

**University of the District of Columbia
State Education Agency, Adult Education**



**ADULT LEARNER SURVEY RESULTS
Winter 2004**

March 2005



DC Stands for Literacy...

INTRODUCTION

The Adult Learner Survey is conducted biannually, in the fall and spring of each year by the University of the District of Columbia, State Education Agency, Adult Education (SEA). This unique survey is a customer-driven reporting system that informs the programmatic and fiscal priorities of the SEA. By hearing directly from adult learners, the SEA can help meet learners' needs and reduce barriers that might keep them from achieving their life goals.

Carolyn Pegram, an adult learner, has been a full-time staff member of the SEA since 2001. Ms. Pegram's primary role is to serve as an advocate and liaison for District adult learners to the SEA. By visiting adult learners at their program sites, Ms. Pegram randomly samples at least 10% of the total population of adult learners in SEA-funded programs. The survey polls adult learners on program quality, reasons for seeking services, and whether or not their goals are being met while in the programs.

Ms. Pegram does more than gather information. She gives it too, providing resources to adult learners. Once Ms. Pegram interprets the results/responses of the survey, she advocates on behalf of the adult learners to ensure concerns are met and complaints are addressed by the appropriate administrator.

HISTORY

The University of the District of Columbia, State Education Agency, Adult Education (SEA) started "The Adult Learner Survey" in 2001 to gather information on the quality and effectiveness of SEA-funded programs. The results have been critical in carrying the voices of adult learners to the SEA to identify areas for program enhancement.

In adult education, we know that adult learners vote with their feet. If a program is not meeting adult learners' needs, they will leave. The Adult Learner Survey is, in effect, an intervention strategy, a way of reducing attrition by letting adult learners know that they are not alone, that there are solutions to challenges, and that they can and should vocalize their concerns for change to occur.

IMPLICATIONS

The SEA acts on the survey results to meet the needs of adult learners. When 46% of the adult learners noted that transportation was a barrier to attending classes regularly in the 2001 survey, the SEA ameliorated this barrier by distributing \$22,000 worth of Metro fare cards and bus tokens to SEA-funded programs for adult learners. The SEA continues to distribute fare cards and tokens to SEA-funded programs each year.

In 2001, only 48% of adult learners surveyed reported that they had no experience using computers. An overwhelming 98% reported that they would like to learn more about computers. But many program providers lacked sufficient technology on site; many had only one or two computers available for student use. In response to the survey, SEA purchased over \$100,000 worth of technology equipment specifically for integrating technology in the adult education curriculum. Thus, programs were able to establish computer labs, allowing learners to receive computer instruction, use the computer for job preparation, and navigate the Internet. The SEA continues to purchase over \$100,000 worth of technology equipment every year specifically for adult learner use at SEA-funded programs to help build a technology infrastructure. The Fall 2004 survey found that 82% of adult learners surveyed said that they know how to use a computer.

2004 FINDINGS

ten percent of all adult learners participating in SEA-funded programs responded to the Fall/Winter 2004 Adult Learner Survey, for a total of 327 respondents.

Highlights of the 2004 results are:

41% reported that teacher instruction is helpful and that is what they like most about their program.

72% reported that they know how to use the Internet.

32% are enrolled in a program to get their GED.

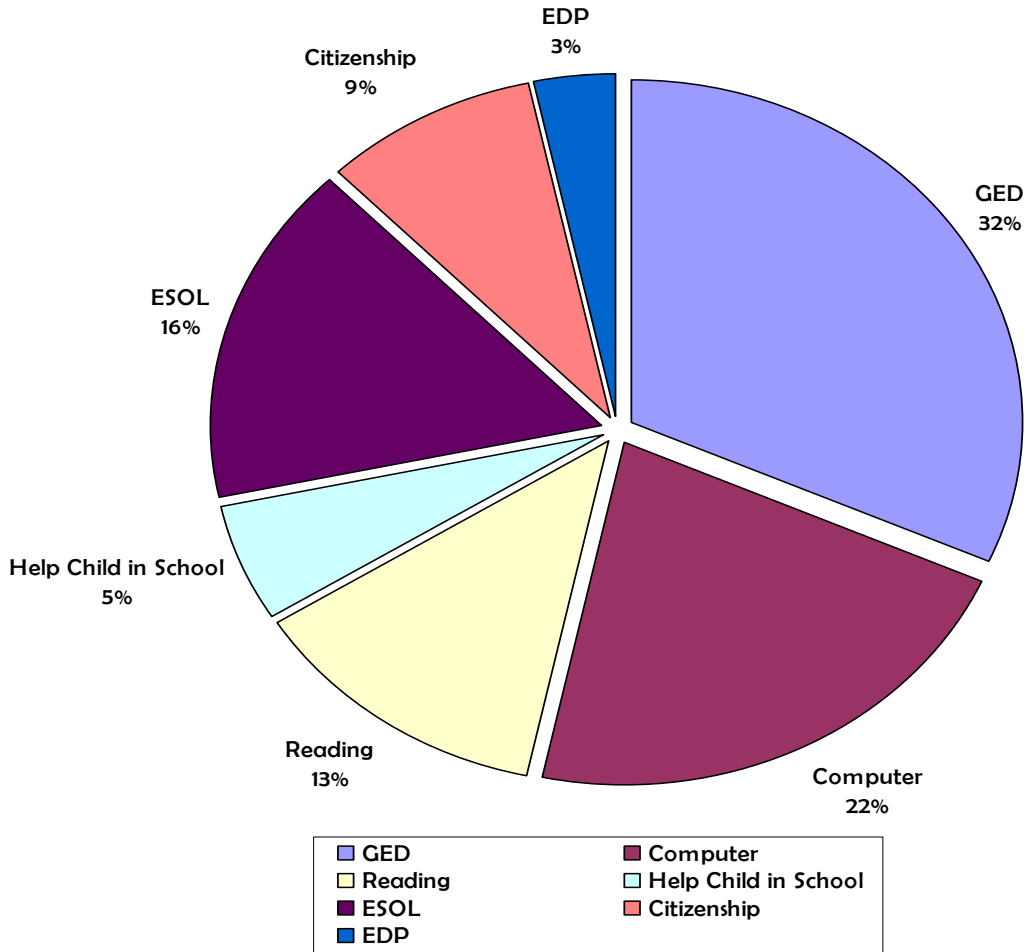
23% reported that their program needs a job referral process.

