS (BAKEINSPECT. & STOCK CHECK.261158010COMMISSION261258010SALESMAN, LIVESTOCK (WHOLE. TRDEMON. & SALES WK.262358010SALESMAN, FOOD PRODUCTS (WHOLE. TRDEMON. & SALES WK.290468010GROCERYMAN, JOURNEYMAN (RET. TCUSTOMER SER. WK. N.E.C.290177010SALESPERSON, FOOD (RET. TR.)2911580122PEDDLER (RET. TR.; WHOLE. TR.)291158022PEDDLER (RET. TR.; WHOLE. TR.)292138010ROUTE SUPERVISOR (ANY IND.)292358010SALESMAN-DRIVER (ANY IND.)292887010SALESMAN-DRIVER (ANY IND.) HEGIS: 5004 TITLE: FOOD DISTRIBUTION USOE: SUPER. WK. (CLERICAL & REL. CASH. (THEATER, REST. & REL SORT.,INSPECT.,& REL. WK. HANDLING 9208870228A66ER (RET. TR.) HEGIS: 5004 TITLE: INTERNATIONAL TRADE 04140000 INTERNATIONAL TRADE USOE TITLE: 163118018MANAGER, EXPORT (ANY IND.) ADMIN. 184118026IMPORT-EXPORT AGENT (R. R. TRACONTR. NEGOT. REL. 8 WK. 126118018CUSTOMS-HOUSE BROKER (FINAN. ICONTR. NEGOT. 8 REL ₩K.

<ul> <li>HEGIS: 5004 TITLE: FOOD SERVICES (DISTRIBUTIVE).</li> <li>OGGIDGOD TITLE: FOOD SERVICES (DISTRIBUTIVE).</li> <li>OGGIDGOD TITLE: FOOD CONTENT ANALES. WE: TTTGGTOGRAMAGES, LIGUDA ESTABLISMENT FANAGE. WE: TTTGGTOGRAMAGES, LIGUDA ESTABLISMENT, PANAGE. WE: TTGGTOGRAMAGES, LIGUDA ESTABLISMENT, PANAGE, WE: TTGGTOGRAMAGES, LIGUDA ESTABLISMENT, PANAGENT, PANAGES, WE: TTGGTOGRAMAGES, LIGUDA ESTABLISMENT, PANAGENT, PANAGES, VE: TTGGTOGRAMAGES, LIGUTA PANAGES, VE: TTGGTOGRAMAGES, LIGUTA PANAGES, VE: TTGGTOGRAMAGES, LIGUTA PANAGES, LIGUTA PANAGES, VE: TTGGTOGRAMAGES, LIGUTA PANAGES, LIGUTA P</li></ul>		,																•										•		·	
USOE: 04050000 TITLE: FLORISTRY 14208105010AALESPERSON, FLOWERS (RET. TR.) TART WK. 2604580105ALESPERSON, FLOWERS (RET. TR.) DEMON. & SALES WK. 2893580105ALESPERSON, FLOWERS (RET. TR.) DEMON. & SALES WK. 2893580105ALESPERSON, FLOWERS (RET. TR.) DEMON. & SALES WK. 1050000 TITLE: PERSONNEL, TRAINING, AND RELATED OCCUPATIONS NO DOT ENTRY HEGIS: 5004 TITLE: PETROLEUM 105178010MANAGER, CONTRACTS (PETROL. PRADMIN. 105178010MANAGER, CONTRACTS (PETROL. PRADMIN. 105178010MANAGER, CONTRACTS (PETROL. PRADMIN. 105178010MANAGER, CONTRACTS (PETROL. PRADMIN. 105178010MANAGER, STORE (RET. TR.) IN MAMG. WK. 105178010MANAGER, STORE (RET. TR.) IN MAMG. WK. 105178010MANAGER, TORE (PETROL. PRODADMIN. 105178010MANAGER, TORE (PETROL. PRODADMIN. 105178010AANAGER, STORE (PETROL. PRODADMIN. 1051180010AANAGER, TORENCE, PRODADMIN. 1051180010AANAGER, TORENCE, PRODADMIN. 1051180010AANAGER, STORE (PETROL. PROD SCHOL, SREL. WK. 1051180010AANAGER, TORENCE, PROD SCHOL, CONST. MEGOT. & REL. WK. 1051180010AANAGER, TORENCE, PROD SCHOL, CONST. MEGOT. & SREL. WK. 1051180010AANAGER, TORENCE, PROD SCHOL, CONST. 10501130010ASENAN, OIL FIELD SUPPLIES SOUNCE. SALES WRL. WK. 1051380305ALESMAN, OIL FIELD SUPPLIES SOUNCE. SEALES WRL. WK. 10587010AUTOMOBILE-SERVICE-STATION AT MISC., CUSTOMER SEEL. WK. 10587010AUTOMOBILE-SERVICE-STATION AT MISC., CUSTOMER SEEL. WK. 105870010AUTOMOBILE-SERVICE-STATION AT MISC., CUSTOMER SEEL. WK. 105870010AUTOMOBILE-SERVICE-STATION AT MISC., CUSTOMER SEEL. WK. 105870010AUTOMOBILE SUPPRVISORY AND ADMINISTRATIVE MANAGEMENT OCCUPATION. NO DOT ENTRY.	USOE:	0407 1851 1871 1871 21643 22553 28124 2553 2924 2924 3101	70000 1680 1681 1681 1681 1681 1681 1681	0 58 52 52 52 52 52 54 50 54 50 54 50 54 50 54 50 54 50 54 50 54 54 54 54 54 54 54 54 54 54 54 54 54		LE: GERR GERR SMAI SMAI SMAI SMAI SMAI SMAI	IFOLRKK CIAH	OOT A A A A A A A A A A A A A A A A A A	DERI DERI DERI DERI DERI DERI DERI DERI	ENGEATTEAGEHT	VI STLLD RELDONA EENDA EENDA EEE	SSITLS SITLS	ON ELS RESTONE SCOLORE	HOST RUN	HREE EFESSINA TANARO	ES POCOCOS				WWWW SSERYWU		REI ALI ALI ER SI	ES ES ER FA	RE WN WN WK N R R		N.	E • N •	É.C	ř.		
USOE: 1406000 TITLE: PERSONNEL, TRAINING, AND RELATED OCCUPATIONS NO DOT ENTRY HEGIS: 5004 TITLE: PETROLEUM 163118014MANAGER, CONTRACTS (PETROL. PRADMIN. 163287038FIELD REPRESENTATIVE (RET. TRAPPRANIS. & INVESTIGAT. WK. 181118014MANAGER, BULK PLANT (PETROL. PRODOMMIN. 181118014MANAGER, BULK PLANT (PETROL. PRODOMMIN. 1911180304EAASEMAN (PETROL. PRODOMMIN. 1911180304EAASEMAN (PETROL. PRODOMMIN. 1911180304EAASEMAN (PETROL. PRODUCTION) CONTR. NEGOT. & REL. WK. 2763580305ALESMAN, OIL FIELD SUPPLIES DEMON. & SALES WK. 915867010AUTOMOBILE-SERVICE-STATION AT MISC., CUSTOMER SER., WK. 915867010AUTOMOBILE-SERVICE-STATION AT MISC., CUSTOMER SER., WK. 915878010AUTOMOBILE-SERVISORY AND ADMINISTRATIVE MANAGEMENT 14002000 TITLE: SUPERVISORY AND ADMINISTRATIVE MANAGEMENT 00 DOT ENTRY.		0405 1420 2604	0000 8105 5801	OFL OSA	ITL OR	LE: AL C Sper	F DES RSO	LOI IGI N.	RIS NER FI	TR' () 011	Y R E T E R S	- CI	RFI	· .	TR	• D	EM	0N		2	51 51	NL E	S	WK WK	•	•			yer		
USOE: D4160000 TITLE: PETROLEDW 163118014MANAGER, CONTRACTS (PETROL. PRADMIN. 163118010MANAGER, BULK PLANT (PETROL. RRADMIN. 183168018MANAGER, BULK PLANT (PETROL. RRADMIN. 183168018MANAGER, LEASING (PETROL. PRODUCTION) CONTR. NEGOT. & REL. WK. 19118010LEASEMAN (PETROL. PRODUCTION) CONTR. NEGOT. & REL. WK. 19118022PERMIT AGENT, GEOPHYSICAL PROSCONTR. NEGOT. & REL. WK. 19118022PERMIT AGENT, GEOPHYSICAL PROSCONTR. NEGOT. & REL. WK. 19118022PERMIT AGENT, GEOPHYSICAL PROSCONTR. NEGOT. & REL. WK. 911803030SALESMAN, OIL FIELD SUPPLIES DEMON. & SALES WK. 91468014015PATCHER, OIL (PETROL. PROD SCHED., EXPED. & REL. WK. 915878010AUTOMOBILE-SELF-SERVE-SERVICE-MISC., CUSTOMER SER., WK. 915878010AUTOMOBILE-SELF-SERVE-SERVICE-MISC., PER. SER. (FOOD SER. 400000 TITLE: SUPERVISORY AND ADMINISTRATIVE MANAGEMENT OCCUPATION: NO DOT ENTRY.	HEGIS: USOE:	1406	0000	1	ITL		P P	ERS ERS	S Ö N S O N	NEI	- L 9 L 9	TR/ TP/	Ŷ Ajn Ajn	IN	6,	A A	N D N D	-R R	EL	. A 1 . A 1	Ē		).C (	UP	AT	10	N,S			٥	
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HEGIS: USOE:	5004 TITLE: REAL ESTATE 04170000 TITLE: REAL ESTATE 184118034MANAGER, INDUSTRIAL DEVELOPMENADMIN. 185168042MANAGER, FRANCHISE PROMOTION MANAG. WK. 186118042PROPERTY-RENTAL AGENT (BUS: S CONTR. NEGOT. & REL. WK. 186118046REAL-ESTATE AGENT (R. R. TRANSADMIN. 186168022MANAGER, APARTMENT HOUSE (HOTEMANAG. WK. 186168026MANAGER, HOUSING PROJECT (PROFMANAG. WK. 186168036MANAGER, PROPERTY (REAL ESTATEMANAG. WK. 186168038MANAGER, RENTAL DEPARTMENT (PEMANAG. WK. 186168038MANAGER, RENTAL DEPARTMENT (PEMANAG. WK. 186168042MARKET MASTER (RET. TR.; WHOLEMANAG. WK. 186168042MARKET MASTER (RET. TR.; WHOLEMANAG. WK. 187168194SUPERINTENDENT, BUILDING (ANY MANAG. WK. 187168194SUPERINTENDENT, BUILDING (ANY MANAG. WK. 189158010BUS INESS BROKER (REAL ESTATE) PURCH. & SALES WK. 191118050RIGHT-OF-WAY AGENT (ANY IND.) CONTR. NEGOT. & REL. WK. 249388046REAL-ESTATE-LOCATION WRITER (ICLASSIF., FILING, & REL. WK. 250358010BUILDING CONSULTANT (WHOLE. TRDEMON. & SALES WK. 250358010BUILDING CONSULTANT (REAL ESTATE) DEMON. & SALES WK. 250358010BUILDING CONSULTANT (REAL ESTATE) SALES WK. 250358018MEMORIAL COUNSELOR (RET. TR.) DEMON. & SALES WK. 250358022SALES REPRESENTATIVE (MOTOR TRDEMON. & SALES WK.	
HEGIS: USOE:	5005 TITLE: FILING, OFFICE MACHINES, & GEN OFF CLERICAL 14030000 TITLE: FILING, OFFICE MACHINES, AND GENERAL OFFICE CLERICAL NO DOT ENTRY	OCCUPATI
HEGIS: USOE:	500'5 TITLE: TYPEWRITING 14090000 TITLE: TYPING AND RELATED OCCUPATIONS NO DOT ENTRY	•
HEGIS: USOE:	5005 TITLE: STENOGRAPHIC, SECRETARIAL, AND RELATED 14070000 TITLE: STENOGRAPHIC, SECRETARIAL, AND RELATED OCCUPATIONS NO DOT ENTRY	
HEGIS: USOE:	5006 TITLE: BARBERING 17260100 TITLE: BARBERING 330371010BARBER (PER. SER.) BEAUTI. & BARBER. SER. 330371014BARBER APPRENTICE (PER. SER.) BEAUTI. & BARBER. SER. 339371014SCALP-TREATMENT OPERATOR (PER.BEAUTI. & BARBER. SER.	
HEGIS	5006 TITLE: FABRIC MAINT 17160000 TITLE: FABRIC MAINTENANCE SERVICES 363782018PRESSER, MACHINE (ANY IND.) OPERATING-CONTROLLING 363884022PRESSER, HAND (ANY IND.) MANIPULATING 363885022PRESSER, FORM (ANY IND.) TENDING 363887014GLOVE FORMER (CLEAN., DYE., & HANDLING 363887026STRETCHER-DRIER OPERATOR (CLEAHANDLING 369687010ASSEMBLER (CLEAN., DYE., & PRESORT., INSPECT., & REL. WK. 369687014CHECKER (CLEAN., DYE., & PRESORT., INSPECT., & REL. WK. 369887018INSPECTOR (CLEAN., DYE., & PRESORT., INSPECT., & KEL. WK. 369887018MARKER (CLEAN., DYE., & PRESS.HANDLING 369887018MARKER (CLEAN., DYE., & PRESS.HANDLING 369887078GARMENT FOLDER (GARMENT; KNIT HANDLING	
•	369885034TUMBLER OPERATOR (QLEAN., DYE.TENDING 369887018MARKER (CLEAN., DYE., & PRESS.HANDLING 782884078SEAMSTRESS (CLEAN., DYE., & PRMANIPULATING 789887078GARMENT FOLDER (GARMENT; KNIT HANDLING	•

