

APPENDIX B: HIGHER EDUCATION SURVEY TABLES

Table 1
Total Number of Faculty and FTE Faculty

	<u>Early Childhood</u>			<u>Elementary</u>			<u>Total</u>		
	N	M	SD	N	M	SD	N	M	SD
Total Faculty	41	7.78	8.15	25	12.12	10.60	66	9.42	9.32
FTE Faculty	33	4.35	5.15	22	7.90	8.63	55	5.77	6.91

Table 2
Faculty Education Level and Primary Discipline by Program

	<u>Early Childhood</u>	<u>Elementary</u>	<u>Total</u>
<u>Level of Degree</u>	<u>(N=319)</u>	<u>(N=299)</u>	<u>(N=618)</u>
Doctoral	50%	60%	54%
Masters	47%	41%	44%
Bachelors	3%	0	2%
Associates	<1%	0	<1%
<u>Type of Training</u>	<u>(N=268)</u>	<u>(N=229)</u>	<u>(N=497)</u>
<i>Early Childhood</i>			
Child Development	8%	3%	5%
Child/Developmental Psych.	3%	2%	2%
Human/Family Dev.	14%	<1%	7%
Early Childhood Ed.	19%	6%	12%
Early Childhood Special Ed.	10%	1%	6%
<i>Total Early Childhood</i>	54%	13%	32%
<i>Elementary</i>			
Special Education	7%	9%	8%
Early Elementary Ed.	6%	18%	12%
Educational (or other) Admin.	3%	11%	7%
Elementary Education	4%	25%	14%
Specialty Area (e.g., Reading)	3%	6%	5%
<i>Total Elementary</i>	23%	69%	46%
<i>Other</i>			
Clinical/Counseling Psych.	6%	1%	4%
Other area	18%	19%	18%
<i>Total Other</i>	24%	20%	22%

Table 3
Ethnic Distribution of Students and Faculty in Higher Education

	<u>Early Childhood</u>		<u>Elementary</u>		<u>Total</u>		<u>Children In Care⁺</u>
	Faculty	Students*	Faculty	Students*	Faculty	Students*	(N=23,094)
Af.Amer/Non-Hisp.	8%	12%	4%	5%	6%	9%	16%
White/Non-Hisp.	89%	85%	94%	92%	92%	88%	75%
Asian/Pacific Islndr.	1%	1%	1%	1%	1%	1%	2%
Hispanic	1%	1%	1%	2%	1%	1%	5%
Unknown/Refuse	0	1%	0	<1%	0	1%	3%

*Reported in average percent and rounded to nearest whole percent.

⁺ Number of children reported in care in *Early Care and Education Provider Survey*

Table 4
Percentage of Programs that Lose, Break Even, or Gain Money

	<u>Early Childhood</u>		<u>Elementary</u>		<u>Total</u>	
	N=40	%	N=25	%	N=65	%
Loss	2	5%	3	12%	5	8%
Break-even	11	28%	3	12%	14	22%
Gain	15	38%	17	68%	32	49%
Don't know	12	30%	2	8%	14	22%