CONCLUSION

In the four years since the survey began, Ms. Pegram reports that program administrators and teachers now realize the importance of the survey and set aside class time to accommodate it. They, and the adult learners, know that the results will be reported, heeded, and used to benefit learners and programs.

The SEA is committed to continuing the biannual Adult Learner Survey as a monitoring, evaluation, and outreach tool that raises the voices of adult learners and helps program providers identify areas for program improvement.

What are your primary reasons for being in the program?

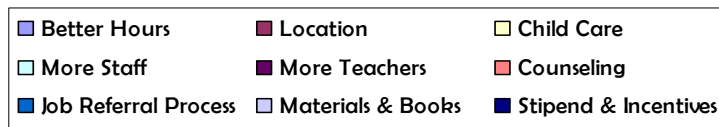
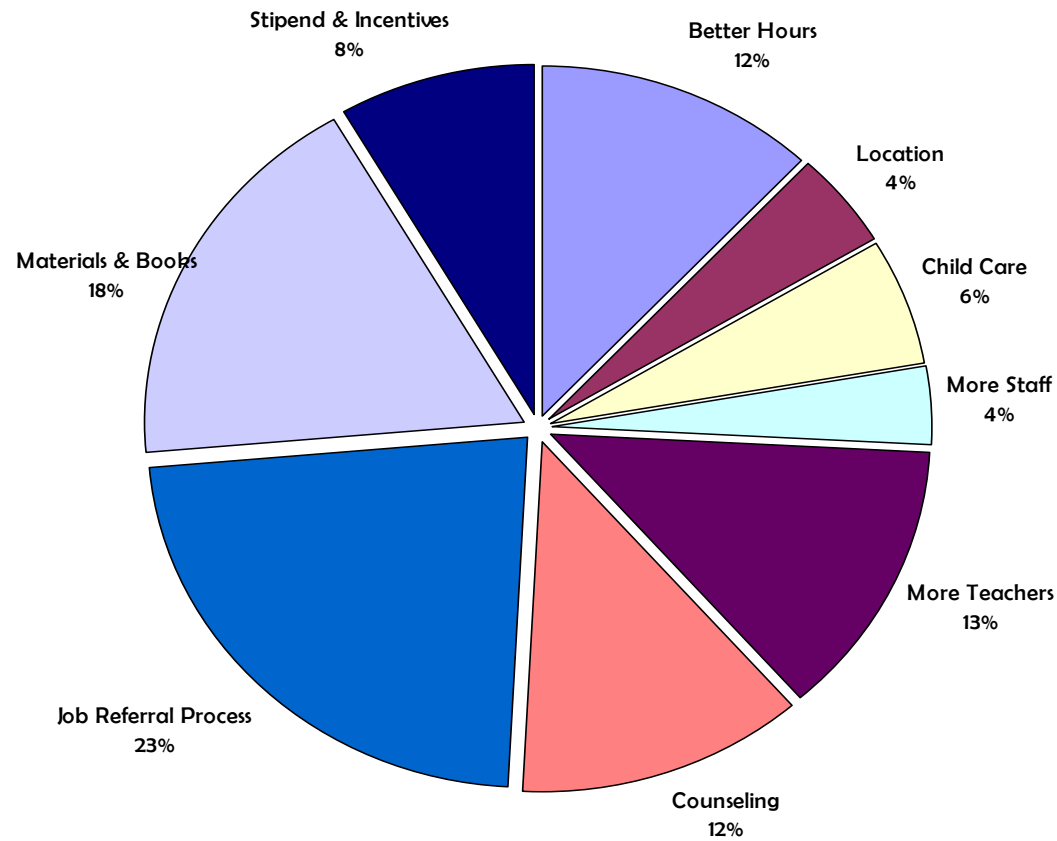


Responses

	<u>Totals</u>
GED	152
Computer	103
Reading	26
Help children in school	26
English as a second Language	109
Citizenship	42
External Diploma Program	16

Other: To improve reading and math skills, Job, College, New skills to comm.-with American, In house nursing, CDL, Art, Drug addiction, and to brush up on skills.