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5006 **HEGIS:** COSMETOLOGY TITLE: 5006TITLE:COSMETOLOGY17260200TITLE:COSMETOLOGY331878010MANICURIST(PER SER.)MISC. PER. SER. (FOR332138010SUPERVISOR,MAKE-UP (MOTION PISUPER. WK. (SER. &332271010COSMETOLOGIST(PER. SER.)BEAUTI. & BARBER. S332271014COSMETOLOGIST,APPRENTICE(PERBEAUTI. & BARBER. S332381010WIGDRESSER(HAIRWORK;PER. SECRAFTS & REL. WK.332271014MAKE-UPWOMAN(AMUSE. & RBEAUTI. & BARBER. S333271014MAKE-UPMAN(AMUSE. & RBEAUTI. & BARBER. S USOE: (FODD SER. REL.) SER. SER. SER. SER. 5006TITLE:PERSONALSERVICES17269900TITLE:PERSONALSERVICES,OTHER334868010RUBBER(PER.SER.)MISC.PER.334878010MASSEUR(PER.SER.)MISC.PER.334878014REDUCING-SALONATTENDANT(PER.MISC.PER.335878010COOLING-ROOMATTENDANT(PER.SMISC.PER.335878014HOT-ROOMATTENDANT(PER.SER.)MISC.PER.339371010ELECTROLOGIST(PER.SER.)BEAUTI.8339878010REDUCING-MACHINEOPERATOR(PERMISC.PER. HEGÎS: USOE: SER. (F00D SER. PER. SER. (FOOD SER. SER. SER. SER. (FOOD (F00D (F00D FOOD SER. BARBER. SEK. SER. SER. HEGIS: 5007 TITLE: PHOTOGRAPHY ي في 17090000 TITLE: NO DOT ENTRY USOE: · COMMERCIAL PHOTOGRAPHY OCCUPATIONS HEGIS: 5008 • TITLE: BUSINESS INFORMATION COMMUNICATION USOE: 14040000 TITLE: INFORMATION COMMUNICATION OCCUPATIONS NO DOT ENTRY 5008 TITLE: R 17150300 TITLE: R 720281010RAD10 REPA 720281018TELEVISION 720281022TELEVISION E: RADIO/TELEVISION E: RADIO/TELEVISION REPAIRMAN (ANY IND.) CRAFTS ISION SERVICE-AND-REPAIRMCRAFTS HEGIS: USOE: REL. REL. 2 ₩K. Ż WK. SERVICE-AND-REPAIRMCRAFTS ٠ž REL ¥K.

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HEGIS: USOE :

5010 TITLE: H 04120000 TITLE: I 163118026MANAGER, S 163168018MANAGER, U 183118010MANAGER, U 189118018MANAGER, I 189268014MANAGER, T 252358014SALESMAN, 258358014SALESMAN, 263358014SALESMAN, 265358014SALESMAN, 265358018SALESMAN, 265358018SALESMAN, 26258010SALESMAN, 26258010SALESMAN, 26258010SALESMAN, 263358010SALESMAN, 273258010SALESMAN, 273358010SALESMAN, 5010 HOTEL AND LODGING INDUSTRIAL MARKET SALES (ANY IND.) TITLE: MARKETING UTILITY SALES AND SERMANAG. BRANCH (ANY IND.) ADMIN. INDUSTRIAL ORGANIZATIADMIN. TECHNICAL SERVICE (PRCONSULT INDUSTRIAL RELATIONSPURGH. BUSINESS SERVICES DEMON. BUSINESS SERVICES DEMON. PRINTING (PRINT. & PDEMON. WEATHER FORECASTING DEMON. CANVAS PRODUCTS (WHODEMON. PAPER & PAPER PRODUCDEMON. PRESSURE-SENSITIVE TDEMON. CHEMICALS AND DRUGS DEMON. PLASTIC PRODUCTS (WHOLE.DEMON. RUBBER GOODS (WHOLE.DEMON. ABRASIVE'S (WHOLE.TRDEMON. FOUNDRY AND MACHINE DEMON. MIRE ROPE (WHOLE.TRDEMON. WIRE ROPE (WHOLE.TRDEMON. MACHINERY (WHOLE.TRDEMON. RADIOGRAPHIC INSPECTDEMON. SAFETY EQUIPMENT (WHDEMON. 73358010SALESMAN, 73358014SALESMAN, 76158010SALESMAN, 76358022SALESMAN, 76358034SALESMAN, 76358034SALESMAN, 76358050SALESMAN, 76358054SALESMAN, 76358014SALESMAN, 81158010SALESMAN, 81358014SALESMAN, 81358014SALESMAN, RADIOGRAPHIC INSPECTDEMON. SAFETY EQUIPMENT (WHDEMON. TEXTILE MACHINERY (WDEMON. ULTRASONIC EQUIPMENTDEMON. WELDING EQUIPMENT (WDEMON. COMUNICATION EQUIPMDEMON. PRINTING SUPPLIES (WPURCH. BOTTLES AND BOTTLINGDEMON. CHURCH FURNITURE ANDDEMON. CHURCH FURNITURE ANDDEMON. OFFICE MACHINES (RETDEMON. SCHOOL EQUIPMENT ANDDEMON. COMMERCIAL EQUIPMENTDEMON. DENTAL AND MEDICAL EDEMON. 281358014SALESMAN, BOTTLES AND BOTTLINGDEMON. 281358014SALESMAN, CHURCH FURNITURE ANDDEMON. 281358022SALESMAN, CORDAGE (WHOLE. TR.)DEMON. 281358026SALESMAN, OFFICE MACHINES (RETDEMON. 281358030SALESMAN, OFFICE MACHINES (RETDEMON. 281458010SALESMAN, SCHOOL EQUIPMENT ANDDEMON. 282258010SALESMAN, DENTAL AND MEDICAL EDEMON. 282258010SALESMAN, DENTAL AND MEDICAL EDEMON. 282258010SALESMAN, DENTAL AND MEDICAL EDEMON. 282258010SALESMAN, VETRINARIAN SUPPLIANCDEMON. 282258010SALESMAN, VETERINARIAN SUPPLIEDEMON. 282358010SALESMAN, PRECISION INSTRUMENTDEMON. 284358010SALESMAN, ENGINEERING SUPPLIESDEMON. 284358010SALESMAN, ENGINEERING SUPPLIESDEMON. 289158010SALESMAN, CONTAINERS (WHOLE. TPURCH. 289158014SALESMAN, RELIGIOUS SUPPLIES (DEMON. 289358038SALESMAN, RELIGIOUS SUPPLIES (DEMON. 289358014SALESMAN, GENERAL (RET. TR.; WDEMON.

