

# AILACTE

## Characteristics

*Association of Independent Liberal Arts Colleges for Teacher Education*



*A Report Based on the 2002*

**Professional Education Data System**  
*of the American Association of*  
**Colleges for Teacher Education**  
*and the National Council for*  
**Accreditation of Teacher Education**

## Contents

Introduction.....	3
Association of Independent Liberal Arts Colleges for Teacher Education.....	3
Student Enrollment.....	3
Table 1. Institution-Wide Enrollment by Race/Ethnicity and Gender .....	4
Table 2. Percentage of Student Body Enrolled in Education by Race/Ethnicity and Gender .....	4
Table 3. Education Enrollment by Race/Ethnicity and Gender .....	5
Table 4. Education Enrollment by Race/Ethnicity and Gender—Means and Standard Deviations .....	5
Degrees Conferred .....	5
Table 5. Bachelor’s Degrees Conferred in Early Childhood, Elementary, and Secondary Education by Race/Ethnicity and Gender .....	6
Table 6. Bachelor’s Degrees Conferred in English, Mathematics, and Science Education by Race/Ethnicity and Gender .....	6
Professional Education Faculty.....	7
Table 7. Professional Education Faculty by Gender and Race/Ethnicity .....	7
Table 8. Professional Education Faculty by Gender and Race/Ethnicity—Means and Standard Deviations .....	8
Technology Education .....	8
Table 9. Technology in Teacher Education .....	8
Distance Learning .....	9
Table 10. Distance Learning—Means and Standard Deviations.....	9



©2004 American Association of Colleges for Teacher Education

The American Association of Colleges for Teacher Education (AACTE) is a national, voluntary association of colleges and universities with undergraduate or graduate programs to prepare professional educators. The Association supports programs in data gathering, equity, leadership development, networking, policy analysis, professional issues, and scholarship. The opinions, conclusions, and recommendations expressed in this report do not necessarily reflect the views or opinions of AACTE. AACTE is publishing this document to stimulate discussion, study, and experimentation among educators and policy makers. The reader should evaluate this information in light of the unique circumstances of any particular situation and must determine independently the applicability of this information thereto.

AACTE, 1307 New York Avenue, NW, Suite 300, Washington, DC 20005, <http://www.aacte.org>

For information about the Professional Education Data System, e-mail [peds@aacete.org](mailto:peds@aacete.org) or call 202/293-2450.

## Introduction

The American Association of Colleges for Teacher Education (AACTE) is the sole national organization that represents the institutional interests of university-based teacher education programs. Specifically, AACTE represents more than 770 schools, colleges, and departments of education and affiliate organizations that produce more than two thirds of the nation's new school personnel each year.

One of the Association's primary goals is to contribute to the knowledge base on teacher education by conducting surveys on topics of critical interest, publishing scholarly papers, and collecting information that assists users in the study of education policy, especially as it relates to the quality preparation of educators. In addition, AACTE and the National Council for Accreditation of Teacher Education (NCATE) cosponsor the Professional Education Data System (PEDS), which annually collects and examines data on the productivity, demographics, and financial resources of AACTE and NCATE member institutions.

## Association of Independent Liberal Arts Colleges for Teacher Education<sup>1</sup>

Within the AACTE membership, many schools are also members of the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE), which holds the following objectives:

- To provide a communication and information system for sharing concerns, issues, and viewpoints in teacher education as they pertain to AILACTE institutions;
- To raise the general level of awareness regarding needs of member institutions of this organization and of those who do not fall within its membership;
- To provide an effective voice for member institutions at the national, state, and campus level in matters related to teacher education;
- To make available to educational policy-making groups the talent, values, and perspectives represented in this organization; and
- To cooperate with other organizations to promote quality teacher education.

This report provides selected data for AILACTE member institutions from the 2002 PEDS report, which collected data on the 2000-2001 academic year. Of the 662 AACTE members that completed the survey, 154 institutions (23.3%) indicated that they were affiliated with AILACTE. Data used for this report is based on these 154 institutions and is organized into four subsections: (1) Student Enrollment; (2) Degrees Conferred; (3) Professional Educational Faculty; and (4) Technology and Distance Education.

