

3.4.1. IHE Supply to Positions

The following analysis examines what kind of entrants—in terms of their primary position---the various Oklahoma IHEs have provided from 1992-93 to 1995-96 to the Oklahoma primary and post-secondary workforce. The numbers for each school are presented in table 29, with an analysis based on percentages shown in tables 30 and 31. Table 29 shows that:

- NSU provided the greatest number of early childhood, elementary and special education entrants, and has provided the greatest numbers for other professional staff and middle school language arts, social studies, math, science, vocational education, other---and high school foreign language, language arts, and math.
- OSU has provided the most entrants for high school social studies and high school vocational education
- SEOSU has provided the most entrants for librarians
- SWOSU has provided the most entrants for high school art and music
- OU has provided the most entrants for middle school art and music
- ECU has provided the most entrants for high school biology
- The number of entrants for high school chemistry and physics ranged from 1 to 3 for a number of schools

Table 29: IHE Supply to Primary Positions (highest numbers shown in bold)

	OU	OSU	UCO	ECU	NSU	NWOSU	SEOSU	SWOSU	Cameron	Langston	USAO	Panhandle	OUHSC	TU	SNA	OKCU	OBU	OCU SCI	MABC	BWC	Total by Position
IHE CODE>	110	111	120	121	122	123	124	125	130	131	132	133	160	310	320	321	330	331	337	341	
Administrative	2	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	4
Guidance Counselors	0	0	2	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	5
Librarians	0	0	0	1	2	0	5	0	1	0	0	0	0	0	0	0	0	0	0	0	9
Other Professional Staff	2	5	6	2	8	0	4	1	1	5	0	0	4	2	1	0	1	0	0	0	42
Special Education	39	82	150	58	183	13	37	55	6	3	36	4	5	13	2	2	2	8	0	0	698
Early Childhood Education	1	9	8	7	27	1	14	1	4	0	1	1	0	0	0	3	3	4	0	0	84
Elementary	205	467	617	266	701	64	264	194	215	110	91	16	0	28	38	18	76	41	3	21	3435
M S Language Arts	17	10	9	6	34	2	4	7	1	5	2	0	0	1	4	0	0	1	0	1	104
M S Art & Music	7	1	3	1	3	0	0	3	1	0	0	0	0	1	1	0	0	1	0	0	22
M S Social Studies	11	10	5	4	15	1	4	3	0	4	0	0	0	0	1	0	0	0	0	0	58
M S Foreign Lang.	4	4	5	0	3	1	0	0	0	0	0	0	0	3	0	0	0	0	0	0	20
M S Math	13	16	15	12	31	3	3	5	2	1	1	0	0	3	4	1	1	0	0	1	112
M S Science	13	12	12	7	25	1	4	2	1	3	3	0	0	0	2	0	2	2	0	0	89
M S Voc. Ed.	0	1	2	0	8	0	0	3	0	1	0	0	0	0	0	0	0	0	0	0	15
M S Other	25	47	46	20	58	12	20	23	5	12	4	1	0	9	3	0	10	5	0	1	301
H S Language Arts	21	38	38	27	43	10	19	15	22	1	4	4	0	5	3	4	4	5	0	0	263
H S Art & Music	13	14	8	16	15	1	8	18	4	0	7	1	0	5	2	2	7	0	0	0	121
H S Social Studies	19	28	20	13	19	2	8	15	3	0	3	0	0	1	1	0	4	1	0	0	137
H S Foreign Language	15	16	11	2	10	1	9	7	4	0	1	1	0	6	1	0	4	0	0	0	88
H S Math	16	22	23	26	58	6	20	19	10	3	7	4	0	4	1	2	7	6	0	3	237
H S Biology	2	3	4	7	3	3	1	2	5	0	0	0	0	2	0	0	0	1	0	0	33
H S Chemistry	1	0	2	0	2	0	0	2	0	0	0	1	0	0	0	0	1	0	0	0	9
H S Physics	1	2	1	3	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	10
H S Other Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
H S Voc. Ed.	0	71	31	12	26	10	18	19	5	4	3	4	0	2	1	0	2	0	0	3	211
H S Other	49	105	84	74	96	28	68	75	41	6	18	15	0	8	6	1	18	11	0	5	708
Total by IHE	476	963	1102	564	1374	159	513	470	332	158	181	52	9	93	71	33	142	87	3	35	6817

Table 29 shows how the set of IHEs supply to a particular position, while table 30 presents this in terms of percentage. For example, NSU produces 32% of all the entrants in early childhood, while OU only produces 1% of the entrants. The greatest supply is presented in **bold text**. The columns sum across 1 row to 100%.

