AN ANALYSIS OF MALE-FEMALE ENROLLMENT TRENDS IN OKLAHOMA VOCATIONAL EDUCATION PROGRAMS DURING THE PERIOD 1972 - 1979

By

MOHAMMAD KHALIL-UR REHMAN

Bachelor of Arts

University of the Panjab

Lahore, Pakistan

1970

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
December, 1980

AN ANALYSIS OF MALE-FEMALE ENROLLMENT TRENDS

IN OKLAHOMA VOCATIONAL EDUCATION PROGRAMS

DURING THE PERIOD 1972 - 1979

Thesis Approved:

Thesis Adviser

Dean of the Graduate College

ACKNOWLEDGMENTS

The author wishes to express his sincere appreciation to the doctoral committee, Dr. Lloyd D. Briggs, committee chairman, Dr. Donald Phillips, Dr. William D. Frazier, Dr. Richard Tinnell, Dr. Lloyd Wiggins and Dr. Herbert M. Jelley.

I thank Dr. Lloyd Briggs, who served as chairman of the author's doctoral committee, willingly gave his special attention to improve this thesis. His encouragement and motivation has provided an enormous help to successfully complete this thesis. Good feelings about Dr. Briggs can never be sufficiently described with these written words.

Sincere appreciations are also extended to Dr. William D. Frazier for his extensive help in development of this thesis. I thank him for the enthusiasm and readiness he demonstrated whenever he was called upon.

Dr. Richard Tinnell's guidance is heartly recognized because of his readiness to help and open door policy he demonstrated throughout the period of the development of this thesis and continued untill its completion.

Sincere appreciation and thank you may be the words used to best describe my expressions to all those who helped to make this study possible.

I thank the panel of experts for their time and advise they provided when they were consulted for classification of programs. All of them including Dr. Fern Green, Janice Burnett, John Freidemann, Paula Smith, and Linda Wilson, are worthy of praise and appreciation, and of

course, Paula Smith deserves more because of her help in initiating, planning and scheduling of this meeting.

I thank Mr. Edward G. Hollman (librarian) for extraordinary effort in retrieval of professional references. He always showed more readiness than anybody else.

I thank my wife Zahida Rehman, for helping in computations, locating references, and typing the rough draft for this study.

I thank Mrs. Rehana Asghar for providing assistance in computational review of this study, She willingly provided this service even though She was advised bed-rest before little Shahla (Dr. Asghar's daughter) was due.

I thank Dr. Tom Thomas of the State Department of Vocational and Technical Education for his assistance in making the official documents readily available whenever their reference was needed for this study. Moreover, I appreciate his efforts in producing the figures in graphic form.

I thank my brother Mr. Habib Rahman, a graduate student in Chemical Engineering, for taking a full charge of the family responsibilities during my studies, thus providing enough time to conduct this study.

I thank Mr. Mohammad Chaudhry of system designs for editing a portion of this study.

I thank Dean Norman N. Durham of the Graduate College for encouragement and the guidance which proved to be the major supportive factor in starting and completing this study.

The author realizes that during his studies at Oklahoma State University he has been associated with many nice people who have helped others as a part of their character and he realizes that he was lucky to be associated with these people.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Sexism has been defined as "a limiting role for either sex" and in the wake of the "women's movement" of the 1960's and 1970's it has emerged as an issue in American education. While addressing the organizational meeting of the Subtask Force on Sex Role Stereotyping in the schools, Thompson (1976) stated:

> We treat women and men differently in our society; all societies do and always have. There are historically understandable reasons based on biological and physiological differences, the child-bearing function of the female and the greater physical strength of the male. Now, however, it is widely recognized that in a developed, technological society like ours those characteristics do not justify the extent of the differences in treatment which still prevails. Persuasive arguments have been made that the attitudes and practices which polarize women and men and exaggerate their differences result in a denial of opportunity to both sexes and create especially difficult problems in a country where equality has always been a national goal --simple justice requires us to put an end to sex role stereotyping (p. 3).

Concerns over sex role stereotyping have stimulated efforts all over the Country to reduce the different treatment of women and men to justifiable instances. As indicated by Thompson (1976), we of the late twentieth century, are living in quite a different age than the previous one in which families needed many children and "muscle-power" was the prime source of energy. In today's age, differences between the sexes relative to occupational interests and pursuits do not matter. Sex difference rarely matters to one's educability, job per-

formance, political ability, recreational needs or most roles of responsibility within the family.

Many federal rules, regulations, acts, and subsequent amendments have shown concern with this problem. Most have recommended certain steps to provide equal opportunities for citizens in order to avoid discrimination in employment and education. The following list includes some of the laws and executive orders which address opportunity:

. Age Discrimination Employment Act

. Civil Rights Act of 1964, Title VII

. Education Amendments of 1972, Title IX

. Education Amendments of 1976, Title II

. Equal Pay Act of 1963

. Executive Order 11246, Amended by 11375

. Executive Order 11478

. National Labor Relations Act

. Regualtions of the Bureau of Apprenticeship and Training

. Women's Educational Equity Act of 1974

The Education Amendments of 1976 refer directly to this problem. These amendments mandate that a study be made of the extent of sex discrimination and sex stereotyping in vocational education. They require that efforts toward reducing sex discrimination and sex stereotyping both in training programs and in the occupations to which they lead be monitored by state agencies. Some of the positive actions required by these amendments to reduce sex stereotyping and discrimination in vocational education programs were aggregated by Harrison (1978):

a. Taking action to create awareness of vocational education programs and activities designed to reduce sex stereotyping in all fields;

b. Gathering, analyzing, and disseminating data on the status of men and women students and employees in vocational education programs in the States;

c. Developing and supporting actions to correct problems uncovered through the operation of b above;

d. Reviewing grant distribution by the State board to assure that the needs and interests of women are considered in projects benefited under the Act;

e. Reviewing all the State's vocational education programs for sex bias;

f. Monitoring the implimentation of Law prohibiting sex discrimination in all of the State's hiring, firing, and promotion procedures regarding vocational education;

g. Reviewing and providing recommendations regarding the overcoming of sex stereotyping and sex bias in vocational education programs for the annual program plan and report;

h. Assisting LEA's and others in improving vocational education opportunities for women; and,

i. Making available to a number of specified agencies and councils, the Commissioner of Education, and the general public, information developed pursuant to the activities listed above (p. 3).

One of the reasons which led Congress to pass such laws and to include such specific provisions in the amendments was a report submitted to the ninety-fourth Congress of the United States, Subcommittee on Education and Labor (1975). This report presented findings of the subcommittee of the status of women in vocational education, the enforcement provisions of anti-discrimination legislation, and the results of a recently completed civil rights survey. A detailed research report entitled "Women in Vocational Education" was appended. That report examined the status of women in the world of work, sexism in society and education, and related problems for women in education.

Concerns of this report are reflected in the Vocational Amendments of 1976, Public Law 94-482, which were signed into law on October 12,

1976. Title II of P.L. 94-482 is a major revision of the Vocational Amendments of 1968. This Title is concerned with furnishing equal educational opportunities in vocational education programs to persons of both sexes and with eliminating sex discrimination and sex stereotyping from all vocational programs. Title II mandates each state to reserve $50,000 each fiscal year for supporting the employment of full-time personnel to assist the State Board for Vocational Education in fulfilling these purposes of the Act.

Statement of the Problem

Though steps have been taken to eliminate sex role stereotyping and sex discrimination from vocational education programs in Oklahoma, little information has been available to determine the success of such efforts. Data to indicate changes in sex distribution among the State's vocational enrollments since these efforts were initiated have been heretofore nonexistent.

Need for the Study

In addition to the above-mentioned federal legislation requirement for evaluating vocational programs to determine progress being made toward reducing sex discrimination and sex stereotyping, a special request was made by the State Department of Vocational and Technical Education (1978), asking for the following specific information:

> Review the status of programs in overcoming sex bias and sex stereotyping in vocational education programs for the annual plan and accountability report.- - - Analyze enrollment data. Compare the base data of 1977 and make recommendations.- - - the equity staff is requesting a statistical analysis be completed in FY 79 which will provide a complete analysis of the data (p. 197).

The above-mentioned request gave rise to this specific study and cooperation has been provided by the Oklahoma State Department of Vocational and Technical Education for conducting the research. Moreover, the U.S. Office of Education stressed the need to show tangible results rather than merely activities and policies in regard to the elimination of sex bias and sex stereotyping in the State Plan and Accountability Reports (Cornelson, 1979).

Purpose of the Study

The purpose of this study was to determine whether or not a statistically significant change in the sex distribution of enrollments in programs of vocational education in Oklahoma has occured since the educational equity operation was initiated.

Hypotheses

1. There is no statistically significant difference in sex distribution in vocational programs when enrollments before and after 1976 are compared.
2. There is no statistically significant difference in sex distribution in the specific program areas listed in Table II when enrollments before and after 1976 are compared.
3. A. There is no statistically significant difference in sex distribution in Area Vocational Technical School programs when enrollments before and after 1976 are compared.
3. B. There is no statistically significant difference in sex distribution in comprehensive high school vocational

programs when enrollments before and after 1976 are compared.

4. A. 1. There is no statistically significant difference in sex distribution of enrollments in traditionally male-oriented programs located in urban areas.

4. A. 2. There is no statistically significant difference in sex distribution of enrollments in traditionally male-oriented programs located in suburban areas.

4. A. 3. There is no statistically significant difference in traditionally male-oriented vocational programs located in rural areas when enrollments before and after 1976 are compared.

4. B. 1. There is no statistically significant difference in sex distribution of enrollments in traditionally female-oriented vocational programs in urban areas.

4. B. 2. There is no statistically significant difference in sex distribution of enrollments in traditionally female-oriented vocational programs located in suburban areas.

4. B. 3. There is no statistically significant difference in sex distribution of enrollments in traditionally female-oriented vocational programs located in rural areas.

5. A. There is no statistically significant difference in sex distribution in secondary school vocational programs when enrollments before and after 1976 are compared.

5. B. There is no statistically significant difference in sex distribution in full-time adult vocational programs when enrollments before and after 1976 are compared.

Definition of Terms

Traditional Programs: Programs, which have historically been dominated by one sex or another. For an example, auto mechanics may, traditionally, have been dominated by males and cosmetology, by females.

Sex Stereotyping: Having some characteristics associated with one sex or the other.

Sex Bias: The tendency to strongly associate certain behavioral characteristics to one sex or another.

AVTS Programs: Area vocational technical school (AVTS) programs operated in Oklahoma are those which offer only vocational-technical programs at secondary and adult level.

Secondary Programs: Those programs which enroll full-time students in grades 9, 10, 11, and 12.

Adult Programs: Programs operated for persons no longer enrolled in secondary schools.

Comprehensive High School: A school offering all forms of secondary education including vocatioanl-technical, general education and others, at secondary level.

Urban Schools: Schools located in big cities where the population was estimated to be over 60,000. The cities included in this category were: Oklahoma City, Tulsa, Lawton and Norman.

Suburban Schools: Schools located in small cities where the population was estimated to be less than 60,000 but more than 10,000. The towns included in this category were: Midwest City, Enid, Muskogee, Stillwater, Shawnee, Del City, Bartlesville, Ponca City, Enid, Muskogee, Moore, Ardmore, Bethany, Duncan, McAlester, Broken Arrow, Ada, Chickasha, Okmulgee, Sapula, El Reno, Miami, Yukon, Sand Springs, and Durant.

Rural Schools: Schools located in small towns where the population was estimated to be less than 10,000. The rest of the schools which were not listed in above-mentioned two categories were defined as rural schools.

Majority Students (sex): Female students enrolled in traditionally female-oriented programs as classified in Appendix D, are known to be majority students in that program. Similarly the male students enrolled in traditionally male-oriented programs are classified as majority students.

Minority Students (sex): Male students enrolled in female-oriented programs listed in Appendix D, are classified as minority students. Similarly, the female students enrolled in male-oriented programs are classified as minority students.

CHAPTER II

REVIEW OF RELATED LITERATURE

This Chapter presents and describes information from the literature related to this study. The purpose of the study was to determine whether a significant change has occured in the sex distribution of enrollments in Oklahoma's vocational education programs since the move toward educational equity was initiated. Moreover, some background information on education equity is presented and relative to various aspects of the State and Federal requirements. The majority of this law, other related laws, and implications for the future of vocational education.

Identification of the Need

Factors Which Led to P.L. 94-482

Harrison (1978) summarized the factors which led Congress to include specifications in the amendments for sex equity in education. The author writes that the problems of sex discrimination and stereotyping in vocational education and in hiring and promotion policies in the labor force have been pointed out repeatedly. This was especially true during the hearings before the House Subcommittee on Elementary, Secondary, and Vocational Education in March, 1975. Some of the factors are listed and described in the following paragraphs.

Increase in Numbers of Working Women

The above mentioned author calculates that between 1950 and 1978 the number of working women increased by 117 percent. Moreover, there was a large increase in the percentage of working married women and those with small children.

According to Harrison (1958), the percentage of unmarried women has increased also, due in part to the fact that there are unmarried women. The number of women heads of households increased from 1 to 10 in 1966 to 1 in 8 in 1978. The proportion for this group would be 1 in 7 by 1980.

In addition to the economic factors, the increased number of working women is due partially to a decline in the national birth rate which has freed some women from the responsibilities of motherhood. Other factors which may account for today's greater number of working women is their higher levels of education and greater interest in the challenge and responsibility of a career.

The lower earnings of women according to Harrison (1978), also has caused concern and promoted the passage of equal opportunity laws. It was estimated that an average, fully-employed women earns approximately $6 for every $10 earned by her male counterpart and that such a lag exists in virtually all occupational groups. In 1955, fully employed women earned an average of 64 percent as much as fully employed men; by 1974 that percentage had dropped to 57. In 1973, the median salary for men was 11,186; for women it was $5,772.

The reason given by Harrison (1978) for this gap was simply unequal pay for the same work. However, much of the difference was due to the low paying jobs in which most women work. Men worked in a wide variety of occupations; less than 20 percent fit into the ten leading categories of predominately male occupations. By comparison, over 40 percent of the Nation's women work in occupations dominated by females, and in 17 of the leading female occupations, women account for over 90 percent of the employees.

As stated by Harrison (1978), women are heavily represented in lower paying jobs, men in higher paying ones like sales, health, and engineering. In retail trade, most women are clerks; few work in wholesale or management positions; and men earn, on the average, 65 percent more money. More women than men wind up in "semi-professional" positions such as social worker and teacher, but far fewer in high-status, high-paying professions such as law, medicine and engineering.

Results, Methodology and Research Instruments

Kerlinger (1973) suggests, while describing methodology-data collection in research reports, the following steps may be included:

1. Sample and sampling method
2. How hypotheses were tested (methodology), experimental procedures, instrumentation
3. Measurement of variables
4. Methods of analysis, statistics
5. Pretesting and pilot studies

In review of literature the emphasis was placed on few of the above mentioned steps.

Educational Comparison

In comparing educational attainment of women with men, women are not now less educated. As stated by Harrison (1978), the average years of schooling in 1973 was 12.1 for women compared with 12.0 for men. In 1964, women accounted for 38 percent of college student; in 1977 the figure edged over 50 percent. Nevertheless, women at every educational level earn less than men; only at the graduate degree level do they come even within 60 percent of men's earnings. In 1972, the average female college graduate earned $8,736 per year; the average male high school graduate earned $11,073.

A question was raised by Harrison (1978), to find if there were any exception to such patterns. Then the matter was responded that the exception to this pattern was the group of women which had pursued traditionally male dominated careers. It was further stated that while the number of women following this course was increasing, there were still few. Between 1960 and 1970, the number of women lawyers rose from seven percent to nine percent. For machinists, the number went from 1.3 percent to 3.1 percent. In 1947, only 1.6 percent of all female workers were employed in crafts and kindred jobs.

Women and Vocational Education

According to Harrison (1978), though women are slightly over half of vocational education students, they study traditionally female-oriented, low paying occupations. Forty-two percent were studying homemaking and consumer education courses while 20 percent were preparing for office work related courses (mostly secretarial and clerical). In the fields of health, 92 percent of the students in health and paramedical technology (including dental hygiene and nursing) were women; they con-

stituted only 14 percent of those in mechanical and engineering technology.

According to Harrison (1978), the point is not that these discrepencies are the fault of vocational education. Even college women chose traditional roles disproportionately. In 1971 only 6.5 percent of college women were preparing for nontraditional careers. Thirty-six percent were earning B.A.'s in education, 2.9 percent in business and management, 0.8 percent in physical sciences. Vocational education is no better or worse than the rest of socity. Women bring to their career decisions a long chain of influence and socialization contributed to by parents, peers, the media, teachers, counselors and various other sources.

The clustering of men and women into separate occupations, according to Harrison (1978), is definitely a limitation to women. It was further stated that such clustering was a limitation to men as well. It was because of these reasons, that the new legislation was concerned that equal access to all training programs be provided and encouraged for men and women. It was further suggested by Harrison that the choice for vocational education was either to perpetuate the stereotyping and resultant inequalities, or to play an active role of support and encouragement in fostering equal access to all occupations for which vocational students train. This opportunity for vocational education was said to be a decisive one to make genuine impact on a situation that had long been in need of correction.

What Does P.L. 94-482 Include?

The Vocational Education Amendments of 1976, Public Law 94-482, was signed into law on October 12, 1976. Title II of P.L. 94-482 is a major

revision of the Vocational Education Amendments of 1968. This title is concerned with furnishing equal educational opportunities in vocational education programs to persons of both sexes and eliminating sex discrimination and sex stereotyping from all vocational programs.

The State Department of Vocational and Technical Education (1979), in its Oklahoma Annual State Plan for 1979, included a special section under the title of "Policies for Eliminating Sex Discrimination", which stated:

> The Oklahoma State Department of Vocational and Technical Education shall provide equal educational opportunities in vocational education programs to persons of both sexes and eliminate sex bias and sex stereotyping from all vocational education programs (p. 83).

Subsection 1 of section G of the 1979 plan provides the guidelines for eliminating such bias and stereotyping.

> G. Review the status of programs in overcoming sex bias and sex stereotyping in vocational education programs for the annual plan and accountability report. --- Analyze enrollment data. Compare the base data of FY 77 and make recommendations (p. 85).

The state agencies also are obligated to eliminate sex bias and reduce sex stereotyping in all vocational programs. The following functions and responsibilities are to cooperate and coordinate with federal efforts to overcome this problem.

The functions which Oklahoma State Department of Vocational and Technical Education (1979) implemented for FY 1979, were mentioned in its Annual Accountibility Report of 1979, included:

> A. Taking such action as may be necessary to create awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs;
>
> B. Gathering, analyzing, and disseminating data on the status of men and women, students and employees in the vocational education programs of the state;

C. Developing and supporting actions to correct any problems brought to the attention of such personnel through activities carried out under clause (B) of this sentence;

D. Reviewing the distribution of grants by the State Board to assure that the interests and needs of women are addressed in the projects assisted under this act;

E. Reviewing all vocational education programs in the State for sex bias;

F. Monitoring the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education;

G. Reviewing and submitting recommendations with respect to the overcoming of sex stereotyping and sex bias in vocational education programs for the annual program plan and report;

H. Assisting local educational agencies and other interested parties in the state in improving vocational education opportunities for women;

I. Making readily available to the State Board, the State and National Advisory Councils on Vocational Education, the State Commission on the Status of Women, the Commissioner and the general public, information developed pursuant to this subsection (p. 2).

During the hearing before the subcommittee on post secondary education of the Committee on Education and Labor, House of Representatives, Ninety Fourth Congress of the United States (1975), many complaints were filed against sex discrimination practices. The different methods used for showing sex discrimination against women in some of the complaints filed included the following:

Complaints filed by the student government of the University of Minnisota against sex discrimination practiced by the University policies included descriptive statements by comparing financial aid provided to both sexes, including sports facilities in swimming, track, tennis, gymnastics and in other sports. Moreover, other comparisons were made in enrollments, facilities, uniforms, travel benefits, financial aid, other

awards, coaches' salary and official benifits. The enrollments of both sexes were compared for every college.

A research study conducted in Illinois by the State Department of Education (1977), used different methods for comparing sex distribution among administrators, teachers and students. An analysis was made of the number of male and female administrators for the purpose of eliminating any discrimination in employment (recruitment, hiring, placement, and promotion of educational personnel) in the state's public elementary and secondary schools. The numbers and percentages of certificated, full-time administrative personnel, by position and sex, were compared during the period 1968-1977. For this time span, a percentage sex distribution goal was established for each administrative level in the system. The percentage was derived from an analysis of the total population strength for both sexes.

In the same study, evidence of sex discrimination in the Illinois vocational education programs was presented through a comparison of 1972/1976, male/female enrollments in vocational education. Fields of vocational education included in the study were agriculture, distributive education, health, home-making/consumer, gainful home economics, office, technical, and trade industry education.

Some Techniques Used in Evaluation

There are various kinds of the designs of evaluating systems. In every situation the specific design can be selected according to the needs of training organizations. No design, of course, will be universal for all situations. Lawson and Wentling (1975) suggest that several techniques can be combined to build a system of evaluation. The techniques mentioned

include learner assessment, the follow-up of former learners, the employer survey, the consultative team evaluation, the evaluation of education and training personnel, and the cost-related evaluation.

Learner Assessment: Sometimes, though it is desirable to have the coordinator, or another trained observer make his own appraisal of the program, yet the measurement of learner performance according to Lawson and Wentling (1975), is probably the most widely used evaluation technique. The competencies desired at the end of the program are indicated in the objectives of the program. The measurement of these competencies is the central focus of the evaluation. These competencies, according to Lawson and Wentling (1975), fall within the cognitive, affective, psychomotor, or perceptual domains. Many types of instruments were suggested to be utilized to measure student performance---paper and pencil, attitude scales, project or product ratings, and presentation ratings.