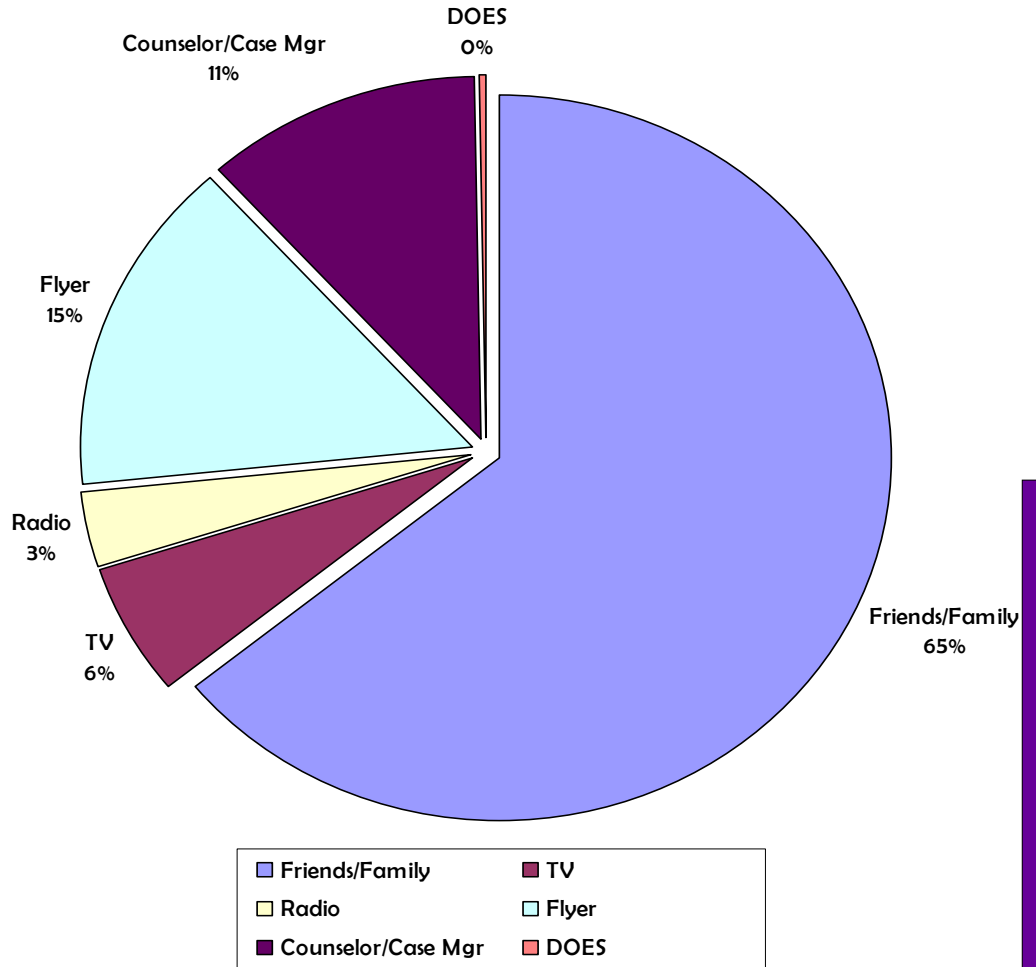
What would you say the program needs?



Responses

	<u>Totals</u>
Better hours	60
Better location	22
Child care	28
More staff	18
More teachers	64
Counseling	60
Job referral process	114
Materials / Books	90
Stipend& Incentive	41

How did you find out about the program?

