

AN ANALYSIS OF THE STUDENT ACCOUNTING FORMS
ORIGINATING FROM THE OKLAHOMA STATE
DEPARTMENT OF VOCATIONAL AND
TECHNICAL EDUCATION

By

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CHAPTER I

THE PROBLEM

Introduction

Administrators and instructors of occupational training programs in Oklahoma complete numerous data gathering forms as part of their regular duties. Most of these forms are required by the Oklahoma State Department of Vocational and Technical Education. The preparation of these data gathering forms takes time from other educational tasks.

A preliminary investigation indicated that over 70 different types of data gathering forms are sent out from the State Department of Vocational and Technical Education to institutions offering occupational training. The forms fall into one or more of five categories according to function. These five categories are:

1. forms pertaining to the training program,
2. forms pertaining to the instructor,
3. forms pertaining to the student,
4. forms for financial transactions, and
5. forms for establishing a program.

Of these categories, proliferation of forms seemed, on the basis of preliminary inspection, to be most prevalent in areas relating to student accounting.

Objectives

The objectives of this study are to:

1. determine the correlation of data gathered at the State Department of Vocational and Technical Education to the data necessary for federal reporting of student information,
2. determine the correlation of data gathered at the State Department of Vocational and Technical Education to the student information required by Oklahoma Law, and
3. suggest possible revisions for updating the present Oklahoma State Department of Vocational and Technical Education student information data collection system.

Delimitations

Data requirements of the State Department are subject to change. The included items in this study are from data collection instruments used by the United States Office of Education and from each of seven occupational training sections of the Oklahoma State Department of Vocational and Technical Education.

The parameters for this study are as follows:

1. This study is restricted to forms with items pertaining to individual students and/or students as a group, i.e., student accounting forms.
2. The data collection instruments included were those used for the 1969-70 academic year.

Assumptions

Research for this study assumed that the information requirements of the United States Office of Education will remain essentially constant for the next five years. Indications from the Dallas Regional Office support this assumption.¹ Another assumption is that the requirements by law of the State of Oklahoma will also remain essentially constant for the reporting of information concerning occupational training enrollees.

Research Question

Results of this investigation of the population of student-related items included on both federal and state data gathering forms should answer the following question: "Can a form or set of forms be designed that will adequately serve the data needs of the Oklahoma State Department of Vocational and Technical Education and yet be significantly simpler and shorter than the present set of data collection instruments used?"

Definition of Concepts

Administrative Decision. A decision is a practical judgement with respect to what is to be done in a particular situation.² An administrative decision, as used in this report, is a practical judgement on occupational training program operation.

Data Gathering Form. A data gathering form is the instrument on which requested information is obtained.

Federal Form. A federal form is a data gathering form that must be completed for the United States Office of Education.

Federal Reporting Requirements. A federal reporting requirement is information that must be sent to the United States Office of Education via a federal form.

Information Item. An information item is one data requirement among the population of requirements listed on data gathering forms.

Managerial Decision. A decision is a practical judgement with respect to what is to be done in a particular situation.³ A managerial decision, as used in this report, is a practical judgement as to how monies are to be utilized.

Occupational Training Program. A training program is defined as follows:

A detailed set of directions covering the procedures for organizing and conducting an industrial course of training; includes statements covering locations of classes, selection and number of trainees, description and length of courses, instructor selection, physical facilities and supplies, and supervisory duties; the responsibility of coordination between industry and school is also clearly defined.⁴

An occupational training program is a training program that functions to train people for immediate employment in particular occupations.

Oklahoma Law Requirement. The Oklahoma Law requirement mentioned in this report is that occupational training program information that must be reported according to the statutes of the State of Oklahoma.

Standardization. A standard is defined as something used by general agreement as a type, model or pattern.⁵ Standardization is the product of the process of coming to a general agreement on type, model, or pattern.

State Requirement. A state requirement is the same as an Oklahoma Law requirement previously mentioned.

State Plan Requirement. A state plan requirement is that occupational training program information that must be reported according to the Oklahoma Vocational and Technical Education Plan.

Student Accounting. Student accounting is the process of gathering and processing all necessary information about students in training and graduates of training programs.

FOOTNOTES

¹Dr. Wm. D. Frazier, Director of the Oklahoma Research Coordinating Unit, feels that federal data requirements have stabilized. He bases this assumption on recent talks with the Dallas Regional Office of the United States Office of Education.

²"Decision," Dictionary of Education (New York, 1959), p. 158.

³Ibid.

⁴"Training Program," Dictionary of Education (New York, 1959) p. 419.

⁵"Standard," Webster's New World Dictionary (Concise Edition, Cleveland, 1959), p. 825.

CHAPTER II

REVIEW OF THE LITERATURE

Information of various kinds is gathered for and/or by supervisory groups so that these groups can evaluate situations which they control. Supervisors of educational activities seek information about training programs so that they can properly evaluate program efficiency and effectiveness. This study is concerned with the means of acquiring this information and its utilization. The material in this chapter is divided into four sections, i.e., information systems, the history of data collection, the Occupational Training Information System, and the Vocational Education Information System.

Information Systems

The first boards of education had but one function according to H. M. Hamlin. Mr. Hamlin states in the American Vocational Journal that the only function of the first boards of education was evaluation.¹ Education systems have become more complex as they have adapted to the "modern" world. Complexity of systems means added responsibility for school boards; thus, boards have less time to devote to evaluation. However, according to Mr. Hamlin, evaluation remains one of the principle responsibilities of a governing board.²

The evaluating effectiveness of a supervisory group or board depends upon the information available. The collection and dissemination

of data, then, can be a determining factor in decision-making efficiency. Mr. Leo Kornfeld states the following in Data Processing for Education Administration.

A proper information system will provide a steady flow of relevant information to all levels of management within an educational institution, furnishing the facts needed to develop alternative programs, make decisions, and gauge progress, both for the short term, and the long term, toward carefully planned goals.³

Several writers, whose ideas were reviewed for this report, stressed the need for quality data retrieval and storage systems. These writers stress that a large quantity of information is not the total answer. Mary Claire Griffin writes in Business Education Forum that the quality and quantity of work that should be performed by records management personnel is still a problem for many records administrators.⁴ Miss Griffin further relates the necessity of economy in the keeping of records when she writes, "Regardless of the organizational framework within which he operates, the records manager must provide maximum service at minimum expense."⁵ Evidently, Mr. Kornfeld does not think educational information systems are operating within the framework laid out by Miss Griffin. He states the following.

An almost universal defect of educational information systems is that the system is not integrated. This means that the parts of the system operate independently, with a good deal of duplication and unnecessary work.⁶

A problem with the processing of educational data is the bulk of information sometimes collected. All data must be processed. Robert L. Howe writes in Data Processing for American Education "...one of the greatest obstacles encountered in maintaining an efficient system of processing pupil personnel data is the amount of repetitive work required."⁷ Howe relates how this processing of pupil information can

involve personnel time when he says, "Much of the work is done by members of the professional staff of schools."⁸ Howe feels most of the work involved is clerical in nature and could be handled by non-professionals.

Writers of two articles included in this study propound the theory that economy and effectiveness of information collection and recording can be achieved through standardization. Miss Griffin says this about standardization.

Standardization in records management begins in the life of a record. Standard titles and retention values should be assigned all records, and the distribution of copies of all records should be standardized. Uniform standards for the design, physical specifications, and reproduction of forms should be established.⁹

The Minnesota Commissioner of Education, Duane J. Mattheis, writes in the Minnesota Journal of Education that his state now has established a program of computer-oriented education data collection. This new system is helping in the following areas according to Mr. Mattheis.

1. Eliminates duplication which exists because schools are asked several times for the same facts
2. Improves the speed and efficiency of fact gathering
3. Enables the collection of information not currently available
4. Helps the right person find the right information when he needs it.¹⁰

Mr. Mattheis feels the Minnesota system is effective because it channels information from local districts to the State Department of Education for compilation, and then channels the results back to school districts in meaningful form.¹¹ The computerized information system in Minnesota gathers information in each of the eight separate education areas which are as follows.