The Follow-up of Former Learners: A follow-up study involves contacting individuals subsequent to their participation in an education or training program. For vocational programs in certain states, maintaining such records is mandated by law. This contact as indicated by Lawson and Wentling (1975), can provide placement information as well as other information relating to the post-program activities of the graduate dropout. This method provides the opportunities to utilize the former learners suggestions for improvement by asking their perception of the training program's strengths and weaknesses.

The Employer Survey: If one is going to evaluate a vocational program, according to Lawson and Wentling (1975), an employer survey, usually obtained through mail, can provide yet another vantage point to learner performance. The questionnaires or rating forms are the traditional

instruments for this kind of survey. The programs's strengths and weaknesses can be identified by integrating the information about the same body of learners obtained through the utilization of student measurement, student follow-up, and employer survey.

The Evaluation of Education and Training Personnel: The importance of the assessment of personnel performance was recognized by Lawson and Wentling (1975). The contribution of assessment of personnel performance to the success of a program narrated by these authors appears as under:

> Many times the evaluation of faculty is thought of only in terms of tenure, promotion, or meeting a governing board mandate. However, personnel performance is probably the most important contributor to the success of a program. Although the assessment of faculty and other personnnel has traditionally been accomplished through observation and rating by a superior, evaluation through observation by peers, self-observation by way of video tape, rating by students, and the utilization of teacher performance tests can broaden the scope of faculty and ancillary personnel performance assessment (p. 34).

Specific deficiencies of staff members can be identified by such assessment; moreover, such assessment can be enormously helpful to make recommendations for remediation.

Cost Analysis Evaluation: A cost related evaluation further provides the strength to the above-mentioned techniques. A program may not be considered efficient if it does not qualify this standard. Lawson and Wentling (1975, p. 35) stated that, "Cost studies must attempt to correlate costs to outcomes, facilitating program decision making." In a time of financial constraints, the cost would be given enormous consideration in making a crucial decision of continuing or dropping a training program.

Training program evaluation techiques and methodology described in the reviewd literature were very interesting, relevant and helpful for

determining and designing the methodology for this study. Since intent of this study was to evaluate the effectiveness of the Educational equity Staff activities, it was deemed appropriate to review the techniques used for evaluating other programs.

During a study for evaluating the effectiveness of training methods, Newstrom (1980), developed a contingency approach. A questionnaire was developed which allowed respondents to rate the effectiveness of nine standard training methods for achieving each of six training objectives. The methods which were evaluated by Newstrom, include: case study, conference (discussion) method, lecture (with question), business games, movie films, programmed instruction, role playing, sensitivity training (T-groups and television lecture). The training objectives examined were an expansion of the basic trio of knowledge, skills and attitudes: knowledge acquisition, changing attitudes, problem solving skills,interpersonal skills, participant acceptance and knowledge retention.

Fifty-four usable questionnaires were completed for a return rate of 27 percent. For analyzing the results, the mean effectiveness of each method for each of the six training objectices was calculated. A rank order was developed from these means to describe the relative effectiveness of each method.

In the study described above, the assumption, "though one training director can not borrow evaluation results from another; he/she can, however, borrow evaluation techniques," (p. 78). Therefore, the results of the studies were not reported; rather, methods and instruments were described. Four program evaluation steps have been recognized and described by Kirkpatrick (1959a) which were very important and most common for evaluating training programs.

These four steps are:

1. Reaction
2. Learning
3. Behavior
4. Results

Evaluating Programs in Terms of Reaction: The measuring of reaction would be similar to findings of the conferees. "How well the trainees liked a particular training program" would be an appropriate definition for reaction. This technique of measurement has varied effects on decision-making about a training program. For maximum learning, one must have interest and enthusiasm for the program.

For measuring the reaction of the participants, it is recommended that written comment sheets be used which are designed to obtain the desired reaction. The important point for consideration would be designing the form in such a way that the comments can be tabulated and quantified. To implement the reaction of enrollee, it is also suggested to have the coordinator, training director or another trained observer make his own appraisal of the session. It usually is considered more meaningful to have the combination of these two evaluations than either one by itself.

Measurement of reaction, of course, does not provide any surety that any learning has taken place. Neither is there any assurance of any behavioral change, nor an indication of the results which can be attributed to the training program. But still the results of reaction measurements may have some effect on the decision for continuation or termination of the training program.

Evaluating Program in Terms of Learning: The next step in evaluation is, "Learning Step" which is much more difficult to measure than that of reaction to a program. What principles, facts, and techniques were understood and absorbed by the conferees? The limited scope of learning does not include on-the-job use of these principles, facts, and techniques.

Some suggestions were made by Kirkpatrick (1959b), to measure the learning of each conferee so that quantitative results can be determined. A before-and-after approach should be used so that any change in learning may be associated with that specific training program. In this study, some other suggestions were included: As far as possible, the learning should be measured on an objective basis. Where possible, a control group (not receiving the training) should be used to compare with the experimental group which receives the training. Where possible, a statistical analysis should be used for evaluating the training results. Statistical analysis can provide an evident proof in terms of correlation or level of confidence.

The evaluation in terms of learning requires more knowledge and skills than evaluation in terms of reaction. For planning the evaluation procedures, analyzing the data, or interpreting the results, a relatively high level of statistical knowledge is necessary. In certain cases training departments may have to seek the help of professional statisticians.

It was pointed out in this article that it would be relatively easy to plan classroom demonstrations and presentations to measure learing where the program was aimed at the teaching of skills. It was suggested to use a paper and pencil test where principles and facts were the objectives of the traing program. If a standardized test is available and the place is suitable, it is advisable to use it. If, on the other hand, it is not

possible to find a suitable standardized test, the trainer may use his own skills and ingenuity in devising his own measuring instrument.

Kirkpatrick (1959a) has cited the example of the American Telephone and Telegraph Company which incorporated into their "Personnel Factor in Management" program, a short test measuring the sensitivity and empathy. This paper and pencil test measures learning in this company's own program. In this test, each individual is asked to rank, in order of importance, sometimes dealing with human relations. A group discussion follows this activity. After additional group activities, a determination is made of the degree increase of sensitivity at the end of the program.

The ability to measure reaction and learning in a particular program can be used to advantage in "selling" future programs and in increasing one's status and position in the organization, especially if a training director can prove that his program has been effective in terms of reaction and learning.

Evaluating Programs in Terms of Behavior: The next step of measuring the effectiveness of training programs is the behavior step. The emphasis of this section is on describing briefly some of the best experiments which have been used to measure training program effectiveness in terms of on-the-job behavior. As was predicted previously, only methods and instruments used in these studies are described here since the data, per se, is irrelevant to this particular study.

Kirkpatrick (1979) indicates that there may be a big difference between knowing principles and techniques and using them on the job. Kirckpatick's idea was supported by Robert Katz, a professor at Dartmouth. Katz (1956) recognized the problem which existed in a transition between learning and changes in behavior on the job. Katz (1956, p. 72) stated:

> If a person is going to change his job behavior, five basic requirements must exist:
> 1. He must want to improve. 2. He must recognize his own weakness. 3. He must work in a permissive climate. 4. He must have some help from someone who is interested and skilled. 5. He must have an opportunity to try out the new learned ideas, (p. 72).

If these five conditions are met, there can be some measures for predicting the success of training programs. Kirkpatrick (1960a) suggests five guideposts to follow in evaluating training programs relative to behavior changes. These guideposts are:

1. A systematic appraisal should be made of on-the-job performance on a before-and-after basis.
2. The appraisal of performance should be made by one or more of the following groups (the more the better):
   A. The person receiving the training
   B. His superior or supervisors
   C. His subordinates
   D. His peers or other people thoroughly familiar with his performance.
3. A statistical analysis should be made to compare before and after performance and relate changes to the training program.
4. The post-training appraisal should be made three months or more after the training so that the trainees have an opportunity to put into practice what they have learned. Subsequent appraisals may add to the validity of the study.
5. A control group (not receiving the training) should be used (p. N.A.).

Other studies included in this review have dealt with behavioral changes as an evaluative step for the training programs. These are described below.

Meier and Pulichere (1980) described an effort to measure behavioral change as a result of an assertiveness training program conducted at a research and development facility in New Jersey. This training program was conducted by an experienced external trainer from the Women's Center for group of 10 to 12 participants. Over the two and one-half years in which these programs were conducted, two trainers and 14 facilitators took part in training 206 participants in 16 sessions.

The training content of the above mentioned program was standard assertiveness training fare. The program was company sponsored and was on a voluntary basis. The target population consisted of four groups whose selection was rationalized and supported by the training objectives, which was to reduce passive behavior in three populations within the engineering center of the company's facility. Minorities and women were two elements of the population. When an audit of their performance appraisal was made, it was revealed that women and minorities had a disproportionate number of comments indicating inappropriately passive behavior. The short service employers, a third population, faced problems of passive behavior which was identified by supervisors and senior-technical employees.

An instrument was developed to be used on a before and after basis for measuring the change of behavior caused by this training program. This instrument was to be completed at the beginning of each session by the participant's immediate supervisor and then again six weeks after the conclusion of the session, thus yielding data collected over a 12-week span.

The instrument provided the opportunity to make a comprehensive comparison in behavior before and after the training program. The supervisor was asked to rate statements about the employee's behavior in typical work situation on an evaluative instrument with a five point scale. The instrument contained seven questions for each area of behavior: assertive, passive, and aggressive. The summation of supervisors' responses to each behavior may be compared in both before and after situations and an evaluation of change in behavior can be made on this basis.

Only 19 pairs of responses, out of 36, were considered usable from the three assertiveness training groups on which the instrument for measuring perceived behavior was used. The difference of 17 resulted chiefly from a change of supervisors during that period. For using the statistical test, it was realized that the number of participants measured was relatively small. It was decided therefore to use the "t-test" whose results indicated that assertiveness training did have a direct effect on the participants' behavior.

As the main objective of the program was to reduce passiveness and to replace it with assertiveness, the organization was highly pleased with these results. Not much concern was shown about the less significant decrease in aggressiveness, particularly in light of the low level of aggressiveness as measured by the initial instruments.

There was an endeavor to measure the reactions of the participants. To fulfill this objective, participants were asked to characterize the program's usefulness to themselves on the following five point scale: (poor, fair, good, very good, and excellent).

It was concluded that the assertiveness training program proved to be successful along several dimensions. The supervisor observed a significant supportive change in the participants' behavior and the participants' attitude and the participants' reaction was very positive towards the program, indicating its usefulness. It was recommended that the program, should be continued in its present form and be initiated at other company locations.

Flishman-Harris Studies: Kirkpatrick (1960a), while reviewing literature relative to measring effectiveness of training programs in terms of on-the-job behavior, found that Flishman used seven paper-and-pencil

questionnaires and surveyed a group of trainees, their supervisors and their subordinates. According to Kirkpatrick, to evaluate a training program which had been conducted at the Central School of the International Harvester Company, Fleishman developed a study design and a battery of research instruments. These were used to evaluate the effectiveness of that particular training program.

Kirkpatrick further related that a follow-up study was conducted by Harris, in the same organization, to support the date which Fleishman had discovered. He worked with experimental and control groups by using before-and-after measures of job performance. The sources for obtaining information were trainees themselves as well as their subordinates.

The Sorensen Study: Kirkpatrick (1960) describes this study as the most comprehensive research ever conducted to evaluate the effectiveness of training program in terms of on-the-job behavior. The study was conducted at the Crotonville Advanced Management Course of The General Electric Company. The title used for that study was "observed changes inquiry." The purpose of the "inquiry" was to answer the questions:

1. Have manager graduates of General Electric's Advanced Management courses of 1956 been observed to have changed in their manner of managing?

2. What inferences may be made from similarities and differences of changes observed in graduates and non-graduates? (p. N.A.).

The different approaches were used to measure observed behavior by asking the managers (graduates and non-graduates alike) to indicate changes they observed in their own style of managing during the previous twelve months. The second group contacted were the subordinates who were asked to describe changes they had observed in the managers during the past twelve months. Another group which was included in the inquiry con-

sisted of their peers. The peers were asked to describe changes in behavior. The last group to be included consisted of the superiors of the control and experimental groups. These individuals were asked to describe the changes which they rated in their subbordinates' behavior. These data were very helpful for comparing the observed changes of all four groups.

Instead of using the before and after approach, Sorensen used experimental as well as control groups and asked eleven of the participants to indicate what changes, if any, had taken place during the past year. Four different appoaches to measure observed changes included the man himself, his subordinates, his peers, and his superiors. The comprehensiveness of his study is positively effected by aggragating the findings of this multi-group approach.

The Moon-Hariton Study: Moon and Hariton (1958) conducted a study in the engineering section of the department of the General Electric Company, upon realizing the need for a more extensive appraisal and personnel development program. Its two main features were: (1) a revised performance appraisal system and (2) a training program designed to equip line managerial personnel to use appraisal information in helping their subordinates develop themselves. To attempt to evaluate the effectiveness of the program, a questionnaire was designed to obtain the subordinates' view about changes in their managers. It was felt that the opinions of the manager would add to the picture; therefore, they were also surveyed.

The questionnaire asked respondents to compare present conditions with what they were two years ago. In other words, instead of measuring the attitudes before and after the program, the subordinates and the managers were asked to indicate what changes had taken place during the last two years.

The Stroud Study: Stoud (1959) used several different approaches to evaluate a new Training Program called "Personal Factors in Management" at the Bell Telephone Company of Pennsylvania. These approaches were used to compare the results and obtain a more valid indication of on-the-job behavioral changes that resulted from the program.

For determining whether or not the Training Program fulfilled the objectives, the first step was the formulation of a questionnaire to be filled out by four separate groups: (1) conferees (2) controllees supervisors (not taking the courses) (3) supervisors of the conferees and (4) supervisors of the controllers.

The first part of the questionnaire was the "consisideration scale" taken from the leader behavior description questionnaire which originated in the Ohio State University leadership studies. The second part of the questionnaire was called the critical incident section in which the conferee and control groups were asked to describe four types of incidents that had occurred on the job. The third and final section of the questionnaire applied to the conferees only. Their opinion about helpfulness of the training course in achieving each of its five stated objectives.

The decision about the evaluation of this program was made after it had begun. Therefore, it was impossible to make before and after comparison, though the superiority of measuring behavior prior to the program and then comparing it to behavior measured after the program was recognized and mentioned by Miss Stoud, however, in this study, an attempt was made to get the questionnaire respondents to compare on-the-job behavior before the program with that following the program.

The above-mentioned studies attemted to evaluate the programs in terms of on-the-job behavior. The usefulness of measuring the effective-

ness of training programs in scientific and statistical terms is very necessary and worthwhile if training programs are going to increase in effectiveness and their benefits made clear to top management.

The next step of evaluating program effectiveness can be stated in terms of results. The objectives of most training programs are desired in terms of results. These results, according to Kirkpatrick (1960b), could be classified as: reduction of costs; reduction of turnover and absenteeism; reduction of grievances; increase in quantity and quality of production; or improved morale.

Kirkpatric suggests that it would be best to evaluate training programs directly in terms of results desired. It was also recommended that, for evaluating programs in terms of results, the training directors should start evaluating in terms of the results desired. It was also recommended that, for evaluating programs in terms of results, the training directors should start evaluating in terms of the three criteria mentioned earlier: determining the reactions of the trainees, attempting to measure what learning takes place, and trying to measure changes in on-the-job behaviors.

Several evaluations have been made in terms of results. They do not offer specific formulas for other training directors. Every trainer, in his specific situation, can use his own skills and ingenuity in devising his own measuring instrument. Some of such studies are cited below.

Safety Programs: A study was briefly described by Kirkpatrick (1960b) in which a comparison was made of plant safety records for the nine month period before the training program with a comparable period after the program.

About one of their safety programs, Dr. G. Roy Fugul of the General Electric Company, described a before-and-after evaluation, at a 1958

Conference of The Management Institute, University of Wisconson. The purpose of the training was to reduce the number of accidents and to increase the regularity with which all accidents, major and minor, were reported. The Training Program consisted of the usual presentations, discussions, and movies which were very dramatic in describing accidents and their implications. When a comprehensive evaluation was made of the training program it was found that the training program had not achieved the desired results.

While describing an evaluation of change model, Miner and Miner (1977) suggest that the personal manager should be capable of carrying out change evaluation studies on his own programs when appropriate. To discriminate between a good study and a poor one, the manager should have a sufficient knowledge of the logic of evaluation.

For providing knowledge about the logic of evaluation, Miner and Miner (1977, P. 329) discussed two models. The "before and after" model was compared with an "after-only model". To determine that the change, if any, was caused by the course itself, and not by some external factor, it was suggested that a control group be used carrying out the same pretest-posttest procedure. This will help to determine the effectiveness of treatment by comparing with an experimental group.

Summary

Related literature was reviewed in this chapter exploring the background and factors which led to federal legislation regarding educational equity programs and included methodologies and results of previous research studies. Some other techniques used for evaluating training programs were also reviewed.

In the review of literature it was found that the number of working women had increased during the last two decades but that their average earning were lower than those of men. It was found that women, as compared to men, were equally educated. It was found, however, that though women comprised slightly more than half of the vocational education students, most were prepared for traditionally female oriented, low paying occupations.

While evaluating the effectiveness of training programs, different methods were found to be useful and helpful for determining the methodology for this study. The most common methods being used by evaluators include, before and after methods with control and experimental groups, and an "only-after" model with and without control groups.

The four common steps of evaluation were mentioned and several studies were cited using four steps as criteria for evaluation. These steps included reaction, learning, behavior, and results.

CHAPTER III

METHODOLOGY

This chapter explains the methodology utilized in this research study to collect data and analyze results. As indicated previously, the purpose of this study was to determine whether or not a statistically significant change in the sex distribution of enrollments in programs of vocational education in Oklahoma has occured since the educational equity operation was initiated.

Selection of Subjects

A panel of experts was organized from the State Department of Vocational and Technical Education to help select and classify schools for the study. Qualifications and designations of the panel of experts appear in Appendix C. The panel met on the 7th of March 1979 to determine the status of non-traditional programs and also to determine the status of the schools relative to their being urban, suburban or rural.

The members of the committee reviewed lists of all the programs offered in Oklahoma Vocational Technical Schools, Comprehensive High Schools and in Area Vocational Technical Schools including full-time adult programs and special vocational programs for high school students and adults.

Based upon the panel's recommendation, the programs' list was divided into two categories, i. e., male oriented and female oriented. The list

of such programs appear in Appendix E. Programs in which experts observed that traditional enrollments were dominated by the male students, were labled as male oriented programs. In some future references, the abbreviation "M" was used for male and "F" was used for females.

The programs thus divided in two categories were further divided into sub-categories, for reporting to the United States Office of Education (USOE). The following further breakdown in the enrollments was decided for the above-mentioned reporting purpose:

1. Enrollments in Area Vocational Technical Schools (AVTS).
2. Enrollments in Comprehensive High Schools (HS).
3. Enrollments in the programs offered in big cities (urban).
4. Enrollments in the programs offered in medium sized towns (sub-urban).
5. Enrollments in the programs offered in small sized towns (rural).
6. Enrollments in the programs offered at the secondary school level, i.e., a program designed for high school youths including grade 9 - 12.
7. Enrollments in the programs offered for adult persons who have completed or left high school and who are not described in the definitions of post-secondary or secondary programs.

Collection of the Data

Upon determining the type of breakdown to be made, the Division of System Design and Computer Services at Oklahoma State University, was contacted for retrievel of the above-mentioned data for the years 1972 - 1979.

The Division of System Design and Computer Services provides contracted services of various kinds, including data storage and subsequent retrieval, system analysis, programming and data control activities associated with computer system input/out put.

The Oklahoma State Department of Vocational and Technical Education (OK Vo-tech), has developed a form (included in Appendix A) called program enrollment form, under the Vocational Education Data System (VEDS). Such reporting has been required by, Federal Law (1976), for certain states. These systems are designed to meet planning and overall needs for data.

The following data were gathered annually through Vocational Education Data system:

A. Individual Student Enrollment Record

   1. Sex
   2. Handicapping Conditions
   3. Disadvantaged Conditions
   4. Race
   5. Age

B. Completion Status

   1. Continuing in the program this year
   2. Was not in the program last year
   3. Transferred to another vocational program at the same school or in-district AVTS.
   4. Transferred to another school.
   5. Transferred out of vocational education into an academic or general education program at the same school.
   6. Left School prior to completion of program but completed 50% or more of the program.
   7. Left school prior to completion of the program, completed less

than 50% of the program.

8. Completed the program.

C. Follw-up

1. In College

2. Working full-time in field or a closely related field.

3. Employed part time

4. Unemployed

5. National labor force

D. Certain Routine Reports

1. Summary of enrollment by school District/Division

2. Follow-up study of graduates

3. Occupational Training Information System (supply)

E. Other reports as requested by users.

Development of the Instrument

As mentioned earlier, a breakdown in the enrollment was made to determine whether or not a change in the sex distribution of enrollments in programs of vocational education in Oklahoma has occured since the educational equity operation was initiated by Oklahoma State Department of Vocational and Technical Education.

The breakdown of enrollment was made in many major areas including enrollments in: AVTS, high schools, programs offered in urban, suburn and rural areas, programs offered at secondary and adult levels.

Analysis of the Data

As hypotheses One, Three, Four, and Five fall under the category of nominal data, the Chi-Square statistic was selected to test these hypotheses. Hypothesis Two attempts to compare mean percentages of two groups

i.e., percentage of minority enrollments before and after 1976. If one is to determine if the mean performance of two groups is significantly different or while attempting to determine if the difference between two means is greater than that which could be expected from chance, Key (1974) suggests to use the "t" test as an appropriate statistical technique in this situation. Thus the dependent "t" test was used to compare the mean percentages of both the groups, i.e., minority percentage before and after 1976.