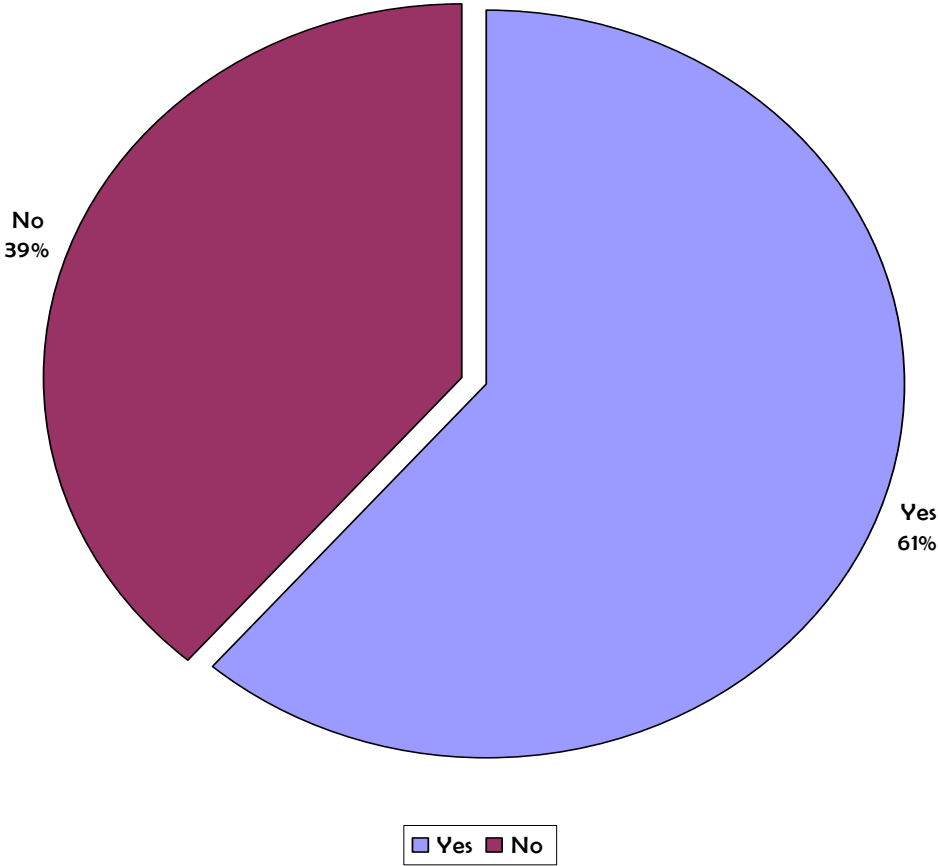


Responses

	Total
Friends/ Family	188
TV	17
Radio	10
Flyers	44
Counselor/ Case Manager	33
Department of Employment Services	1

Other: Computer internet Author Robinson Teacher, Church, Martin Luther King Library, and State Education Agency web site, Subway, Staff University of the District of Columbia, DC Government.

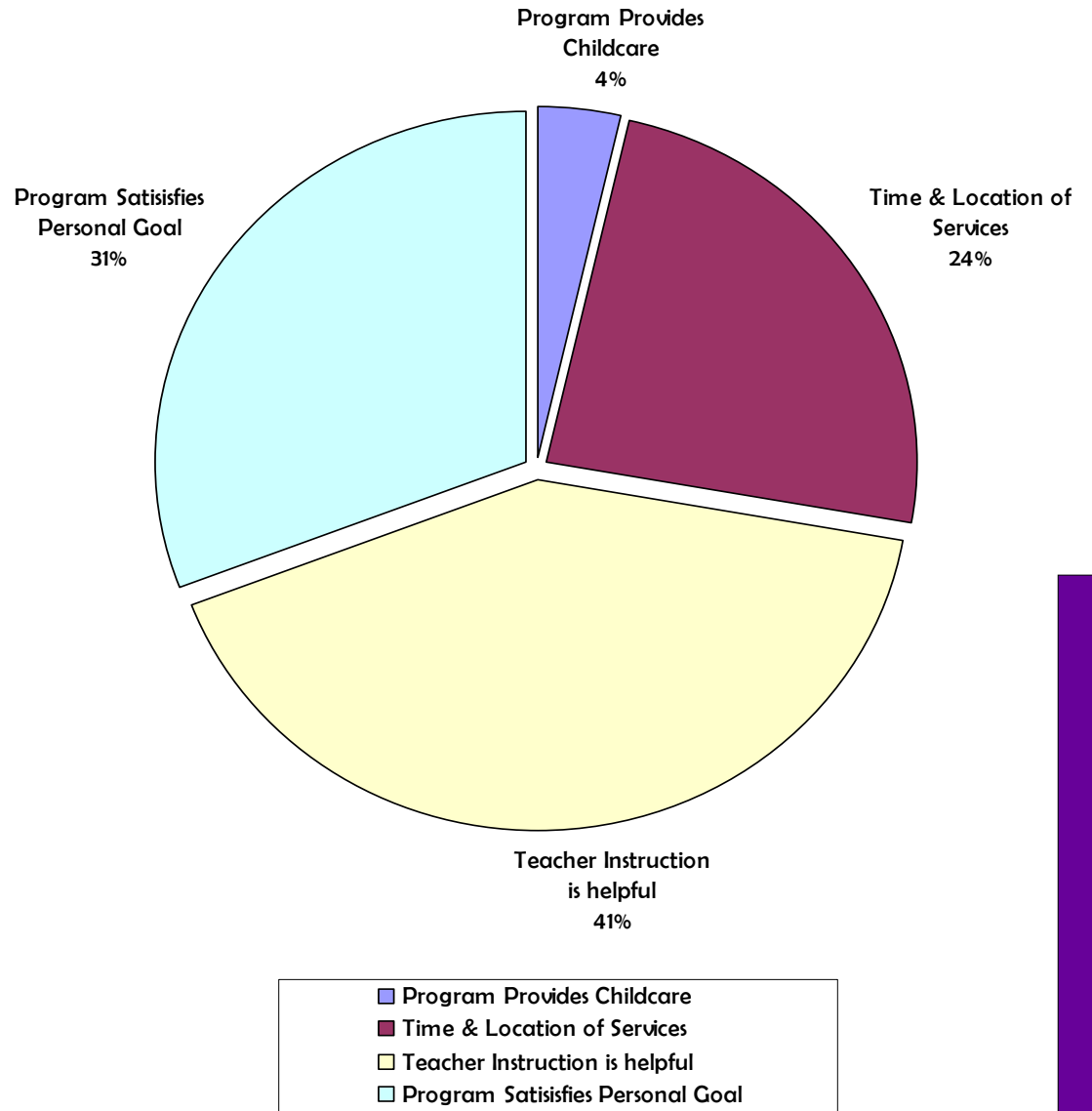
Is this your first time in an adult education program?