Table 30. The Percentage of Supply to a Particular Position among IHEs

	OU	OSU	JCO	ECU	NSU	NWOSU	SEOSU	SWOSU	Cameron	Langston	USAO	Panhandle	OUHSC	TU	SNA	OK C U	OBU	OCU SCI	MABC	BWC
	110	111	120	121	122	123	124	125	130	131	132	133	160	310	320	321	330	331	337	341
Administrative	50%				25%			25%												
Guidance Counselors			40%				20%		20%									20%		
Librarians				11%	22%		56%		11%											
Other Professional Staff	5%	12%	14%	5%	19%		10%	2%	2%	12%			10%	5%	2%		2%			
Special Education	6%	12%	21%	8%	26%	2%	5%	8%	1%	0%	5%	1%	1%	2%	0%	0%	0%	1%		
Early Childhood Education	1%	11%	10%	8%	32%	1%	17%	1%	5%		1%	1%				4%	4%	5%		
Elementary	6%	14%	18%	8%	20%	2%	8%	6%	6%	3%	3%	0%		1%	1%	1%	2%	1%	0%	1%
M S Language Arts	16%	10%	9%	6%	33%	2%	4%	7%	1%	5%	2%			1%	4%			1%		1%
M S Art & Music	32%	5%	14%	5%	14%			14%	5%					5%	5%			5%		
M S Social Studies	19%	17%	9%	7%	26%	2%	7%	5%		7%						2%				
M S Foreign Lang.	20%	20%	25%		15%	5%								15%						
M S Math	12%	14%	13%	11%	28%	3%	3%	4%	2%	1%	1%			3%	4%	1%	1%			1%
M S Science	15%	13%	13%	8%	28%	1%	4%	2%	1%	3%	3%				2%		2%	2%		
M S Voc. Ed.		7%	13%		53%			20%		7%										
M S Other	8%	16%	15%	7%	19%	4%	7%	8%	2%	4%	1%	0%		3%	1%		3%	2%		0%
H S Language Arts	8%	14%	14%	10%	16%	4%	7%	6%	8%	0%	2%	2%		2%	1%	2%	2%	2%		
H S Art & Music	11%	12%	7%	13%	12%	1%	7%	15%	3%		6%	1%		4%	2%	2%	6%			
H S Social Studies	14%	20%	15%	9%	14%	1%	6%	11%	2%		2%			1%	1%		3%	1%		
H S Foreign Language	17%	18%	13%	2%	11%	1%	10%	8%	5%		1%	1%		7%	1%		5%			
H S Math	7%	9%	10%	11%	24%	3%	8%	8%	4%	1%	3%	2%		2%	0%	1%	3%	3%		1%
H S Biology	6%	9%	12%	21%	9%	9%	3%	6%	15%					6%				3%		
H S Chemistry	11%		22%		22%			22%					11%					11%		
H S Physics	10%	20%	10%	30%	20%		10%													
H S Other Science																				
H S Voc. Ed.		34%	15%	6%	12%	5%	9%	9%	2%	2%	1%	2%		1%	0%		1%			1%
H S Other	7%	15%	12%	10%	14%	4%	10%	11%	6%	1%	3%	2%		1%	1%	0%	3%	2%		1%

Table 31 shows the percentage of an IHEs entrants that enter particular primary positions.

- In all cases, elementary educators, by far, lead other areas in terms of the percentage of entrants supplied. The percentages range from 30% to 100% of the graduates.
- The second leader, percentage wise, is special education where percentages are as high as 56%, with numerous other schools above 10%.
- The broad "other" categories for middle school and high school followed as the leading, percentage wise areas.

The rows sum down one column to 100%.