CHAPTER IV

RESULTS

Introduction

The purpose of the study was to determine whether a change in the sex distribution of enrollments in programs of vocational education in Oklahoma has occured since the educational equity operation was initiated. A total of 51 program areas which are traditionally cosidered male programs or female programs were identified for use in this study. There were 19 traditionally female programs and 32 traditionally male programs identified by the experts listed in Appendix C.

The design of this study included the development of five hypotheses. Each of these hypotheses contained one or more specific areas of comparison. The focus of comparison was always on minority enrollments "before" and "after" 1976, the year in which the educational equity emphasis was initiated in Oklahoma by the State Department of Vocational and Technical Education.

Hypothesis One was tested using the chi square statistic, by comparing sex distribution in all traditional programs before and after 1976. Hypothesis Two related to an assessment of the minority enrollments before and after 1976 in each of the selected programs. The "t" test was made to determine if the difference between the two groups was greater than that which could be expected from chance. To conduct these tests, the minority per-

centage was aggregated both before and after 1976 for each program and the mean percentages were compared.

Identifying points of difference helps in address the solution in a specific area. Moreover, a Federal regulation requires that detailed results must be revealed when Federal funds have been expended. Consequently, a specific check of minority enrollment was made to compare before and after enrollments using the educational equity emphasis beginning in 1976 as the mid-point. The specific breakout and comparison of data was made to test hypotheses numbers three, four and five in the following categories: Area vocational-technical schools versus comprehensive high schools, programs located in urban, sub-urban, or rural areas; and secondary vocational programs versus full-time adult vocational programs. In some cases, the comparisons was made separately for traditionally male-oriented and traditionally female-oriented programs.

Analysis of Sex Differences in Vocational Programs

Hypothesis One: There is no statistically significant difference in sex distribution within vocational programs when enrollments before and after 1976 are compared. Table I shows the analysis of sex difference in vocational programs and breaks enrollments, for the purpose of comparison, into two main categories: before 1976 and after 1976.

Ho_1: The chi-square test reveals that this hypothesis can be rejected at the $p < .001$ level of significance. It is concluded, therefore that there was a significantly greater ratio of minority to majority sex enrollments after 1976.

TABLE I

CHI-SQUARE ANALYSIS OF SEX DIFFERENCE
IN VOCATIONAL PROGRAM ENROLLMENT

Period	Minority Enrollment	Majority Enrollment	Chi Square
Before 1976	26,881	261,320	2700.588
After 1976	34,958	217,735	

$P < .0001$

Analysis of Sex Differences in

Specific Program Enrollments

For analyzing sex differences in specific programs, minority enrollments before and after 1976 were aggregated and their percentage of total enrollment was calculated. A hypothesis was formulated involving the difference in these two groups, i.e., before and after 1976.

Hypothesis Two: There is no statistically significant difference in sex distribution in the specific program areas listed in Table II when enrollments before and after 1976 are compared. Data in Table II indicate the percentage of minority enrollments in the specific programs and the results of the "t" test.

HO_2: The "t" test reveals that this hypothesis can be rejected as the calculated value of the probability is .0287. Because it is less than .05, this hypothesis is rejected and it may be concluded that there is a significant difference in sex distribution for specific program areas

listed in Table II, with the ratio of minority to majority enrollments measuring after 1976.

TABLE II

PERCENTAGE OF MINORITY ENROLLMENT IN SPECIFIC PROGRAMS AND "t" TEST ANALYSIS OF DIFFERENCES

Program	Percentage of Minority Enrollment Before 1976	After 1976
Agriculture	4.22	9.08
Horticulture	50.00	48.82
Project Distributive Education	42.76	35.60
Air-conditioning and Refrigeration	0.14	0.37
Appliance Repair	0.02	2.85
Auto Body	0.29	0.68
Auto Mechanics & Compact car mechanics	0.37	2.02
Commercial Art	46.81	45.78
Commercial Photo	49.11	34.48
Carpentary	0.29	1.17
Electricity	0.29	1.06
Diesel Mechanics	0.04	0.59
Brick Masonary	0.31	0.88
Drafting	16.95	16.25
Electronics	1.66	5.61
Printing	33.84	53.22
Machine Shop	0.36	3.56
Sheet Metal	0.18	1.29
Welding	0.31	1.61
Small Engine Repair	0.74	1.82
Cabinet Making	0.73	5.46
Coordinated Vocational Education Trg.		
Mechanical Cluster	0.45	0.97
Construction	0.30	2.06
Horticulture	21.36	23.70
Heavy Equipment Operator	2.77	4.36
Truck Driver	6.85	24.81
Meat Processing	3.33	9.80
Custodial Service and Maintenance/ Building & Ground	1.87	6.87
Interdisciplinary Cooperative Education	45.55	43.78

TABLE II (CONTINUED)

Program	Percentage of Minority Enrollment Before 1976	After 1976
Distributive Education	38.10	36.61
Dental Office Assistant	0.40	0.79
Health Services	6.48	5.39
Operating Room Assistant	22.97	17.20
Comprehensive Home Economics	8.44	16.21
Cloth Production and Management	1.01	1.67
Food Management	28.86	48.75
Institutional and Home Services	0.36	2.78
Cooperative & Home Economics related Occupations	21.19	28.79
Child Care	1.07	2.44
Data Processing	2.17	19.59
Secretarial Training	2.67	1.38
Graphics	34.60	49.63
Cosmetology	0.66	1.39
Tailoring	47.48	37.65
Upholstery	36.87	33.68
Coordinated Vocational Education Training Home & Com.	5.59	10.38
Bank/Savings & Loan	0.0	6.40
Mean Percentage	11.66	14.04

t = 2.6084 Probability = .0287

Analysis of Sex Differences in AVTS and Comprehensive High Schools

As indicated previously, partly because of Federal requirements and partly to facilitate addressing the problems in specific areas, the decision was made to analyze the enrollment data in area vocational technical school programs. The following hypothesis was formulated to address this area of concern.

Hypothesis Three A: There is no statistically significant difference in sex distribution in AVTS programs when enrollments before and after 1976 are compared. The enrollment data in AVTS programs were aggregated and further divided into two groups, i.e., before and after 1976. Table III depicts the data relating to this point of concern.

The analysis of data in Table III indicates that the probability, with 1 degree of freedom, was less than .0001; therefore, this hypothesis may be rejected. It may be concluded that there is a statistically significant difference in sex distribution in area vocational-technical school programs when enrollments before and after 1976 are compared with a greater proportion of minority students enrolled after 1976.

TABLE III

CHI-SQUARE ANALYSIS OF SEX DIFFERENCES IN AVTS PROGRAM ENROLLMENT

Group	Minority Enrollment	Majority Enrollment	Chi Square
Before 1976	3,274	40,793	445.682
After 1976	6,216	48,201	

$P < .0001$

Hypothesis Three B: There is no statistically significant difference in sex distribution in comprehensive high school vocational programs when enrollments before and after 1976 are compared. Table IV shows the

probability to be less than .0001. On this basis, the null hypothesis is rejected. There is a significant difference with a greater ratio of minority sex in comprehensive high school vocational programs after 1976.

TABLE IV

CHI-SQUARE ANALYSIS OF SEX DIFFERENCES IN COMPREHENSIVE HIGH SCHOOL VOCATIONAL PROGRAMS

Group	Minority Enrollment	Majority Enrollment	Chi Square
Before 1976	23,617	220,525	2439.1144
After 1976	28,472	169,528	

$P < .0001$

Analysis of Sex Distribution in Urban, Suburban, and Rural Programs

Analysis of Sex Distribution in Traditionally Male-Oriented Vocational Programs Located in Urban Areas

As mentioned in previous chapters, male-oriented vocational programs were separately aggregated and they were further broken down into urban, suburban, and rural areas. The following hypothesis was developed to analyze the sex differences in traditionally male-oriented vocational programs located in urban areas.

Hypothesis Four A1: There is no statistically significant difference in sex distribution of enrollments in traditionally male-oriented programs located in urban areas when enrollments before and after 1976 are compared. Table V presents the results of analysis of the data pertinent to this concern.

TABLE V

CHI-SQUARE ANALYSIS OF SEX DIFFERENCES IN TRADITIONALLY MALE-ORIENTED VOCATIONAL PROGRAM ENROLLMENT IN URBAN AREAS

Group	Minority Enrollment	Majority Enrollment	Chi Square
Before 1976	1,463	7,676	111.0812
After 1976	1,713	5,932	

$P < .0001$

The chi-square analysis reveals that this hypothesis can be rejected on the basis that $p < .0001$. This implies that the statistically significant difference probably does exist in enrollments before and after 1976 in traditionally male-oriented vocational programs located in urban areas.

Analysis of Sex Distribution in Traditionally Male Oriented Vocational Programs Located in Suburban Areas

For the purpose of comparison and analysis in the two groups, i. e., enrollments before and after 1976 in traditionally male oriented vocational programs located in suburban areas, the following hypothesis was formulated.

Hypothesis Four A2: There is no statistically significant difference in sex distribution of enrollments in traditionally male oriented programs located in suburban areas. For the purpose of this analysis, the chi-square statistic was employed. Data in Table VI indicate that the probability, in this case, was less than .0001; therefore, HO_{4A2} can be rejected.

TABLE VI

CHI-SQUARE ANALYSIS OF SEX DIFFERENCES IN TRADITIONALLY MALE ORIENTED VOCATIONAL PROGRAMS LOCATED IN SUBURBAN AREAS

Group	Minority Enrollment	Majority Enrollment	Chi Square
Before 1976	2,365	17,774	331.7447
After 1976	1,911	7,832	

$p < .0001$

Analysis of Sex Distribution in Traditionally Male Oriented Vocational Programs Located in Rural Areas

Hypothesis Four A(3) relates to sex distribution in traditionally male oriented vocational programs located in rural areas.

Hypothesis Four A(3): There is no statistically significant difference in traditionally male oriented vocational programs located in rural areas when enrollments before and after 1976 are compared. Data pertinent to this group and the analysis results are presented in Table VII.

TABLE VII

CHI-SQUARE ANALYSIS OF SEX DIFFERENCES IN TRADITIONALLY MALE ORIENTED VOCATIONAL PROGRAMS LOCATED IN RURAL AREAS

Group	Minority Enrollment	Majority Enrollment	Chi Square
Before 1976	5,140	78,537	612.550
After 1976	6,676	63,476	

$p < .0001$

The chi-square test reveals that this hypothesis can be rejected at the $p < .0001$ level of significance. This result implies that a statistically significant difference probably does exist in traditionally male-oriented vocational programs when enrollments before

and after 1976 are compared.

Analysis of Sex Distribution in Traditionally Female Oriented Vocational Programs Located in Urban Areas

Hypothesis Four B(1) relates to sex distribution in traditionally female oriented vocational programs located in urban areas.

Hypothesis Four B(1): There is no ststistically significant difference in sex distribution of enrollments in traditionally female oriented vocational programs located in urban areas. Appropriate data and the results of the analysis are presented in Table VIII.

TABLE VIII

CHI-SQUARE ANALYSIS OF SEX DIFFERENCES IN TRADITIONALLY FEMALE ORIENTED VOCATIONAL PROGRAMS LOCATED IN URBAN AREAS

Group	Minority Enrollment	Majority Enrollment	Chi Square
Before 1976	2,568	12,262	10.47109
After 1976	2,293	9,880	

$p < .001$

The chi-square test reveals that this hypothesis can be rejected at the $p < .001$ level of significance.

Analysis of Sex Distribution in Traditionally Female Oriented Vocational Programs Located in Suburban Areas

Hypothesis Four B(2) was developed to analyze the sex distribution in traditionally female oriented vocational programs located in suburban areas.

Hypothesis Four B(2): There is no statistically significant difference in sex distribution of enrollments in traditionally female oriented vocational programs located in suburban areas. Results of the analysis are presented in Table IX.

TABLE IX

CHI-SQUARE ANALYSIS OF SEX DIFFERENCES IN TRADITIONALLY FEMALE ORIENTED VOCATIONAL PROGRAMS LOCATED IN SUBURBAN AREAS

Group	Minority Enrollment	Majority Enrollment	Chi Square
Before 1976	5,166	24,362	765.743
After 1976	6,905	18,367	

$p < .0001$

The chi-square test reveals that this hypothesis can be rejected at the $p < .0001$ level of significance.

Analysis of Sex Distribution in Traditionally Female Oriented Vocational Programs Located in Rural Areas

Hypothesis Four B(3) was developed to analyze the sex distribution in traditionally female oriented vocational programs located in rural areas.

Hypothesis Four B(3): There is no statistically significant difference in sex distribution of enrollments in traditionally female oriented vocational programs located in rural areas. Results of the analysis are presented in Table X.

TABLE X

CHI-SQUARE ANALYSIS OF SEX DIFFERENCES IN TRADITIONALLY FEMALE ORIENTED VOCATIONAL PROGRAMS LOCATED IN RURAL AREAS

Group	Minority Enrollment	Majority Enrollment	Chi Square
Before 1976	6,915	79,915	947.03528
After 1976	9,244	64,041	

$p < .0001$

The chi-square test reveals that this hypothesis can be rejected at the $p < .0001$ level of significance. Within all the groups identi-

fied by the six sub-hypotheses, the ratio of minority sex enrollment increased after 1976.

Analysis of Sex Differences in Secondary School Vocational Program Enrollment

Hypothesis Five A was developed to analyze the sex distribution in secondary school vocational programs.

Hypothesis Five A: There is no statistically significant difference in sex distribution in secondary school vocational programs when enrollments before and after 1976 are compared. Table XI presents the results of the analysis.

The chi-square test reveals that this hypothesis can be rejected at the $p < .0001$ level of significance. The ratio of minority sex enrollment was greater after 1976.

TABLE XI

CHI-SQUARE ANALYSIS OF SEX DIFFERENCES IN SECONDARY SCHOOL VOCATIONAL PROGRAMS

Group	Minority Enrollment	Majority Enrollment	Chi Square
Before 1976	25,913	248,500	2343.6436
After 1976	32,664	204,654	

$p < .0001$

Analysis of Sex Differences in Full-Time Adult Vocational Programs

Hypothesis Five B was developed to analyze the sex distribution in full-time adult vocational programs.

Hypothesis Five B: There is no statistically significant difference in sex distribution in adult vocational programs when enrollments before and after 1976 are compared. Table XII presents the results of the analysis.

TABLE XII

CHI-SQUARE ANALYSIS OF SEX DIFFERENCES IN FULL-TIME ADULT VOCATIONAL PROGRAMS

Group	Minority Enrollment	Majority Enrollment	Chi Square
Before 1976	967	12,803	242.955
After 1976	1,568	10,727	

$p < .0001$

The chi-square test reveals that hypothesis HO5B can be rejected at the $p < .0001$ level of significance, therefore, it is concluded that there probably was a statistically greater ratio of minority to majority sex enrollments after 1976.

Serendipitious Results

Some serendipitious results were obtained from observation of the data when cells were observed in Tables XIII through XVII. It appears that male were more likely to be a larger percentage of the enrollment in female-oriented programs than were female in male-oriented programs before 1976. The trend is reversed after 1976 where a greater percentage of female were enrolled in male-oriented programs in area vocational schools, in urban schools, and in adult programs. The fact that this trend did not appear in suburban and rural schools and in secondary schools in general may point up the barriers presented by tradition in provincial parts of the state which may be less supportive of female liberation. A second possible explanation for this variation may be that enrollments in non-traditional programs are increasing; however, for the most part, programs leading to low paying jobs (usually associated with traditional female jobs) simply are not attractive to the male population.

Figures 1 through 4 provide another way of visualizing the data from Tables XIII through XVII. The data for 1972-73 were omitted because they represented only two programs. This was not considered to be an adequate sample of the state-wide situation.

TABLE XIII

PERCENTAGE OF MINORITY ENROLLMENT
BY ORIENTATION OF PROGRAM

Year	Male Oriented	Female Oriented
1972-1973	7.01	9.69
1973-1974	6.43	9.70
1974-1975	8.13	10.78
1975-1976	10.19	12.94
Total before 1976	7.94	10.78
1976-1977	11.43	14.68
1977-1978	13.53	15.60
1978-1979	11.51	15.92
Total after 1976	12.16	15.40

TABLE XIV

PERCENTAGE OF MINORITY ENROLLMENT BY ORIENTATION
IN AREA VOCATIONAL SCHOOLS AND HIGH SCHOOLS

	High Schools		Area Vocational Schools	
Year	Male Oriented	Female Oriented	Male Oriented	Female Oriented
1972-1973	7.29	9.73	5.55	9.22
1973-1974	6.73	9.89	5.09	8.36
1974-1975	8.56	11.11	6.47	8.33
1975-1976	10.29	13.68	9.46	7.82
Total before 1976	8.22	11.10	6.64	8.43
1976-1977	11.55	15.73	11.12	8.17
1977-1978	11.66	16.95	17.70	7.68
1978-1979	12.10	17.29	9.97	8.28
Total after 1976	11.77	16.66	12.93	8.04

TABLE XV

PERCENTAGE OF MINORITY ENROLLMENT BY ORIENTATION IN URBAN, SUBURBAN, AND RURAL SCHOOLS

Year	Urban Schools		Suburban Schools		Rural Schools	
	Male Oriented	Female Oriented	Male Oriented	Female Oriented	Male Oriented	Female Oriented
1972-1973	14.26	18.20	9.92	13.77	5.78	7.04
1973-1974	14.05	15.82	9.82	15.60	5.13	6.94
1974-1975	17.09	17.76	12.44	17.13	6.57	7.90
1975-1976	18.66	17.49	16.05	22.77	7.03	9.84
Total before 1976	16.02	17.32	12.06	17.32	6.13	7.93
1976-1977	25.84	18.91	18.71	25.80	8.80	11.86
1977-1978	19.96	18.22	19.66	27.77	9.72	12.98
1978-1979	20.82	19.40	20.57	28.33	10.04	13.01
Total after 1976	22.21	18.84	19.65	27.30	9.52	12.62

TABLE XVI

PERCENTAGE OF MINORITY ENROLLMENT BY ORIENTATION IN SECONDARY AND ADULT PROGRAMS

Year	Secondary Programs		Adult Programs	
	Male Oriented	Female Oriented	Male Oriented	Female Oriented
1972-1973	7.16	9.57	4.77	36.42
1973-1974	6.56	9.80	4.59	7.04
1974-1975	8.32	10.91	5.64	8.42
1975-1976	9.02	13.34	14.72	4.67
Total before 1976	7.77	10.91	7.43	5.66
1976-1977	10.35	15.19	42.70	5.95
1977-1978	12.33	16.25	29.62	5.61
1978-1979	11.33	16.74	15.46	5.09
Total after 1976	11.34	16.06	29.26	5.55

TABLE XVII

INCREASE IN ENROLLMENTS

Year	Minority	Difference	Percent	Majority	Difference	Percent
1972-73	5,460			59,863		
1973-74	5,854	394	(7.22)	66,433	6,570	(10.98)
1974-75	7,009	1,155	(19.73)	66,970	537	(0.81)
1975-76	8,558	1,549	(22.10)	68,054	1,084	(1.62)
Average Percent Increase			(16.35)			(4.47)
1975-76	8,558			68,054		
1976-77	10,987	2,429	(28.38)	72,967	4,913	(7.22)
1977-78	12,555	1,568	(14.27)	73,586	619	(0.85)
1978-79	11,416	-1,139	(-9.07)	71,182	2,404	(-3.27)
Average Percent Increase			(11.19)			(1.60)
Increase from 1972-73 to 1978-79						
1972-73	5,460			59,863		
1978-79	11,416	5,956	(109.08)	71,182	11,319	(18.91)
1973-74 1974-75 1975-76	21,421			201,457		
1976-77 1977-78 1978-79	34,958	13,537	(63.14)	217,735	16,278	(8.08)