Responses

	Total
Yes	192
No	121

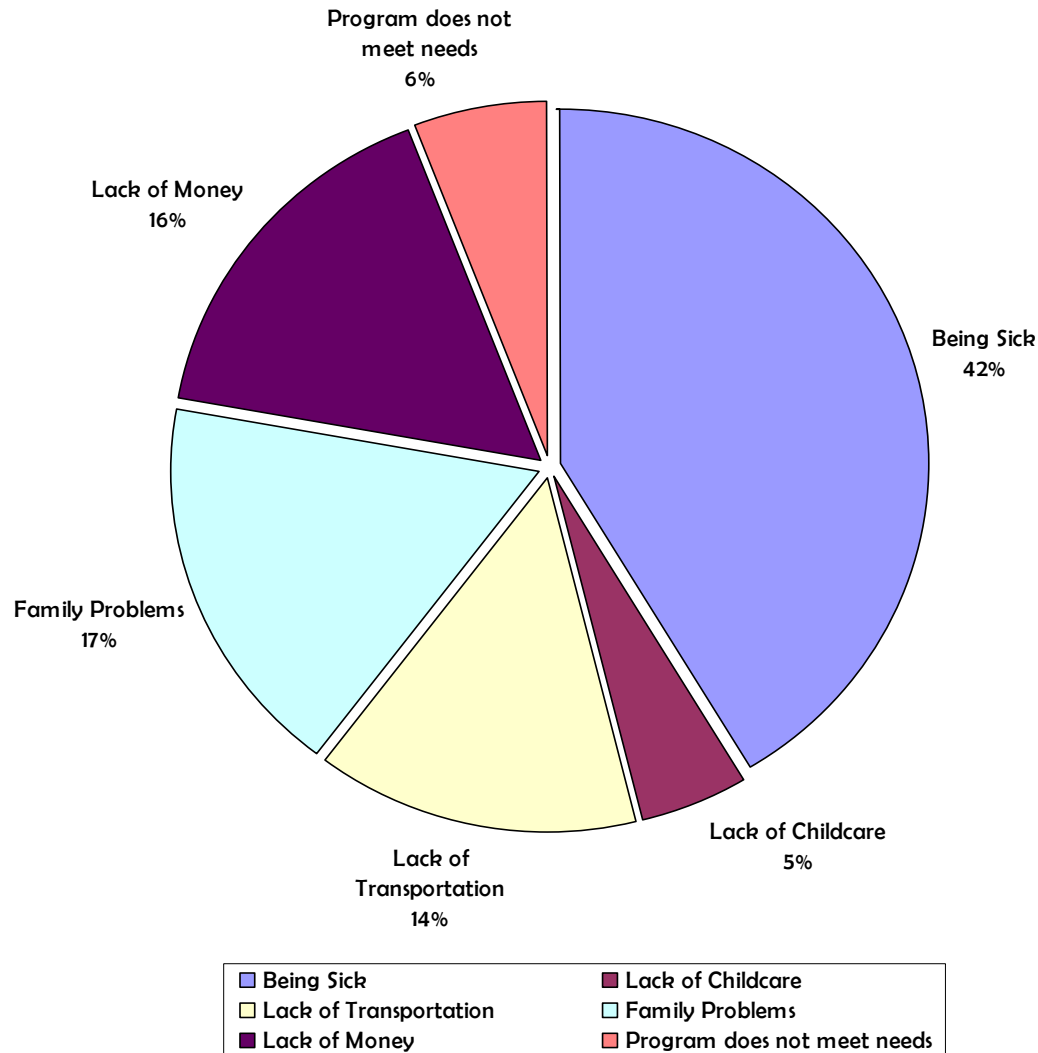
What do you like most about this program?



Responses

	<u>Total</u>
Program provides childcare	20
Time & location of services	132
Teacher Instruction is helpful	227
Program satisfies personal goal	170