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HEGIS: USOE:	5302 TITL 17040300 TITL 193168010AIR-T 193168014AIR-T 193168018AIR-7 912368010AIRPL 912384010AIRPO 912388010TRIP	E: GROUND OP RAFFIC COORDI RAFFIC-CONTRO RAFFIC-CONTRO ANE-DISPATCH RT SERVICEMAN	L SPECIALIST CLERK (AIR T (AIR TRANS.	SCHED., EX SCHED., EX	PED. & RE PED. & RE R. & EXP STOCK CH	L• WK• L• WK• E0• WK• ECK• REL• WK
HEGIS: USOE:	5302 TITL 17040100 TITL 621228010FIELD 621281010AIR CR 621281022AIRPL 621281046MECHA 621381014FLIGH 621884010AIR CR 693281010EXPER	E: AIRCRAFT -Service Repri Aft-And-Engin Ane Inspector Nic, Field-An T-Test Shop\ Mi Aft-And-Fngym	E MECHANIC (AIR TRANS. D-SERVICE (A ECHANIC (AIR FINECHANIC	CRAFTS & R CRAFTS & R CRAFTS & R CRAFTS & R MANTPULATT	AINING EL. WK. EL. WK. EL. WK. EL. WK. NG. WK.	تين. لاي د
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5303 TITLE: TOOL AND DIE MAKING 17230700 TITLE: TOOL AND DIE MAKING 601130010TOOL-AND-DIE FOREMAN (MACH. SHSUPER. WK 601280010DIE-MAKER APPRENTICE (MACH. SHSET-UP OR 601280013DIE MAKER, DIE-CASTING AND PLASET-UP OR 601280013DIE MAKER, STAMPING (MACH. SHOET-UP OR 601280026DIE MAKER, TRIM (MACH. SHOP) SET-UP OR 601280034DIE-TEMPLATE MAKER, EXTRUSION SET-UP OR 601280034DIE-TEMPLATE MAKER, EXTRUSION SET-UP OR 601280062TOOL-AND-DIE-MAKER (MACH. SHOP) 601280062TOOL-AND-DIE-MAKER (MACH. SHOPSET-UP OR 601280066TOOL-AND-DIE-MAKER (MACH. SHOPSET-UP OR 601280066TOOL-AND-DIE-MAKER (MACH. SHOPSET-UP OR 601280070TOOL-MACHINE SET-UP, OPERATOR (SET-UP OR 601280070TOOL-MACHINE SET-UP, OPERATOR (SET-UP OR 6012810140LE MAKER, FOUR-SLIDE MACHINE CRAFTS & I 601281022DIE TRY-OUT MAN, STAMPING (MACCRAFTS & I 601281022DIE TRY-OUT MAN, STAMPING (MACCRAFTS & I 6012810331NSPECTOR, GAGE (MACH. SHOP) CRAFTS & I 6012810301NSPECTOR, SET-UP AND LAY-OUT CRAFTS & I 6012810331NSPECTOR, SET-UP AND LAY-OUT CRAFTS & I 6012810331NSPECTOR, TOOL (MACH. SHOP) CRAFTS & I 601281042PROGRESSIVE-DIE MAKER (MACH. SHOP) CRAFTS & I 601281042PROGRESSIVE-DIE MAKER (MACH. SHOP) CRAFTS & I 601381014DIE FINISHER (MACH. SHOP) CRAFTS & I 601381014DIE FINISHER (MACH. SHOP) CRAFTS & I 601381034PLASTIC TOOL MAKER (MACH. SHOP) CRAFTS & I 601381034PLASTIC FIXTURE BUILDER (MACH. CRAFTS & I 601381034PLASTIC FIXTURE BUILDER (MACH. CRAFTS & I 601381034PLASTIC FIXTURE BUILDER (MACH. CRAFTS & I 601381042TEMPLATE MAKER (ANY IND.) CRAFTS & I 601381042TEMPLATE MAKER (ANY IND.) CRAFTS & I 601782010KNIFE GRINDER (WOODWORKING) OPERATING-601782010KNIFE GRINDER (WOODWORKING) OPERATING-601782010KNIFE GRINDER (MACH. SHOP) MANIPULATI 705884034FINAL FINISHER (MACH. SHOP) MANIPULATI 705884034FINAL FINISHER (MACH. SHOP) MANIPULATI HEGIS: 5 303 TITLE: TOOL AND DIE MAKING USOE: (FARM., Mr WK. MFG. MÁCH. MACH. OPER. MACH. MACH. OPER. ÖPER. MACH OPER. MACH. OPER. MACH. OPER. MACH. MACH. OPER. **ÖPER**. MACH. **OPER**. MACH. EL. W OPER. R ₩Ķ. ₩K. R ĒĹ. REL ¥K • REL. REL ٤X . REL. WK. CONTROLLING CONTROLLING PRECISION WK MANIPULATING MANIPULATING HEGIS: 5304 17130000<sup>-</sup> TITLE: DRAFTING USOE: REL. WK. REL. REL. ₩K. WK. WK.

5304 TITLE: DRAFTING 17130000 TITLE: DRAFTING 001281010DRAFTSMAN, ARCHITECTURAL (PROFEDRAFTING & RI 002281014DRAFTSMAN, AERONAUTICAL (PROFEDRAFTING & RI 002281014DRAFTSMAN, ELECTRICAL (PROFESSDRAFTING & RI 003281014DRAFTSMAN, ELECTRICAL (PROFESSDRAFTING & RI 003281022ESTIMATOR AND DRAFTSMAN (LIGHTDRAFTING & RI 003281022ESTIMATOR AND DRAFTSMAN (LIGHTDRAFTING & RI 005281014DRAFTSMAN, ELECTRICAL (PROFESSDRAFTING & RI 005281014DRAFTSMAN, ELECTRICAL (PROFESSDRAFTING & RI 005281014DRAFTSMAN, STRUCTURAL (PROFESSDRAFTING & RI 005281014DRAFTSMAN, STRUCTURAL (PROFESSDRAFTING & RI 007187010DESIGN CHECKER (PROFESS. & KINENGR. & REL. 007187010DESIGN CHECKER (PROFESS. & KINENGR. & REL. 007281014DRAFTSMAN, MECHANICAL (PROFESSDRAFTING & RI 007281014DRAFTSMAN, MECHANICAL (PROFESSDRAFTING & RI 010281026LAY-OUT MAN AND CHECKER (AIRCRAFTENG. & REL. 010281026DRAFTSMAN, MECHANICAL (PROFESSDRAFTING & RI 010281026DRAFTSMAN, MINE. (MINING & QUARDRAFTING & RI 010281026DRAFTSMAN, MINE. (MINING & QUARDRAFTING & RI 010281026DRAFTSMAN, MINE. (MINING & GUARDRAFTING & RI 017281014AUTO-BODY LAY-OUT DRAFTSMAN (ADRAFTING & RI 017281014AUTO-BODY LAY-OUT MAN (TEL. & TEL.DRAFTING & RE 017281014AUTO-BODY LAY-OUT MAN (TEL. & TEL.DRAFTING & RE 017281014AUTO-BODY LAY-OUT MAN (TEL. & TEL.DRAFTING & RE 017281014AUTO-BODY LAY-OUT MAN (TEL. & TEL.DRAFTING & RE 017281034DETAILE (PROFESS. & KIN.) DRAFTING & RE 017281034DETAILE (PROFESS. & LIND.) RAFTING & RE 017281034DETAILE (PROFESS. & LIND.] DRAFTING & RE 017281034DETAILE (PROFESS. & DRAFTING & RE 017281034DETAILE (PROFESS. & KIN.) DRAFTING & RE 017281034DETAIL MAN, FURNITURE (PROFESS. DRAFTING & RE 017281034DETAILE (PROFESS. & KIN.) DRAFTING & RE 017281054DRAFTSMAN, DETAIL (PROFESS. BURAFTING & RE 017281054DRAFTSMAN, DETAIL (PROFESS. BURAFTING & RE 017281054DRAFTSMAN, HEATING AND VENTILADRAFTING & RE 017281054DRAFTSMAN, HEATING AND VENTILADRAFTING & RE 017281054DRAFTSMAN, APPRENTICE (PROFESS.DRAFTING & RE 017281054DRAFTSMAN, APPRENTICE (PROFESS.DRAFTING & RE 01728105 REL. REL. REL. RĒL. • ₩K. WK. REL. REL. REL. SCI EL. REL. REL. REL. REL REL. REL • REL. . RE

