As soon as the education and the knowledge are acquired in schools that the highest share in bringing the country’s economy is certainly vocational schools. In particular the process of the European Union of the 21st century that it started to attract more attention from the first quarter of the educational institutions are subject to the application as soon as possible so many new. The transition from vocational high schools without examination (METEB) taking students beginning by taking innovations, known as the Bologna process and the İKMEB are following by new applications.

In this study is planning to compare in the 2012-2013 academic year Süleyman Demirel University, Eğirdir Vocational School Accounting and Tax Applications Program’s enrolling students gender, academic types, they have graduated from high school and the achievements of the two lessons. As a result of the analysis of variance type of course * gender * education * 3 and 2-graduation quadruple interaction, and all interactions were not statistically significant.