1. Pupil information
2. Finance information

3. Personnel information
4. Facilities information
5. Program information
6. Vocational rehabilitation information
7. Transportation information
8. School lunch program information¹²

Those writers included here seem to agree on the importance of a well-organized information gathering system which disseminates useful outputs to all levels within an organization.

History of Data Collection

The Oklahoma State Department of Vocational and Technical Education had its origin in the State Department of Vocational Education formed in 1917 under the Smith-Hughes Act. This created the divisions of Vocational Agriculture, Home Economics, and Trade and Industrial Occupations. Prior to this time, Agriculture and Home Economics had been taught in the public school systems of Oklahoma as specified in the state constitution adopted in 1907.

Subsequently, the other divisions were added in 1936, 1946, and 1963. The title of the department was changed in 1963 to the Oklahoma State Department of Vocational and Technical Education.

From 1917 until 1965, data collection had been the responsibility of the divisions. In 1965, the Research Coordinating Unit was formed with the responsibility of coordinating vocational education in Oklahoma. In the evolving process of data collection, and its vital importance to research, the Research Coordinating Unit has assumed a greater proportion of the responsibility wherever possible. However, many of

the divisional forms are still being processed although data requirements have changed. The Research Coordinating Unit has been expanded to become the Division of Research, Planning, and Evaluation and has undertaken a study of the data collection procedures with a goal of revising the student accounting system.¹³ Both the Occupational Training Information System and this study are designed to make major contributions in this endeavor.

The Occupational Training Information System

Major action was initiated in the spring of 1968 toward better coordination of available employment and manpower training in Oklahoma. The Occupational Training Information System (OTIS) was organized to bring about this needed coordination. The purpose of the OTIS project is stated in the OTIS Final Report as the following:

The overall purpose of this project was to provide data on which to base decisions relative to changes in the State Plan for Vocational Education in Oklahoma. These changes, it was agreed, should follow the directions set forth in the Vocational Education Amendments of 1968 resulting in new patterns of occupational offerings.¹⁴

Several state agencies cooperated in the development of the OTIS project. These agencies were: The Oklahoma State Department of Vocational and Technical Education, The Oklahoma Industrial Development and Park Department, and The Oklahoma Employment Security Commission. Persons from these agencies, plus persons from other training, employment, and municipal agencies throughout the state, formed an advisory committee to cooperate with the research team at Oklahoma State University. Dr. Paul V. Braden, Acting Director, School of Occupational and Adult Education, headed this team.

OTIS researchers conduct a continuing survey of state employment needs. These needs are the basis of annual reports that educational training institutions can use for determining training program offerings.¹⁵

After the initial contract with the Oklahoma State University research team had expired, it was felt by the many sponsoring and cooperating agencies that the OTIS project should be continued in an operational context. The Research, Planning, and Evaluation Division of the State Department has now incorporated the OTIS format into its system for data collection. The inter-agency commitments and cooperative efforts remain in effect.¹⁶

The researchers for OTIS feel the Oklahoma-initiated system can serve as a model for other states. Their feelings are as follows:

OTIS can easily serve as a model for the introduction to similar efforts in other states since many of the states have similar organizational structure and the planning concepts remain the same. The pervasive need for such systems is due to the lack of relevant information needed to assist educational planners in distributing limited funds among competing demands. The pursuit of established educational and social goals can be accomplished most effectively if accurate information is made available to potential users at appropriate intervals and in usable format.¹⁷

The Vocational Education Information System

A research project was initiated by the United States Office of Education in 1965 for the development of a system for the collection of nationwide vocational education statistical data. The results of this research was the Vocational Education Information System (VEIS). Researchers feel the proposed system could bridge the present gap between educational accounting and comprehensive nationwide quantitative and qualitative analysis of vocational education programs.¹⁸

The research for VEIS was conducted using criteria determined by a seven-state advisory committee. The criteria was applied to research actually conducted in the state of California.¹⁹

An end result of the VEIS research was the State Operating Manual which includes those forms and instructions necessary for the collection of vocational education data. These forms are designed for electronic data processing equipment. A statement included in the VEIS Final Report recommends, "It will be necessary for systems analysts and programmers to use the universal design and develop a system and programs compatible with a state's equipment availability and data requirements."²⁰

Included in the VEIS report are seven major findings of the research group working in the seven-state area. These findings are as follows.

1. Most of the data collected was keyed to the state's requirements for determining financial reimbursement to individual schools or school districts.
2. The various state vocational education organizations were usually organized along lines of the major vocational education programs - agriculture, health, trades and industry, etc. These individual divisions usually functioned as autonomous operating groups reporting to a single authority, with each group usually employing its own reporting system. Consequently schools frequently had to complete forms for each group, duplicating their reporting activities.
3. It was found that, while the data processing group within a state department of education functioned as a support group for all educational activities, there appeared to be a minimum coordination with the vocational education group.
4. In all the states visited, it was found that members of the vocational education staff spent a large amount of time checking reports for accuracy and completeness; tasks that could easily be performed by clerical help or by the use of automated processing techniques.
5. The reporting systems observed frequently lacked a degree of standardization because detailed operational procedures were not documented. As a result,

it was difficult to achieve uniformity in actual report preparation.

6. Collection of follow-up data was accomplished in a very limited manner.
7. In a few states it was found that existing data equipment would not be capable to effectively handle a complete vocational education information system.²¹

FOOTNOTES

¹H. M. Hamlin, "What Is Evaluation," American Vocational Journal, May, 1967, p. 21

²Ibid.

³Leo L. Kornfeld, "Education Information Systems," Data Processing for Education Administration, ed. American Data Processing, Inc. (Detroit, Michigan, 1968), p. 17.

⁴Mary Claire Griffin, "Standardization in Records Management," Business Education Forum, May, 1965, p. 7.

⁵Ibid.

⁶Kornfeld, p. 17.

⁷Robert L. Howe, "The Real Economy of Educational Data Processing," Data Processing for American Education, September, 1967, p. 3.

⁸Ibid.

⁹Griffin, p. 7.

¹⁰Duane J. Mattheis, "Computer Strengthens Process of Collecting Education Data," Minnesota Journal of Education, April, 1967, p. 37.

¹¹Ibid.

¹²Ibid.

¹³Glen Starcher, Assistant Public Relations Officer, Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma.

¹⁴P. V. Braden, J. L. Harris, and K. K. Paul, Occupational Training Information System Final Report, Oklahoma State University Research Foundation (Stillwater, Oklahoma, 1970), p. 3.

¹⁵Ibid., p. 16.

¹⁶Ibid., p. 15.

¹⁷Ibid., p. 11.

¹⁸Vocational Education Information System Final Report, United States Office of Education Pub. No. OE-5-99-170 (Washington, October, 1966), p. 1.

¹⁹Ibid., p. 7.

²⁰Ibid., p. 10.

²¹Ibid., pp. 11-12.

CHAPTER III

PROCEDURES

The research included in this study is based upon an analysis of the population of data gathering forms used by the Oklahoma State Department of Vocational and Technical Education. Each form used in this study and items included on each form are arranged in a matrix format for ease of analysis. The matrix was used to determine which items and forms are necessary for reporting and decision making. The matrix was also a basis from which a suggested enrollment form was constructed.

Forms Collection

Data gathering forms included in this study were collected from occupational specialists branches during the summer of 1969. A total of 74 individual forms comprised the forms population. These 74 forms included all of the five form function categories: training program, teacher, student, financial transactions, and training program establishment.

Use of Matrix

The previously stated parameters of this study limit the research to an analysis of only those forms pertaining to student accounting. Thirty-five of the 74 forms collected are used for the gathering of

student information. Each of these 35 form titles plus three United States Office of Education form titles are listed vertically along the left-hand side of each of the ten pages making up the Items Checksheet (Appendix). The sources of these forms are included as headings for the vertical left-hand column. Those form titles marked with an asterisk are forms which serve to gather nonstudent as well as student information.

