































Viewed 448 Started 374 Completed 293 Completion Rate 78.34% Drop Outs (After Starting) 81 Average Time to Complete Survey 6 mins

Please select the program in which you work.











	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Minnesota State	0	0.00%					
2.	Lao Family	8	2.74%					
3.	Adult Options in Education	19	6.51%					
4.	Winona Adult Literacy/ABE	3	1.03%					
5.	Lakes & Prairies ABE	0	0.00%					
6.	Minneapolis Public Schools Adult Education	12	4.11%					
7.	South Washington County Public Schools Adult Basic Education	6	2.05%					
8.	CSD Deaf ABE	4	1.37%					
9.	Alexandria Area ABE	7	2.40%					
10.	Hiawatha Valley ABE (Red Wing)	6	2.05%					
11.	Rochester Adult Literacy Program	28	9.59%					
12.	Albert Lea ABE	1	0.34%					
13.	Glacial Lakes ABE	18	6.16%					
14.	HAP Education	0	0.00%					
15.	Dakota Prairie ABE	7	2.40%					
16.	West ABE	13	4.45%					
17.	Rosemont/Apple Valley/Eagan ABE	15	5.14%					
18.	Faribault Public Schools-ABE	5	1.71%					
19.	Metro North ABE-Southern Cluster	7	2.40%					
20.	Southwest ABE-Worthington	10	3.42%					
21.	Central MN ABE	9	3.08%					
22.	Arrowhead Economic Opportunity Agency	9	3.08%					
								

23.	Neighborhood House	18	6.16%	
24.	Metro North ABE-Central Cluster	14	4.79%	
25.	Lincoln Adult Education Center	17	5.82%	
26.	Southwest Metro ABE	13	4.45%	
27.	Metro North ABE-Western Cluster	5	1.71%	
28.	Mankato Area Adult Basic Education	24	8.22%	
29.	Adult Academic Program	12	4.11%	
30.	State ABE	2	0.68%	

Total 292 100%

Mean : **17.171** Confidence Interval @ 95% : **[16.222 - 18.121]** Standard Deviation : **8.278** Standard Error : **0.484**






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	45	15.36%					
2.	part-time ABE/ASE teacher	97	33.11%					
3.	full-time ESOL teacher	18	6.14%					
4.	part-time ESOL teacher	44	15.02%					
5.	administrator/manager	29	9.90%					
6.	assessment/intake coordinator	19	6.48%					
7.	professional developer	1	0.34%					
8.	volunteer tutor	12	4.10%					
9.	paid tutor	2	0.68%					
10.	Other	26	8.87%					

Total 293 100%

Mean : **3.785** Confidence Interval @ 95% : **[3.479 - 4.091]** Standard Deviation : **2.675** Standard Error : **0.156**

[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	117	39.93%					
2.	Somewhat interested	105	35.84%					
3.	Not interested	12	4.10%					
4.	Not applicable to my teaching/tutoring situation	31	10.58%					
5.	Not applicable because I am already very familiar with these research	28	9.56%					

findings			
Total	293	100%	

Mean : **2.140** Confidence Interval @ 95% : **[1.990 - 2.290]** Standard Deviation : **1.308** Standard Error : **0.076**

[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	145	49.49%					
2. Somewhat interested	105	35.84%					
3. Not interested	13	4.44%					
4. Not applicable to my teaching/tutoring situation	23	7.85%					
5. Not applicable because I am already very familiar with these research findings	7	2.39%					
Total	293	100%					

Mean : **1.778** Confidence Interval @ 95% : **[1.662 - 1.894]** Standard Deviation : **1.011** Standard Error : **0.059**

[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) students.

Answer	Count	Percent	20%	40%	60%	80%	100%
1. Very interested	92	31.51%					
2. Somewhat interested	125	42.81%					
3. Not interested	24	8.22%					
4. Not applicable to my teaching/tutoring situation	48	16.44%					
5. Not applicable because I am already very familiar with these research findings	3	1.03%					
Total	292	100%					

Mean : **2.127** Confidence Interval @ 95% : **[2.005 - 2.249]** Standard Deviation : **1.065** Standard Error : **0.062**

[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	111	38.01%					
2.	Somewhat interested	130	44.52%					
3.	Not interested	29	9.93%					
4.	Not applicable to my teaching/tutoring situation	22	7.53%					
5.	Not applicable because I am already very familiar with these research findings	0	0.00%					
Total		292	100%					

Mean : **1.870** Confidence Interval @ 95% : **[1.769 - 1.970]** Standard Deviation : **0.876** Standard Error : **0.051**

[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	99	34.02%					
2.	Somewhat interested	93	31.96%					
3.	Not interested	32	11.00%					
4.	Not applicable to my teaching/tutoring situation	35	12.03%					
5.	Not applicable because I am already very familiar with these research findings	32	11.00%					
Total		291	100%					

Mean : **2.340** Confidence Interval @ 95% : **[2.186 - 2.495]** Standard Deviation : **1.346** Standard Error : **0.079**

[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	136	46.74%					
2.	Somewhat interested	109	37.46%					
3.	Not interested	13	4.47%					
4.	Not applicable to my teaching/tutoring situation	22	7.56%					
5.	Not applicable because I am already very familiar with these research findings	11	3.78%					
Total		291	100%					

Mean : **1.842** Confidence Interval @ 95% : **[1.720 - 1.964]** Standard Deviation : **1.065** Standard Error : **0.062**

[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	96	32.76%					
2.	Somewhat interested	106	36.18%					
3.	Not interested	46	15.70%					
4.	Not applicable to my teaching/tutoring situation	43	14.68%					
5.	Not applicable because I am already very familiar with these research findings	2	0.68%					
Total		293	100%					

Mean : **2.143** Confidence Interval @ 95% : **[2.022 - 2.264]** Standard Deviation : **1.057** Standard Error : **0.062**

Thank you for completing this survey!

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.		246	100.00%					
Total		246	100%					

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