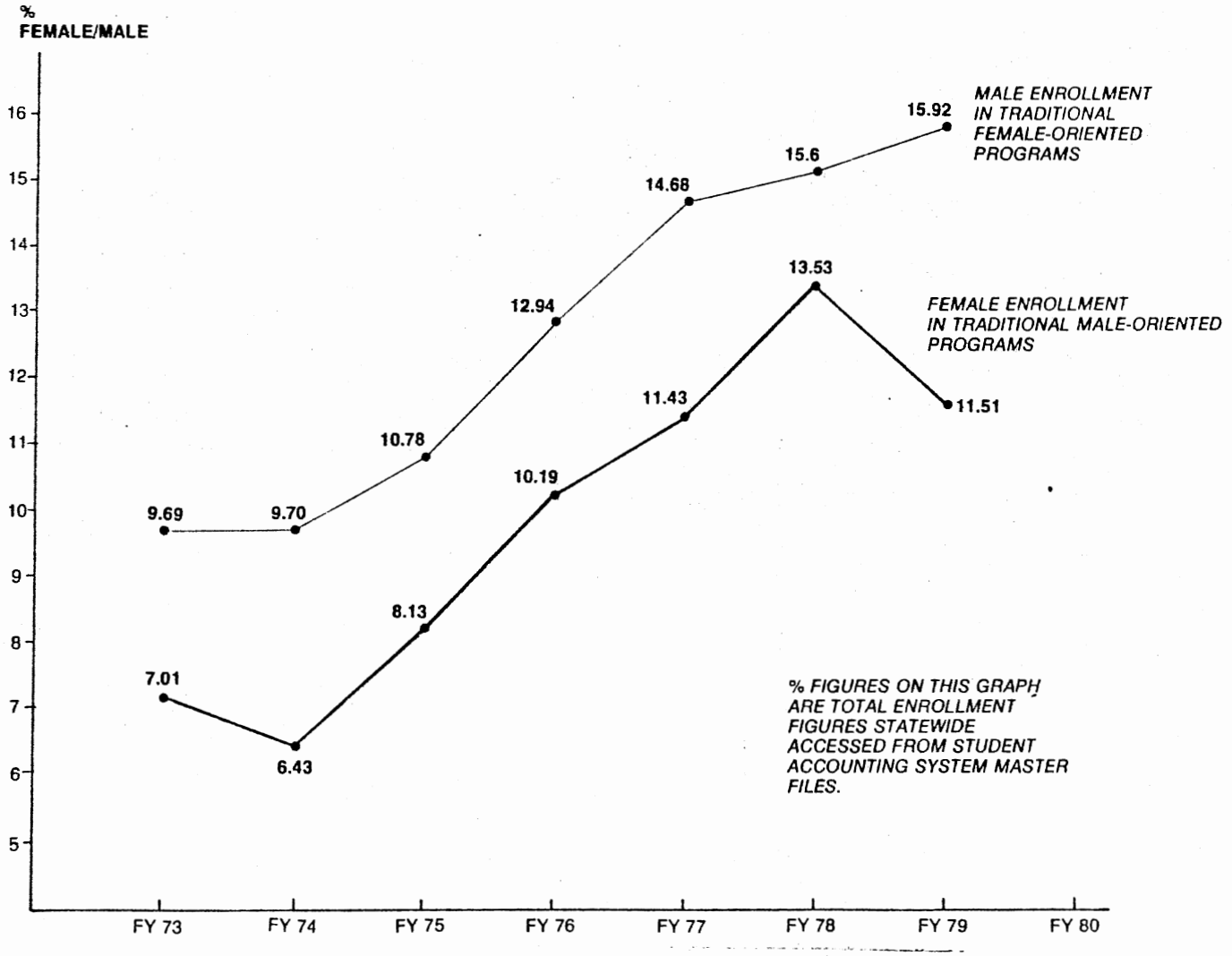

Figure 1. Male/Female Total Enrollment Analysis

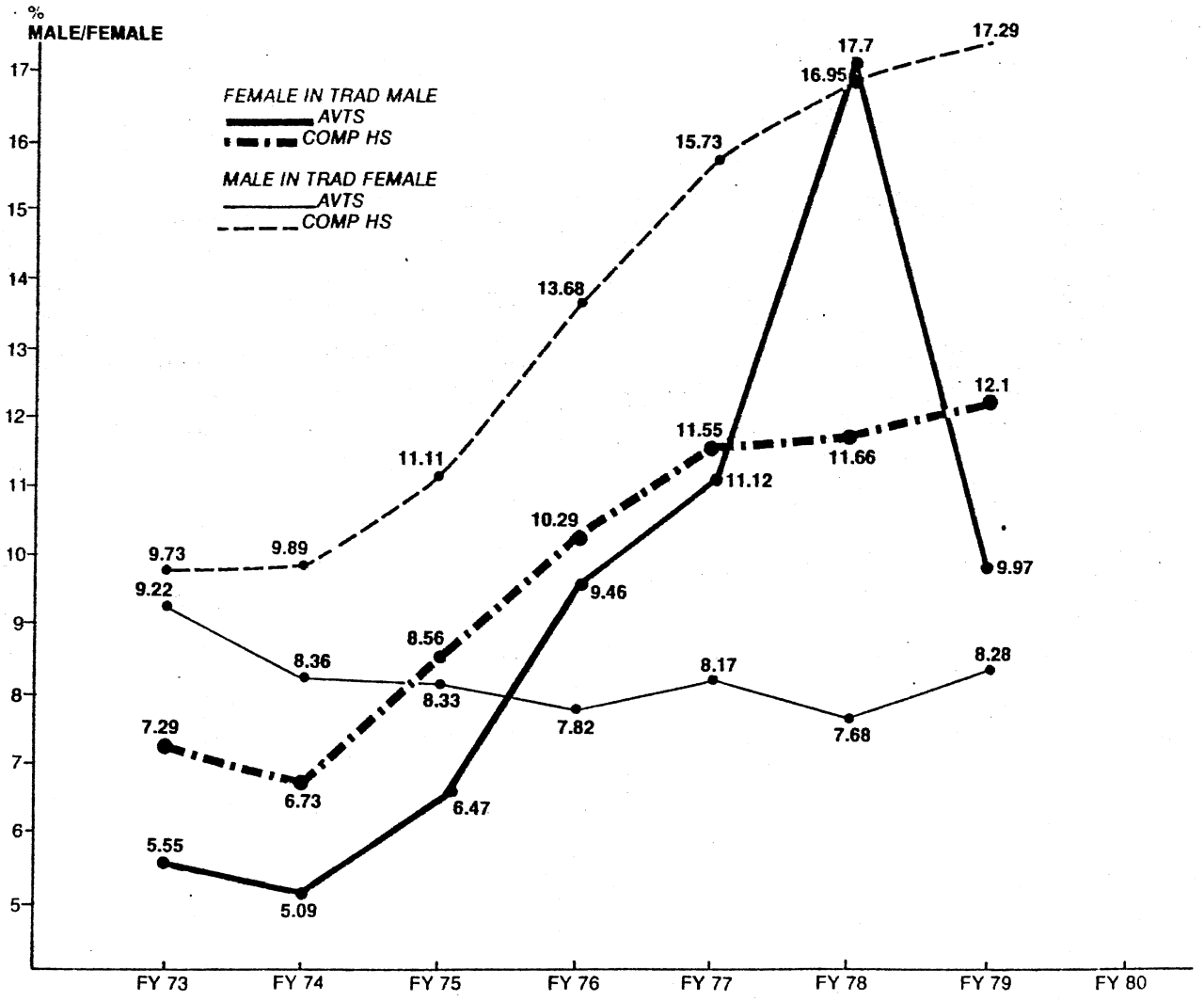

Figure 2. Male/Female Enrollment Analysis by Types of School

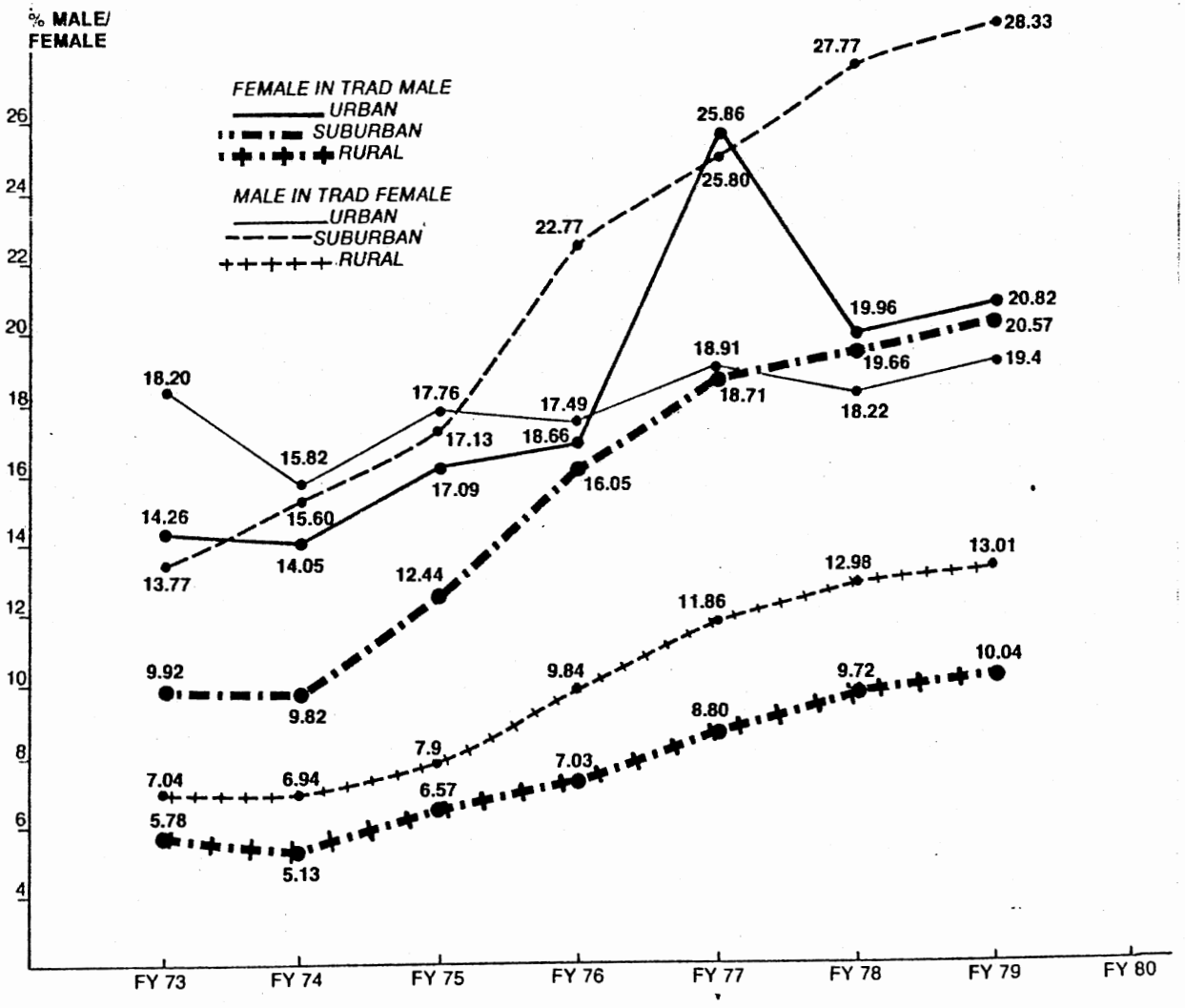

Figure 3. Male/Female Enrollment Analysis by Location of School

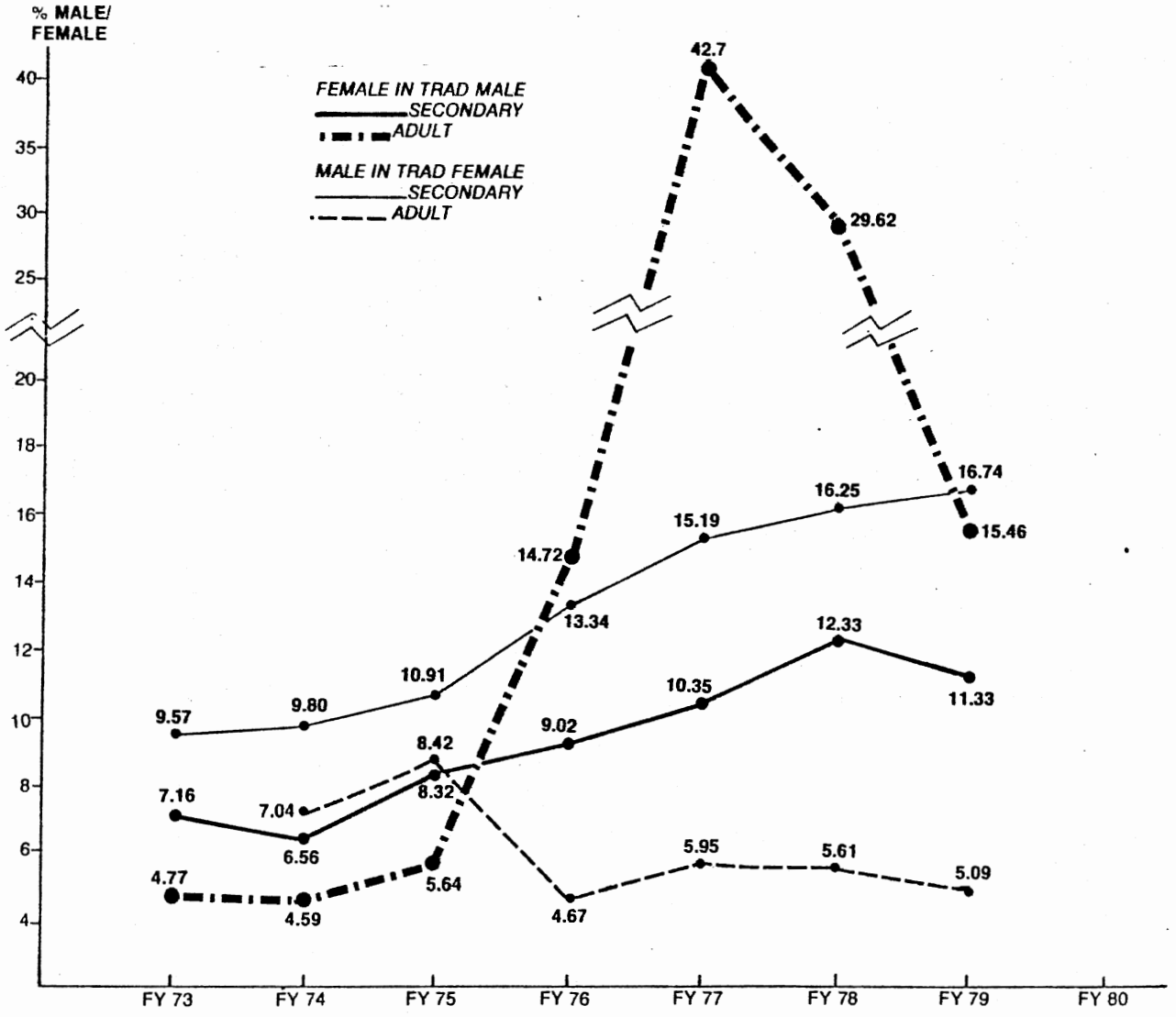

Figure 4. Male/Female Enrollment Analysis by Level of Program

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

During the women's movement of the 1960's and 1970's the different treatment of women and men has been condemned more than that in any other age. When general practice was found to be contrary to the national goal of equality, concerns over sex stereotyping have stimulated agencies and organizations nation-wide to reduce differences in treatment of women and men to justifiable situations. Apart from struggles made by individuals and state-level agencies, there have been many federal rules, regulations, acts, and subsequent amendments which have included steps to cope with the problem. The main focus of the federal intent of legislation was to recommend steps for providing equal opportunities to its citizens and to avoid discrimination in employment and education.

The Education Amendments of 1976 require that efforts towards the reduction of sex discrimination and sex stereotyping, both in training programs and in the occupations to which they lead, be monitored by state agencies. Moreover, a special request, from the Equity Staff for specific information was included in Annual Accountability report of 1978 of State Department of Vocational and Technical Education.

These requests were some of the factors which gave rise to this specific study. The main purpose of the study was to determine whether or not a statistically significant change in the sex distribution of enrollments in programs of vocational education in Oklahoma has occurred

since the educational equity operation was initiated.

With the help of a panel of experts, traditionally sex oriented programs were identified. Enrollments in these programs were aggregated, for the period 1972-1979.

The data was divided into the following sub-categories of enrollments in: Area vocational technical schools, comprehensive high schools, urban, sub-urban, rural, secondary schools and adult programs.

Summary of Findings

The following findings were summarized as consequences of the outcomes of this research:

1. There was a significantly greater ratio of minority to majority sex enrollments after 1976.

2. There was a significant difference in sex distribution in favor of the after 1976 group in the specific program areas listed in table II.

3. There was a statistically significant difference in sex distribution in favor of the after 1976 group in area vocational-technical school programs.

4. There was a significant difference with greater ratio of minority sex in comprehensive vocational programs after 1976.

5. Within all the six sub-groups including programs located in urban, sub-urban, and rural in both male and female oriented programs, the ratio of minority sex enrollment increased after 1976.

6. The ratio of minority sex enrollment was greater after 1976 in both secondary school vocational programs and in Full-Time Adult programs.

7. Male were more likely to be a larger percentage of the enrollment in female oriented programs before 1976.

But the trend reversed after 1976 where a greater percentage of females were enrolled in male oriented programs in area vocational school in urban schools, and in adult programs. This trend did not appear in sub-urban and rural schools or in secondary schools in general.

Conclusions

1. It is concluded that there has been a significant change in non-traditional enrollment since 1976 when the comparison was made with the enrollments in non-traditional programs before 1976. It is assumed that the Educational Equity operation did contribute to this change.

2. Enrollments in female adult programs shifted towards increased enrollments in non-traditional programs while adult male programs have not shown such a trend.

Recommendations

1. It is recommended that emphasis on Education Equity be continued and that further studies with greater controls of trend data be conducted to test the assumption that the action taken by the Education Equity Program influences these changes.

2. If the State of Oklahoma desires to continue this movement with the adult population, special emphasis should be placed on male adult programs.

3. A similar study should be made of post-secondary programs, so that the effectiveness of such activities can be evaluated for that area.

A SELECTED BIBLIOGRAPHY

Age Discrimination in Employment Act of 1967. U.S. Statutes at Large. Vol. 81 (1967).

Civil Rights Act of 1964. U.S. Statutes at Large. Vol. 78 (1964).

Cornelsen, LeRoy A. Policy Memorandum. Division of State Vocational Program Operations, HEW, Washington, D.C., 1978.

Education Amendments of 1972. U.S. Statutes at Large. Vol. 88 (1972).

Education Amendments of 1976. U.S. Statutes at Large. Vol. 90 (1976).

Equal Pay Act of 1963. U.S. Statutes at Large. Vol. 77 (1963).

Harrison, Laurie R. A National Study of Sex Stereotyping and Discrimination in Vocationl Education. March 30, 1978. (ED 154171)

Illinois State Office of Education. Sex Equity in Illinois Schools: Problems Research and Remidies. Illinois State Office of Education, Springfield, 1977. (ED 157890)

Katz, Robert. "Human Relation Skills can be Sharpened." Harvard Business Review, July-August, 1956, pp. 61-72.

Kerlinger, Fred N. Foundations of Behavioral Research. Holt, Rinehart and Wilston, Inc., New York, 1973.

Key, James P. Research Design in Occupational Education. Agriculture Education Department, Oklahoma State University, Stillwater, Oklahoma, 1979.

Kirkpatrick, Donald L. "Techniques for Evaluating Training Programs, Part 1: Reaction." Training and Development Journal, November, 1959a (Page not available)

Kirkpatrick, Donald L. "Techniques for Evaluating Training Programs, Part 2: Learning." Training and Development Journal, December, 1959b (page not available)

Kirkpatrick, Donald L. "Techniques for Evaluating Training Programs, Part 3: Behaviors." Training and Development Journal, January, 1960a (page not available)

Kirkpatrick, Donald L. "Techniques for Evaluating Training Programs, Part 4: Results." Training and Development Journal, February, 1960b (page not available)

Kirkpatrick, Donald L. "Focusing on Reaction, Learning, Behavior and Results ... Techniques for Evaluating Training Programs." Training and Development Journal, June, 1979, pp. 78-92.

Meir T. K. and Joeph P. Pulichene. "Evaluating the Effectiveness of Assertiveness Training." Training and Development Journal, February, 1980, pp. 66-68.

Miner, John B. and Mary Green Miner. Personnel and Industrial Relations. MacMillan Publishing Co., Inc., New York, 1977.

National Labor Relations Act. U.S. Statutes at Large, Vol. 49 (1935).

Newstrom W. John. "Evaluating the Effectiveness of Training Methods." The Personal Administrator, January 1980, pp. 55-60.

Oklahoma State Department of Vocational and Technical Education, Accountability Report. Stillwater, Oklahoma, 1978.

Oklahoma State Department of Vocational and Technical Education, Accountability Report. Stillwater, Oklahoma, 1979.

Oklahoma State Department of Vocational and Technical Education, Annual State Plan, Stillwater Oklahoma, 1979.

Stroud, P. V. "Evaluating a Human Relations Training Program." Personnel, November-December, 1959, pp. 52-60.

Thompson, Barbara. Final Report of the Sex Role Stereotyping Sub-Task Force. Wisconsin State Department of Public Instruction, Madison, February 1976.

U.S. Congress House Committee on Education and Labor. Sex Discrimination and Sex Stereotyping in Vocational Education. (Hearing before the SubCommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor). House of Representatives Ninety-Fourth Congress. First Session. 1975. (ED 116090)

U.S. Congress House Committee on Education and Labor. Sex Discrimination Regulations. (Hearing before the SubCommittee on Postsecondary Education of the Committee on Education and Labor). House of Representatives Ninety-Fourth Congress, 1975. (ED 118012)

U.S. President. Executive Order 11246. "Equal Employment Opportunity." Federal Register, Vol. 30, no. 187, 28, September 1965, pp. 12319-25.

U.S. President. Executive Order 11375. "Amending Executive Order No. 11246, Relating to Equal Employment Opportunity." Federal Register, Vol. 32, no. 201, October 17, 1967, pp. 14303-4.

Welting Tim L. and Tom E. Lawson. Evaluating Occupational Education and Training Programs. Allyn and Bacon, Inc., 1975.

Women's Educational Equity Act of 1975. U.S. Statutes at Large, Vol. 88 (1974).