Individual items pertaining to students are listed across the top of the items checksheet. Item group functions are listed on the top horizontal row of the checksheet along with a group function code letter. These code letters also occur as the prefix of the individual item identification codes shown on the horizontal row directly above the items. Each item is identified individually with a code that can be interpreted so as to reveal to which function grouping the item belongs. An additional prefix letter (F) is included as the second letter in the identification code of those items appearing on United States Office of Education forms.

Arrangement of the research data on the matrix format is such that several analyses can be accomplished using the one basic information grouping scheme. The various letters and codes appearing in the matrix cells are used as grouping and identification symbols necessary for the research included in this report. Where one of the codes, FR, SR, SP, or NR, appear in a cell, the information item on the vertical column appears as a part of the student information data gathered by the form listed on the horizontal row corresponding to the marked cell. The four cell marking codes indicate whether the included information item is a federal requirement (FR), a state requirement (SR), a state

vocational education plan requirement (SP), or is not required by one of the previous three (NR).

Frequently Used Items

Those information gathering items appearing on five or more separate forms are listed according to the frequency of repetition in Table I. Each of the 14 items in Table I is ranked according to frequency of appearance. The particular requirement category to which each item belongs is also listed. This listing was composed for the purpose of determining which information items are most useful in the student accounting process. It is assumed here that frequency parallels usefulness.

Items Category by Form

Table II is a listing of all forms included in this study except the federal forms. Shown in the four right-hand columns is the number of items that fit the four requirement categories previously listed. This listing shows the present utilization patterns of information in relation to above mentioned categories.

State Staff Participation in Decision Making

The Research, Planning, and Evaluation Division of the Oklahoma State Department of Vocational and Technical Education was consulted to help determine which information items included on the Items Check-sheet are necessary for decision making at the state level. Supervisors responsible for the operation of the individual training sections were consulted as to whether certain items are necessary for the making of

TABLE I
MOST FREQUENTLY USED STUDENT INFORMATION ITEMS

Item	Frequency	Requirement
Student's Name	26	NR
Student's Sex	17	FR
Student's Grade Level	15	FR
Student's Age	14	NR
Student's Occupational Objective	7	SR
Student's Address	6	NR
Is Grad. Working Full-Time in Job Trained For	6	FR
Is Grad. Working Full-Time in a Related Occupation	6	FR
Is Grad. Working Full-Time in a Job Unrelated to Training	5	FR
Is Grad. in Armed Services	5	FR
Program Enrolled In	5	FR
Date of Enrollment	5	NR
Number of Students by Sex	5	FR
Number of Students by Grade	5	FR

FR = federal requirement

SR = state requirement

SP = state vocational and technical education plan requirement

NR = not required for either state or federal reporting

TABLE II
ITEMS CATEGORY BY FORM

Form Title	NR	SR	SP	FR
STATE FORMS				
VE-6000	2	1	1	3
VE-6000-A	17	4	0	7
Otis Student Follow-Up	2	0	0	11
RCU Follow-UP	1	0	0	13
BUSINESS AND OFFICE EDUCATION				
Follow-Up Study Report	12	0	0	12
Report of Cooperative Part-Time Students	10	1	0	3
Class Record for Vocational Business & Office Ed.	3	0	0	22
First Year Programs and Data Processing	3	1	0	2
Follow-Up of COE Students	1	0	0	6
DISTRIBUTIVE EDUCATION				
Semester Mid-Management Program	4	0	0	3
Report of Cooperative Part-Time Students	6	0	0	5
Report of DE I Preparatory Project-Plan Students	3	1	0	2
Class Record for Cooperative DE Classes	4	0	0	2
Annual Report for Project-Plan Classes	2	2	0	8
Information Sheet for Follow-Up Study	16	0	0	10
HEALTH OCCUPATIONS				
The Year End Report--Secondary Programs	3	0	0	4
The Student Cumulative Record	19	2	0	0
Memorandum of Training Plan	7	1	0	1
Class Record for Voc.-Tech. School of Nursing	15	0	0	0
Check-List of Nursing Experiences	4	0	0	0
Student Final Record	18	0	0	2

HOME ECONOMICS				
Statistical Report--G.E.--Area Schools	0	0	0	16
The Annual Report--G.E.--Area Schools	0	0	0	2
The Final Report--Gainful Employment	2	0	0	2
HE-6	0	0	0	4
Annual Report	0	0	0	10
TECHNICAL EDUCATION				
Technical Education Enrollment Report	0	0	0	4
Follow-Up of Enrollees in Prep. Vocational Programs	0	0	0	13
TRADE AND INDUSTRIAL EDUCATION				
Follow-Up of Vocational T&I Enrollees	0	0	0	14
T&I Form #6	3	0	0	2
Report of Industrial Cooperative Students	7	0	0	6
VOCATIONAL AGRICULTURE				
Enrollment Report	2	0	0	8
FFA Membership Roster	2	0	0	0
Students With Special Needs	2	0	0	0
Vocational-Technical Student Survey	2	0	0	16
Enrollment-Occupational Objective Report	4	1	1	2

NR = not required for either state or federal reporting
 SR = state requirement
 SP = state vocational and technical education plan requirement
 FR = federal requirement

administrative and/or curriculum decisions relative to the operation of the State Department. These individuals were also asked to help determine which items might be deleted completely or rewritten in order to reduce the population of information items being used.

Design of Enrollment Form

A new and recently approved student enrollment form was designed by the staff of the Research, Planning, and Evaluation Division of the Oklahoma State Department of Vocational and Technical Education. The form includes most of those pertinent student information items necessary for meeting United States Office of Education student enrollment reporting requirements and/or decision making by the Oklahoma State Department of Vocational and Technical Education.

The new student enrollment form uses the optical scan format making the accumulation of data from all such forms compatible to existing data processing equipment. Students completing this form will code in the information items, list their occupational objective, and sign their name.

Completed enrollment forms will be returned to the State Department offices for data compilation. Student information data from the one enrollment form can serve the major data needs for decision making at the state level and this information can be used to complete the necessary information items included on federal forms.

CHAPTER IV

ANALYSIS

The analysis of the research data compiled for this study was conducted in an effort to determine if a revised data gathering system could simplify the data gathering process of the Oklahoma State Department of Vocational and Technical Education.

Items Checksheet

The Items Checksheet is the data base on which statistical research for this report is based. Listed on the matrix format are all information gathering forms and the included information items for this analysis. The two additional tables are spin-offs from the Items Checksheet that help in the analysis of particular groups of information.

Analysis of the Matrix

A frequency count of the number of times items occur on different student data forms shows 14 items which are included on five or more forms. The 14 items occur on forms sent to administrators and/or instructors of occupational training programs in Oklahoma. Table I is a listing of these items, the frequency of occurrence of each item, and the requirements satisfied by each item.

Table II is a listing of each student information form sent out by the Occupational Specialists Branch of the Oklahoma State Department of

Vocational and Technical Education. Included in the table is the frequency of student related items per category. The four categories are those used previously to determine the requirement/s met by each information item included on the matrix. The listing of forms on Table II is in the same order as the listing on the Items Checksheet.

To fulfill United States Office of Education data requirements, only those information items appearing on federal forms would need to be listed on state forms. However, there are data requirements of the State of Oklahoma and of the Oklahoma State Plan for Vocational and Technical Education that are not necessary for the federal forms.

Presently, the Oklahoma State Department of Vocational and Technical Education gathers student related data not required by either the federal government or the State of Oklahoma. Four, 28.6 percent, of the 14 most used items listed in Table I belong in the not required category.

Data from Table II indicated 172, 42.5 percent, of the 405 information items included in this study belong in the not required category. The 405 item total is the number of individual items from all forms summed together. Many of these items appear on more than one form.