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5306 HEGIS: TITLE: AUTOMOTIVE MECHANICS 17030200 TITLE: MECHANICS 620281014AUTOMOBILE MECHANIC (AUTO. SERCRAFTS & REL. 620281018AUTOMOBILE TESTER (AUTO. SER.)CRAFTS & REL. 620381014AUTOMOBILE-SERVICE MECHANIC (ACRAFTS & REL. 620884010AUTOMOBILE-MECHANIC HELPER (AUMANIPULATING 17030200 TITLE: M 620281014AUTOMOBILE USOE: ŴΚ. WK. WK. 5307 TITLE: DIESEL MECHANIC 17120000 TITLE: DIESEL MECHANIC 625281010DIESEL MECHANIC (ANY IND.) CRAFTS & REL. 625281014DIESEL-ENGINE TESTER (ENGINE & CRAFTS & REL. 625281030FUEL-INJECTION SERVICEMAN (ANYCRAFTS & REL. 625884010DIESEL-MECHANIC HELPER (ANY INMANIPULATING HEGIS: CRAFTS & REL. WK. WK. WK. 5308 . TITLE: 17230600 . TITLE: HEGIS: WELDING AND CUTTING WELDING AND CUTTING USOE: 810884038WELDER, TACK (WELDING) 819381022WELDER, FITTER (WELDING) 819781010FIT-UP MAN (MACH. MFG.) MANIPULATING CRAFTS & REL. PRECISION WK. WK. 2. 5309 TITLE: CIVIL TECHNOLOGY 16010600 TITLE: CIVIL TECHNOLOGY 249288018FIELD-MAP EDITOR (CLERICAL), 249587010NOTE KEEPER (ANY IND.) HEGIS: USOE: ٥. SURV., PROSP., & REL. Sort., INSPECT., & RE WX. REL. ΨK. HEGIS: USOE: 5309 16010602 ROADWAY TECHNOLOGY TITLE: TITLE: SANITATION TECHNOLOGY 025288010HYDROGRAPHER (WATERWORKS) SURV., PROSP., RFI . HEGIS .: STRUCTURAL TECHNOLOGY STRUCTURAL TECHNOLOGY 5309 TITLE: 16010603 TITLE: STRUCTURAL TECHNOLOGY 019288018SPECIFICATION WRITER, ENGINEERTECH. USOE: WRITING 5310 TITLE: APPLIANCE REPAIR 17020000 TITLE: APPLIANCE REPAIR 827281022HOUSEHOLD-APPLIANCE REPAIRMAN CRAFTS & REL. WK. 827381018HOUSEHOLD-APPLIANCE-INSTALLATICRAFTS & REL. WK. HEGIS: ŰŠÖE: HEGIS: 5310 ELECTRONICS TITLE: 17150000 TITLE: ELECTRONICS OCCUPATIONS 722281010INSPECTOR, SYSTEMS (ELECTRONICCRAFTS 722381014INSTRUMENT INSPECTOR (AIRCRAFTCRAFTS 726781010ELECTRONICS ASSEMBLER (ELECTROPRECIS) 729381030TESTER, SYSTEMS (ELECTRONICS) CRAFTS USOE: & REL. Ł REL. WK. WK. (ELECTROPRECISION WK. REL. WK. 2 HEGIS: 5310 TITLE: BUSINESS, MACHINE MAINT 17060000 USOE: TITLE: BUSINESS MACHINE MAINTENANCE 6331310100FFICE-MACHINE-SERVICEMAN 6332810300FFICE-MACHINE SERVICEMAN 6332810340FFICE-MACHINE-SERVICEMAN FORESUPER -(ANYCRAFTS APPRCRAFTS WK. (FARM., Ë. REL. WK. ž ŴK . REL.



5311 ELECTROMECHANICS HEGIS: TITLE: 16010900 TITLE: ELECTROMECHANICAL TECHNOLOG 019231022STANDARDS-LABORATORY TECHNICIARADIO **UŠOE:** TECHNOLOGY \$ TV TRANS. & RECEIVI 629281026ELECTRIC-EYE-SORTING-MACHINE TCRAFTS 712281014MEDICAL-APPRATUS MODEL MAKER (CRAFTS 806281018EXPERIMENTAL MECHANIC, ELECTRICRAFTS 8 REL. ē REL. ₩K. REL. 5312TITLE:METALLURGY17240000TITLE:METALLURGY502382010FLUOROSCOPE OPERATOR(AIRCRAFTINSPECT. & STOCK CHECK.504131010HEAT-TREAT FOREMAN (HEAT TREATSUPER. WK. (FARM. MFG. E504281010HEAT-TREAT FOREMAN (HEAT TREATSUPER. WK. (FARM. MFG. E)504380014FLAME-HANDENING-MACHINE SET-UPSET-UP OR MACH. OPER.504387010HARDNESS INSPECTOR (HEAT TREATINSPECT. & STOCK CHECK.504782013CANEALER (HEAT TREAT.)504782013CASE HARDENER (HEAT TREAT.)504782014CASE HARDENER (HEAT TREAT.)504782030HEAT TREATER (ABAT TREAT.)504782030HEAT TREATER APPRENTICE (HEAT TREATING-CONTROLLING504782038HEAT-TREATER APPRENTICE (HEAT TREAT.)504782038HEAT-TREATER APPRENTICE (HEAT TREAT.)504782038HEAT-TREATER APPRENTICE (HEAT TREAT.)504782038HEAT-TREATER APPRENTICE (HEAT TREAT.)504782038HEAT-TREATER (HEAT TREAT.)504782042TEMPERER (HEAT TREAT.)504782042TEMPERER (HEAT TREAT.)504782038HEAT-TREATER (HEAT TREAT.)504782034HEAT-TREATER (HEAT TREAT.)504782042TEMPERER (HEAT TREAT.)504782033HEAT-TREATING BLUER (HEAT TREAT.)504782042TEMPERER (HEAT TREAT.)504782042TEMPERER (HEAT TREAT.)504782038HEAT-TREATING BLUER (HEAT TREAT.)504782034HEAT-TREATING BLUER (HEAT TREAT.)504782042042TEMPERER (HEAT TREAT.)504782042042TEMPERER (HEAT TREAT.)504782042042TEMPERER (HEAT TREAT.)5047820420 HEGIS: / USOE: MFG. ETC CHECK. CHECK. RELQWK. INSPECT. & SIL INSPECT. & SIL CAPT., INSPECT., PRODUCTION (INDUSTRIAL AND MECHANICAL) HEGIS: 5312 TITLE: 16011303 TITLE: PRODUCTION 019281018QUALITY-CONTROL TECHNICIAN (PRTECH. USOE: WK., ENGR. & WK., ENGR. & REL. 019281026TEST TECHNICIAN (AGRIC. EQUIP.TECH. REL. 5312 TITLE: INDUSTRIAL TECHNOLOGY 16011100 TITLE: INDUSTRIAL TECHNOLOGY 012188042MATERIAL SCHEDULER (AIRCRAFT MINDUSTR. ENGR. & REL. WK. 012188050PROCESS-DESCRIPTION WRITER (ANTECH. WRITING & REL. WK. 012188058PRODUCTION PLANNER (PROFESS. & INDUST. ENGR. & REL. WK. 012188078TOOL PLANNER (ANY IND.) INDUST. ENGR. & REL. WK. 012288010INDUSTRIAL ENGINEERING TECHNICINDUST. ENGR. & REL. WK. 539387010FINAL INSPECTOR, PAPER (PAPER INSPECT. & STOCK CHECK. 638281026MAINTENANCE TECHNICIAN (PROFESCRAFTS & REL. WK. 723381014MODEL MAKER, FLUORESCENT LIGHTCRAFTS & REL. WK. HEGIS: USOE: TEXTILE PRODUCTION AND FABRICATION 5313 17330000 TĴTLĘ; HEGIS: TEXTILE PRODUCTION AND FABRICATION USOE: TITLE 785381014SAMPLE STITCHER (GARMENT) 789687038GARMENT-ALTERATION EXAMINER CRAFTS & REL. WK Sort., INSPECT., WK. REL., WK

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HEGIS: USOE: 5315

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5315 TITLE: MACHINE SHOP 17230200 TITLE: MACHINE SHOP 6001370100MACHINESHOP FOREMAN, TOOL (MASUPER. WK. (FARM., MFG 600280016XINSTRUMENT AL MECHANIC (MOTOR &SET-UP OR MACH. OPER. 600280016XINSTRUMENT MAKER (ANY IND.) ISET-UP OR MACH. OPER. 600280022INSTRUMENT-MAKER APPRENTICE SET-UP OR MACH. OPER. 600280030MACHINIST (MACH. SHOP) I SET-UP OR MACH. OPER. 600280034MACHINIST (MACH. SHOP) I SET-UP OR MACH. OPER. 600280034MACHINIST, MPPRENTICE, AUTOMOTISET-UP OR MACH. OPER. 600280034MACHINIST, EXPERITICE, AUTOMOTISET-UP OR MACH. OPER. 600280034MACHINIST, EXPERITICE, AUTOMOTISET-UP OR MACH. OPER. 600280042MACHINIST, ULTRASONIC (MACH. SET-UP OR MACH. OPER. 600280054MAINTENANCE MACHINIST, (ANY IND.SET-UP OR MACH. OPER. 600280054MAINTENANCE MACHINIST, SET-UP OR MACH. OPER. 600280054MAINTENANCE MACHINIST, MPRENTICE, METALSET-UP OR MACH. OPER. 600280054MAINTENANCE MACHINIST, MICHANIST, AUTOMOTIVE (AUTO. SET-UP OR MACH. OPER. 600280054MAINTENANCE MACHINIST, SET-UP OR MACH. OPER. 600280054MAINTENANCE MACHINIST, SET-UP OR MACH. OPER. 600280054MAINTENANCE MACHINIST, MUTRASONIC (MACH. SET-UP OR MACH. OPER. 600280054MAINTENANCE MACHINIST, SET-UP OR MACH. OPER. 600280054MAINTENANCE MACHINIST (ANY IND.SET-UP OR MACH. OPER. 600280054MAINTENANCE MACHINIST (SET-UP OR MACH. OPER. 600280054MAINTENANCE MACHINIST (SET-UP OR MACH. OPER. 600280054MAINTENANCE MACHINIST (SET-UP OR MACH. OPER. 600280042PATTERNMAKER, METAL (FOUND.) SET-UP OR MACH. OPER. 600280044FIXTURE MAKER (EIGHT. FIX.) SET-UP OR MACH. OPER. 600281014FIXTURE MAKER (EIGHT. FIX.) SET-UP OR MACH. OPER. 600380024MACHINE SET-UP OPERATOR (MACH.SET-UP OR MACH. OPER. 600380024ACHINE SET-UP OPERATOR (MACH.SET-UP OR MACH. OPER. 600380024ACHINE SET-UP OPERATOR (MACH. OPER. 600380024AC MACHINE SHOP MFG. ETC