Table 5
Issues Encountered in Higher Education

	<u>Early Childhood</u>				<u>Elementary</u>				<u>Total</u>			
	N	Not	Smwht.	Large	N	Not	Smwht.	Large	N	Not	Smwht.	Large
<u>Student Related</u>												
Competing work/family												
Responsibilities	42*	10%	50%	36%	25*	16%	60%	16%	67*	12%	54%	28%
Lack academic prep./skill	42	31%	45%	24%	25	36%	52%	12%	67	33%	48%	19%
Difficult pass PRAXIS	40*	45%	33%	5%	25	24%	60%	16%	65*	37%	43%	9%
<u>Faculty Related</u>												
Lack of expertise early												
childhood ed	42	88%	10%	2%	24	83%	17%	0	66	86%	12%	2%
Lack of faculty in general	42	60%	24%	17%	25	60%	40%	0	67	60%	30%	10%
Poor working cond./salary	42	55%	41%	5%	25	72%	24%	4%	67	61%	34%	5%
Attracting/retaining												
ethnically diverse faculty	42*	14%	38%	43%	25	4%	52%	44%	67*	10%	43%	43%
<u>Institution Related</u>												
Transfer of credits/matric.	41	59%	27%	15%	25	84%	12%	4%	66	68%	21%	11%
Support from institution	41	76%	17%	7%	25	80%	16%	4%	66	77%	17%	6%
Inability to serve students												
who want to enroll	41	81%	17%	2%	25	76%	12%	12%	66	79%	15%	6%
Marketing/recruit students	41	49%	34%	17%	25	60%	28%	12%	66	53%	32%	15%
<u>Community Related</u>												
Lack quality ece pract. sites	41	39%	42%	20%	22*	64%	23%	9%	63*	48%	35%	16%
Attracting/keeping students-												
poor working cond./wages	41	12%	29%	59%	22*	36%	36%	23%	63*	20%	32%	46%
<u>State-Policy Related</u>												
State funding-scholarships	41*	22%	24%	37%	24*	33%	21%	25%	65*	26%	23%	32%

* Numbers do not add up to 100% because some of the respondents indicated that they did not know if this was an issue.

Table 6
Percentage of Specific Changes Recommended in Early Childhood Higher Education at the State Level

	Early Childhood		Elementary		Both	
	Total N=32*		Total N=14*		Total N=46*	
	N	%	N	%	N	%
More scholarships to students in early childhood ed program.	27	85%	11	79%	38	83%
More funding to colleges/univ. to increase faculty.	23	72%	6	43%	29	63%
More funding to colleges/univ. to increase number of students.	22	69%	6	43%	28	61%
More scholarships to attract workers in early childhood ed to get a certificate/certification/degree.	29	91%	9	64%	38	83%
Other	18	56%	4	29%	22	48%

* Total N is the number who said that changes need to be made at State level. N in columns indicates the number that chose that particular change. Percentage is the number that chose that particular change relative to the number that said that changes should be made. Percentages do not add up to 100% because more than one selection could be made.

Table 7
Accreditation Status of Programs by Degree

	Early Childhood			Elementary		
	Cert/Assoc (N=25)	Bach (N=24)	Mast/Doc (N=15)	Cert/Assoc (N=3)	Bach (N=20)	Mast/Doc (N=7)
Accredited	76%	96%	67%	100%	100%	100%
Not Accredited	24%	4%	33%	0	0	0
<i>Of those accredited:</i>						
PA Department of Ed	40%	79%	60%	100%	100%	100%
Middle States	64%	75%	53%	100%	75%	71%
NCATE	4%	33%	13%	0	30%	29%
NAEYC	0	33%	13%	33%	15%	0
ACEI	0	0	0	0	25%	0
CEC	0	0	0	0	15%	0
Other	8%	8%	20%	0	10%	0
Other	0	4%	7%	0	10%	0

Table 8
Mean Number of Required Credit Hours by Degree and Program

	<u>Cert/Assoc</u>			<u>Bachelors</u>			<u>Masters/Doctorate</u>		
	N	M	SD	N	M	SD	N	M	SD
Early Childhood Education	25	67.64	39.36	22	123.73	14.92	15	43.97	19.23
Elementary Education*	<i>2</i>	<i>55.00</i>	<i>21.21</i>	20	124.35	12.41	7	39.86	8.86
Total	27	66.70	38.20	42	124.02	13.62	22	42.66	16.52

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 9
Mean Number of Practicum Hours Required by Degree and Program

	<u>Cert/Assoc</u>			<u>Bachelors</u>			<u>Masters/Doctorate</u>		
	N	M	SD	N	M	SD	N	M	SD
Early Childhood Education	23	277.91	158.49	19	246.47	194.48	8	234.50	180.47
Elementary Education*	<i>3</i>	<i>219.30</i>	<i>329.67</i>	11	210.64	302.18	2	800.00	282.84
Total	26	271.15	176.53	30	233.33	235.102	10	347.60	301.78