## Student Enrollment

*Undergraduate* students are defined in PEDS as those enrolled in a 4- or 5-year bachelor's degree program, associate's degree program, or a vocational or technical program below the baccalaureate level. *Graduate* students generally hold a bachelor's degree or first professional degree, or equivalent, and are taking courses at the postbaccalaureate level.

Table 1 shows the number of students enrolled in all fields at the 154 institutions by race/ethnicity and gender. In this study, each student is counted in only one race/ethnicity group. At both the undergraduate and the graduate level, more than 6 in 10 were women. The racial/ethnic composition of the graduate and undergraduate population was also similar at both levels. Whites constituted the largest percentage, followed by African Americans, Hispanics, nonresident aliens, Asians, and American Indians. The racial/ethnic composition was unknown for slightly more than 8% of the total student population.

<sup>1</sup> Note: These data are based on information submitted for the 2002 PEDS report and do not reflect the entire membership of AILACTE.

**Table 1. Institution-Wide Enrollment by Race/Ethnicity and Gender**

Race/ethnicity	Undergraduate						Graduate					
	Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
White	103,138	29.05	159,159	44.83	262,297	73.88	25,600	24.04	42,120	39.55	67,720	63.59
African American	11,986	3.38	24,054	6.78	36,040	10.15	3,290	3.09	7,777	7.30	11,067	10.39
Hispanic	5,198	1.46	8,746	2.46	13,944	3.93	1,384	1.30	2,260	2.12	3,644	3.42
Asian/Pacific Islander	4,034	1.14	5,863	1.65	9,897	2.79	1,374	1.29	1,618	1.52	2,992	2.81
American Indian/ Alaskan Native	606	0.17	1,017	0.29	1,623	0.46	145	0.14	281	0.26	426	0.40
Nonresident alien	4,855	1.37	4,535	1.28	9,390	2.64	2,881	2.71	2,472	2.32	5,353	5.03
Race unknown	9,219	2.60	12,608	3.55	21,827	6.15	5,605	5.26	9,686	9.10	15,291	14.36
Total	139,036	39.16	215,982	60.84	355,018	100	40,279	37.82	66,214	62.18	106,493	100

Table 2 shows the overall percentage of students enrolled in *education programs* at the 154 institutions by race/ethnicity and gender. Some 16% of all students at AILACTE institutions were enrolled in education programs. A greater percentage of graduate students (37%) than undergraduate students (9%) chose education. The racial/ethnic group with the largest percentage enrolling in education was the “unknown” category; Whites chose education at the next highest rate, followed by American Indians and Alaskan Natives, Hispanics, African Americans, Asians, and nonresident aliens.

**Table 2. Percentage of Student Body Enrolled in Education by Race/Ethnicity and Gender**

Race/ethnicity	Undergraduate			Graduate			Total Student Body
	Male	Female	Total	Male	Female	Total	
White	5.31	13.80	10.46	26.22	49.99	41.01	16.73
African American	4.88	6.88	6.21	23.53	33.16	30.30	11.87
Hispanic	3.35	8.55	6.61	22.33	41.46	34.19	12.33
Asian/Pacific Islander	2.31	6.12	4.57	9.24	24.78	17.65	7.60
American Indian/Alaskan Native	4.62	9.34	7.58	31.72	35.59	34.27	13.13
Nonresident alien	1.03	3.24	2.10	7.50	18.97	12.80	5.98
Race unknown	3.94	9.65	7.24	23.27	40.41	34.12	18.31
Total	4.87	12.12	9.28	23.56	44.49	36.57	15.58

Table 3 presents a breakdown of the education enrollment by race/ethnicity and gender. The percentage of women students in education programs is even greater than in the overall student population—nearly 8 in 10 in undergraduate education programs and slightly less at the graduate level.