APPENDIX A

DATA COLLECTION INSTRUMENT

3- 002-DX3
rev. 7-1-78)

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

PROGRAM ENROLLMENT FORM (CHECK ONE) SECONDARY__ COLLEGIATE__ LONG-TERM ADULT__ SHORT-TERM ADULT__

Please read instructions carefully before completing this form

School Name _____ Location _____

Program Name _____ Teacher Name _____

Teacher Social Security # _____ (28-36)

Number of Students Enrolled in Program _____ Date _____

Batch No. _____ (1-3) FOR STATE OFFICE USE ONLY

School Code _____ (4-12)

Level ___ (13) Div _____ (14-15)

Program Code _____ (16-19)

Contract No. _____ (20-22) Page No. _____ (23-27)

	Student Name											Special Needs							Short Term Adult Only	
	1st Initial	2nd Initial	Last Name (Print or Type)	Social Security Number	Occupational Objective Code	Sex M or F	Age	Grade Level	Year in Prog.	Race	Handicaps (See IEP) First	Second	Third	Fourth	Fifth	LESA	Econ or Acad Dis.	P or S	Comp Code
	37	38	39 - 48	49 - 57	58 - 63	64	65-66	67-68	69	70	71	72	73	74	75	76	77	78	
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			
11																			
12																			
13																			
14																			
15																			
16																			
17																			
18																			
19																			
20																			

APPENDIX B

RAW DATA

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
SEX PATTERNS IN ENROLLMENT TRENDS
SCHOOL YEAR 1972-1973
* MALE ORIENTED CLASSES

CLASS CODE	CLASS NAME	*	AVTS M	AVTS F	PS M	PS F	*	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	*	SEC M	SEC F	ADULT M	ADULT F	**	TOTAL M	TOTAL F
101001	AG ECC TNG I V		13	3	1065	29		31	5	85		953	24		1082	32				1082	32
101002	AG ECC TNG II V		11	3	343	5		10		29	3	310	2		351	8				351	8
101011	VOC AG I V				4759	168	*	164	14	413	15	4182	139		4759	168				4759	168
101012	VOC AG II V				3683	62		42	1	319	16	3322	45		3683	62				3683	62
101013	VOC AG III V				2851	33		25		198	11	2628	22		2851	33				2851	33
101014	VOC AG IV V				2071	25		1		101	1	1969	24		2071	25				2071	25
101021	AG MECH I V				1475	5		56		133		1286	5		1475	5				1475	5
101022	AG MECH II V				292			10		31		251			292					292	
124011	PROJECT DE I			4	71	116		9	25	24	35	38	56		71	120				71	120
124012	PROJECT DE II		6	24	20	12		4	1	15	10	1	2		26	37				26	37
124013	PROJECT DE III		3	13	5	5				5	3		2		8	18				8	18
170401	ICT I		4	22	610	469		113	32	175	153	322	284		614	491				614	491
170402	ICT II				127	113		7	3	37	29	83	81		127	113				127	113
170411	AIRCOND REF I		330	1	211					211					351	1	190			541	1
170412	AIRCOND REF II		77		127					127					84		120			204	
170413	AIRCOND REF III		2												2					2	
170421	APPL REP I				31	5		5				26	5		31	5				31	5
170422	APPL REP II		3		16			6				10			19					19	
170423	APPL REP III				6							6			6					6	
170431	AUTO BODY I		228		252	1		80		131	1	41			369		111	1		480	1
170432	AUTO BODY II		148		68			13		57		18			187		49			236	
170433	AUTO BODY III		3		8					2		6			11					11	
170441	AUTO MECH I		438		1211	5		239		487		485	5		1363	9	286			1649	9
170442	AUTO MECH II		314	1	599			90		229		280			757	1	156			913	1
170443	AUTO MECH III		4		129			4		17		108			133					133	
170451	AIRCRAFT MECH I		156	1	27					27					183	1				183	1
170452	AIRCR MECH II		93		2					2					95					95	
170453	AIRCR MECH III		5												5					5	
170461	COMM ART I		18	31	95	49				95	49				40	46	73	34		113	80
170462	COMM ART II		14	17	45	25				45	25				18	23	41	19		59	42
170463	COMM ART III			1	1	6				1	6				1	7				1	7
170471	COMM PHOTO I		9	10	19	21		19	21						28	31				28	31
170472	COMM PHOTO II		7	9											7	9				7	9
170481	CARPENTRY I		304	2	770	1		1		166		603	1		1074	3				1074	3
170482	CARPENTRY II		79		346					53		293			425					425	
170483	CARPENTRY III		10		138					20		118			148					148	
170491	ELECTRICITY I		113		165			42		123					172		106			278	
170492	ELECTRICITY II		2		51			19		32					32		21			53	
170493	ELECTRICITY III				2					2					2					2	
170501	DIESEL MECH I		268	1	183					181		2			271	1	180			451	1
170502	DIESEL MECH II		97		119					119					97		119			216	
170503	DIESEL MECH III		3												3					3	
170701	BRICK MASONRY I		92		40			10		30					132					132	
170702	BRICK MASON II		7		4			4							11					11	
170703	BRICK MASON III				2			2							2					2	
170971	PLUMBING I		28		67					67					28		67			95	
170972	PLUMBING II				44					44							44			44	
171111	DRAFTING I		293	31	176	22		12		141	14	22	8		246	46	33	7		379	53
171112	DRAFTING II		113	10	93	6		5	1	73	4	15	1		175	13	28	3		203	16
171113	DRAFTING III		7		35	7		22	1	6	1	5	5		42	7				42	7

CALIFORNIA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
SEX PATTERN ENROLLMENT TRENDS
SCHOOL YEAR 1972-1973
FEMALE ORIENTED CLASSES

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
04002	DE II	36	57	643	806	180	253	276	344	167	209	679	863			679	863
04003	DE III	9	9	231	240	68	60	81	102	82	78	240	249			240	249
17011	DENTAL OFF ASST		35	1						1		1	35			1	35
17021	MEDICAL OF ASST		91										91				91
17031	HEALTH SER CAR	26	452	11	73			3	37	8	36	37	525			37	525
17041	PRACTICAL NURSE		32	1	44			1	44			1	76			1	76
19011	COMP ME I			115	8225		624	13	1313	102	6288	115	8225			115	8225
19012	COMP ME II			28	6629		449	2	1315	26	4865	28	6629			28	6629
19013	COMP ME III			20	3595		123	10	697	10	2775	20	3595			20	3595
19014	COMP ME IV			25	2629		136		320	25	2173	25	2629			25	2629
19021	CHILD CARE I	1	75	1	150		41		107	1	2	2	225			2	225
19022	CHILD CARE II		1	2	12				13	2	2	2	13			2	13
19031	CLOTH MGT I	1	115	5	172		1		68	5	103	6	287			6	287
19032	CLOTH MGT II		42		8				8				50				50
19041	FOOD MGT I	51	82	45	84	18	7			27	77	96	166			96	166
19042	FOOD MGT II	6	12	15	1	15	1					21	13			21	13
19061	FAMILY LIVING I			1106	1284	112	23	387	353	687	908	1106	1284			1106	1284
19071	WORK ORIEN I			184	249			43	42	141	207	184	249			184	249
19093	HERD			35	124			13	31	22	94	35	124			35	124
19094	COOPERATIVE HE			4	69				31	4	38	4	69			4	69
14001	SECRETIAL CCE		33	13	462	13	119	3	236		107	16	495			16	495
14002	GEN OFF CDE		1	99	755	32	268	12	165	55	322	99	756			99	756
14003	DATA PROC CCE			13	27	13	15				12	13	27			13	27
14021	DATA PROC	80	284	19	31			19	29		2	99	315			99	315
14031	GEN OFF TRNG	3	250	175	573	86	255	53	168	36	147	178	750		70	178	820
14071	SEC TRNG	2	400	14	229		21	2	104	12	104	16	629			16	629
14091	GRAPHIC COMM	11	17									11	17			11	17
17161	COSMETOLOGY I		195	1	408		132		119	1	157	1	603			1	603
17162	COSMETOLOGY II		43		263		117		65		81		306				306
17231	TAILORING I			14	14	14	14					14	14			14	14
17232	TAILORING II			12	6	12	6					12	6			12	6
17233	TAILORING III			1		1						1				1	
17211	UPHOLSTERY I			84	33	27	6	57	27			39	8	45	25	84	33
17212	UPHOLSTERY II			26	6	10	4	16	2			16	5	10	1	26	6
17213	UPHOLSTERY III			5		5						5				5	
20031	CVET HOME C I			1	183		49		33	1	101	1	183			1	183
20032	CVET HOME C II				94				23		71		94				94
*****	COLUMN TOTALS	226	2226	2952	27385	686	2724	911	5702	1435	16959	3122	29815	55	96	3170	29611

*TOTAL UNKNOWNS 4981

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
SEX PATTERN ENROLLMENT TRENDS
SCHOOL YEAR 1973-1974
MALE ORIENTED CLASSES

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
01001	AG OCC TNG I	1		436	36			75	2	361	34	437	36			437	36
01002	AG OCC TNG II			4				4				4				4	
01011	VOC AG I			5630	286	126	43	424	51	5080	192	5630	286			5630	286
01012	VOC AG II			4479	131	83	13	208	12	4188	106	4479	131			4479	131
01013	VOC AG III			2516	51	55	5	155	15	2306	31	2516	51			2516	51
01014	VOC AG IV			3008	35			209	5	2799	30	3008	35			3008	35
01021	AG MECH I			1662	15	56		98		1508	15	1662	15			1662	15
01022	AG MECH II			253		11		60		182		253				253	
01031	HORTICULTURE I	12	13									12	13			12	13
01032	HORTICULTURE II	6	2									6	2			6	2
01321	AGRI BUSINESS	14										5		9		14	
04011	PROJECT DE I			85	110	7	17	24	27	54	66	85	110			85	110
04012	PROJECT DE II			6	1			6	1			6	1			6	1
04013	PROJECT DE III			13	13			3	3	10	10	13	13			13	13
17001	ICT I	13	32	676	415	79	51	282	168	315	196	689	447			689	447
17002	ICT II			165	115	22	7	54	54	89	54	165	115			165	115
17003	RADIO BROADCAST	26	2		3						3	16	4	10	1	26	5
17011	AIR CON & REF I	351	1	175				175				317	1	209		526	1
17012	AIR CON REF II	128		159				159				115		172		287	
17013	AIRCOND REF III			3				3				3				3	
17021	APPL REP I			39		14				25		39				39	
17022	APPL REP II			25	1					25	1	25	1			25	1
17031	AUTO BODY I	374		221	1	71		131	1	19		467		128	1	595	1
17032	AUTO BODY II	124		92		30		45		17		178		38		216	
17033	AUTO BODY III			12		1		3		8		12				12	
17041	AUTO MECH I	640	1	1140	4	231	2	400	2	509		1546	2	234	3	1780	5
17042	AUTO MECH II	254		725		116		296		313		826		153		979	
17043	AUTO MECH III			83		3		12		68		83				83	
17051	AIRCRAFT MECH I	146		21				21				163		4		167	
17052	AIRCR MECH II	120		11				11				130		1		131	
17061	COM ART I	20	49	81	44			81	44			33	55	68	34	101	93
17062	COM ART II	15	18	50	25			50	25			26	25	39	18	65	43
17063	COMM ART III			3	1			3	1			3	1			3	1
17071	COMM PHOTO I	14	4									14	4			14	4
17072	COMM PHOTO II	5	5									5	5			5	5
17081	CARPENTRY I	383	1	816		22		118		676		1181		18	1	1199	1
17082	CARPENTRY II	116		370				87		283		481		5		486	
17083	CARPENTRY III			124				20		104		124				124	
17091	ELECTRICITY I	123		215		68		147				198		140		338	
17092	ELECTRICITY II	34		99		33		66				80		53		133	
17093	ELECTRICITY III			1		1						1				1	
17101	DIESEL MECH I	318		148				148				298		168		466	
17102	DIESEL MECH II	103		126				126				91		138		229	
17104	BRICK MASONRY I	163		59		10		16		33		205		17		222	
17105	BRICK MASON II	32		22		6		16				54				54	
17106	BRICK MASON III	1		1		1						2				2	
17107	PLUMBING I	49		54				54				42		61		103	
17108	PLUMBING II			46				46						46		46	
17111	DRAFTING I	286	66	220	28	65	2	143	17	12	9	421	80	85	14	506	94
17112	DRAFTING II	100	10	94	11	22		58	5	14	6	102	18	12	3	194	21

CLASS CODE	CLASS NAME	AVTS M	AVTS F	FS M	FS F	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
17113	DRAFTING III			40	4			25	3	15	1	40	4			40	4
17121	ELECTRONICS I	232	3	250	7	150	7	72		28		503	10	29		532	10
17122	ELECTRONICS II	104	1	131		79		36		16		227	1	8		238	1
17123	ELECTRONICS III	2		9		2		7				11				11	
17131	RAD TV REP I	29										23		6		29	
17141	PRINTING I	85	59	150	60	33	9	150	44	7	7	195	97	80	22	275	119
17142	PRINTING II	37	17	79	36	12	3	67	33			85	45	31	8	116	53
17143	PRINTING III			16	7			15	7	1		16	7			16	7
17151	MACHINE SHOP I	303		56	1	28		56	1			347		52	1	399	1
17152	MACH SHOP II	114		50		20		30				130		34		164	
17153	MACH SHOP III	1										1				1	
17161	SHEET METAL I	103		26		26						120		9		129	
17162	SHEET METAL II	16		20		20						35		1		36	
17171	WELDER I	548	1	283		183		66		34		790	1	37		827	1
17172	WELDER II	107		100		53		19		28		200		7		207	
17173	WELDER III			26				13		13		26				26	
17191	SML ENG REP I	138		50				50				135		53		188	
17192	SML ENG REP II	13										12		1		13	
17221	CABINETMAK I			62		34		26		22		82				82	
17222	CABINETMAK II			36		10		16		10		36				36	
17223	CABINETMAK III			6				4		5		9				9	
17291	FARM EQUIP I	58		3				3				56		5		61	
17292	FARM EQUIP II	10		4				4				10		4		14	
17301	HEV EQUIP OPER	66	1									20	1	46		66	1
17303	TRUCK DRIVER	55	1											55	1	55	1
17305	CARPENTRY	26										15		11		26	
17306	BUTCHERING	17										16		1		17	
17311	AIRCRAFT FRAME	6												6		6	
20011	CVET MECH C I			144				14		130		144				144	
20012	CVET MECH C II			132				10		122		132				132	
20021	CVET CLN C I			344				145		199		344				344	
20022	CVET CGN C II			242				78		164		242				242	
20033	CVET HORTICULTU			16	6	10	3			8	3	18	6			18	6
99011	CC-OP VOC ED I	64	39	210	356	88	130	17	22	205	204	374	395			374	395
99012	CC-OP VOC ED II	6	2	85	43	23	16	5	1	57	26	91	45			91	45
99312	COMP SCI II		2	17	100		5	2	8	15	87	17	99		3	17	102
****COLUMN TOTALS		6157	330	26560	1546	1514	313	5069	552	19977	1081	30833	2166	2284	110	33117	2276

CLASS CODE	CLASS NAME	* AVTS M	AVTS F	HS M	HS F	* URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	* SEC M	SEC F	ADULT M	ADULT F	** TOTAL M	TOTAL F
17121	ELECTRONICS I	239	3	267	10	211	13	34		22		467	13			467	13
17122	ELECTRONICS II	82		129	3	97	3	16		7		202	3			202	3
17123	ELECTRONICS III	12		2						2		14				14	
17131	RAD TV REP I	56		21				21				77				77	
17132	RAD TV REP II	53		12				12				65				65	
17133	RAD TV REP III	1		1				1				2				2	
17141	PRINTING I	94	47	155	48	11		148	48			191	78	62	17	253	95
17142	PRINTING II	41	26	91	17	17		74	17			95	31	37	12	132	43
17143	PRINTING III	3	3	12				12				15	3			15	3
17151	MACH SHOP I	291	1	86		18		78				310	1	67		377	1
17152	MACH SHOP II	124		45		18		27				143		26		169	
17153	MACH SHOP III	12		4		4						16				16	
17161	SHEET METAL I	24		33		33						57				57	
17162	SHEET METAL II	12		8		8						20				20	
17163	SHEET METAL III			5		5						5				5	
17171	WELDER I	352		235	1	124		34	1	67		587	1			587	1
17172	WELDER II	115		73		29		19		25		188				188	
17173	WELDER III	8		28		5		4		19		32				32	
17191	SML ENG REP I	88		65				65				89		64		153	
17192	SML ENG REP II	13										13				13	
17221	CABINETMAK I			152		91		17		44		152				152	
17222	CABINETMAK II			45		7		17		21		45				45	
17223	CABINETMAK III			19				10		9		19				19	
17291	FARM EQUIP I	49		7				7				49		7		56	
17292	FARM EQUIP EP 2	3		2				2				3		2		5	
20311	CVET MECH C I			257	1	17		45		195	1	257	1			257	1
20312	CVET MECH C II			102						102		102				102	
23121	CVET CON C I			390	4	34		76		280	4	390	4			390	4
23122	CVET CON C II			113				1		112		113				113	
99911	CO-OP VOC ED I	16	15	362	369	116	158	39	29	207	182	378	384			378	384
99912	CO-OP VOC ED II	5	5	92	69	37	35	1	6	54	28	97	74			97	74
***COLUMN TOTALS		4920	289	25332	1553	1548	324	4822	531	18562	1138	28354	2187	1898	95	30252	2282

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
SEX PATTERN ENROLLMENT TRENDS
SCHOOL YEAR 1974-1975
MALE ORIENTED CLASSES

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
01001	AG OCC TNG I	10		236	15	9	3	68	2	161	10	246	15	2		248	15
01002	AG OCC TNG II			35	2			1		38	2	39	2			39	2
01011	VOC AG I			5737	451	153	58	426	63	5158	330	5737	451			5737	451
01012	VOC AG II			4421	196	71	14	319	50	4031	132	4421	196			4421	196
01013	VOC AG III			3376	92	55	5	216	8	3101	75	3376	92			3376	92
01014	VOC AG IV			2079	53			112	9	1967	44	2079	53			2079	53
01021	AG MECH I			1238	12	45	1	91		1102	11	1238	12			1238	12
01022	AG MECH II			287	2	7		37		243	2	287	2			287	2
01031	HORTICULTURE I	10	8	20	12					20	12	30	20			30	20
01032	HORTICULTURE II	7	6	2						2		9	6			9	6
01321	AGRI BUSINESS	1												1		1	
01321	HORTICULTURE	3	3											3	3	3	3
04011	PROJECT DE I	4	9	108	120	7	19	43	60	58	41	112	129			112	129
04012	PROJECT DE II	6	21	22	14	5	4	7	5	10	5	28	35			28	35
04013	PROJECT DE III			6	2			5	1	1	1	6	2			6	2
17001	ICT I	26	36	533	427	78	25	168	164	287	238	559	463			559	463
17002	ICT II			189	125	31	20	62	48	96	57	189	125			189	125
17003	RADIO BROADCAST	27	5	1						1		10	1	18	4	28	5
17011	AIRCOND REF I	332	1	165				165				262	1	235		497	1
17012	AIRCOND REF II	165		108				108				155		118		273	
17013	AIRCOND REF III			5				5				5				5	
17021	APPL REP I			70		44				26		70				70	
17022	APPL REP II			21		11				10		21				21	
17023	APPL REP III			6						6		6				6	
17031	AUTO BODY I	348	2	199	2	81		92	2	26		427	2	120	2	547	4
17032	AUTO BODY II	135		99		31		99		13		194		40		234	
17033	AUTO BODY III	9		15		1		8		6		23		1		24	
17041	AUTO MECH I	580	2	1098	29	242	3	356	3	500	23	1486	28	192	3	1678	31
17042	AUTO MECH II	327		591	4	108	1	205		278	3	803	4	115		918	4
17043	AUTO MECH III			87		1		20		66		87				87	
17051	AIRCRAFT MECH I	145		32				32				171		6		177	
17052	AIRCR MECH II	70										69		1		70	
17061	COMM ART I	32	46	62	44			62	44			45	53	49	37	94	90
17062	COMM ART II	12	25	27	23			27	23			19	32	20	16	39	48
17063	COMM ART III			3	5			3	5			3	5			3	5
17071	COMM PHOTO I	12	8									12	8			12	8
17072	COMM PHOTO II	7	3									7	3			7	3
17081	CARPENTRY I	406		641	4			105	2	532	2	1012	4	35		1047	4
17082	CARPENTRY II	169		512	2			65		447	2	676	2	5		681	2
17083	CARPENTRY III			135				10		125		135				135	
17091	ELECTRICITY I	202	2	197	1	53		144	1			245	1	154	2	399	3
17092	ELECTRICITY II	55		60		18		42				89		26		115	
17093	ELECTRICITY III			3		3						3				3	
17101	DIESEL MECH I	294		169				169				269		194		463	
17102	DIESEL MECH II	139		44				44				134		49		183	
17103	DIESEL MECH III	1										1				1	
17104	BRICK MASONRY I	248	3	38				12		26		266	3	20		286	3
17105	BRICK MASON II	52		30		4		13		13		81		1		82	
17106	BRICK MASON III	3		9		3		6				12				12	
17107	PLUMBING I	55	1	60				60				36	1	79		115	1