Deletion of those items not required could help create a simplified set of student data information gathering forms. Application of simplified forms would lessen the burden of information gathering for the State Department. More efficient utilization of personnel and equipment could result from the adoption of a simplified forms system. Moreover, the adoption of a simplified student accounting system would decrease the amount of information the local instructor and/or administrator would be responsible to furnish. Decreasing the amount of time

spent on student accounting could mean an increase in the amount of available time for instruction and/or program improvement.

New Enrollment Form

A new student enrollment form was designed, tested, and implemented after this investigation was underway. It could not be included in this study yet bears significantly on objective number three. It should be made clear that the vast number of variables which might influence the construction of such a form cannot be scientifically examined in this study. However, this investigation played a role, along with other activities of the Research, Planning, and Evaluation Division, in the development of the new form.

The changes deemed necessary by the Oklahoma State Department of Vocational and Technical Education to simplify the student information gathering system should produce a form that, according to them, is less difficult to understand and complete. This simplification stressed the inclusion of only those items which were absolutely necessary.

A student enrollment form will gather the necessary information on students in all training programs. The new form is shown in Figure I. This form can be completed by both pupil and instructor or by the instructor only. The only actual required participation on the student's part is his signature, a state plan requirement. Using the optical scan format, the information could easily be coded on the form. The optical scan code can be interpreted by the present data processing equipment. Utilization of equipment now owned by the State Department will lessen the initial expense for adopting the new form.

The new enrollment form can be utilized by all training sections of the State Department. With all sections using the one format, one group or personnel and machines could process all incoming information from these forms.

Utilizing electronic data processing techniques, other required student accounting information, training status and follow-up, could be assembled at the state level with a minimum of effort and expense. Print-outs from the enrollment form inputs could be sent to instructors to gather the additional information on each student. Thus, the need for a teacher to resubmit student identification information, i.e., name and social security number, would be eliminated.

ENROLLMENT FORM DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

STUDENT'S SIGNATURE _____ **OCCUPATIONAL OBJECTIVE** _____

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	0	1	2	3	4	5	6	7	8	9									
																									FIRST INITIAL															SOCIAL SECURITY NO				
																									MIDDLE INITIAL															SCHOOL CODE				
																									* P															PROGRAM CODE				
																									* A															SPECIAL CODE				
																									* S															SEX				
																									* T															AGE				
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Figure 1. Student Enrollment Form

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The objectives of this study are to:

1. determine the correlation of data gathered at the State Department of Vocational and Technical Education to the data necessary for federal reporting of student information;
2. determine the correlation of data gathered by the State Department of Vocational and Technical Education to the student information required by Oklahoma law, and
3. suggest possible revisions for updating the present Oklahoma State Department of Vocational and Technical Education student information data collection system.

Summary of Findings

Forty-eight percent of the total population of information forms originating from the Oklahoma State Department of Vocational and Technical Education are for student accounting purposes. Included on the 36 student accounting forms is a total of 405 individual information items, many of which are duplicates. Some 14 items occur on five or more forms. One item--Student's Name--occurs on 26 different forms. Table II shows that 172 of the 405 information items satisfy no state or federal requirements. No investigation was made to determine other uses for this information.

Conclusions

There can be a simplification and standardization of the present information gathering system. The results of this investigation revealed how an information system related to student data utilized by the Oklahoma State Department of Vocational and Technical Education might be revised. There was a considerable amount of duplication of data gathered by the various data collection instruments.

Results of this research indicate a need for revision of the student data gathering system now used by the State Department. If forms were developed that would reduce the amount of item duplication and would delete those unnecessary items, a simplified data gathering system would be the result. The new and recently adopted student enrollment form is an example of progress in this direction.

The defect Kornfeld identified as being almost universal to educational information systems does exist.¹ There is a significant amount of duplication of information gathered. In addition, there are many unnecessary items included on information gathering forms.

Recommendations

It is recommended that forms be developed that all Oklahoma-based vocational and technical training program instructors can use regardless of their program service division. The application of these forms would minimize the amount of information gathered and maximize the possibility of employing one data processing group to serve all training sections of the State Department. A staff member or committee should have the responsibility for monitoring the development of new

and/or revised data gathering forms at the State Department of Vocational and Technical Education.

Further research should be done to include all five data-gathering form categories listed in Chapter I; i.e., forms pertaining to the training program, forms pertaining to the instructor, forms pertaining to the student, forms for financial transactions, and forms for establishing a program. Research into the forms pertaining to students indicated the need for significant revisions, hence research into the remaining four categories might be fruitful. Furthermore, continued efforts might minimize the effort and expense necessary for the operation of the present information system at the Oklahoma State Department of Vocational and Technical Education while maintaining a high level of usable data yield.

FOOTNOTES

¹Leo L. Kornfeld, "Educational Information Systems," Data Processing for Education Administration, ed. American Data Processing, Inc. (Detroit, Michigan, 1968), p. 17.

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APPENDIX
ITEM CHECKSHEET

ITEMS GROUP FUNCTION	STUDENT BACKGROUND ITEMS																								
	A-1	A-2	A-3	A-4	A-5	A-6	A-7	A-8	A-9	A-10	A-11	A-12	A-13	A-14	A-15	A-16	A-17	A-18	A-19	A-20	A-21	A-22			
INDIVIDUAL ITEMS IDENTIFICATION	NAME	SIGNATURE	SOCIAL SECURITY NUMBER	AGE	BIRTH DATE	SEX	RACE	MARITAL STATUS	HEAD OF HOUSEHOLD (YES-NO)	NUMBER AND AGES OF CHILDREN	NUMBER OF PEOPLE LIVING IN HOUSEHOLD	OUTSTANDING PERSONAL TRAILS	NUMBER OF PEOPLE LIVING IN HOUSEHOLD	PHYSICALLY HANDICAPPED (YES-NO)	UNITED STATES CITIZEN (YES-NO)	PERMANENT ADDRESS	PHONE NUMBER	NAME, ADDRESS, AND PHONE NUMBER OF OLDER BROTHER OR SISTER OF PARENT OR GUARDIAN	NAME, ADDRESS, AND PHONE NUMBER OF AUNT OR UNCLE	NAME, ADDRESS, AND PHONE NUMBER OF CLOSE FRIEND	NAME, ADDRESS, AND PHONE NUMBER OF NEAREST RELATIVE	NAME, ADDRESS, AND PHONE NUMBER OF HEAD OF HOUSEHOLD	EDUCATION OF FATHER OR HEAD OF HOUSEHOLD	OCCUPATION OF FATHER OR HEAD OF HOUSEHOLD	FAMILY PRIMARY SOURCE OF INCOME BEFORE YOU WERE AGE 16
INDIVIDUAL FORMS IDENTIFICATION																									
U.S. OFFICE OF EDUCATION																									
OE-4045																									
OE-4048																									
OE-4267																									
OKLAHOMA STATE DEPARTMENT																									
VE-6000	NR	SP	NR			FR																			
VE-6000-A	NR		SR	NR		FR	NR	NR		FR		FR		NR								NR	NR	NR	
OTIS STUDENT FOLLOW-UP																									
RCU FOLLOW-UP CARD	NR																								
BUSINESS AND OFFICE EDUCATION																									
FOLLOW-UP STUDY REPORT	NR			NR		FR									NR	NR	NR	NR				NR			
REPORT OF COOPERATIVE PART-TIME STUDENTS	NR			NR		FR																			
IF CLASS RECORD FOR VOCATIONAL BBO EDUC.	NR																								
FIRST YEAR PROGRAMS AND DATA PROCESSING	NR			NR		FR																			
FOLLOW-UP OF COE STUDENTS	NR					FR																			
DISTRIBUTIVE EDUCATION																									
SEMESTER MID-MANAGEMENT PROGRAM	NR			NR		FR																			
REPORT OF COOPERATIVE PART-TIME STUDENTS	NR			NR		FR																			
REPORT OF DE PREPARATORY PROJECT-PLAN	NR			NR		FR																			
IF CLASS RECORD FOR COOP DE CLASSES	NR																								
ANNUAL REPORT FOR PROJECT-PLAN CLASSES	NR			NR		FR																			
INFORMATION SHEET FOR FOLLOW-UP STUDY	NR			NR		FR									NR	NR	NR	NR	NR	NR					
HEALTH OCCUPATIONS																									
IF THE YEAR END REPORT-- SECONDARY PROGRAMS	NR			NR		FR																			
THE STUDENT CUMULATIVE RECORD	NR		SR												NR										
MEMORANDUM OF TRAINING PLAN	NR					NR																NR			
CLASS RECORD FOR VOC-TECH SCHOOLS	NR																								
CHECK LIST OF NURSING EXPERIENCES	NR			NR		NR																			
STUDENT FINAL RECORD	NR					NR	FR			NR		NR		NR											
HOME ECONOMICS																									
STATISTICAL REPORT--GE--AREA SCHOOLS																									
* THE ANNUAL REPORT--GE--AREA SCHOOLS																									
THE FINAL REPORT--GAINFUL EMPLOYMENT	NR																								
* HE- 6																									
IF ANNUAL REPORT																									
TECHNICAL EDUCATION																									
TECHNICAL EDUCATION ENROLLMENT REPORT																									
FOLLOW-UP OF ENROLLEES																									
TRACE AND INDUSTRIAL EDUCATION																									
FOLLOW-UP OF VOCATIONAL T&I ENROLLEES																									
T&I FORM #8	NR			NR		FR																			
REPORT OF INDUSTRIAL COOPERATIVE STUDENTS	NR			NR		FR																			
VOCATIONAL AGRICULTURE																									
ENROLLMENT REPORT																									
* FFA MEMBERSHIP ROSTER	NR														NR										
STUDENTS WITH SPECIAL NEEDS																									
VOCATIONAL--TECHNICAL STUDENT SURVEY	NR					FR																			
ENROLLMENT--OCCUPATIONAL OBJECTIVE REPORT	NR	SP		NR		FR																	NR		