**Table 3. Education Enrollment by Race/Ethnicity and Gender**

Race/ethnicity	Undergraduate						Graduate					
	Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
White	5,474	16.61	21,962	66.65	27,436	83.27	6,712	17.23	21,057	54.07	27,769	71.30
African American	585	1.78	1,654	5.02	2,239	6.80	774	1.99	2,579	6.62	3,353	8.61
Hispanic	174	0.53	748	2.27	922	2.80	309	0.79	937	2.41	1,246	3.20
Asian/Pacific Islander	93	0.28	359	1.09	452	1.37	127	0.33	401	1.03	528	1.36
American Indian/Alaskan Native	28	0.08	95	0.29	123	0.37	46	0.12	100	0.26	146	0.37
Nonresident alien	50	0.15	147	0.45	197	0.60	216	0.55	469	1.20	685	1.76
Race unknown	363	1.10	1,217	3.69	1,580	4.80	1,304	3.35	3,914	10.05	5,218	13.40
Total	6,767	20.54	26,182	79.46	32,949	100	9,488	24.36	29,457	75.64	38,945	100

There is great variability in the number of education students among AILACTE institutions. Table 4 presents the means and standard deviations by race/ethnicity and gender of undergraduate and graduate students enrolled in education programs at AILACTE institutions. On average, more White students were enrolled in both undergraduate and graduate education programs than non-White students. African American education students, on average, were the largest group of non-White students. Additional analysis is needed to determine whether any differences by race and gender are statistically significant.

**Table 4. Education Enrollment by Race/Ethnicity and Gender—Means and Standard Deviations**

Race/ethnicity	Undergraduate				Graduate			
	Male		Female		Male		Female	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
White	36	42	143	142	44	79	139	250
African American	4	18	11	27	5	15	17	47
Hispanic	1	3	5	13	2	9	6	27
Asian/Pacific Islander	1	2	2	7	1	2	3	7
American Indian/Alaskan Native	0	1	1	1	0	1	1	2
Nonresident alien	0	1	1	2	1	6	3	17
Race unknown	2	7	8	20	9	32	26	103

## Degrees Conferred

Tables 5 and 6 provide information on students who received a bachelor's degree. Table 5 presents information on the total number of students and percentages enrolled in programs in early childhood, elementary, and secondary education. With the exception of bachelor's degrees awarded for secondary education, White women earned more than 50% of education bachelor's degrees.

*Early childhood* or pre-elementary/ kindergarten teacher education programs prepare individuals to teach students ranging in age from infancy through 8 years (Grade 3) and, depending on the school system or state regulations, may include preparation to teach all relevant subject matter. The overwhelming majority of the 645 early childhood bachelor's degrees awarded in 2000-2001 went to women; men received just over 4% of the degrees. By race/ethnicity, Whites earned the vast majority of degrees, followed by African Americans, Hispanics, Asians, and nonresidents.

*Elementary* teacher education programs prepare individuals to teach students in the elementary grades, which may include kindergarten through Grade 8 but, depending on the school system or state regulations, could include preparation to teach all elementary subject matter. Of more than 4,000 elementary education

bachelor's degrees, nearly 9 in 10 went to women, and a similar percentage was earned by Whites. About 8% of elementary degrees went to African Americans, Hispanics, Asians, American Indians, and nonresidents combined; the race/ethnicity of the remaining recipients is unknown.

*Secondary* teacher education programs prepare individuals to teach students in the secondary grades, which may include Grades 7 through 12, depending on the school system or state regulations. These programs may include preparation to teach a comprehensive curriculum or specific subject matter. Compared to the early childhood and elementary education programs, there was greater gender parity in the 310 degrees awarded for secondary education in 2000-2001—about 44% went to men. Nearly 87% of the secondary-level bachelor's degrees were awarded to Whites. Hispanics earned close to 10% of the remaining degrees, followed by African Americans, Asians, American Indians, and nonresidents.