CLASS CODE	CLASS NAME	*	AVTS M	AVTS F	HS M	HS F	*	UREAN M	UREAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	*	SEC M	SEC F	ADULT M	ADULT F	**	TOTAL M	TOTAL F
317108	PLUMBING II		19		21					21					9		31			40	
317111	DRAFTING I		234	58	265	20		23	1	159	17	27	2		356	59	87	19		443	78
317112	DRAFTING II		154	38	73	12		18	1	50	4	5	7		208	48	19	2		227	50
317113	DRAFTING III		2		27	4		10		14		3	4		26	4	1			29	4
317121	ELECTRONICS I		231	6	167	5		123	6	26		18			337	11	11			358	11
317122	ELECTRONICS II		113	3	79			29		41		9			192	3				192	3
317123	ELECTRONICS III		1		22			4		11		7			23					23	
317131	RAD TV REP I		47		23					23					57		13			70	
317132	RAD TV REP II		4												4					4	
317141	PRINTING I		55	82	175	64		16	7	151	48	12	9		188	116	46	30		234	146
317142	PRINTING II		40	27	66	16		7		57	14	2	2		88	38	18	5		106	43
317143	PRINTING III				10	7				10	7				10	7				10	7
317151	MACH SHOP I		302	1	57	2		27	2	70					320	2	79	1		399	3
317152	MACH SHOP II		105		28			5		23					113		20			133	
317153	MACH SHOP III		1												1					1	
317161	SHEET METAL I		67		35			35							96		6			102	
317162	SHEET METAL II		40		16			16							52		4			56	
317163	SHEET METAL III				5			5							5					5	
317171	WELDER I		537	2	318			212		56		50			808	1	47	1		855	2
317172	WELDER II		197		121			60		49		16			307		11			318	
317173	WELDER III				8			2		2		4			8					8	
317191	SML ENG REP I		135		50	2				50	2				126		59	2		185	2
317192	SML ENG REP II		24		7					7					24		7			31	
317221	CABINETMAK I				56	1		25	1	13		14			56	1				56	1
317222	CABINETMAK II				31			13		15		3			31					31	
317223	CABINETMAK III				4					4					4					4	
317271	ELECTRC MECH IT		29	4											28	3	1	1		29	4
317272	ELECTRC MECH 2T		1														1			1	
317281	OCC SER BOYS 1		70												62		8			70	
317282	OCC SER BOYS 2		66												51		15			66	
317285	CHEM LAB ASST 1		16	14											16	14				16	14
317291	FARM EQUIP RP 1		44		3					3					44		3			47	
317292	FARM EQUIP RP 2		18		2					2					18		2			20	
317301	HEV EQUIP OPER		96	2													96	2		96	2
317303	TRUCK DRIVER		156	7													156	7		156	7
317305	CARPENTRY		39														39			39	
317306	BUTCHERING		20	1													20	1		20	1
317307	ELECTRONICS II		11														11			11	
317310	WELDER		192	2													192	2		192	2
317311	AIRCRAFT FRAME		7	1													7	1		7	1
317321	UPHOLSTERY		32	1	15	9				13	5	2	4		16	1	31	9		47	10
318111	UNCLASSIFIED		21	2											21	2				21	2
320011	CVET MECH C 1				301	2		120	2	35		146			301	2				301	2
320012	CVET MECH C II				132			5		16		111			132					132	
320021	CVET CON C 1				550	1		104	1	134		312			550	1				550	1
320022	CVET CON C II				328			29		88		211			328					328	
320033	CVET HORTICULTU				25	5		12	2			13	7		25	9				25	9
399011	CO-OP VOC ED 1		49	53	424	438		110	187	53	35	271	216		483	491				483	491
399012	CO-OP VOC ED II		23	6	99	74		12	15	13	13	74	46		122	80				122	80
399312	NURSE A C II		1		72	166		14	53	11	16	47	# 99		71	167	2	1		73	168

CLASS CODE	CLASS NAME	*	AVTS M	AVTS F	HS M	HS F	*	UREAN M	UREAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	*	SEC M	SEC F	ADULT M	ADULT F	**	TOTAL M	TOTAL F
****	COLUMN TOTALS		7091	491	26355	2471		2105	434	4883	651	19707	1306		30959	2811	2527	151		33486	2962

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
SEX PATTERN ENROLLMENT TRENDS
SCHOOL YEAR 1974-1975
FEMALE ORIENTED CLASSES

CLASS CODE	CLASS NAME	* AVTS M	AVTS F	HS M	HS F	* UREAN M	UREAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	* SEC M	SEC F	ADULT M	ADULT F	** TOTAL M	TOTAL F
04002	DE II	45	130	736	906	246	314	357	378	133	214	781	1032		4	781	1036
04003	DE III	21	45	231	318	78	110	104	133	49	75	252	363			252	363
04335	CASHIER CHECKER	4	208									3	63	1	113	4	208
07011	DENTAL OFF ASST		91										88		3		91
07021	MEDICAL OF ASST	1	138									1	134		4	1	138
07031	HEALTH SER CAR	44	531	3	90			2	30	1	60	39	577	8	44	47	621
07041	PRACTICAL NURSE			4	100			4	85		15	4	100			4	100
07341	PRACTICAL NURSE	20	592	4	163	4	123				40		5	24	753	24	755
07351	UPER RM TECH			8	17	8	17							8	17	8	17
09011	COMP ME I			120	9011	34	640	28	1532	58	6839	120	9011			120	9011
09012	COMP ME II			24	7011	1	354	12	1543	11	5114	24	7011			24	7011
09013	COMP ME III			23	3755		168	1	631	22	2956	23	3755			23	3755
09014	COMP ME IV			4	2367		54		362	4	1951	4	2367			4	2367
09021	CHILD CARE I	4	66	2	172	2	87		83		2	2	224	4	14	6	238
09022	CHILD CARE II		30		37		27		10				57		10		67
09031	CLOTH MGT I	1	93	2	183			2	91		92	3	267		9	3	276
09032	CLOTH MGT II		25		43				26		17		63		5		68
09041	FOOD MGT I	61	176	36	147	19	35			17	112	87	302	10	21	97	323
09042	FOOD MGT II	19	44	6	7	6	4				3	22	51	3		25	51
09051	HOME FURNISH I		27		36						36		53		10		63
09052	HOME FURNISH II		11										9		2		11
09061	FAMILY LIVING I			1775	1591	113	85	515	364	1147	1142	1775	1591			1775	1591
09071	WORK ORIEN I			232	365			93	94	139	271	232	365			232	365
09081	FASHION DESIGN	1	50		34						34	1	69		15	1	84
09093	HERO		7	59	117	18	29	12	46	29	42	59	124			59	124
09094	COOPERATIVE HE			92	220	27	20	9	69	56	131	92	220			92	220
09095	OCCUPATIONAL SE		53										45		8		53
09321	VCC SERVICES		22										7		8		22
14001	SECRETIAL CCE		18	4	225	3	97		46	1	82	4	242		1	4	243
14002	GEN OFF CCE	4	51	93	1277	39	462	15	297	35	518	97	1310		18	97	1328
14003	DATA PROC COE			14	37	14	21				16	14	37			14	37
14021	DATA PROC	57	203									55	267	2	16	57	283
14031	GEN OFF TRNG	1	283	65	155	16	98	46	69	3	28	66	352		126	66	478
14071	SEC TRNG	20	555	17	41					17	41	22	472	15	124	37	596
14091	GRAPHIC COMM	8	22									7	18	1	4	8	22
14321	COMPUTER PGM	15	4											15	4	15	4
14331	GEN OFF CLERK	8	216										7	8	209	8	216
17181	COSMETOLOGY I	2	153	5	364		148		53	5	123	7	517			7	517
17182	COSMETOLOGY II		80	1	182	1	73		48		61	1	262			1	262
17201	TAILORING I			10	10	10	10					10	10			10	10
17202	TAILORING II			8	10	8	10					8	10			8	10
17211	UPHOLSTERY I	10	10	44	44	22	5	42	39			35	21	39	33	74	54
17212	UPHOLSTERY II	5	3	13	9	1	2	12	7			13	8	5	4	18	12
17213	UPHOLSTERY III			4	1		1	4				4	1			4	1
17283	CCC SER GIRLS 1		23										29				29
17284	CCC SER GIRLS 2		5										5				5
20031	CVET HOME C I	17		18	252	6	109	12	69		74	33	252	2		35	252
20032	CVET HOME C II			2	96		28	2	29		39	2	96			2	96
****COLUMN TOTALS		368	4051	3679	29433	676	3131	1276	6174	1727	20128	3902	31869	145	1576	4047	33484

*TOTAL UNKNOWNS 3591

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
SEX PATTERN ENROLLMENT TRENDS
SCHOOL YEAR 1975-1976
MALE ORIENTED CLASSES

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	UREAN M	UREAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
4 01001	AG ECC TRNG I			232	21	4		56		170	21	232	21			232	21
4 01002	AG ECC TRNG II			30				5		25		30				30	
4 01011	VCC AG I			5665	550	120	41	389	72	5180	477	5689	590			5689	590
4 01012	VCC AG II			4465	277	78	30	333	42	4054	205	4465	277			4465	277
4 01013	VCC AG III			2681	138	48	17	130	27	2503	94	2681	138			2681	138
4 01014	VCC AG IV			2700	74	10	3	207	13	2493	58	2700	74			2700	74
4 01021	AG MECH I			1548	23	36		165	1	1403	22	1548	23			1548	23
4 01022	AG MECH II			265		11		32		222		265				265	
4 01031	HORTICULTURE I			33	25					33	25	33	25			33	25
4 01032	HORTICULTURE II			3	2					3	2	3	2			3	2
4 01041	FORESTRY			81	6					81	6	81	6			81	6
4 01321	AGRI BUSINESS	12										3		9		12	
4 04011	PROJECT DE I			86	113	12	10	34	57	40	46	86	113			86	113
4 04012	PROJECT DE II				2		2						2				2
4 04013	PROJECT DE III	4	17	1				1				5	17			5	17
4 17001	ICT I	27	36	458	363	93	37	163	156	242	170	525	399			525	399
4 17002	ICT II	3	2	146	118	20	3	69	71	57	44	149	120			149	120
4 17003	RADIO BROADCAST	20	5									12	2	8	3	20	5
4 17011	AIRCND REF I	346	1	18				18				270		64	1	364	1
4 17012	AIRCND REF II	154		11				11				131		34		165	
4 17013	AIRCND REF III			8				8				8				8	
4 17021	APPL REP I			34						34		34				34	
4 17022	APPL REP II			29		15				14		29				29	
4 17023	APPL REP III			5		2				7		5				5	
4 17031	AUTO BODY I	300	2	112	1	64	1	19		29		445	3	27		472	3
4 17032	AUTO BODY II	169		35		26				9		192		12		204	
4 17033	AUTO BODY III	2		10		2		4		4		12				12	
4 17041	AUTO MECH I	683	8	942	13	227	5	203		512	8	1597	21	28		1625	21
4 17042	AUTO MECH II	356		492	8	98	1	113		281	7	835	8	13		848	8
4 17043	AUTO MECH III	8		98		2		9		87		105		1		106	
4 17044	COMPACT CAR MEC	26										26				26	
4 17051	AIRCR MECH I	153	2									146	2	7		153	2
4 17052	AIRCR MECH II	95										93		2		95	
4 17061	COMM ART I	42	44	8	13			6	13			47	53	3	4	56	57
4 17062	COMM ART II	10	16	6	5			8	5			26	21			26	21
4 17063	COMM ART III			4	4			4	4			4	4			4	4
4 17071	COMM PHOTO I	5	16									5	16			5	16
4 17072	COMM PHOTO II	8	7									8	7			8	7
4 17081	CARPENTRY I	409	2	668	8			103	2	565	6	1032	10	45		1077	10
4 17082	CARPENTRY II	214		365				66		303		571		12		583	
4 17083	CARPENTRY III			163				11		152		163				163	
4 17091	ELECTRICITY I	235	1	65	1	45		20	1			248	2	52		300	2
4 17092	ELECTRICITY II	96	1	36		26		10				126		6	1	132	1
4 17093	ELECTRICITY III			14				14				14				14	
4 17101	DIESEL MECH I	333										322		11		333	
4 17102	DIESEL MECH II	203										192		11		203	
4 17105	BRICK MASON I	294	1	36				17		19		304	1	26		330	1
4 17105	BRICK MASON II	123		20				8		12		134		9		143	
4 17106	BRICK MASON III			6				3		3		6				6	
4 17107	PLUMBING I	36		32				32				60		8		68	

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
17108	PLUMBING II	15										11		4		15	
17111	DRAFTING I	268	62	150	25	27	2	103	22	20	5	397	65	31	6	418	91
17112	DRAFTING II	116	24	75	6	12	1	48	4	15	1	185	30	2		191	33
17113	DRAFTING III	3	1	25	2	10		12		3	2	28	3			28	3
17121	ELECTRONICS I	337	16	180	10	91	6	68	3	21	1	477	24	40	2	517	26
17122	ELECTRONICS II	143	6	75	1	44	1	18		13		210	7	8		218	7
17123	ELECTRONICS III	2		46		12		5		5		28				20	
17131	RAD TV REP I	36		21				21				52		5		57	
17132	RAD TV REP II	23		25				25				28		20		48	
17141	PRINTING I	123	122	84	52	20	8	45	40	15	4	200	163	7	11	207	174
17142	PRINTING II	32	35	65	21	13		47	17	5	4	96	58	2	2	98	60
17143	PRINTING III			12	5			12	5			12	5			12	5
17151	MACH SHOP I	339	3	42		42						341	3	40		381	3
17152	MACH SHOP II	149		7		7						149		7		156	
17153	MACH SHOP III	1										1				1	
17161	SHEET METAL I	67	1	23		23						81	1	9		90	1
17162	SHEET METAL II	36		22		22						57		1		58	
17163	SHEET METAL III	3		2		2						5				5	
17171	WELDER I	566	4	242	5	121	3	53		68	2	738	8	70	1	808	9
17172	WELDER II	249		115		83		15		17		350		14		364	
17173	WELDER III			2						2		2				2	
17191	SML ENG REP I	139		118	4			118	4			163	1	94	3	257	4
17192	SML ENG REP II	51		12				12				59		4		63	
17221	CABINETMAK I			66	3	32	3	19		14		65	3			65	3
17222	CABINETMAK II			33	1	12	1	14		7		33	1			33	1
17281	CCC SEM BOYS I	148										122		26		148	
17282	CCC SEM BOYS II	31	6									27	4	4	2	31	6
17285	CHEM TECH I	18	28									18	28			18	28
17286	CHEM TECH II	6	8									5	3	1	5	6	8
17291	FARM EQUIP MP I	58										50				58	
17292	FARM EQUIP MPII	9										9				9	
17297	HORTICULTURE I	15	42									11	16	4	26	15	42
17298	HORTICULTURE II	4	2									4	2			4	2
17301	HEV EQUIP OPER I	42	5									6		36	5	42	5
17302	HEV EQUIP MAINT	42												42		42	
17303	TRUCK DRIVER	129	17									20	3	109	14	129	17
17305	CARPENTRY	22												22		22	
17306	EDTCHRGING	21	1											21	1	21	1
17307	ELECTRONICS	18												18		18	
17308	COMPACT CAR REC	16												16		16	
17310	WELDER	85	1											81		85	1
17311	AIRCRAFT FRAME	6												6		6	
17321	ELECTRIC LINEMA	12												12		12	
17341	ADULT ED	21												21		21	
19111	UNCLASSIFIED			99				63		36		99				99	
19999	UNCLASSIFIED	14	21											14	21	14	21
20011	CVET MECH C I			120	4			14		106	4	120	4			120	4
20012	CVET MECH C II			128				17		111		128				128	
20021	CVET CONS C I			514	2			105		407	2	512	2			512	2
20022	CVET CONS CII			477	2			106	2	371		477	2			477	2

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
20033	CVET PERT I			28	5	10	1			15	4	25	5			25	5
20034	CVET PERT II			13	2	13	2					13	2			13	2
21041	VOC ORIENT CAR	2574	1949	6651	5882	296	177	341	285	6014	5420	9112	7751	113	80	9225	7831
21051	BASIC PREVOC ST	194	145	166	1	36		60	1	67		318	83	41	63	359	146
99011	CO-OP VO ED I	52	61	543	522	124	194	72	68	347	260	595	583			595	583
99012	CO-OP VO ED II	24	27	112	76	12	20	5	1	95	55	136	103			136	103
99311	ADULT CVE	4	41											4	41	4	41
99312	SPECIAL ADULT	3	5											3	5	3	5
****COLUMN TOTALS		10701	2756	31551	6440	2005	569	3641	916	26305	6955	41278	10940	1370	297	42652	11238

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
SEX PATTERN ENROLLMENT TRENDS
SCHOOL YEAR 1977-1978
FEMALE ORIENTED CLASSES

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
04002	OE II	48	216	655	550	230	307	301	427	168	216	747	1162		4	747	1166
04003	OE III	23	37	336	384	126	127	145	138	61	119	359	421			359	421
04035	CASHIER CHECKER	3	116											3	118	3	118
07011	DENTAL OFF ASST		83										73		10		83
07021	MED OFFICE ASST		155										149		6		155
07031	HEALTH SER I	37	616	4	68			1	31	3	37	38	624	3	60	41	684
07032	HEALTH SER II	1	22		12						12	1	30		4	1	34
07041	PRACTICAL NURSE			3	83			2	83			3	83			3	83
07341	PRACTICAL NURSE	16	677	4	162	2	117			2	45		2	20	837	20	839
07351	CERT RN TECH	9	40											9	40	9	40
09011	COMP ME I			247	5266	38	620	32	1499	177	7167	247	9286			247	9286
09012	COMP ME II			61	6420	5	329	30	1165	22	4926	61	6420			61	6420
09013	COMP ME III			26	3563	1	166	15	635	6	2762	26	3563			26	3563
09014	COMP ME IV			5	2450		45		337	9	2108	9	2490			5	2450
05031	CHILD CARE I		99	1	217	1	160		57			1	275		41	1	316
05032	CHILD CARE II		13	1	48	1	25		23			1	60		1	1	61
09031	CLTH MGT I		61	2	143				49	2	94	2	192		12	2	204
09032	CLTH MGT II		21		37				30		7		54		4		58
09041	FOOD MGT I	79	206	38	178	21	114			17	64	110	377	7	7	117	384
09042	FOOD MGT II	17	54	12	16	12					16	28	63	1	7	29	70
09051	HOME FURNISH I		34		29						29		55		8		63
09052	HOME FURNISH II		12										10		2		12
09001	FAMILY LIVING			2378	1767	55	83	516	491	1367	1193	2378	1767			2378	1767
09071	WORK ORIENT			432	666			220	218	212	448	432	666			432	666
09031	BASK & MERCHAN	1	135	1	42			1	15		27	2	160		11	2	177
09093	PERC			27	41			4	5	23	36	27	41			27	41
09094	COOPERATIVE HE			110	378	42	100	7	58	61	180	110	378			110	378
09095	OCCUPATIONAL SR	1	87		30				30				113	1	4	1	117
09321	VOCATIONAL SERV		23										1		22		23
14001	SECRETIAL COE	2	34	5	233	2	118	3	80		35	6	251	1	16	7	267
14002	GEN OFF CLE		20	60	992	41	424	7	235	12	333	60	1010		2	60	1012
14003	DATA PROC COE			9	22	5	22					9	22			9	22
14004	BASIC SKILLS			206	717	40	211	74	171	92	335	206	717			206	717
14006	VOE I				74		53				21		74				74
14007	VOE II				55		55						55				55
14011	BANK/SAV & LOAN		33										32		1		33
14021	DATA PROCESS	71	312									67	283	4	28	71	312
14031	CLK OFF TRNG	4	617		100		63				37	1	378	3	239	4	617
14071	SEC TRNG	13	613		9				9			7	485	6	137	13	622
14091	GRAPHIC COMM	15	19									11	17	4	2	15	19
14321	COMPUTER PRMG	6	9											6	9	6	9
14331	GEN OFF CLERK	3	64											3	64	3	64
17101	COSMETOLOGY I	4	146	3	377	1	163	1	90	1	124	7	523			7	523
17102	COSMETOLOGY II		62	5	225		82		51	5	92	5	208			5	288
17103	COSMETOLOGY III				5		2				3		5				5
17201	TAILORING I			13	6	13	6					13	6			13	6
17202	TAILORING II			8	6	8	6					8	6			8	6
17203	TAILORING III			1		1						1				1	
17211	UPHOLSTERY I	20	9	33	16	25	8	8	8			50	22	3	3	53	25
17212	UPHOLSTERY II	16	5	4	7	2		2	7			16	9	4	3	20	12

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
17213	UPHOLSTERY III			4	1	2	1	2				4	1			4	1
17233	OCC SER GIRL I		20										19		1		20
17234	OCC SER GIRL II		10										9		1		10
17331	UPHOLSTERY			6	9			6	9					6	9	6	9
20031	CVET HOME C I			9	105			5	70		35	9	105			9	105
20032	CVET HOME C II			5	75			5	45		30	5	75			5	75
****COLUMN TOTALS		389	4583	4782	30044	722	3457	1600	6106	2240	20531	5067	32913	84	1713	5151	34627
		8	92	14	86	17	83	23	77	11	89	13	87	5	95	13	87
*TOTAL UNKNOWNS		4650															

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
SEX PATTERN ENROLLMENT TRENDS
SCHOOL YEAR 1976-1977
MALE ORIENTED CLASSES

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	UREAN M	UREAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
501001	AG OCC TRNG I			235	34			45	7	189	27	235	34			235	34
501002	AG OCC TRNG II			45	6			2		43	6	45	6			45	6
501011	VOC AG I			5661	752	134	56	473	90	5254	606	5861	752			5861	752
501012	VOC AG II			4371	393	62	25	312	53	3996	315	4371	393			4371	393
501013	VOC AG III			3206	221	60	26	272	32	2674	163	3206	221			3206	221
501014	VOC AG IV			2278	117	4	2	83	16	2191	99	2278	117			2278	117
501021	AG MECH I			1703	32	13	3	116	1	1574	28	1703	32			1703	32
501022	AG MECH II			413		8		58		347		413				413	
501331	HORTICULTURE I			128	69	46	32			82	37	128	69			128	69
501332	HORTICULTURE II			3	4					3	4	3	4			3	4
501341	FORESTRY			38	4					38	4	38	4			38	4
501051	AG BUSINESS	18										13		5		18	
504011	PROJECT OE I			56	106	3	17	23	36	30	53	56	106			56	106
504013	PROJECT OE III		15										15				15
517001	ICT I	21	10	535	346	108	27	150	152	241	167	560	364			560	364
517002	ICT II	2		133	92	11	6	48	53	74	33	135	92			135	92
517011	AIRCOND REF I	352	2									263		89	2	352	2
517012	AIRCOND REF II	181										144		37		181	
517013	AIRCOND REF III	4										4				4	
517021	APPL REP I	28		39		7				32		67				67	
517022	APPL REP II			15		1				14		15				15	
517023	APPL REP III			11		7				4		11				11	
517031	AUTO BODY I	444	1	113	2	62	2			31		532	3	25		557	3
517032	AUTO BODY II	182		42		26				16		216		8		224	
517033	AUTO BODY III			5		1				4		5				5	
517041	AUTO MECH I	868	7	584	32	245	10	163	2	576	20	1787	39	65		1852	39
517042	AUTO MECH II	450		448	3	110	1	70	1	268	1	881	3	17		898	3
517043	AUTO MECH III	6		93	1	5				88	1	99	1			99	1
517044	CONTACT CAR MEC	31	1									26	1	5		31	1
517051	AIRCR MECH I	143	2									127	1	16	1	143	2
517052	AIRCR MECH II	85	1									83	1	2		85	1
517061	COMM ART I	40	48	20	13			20	13			60	59		2	60	61
517062	COMM ART II	26	18	8	7			5	7			31	24		1	31	25
517063	COMM ART III			5	3			5	3			5	3			5	3
517071	COMM PHOTO I	7	14									7	14			7	14
517072	COMM PHOTO II	3	12									3	12			3	12
517081	CARPENTRY I	553	10	777	9			102		675	9	1246	14	89	5	1335	19
517082	CARPENTRY II	225		375				43		332		591		9		600	
517083	CARPENTRY III	7		127				14		113		134				134	
517091	ELECTRICITY I	342	3	65		31		24				322	3	85		407	3
517092	ELECTRICITY II	100		24		24						106		18		124	
517093	ELECTRICITY III	15		4		4						19				19	
517101	DIESEL MECH I	376	1									343	1	33		376	1
517102	DIESEL MECH II	204										191		13		204	
517104	BRICK MASON I	353	1	43				21		22		349	1	47		396	1
517105	BRICK MASON II	131	1	22				14		12		149	1	8		157	1
517106	BRICK MASON III			5				3		2		5				5	
517107	PLUMBING I	41										35		6		41	
517108	PLUMBING II	23										22		1		23	
517111	DRAFTING I	290	49	83	14	22		56	7	5	7	337	55	36	8	373	63