5315 TITLE: TOOL AND DIE MAKING 17230700 TITLE: TOOL AND DIE MAKING 601130010TOOL-AND-DIE FOREMAN (MACH. SHSUPER. 601280010DIE-MAKER APPRENTICE (MACH. SHSET-UP 601280018DIE MAKER, DIE-CASTING AND PLASET-UP 601280026DIE MAKER, TRIM (MACH. SHOP) SET-UP 601280026DIE MAKER, WIRE DRAWING (MACH.SET-UP 601280034DIE-TEMPLATE MAKER, EXTRUSION SET-UP 601280062TOOL-AND-DIE MAKER (MACH. SHOPSET-UP 601280066TOOL-AND-DIE-MAKER (MACH. SHOPSET-UP 601280066TOOL-AND-DIE-MAKER (MACH. SHOPSET-UP 601280070TOTOL=MACHINE SET-UP OPERATOR (SET-UP 6012800770TOOL=MAKER, BENCH, STAMPING (MACRAFTS 601281014DIE MAKER, FOUR-SLIDE MACHINE CRAFTS 601281022DIE-TRY-OUT MAN, STAMPING (MACCRAFTS 601281034INSPECTOR, GAGE (MACH. SHOP) CRAFTS 601281034INSPECTOR, SET-UP AND LAY-OUT CRAFTS 601281044DIE FINISHER (MACH. SHOP) CRAFTS 601281044DIE FINISHER (MACH. SHOP) CRAFTS 601381030PLASTIC TOOL MAKER (MACH. SHOP) CRAFTS 601381034PLASTIC TOL MAKER (MACH. SHOP) CRAFTS 601381042PROGPESSIVE-DIE MAKER (MACH. SHOP) CRAFTS 601381030PLASTIC TOL MAKER (MACH. SHOP) CRAFTS 601381042PROGPESSIVE-DIE MAKER (MACH. SHOP) CRAFTS 601381030PLASTIC TOL MAKER (MACH. SHOP) CRAFTS 601381042PROGPESSIVE-DIE MAKER (MACH. SHOP) CRAFTS 601381042PROGPESSIVE-DIE MAKER (MACH. SHOP) CRAFTS 601381042PROGPESSIVE-DIE MAKER (MACH. SHOP) CRAFTS 601381042PROGPESSIVE-DIE MAKER (MACH. SHOP) CRAFTS 601381044PLASTIC FINISHER (MACH. SHOP) CRAFTS 601384034FINAL FINISHER (MACH. SHOP) PRECISI 705884034FINAL FINISHER (MACH. SHOP) MANIPUL 705884058MOLD FINISHER (MACH. SHOP) MANIPUL 5315 TITLE: TOO 17230700 TITLE: TOO 601130010TOOL-AND-DIE HÈGIS: TOOL AND DIE MAKING USOE: WK. (FARM., MFG. ETČ OR MACH. OPER. MACH. OPER. OR ÔR MACH. **0** P ŎPER. 0 R MACH. OPER. OR MACH. ÔR MACH. OPER. OR MACH. MACH. OPER. OR MACH. OPER. 0 R MACH. OR OPER. MACH. REL. W REL. W **OPER**. OR ě WK. 8 WK. REL. REL. ₩К. REL. REL. REL. REL. WK. REL. WK. CRAFTS & REL. WK. OPERATING-CONTROLLING OPERATING-CONTROLLING TENDING PRECISION WK. MANIPULATING

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 1860131010B0ATBUILDER
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 860131018CARPENTER
 FOREMAN (CONST.)
 SUPER. WK.

 860131014B0WLING-ALLEY-INSTALLATION
 FORSUPER. WK.

 860131022JOINER
 FOREMAN (SHIP & BOAT BLSUPER. WK.

 860137010CARPENTER-LABOR
 FOREMAN (CONSTSUPER. WK.

 860137010CARPENTER-LABOR
 FOREMAN (CONSTSUPER. WK.

 USOE: (FARM., MFG. ETC (FARM., MF ETC 6. (FARM., MF6. ËŤČ (FARM., MFG. MFG. ETC 860137010CARPENTER-LABOR FOREMAN (CONSTSUPER. 860281010CARPENTER INSPECTOR (ANY IND )CRAFTS 860281014CARPENTER, MAINTENANCE (ANY INCRAFTS 860281018CARPENTER, SHIP'S (WATER TRANSCRAFTS 860381010ACOUSTICAL CARPENTER (CONST.) CRAFTS 860381014BOATBUILDER APPRENTICE, WOOD CRAFTS 860381018BOATBUILDER, WOOD CRAFTS 860381026CARPENTER (CONST.) CRAFTS 860381026CARPENTER (CONST.) CRAFTS 860381030CARPENTER APPRENTICE (CONST.) CRAFTS 860381038FORM BUILDER (CONST.) CRAFTS (FARM., REL. WK . R Ł WK . REL. WK. REL. Ž ŔĒ REL. ₩К. REL. WK. REL. WK. 860381030CARPENTER APPRENTICE (CONST.) CRAFTS & REL 860381038FORM BUILDER (CONST.) CRAFTS & REL 860381046JOINER (SHIP & BOAT BLDG. & RECRAFTS & REL 860381050JOINER APPRENTICE CRAFTS & REL 860381054SHIPWRIGHT (SHIP & BOAT BLDG. CRAFTS & REL 860381062TANK BUILDER AND ERECTOR CRAFTS & REL 860381066TANK ERECTOR (CONST.) CRAFTS & REL 860381066TANK ERECTOR (CONST.) CRAFTS & REL 860381066TANK ERECTOR (CONST.) PRECISION WK 8607810106ILBOARD ERECTOR—AND—REPAIRMAPRECISION WK 860781014CARPENTER, ROUGH (CONST.) PRECISION WK 860884014SHORER (CONST.) MANIPULATING 860887010CARPENTER HELPER, MAINTENANCE HANDLING WK. ₩K• REL. REL. WK. WK. ·ŴK . REL. REL. WK • REL. WK i REL. WK. ŴK . WK. 860887014CARPENTER HELPER, HARDWOOD HANDLING 860887018LABORER, CARPENTRY (CONST.) HANDLING 860887022LABORER, CARPENTRY, DOCK HANDLING 860887030SHIPWRIGHT HELPER (SHIP & BOATHANDLING HEGIS: 5317 CONSTRUCTION EQUIPMENT TITLE: 17100300 TITLE: NO DOT ENTRY HEAVY EQUIPMENT (CONSTRUCTION) USOE: 3 ELECTRICAL CONSTRUCTION 5317 HEGIS: TITLE: 5317 TITLE: ELECTRICAL CONSTRUCTION 17100200 TITLE: ELECTRICITY 824138010ELECTRICIAN, CHIEF (MOTION PICSUPER. WK. ( 824281010ELECTRIC-DISTRIBUTION CHECKER CRAFTS & REL 824281014ELECTRICIAN (ANY IND.) CRAFTS & REL 824281022NEON-SIGN SERVICEMAN (SIGNS) CRAFTS & REL 824381010ELECTRICIAN, STAGE (AMUSE. & CRAFTS & REL 824381010ELECTRICIAN, STAGE (AMUSE. & CRAFTS & REL 825381030ELECTRICIAN (SHIP & BOAT BLDG.CRAFTS & REL 829884014FLECTRICIAN HELPER (SHIP & BOAMANIPULATING 829887014ELECTRICIAN HELPER (ANY IND.) HANDLING . **UŠŌĒ:** (FARM+, MFG. REL. WK. REL. WK. REL. ŴĶ. REL. WK. WK. HEGIS: 5317 ROOFING TITLE: USOE: 17101000 ROOFING TITLE? 866381010R00FER (CONST.) 866381014R00FER APPRENTICE (CONST.) 866384010CORRUGATED-SHEET-MATERIAL SHEEMANIPULATING 886887010R00FER HELPER (CONST.) HANDLING & REL. & REL. WK. 5317 TITLE: INDUSTRIAL ELECTRICITY 17140000 TITLE: ELECTRICAL OCCUPATIONS 825281022ELECTRICIAN (WATER TRANS.) CRAFTS 825281034ELECTRICIAN, LOCOMOTIVE (LOCO.CRAFTS 829281022ELECTRICAL REPAIRMAN (ANY IND.CRAFTS **HEGIS:** USOE: REL. 8 WK. REL. 8 WK. 2 WK. REL.