**Table 5. Bachelor's Degrees Conferred in Early Childhood, Elementary, and Secondary Education by Race/Ethnicity and Gender**

Race/ethnicity	Early childhood						Elementary						Secondary					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White	20	3.10	541	83.88	561	86.98	484	10.88	3,498	78.66	3,982	89.54	126	40.65	143	46.13	269	86.77
African American	4	0.62	38	5.89	42	6.51	21	0.47	124	2.79	145	3.26	2	0.65	1	0.32	3	0.97
Hispanic	2	0.31	23	3.57	25	3.88	20	0.45	116	2.61	136	3.06	2	0.65	28	9.03	30	9.68
Asian/Pacific Islander	0	0	7	1.09	7	1.09	6	0.13	39	0.88	45	1.01	1	0.32	2	0.65	3	0.97
American Indian/ Alaskan Native	0	0	0	0	0	0	1	0.02	15	0.34	16	0.36	1	0.32	0	0.00	1	0.32
Nonresident alien	0	0	3	0.47	3	0.47	1	0.02	12	0.27	13	0.29	2	0.65	0	0.00	2	0.65
Race unknown	0	0	7	1.09	7	1.09	34	0.76	76	1.71	110	2.47	2	0.65	0	0.00	2	0.65
Total	26	4.03	619	95.97	645	100	567	12.75	3,880	87.25	4,447	100	136	43.87	174	56.13	310	100

Table 6 presents information on the students who received a bachelor's degree in English, mathematics, or science education. Over three quarters of the 360 English education degrees in 2000-2001 were awarded to women. Whites earned 88% of the degrees, followed by African Americans, Hispanics, Asians, nonresident aliens, and American Indians. The race/ethnicity is unknown for about 3% of the students earning English education degrees. In mathematics education, more than 60% of the 208 bachelor's degrees in 2000-2001 were awarded to women. Nearly 96% of the degrees went to Whites. In science education, only 45 bachelor's degrees were awarded during 2000-2001, again with more than 60% going to women and 93% to Whites.

**Table 6. Bachelor's Degrees Conferred in English, Mathematics, and Science Education by Race/Ethnicity and Gender**

Race/ethnicity	English						Mathematics						Science					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White	61	16.94	256	71.11	317	88.06	78	37.50	121	58.17	199	95.67	17	37.78	25	55.56	42	93.33
African American	2	0.56	16	4.44	18	5.00	2	0.96	4	1.92	6	2.88	0	0.00	2	4.44	2	4.44
Hispanic	0	0.00	4	1.11	4	1.11	0	0.00	0	0.00	0	0.00	0	0.00	1	2.22	1	2.22
Asian/Pacific Islander	1	0.28	2	0.56	3	0.83	0	0.00	2	0.96	2	0.96	0	0.00	0	0.00	0	0.00
American Indian/ Alaskan Native	2	0.56	1	0.28	3	0.83	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Nonresident alien	3	0.83	2	0.56	5	1.39	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Race unknown	7	1.94	3	0.83	10	2.78	1	0.48	0	0.00	1	0.48	0	0.00	0	0.00	0	0.00
Total	76	21.11	284	78.89	360	100	81	38.94	127	61.06	208	100	17	37.78	28	62.22	45	100

## Professional Education Faculty

Professional education faculty teach one or more education courses, provide professional services to education students (e.g., advising or student teaching supervision), or administer some portion of the professional education unit. This group includes individuals from outside the professional education unit who are directly involved in providing the services listed above but does not include K-12 teachers unless they hold faculty rank.

*Full-time faculty* or instruction/research staff are those employed full-time (as defined by the institution) and whose major regular assignment is instruction, including those with release time for research. *Part-time faculty* are defined as those who teach less than two semesters, three quarters, two trimesters, or two 4-month sessions and include part-time instructors. *Adjunct faculty* members have an occasional or temporary affiliation with the unit and perform a duty or service in an auxiliary capacity.

More than 5,000 professional education faculty taught at the 154 AILACTE institutions as of November 1, 2002. Table 7 presents data on the employment categories of the professional education faculty by gender and race/ethnicity. The total numbers of faculty represented by gender and by race/ethnicity do not match because race/ethnicity is not always reported.