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
117112	DRAFTING II	156	36	56	10	14	2	29	4	7	1	198	38	8	2	206	40
117113	DRAFTING III	4		12		5		3		5		17				17	
117121	ELECTRONICS I	346	21	168	6	112	5	43		13	1	456	24	56	3	514	27
117122	ELECTRONICS II	189	8	55		25		16		10		227	7	15	1	242	8
117123	ELECTRONICS III	4		10						10		14				14	
117131	RAD TV REP I	58	1									45		13	1	58	1
117132	RAD TV REP II	29										25		4		29	
117133	RAD TV REP III	7										7				7	
117141	PRINTING I	149	173	54	55	26	11	55	35	13	5	214	205	29	23	243	228
117142	PRINTING II	51	54	35	28	6	3	20	23	9	2	85	78	1	4	86	82
117143	PRINTING III			5	1	1		5	1	3		9	1			9	1
117151	MACH SHOP I	376	4	27		27						345	3	58	1	403	4
117152	MACH SHOP II	170		24	4	24						180		14		194	
117161	SHEET METAL I	81		17		17						89		9		98	
117162	SHEET METAL II	34	1	21		21						54	1	1		55	1
117171	WELDER I	640	13	213	1	115	1	15		83		767	12	86	2	853	14
117172	WELDER II	278		67		53		15		17		344		21		365	
117173	WELDER III			15		11				4		15				15	
117181	SML ENG REP I	181	2	8	1			6	1			162	1	27	2	189	3
117182	SML ENG REP II	58	1	2				2				58	1	2		60	1
117183	SML ENG REP III	6										6				6	
117221	CABINETMAK I			50	1	36		19	1	35		90	1			90	1
117222	CABINETMAK II			28	1	11	1	15		2		28	1			28	1
117223	CABINETMAK III			3						3		3				3	
117291	OCC SER OBYS I	165	3									147	3	18		165	3
117292	OCC SER OBYS II	67	4									59	3	8	1	67	4
117295	CHEM TECH I	11	18									11	17			11	18
117296	CHEM TECH II	2	2									2	2			2	2
117291	FARM EQUIP RP I	52										50		2		52	
117292	FARM EQUIP RPII	15										15				15	
117295	BUS INST REP I			19	14					19	14	19	14			19	14
117297	HORTICULTURE I	53	82									41	52	12	30	53	82
117298	HORTICULTURE II	8	7									8	6		1	8	7
117301	HEV EQUIP OPER	65	6											65	6	65	6
117302	TRUCK DRIVER	130	36											130	36	130	36
117305	CARPENTRY	15												15		15	
117306	BUTCHERING	20	2									2	1	18	1	20	2
117307	ELECTRONICS	18												18		18	
117308	COMPACT CAR MEC	14												14		14	
117310	WELDER	143	6											143	6	143	6
117311	AIRCRAFT FRAME	8												8		8	
117321	ELLCTRIC LINEMA	20												20		20	
117331	ADULT ICT	18												18		18	
117351	LAUNDRY	4												4		4	
117361	CLERICAL SERV			105	10	105	10					21		84	10	105	10
117362	HEATING & A/C	20										2		18		20	
119111	UNCLASSIFIED	134	38	405	62					405	62	539	100			539	100
120011	CVET MECH C I			97						97		97				97	
120012	CVET MECH C II			75						75		75				75	
120021	CVET CONS C I			594	6			103	2	491	4	594	6			594	6

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
				475	3			106		373	3	479	3			479	3
120032	CVET CONS CII			15	5	11	9			8		15	9			19	9
120033	CVET HORT I			12	5	3	2			5	3	12	5			12	5
120034	CVET HORT II			12	5	3	2			5	3	12	5			12	5
121041	VCC CRIGHT CAR	1991	1832	6235	3141	360	145	148	60	7719	6930	10225	8964	1	9	10226	8973
121051	BASIC PREVCC ST			124	12	33	1			91	11	124	12			124	12
121061	LEARNING LAB	616	330	578	542	111	153	56	75	369	314	430	151	216	169	616	320
990011	CC-CP VC LU I	70	68	166	98	21	21	20	10	125	59	648	610			648	610
990012	CC-CP VC LU II	36	25	221	272	221	272					200	123			200	123
995111	ADULT CVE	60	116	221	272	221	272					35	18	242	342	261	288
995312	SPECIAL ADULT	47	32	53	27	53	27					12	7	88	52	100	59
****COLUMN TOTALS		12193	3109	34405	10565	2447	870	2858	693	25120	9002	44534	12524	2120	721	46654	13674

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
SEX PATTERN ENROLLMENT TRENDS
SCHOOL YEAR 1976-1977
FEMALE ORIENTED CLASSES

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	UREAN M	UREAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
04002	DE II	57	211	736	1105	239	342	316	480	181	267	792	1219	1	1	793	1320
04003	DE III	13	58	277	347	85	103	132	133	60	111	288	430	2	15	290	445
07011	DENTAL OFF ASST	2	91									2	78		13	2	91
07021	MED OFFICE ASST		157										137		19		157
07031	HEALTH SER I	34	698	2	44				23	2	21	30	673	6	69	36	742
07032	HEALTH SER II	1	46		19							1	63		2	1	65
07041	PRACTICAL NURSE	2	42									2	42			2	42
07141	PRACTICAL NURSE	27	526	1	51					1	51	1	22	27	955	28	977
07151	CERA RX TECH	9	60											9	60	9	60
07161	NURSE ASST	2	9											2	9	2	9
08011	COMP ME I			317	9811	17	621	26	1493	274	7697	317	9811			317	9811
08012	COMP ME II			76	6455	12	296	7	1071	58	5088	78	6455			78	6455
08013	COMP ME III			66	3450		37	23	580	63	2833	86	3450			86	3450
08014	COMP ME IV			20	2388	2	160	1	324	17	1904	20	2388			20	2388
09021	CHILD CARE I	2	132		274		224		50			1	384	1	22	2	406
09022	CHILD CARE II		41		45		32		13				73		16		89
09031	CLOTH MGT I	1	67	4	184				52	4	132	5	220		21	5	251
09032	CLOTH MGT II		21		25				11		14		46				46
09041	FOOD MGT I	91	214	45	75	15	8			30	67	112	240	24	49	136	289
09042	FOOD MGT II	25	55	6	9	7	4			1	5	33	62		2	33	64
09051	HOME FURNISH I		37		35						35		66		6		72
09052	HOME FURNISH II		11		4						4		14		1		15
09061	FAMILY LIVING			3074	2210	111	100	1226	626	1707	1476	3074	2210			3074	2210
09071	WORK ORIENT			540	631	51	35	269	249	220	347	540	631			540	631
09081	FASH & MERCHAN	6	169									6	162		7	6	169
09093	HERD			40	30			7	3	33	27	40	30			40	30
09094	COOPERATIVE ED			130	375	50	149		64	80	142	130	375			130	375
09095	OCCUPATIONAL SR		135		32				32				155		15		170
09321	VOCATIONAL SERV		12										3		9		12
14001	SECRETIAL CCC	1	54	5	298	2	108	3	165		25	6	319		32	6	351
14002	GEN OFF COE		19	27	779	14	297	7	131	6	351	27	798			27	798
14003	DATA PROC COE	2	2	6	10	6	10					8	10	2	2	10	12
14004	BASIC SKILLS			219	919	59	208	50	179	110	452	219	919			219	919
14006	VOE I			51	366	1	46	3	107	47	213	51	366			51	366
14007	VOE II			8	142	2	33		32	6	77	8	142			8	142
14011	BANK/SAV & LOAN	1	32									1	25		7	1	32
14021	DATA PROCESS	71	236									62	257	9	29	71	286
14031	GEN OFF TRNG	18	541	2	139		105			2	34	9	406	11	271	20	680
14041	ACCOUNTING I	20	31									7	7	13	24	20	31
14071	SEC TRNG	4	535									1	346	3	193	4	539
14091	GRAPHIC COMM	17	7	10	8					10	8	26	15	1		27	15
14121	GEN OFF CLERK	7	233											6	209	7	240
14171	PROF SECRETARY	1	103											1	103	1	103
17101	COSMETOLOGY I	1	227	2	408	2	229		50		129	3	632		3	3	635
17102	COSMETOLOGY II	1	97	7	155		80	7	34		81	8	292			8	292
17201	TAILORING I			6	10	0	10					8	10			8	10
17202	TAILORING II			6	2	0	2					8	2			8	2
17203	TAILORING III			6	3	0	2					5	3			5	3
17211	UPHOLSTERY I	54	30	39	8	39	8					93	38			93	38
17212	UPHOLSTERY II	13	5	9	3	9	3					22	8			22	8

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	UREAN M	UREAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
17213	UPHOLSTERY III	2	3	2		2						4	3			4	3
17221	UPHOLSTERY			20	17			12	11	8	3			20	17	20	17
20031	CVET HOME C I			10	65			9	43	1	20	10	69			10	69
20032	CVET HOME C II			3	103			3	64		39	3	103			3	103
****COLUMN TOTALS		485	5453	5601	31582	775	3341	2101	6043	2921	21698	6147	34319	138	2181	6286	36535
		6	92	16	84	19	81	26	74	19	81	15	85	6	94	15	85
*TOTAL ENROLLMENTS	5078																

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
SEX PATTERN ENROLLMENT TRENDS
SCHOOL YEAR 1977-1978
MALE ORIENTED CLASSES

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
031001	AG ENG TRNG I			224	39			27	4	197	35	224	39			224	39
031002	AG ENG TRNG II			23	5			2	2	21	3	23	5			23	5
031011	VOC AG I			5860	845	126	60	418	130	5306	655	5860	845			5860	845
031012	VOC AG II			4514	473	54	30	384	83	4076	360	4514	473			4514	473
031013	VOC AG III			2851	241	46	14	148	32	2655	195	2851	241			2851	241
031014	VOC AG IV			2712	172	18	2	220	18	2474	152	2712	172			2712	172
031021	AG MECH I			1683	51	39	1	146	3	1498	47	1683	51			1683	51
031022	AG MECH II			354	5	3		42		309	5	354	5			354	5
031031	HORTICULTURE I			107	87	30	24			77	53	107	87			107	87
031032	HORTICULTURE II			31	21	13	11			18	10	31	21			31	21
031041	FORESTRY			41	1					41	1	41	1			41	1
031321	AGRI BUSINESS	49	14									31	14	18		49	14
064011	PROJECT DE I			64	107			37	42	27	65	64	107			64	107
064012	PROJECT DE II				1				1				1				1
170001	ICT I	49	16	551	380	111	42	169	140	311	198	627	356	13		640	396
170002	ICT II			155	66	19	6	66	35	70	45	155	66			155	66
170011	AIRCOND REF I	345										248		97		345	
170012	AIRCOND REF II	134										129		25		154	
170013	AIRCOND REF III	21										17		4		21	
170021	APPL REP I	35	2	36						36		71	2			71	2
170022	APPL REP II	13		11						11		24				24	
170023	APPL REP III			6						6		6				6	
170031	AUTO BODY I	410	5	93	2	66	1			24	1	466	6	34	1	500	7
170032	AUTO BODY II	203		52		30				22		252		3		255	
170033	AUTO BODY III	4		7		2				5		11				11	
170041	AUTO MECH I	776	17	870	46	208	13	173	2	489	31	1621	62	27	1	1648	63
170042	AUTO MECH II	485	4	456	5	124	5	76		256	4	970	13	11		981	13
170043	AUTO MECH III	2		55		6		3		86		95		2		97	
170048	COMPACT CAR MEC	31										28		3		31	
170051	AIRCR MECH I	134	4									131	4	3		134	4
170052	AIRCR MECH II	67										65		2		67	
170061	COMM ART I	29	56	17	11			17	11			46	64		3	46	67
170062	COMM ART II	22	23	16	7			16	7			38	30			38	30
170063	COMM ART III			1	2			1	2			1	2			1	2
170071	COMM PHOTO I	10	15									10	15			10	15
170072	COMM PHOTO II	5	10									5	10			5	10
170081	CARPENTRY I	520	7	646	5	18		66		742	5	1305	9	61	3	1366	12
170082	CARPENTRY II	253	1	357	2			57		340	2	633	2	17	1	650	3
170083	CARPENTRY III	4		109				7		102		112		1		113	
170091	ELECTRICITY I	308	3	48	1	32	1	16				307	4	49		356	4
170092	ELECTRICITY II	150	1	32		20		12				170	1	12		182	1
170093	ELECTRICITY III	3		3		3						6				6	
171101	DIESEL MECH I	402	5									375	4	27	1	402	5
171102	DIESEL MECH II	202										186		16		202	
171104	BRICK MASON I	327	5	41				19		22		329	2	39	2	368	5
171105	BRICK MASON II	156	1	28				18		10		173		11	1	184	1
171106	BRICK MASON III	2		4				2		2		6				6	
171107	PLUMBING I	29										27		2		29	
171108	PLUMBING II	28										27		1		28	
171111	DRAFTING I	333	63	85	8	16		60	2	9	6	380	68	38	3	418	71

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
617112	DRAFTING II	191	23	32	5	13		15	1	1	4	178	28	6		184	28
617113	DRAFTING III	6	2	6	3	6					3	12	5			12	5
617121	ELECTRONICS I	326	26	164	10	100	6	37	1	27	3	452	24	38	12	452	36
617122	ELECTRONICS II	197	9	56	2	32	2	16		5		232	10	21	1	253	11
617123	ELECTRONICS III	9		13		6				7		22				22	
617131	RAD TV REP I	27										21		6		27	
617132	RAD TV REP II	21										21				21	
617133	RAD TV REP III	5										5				5	
617141	PRINTING I	98	186	127	65	54	25	53	36	20	4	208	236	17	15	225	251
617142	PRINTING II	59	64	39	18	5	1	30	13	4	4	90	80	8	2	98	82
617143	PRINTING III	2	1	10	4	5	1	2	3	2		12	5			14	5
617151	MACH SHOP I	355	9	19	2	19	2					331	7	42	4	374	11
617152	MACH SHOP II	167	1	11		10		1				168	1	10		178	1
617161	SHEET METAL I	64	2	15		15						72	2	7		79	2
617162	SHEET METAL II	31		10		10						38		3		41	
617163	SHEET METAL III			6		6						6				6	
617171	WELDER I	563	8	265	4	128	3	20		121	1	769	10	63	2	832	12
617172	WELDER II	331	1	102	1	39		6		55	1	422	2	11		433	2
617173	WELDER III			12		9		1		2		12				12	
617191	SPL ENG REP I	160	5									153	5	7		160	5
617192	SPL ENG REP II	67		1				1				63		4		68	
617193	SPL ENG REP III	4										4				4	
617204	CUSTODIAL SRVS			21	4	21	4					21	4			21	4
617221	CABINETMAK I			101	8	54	8	28		19		101	8			101	8
617222	CABINETMAK II			32		11		10		11		32				32	
617223	CABINETMAK III			6		3		1		2		6				6	
617281	OCC SER BOYS I	161	4	22		22						167	4	16		183	4
617282	OCC SER BOYS II	58										52		6		58	
617285	CHEM TECH I	5	10									5	10			5	10
617287	FLORICULTURE	5	11									1	3	4	8	5	11
617291	FARM EQUIP MP I	30										30				30	
617292	FARM EQUIP MPII	9										9				9	
617297	HORTICULTURE I	38	66									35	54	3	12	38	66
617298	HORTICULTURE II	12	16									12	13		3	12	16
617301	HEV EQUIP OPER	127	2											127	2	127	2
617303	TRUCK DRIVER	170	49											178	49	170	49
617305	CARPENTRY	14												14		14	
617335	BUTCHERING	18	1											18	1	18	1
617367	ELECTRONICS	45	11									1		44	11	45	11
617305	MACHINE SHOP	10	8											16	8	16	8
617310	WELDER	65	1									10		55	1	65	1
617311	AIRCRAFT FRAME	9												9		9	
617361	CUSTODIAL SERV			113	23	113	23							113	23	113	23
617362	PLATING & A/C	19												19		19	
620011	CVET MECH C I			208	6	24	6			184		208	6			208	6
620012	CVET MECH C II			72						72		72				72	
620021	CVET CONS C I			702	15			69		713	15	782	15			782	15
620022	CVET CONS CII			509	12			71		438	12	509	12			509	12
620033	CVET HORT I			46	14	35	14			11		46	14			46	14
620034	CVET HORT II			8	3	2	3			6		8	3			8	3

CODE	NAME	M	F	M	F	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
621001	VEC ORIENT CAR	2050	2458	7220	6215	368	150	112	52	6740	6017	10070	8677			10070	8677
621051	BASIC PREVOC SI			53	38			15	18	24	20	53	38			53	38
621061	LEARNING LAB	1443	1154									1237	781	206	383	1443	1164
621071	EXPLOR/PLACEMNT			6	1					6	1	6	1			6	1
621500	EXPLOR/PLACEMNT	248	252									26	20	72	54	298	252
999011	CC-OP VC ED I	35	64	502	452	57	117	63	72	322	303	547	556			547	556
999012	CC-OP VC ED II	31	22	131	96	14	26	12	5	104	65	162	118			162	118
999311	ADULT CVE	33	67									3	3	30	64	33	67
****COLUMN TOTALS		13715	47999	32225	9662	2217	611	2620	715	28188	8326	45059	13598	1689	711	46940	14447

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
SEX PATTERN ENROLLMENT TRENDS
SCHOOL YEAR 1977-1978
FEMALE ORIENTED CLASSES

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
04002	DE II	51	198	717	1038	218	287	240	506	159	225	786	1235	2	1	788	1236
04003	DE III	14	91	294	472	94	123	119	170	61	179	306	557	2	6	308	563
04035	CASHIER CHECKER	26	467									17	106	5	170	28	467
07011	DENTAL OFF ASST		75										71		4		75
07021	MED OFFICE ASST		135										121		14		135
07031	HEALTH SER I	33	537	6	77				11	6	66	37	555	2	59	39	614
07032	HEALTH SER II	2	54		11				4		7	2	65			2	65
07041	PRACTICAL NURSE	4	45									4	49			4	45
07051	DEN LAB ASST	3	18									3	18			3	18
07341	PRACTICAL NURSE	22	755	13	131	11	114			2	17	4	61	31	825	35	886
07351	OPER RM TECH	12	36										2	12	34	12	36
07361	NURSE ASST	6	38											6	88	6	88
07371	MED OFF ASST		17										3		14		17
07381	GEN OFF ASST		10										5		5		10
09001	CHILD CARE CVE				62		62						62				62
09002	HERD CVE			24	92	18	33		45	6	14	24	92			24	92
09005	FOOD MGT CVE			16	18	16	18					16	18			16	18
09011	COMP ME I			569	9210	25	573	54	1340	456	7297	569	9210			569	9210
09012	COMP ME II			184	6100	18	251	37	895	132	4954	134	6100			184	6100
09013	COMP ME III			76	3337	3	120	39	564	34	2653	76	3337			76	3337
09014	COMP ME IV			31	2468		15		375	31	2058	31	2468			31	2488
09021	CHILD CARE I	3	125		182		148		34			1	284	2	23	3	307
09022	CHILD CARE II	1	50		9				5			1	55		4	1	59
09031	CLOTH MGT I	3	211	3	164				75	3	89	3	354	3	21	6	375
09032	CLOTH MGT II	1	28	1	28				8	1	20	2	56			2	56
09041	FOOD MGT I	78	210	50	51	28	21			22	30	118	246	10	15	128	261
09042	FOOD MGT II	18	59	6	6	6	2				4	21	60	3	5	24	65
09051	HOME FURNISH I		21		18						13		39				39
09052	HOME FURNISH II		16										16				16
09061	FAMILY LIVING			3044	2516	114	116	1258	799	1632	1001	3044	2516			3044	2516
05071	WORK ENTRY			541	579	39	54	267	246	215	279	541	579			541	579
09081	FASH & MERCHAN		18										14		4		18
09091	HOEC			10	21			10	21			10	21			10	21
09094	COOPERATIVE HE			77	135	7	43		20	70	72	77	135			77	135
09095	OCCUPATIONAL SP	2	134	6	52	6	15		37			8	162		24	6	186
09201	VOCATIONAL SERV		19										15		4		19
14001	SECRETIAL OCE		69	6	166		17	6	106		43	6	213		22	6	235
14002	GEN OFF OCE			45	889	13	375	18	162	18	352	49	889			49	889
14003	DATA PREC OCE			3	17	3	17					3	17			3	17
14004	BASIC SKILLS			354	1370	57	357	128	421	209	592	394	1370			394	1370
14006	VCE I			28	472	1	115	1	24	36	283	38	472			38	472
14007	VCE II			15	221		22		43	15	146	15	221			15	221
14011	BANK/SAV & LOAN	5	51									5	51	2	20	5	51
14021	DATA PROCESS	72	364									61	276	11	88	72	364
14031	GEN OFF TRNG	4	443	6	128	5	100			3	28	10	356	2	215	12	571
14041	ACCOUNTING I	7	33									5	15	2	18	7	33
14042	ACCOUNTING II	1	4									1			14	1	4
14071	SEC TRNG	5	490									2	360	3	130	5	490
14091	GRAPHIC COM	12	14	12	12					12	12	21	23	3	3	24	26
14092	BUS ORG & MGMT	12	17									10	10	2	7	12	17