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 10
Percentage of Degree Programs that Indicated a Student Could Be Employed Full-Time and Complete the Program

	<u>Cert/Assoc</u>		<u>Bachelors</u>		<u>Masters/Doctorate</u>	
	N	M%	N	M%	N	M%
Early Childhood Education	25	88%	24	21%	15	93%
Elementary Education*	<i>3</i>	<i>100%</i>	20	15%	7	71%
Total	28	89%	44	18%	22	86%

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 11
Mean Percentage of Students Who are Employed Full-Time by Degree and Program

	<u>Cert/Assoc</u>			<u>Bachelors</u>			<u>Masters/Doctorate</u>		
	N	M%	SD%	N	M%	SD	N	M%	SD%
Early Childhood Education	17	48%	28%	4	28%	23%	14	85%	18%
Elementary Education*	<i>3</i>	<i>43%</i>	<i>25%</i>	3	35%	22%	4	80%	21%
Total	20	47%	24%	7	31%	21%	18	84%	18%

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 12: Percentage of Programs that Cover Specific Areas by Program and Degree¹

Curriculum Topic		ECE						EEd	
		Cert/Asc		Bach		Mas/Doc		Bach	
		N	%	N	%	N	%	N	%
Education and care of infants and toddlers (birth to 34 months)	None		4		0		7		26
	< 1	24	33	24	67	15	73	19	47
	≥ 1		63		33		20		26
Education and care of children ages 3-5 years	None		4		0		7		30
	< 1	25	24	24	63	15	60	20	40
	≥ 1		72		38		33		30
Education and care of young children with disabilities	None		4		0		7		5
	< 1	25	32	24	42	15	57	20	60
	≥ 1		64		58		67		35
Working with families	None		0		0		0		15
	< 1	24	71	24	63	15	53	20	60
	≥ 1		29		38		47		25
Promoting successful transitions between early childhood programs and school	None		8		0		27		37
	< 1	25	84	24	96	15	67	19	53
	≥ 1		8		4		7		11
Early number skills	None		0		8		27		0
	< 1	25	80	24	50	15	33	19	90
	≥ 1		20		42		40		11
Early literacy skills (reading, writing)	None		0		8		20		0
	< 1	25	64	24	29	15	27	19	58
	≥ 1		36		63		53		42
Early language skills	None		0		4		20		0
	< 1	25	72	24	50	15	40	20	75
	≥ 1		28		46		40		25
Social-emotional development	None		0		0		0		0
	< 1	25	92	24	75	15	73	20	80
	≥ 1		8		25		27		20
Behavior management (discipline)	None		0		0		0		0
	< 1	25	76	24	75	15	80	20	80
	≥ 1		24		25		20		20
Developmental domains (physical, cognitive, language, etc)	None		0		0		0		0
	< 1	25	36	24	33	15	60	20	60
	≥ 1		64		67		40		40
Developmental assessments	None		0		0		0		5
	< 1	25	80	24	71	15	73	20	65
	≥ 1		20		29		27		30
Program development	None		4		8		7		11
	< 1	25	64	24	67	15	53	19	63
	≥ 1		32		25		40		26
Health and safety practices	None		0		0		7		11
	< 1	25	64	24	88	15	87	19	68
	≥ 1		36		13		7		21
Professionalism and leadership	None		0		4		7		5
	< 1	25	76	24	71	15	60	19	74
	≥ 1		24		25		33		21
Early childhood program administration (fiscal, business, and personnel) and supervision skills (monitoring and mentoring staff)	None		25		33		7		55
	< 1	24	58	24	29	15	53	20	30
	≥ 1		17		38		40		15
Classroom management/organization of a group of children	None		4		4		7		5
	< 1	25	68	24	63	15	87	20	70
	≥ 1		28		33		7		25

¹ None= no classes required; <1=Part of one or more required courses; ≥1= One or more entire required courses.