FR = FEDERAL REPORTING REQUIREMENT
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ITEMS GROUP FUNCTION	STUDENT BACKGROUND CODE					STUDENT EDUCATIONAL STATUS																		
	A-23	A-24	A-25	A-26	A-27	B-1	B-2	B-3	B-4	B-5	B-6	B-7	B-8	B-9	B-10	B-11	B-12	B-13	B-14	B-15	B-16	B-17		
INDIVIDUAL ITEMS IDENTIFICATION	STUDENT BACKGROUND CODE					LENGTH OF PROGRAM ATTENDED	DO YOU PLAN TO WORK IN OKLAHOMA UPON GRADUATION (YES-NO-DONT KNOW)	LOCATION OF HIGH-SCHOOL ATTENDING OR ATTENDED	NAME OF HIGH-SCHOOL ATTENDING OR ATTENDED	APPROXIMATE AGE OF COOPERATIVE LIVED IN SERVICE AGE 14	APPROXIMATE ANNUAL INCOME OF HOUSEHOLD YOU LIVED IN LAST YEAR													
INDIVIDUAL FORMS IDENTIFICATION																								
U.S. OFFICE OF EDUCATION																								
OE-4045																								
OE-4048																								
OE-4267																								
OKLAHOMA STATE DEPARTMENT																								
VE-8000																								
VE-8000-A	FR	NR	SR	SR	NR																			
OTIS STUDENT FOLLOW-UP																								
RCU FOLLOW-UP CARD																								
BUSINESS AND OFFICE EDUCATION																								
FOLLOW-UP STUDY REPORT																								
REPORT OF COOPERATIVE PART-TIME STUDENTS																								
* CLASS RECORD FOR VOCATIONAL B&O EDUC.																								
FIRST YEAR PROGRAMS AND DATA PROCESSING																								
FOLLOW-UP OF COE STUDENTS																								
DISTRIBUTIVE EDUCATION																								
SEMESTER MD-MANAGEMENT PROGRAM																								
REPORT OF COOPERATIVE PART-TIME STUDENTS																								
REPORT OF DE PREPARATORY PROJECT-PLAN																								
* CLASS RECORD FOR COOP DE CLASSES																								
ANNUAL REPORT FOR PROJECT-PLAN CLASSES																								
INFORMATION SHEET FOR FOLLOW-UP STUDY																								
HEALTH OCCUPATIONS																								
* THE YEAR END REPORT-SECONDARY PROGRAMS																								
THE STUDENT CUMULATIVE RECORD			SR																					
MEMORANDUM OF TRAINING PLAN																								
CLASS RECORD FOR VOC-TECH SCHOOLS																								
CHECK LIST OF NURSING EXPERIENCES																								
STUDENT FINAL RECORD					NR																		NR	
HOME ECONOMICS																								
STATISTICAL REPORT-GE-AREA SCHOOLS																								
* THE ANNUAL REPORT-GE-AREA SCHOOLS																								
THE FINAL REPORT-GAINFUL EMPLOYMENT																								
* HE-6																								
* ANNUAL REPORT																								
TECHNICAL EDUCATION																								
TECHNICAL EDUCATION ENROLLMENT REPORT																								
FOLLOW-UP OF ENROLLEES																								
TRADE AND INDUSTRIAL EDUCATION																								
FOLLOW-UP OF VOCATIONAL T&I ENROLLEES																								
T&I FORM #5																								
REPORT OF INDUSTRIAL COOPERATIVE STUDENTS																								
VOCATIONAL AGRICULTURE																								
ENROLLMENT REPORT																								
* FFA MEMBERSHIP ROSTER																								
STUDENTS WITH SPECIAL NEEDS																								
VOCATIONAL-TECHNICAL STUDENT SURVEY																								
ENROLLMENT-OCCUPATIONAL OBJECTIVE REPORT																								

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ITEMS GROUP FUNCTION	STUDENT EDUCATIONAL STATUS																							
	INDIVIDUAL ITEMS IDENTIFICATION	B-18	B-19	B-20	B-21	B-22	B-23	B-24	B-25	B-26	B-27	B-28	B-29	B-30	B-31	B-32	B-33	B-34	B-35	B-36	B-37	B-38	B-39	
		ENROLLMENT BY TYPE	GRADE LEVEL	SEMESTER IN PROGRAM	YEAR IN PROGRAM	PREVIOUS SEMESTER IN PROGRAM	OCCUPATIONAL OBJECTIVE	NEW STUDENT (YES-NO)	TRANSFER STUDENT (YES-NO)	RE-ADMITTED STUDENT (YES-NO)	FINANCIAL AID CATEGORY	SPECIAL NEEDS (YES-NO)	DATE ENTERED PRACTICAL NURSING SCHOOL	DATE WITHDREW FROM PRACTICAL NURSING	TIMES PRESENT IN CLASS	HOURS OF CLASSWORK IN EACH CLASS	CLASSWORK GRADE IN EACH COURSE	WEIGHTS OF NURSING PRACTICE IN EACH COURSE	NURSING PRACTICE GRADE IN EACH COURSE	COMPOSITE GRADE FOR EACH COURSE	TYPE OF STUDENT WORK EXPERIENCE	ACTIVITIES OF NURSING STUDENT IN TRAINING	NAME OF CLINICAL PRACTICE FACILITIES	
INDIVIDUAL FORMS IDENTIFICATION																								
U.S. OFFICE OF EDUCATION																								
OE-4048																								
OE-4048																								
OE-4267																								
OKLAHOMA STATE DEPARTMENT																								
VE-6000		FR	FR				SR																	
VE-6000-A			FR																					
OTS STUDENT FOLLOW-UP																								
HCU FOLLOW-UP CARD																								
BUSINESS AND OFFICE EDUCATION																								
FOLLOW-UP STUDY REPORT			FR																					
REPORT OF COOPERATIVE PART-TIME STUDENTS			FR				SR																	
* CLASS RECORD FOR VOCATIONAL B & O EDUC.			FR																					
FIRST YEAR PROGRAMS AND DATA PROCESSING			FR				SR																	
FOLLOW-UP OF COE STUDENTS																								
DISTRIBUTIVE EDUCATION																								
SEMESTER MID-MANAGEMENT PROGRAM			FR	NR		NR																		
REPORT OF COOPERATIVE PART-TIME STUDENTS			FR				NR																	
REPORT OF DE PREPARATORY PROJECT-PLAN			FR				SR																	
* CLASS RECORD FOR COOP DE CLASSES																								
ANNUAL REPORT FOR PROJECT-PLAN CLASSES							SR																	
INFORMATION SHEET FOR FOLLOW-UP STUDY			FR																					
HEALTH OCCUPATIONS																								
* THE YEAR END REPORT-SECONDARY PROGRAMS			FR												NR									
THE STUDENT CUMULATIVE RECORD												NR	NR		NR	NR	NR	NR	NR				NR	
MEMORANDUM OF TRAINING PLAN							SR																	NR
CLASS RECORD FOR VOC-TECH. SCHOOLS								NR	NR	NR	NR													
CHECK LIST OF NURSING EXPERIENCES																								NR
STUDENT FINAL RECORD													NR	NR		NR		NR						NR
HOME ECONOMICS																								
STATISTICAL REPORT-GE-AREA SCHOOLS																								
* THE ANNUAL REPORT-GE-AREA SCHOOLS																								
THE FINAL REPORT-GAINFUL EMPLOYMENT																								NR
* HE-6																								
* ANNUAL REPORT																								
TECHNICAL EDUCATION																								
TECHNICAL EDUCATION ENROLLMENT REPORT																								
FOLLOW-UP OF ENROLLEES																								
TRADE AND INDUSTRIAL EDUCATION																								
FOLLOW-UP OF VOCATIONAL T&I ENROLLEES							NR																	
T&I FORM #6			FR																					
REPORT OF INDUSTRIAL COOPERATIVE STUDENTS			FR				NR																	
VOCATIONAL AGRICULTURE																								
ENROLLMENT REPORT																								
* FFA MEMBERSHIP ROSTER																								
STUDENTS WITH SPECIAL NEEDS																								
VOCATIONAL-TECHNICAL STUDENT SURVEY			FR	NR	NR						FR													
ENROLLMENT-OCCUPATIONAL OBJECTIVE REPORT			FR				SR																	