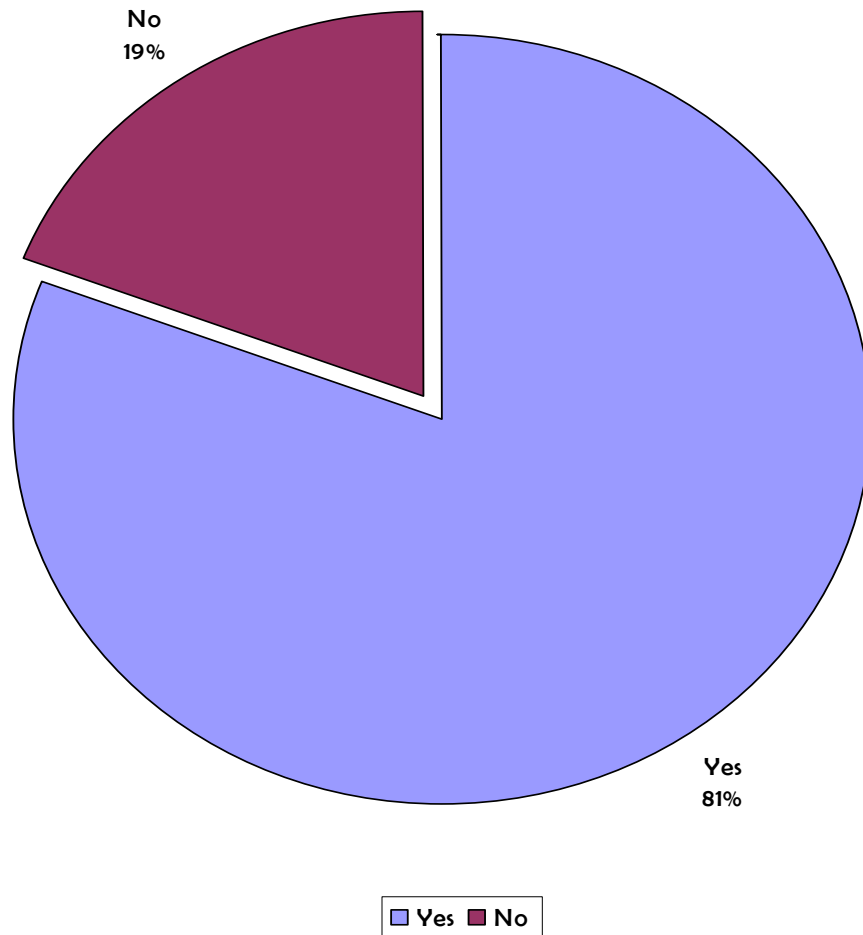
Barriers that might prevent you from attending class, if any.



Responses

	Total
Being sick	176
Lack of childcare	21
Lack of transportation	60
Family problems	72
Lack of money	70
Program does not satisfy needs	25

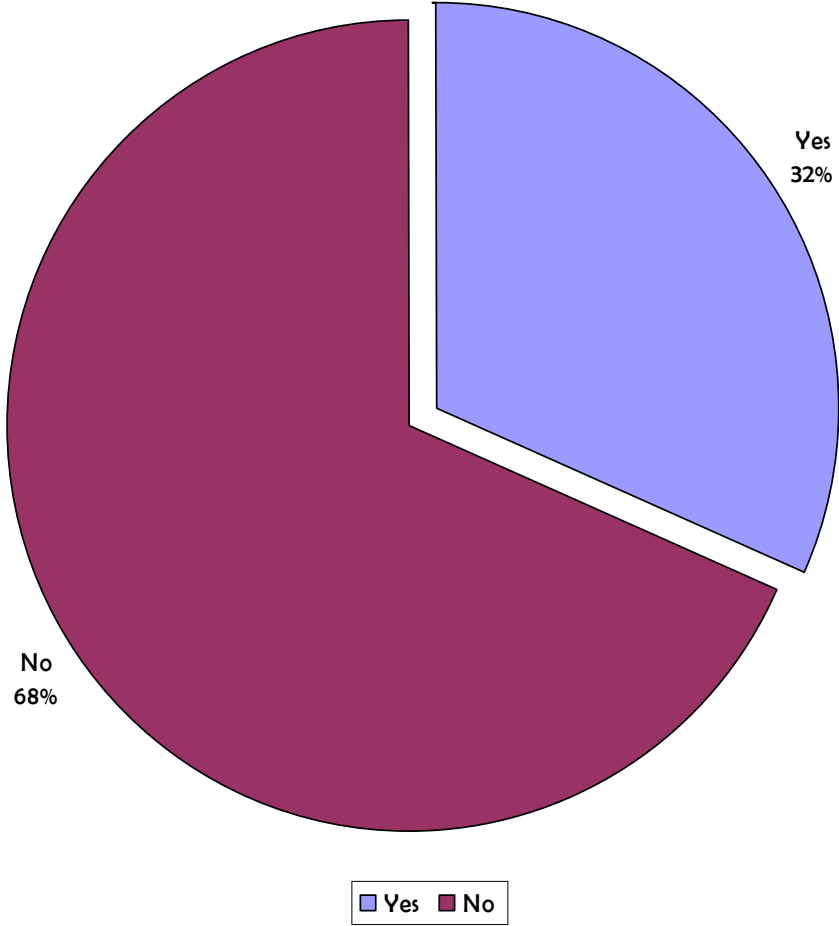
Do you have any learning difficulties or a learning disability?