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TITLE: **6IS:** MASONRY JSŌĖ: 17100400 ••• TIE: MASONRY 859884010BR/CKLAYER, PAVING BRICK (CONSMANIPULATING 861381010BRICKLAYER (CONST.) CRAFTS & REL 861381022BRICKLAYER (BRICK & TILE) CRAFTS & REL 861381042MARBLE SETTER (CONST.) CRAFTS & REL 861381042MARBLE SETTER (CONST.) CRAFTS & REL 861381046MONUMENT SETTER (CONST.) CRAFTS & REL 861381046MONUMENT SETTER (CONST.) PRECISION WK 861781010PERMASTONE MAN (CONST.) PRECISION WK 861781014SOFT-TILE SETTER (CONST.) PRECISION WK 861781022STONEMASON (CONST.) PRECISION WK 861781022STONEMASON (CONST.) PRECISION WK 86184042TUCK POINTER (CONST.) MANIPULATING 899884014CHIMNEY REPAIRMAN (BUS. SER.) MANIPULATING 17100400 RELi `₩K• REL . WK. REL. WK. ŘĒL. ΫK. .REL... WK. WK. ŴK. WK-WK. TITLE: TITLE: HEGIS: 5317 PLASTERING PLASTERING 5317TITLE:PLASTERING17100600TITLE:PLASTERING842381010STUCCOMASON (CONST.)PRECISION842781010LATHER(CONST.)PRECISION842781026PLASTERER(CONST.)PRECISION842884018PERMASTONEDRESSER (CONST.)MANIPULATI842884018PERMASTONEDRESSER (CONST.)MANIPULATI842885010PLASTERERHACHINETENDER (CONST.TENDING842887010PLASTERERHELPER (CONST.)HANDLING USOE: & REL. ₩K/• ĸ. ΫK. MANIPULATING HEGIS: 5317 17100700 5317 TITLE: PLUMBING AND FIFE FIFING 17100700 TITLE: PLUMBING AND PIPEFITTING 851884022PIPE LAYER (CCNST.) 862281010C0PPERSMITH (SHIP & BOAT BLDG.CRAFTS 862281022PIPE FITTER (SHIP & BOAT BLDG.CRAFTS 862381026GAS-MAIN FITTER (LIGHT, HEAT CRAFTS 862381026GAS-MAIN FITTER (LIGHT, CRAFTS 862381042PIPE FITTER (CONST.) I 862381046PIPE FITTER, DIESEL ENGINE CRAFTS 862381046PIPE FITTER, SPRINKLER SYSTEMSCRAFTS 862381074PLUMBER (CONST.) CRAFTS TITLE: PLUMBING AND PIPE FITTING USOE: MANIPULATING Ë REL. L REL. ŘĒL. WK. Ē REL. WK. REL. 2 RED. 862381074PLUMBER (CONST.) 862381074PLUMBER (CONST.) 862381082PLUMBER, MAINTENANCE (ANY IND.CRAFTS & REL 862381090STEAM SERVICEMAN (LIGHT, HEAT,CRAFTS & REL 862687010COOLING-PIPE INSPECTOR (CONST.SORT., INSPE 862884010FITTER (CONST.; PIPE LINES) MANIPULATING 869884046LAWN-SPRINKLER INSTALLER (CONSMANIPULATING REL. REL. WK. & REL. WK & REL. WK INSPECT., WK. REL **HEGIS:** 5317 TITLE: **GLAZING** USOE: 17100900, TITLE: 8651310106LAZIER GLAZING FOREMAN (CONST.) SUPER. WK. (F (CONST.) (FARM., MFG. ETC PRECISION WK. MANIPULATING MANIPULATING • 8657810106LAZIER 8657870106LAZIER (CONSI) 8657840106LASS INSTALLER (AUTO, SER.) MANIPULATING 8658840146LASS INSTALLER (FURN: PLAN. MANIPULATING 8658840186LAZIER, METAL FURNITURE (FURNMANIPULATING 865884030SAFETY-GLASS INSTALLER (AIRCRAMANIPULATING 8658870106LAZIER HELPER (CONST.) HANDLING

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5402TITLE:ANIMAL SCIENCE01010100TITLE:ANIMAL SCIENCE153288026HORSETRAINER(AMUSE.REC.)411181010FARMER,DAIRY(AGRIC.)CROP., ANIMAL FA411181013HERDSMAN,DAIRY(AGRIC.)CROP., ANIMAL FA411884010FARMHAND,DAIRY(AGRIC.)IMANIPULATING411884010FARMHAND,DAIRY(AGRIC.)IMANIPULATING41285010MILKING=MACHINEOPERATOR(AGRITENDING412181014POULTRYBREEDER(AGRIC.)CROP., ANIMAL FA412181014POULTRYBREEDER(AGRIC.)CROP., ANIMAL FA412181022POULTRYMAN,EGG(AGRIC.)CROP., ANIMAL FA412884014FARMHAND,POULTRY(AGRIC.)MANIPULATING4131310105TOCKFANCHER,(AGRIC.)CROP., ANIMAL FA413181014GOATKEEPER(AGRIC.)SUPER.WK.413181014GOATKEEPER(AGRIC.)CROP., ANIMAL FA413181014GOATKEEPER(AGRIC.)CROP., ANIMAL FA413181014GOATKEEPER(AGRIC.)CROP., ANIMAL FA413181026SHEEPRANCHER(AGRIC.)CROP., ANIMAL FA413886018FARMHAND,LIVESTOCK(AGRIC.)MANIPULATING413886018FARMHAND,LIVESTOCK(AGRIC.)MANIPULATING413886018FARMHAND,LIVESTOCK(AGRIC.)MANIPULATING413886018FARMHAND,LIVESTOCK(AGRIC.)MANIPULATING413886018FARMHAND,LIVESTOCK(AG HEGIS: USOE: CROP., ANIMAL FARM., & CROP., ANIMAL FARM., & Manipulating Manipulating RFL REL. ITENDING CROP., ANIMAL FARM., & REL. CROP., ANIMAL FARM., & REL. CROP., ANIMAL FARM., & REL. MANIPULATING SUPER. WK. (FARM., MFG. ETC SUPER. WK. (FARM., MFG. ETC CROP., ANIMAL FARM., & REL. CROP., ANIMAL FARM., & REL. CROP., ANIMAL FARM., & REL. CROP., ANIMAL FARM., & REL. CROP., ANIMAL FARM., & REL. CROP., ANIMAL FARM., & REL. CROP., ANIMAL FARM., & REL. CROP., ANIMAL FARM., & REL. MANIPULATING MANIFULATING SUPER. WK. (FARM., 2 CROP., ANIMAL FARM., CROP., ANIMAL FARM., REL. REL. REL 5402 TITLE: AGRICULTURAL RESOURCES 01060000 TITLE: AGRICULTURAL RESOURCES (CONSERVATION, UTILIZATION, AND 180168010AIRPLANE PILOT-CONSERVATION OFMANAG. WK. HEGIS: USOE: 5402 TITLE: AGRICULTURAL PRODUCTS 01040000 TITLE: AGRICULTURAL PRODUCTS (PROCESSING, INSPECTION AND MARKETING) 040381010LABORATORY TECHNICIAN, ARTIFICMAT. ANALYSIS & REL. WK. 168287014APIARY INSPECTOR (GOV. SER.) APPRAIS. & INVESTIGAT. WK. HEGIS: USOE: Ŵĸ. Ŵĸ. 5402 TITLE: FARM BUSINESS MANAGEMENT 01010400 TITLE: FARM BUSINESS MANAGEMENT 180168022GENERAL MANAGER, FARM (AGRIC.; MANAG. WK. 409168010MANAGER, FARM (AGRIC.) MANAG. WK. 409181010FARMER, TENANT (AGRIC.) CROP., ANI HEGIS: USOE: WK ANIMAL CROP., FARM., 5402TITLE:AGRICULTUREPRODUCTION01010000TITLE:AGRICULTURALPRODUCTION180118010FIELDMAN (ANY IND.)CONTR. NEGOT. & R180168026GROUPLEADER (AGRIC.)MANAG. WK.180168034MIGRANTLEADER (AGRIC.)MANAG. WK.421181010FARMER;GENERAL (AGRIC.)CROP., ANIMAL FAR421883010FARMHAND., GENERAL (AGRIC.)IDRIVING-OPERATING421884010CARETAKER;FARM. (AGRIC.)SUPER. WK. (FARM.429131010FARMFOREMAN (AGRIC.)SUPER. WK. (FARM. HEGIS: ŪŠŌE: REL. EARM., & REI. (FARM., MFG. ETC 5402 5402 TITLE: 01030000 TITLE: HEGIS: AGRICULTURAL MECHANICS USOE: AGRICULTURAL MECHANICS NO DOT ENTRY

