








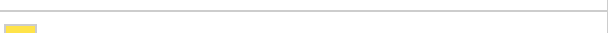


Viewed 190 Started 127 Completed 106 Completion Rate 83.46% Drop Outs (After Starting) 21 Average Time to Complete Survey 5 mins

Please select the program in which you work.

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Mssissippi State	0	0.00%					
2.	Coahoma Community College	8	7.92%					
3.	Copiah-Lincoln Community College	7	6.93%					
4.	East Central Community College	10	9.90%					
5.	East MS Community College	14	13.86%					
6.	Hinds Community College	0	0.00%					
7.	Jones County Junior College	4	3.96%					
8.	Meridian Community College	9	8.91%					
9.	MS Gulf Coast Community College	6	5.94%					
10.	<b>Northwest MS Community College</b>	<b>19</b>	<b>18.81%</b>					
11.	Southwest MS Community College	5	4.95%					
12.	Greater Columbus Learning Center	10	9.90%					
13.	Grenada School District	7	6.93%					
14.	Jackson Public Schools	1	0.99%					
15.	Rankin County School District	0	0.00%					
16.	MCCB	1	0.99%					
Total		101	100%					






Mean : 7.792 Confidence Interval @ 95% : [7.086 - 8.498] Standard Deviation : 3.620 Standard Error : 0.360

Please check the position below that best reflects your adult education role.

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	<b>full-time ABE/ASE teacher</b>	<b>35</b>	<b>33.33%</b>					
2.	part-time ABE/ASE teacher	35	33.33%					
3.	full-time ESOL teacher	0	0.00%					
4.	part-time ESOL teacher	3	2.86%					
5.	administrator/manager	13	12.38%					
6.	assessment/intake coordinator	3	2.86%					
7.	professional developer	0	0.00%					
8.	volunteer tutor	6	5.71%					
9.	paid tutor	0	0.00%					
10.	Other	10	9.52%					
Total		105	100%					






Mean : **3.314** Confidence Interval @ 95% : **[2.756 - 3.873]** Standard Deviation : **2.920** Standard Error : **0.285**

[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.	<b>Very interested</b>	<b>58</b>	<b>55.77%</b>					
2.	Somewhat interested	26	25.00%					
3.	Not interested	2	1.92%					
4.	Not applicable to my teaching/tutoring situation	5	4.81%					
5.	Not applicable because I am already very familiar with these research findings	13	12.50%					
Total		104	100%					

Mean : **1.933** Confidence Interval @ 95% : **[1.667 - 2.198]** Standard Deviation : **1.381** Standard Error : **0.135**

[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.	<b>Very interested</b>	<b>67</b>	<b>64.42%</b>					
2.	Somewhat interested	25	24.04%					
3.	Not interested	2	1.92%					
4.	Not applicable to my teaching/tutoring situation	7	6.73%					
5.	Not applicable because I am already very familiar with these research	3	2.88%					

findings			
Total	104	100%	

Mean : **1.596** Confidence Interval @ 95% : **[1.400 - 1.792]** Standard Deviation : **1.019** Standard Error : **0.100**

**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	22	21.36%					
2. Somewhat interested	26	25.24%					
3. Not interested	19	18.45%					
<b>4. Not applicable to my teaching/tutoring situation</b>	<b>35</b>	<b>33.98%</b>					
5. Not applicable because I am already very familiar with these research findings	1	0.97%					
Total	103	100%					

Mean : **2.680** Confidence Interval @ 95% : **[2.451 - 2.908]** Standard Deviation : **1.182** Standard Error : **0.116**

**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%
<b>1. Very interested</b>	<b>46</b>	<b>44.23%</b>					
2. Somewhat interested	40	38.46%					
3. Not interested	10	9.62%					
4. Not applicable to my teaching/tutoring situation	8	7.69%					
5. Not applicable because I am already very familiar with these research findings	0	0.00%					
Total	104	100%					

Mean : **1.808** Confidence Interval @ 95% : **[1.634 - 1.981]** Standard Deviation : **0.904** Standard Error : **0.089**

**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.	<b>Very interested</b>	<b>48</b>	<b>46.15%</b>					
2.	Somewhat interested	24	23.08%					
3.	Not interested	9	8.65%					
4.	Not applicable to my teaching/tutoring situation	8	7.69%					
5.	Not applicable because I am already very familiar with these research findings	15	14.42%					
Total		104	100%					

Mean : **2.212** Confidence Interval @ 95% : **[1.931 - 2.492]** Standard Deviation : **1.459** Standard Error : **0.143**

[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.	<b>Very interested</b>	<b>64</b>	<b>61.54%</b>					
2.	Somewhat interested	28	26.92%					
3.	Not interested	6	5.77%					
4.	Not applicable to my teaching/tutoring situation	6	5.77%					
5.	Not applicable because I am already very familiar with these research findings	0	0.00%					
Total		104	100%					

Mean : **1.558** Confidence Interval @ 95% : **[1.395 - 1.720]** Standard Deviation : **0.846** Standard Error : **0.083**

[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	42	40.78%					
2.	<b>Somewhat interested</b>	<b>45</b>	<b>43.69%</b>					
3.	Not interested	10	9.71%					
4.	Not applicable to my teaching/tutoring situation	6	5.83%					
5.	Not applicable because I am already very familiar with these research findings	0	0.00%					

Total 103 100%  
 Mean : **1.806** Confidence Interval @ 95% : [**1.643** - **1.968**]  
 ! Standard Deviation : **0.841** Standard Error : **0.083**

Thank you for completing this survey!

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.		<b>85</b>	<b>100.00%</b>					

Total 85 100%  
 Mean : **1.000** Confidence Interval @ 95% : [**1.000** - **1.000**]  
 ! Standard Deviation : **0.000** Standard Error : **0.000**