Table 13
Percent of Degree Programs That Require Early Childhood Practica in
Education and Care of Infants and Toddlers

	<u>Cert/Assoc</u>		<u>Bachelors</u>		<u>Masters/Doctorate</u>	
	N total	M% Yes	N total	M% Yes	N total	M% Yes
Early Childhood Education	24	71%	24	71%	12	33
Elementary Education*	2	50%	12	42%	5	20%
Total	26	69%	36	61%	17	29%

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 14
Percent of Degree Programs That Require Early Childhood Practica in
Education and Care of Children Ages 3-5

	<u>Cert/Assoc</u>		<u>Bachelors</u>		<u>Masters/Doctorate</u>	
	N total	M% Yes	N total	M% Yes	N total	M% Yes
Early Childhood Education	25	88%	23	91%	12	8%
Elementary Education*	3	100%	14	64%	5	0
Total	28	89%	37	81 %	17	29%

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 15
Percent of Degree Programs That Require Early Childhood Practica in
Education and Care of Young Children w/Disabilities

	<u>Cert/Assoc</u>		<u>Bachelors</u>		<u>Masters/Doctorate</u>	
	N total	M% Yes	N total	M% Yes	N total	M% Yes
Early Childhood Education	22	36%	21	62%	12	42%
Elementary Education*	2	100%	16	25%	5	20%
Total	24	42%	37	46 %	17	35%

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 16
Graduation Rate Per Degree and Program

	<u>Cert/Assoc</u>		<u>Bachelors</u>		<u>Masters/Doctorate</u>	
	N	Rate	N	Rate	N	Rate
Early Childhood Education	20	38%	18	61%	14	46%
Elementary Education*	3	98%	16	54%	7	71%
Total	23	50%	34	55%	21	60%

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 17
Percentage of Programs that Indicated a Change in Enrollment During the Past Three Years

	<u>Early Childhood</u>			<u>Elementary*</u>		
	<u>Cert/Asoc.</u> N=24	<u>Bach</u> N=22	<u>Mast/Doc</u> N=14	<u>Cert/Asoc.</u> N=3	<u>Bach</u> N=20	<u>Mast/Doc</u> N=7
Increased	33%	46%	36%	100%	45%	43%
Decreased	17%	9%	21%	0	5%	29%
Stayed the same	46%	36%	43%	0	45%	29%
New degree	4%	5%	0	0	5%	0
Don't know	0	5%	0	0	0	0

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 18
Mean Number of Months to Complete the Degree

	<u>Cert/Assoc</u>			<u>Bachelors</u>			<u>Masters/Doctorate</u>		
	N	M	SD	N	M	SD	N	M	SD
Early Childhood Education	22	26.55	10.76	23	48.52	5.97	14	36.43	21.37
Elementary Education*	3	20.00	6.92	20	49.80	2.82	6	18.33	7.52
Total	25	25.76	10.49	43	49.12	4.76	20	31.00	19.95

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 19
Estimated Percent (and Number) of Graduates Within Each Degree and Program Who Become Employed in Different Settings*