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ITEMS GROUP FUNCTION	STUDENT EDUCATIONAL STATUS																								
	INDIVIDUAL ITEMS IDENTIFICATION	B-40	B-41	B-42	B-43	B-44	B-45	B-46	B-47	CF-1	CF-2	CF-3	CF-4	CF-5	CF-6	CF-7	CF-8	CF-9	CF-10	CF-11	CF-12	CF-13	CF-14		
		L. O. TEST SCORE	T. U. C. TEST SCORE	MAP TEST SCORE	EQUIVALENT TEST SCORE	DATE OF STATE BOARD EXAMINATION	STATE BOARD EXAMINATION SCORE	REMAINS BY INSTRUCTOR	FIRST YEAR LACE COURSE ENROLLED IN	TITLE OF INSTRUCTIONAL PROGRAM	NUMBER ENROLLED BY SEX	NUMBER ENROLLED IN GRADE 9 OR BELOW	NUMBER ENROLLED IN GRADE 10	NUMBER ENROLLED IN GRADE 11	NUMBER ENROLLED IN GRADE 12	NUMBER ENROLLED IN FIRST YEAR POST-SECONDARY	NUMBER ENROLLED AS PART-TIME STUDENTS	NUMBER ENROLLED AS ADULT SUPPLEMENTARY PREPARATORY	NUMBER ENROLLED AS ADULT	NUMBER WITH SPECIAL NEEDS ENROLLED	TOTAL NUMBER OF SECONDARY COMPLETIONS	TOTAL NUMBER OF POST-SECONDARY COMPLETIONS			
INDIVIDUAL FORMS IDENTIFICATION																									
U.S. OFFICE OF EDUCATION																									
	OE-4045																								
	OE-4048									FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR
	OE-4267																								
OKLAHOMA STATE DEPARTMENT																									
	VE-6000																								
	VE-8000-A																								
	OTIS STUDENT FOLLOW-UP																								
	RCU FOLLOW-UP CARD																								
BUSINESS AND OFFICE EDUCATION																									
	FOLLOW-UP STUDY REPORT																								
	REPORT OF COOPERATIVE PART-TIME STUDENTS																								
	* CLASS RECORD FOR VOCATIONAL B&O EDUC.										FR														
	FIRST YEAR PROGRAMS AND DATA PROCESSING																								
	FOLLOW-UP OF COE STUDENTS																								
DISTRIBUTIVE EDUCATION																									
	SEMESTER MID-MANAGEMENT PROGRAM																								
	REPORT OF COOPERATIVE PART-TIME STUDENTS																								
	REPORT OF DE PREPARATORY PROJECT-PLAN																								
	* CLASS RECORD FOR COOP. DE CLASSES																								
	ANNUAL REPORT FOR PROJECT-PLAN CLASSES																								
	INFORMATION SHEET FOR FOLLOW-UP STUDY																								
	HEALTH OCCUPATIONS																								
	* THE YEAR END REPORT- SECONDARY PROGRAMS																								
	THE STUDENT CUMULATIVE RECORD																								
	MEMORANDUM OF TRAINING PLAN																								
	CLASS RECORD FOR VOC-TECH. SCHOOLS	NR	NR	NR	NR	NR	NR																		
	CHECK LIST OF NURSING EXPERIENCES																								
	STUDENT FINAL RECORD																								
HOME ECONOMICS																									
	STATISTICAL REPORT-GE- AREA SCHOOLS										FR	FR													FR
	* THE ANNUAL REPORT-GE- AREA SCHOOLS																								
	THE FINAL REPORT-GAINFUL EMPLOYMENT																								
	* HE- 6																								
	* ANNUAL REPORT																								
TECHNICAL EDUCATION																									
	TECHNICAL EDUCATION ENROLLMENT REPORT																								
	FOLLOW-UP OF ENROLLEES																								
TRADE AND INDUSTRIAL EDUCATION																									
	FOLLOW-UP OF VOCATIONAL T&I ENROLLEES																								
	T&I FORM #6																								
	REPORT OF INDUSTRIAL COOPERATIVE STUDENTS																								
VOCATIONAL AGRICULTURE																									
	ENROLLMENT REPORT																								
	* FFA MEMBERSHIP ROSTER																								
	STUDENTS WITH SPECIAL NEEDS																								
	VOCATIONAL- TECHNICAL STUDENT SURVEY																								
	ENROLLMENT- OCCUPATIONAL OBJECTIVE REPORT																								

