Please select the program in which you work.

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Arizona State	0	0.00%					
2.	Northeast Community College	7	25.00%					
3.	Rio Salado College	0	0.00%					
4.	Santa Cruz County Continuing Education	3	10.71%					
5.	Mohave Community College	1	3.57%					
6.	Pima College Adult Education	7	25.00%					
7.	Adult Literacy Plus of Southwest Arizona	0	0.00%					
8.	Santa Cruz County Continuing Education	0	0.00%					
9.	**Gilbert Adult Learning Program**	**10**	**35.71%**					
10.	Literacy Volunteers of Maricopa County	0	0.00%					
	Total	28	100%					

Mean **: 5.821** Confidence Interval @ 95% **: [4.778 - 6.864]**   Standard Deviation **: 2.816** Standard Error **: 0.532**
!
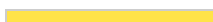
Please check the position below that best reflects your adult education role.

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	full-time ABE/ASE teacher	4	14.29%					
2.	**part-time ABE/ASE teacher**	**9**	**32.14%**					
3.	full-time ESOL teacher	3	10.71%					
4.	part-time ESOL teacher	6	21.43%					
5.	administrator/manager	2	7.14%					
6.	assessment/intake coordinator	1	3.57%					

		Count	Percent					
7.	professional developer	0	0.00%					
8.	volunteer tutor	0	0.00%					
9.	paid tutor	0	0.00%					
10.	Other	3	10.71%					
	Total	28	100%					

Mean : **3.607** Confidence Interval @ 95% : **[2.638 - 4.576]**   Standard Deviation : **2.615** Standard Error : **0.494**
!

[Adult Reading Components Study](#) (If you would like to learn more about this study, click on the title.) I would like to learn to assess the strengths and needs of my students in the four component reading skills (vocabulary, fluency, decoding, and comprehension).

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Very interested	10	35.71%					
2.	**Somewhat interested**	**13**	**46.43%**					
3.	Not interested	1	3.57%					
4.	Not applicable to my teaching/tutoring situation	3	10.71%					
5.	Not applicable because I am already very familiar with these research findings	1	3.57%					
	Total	28	100%					

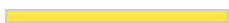Mean : **2.000** Confidence Interval @ 95% : **[1.597 - 2.403]**   Standard Deviation : **1.089** Standard Error : **0.206**
!

[Increasing Student Achievement for Basic Skills Students-Integrated Instruction](#) (If you would like to learn more about this study, click on the title.) With increasing demand for skilled workers and with more workers needing at least some postsecondary education for higher wage jobs, the challenge is to raise skill and knowledge attainment more broadly for workers who do not have a college education. I would like to learn more about increasing the student achievement levels for basic skills students.

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	**Very interested**	**14**	**51.85%**					
2.	Somewhat interested	10	37.04%					
3.	Not interested	1	3.70%					
4.	Not applicable to my teaching/tutoring situation	1	3.70%					
5.	Not applicable because I am already very familiar with these research findings	1	3.70%					
	Total	27	100%					

Mean : **1.704** Confidence Interval @ 95% : **[1.329 - 2.078]**   Standard Deviation : **0.993** Standard Error : **0.191**
!

[Pathways and Outcomes: Tracking ESL Student Performance](#) (If you would like to learn more about this study, click on the title.) In a longitudinal study, English as a Second Language (ESL) learners were tracked to learn about persistence, learning gains, transitions to credit studies, and successes in credit courses of non-

credit ESL students. I would like to learn more about persistence, learning gains, and transition to credit studies, and the success in credit courses of non-credit English as a Second Language (ESL) stduents.