	Early Childhood			Elementary		
	<u>Cert./Asoc</u> N=242	<u>Bachelors</u> N=318	<u>Mast./Doc</u> N=114	<u>Cert./Asoc</u> N=77	<u>Bachelors</u> N=1331	<u>Mast./Doc</u> N=242
<u>Early Childhood</u>						
Early Childhood Center	51% (125)	20% (63)	11% (13)	9% (7)	4% (49)	2% (6)
Family/Group Home	4% (9)	4% (12)	2% (2)	0	2% (11)	0
Children B-5 (not ctr/home)	1% (2)	1% (3)	<1% (1)	0	1% (8)	1% (2)
Infant/Toddler Interv Program	1% (2)	2% (6)	3% (3)	0	<1% (6)	2% (5)
Preschool Interv Program	2% (4)	4% (13)	19% (21)	0	1% (14)	0
Provide training in ECE	2% (5)	<1% (1)	7% (8)	0	1% (12)	1% (3)
<i>Total in early childhood</i>	61% (147)	31% (98)	42% (48)	9% (7)	8% (100)	7% (16)
<u>Kindergarten</u>						
Public/Private Kindergarten	4% (10)	19% (60)	6% (7)	1% (1)	10% (135)	8% (18)
<u>Post-Kindergarten</u>						
Public/Private Post-K class	2% (4)	33% (106)	39% (44)	67% (52)	65% (869)	76% (185)
<u>Other</u>						
Do not work w/children	3% (6)	4% (11)	9% (11)	13% (10)	5% (70)	6% (15)
Next level degree/program	<u>31% (76)</u>	<u>14% (44)</u>	<u>4% (4)</u>	<u>9% (7)</u>	<u>12% (157)</u>	<u>4% (9)</u>
<i>Total Other</i>	34% (82)	17% (55)	13% (15)	22% (17)	17% (227)	10% (24)

*Percentages and numbers are rounded to the nearest whole percent or number.

Table 20
Estimated Percent of Graduates Who Work With Children Birth-5 Years Who Stay in PA

	Cert/Assoc			Bachelors			Masters/Doctorate		
	N	M%	SD	N	M%	SD	N	M%	SD
Early Childhood Education	18	95%	6%	21	72%	29%	13	95%	6%
Elementary Education*	<i>2</i>	<i>63%</i>	<i>11%</i>	<i>16</i>	<i>62%</i>	<i>34%</i>	<i>7</i>	<i>68%</i>	<i>34%</i>
Total	20	93%	12%	37	68%	31%	20	86%	24%

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 21
Total Cost of Tuition and Fees to Obtain Degree

	Cert/Assoc			Bachelors			Masters/Doctorate		
	N	M	SD	N	M	SD	N	M	SD
Early Childhood Education	22	12,974	12,452	19	42,455	26,213	13	20,392	12,409
Elementary Education*	<i>3</i>	<i>35,000</i>	<i>31,764</i>	<i>15</i>	<i>33,838</i>	<i>27,700</i>	<i>6</i>	<i>18,616</i>	<i>8,285</i>
Total	25	15,617	16,526	34	38,653	26,817	19	19,831	11,065

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.

Table 22
Percent of Students in Degree Programs Receiving Assistance

	Early Childhood			Elementary		
	Cert/Asoc N=15	Bach N=14	Mast/Doc N=12	Cert/Asoc N=4	Bach N=12	Mast/Doc N=6
Full tuition waiver plus some living expenses	2%	1%	2%	0	1%	1%
Full tuition waiver	3%	3%	17%	0	9%	3%
Partial tuition reduction (scholarship or grant less than full cost of tuition)	52%	58%	20%	50%	70%	53%
No scholarships or fellowships at all	43%	39%	60%	60%	20%	44%

Table 23
 Percentage of Programs that Say Graduates Have Difficulty Paying Back Student Loans

	Early Childhood						Elementary					
	<u>Cert/Asoc</u>		<u>Bachelor</u>		<u>Mast/Doc</u>		<u>Cert/Asoc</u> *		<u>Bachelor</u>		<u>Mast/Doc</u> *	
	N	%	N	%	N	%	N	%	N	%	N	%
No	0	0	0	0	1	7%	<i>0</i>	<i>0</i>	1	5%	<i>1</i>	<i>14%</i>
Yes	3	14%	10	43%	4	29%	<i>0</i>	<i>0</i>	3	16%	<i>1</i>	<i>14%</i>
Don't Know	19	86%	13	57%	9	64%	<i>3</i>	<i>100%</i>	15	79%	<i>5</i>	<i>71%</i>

* The data for Certificate/Associates programs and Masters/Doctorate programs do not represent enough programs to be worthy of interpretation; therefore these data are printed in italics.