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ITEMS GROUP FUNCTION	PROGRAM ENROLLMENT																					
	C-15	C-16	C-17	C-18	C-19	C-20	C-21	C-22	C-23	C-24	C-25	C-26	C-27	C-28	C-29	C-30	C-31	C-32	C-33	C-34	C-35	
INDIVIDUAL ITEMS IDENTIFICATION	<p>C-15 TOTAL NUMBER OF NEW AND/OR RETURNING PART-TIME STUDENTS C-16 TOTAL NUMBER OF NEW AND/OR RETURNING FULL-TIME STUDENTS C-17 TOTAL NUMBER OF NEW AND/OR RETURNING STUDENTS FROM ALL PROGRAMS C-18 TOTAL NUMBER OF NEW AND/OR RETURNING STUDENTS FROM ALL PROGRAMS C-19 TOTAL NUMBER OF NEW AND/OR RETURNING STUDENTS FROM ALL PROGRAMS C-20 TOTAL HIGHSCHOOL ENROLLMENT C-21 NUMBER ENROLLED IN EACH TRAINING COURSE C-22 NUMBER OF PART-TIME STUDENTS C-23 NUMBER ENROLLED IN EACH TRAINING COURSE C-24 GRADE 7 ENROLLMENT BY SEX C-25 GRADE 8 ENROLLMENT BY SEX C-26 GRADE 9 ENROLLMENT BY SEX C-27 GRADE 10 ENROLLMENT BY SEX C-28 GRADE 11 ENROLLMENT BY SEX C-29 GRADE 12 ENROLLMENT BY SEX C-30 TOTAL ENROLLED IN VOCATIONAL HOME ECONOMICS BY SEX C-31 TOTAL ENROLLED IN HOMEWORKING BY SEX C-32 TOTAL ENROLLED IN PROGRAM ENROLLMENT BY SEX C-33 TOTAL ENROLLED IN VOCATIONAL HOME ECONOMICS BY SEX C-34 TOTAL ENROLLED IN HOMEWORKING BY SEX C-35 TOTAL ENROLLED IN PROGRAM ENROLLMENT BY SEX</p>																					
INDIVIDUAL FORMS IDENTIFICATION																						
U.S. OFFICE OF EDUCATION																						
OE-4045																						
OE-4048																						
OE-4267																						
OKLAHOMA STATE DEPARTMENT																						
VE-6000																						
VE-6000-A																						
OTIS STUDENT FOLLOW-UP																						
RCU FOLLOW-UP CARD																						
BUSINESS AND OFFICE EDUCATION																						
FOLLOW-UP STUDY REPORT																						
REPORT OF COOPERATIVE PART-TIME STUDENTS																	FR	FR	FR	FR	FR	FR
* CLASS RECORD FOR VOCATIONAL B & O EDUC.																						
FIRST YEAR PROGRAMS AND DATA PROCESSING																						
FOLLOW-UP OF COE STUDENTS																						
DISTRIBUTIVE EDUCATION																						
SEMESTER MID-MANAGEMENT PROGRAM																						
REPORT OF COOPERATIVE PART-TIME STUDENTS																						
REPORT OF OE PREPARATORY PROJECT-PLAN																						
* CLASS RECORD FOR COOP DE CLASSES																						
ANNUAL REPORT FOR PROJECT-PLAN CLASSES																						
INFORMATION SHEET FOR FOLLOW-UP STUDY																						
HEALTH OCCUPATIONS																						
* THE YEAR END REPORT-SECONDARY PROGRAMS																						
THE STUDENT CUMULATIVE RECORD																						
MEMORANDUM OF TRAINING PLAN																						
CLASS RECORD FOR VOC-TECH. SCHOOLS																						
CHECK LIST OF NURSING EXPERIENCES																						
STUDENT FINAL RECORD																						
HOME ECONOMICS																						
STATISTICAL REPORT-GE- AREA SCHOOLS																						
* THE ANNUAL REPORT-GE- AREA SCHOOLS																						
THE FINAL REPORT-GAINFUL EMPLOYMENT																						
* HE- 6																	FR	FR				
* ANNUAL REPORT																						
TECHNICAL EDUCATION																						
TECHNICAL EDUCATION ENROLLMENT REPORT																						
FOLLOW-UP OF ENROLLEES																						
TRADE AND INDUSTRIAL EDUCATION																						
FOLLOW-UP OF VOCATIONAL T & I ENROLLEES																						
T & I FORM #6																						
REPORT OF INDUSTRIAL COOPERATIVE STUDENTS																						
VOCATIONAL AGRICULTURE																						
ENROLLMENT REPORT																						
* FFA MEMBERSHIP ROSTER																						
STUDENTS WITH SPECIAL NEEDS																						
VOCATIONAL TECHNICAL STUDENT SURVEY																						
ENROLLMENT-OCCUPATIONAL OBJECTIVE REPORT																						

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ITEMS GROUP FUNCTION	PROGRAM ENROLLMENT (CONT'D)										COOPERATIVE STUDENT ITEMS													
	INDIVIDUAL ITEMS IDENTIFICATION	C-37	C-38	C-39	C-40	C-41	C-42	C-43	C-44	DF-1	DF-2	DF-3	DF-4	DF-5	DF-6	DF-7	DF-8	DF-9	DF-10	DF-11	DF-12	DF-13	DF-14	
INDIVIDUAL FORMS IDENTIFICATION																								
U.S. OFFICE OF EDUCATION																								
OE-4045																								
OE-4048																								
OE-4267										FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR
OKLAHOMA STATE DEPARTMENT																								
VE-6000																								
VE-6000-A																								
OTIS STUDENT FOLLOW-UP																								
RCU FOLLOW-UP CARD							FR		FR															
BUSINESS AND OFFICE EDUCATION																								
FOLLOW-UP STUDY REPORT																								
REPORT OF COOPERATIVE PART-TIME STUDENTS																								
* CLASS RECORD FOR VOCATIONAL B&O EDUC.	FR	FR	FR	FR																				
FIRST YEAR PROGRAMS AND DATA PROCESSING																								
FOLLOW-UP OF COE STUDENTS																								
DISTRIBUTIVE EDUCATION																								
SEMESTER MID-MANAGEMENT PROGRAM																								
REPORT OF COOPERATIVE PART-TIME STUDENTS																								
REPORT OF D.E. PREPARATORY PROJECT-PLAN																								
* CLASS RECORD FOR COOP. D.E. CLASSES																								
ANNUAL REPORT FOR PROJECT-PLAN CLASSES																								
INFORMATION SHEET FOR FOLLOW-UP STUDY																								
HEALTH OCCUPATIONS																								
* THE YEAR END REPORT-SECONDARY PROGRAMS																								
THE STUDENT CUMULATIVE RECORD																								
MEMORANDUM OF TRAINING PLAN																								
CLASS RECORD FOR VOC.-TECH. SCHOOLS																								
CHECK LIST OF NURSING EXPERIENCES																								
STUDENT FINAL RECORD																								
HOME ECONOMICS																								
STATISTICAL REPORT-GE-AREA SCHOOLS																								
* THE ANNUAL REPORT-GE-AREA SCHOOLS																								
THE FINAL REPORT-GAINFUL EMPLOYMENT																								
* HE-6							FR		FR															
* ANNUAL REPORT																								
TECHNICAL EDUCATION																								
TECHNICAL EDUCATION ENROLLMENT REPORT																								
FOLLOW-UP OF ENROLLEES																								
TRADE AND INDUSTRIAL EDUCATION																								
FOLLOW-UP OF VOCATIONAL T&I ENROLLEES																								
T&I FORM # 6																								
REPORT OF INDUSTRIAL COOPERATIVE STUDENTS																								
VOCATIONAL AGRICULTURE																								
ENROLLMENT REPORT																								
* FFA MEMBERSHIP ROSTER																								
STUDENTS WITH SPECIAL NEEDS																								
VOCATIONAL TECHNICAL STUDENT SURVEY																								
ENROLLMENT-OCCUPATIONAL OBJECTIVE REPORT																								