Table 31: The Percent of an IHEs Entrants in a Particular Primary Position

IHE Code>	OU	OSU	UCO	ECU	NSU	NWOSU	SEOSU	SWOSU	Cameron	Langston	USAO	Panhandle	OUHSC	TU	SNA	OKC U	OBU	OCU SCI	MABC	BWC	Total
	110	111	120	121	122	123	124	125	130	131	132	133	160	310	320	321	330	331	337	341	
Administrative	0%				0%			0%													0%
Guidance Counselors			0%				0%		0%									1%			0%
Librarians				0%	0%		1%		0%												0%
Other Professional Staff	0%	1%	1%	0%	1%		1%	0%	0%	3%			44%	2%	1%		1%				1%
Special Education	8%	9%	14%	10%	13%	8%	7%	12%	2%	2%	20%	8%	56%	14%	3%	6%	1%	9%			10%
Early Childhood	0%	1%	1%	1%	2%	1%	3%	0%	1%		1%	2%				9%	2%	5%			1%
Elementary	43%	48%	56%	47%	51%	40%	51%	41%	65%	70%	50%	31%		30%	54%	55%	54%	47%	100%	60%	50%
M S Language Arts	4%	1%	1%	1%	2%	1%	1%	1%	0%	3%	1%			1%	6%			1%		3%	2%
M S Art & Music	1%	0%	0%	0%	0%			1%	0%					1%	1%			1%			0%
M S Social Studies	2%	1%	0%	1%	1%	1%	1%	1%		3%						1%					1%
M S Foreign Lang.	1%	0%	0%		0%	1%								3%							0%
M S Math	3%	2%	1%	2%	2%	2%	1%	1%	1%	1%	1%			3%	6%	3%	1%			3%	2%
M S Science	3%	1%	1%	1%	2%	1%	1%	0%	0%	2%	2%				3%		1%	2%			1%
M S Voc. Ed.		0%	0%		1%			1%		1%											0%
M S Other	5%	5%	4%	4%	4%	8%	4%	5%	2%	8%	2%	2%		10%	4%		7%	6%		3%	4%
H S Language Arts	4%	4%	3%	5%	3%	6%	4%	3%	7%	1%	2%	8%		5%	4%	12%	3%	6%			4%
H S Art & Music	3%	1%	1%	3%	1%	1%	2%	4%	1%		4%	2%		5%	3%	6%	5%				2%
H S Social Studies	4%	3%	2%	2%	1%	1%	2%	3%	1%		2%	0%		1%	1%		3%	1%			2%
H S Foreign Language	3%	2%	1%	0%	1%	1%	2%	1%	1%		1%	2%		6%	1%		3%				1%
H S Math	3%	2%	2%	5%	4%	4%	4%	4%	3%	2%	4%	8%		4%	1%	6%	5%	7%		9%	3%
H S Biology	0%	0%	0%	1%	0%	2%	0%	0%	2%					2%				1%			0%
H S Chemistry	0%		0%		0%			0%				2%					1%				0%
H S Physics	0%	0%	0%	1%	0%		0%														0%
H S Other Science																					
H S Voc. Ed.		7%	3%	2%	2%	6%	4%	4%	2%	3%	2%	8%		2%	1%		1%			9%	3%
H S Other	10%	11%	8%	13%	7%	18%	13%	16%	12%	4%	10%	29%		9%	8%	3%	13%	13%		14%	10%

3.4.2. IHE Supply by Geography

The following maps present the geographical distribution of entrants by Oklahoma public and private institutions of higher education.

- The maps show distinct regional markets of supply, and the Oklahoma public institutions of higher education appears to be working effectively in its division of labor in terms of supplying those different regions.

Table 32 below, shows how each IHE provides entrants to the clusters, broadly grouped as urban, mid-size, and rural districts.

- IHEs that supply primarily urban districts are the Cameron University, University of Oklahoma, University of Central Oklahoma, Langston University, OU Health Service Center, University of Tulsa, Oklahoma City University, Oklahoma Christian University of Science & Arts, and Mid-American Bible College.
- IHEs that supply primarily to mid-size districts are East Central University, University of Science & Arts of Oklahoma, and Bartlesville Wesleyan College, Oklahoma State University, Southwestern Oklahoma State University, and Southern Nazarene University
- IHEs that supply primarily to rural districts are Northwestern Oklahoma State University, Southeastern Oklahoma State University, and Oklahoma Panhandle State University.

Table 32: Supply of IHEs to Kinds of Districts

Institution of Higher Education	Urban Districts	Mid –Size Districts	Rural Districts
University of Oklahoma	67%	27%	6%
Oklahoma State University	36%	42%	22%
University of Central Oklahoma	64%	29%	7%
East Central University	9%	51%	40%
Northeastern State University	25%	48%	27%
Northwestern Oklahoma State University	10%	38%	52%
Southeastern Oklahoma State University	4%	43%	53%
Southwestern Oklahoma State University	14%	46%	40%
Cameron University	47%	28%	25%
Langston University	62%	23%	15%
University of Science & Arts of Oklahoma	13%	55%	32%
Oklahoma Panhandle State University	3%	26%	71%
OU Health Service Center	90%	0%	10%
University of Tulsa	52%	38%	11%
Southern Nazarene University	43%	50%	7%
Oklahoma City University	69%	31%	0%
Oklahoma Baptist University	34%	37%	30%
Oklahoma Christian University of Science & Arts	76%	23%	1%
Mid-American Bible College	60%	0%	40%
Bartlesville Wesleyan College	3%	62%	35%
Grand Total	35%	40%	25%

The following maps were constructed using data on entrants from 1993 to 1996.