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5402 TITLE: PLANT SCIENCE 01070200 TITLE: PLANT SCIENCE 180168030MANAGER, PRODUCTION, SEED CORNMANAG. WK. 180168038UPERINTENDENT, PRODUCTION, CAGMANG. WK. 1801680425UPERINTENDENT, PRODUCTION CAGMANG. WK. 1801680425UPERINTENDENT, PRODUCTION CAGMANG. WK. 1801680425UPERINTENDENT, PRODUCTION CAGMANG. WK. 1801680425UPERINTENDENT, PRODUCTION CAGMANG. WK. 1801680425UPERINTENDENT, PRODUCTION CAGMANG. WK. 1801680425UPERINTENDENT, PRODUCTION CAGMANG. WK. 1801680425UPERINTENDENT, PRODUCTION CAGMANG. WK. 180170100FTASSELING.CREW SUPERVISOR (ASUPER. WK. (FARM., MFG 4011350100FARMER, CASH GRAIN (AGRIC.) CROP., ANIMAL FARM., I 4017840100FARMER, CASH GRAIN (AGRIC.) CROP., ANIMAL FARM., I 4027850100FARM HAND, COTTON (AGRIC.) CROP., ANIMAL FARM., I 402785010FARM HAND, VEGETABLE (AGRIC.) CROP., ANIMAL FARM., I 403785010FARM HAND, VEGETABLE (AGRIC.) SUPER. WK. (FARM., MFG 4033860105EED CUTTER (AGRIC.) SUPER. WK. (FARM., MFG 404337010FRUIT-FARM FORFMAN (AGRIC.) SUPER. WK. (FARM., MFG 404337010FRUUT-FARM FORFMAN (AGRIC.) SUPER. WK. (FARM., MFG 4043860105EED CUTTER (AGRIC.) CROP., ANIMAL FARM., I 404883010FARM HAND, VEGETABLE (AGRIC.) SUPER. WK. (FARM., MFG 404387010FRUT FOREMAN (AGRIC.) CROP., ANIMAL FARM., I 404883010FARM HAND, FRUIT (AGRIC.) CROP., ANIMAL FARM., I 404883010FARM HAND, FRUIT (AGRIC.) CROP., ANIMAL FARM., I 404883010FARM HAND, FRUIT (AGRIC.) I DRIVING-OPERATING 404883010FARM HAND, FRUIT (AGRIC.) I DRIVING-OPERATING 404883025FRUT HAND, SERY (GARIC.) I DRIVING-OPERATING 404883025FRUT HAND, FRUIT (AGRIC.) CROP., ANIMAL FARM., I 405181002FRUT HARVESTER OPERATOR (AGRIC.) CROP., ANIMAL FARM., I 405181002FRUT FARMER (AGRIC.) CROP., ANIMAL FARM., I 405181002FRUT HARVESTER OPERATOR (AGRIC.) CROP., ANIMAL FARM., I 405181002FRUT HARNE (AGRIC.) CROP., ANIMAL FARM., I 405181002FRUT HARNE, FAGRIC.) CROP., ANIMAL FARM., I 405181002FRUT FARMER (AGRIC.) CROP., ANIMAL FARM., I 405181002FRUT FARMER (AGRIC.) CROP., ANIMAL FARM., I 405181002FRUT FARMER (AGRIC.) CROP., ANIMAL FARM., I 4051887014FARM HA 6'IS: ŠÕĚ (FARM., MFG., ETC REL MFG. ETC FARM. . E REL. MFG. ETC MFG. ETC , & REL. REL. REL. REL REL REL ٤ REL. REL. FARM. AFE. REL 429885010LABORER, SEED CORN (AGRIC.) 465887018LABORER, ORCHARD FUMIGATION HANDLING 5402 TITLE: SUPPLIES AND SERVICES 01020000 TITLE: AGRICULTURAL SUPPLIES/SERVICES 049384010010L0GICAL AID (AGRIC.) TECH. WK., SCI. 096128014COUNTY AGRICULTURAL AGENT (GOVVOC. ED. 180168014ARTIFICIAL-BREEDING DISTRIBUTOMANAG. WK. 187168018DIRECTOR, AGRICULTURAL LABOR MANAG. WK. 421384010AGRICULTURAL AID (AGRIC.) TECH. WK., SCI. 469158010HARVEST CONTRACTOR (AGRIC.) PURCH. & SALES HEGIS: USOE: SCI. & REL. WK. # REL. FIEL WK's HEGIS: 5402 TITLE: ORNAMENTAL HORTICULTURE 01050000 TI NO DOT ENT.RY USOE: ORNAMENTAL HORTICULTURE (PRODUCTION, PROCESSING, MARKETIN TITLE: HEGIS: 5403. TITLE: FORESTRY 01070000 FORESTRY (PRODUCTION, PROCESSING, MANAGEMENT, USOE: TITLE: MARKETING NO DOT ENTRY

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## APPENDIX E

A Pilot Sample Printout

of the Program Data Monitoring System

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## APPENDIX F

Pilot Implementation

of Career Program Evaluation Model

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# MARYL STATE BOARD FOR COMMUNITY CO: JES

CONTRACT PROPOSAL

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Harford Community College proposes to serve as a pilot institution in implementing the Career Program Evaluation Model. In keeping with the model, a Level I evaluation will be conducted using historic records and supplementing this information by acquiring additional data where necessary. The data to be collected will include the following elements:

enrollments completions completions in the field of training early leavers with marketable cills salary levels community response

The results of this process will serve as the input for determining the appropriateness of embarking on the second stage of the model, Level II.

The College will apply the concepts and methodology of the evaluation model to career programs in automotive engineering, business data processing, electronics, interior design, nursing, science lab technology, and secretarial.

Harford Community College will, upon assessment of the results of the Level I evaluation, conduct Level II evaluations on programs which warrant this action. The College will bear the costs associated with any Level II evaluations conducted.

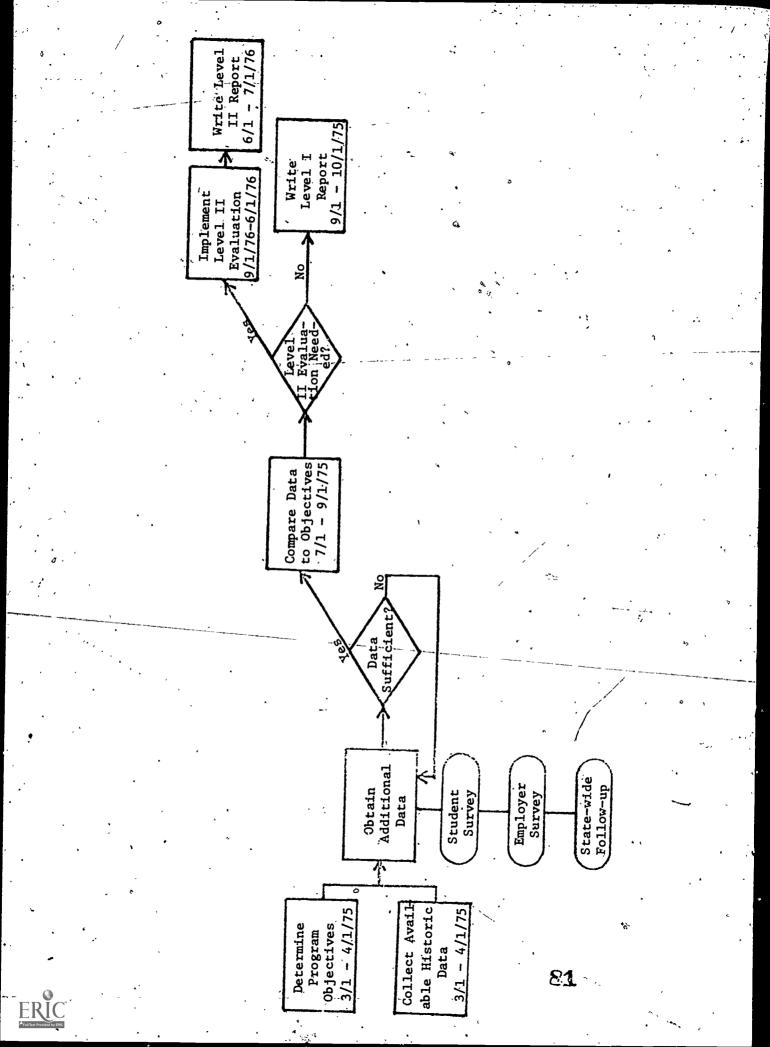
The flow chart which follows provides an overview of the process to be followed in the project. The funding requested will support the Level I evaluation from the period March 1, 1975 through October 1, 1975. A report of these activities will be submitted at the end of this period. In areas where a Level II evaluation is deemed appropriate by the project leader, such evaluations will be implemented and a report of these activities submitted to the State Board for Community Colleges. While a July 1, 1976 termination date is given for this aspect of the project, this date represents a maximum time period, since the number of programs to be so evaluated and the extent of these evaluations will not be known until completion of the Level I evaluation.

Beyond the benefits to these programs to be accrued through the implementation of the evaluation model, it is expected that this process will serve as a learning experience for the College which will facilitate the continued application of this evaluation model on the career programs at Harford Community College, and enhance similar applications by other community colleges in Maryland. A critical report describing the operation of the model at Harford Community College will be distributed to the staff of the State Board for Community Colleges and to the chairman of the committee that developed the evaluation model. The intent of this report will be to benefit the community colleges of Maryland in their use of this model.

The budget which is attached reflects the estimated financial implications associated with undertaking a Level I evaluation. Applying the evaluation model <u>ex post facto</u> will require more time and expense that would normally be the case if the model were implemented as it was designed as an on-going, yearly process. The major expense in this project will be the manpower needed for obtaining of archival information regarding students who have been involved in the curriculum and obtaining new information from these students regarding their current status. The remaining expenses are incidental to this main activity. As stated above, the College will assume the costs of any Level II evaluations conducted as its share in this project.



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# PROPOSED BUDGET

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Coordinator of Instituti	onal Resear	ch - 40	man/hours	e <sub>\$</sub> \$8.25	\$330.00
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# APPENDIX G

Comprehensive Carcer Information Systems

Committee Meetings Minutes

MAILING ADDRESS P.O. BOX 8717 FRIENDSHIP INT'L, AIRPORT BALTIMORE, MARYLAND 21240

#### MARYLAND STATE DEPARTMENT OF EDUCATION INTERNATIONAL TOWER BUILDING, 6510 ELKRIDGE LANDING ROAD LINTHICUM HEIGHTS, MARYLAND

June 19, 1975

To:Members of State Steering Committee on Career Information SystemsFROM:James S. Smith, Specialist in Postsecondary Education

Summary of Meeting - June 18, 1975

SUBJECT:

On June 18, the committee met with JoAnn Harris-Bowlsbey and staff for a review of the <u>Discover</u> system. We were very impressed with the potential of this system for a number of reasons. Chief among these reasons could be its flexibility and built in capability for user adaptation to existing IBM model 370 systems. There is also flexibility for the user within the modules for change to meet local needs.