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ITEMS GROUP FUNCTION	COOPERATIVE STUDENT ITEMS																												
	INDIVIDUAL ITEMS IDENTIFICATION	D-15	D-16	D-17	D-18	D-19	D-20	D-21	D-22	D-23	D-24	D-25	D-26	D-27	D-28	D-29	D-30	D-31	D-32	D-33	D-34	D-35	D-36	D-37	D-38	D-39	D-40	D-41	
INDIVIDUAL FORMS IDENTIFICATION																													
U.S. OFFICE OF EDUCATION																													
OE-4045																													
OE-4048																													
OE-4267		FR	FR																										
OKLAHOMA STATE DEPARTMENT																													
VE-8000																													
VE-6000-A																													
OTIS STUDENT FOLLOW-UP																													
RCU FOLLOW-UP CARD																													
BUSINESS AND OFFICE EDUCATION																													
FOLLOW-UP STUDY REPORT							NR	NR	FR																				
REPORT OF COOPERATIVE PART-TIME STUDENTS								NR																					
* CLASS RECORD FOR VOCATIONAL BBO EDUC.							NR		FR																				
FIRST YEAR PROGRAMS AND DATA PROCESSING																													
FOLLOW-UP OF COE STUDENTS																													
DISTRIBUTIVE EDUCATION																													
SEMESTER MD-MANAGEMENT PROGRAM																													
REPORT OF COOPERATIVE PART-TIME STUDENTS							NR																						
REPORT OF DE PREPARATORY PROJECT-PLAN																													
* CLASS RECORD FOR COOP DE CLASSES							NR	NR	FR																				
ANNUAL REPORT FOR PROJECT-PLAN CLASSES																													
INFORMATION SHEET FOR FOLLOW-UP STUDY							NR	NR	NR																				
HEALTH OCCUPATIONS																													
* THE YEAR END REPORT-SECONDARY PROGRAMS																													
THE STUDENT CUMULATIVE RECORD																													
MEMORANDUM OF TRAINING PLAN																													
CLASS RECORD FOR VOC-TECH. SCHOOLS																													
CHECK LIST OF NURSING EXPERIENCES																													
STUDENT FINAL RECORD																													
HOME ECONOMICS																													
STATISTICAL REPORT-GE- AREA SCHOOLS																													
* THE ANNUAL REPORT-G E- AREA SCHOOLS																													
THE FINAL REPORT-GAINFUL EMPLOYMENT																													
* HE- 6																													
* ANNUAL REPORT																													
TECHNICAL EDUCATION																													
TECHNICAL EDUCATION ENROLLMENT REPORT																													
FOLLOW-UP OF ENROLLEES																													
TRADE AND INDUSTRIAL EDUCATION																													
FOLLOW-UP OF VOCATIONAL T & I ENROLLEES																													
T & I FORM #6																													
REPORT OF INDUSTRIAL COOPERATIVE STUDENTS																													
VOCATIONAL AGRICULTURE																													
ENROLLMENT REPORT																													
* FFA MEMBERSHIP ROSTER																													
STUDENTS WITH SPECIAL NEEDS																													
VOCATIONAL TECHNICAL STUDENT SURVEY																													
ENROLLMENT-OCCUPATIONAL OBJECTIVE REPORT																													

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ITEMS GROUP FUNCTION		COOPERATIVE STUDENT ITEMS										FOLLOW-UP ITEMS													
INDIVIDUAL ITEMS	IDENTIFICATION	D-37	D-38	D-39	D-40	D-41	D-42	D-43	D-44	D-45	D-46	D-47	D-48	EF-1	EF-2	EF-3	EF-4	EF-5	EF-6	EF-7	EF-8	EF-9	EF-10		
		IS STUDENT ENROLLED IN T&I RELATED AND T&I RELATED CLASSES	MARKETING AREA	MARKETING AREA	MARKETING AREA	MARKETING AREA	MARKETING AREA	MARKETING AREA	MARKETING AREA	MARKETING AREA	MARKETING AREA	MARKETING AREA	MARKETING AREA	TOTAL EARLY EARNINGS PER PROGRAM	TOTAL EARNINGS FOR SECOND SEMESTER PROGRAM	TOTAL EARNINGS FOR FIRST SEMESTER PROGRAM	AVERAGE HOURLY EARNINGS PER STUDENT	NUMBER OF SENIOR BOYS PER MARKETING AREA	NUMBER OF SENIOR GIRLS PER MARKETING AREA	NUMBER OF JUNIOR BOYS PER MARKETING AREA	NUMBER OF JUNIOR GIRLS PER MARKETING AREA	NUMBER OF SOPHOMORE BOYS PER MARKETING AREA	NUMBER OF SOPHOMORE GIRLS PER MARKETING AREA	NUMBER OF STUDENTS EMPLOYED PER WORK AREA PER JOB CLASSIFICATION PER SEX	
INDIVIDUAL FORMS IDENTIFICATION																									
U.S. OFFICE OF EDUCATION																									
OE-4045														FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR
OE-4048																									
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OKLAHOMA STATE DEPARTMENT																									
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FOLLOW-UP STUDY REPORT																									
REPORT OF COOPERATIVE PART-TIME STUDENTS																									
* CLASS RECORD FOR VOCATIONAL B&O EDUC. FIRST YEAR PROGRAMS AND DATA PROCESSING		FR									FR	FR	FR	FR											
FOLLOW-UP OF COE STUDENTS																									
DISTRIBUTIVE EDUCATION																									
SEMESTER MID-MANAGEMENT PROGRAM																									
REPORT OF COOPERATIVE PART-TIME STUDENTS																									
REPORT OF DE PREPARATORY PROJECT-PLAN																									
* CLASS RECORD FOR COOP DE CLASSES																									
ANNUAL REPORT FOR PROJECT-PLAN CLASSES			FR	FR	FR	FR	FR	FR	FR	FR															
INFORMATION SHEET FOR FOLLOW-UP STUDY																									
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TECHNICAL EDUCATION ENROLLMENT REPORT																									
FOLLOW-UP OF ENROLLEES														FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR
TRADE AND INDUSTRIAL EDUCATION																									
FOLLOW-UP OF VOCATIONAL T & I ENROLLEES														FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR	FR
T & I FORM #6																									
REPORT OF INDUSTRIAL COOPERATIVE STUDENTS		NR																							
VOCATIONAL AGRICULTURE																									
ENROLLMENT REPORT																									
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ITEMS GROUP FUNCTION	FOLLOW-UP ITEMS										
	E-33	E-34	E-35	E-36	E-37	E-38	E-39	E-40	E-41	E-42	E-43
INDIVIDUAL ITEMS IDENTIFICATION	ARE YOU CONTINUING FULL-TIME IN SCHOOL IN A FIELD NOT RELATED TO TRAINING A FIELD RELATED TO TRAINING ARE YOU ATTENDING A COLLEGE OR UNIVERSITY FULL-TIME ARE YOU WORKING FULL-TIME IN A RELATED OCCUPATION ARE YOU WORKING PART-TIME IN THE OCCUPATION TRAINED FOR DO YOU COMPLETE THE OCCUPATIONAL PROGRAM IN WHICH YOU ENROLLED										
INDIVIDUAL FORMS IDENTIFICATION											
U.S. OFFICE OF EDUCATION											
OE-4045											
OE-4048											
OE-4267											
OKLAHOMA STATE DEPARTMENT											
VE-6000											
VE-6000-A	NR										
OTIS STUDENT FOLLOW-UP	FR	FR	FR		FR	FR	FR	FR	FR	FR	
RCU FOLLOW-UP CARD	FR	FR	FR		FR	FR	FR		FR		
BUSINESS AND OFFICE EDUCATION											
FOLLOW-UP STUDY REPORT		FR	FR	FR						FR	
REPORT OF COOPERATIVE PART-TIME STUDENTS											
* CLASS RECORD FOR VOCATIONAL B & O EDUC.											
FIRST YEAR PROGRAMS AND DATA PROCESSING											
FOLLOWUP OF COE STUDENTS		FR	FR							FR	
DISTRIBUTIVE EDUCATION											
SEMESTER MID-MANAGEMENT PROGRAM											
REPORT OF COOPERATIVE PART-TIME STUDENTS											
REPORT OF D E PREPARATORY PROJECT-PLAN											
* CLASS RECORD FOR COOP D E CLASSES											
ANNUAL REPORT FOR PROJECT-PLAN CLASSES											
INFORMATION SHEET FOR FOLLOW-UP STUDY		FR	FR	FR						FR	NR
HEALTH OCCUPATIONS											
* THE YEAR END REPORT-SECONDARY PROGRAMS											
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TECHNICAL EDUCATION											
TECHNICAL EDUCATION ENROLLMENT REPORT											
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ENROLLMENT REPORT											
* FFA MEMBERSHIP ROSTER											
STUDENTS WITH SPECIAL NEEDS											
VOCATIONAL TECHNICAL STUDENT SURVEY	FR	FR	FR		FR	FR	FR	FR	FR	FR	
ENROLLMENT-OCCUPATIONAL OBJECTIVE REPORT											

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VITA

Gail Preston Jones

Candidate for the Degree of

Master of Science

Thesis: AN ANALYSIS OF THE STUDENT ACCOUNTING FORMS ORIGINATING FROM THE OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

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