**Table 7. Professional Education Faculty by Gender and Race/Ethnicity**

		Full-time faculty		Part-time faculty*		Adjunct faculty		Total	
		N	%	N	%	N	%	N	%
<b>Gender</b>	Male	742	37.42	388	42.45	967	40.34	2,097	39.61
	Female	1,241	62.58	526	57.55	1,430	59.66	3,197	60.39
	Total	1,983	100	914	100	2,397	100	5,294	100
<b>Race/ ethnicity</b>	White	1,747	87.44	788	86.31	1,998	81.58	4,533	84.57
	African American	151	7.56	56	6.13	132	5.39	339	6.32
	Hispanic	33	1.65	12	1.31	200	8.17	245	4.57
	Asian/Pacific Islander	34	1.70	6	0.66	20	0.82	60	1.12
	American Indian/Alaskan Native	14	0.70	6	0.66	21	0.86	41	0.76
	Nonresident alien	16	0.80	4	0.44	22	0.90	42	0.78
	Race unknown	3	0.15	41	4.49	56	2.29	100	1.87
	Total	1,998	100	913	100	2,449	100	5,360	100

\* Part-time faculty does not include adjunct faculty.

Table 8 presents the means and standard deviations of the professional education faculty across the 154 institutions. On average, each institution has eight full-time women and five full-time men on the education faculty.

**Table 8. Professional Education Faculty by Gender and Race/Ethnicity—Means and Standard Deviations**

		Full-time faculty		Part-time faculty*		Adjunct faculty	
		Mean	SD	Mean	SD	Mean	SD
<b>Gender</b>	Male	5	6	3	4	6	16
	Female	8	11	3	8	9	13
<b>Race/ethnicity</b>	White	11	15	5	9	13	19
	African American	1	2	<0	1	1	2
	Hispanic	<0	1	<0	<0	1	13
	Asian/Pacific Islander	<0	1	<0	<0	<0	1
	American Indian/ Alaskan Native	<0	<0	<0	<0	<0	1
	Nonresident alien	<0	<0	<0	<0	<0	2
	Race unknown	<0	<0	<0	3	<0	4

\* Part-time faculty does not include adjunct faculty.

## Technology Education

The 2002 PEDS instrument collected information about technology requirements at each institution, including expectations for teacher candidates in the following areas: (a) delivery, development, prescription, and assessment of instruction; (b) problem solving; (c) school and classroom administration; (d) educational research; (e) electronic information access and exchange; and (f) personal and professional productivity. The data submitted by the 154 responding AILACTE institutions are presented in Table 9.

**Table 9. Technology in Teacher Education**

Teacher candidate technology requirements	N	%
Deliver instruction using various technologies	85	58
Use various technologies as course requirements	58	39
No specific technology requirement	2	1
Other	2	1
<b>Education faculty technology use</b>		
Required to incorporate various technology into their courses	40	27
Most incorporate various technology into their courses	90	61
Some incorporate various technology into their courses	15	10
Other	2	1
<b>Professional development in technology in local K-12 school district</b>		
Has formal arrangement to provide professional development opportunities in technology to teachers	30	21
Provides occasional professional development opportunities in technology to teachers	73	50
Provides no professional development opportunities in technology to teachers	43	29



## Distance Learning

Information about the number of distance learning courses offered to graduate and undergraduate students was also reported in the 2002 PEDS survey. *Distance learning* refers to education or training courses delivered to remote (off campus) locations via video (live or prerecorded) or computer technologies. Courses conducted exclusively on campus or exclusively via written correspondence are not considered distance learning. The definition also does not include courses in which an instructor travels to a remote site to deliver instruction in person. Table 10 shows the means and standard deviations of the distance learning courses and programs offered across the 154 AILACTE respondents for 2000-2001.

**Table 10. Distance Learning—Means and Standard Deviations**

Distance learning	Undergraduate		Graduate	
	Mean	SD	Mean	SD
Courses offered	0.4	1.4	7.0	32
Enrollment	6.2	34	144	667
Programs offered	<0	0.3	.03	0.7