Project Discover plans call for introduction and field testing of the grades 7-12 guidance portion of the system in September, 1976. The administrative and guidance support portion of the system will be available in September, 1977. Work will continue toward development of the postsecondary adult segments in early 1978.

The committee agreed to make a review of GIS II, Time Share Corporation, Connecticut, its next objective. Because Chuck Morrissey and staff will be in Maryland during workshop activities for public school guidance counselors this summer, contact will be made to determine the feasibility of this committee meeting with him during the summer. A prototype of GIS II is in place in Connecticut.

Leadership of this committee now rests with Dr. Steve Millman, at the Maryland State Board for Community Colleges. The success of the committee's work leading to recommendations rests with the involvement and contributions of each member. Our commitment to the original purpose to recommend procedures to the State for a career information system or systems that will strengthen and support Career Education for all persons from grade school on remains firm.

JSS:rf

M<u>AILING AUDRESS</u> P.O. BOX 8717 FRIENDSHIP INT'L', AIRPORT BALTIMORÉ, MARYLAND 21240

### MARYLAND STATE DEPARTMENT OF EDUCATION INTERNATIONAL TOWER-BUILDING 6510 ELKRIDGE LANDING ROAD LINTHICUM HEIGHTS, MARYLAND

May 7, 1975

ADATE

To. Members of State Steering Committee on Career Information Systems FROM: James S. Smith

SUBJECT: Committee Visit to Educational Testing Service on May 2, 1975

Committee members who participated were: Dr. Atlee C. Kepler, Mr. Edward C. Kuhl, Jr., Dr. Stephen D. Millman, Ms. Virginia Rellihan, Mr. Talmadge Sexton, Mr. Jesse L. Starkey, and Mr. James S. Smith.

ETS staff members were Drs. Martin Katz and Art Kroll.

This report will largely avoid mention of data and facts about SIGI that can be found in the green brochure, <u>A Computer-based System of Interactive Guidance</u> <u>and Information</u>. SIGT was experimented with by all committee members for about half of the time that we spent at ETS. A two terminal system operating off a Digital Equipment Corporation's PDP-11 processing unit was available with a script similar to that referred to in the brochure.

During discussion periods with Art Kroll and Martin Katz several significant facts became apparent which the committee should hold on to as we continue our examination of other systems. These may include more than the following since this summary is being prepared with too few notes:

 SIGI is really designed for community college students. It will accommodate the 12th grade high school student who desires more education. SIGI is primarily a system to assist students in the decision making process. It is not information oriented as a primary objective like the CIVIS.

2. The present SIGI script includes 140 occupational (job) categories with a uniform distribution across the levels requiring baccalaureate and less than baccalaureate preparations. This occupational list is to be expanded.

3. The present SIGI script is written at an 8th grade reading level.

4. It is recommended that students spend no more than about 45 minutes at one time at the equipment console. This means several sessions will be required with an average of 4 hours per student the ultimate requirement.

5. The system is designed for a single institutional use with the consortium configuration possible to include terminals in remote locations such as feeder high schools.

- 6. The hardware is clearly prescribed by ETS for best use of SIGI system. Through experimentation and testing ETS has determined that a mini-computer designed for time sharing and primarily dedicated to SIGI works best. Such a computer is deemed less expensive than the process of modifying existing multi-purpose computer frames such as an IBM 370.
- 7. ETS does not supply the hardware.
- ETS will make modifications to SIGI if it can respond to a specification of needs from a user. It will not authorize the SIGI system to be coupled with other systems or subsystems.
- 9. ETS encourages the use of SIGI on either statewide, regional, or college basis. It will entertain specifications for design and application of SIGI in these modes.
- 10. ETS staff, especially Art Kroll, is knowledgeable and sympathetic to the needs of Maryland and the assignment of the committee. The impression here is that they assumed that we had, already established an objective to investigate systems that would serve either the entire State or at least regional areas of the State.

The ETS staff encouraged our return to Princeton to spend more time with the SIGI system as our committee work developed.

In addition to the SIGI lease cost figures included in the folder received by ETS visit participants, there are available cost data in computer printout form, dependent upon variables prescribed by committee members. A copy is attached.

For example an analysis of costs for a 4 terminal system including capital costs, maintenance, and terminal connect per month, would be as follows:

The next meeting of the steering committee will be planned for sometime in June. It will be our task to continue our examination of the various systems available. These <u>could</u> include PLATO, DISCOVER, OIAS (Oregon), VICS (Philadelphia), and TIME SHARE. The details of the next meeting will reach you soon.

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JSS:rf Enclosure MAILING ADDRESS P.O. BOX 1717, BWI AIRPORT . BALTIMORE, MARYLAND 21240 MARYLAND STATE DEPARTMENT OF EDUCATION INTERNATIONAL TOWER BUILDING 6510 ELKRIDGE LANDING ROAD LINTHICUM HEIGHTS. MARYLAND

March 5, 1975

To. Members of the Steering Committee on Comprehensive Career Information Systems FROM: James S. Smith, Specialist in Postsecondary Education

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SUBJECT: Summary of Meeting - February 28, 1975

On the attachment to this summary of the meeting of February 28, 1975 are the names of committee and participants. The work of the steering committee received valuable impetus from the contribution of these persons representing nine different schools, colleges, or agencies.

The morning session commenced with valuable opening remarks by Dr. O'Connell and Mr. James Reid. Both emphasized the need for comprehensive manpower data and information for both the program and student planning processes. Comprehensive planning for all people who are recipients of education is necessary so that the State can truly focus on priorities for human and fiscal resources. There is a demonstrated need for occupational information and career training. Increasing numbers of persons are availing themselves of such educational opportunities with the community colleges now reporting over 40% of enrollments in occupational programs. The committee should examine the total program of information, data and decision making and optional directions and make recommendations. Should the State or a region pursue a computerized system? If so, what system? What are the communication system options?

Since articulation between education levels is so important, how can the committee's recommendations lead to further improvement?

Niel Carey reviewed several of the exemplary projects that have supported information systems development and installation. The use of a computerized system is a tool that provides both student motivation and service to the institution as it develops total guidance, counseling, placement, and follow-up services.

Ed Kuhl emphasized the need for regional information which will help force regional planning. Also the need for abstract occupational information along with actual job information is important.

Joel Matz feels that the state doesn't have sufficient planning information but an interagency group is making progress toward good data including both occupational needs and the educational supply.

Steve Millman related possible actions that could include exporting CVIS and added elements such as the University of Maryland transfer-information to other regions. He believes we should find out all we can about systems and then decide which way to go. The common thread weaving through all the morning discussion was the agreement that much should be done to make available resources both human and material so students can and do make realistic occupational/educational decisions. In this writer's opinion many programs and projects indicate that it can be done on a statewide comprehensive basis with the collective support of employment, manpower planning and educational agencies.

The first item on the afternoon session agenda was a complete description of CVIS (now referred to as SMIS, a modified CVIS). Representing Charles County Community College and the cooperating counties of Southern Maryland, Tom Sexton reviewed the development and operation of the multi-county system. A highly commendable slide-tape media presentation was used by Tom to assist in the review. It was brought to our attention that an evaluation of the project is being handled by staff from Educational Testing Service.

Since the primary purpose of the initial meeting of the Steering Committee on Comprehensive Career Information Systems was to set goals and directions for its operation, a summary of these will conclude this report. Goals agreed upon consist of the following, unordered chronoligically:

- 1. Examine total program requirements for information and the options for delivery.
- Explore other (than CVIS) information systems and possible modifications for CVIS.
- 3. Explore State-wide and regional network possibilities.
- 4. Cooperate in any way possible in the development of employment needs data that is compatible with information system.
- 5. Try to arrive at answers to such questions as what system, if any, should be recommended? Where does sufficient hardware exist in the State? How can information about State communication systems be obtained?
- 6. Have a report with recommendations regarding comprehensive information systems in the hands of the State Board for Community Colleges and Division of Vocational-Technical Education by June 30, 1976.

The next meeting will occur in April 1975. To be planned for that meeting is a visit to Princeton, N.J. and ETS to look at SIGI (System of Interactive Guidance and Information) in operation. Details will be forwarded so you can make plans.

Future information gathering meetings will be concerned with other systems such as Discovery and newer Time-Share Co. developments.

### LIST OF. PARTICIPANTS

Mr. E. Niel Carey - Specialist in Vocational Guidance Maryland State Department of Education Dr. Atlee C. Kepler - President Hagerstown Junior College Mr. Edward C. Kuhl, Jr. - Dean of Student Services Harford Community College Mr. Joel Matz - Executive Director State Manpower Planning Council Dr. Stephen D. Millman - Specialist in Student Services Maryland State Board for Community Colleges Dr. Alfred C. O'Connell - Executive Director Maryland State Board for Community Colleges Mr. James L. Reid - Assistant State Superintendent in Vocational-Technical Education, Maryland State Department of Education. Ms. Virginia Rellihan - Counselor Chopticon Senior High School Mr. Talmadge Sexton - Associate Dean for Administration Charles County Community College Mr. James S. Smith - Specialist, Postsecondary Education Maryland State Department of Education Mr. Jesse L. Starkey - Superintendent of Schools

Charles County Public Schools

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### UNIVERSITY OF CALIF. LOS ANGELES

OCT 3 1975

CLEARINGHOUSE FOR JUNIOR, COLLEGE