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
14093	MED SECRETARY	1	47									1	43		4	1	47
14331	GEN OFF CLERK	4	269										17	4	252	4	269
14341	BANK/SAV & LOAN	3	51									3	13		38	3	51
14351	ACCOUNTING	4	22									1	3	3	19	4	22
14361	SMALL BUS MGMT	14	5											14	5	14	5
14371	PROF SECRETARY		125										8		117		125
17181	COSMETOLOGY I	3	236	17	408	4	181	11	65	2	142	20	636		8	20	644
17182	COSMETOLOGY II		125	1	210	1	115	1	23		72	1	331		4	1	335
17183	COSMETOLOGY III	1			1						1		1	1		1	1
17201	TAILORING I			5	4	2	4					5	4			5	4
17202	TAILORING II			4	3	4	3					4	3			4	3
17203	TAILORING III			5	2	5	2					5	2			5	2
17211	UPHOLSTERY I	38	41	32	17	32	17					69	56	1		70	58
17212	UPHOLSTERY II	20	8	13	3	13	3					33	11			33	11
17213	UPHOLSTERY III	1	2									1	2			1	2
17282	OCC SER GIRL I	1	13									1	13			1	13
17331	UPHOLSTERY			10	5			5	4	5	1			10	5	10	5
20031	CVET HOME C I			8	68			8	32		36	8	68			8	68
20032	CVET HOME C II			6	73			5	46	1	27	6	73			6	73
***COLUMN TOTALS		487	5830	6258	30666	747	3353	2366	6155	3185	21358	6045	34246	136	2287	6785	36716
		8	92	17	83	18	47	28	72	13	87	16	92	6	94	16	84
*TOTAL UNKNOWNS	532																

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
SEX PATTERN ENROLLMENT TRENDS
SCHOOL YEAR 1978-1979
MALE ORIENTED CLASSES

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	SEC M	SEC F	ADULT M	ADULT F	TOTAL M	TOTAL F
01000	VO AG			17386	1558	293	116	1215	247	15878	1595	17376	1958			17396	1958
01032	VO AG MECH			85	2			29		56	2	85	2			85	2
01305	VO AG HORT			78	85	41	72			37	13	78	85			78	85
01015	AG BUSINESS	24	2									16	2	3		24	2
01015	FARM BUS MGMT	42	26									15	15	27	11	42	26
17...	AIRFRAME & PLF	567	4									432	2	135	2	567	4
17002	APPL REPAIR	59	6	29						29		89	6			59	6
17002	AUTO BODY	557	5	132		95				35		749	6	38		787	6
17002	AUTO MECH	1404	38	1364	41	293	8	239	3	832	30	2631	75	81	4	2772	79
17002	AIRCRAFT MECH	185	5									179	5	6		185	5
17003	COMM ART	47	84	16	17			16	17			62	91	1	10	63	101
17003	COMM PHOTO	15	25									15	25			15	25
17003	CARPENTRY	907	23	1368	18	36		174	1	1158	17	2150	30	126	11	2277	41
17003	ELECTRICITY	527	9	62	1	38	1	24				511	6	78	4	589	10
17003	DIESEL MECH	666	5									616	4	48	1	666	5
17003	BRICK MASONRY	566	4	61				31		30		589	3	47	1	627	4
17003	PLUMBING	104	2									95	2	9		104	2
17004	DRAFTING	436	166	121	22	32	2	77	5	12	15	534	113	23	15	527	128
17004	ELECTRONICS	540	38	161	8	100	6	20		41	2	604	26	95	20	701	46
17004	RADIO-TV REPAIR	50	3									41	3	9		50	3
17004	PRINTING	151	323	124	107	43	37	54	53	27	17	257	425	18	24	275	439
17004	MACHINE SHOP	692	52	42	1	40	1					599	15	121	38	720	53
17004	SHEET METAL	149	3	31		31						169	3	10		179	3
17004	WELDING	1029	24	303	11	154	8	36		113	3	1129	23	202	12	1332	35
17004	SMALL ENG REPR	231	5	36						36		260	5	7		267	5
17005	CABINETMAKING	33		105	13	42	2	35	2	28	9	138	13			138	13
17005	FARM EQUIP REPR	33										63				63	
17005	COMPACT CAR REC	30	1									29	1	1		30	1
17005	TBI HORT	45	83									36	70	9	13	45	83
17005	AIRCRAFT FRAME	9	1											9	1	9	1
17006	MEAT PROCESSING	8	2											8	2	8	2
17006	CUSTODIAL SERVI			142	37	142	37							141	37	142	37
17006	FLORICULTURE	3	17										12	3	5	3	17
17010	HEAVY EQUIP OPR	73	5											73	5	73	5
17010	TRUCK DRIVER	86	45											86	45	86	45
17055	ELECTRO-MECH	20	1									9		11	1	20	1
17051	IND CHEM	8	11									8	11			8	11
17051	NUTR/..., GROOM	291	1	28	3	28	3					298	4	21		319	4
17054	INSTRUMENT REPA	17										2		15	6	17	6
20005	CVET MECH			260	1	65	1			299		260	1			260	1
20005	CVET CONST			1588	47	143	14	54		1351	33	1587	47			1588	47
20005	CVET HORT			47	10	47	10					47	10			47	10
20016	CVET PRINTING			34	19	34	19					34	19			34	19
21005	VOC ORIENTATION			68	10	36	10			32		58	10			68	10
99005	ICE (COOP)	104	119	1338	1032	276	180	330	287	732	565	1442	1151			1442	1151
***COLUMN TOTALS		9302	1085	25005	3443	2004	527	2374	615	20627	2301	33323	4260	1466	268	34807	4528

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
SEX PATTERN ENROLLMENT TRENDS
SCHOOL YEAR 1978-1979
FEMALE ORIENTED CLASSES

CLASS CODE	CLASS NAME	AVTS M	AVTS F	HS M	HS F	*	URBAN M	URBAN F	SUBURBAN M	SUBURBAN F	RURAL M	RURAL F	*	SEC M	SEC F	ADULT M	ADULT F	**	TOTAL M	TOTAL F
04398	DE (VS L)			16	17				13	13	3	4		16	17				16	17
04310	CASHIER CHECKER	10	372	6	54		6	96							12	15	454		16	466
04399	DE (COOPERATIVE (VS))	77	316	1045	1804		299	554	478	692	276	558		1121	2113		7		1122	2120
07307	DENTAL OFF ASST (VS)		74												66		8			74
07300	HEALTH SER	38	566	5	72				4	27	1	45		35	565	8	73		43	638
07303	DENTAL ASSISTANT	13	42											6	27	7	13		13	40
07307	MED OFF ASST (VS)	41	111												87		24			111
07308	OPER RM TECH (VS)	4	35		6							6				4	41		4	41
07315	PRAC NURSE	33	859	4	59		4	49				50		2	46	34	913		37	958
09300	HOME ECON			4485	24218		133	1054	1757	4525	2595	18639		4482	24130	3	80		4485	24218
09321	CLOTH PROD OPNS	2	244		80					36		56		2	317		7		2	324
09001	FOOD SERV	132	312	48	61		28	34			10	27		151	348	19	25		180	373
09002	HOME FURNISHING		32												26		6			32
09015	INSTI HOME SER	15	173	7	45		7	31				18		13	201	4	20		17	222
09021	FOOD SERV (COOP)			12	15		12	15						12	15				12	15
09094	HERD (COOP)				42					42					42					42
09099	CHILD CARE (COOP)			19	76		19	76						19	76				19	76
14002	OFFICE ASST	16	1324	113	931		15	250	1	107	97	574		119	1454	13	801		139	2255
14301	MANAGEMENT	23	29											5	23	18	6		23	29
14901	SEC TRNG	7	403											3	233	4	171		7	404
14902	DATA PROC	78	333	15	13				15	10				87	277	6	66		93	343
14003	GRAPHICS			17	28						17	28		17	23				17	28
14004	OFFICE ASST (COOP)	3	57	342	1925		132	670	78	542	132	713		341	1795	2	13		345	1982
14311	ORG & ADMIN	23	191											14	61	8	61		22	191
14010	BANK/SAV & LOAN	13	195											9	128	4	67		13	195
17004	CYTOTECHNOLOGY	2	407	5	518		2	249		74	3	195		6	890	1	35		7	925
17109	TAILORING			14	8		14	8						14	8				14	8
17005	UPHOLSTERY	62	91	45	23		39	18	3	4	3	1		102	72	5	2		107	74
20005	CVET HOME & COM			36	231		25	77	11	80		74		36	231				36	231
20016	CVET BUS			22	7		22	7						22	7				22	7
***	COLUMN TOTALS	545	6035	6343	33340		767	3186	2426	6169	3138	20985		6731	33471	153	2889		6880	36375

*TOTAL UNKNOWNS 32

APPENDIX C

PANEL OF EXPERTS

Panel of Experts

Dr. Fern Green, Chairperson, Director of Educational Equity Services, Division of Educational Equity Services.

Janice Burnett, Records Specialist, Division of Research Planning and Evaluation.

John Friedmann, Acting State Supervisor, DE/Marketting/present State Supervisor of Adult Education.

Paula Smith, Assistant Coordinator of Planning, Division of Research Planning and Evaluation.

Linda Wilson, Administrative Assistant of Educational Equity, Division of Educational Equity.

APPENDIX D

PROGRAM CLASSIFICATIONS

PROGRAM COMPONENT MASTER

September 22, 1978

Program Name	Valid Program Component
Agriculture (All Vo Ag I, II, III, IV)	.A - Ag Mechanics I
	B - Ag Mechanics II
	C - Forestry I
	D - Forestry II
	E - Horticulture I
	F - Horticulture II
	G - VAOT I
	H - VAOT II
	U - Orientation to Ag Careers
Home Economics (All Home Ec I, II, III, IV)	. I - Family Living
	J - Work Orientation
	K - Clothing Production and Management
	L - Food Management
	M - Home Furnishings
	N - Home Economics Related Occupations
	O - Child Care
	P - Home Economics (Cooperative)
	Q - Food Management (Cooperative)
	R - Home Economics Related Occupations (Cooperative
	S - Child Care (Cooperative)
	T - Introduction to Occupations
Business & Office (Office Assistant)	.W - Basic Skills

SYSTEMS DESIGN AND COMPUTER SERVICES
Revised 09-21-78

VT000014 PROGRAM CODE MASTER LISTING (NUMERICAL)

PREPARED BY SYSTEMS DESIGN & COMPUTER SERVICES

DATE RUN 10/31/78

PROGRAM CODE	PROGRAM NAME	
C01000	ADMINISTRATION	ADMINISTRATION
002000	OPER AND MAINT	OPERATION AND MAINTENANCE
003000	FIXED CHARGES	FIXED CHARGES
004000	TRANSPORTATION	TRANSPORTATION
C05000	SUPPORT PGM-DISAD	SUPPORT PROGRAM FOR DISADVANTAGED
008000	SUPPORT PGM-HDCP	SUPPORT PROGRAM FOR HANDICAPPED
009000	WORK STUDY	WORK STUDY
010000	VO AG	VOCATIONAL AGRICULTURE
010029	VO AG MECH	VOCATIONAL AGRICULTURE-MECHANICS
010057	VO AG HORT	VOCATIONAL AGRICULTURE-HORTICULTURE
010152	AG BUSINESS	AGRICULTURE BUSINESS
010154	FARM BUS MGMT	FARM BUSINESS MANAGEMENT
010156	VAOT	VOCATIONAL AGRICULTURE OCCUP TRAINING
040000	DE	DISTRIBUTIVE EDUCATION
040166	CASHIER CHECKER	CASHIER CHECKER
C40900	DE (COOPERATIVE)	DISTRIBUTIVE EDUCATION (COOPERATIVE)
C70007	DEN OFF ASST	DENTAL OFFICE ASSISTANT
C70008	HEALTH SER	HEALTH SERVICE CAREERS
C70009	DENTAL LAB ASST	DENTAL LABORATORY ASSISTANT
C70074	MED OFF ASST	MEDICAL OFFICE ASSISTANT
C70086	OPER RM TECH	OPERATING ROOM TECHNICIAN
C70159	PRAC NURSE	PRACTICAL NURSE
C90009	HOME ECON	HOME ECONOMICS
C90010	CLOTH PROD & MGMT	CLOTHING PRODUCTION & MANAGEMENT
090011	FOOD MGMT	FOOD MANAGEMENT
090018	OCC SERV(DOMESTIC)	OCCUPATIONAL SERVICES (DOMESTIC)

VT000014 PROGRAM CODE MASTER LISTING (NUMERICAL)

PREPARED BY SYSTEMS DESIGN & COMPUTER SERVICES

DATE RUN 10/31/78

	PROGRAM CODE	PROGRAM NAME	
F	090020	HOME FURNISHINGS	HOME FURNISHINGS
F	090044	HERO	HOME ECONOMICS RELATED OCCUPATIONS
F	090096	CHILD CARE	CHILD CARE
F	090130	INSTI HOME SER	INSTITUTIONAL & HOME SERVICES
F	090900	HOME ECON (COOP)	HOME ECONOMICS (COOPERATIVE)
F	090911	FOOD MGMT (COOP)	FOOD MANAGEMENT (COOPERATIVE)
F	090944	HERO (COOP)	HOME ECON RELATED OCCUP (COOPERATIVE)
F	090996	CHILD CARE (COOP)	CHILD CARE (COOPERATIVE)
F	140000	OFFICE ASST	OFFICE ASSISTANT
F	140016	MANAGEMENT	MANAGEMENT
F	140018	SEC TRNG	SECRETARIAL TRAINING
F	140019	SEC TRNG (COOP)	SECRETARIAL TRAINING (COOPERATIVE)
F	140022	DATA PROC	DATA PROCESSING
F	140024	GRAPHICS	GRAPHICS
F	140025	OFFICE ASST (COOP)	OFFICE ASSISTANT (COOPERATIVE)
F	140102	BKPG & ACCTG	BOOKKEEPING AND ACCOUNTING
F	140106	BANK/SAV & LOAN	BANKING AND SAVINGS AND LOAN
F	140902	BKPG & ACCTG(COOP)	BOOKKEEPING AND ACCOUNTING (COOPERATIVE)
F	140906	BANK/S&L (COOP)	BANKING & SAVINGS & LOAN (COOPERATIVE)
F	140916	MANAGEMENT (COOP)	MANAGEMENT (COOPERATIVE)
F	140922	DATA PROC (COOP)	DATA PROCESSING (COOPERATIVE)
F	140924	GRAPHICS (COOP)	GRAPHICS (COOPERATIVE)
M	170026	AIRCOND & REF	AIRCONDITIONING AND REFRIGERATION
M	170027	APPL REPAIR	APPLIANCE REPAIR
M	170028	AUTO BODY	AUTO BODY
M	170029	AUTO MECH	AUTO MECHANICS

VTOOOO14 PROGRAM CODE MASTER LISTING (NUMERICAL)

PREPARED BY SYSTEMS DESIGN & COMPUTER SERVICES

DATE RUN 10/31/78

PROGRAM CODE	PROGRAM NAME	
170030	AIRCRAFT MECH	AIRCRAFT MECHANICS
170031	COMM ART	COMMERCIAL ART
170032	COMM PHOTO	COMMERCIAL PHOTOGRAPHY
170033	CARPENTRY	CARPENTRY
170034	ELECTRICITY	ELECTRICITY
170035	DIESEL MECH	DIESEL MECHANICS
170036	BRICK MASONRY	BRICK MASONRY
170039	PLUMBING	PLUMBING
170040	DRAFTING	DRAFTING
170041	ELECTRONICS	ELECTRONICS
170042	RADIO-TV REPAIR	RADIO AND TELEVISION REPAIR
170043	PRINTING	PRINTING
170044	MACHINE SHOP	MACHINE SHOP
170045	SHEET METAL	SHEET METAL
170046	WELDING	WELDING
170047	COSMETOLOGY	COSMETOLOGY
170048	SMALL ENG REPR	SMALL ENGINE REPAIR
170049	TAILORING	TAILORING
170050	UPHOLSTERY	UPHOLSTERY
170051	CABINETMAKING	CABINETMAKING
170052	FARM EQUIP REPR	FARM EQUIPMENT REPAIR
170053	HYDRAULICS	HYDRAULICS
170054	MUS INSTRU REPR	MUSICAL INSTRUMENT REPAIR
170055	COMPACT CAR MECH	COMPACT CAR MECHANICS
170056	FOUNDRY	FOUNDRY
170057	T&I HORT	T&I HORTICULTURE

VTOJ0014 PROGRAM CODE MASTER LISTING (NUMERICAL)

PREPARED BY SYSTEMS DESIGN & COMPUTER SERVICES

DATE RUN 10/31/78

PROGRAM CODE	PROGRAM NAME	
170059	AIRCRAFT FRAME	AIRCRAFT FRAME
170060	MEAT PROCESSING	MEAT PROCESSING
170061	CUSTODIAL SERVICES	CUSTODIAL SERVICES
170062	FLORICULTURE	FLORICULTURE
~~170161~~	~~RADIO-BROADCAST~~	~~RADIO-BROADCASTING~~
170162	HEAVY EQUIP OPR	HEAVY EQUIPMENT OPERATOR
170163	HEAVY EQUIP MNT	HEAVY EQUIPMENT MAINTENANCE
170164	TRUCK DRIVER	TRUCK DRIVER
170166	ELECT LINEMAN	ELECTRIC LINEMAN
170517	ELECTRO-MECH	ELECTRO-MECHANICAL
170518	IND CHEM	INDUSTRIAL CHEMISTRY
170519	OCC SERV (MAINT)	OCCUPATIONAL SERVICES (MAINTENANCE)
~~170525~~	~~IN ARTS & CRAFTS~~	~~INDIAN ARTS AND CRAFTS~~
170540	INSTRUMENT REPAIR	INSTRUMENT REPAIR
200000	~~CVET-UNASSIGNED~~	~~CVET-UNASSIGNED~~
200055	CVET MECH	CVET-MECHANICAL CLUSTER
200056	CVET CONST	CVET-CONSTRUCTION CLUSTER
200057	CVET HOME & COMM	CVET-HOME & COMMUNITY SERVICE CLUSTER
200058	CVET HORT	CVET-HORTICULTURE CLUSTER
200160	CVET BUS	CVET-BUSINESS CLUSTER
200162	CVET PRINTING	CVET-PRINTING CLUSTER
210059	VOC ORIENTATION	VOCATIONAL ORIENTATION
210060	BASIC PRE VOC ST	BASIC PREVOCATIONAL STUDIES
210061	LEARNING LAB	LEARNING LABORATORY
~~210071~~	~~EXPLORATION~~	~~EXPLORATION~~
400001	INDUSTRIAL ARTS	INDUSTRIAL ARTS

VT000014 PROGRAM CODE MASTER LISTING (NUMERICAL)

PREPARED BY SYSTEMS DESIGN & COMPUTER SERVICES

DATE RUN 10/31/78

PROGRAM CODE	PROGRAM NAME	
990054	ICE (COOP)	INTERDISCIPLINARY COOPERATIVE EDUCATION
990055	ICE	INTERDISCIPLINARY COOPERATIVE EDUCATION
~~990072~~	~~SPECIAL ADULT~~	~~SPECIAL ADULT~~

VITA 2

Mohammad Khalil-ur Rehman

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF MALE-FEMALE ENROLLMENT TRENDS IN OKLAHOMA VOCATIONAL EDUCATION PROGRAMS DURING THE PERIOD 1972 - 1979

Major Field: Occupational and Adult Education

Minor Field: Business Education

Biographical:

Personal Data: Born in Pakistan, September 9, 1941, the son of Mohammad Saeed and Sakina Bibi.

Education: Graduated from Islamia High School Kunjah District Gujrat, Pakistan, 1958; received certificate of Carrier/Radio Technician grade IV and grade III, 1960; received certificate of Army Special Education, from Directorate of Army Education, Pakistan, 1973, received a certificate of Higher Secondary Education from Board of Education, Lahore Pakistan, 1964; received Bachelor of Arts from Panjab University, 1970; while studying for Master of Education in Business and Industrial Education, University of panjab and The Pennsylvania State University, specialized in teaching secretarial subjects, 1972, and 1977, respectively; completed requirements for the Doctor of Education degree from Oklahoma State University, December, 1980.

Professional Experience: Served in Pakistan Army as a carrier technician from 1958-1969; served as a part-time physical education instructor in Panjab University Laboratory School, New Camps, Lahore, Pakistan, Director of New Era College of Commerce and Technology (self-established) in Lahore and Kunjah, Pakistan, 1972-1974; Commercial Office Assistant in Hobba Trading and Contracting Company, Tripoli, Libya 1974-1975. Graduate Research Assistant, The Pennsylvania State University, 1976-1977; Graduate Research Associate from March 1979 to June 1980; Oklahoma State University; Member of Iota Lambda Sigma (ILS), Phi delta Kappa, Oklahoma Adult and Continuing Education Association, National Business Education Association and American Vocational Association.