	Answer	Count	Percent	20% 40% 60% 80% 100%
1.	**Very interested**	**12**	**44.44%**	
2.	Somewhat interested	8	29.63%	
3.	Not interested	2	7.41%	
4.	Not applicable to my teaching/tutoring situation	4	14.81%	
5.	Not applicable because I am already very familiar with these research findings	1	3.70%	
	Total	27	100%	

Mean : **2.037** Confidence Interval @ 95% : **[1.575 - 2.499]**   Standard Deviation : **1.224** Standard Error : **0.236**

[Building Pathways to Success for Low Skill Adult Students](If you would like to learn more about this study, click on the title.) Experiences and outcomes for older adults entering the community college with limited educational backgrounds differ from those of traditional college-aged students. Seeking to fill gaps about older community college students, this study examines educational experiences and attainment as well as the employment and earnings of adult students five years after first enrolling. I would like to learn more about the experiences and outcomes of adult students five years after first enrolling in community college courses.

	Answer	Count	Percent	20% 40% 60% 80% 100%
1.	**Very interested**	**14**	**51.85%**	
2.	Somewhat interested	7	25.93%	
3.	Not interested	3	11.11%	
4.	Not applicable to my teaching/tutoring situation	3	11.11%	
5.	Not applicable because I am already very familiar with these research findings	0	0.00%	
	Total	27	100%	

Mean : **1.815** Confidence Interval @ 95% : **[1.423 - 2.207]**   Standard Deviation : **1.039** Standard Error : **0.200**

[The Classroom Dynamics Study](#) (If you would like to learn more about this study, click on the title. I would like to learn more about switching from open entry to managed enrollment and developing fixed cycles of classes with specific dates for enrollment.

	Answer	Count	Percent	20% 40% 60% 80% 100%
1.	**Very interested**	**13**	**48.15%**	
2.	Somewhat interested	7	25.93%	
3.	Not interested	4	14.81%	
4.	Not applicable to my teaching/tutoring situation	2	7.41%	
5.	Not applicable because I am already very familiar with these research findings	1	3.70%	

	Total		27	100%

Mean **:** **1.926** Confidence Interval @ 95% **:** **[1.496 - 2.356]** Standard Deviation **:** **1.141** Standard Error **:** **0.220**
!

[A Contextualized Approach to Curriculum and Instruction](#) (If you would like to learn more about this study, click on the title.) Instead of teaching skills and knowledge separated from their context, contextualization starts with real-life contexts and weaves these into the teaching and learning process. The focus is on the application rather than on the possession of basic skills and knowledge. I would like to know more about the contextualized approach to curriculum and instruction.

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	**Very interested**	**11**	**40.74%**					
2.	Somewhat interested	10	37.04%					
3.	Not interested	3	11.11%					
4.	Not applicable to my teaching/tutoring situation	1	3.70%					
5.	Not applicable because I am already very familiar with these research findings	2	7.41%					
	Total		27	100%				

Mean **:** **2.000** Confidence Interval @ 95% **:** **[1.556 - 2.444]** Standard Deviation **:** **1.177** Standard Error **:** **0.226**
!

[GED Credential to College: Patterns of Participation in Postsecondary Programs](#) (If you would like to learn more about this study, click on the title.) The examination of participation patterns of GED credential recipients in postsecondary educational programs compared with high school graduates and other subgroups, as well as factors affecting their participation, can help educators and policymakers develop strategies to move adults toward education and economic success. I would like to know more about the participation patterns of GED credential recipients in postsecondary education programs compared with traditional high school graduates.

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Very interested	8	29.63%					
2.	**Somewhat interested**	**13**	**48.15%**					
3.	Not interested	1	3.70%					
4.	Not applicable to my teaching/tutoring situation	4	14.81%					
5.	Not applicable because I am already very familiar with these research findings	1	3.70%					
	Total		27	100%				

Mean **:** **2.148** Confidence Interval @ 95% **:** **[1.721 - 2.576]** Standard Deviation **:** **1.134** Standard Error **:** **0.218**
!

Thank you for completing this survey!

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.		**21**	**100.00%**					
	Total	21	100%					

Mean : **1.000** Confidence Interval @ 95% : **[1.000 - 1.000]**   Standard Deviation : **0.000** Standard Error : **0.000**
!