Responses

Yes	<u>Total</u>
No	242
	57

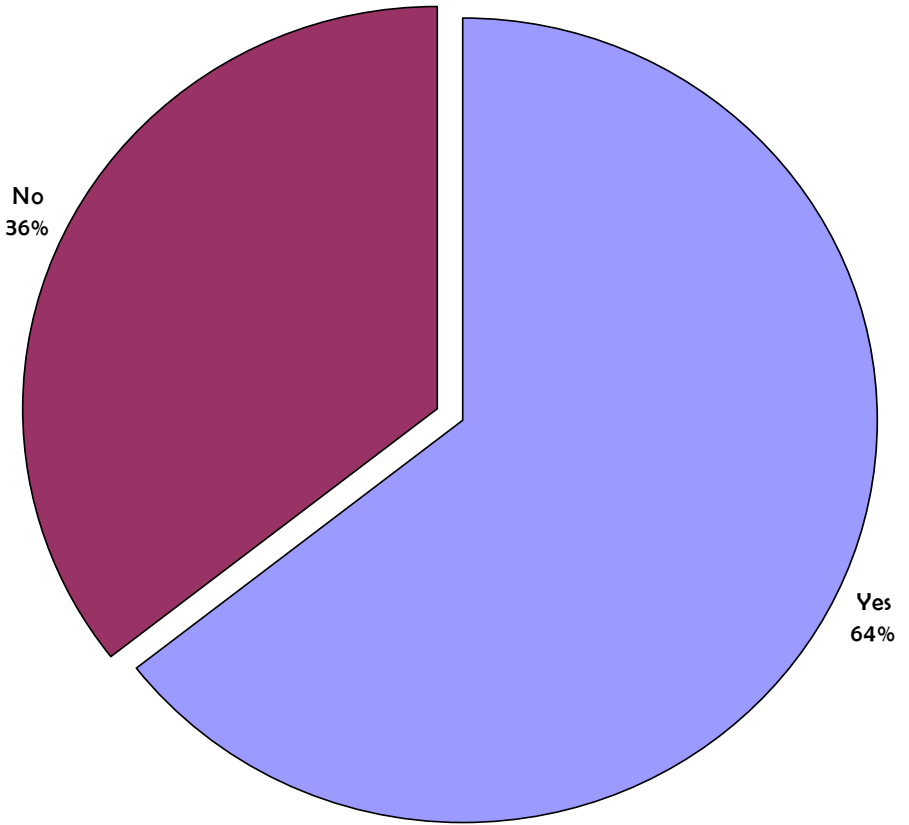
Have you been screened for a learning disability?



Responses

	Total
Yes	93
No	201

Would you like to attend an adult learner conference?

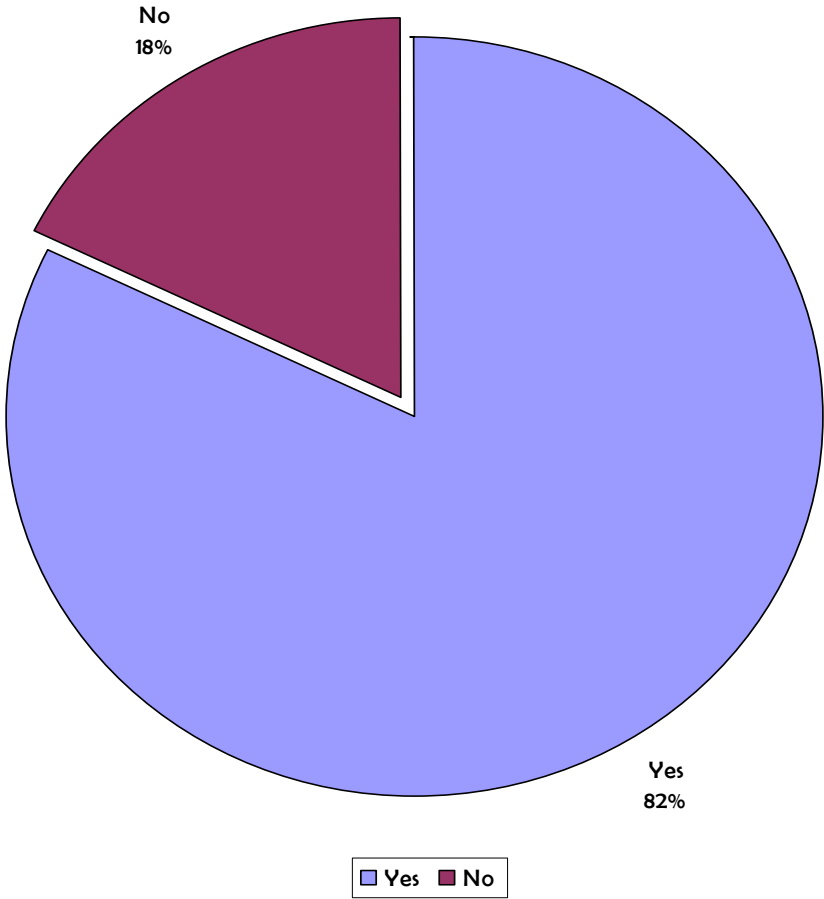


Responses:

	<u>Total</u>
Yes	195
No	108

■ Yes ■ No

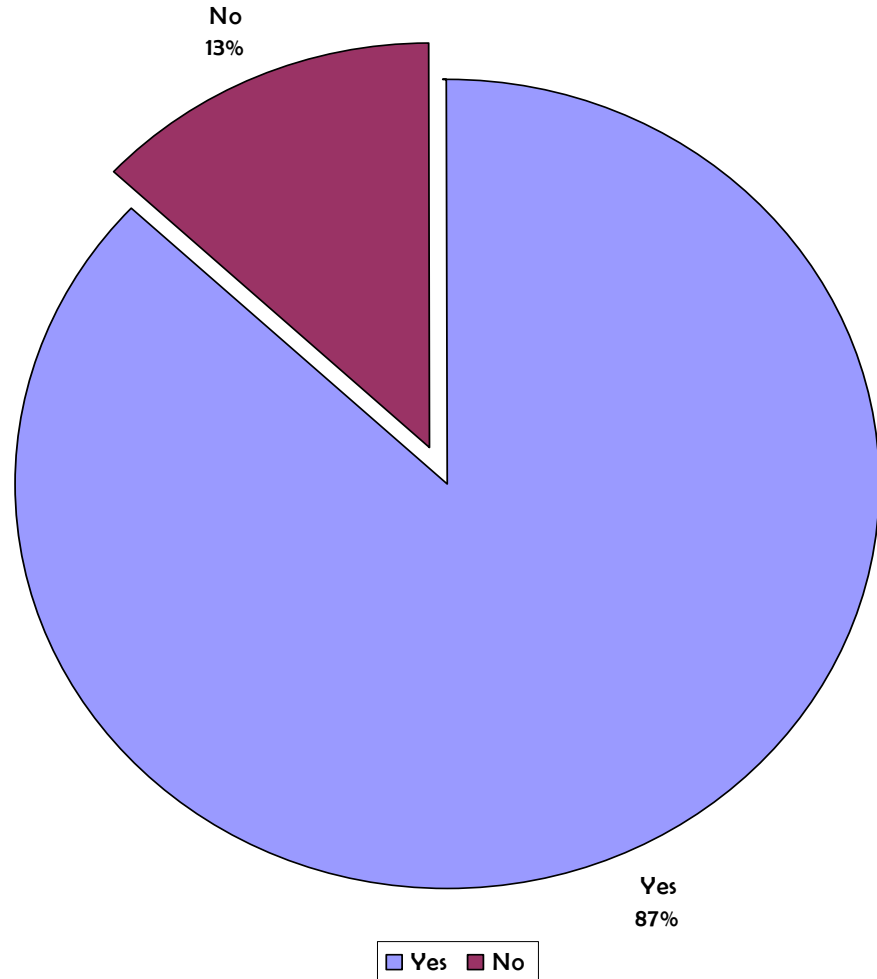
Do you know how to use the computer?



Responses

	<u>Total</u>
Yes	253
No	55

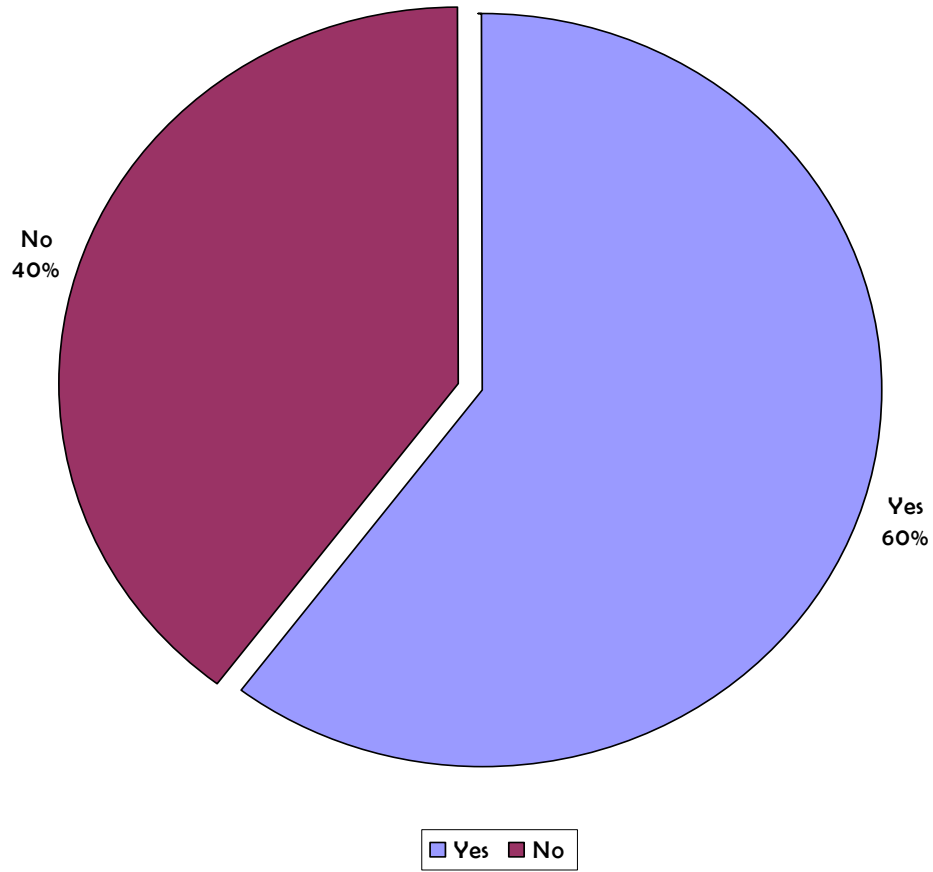
Would you like to learn how to use the computer?



Responses:

	<u>Total</u>
Yes	26
No	40

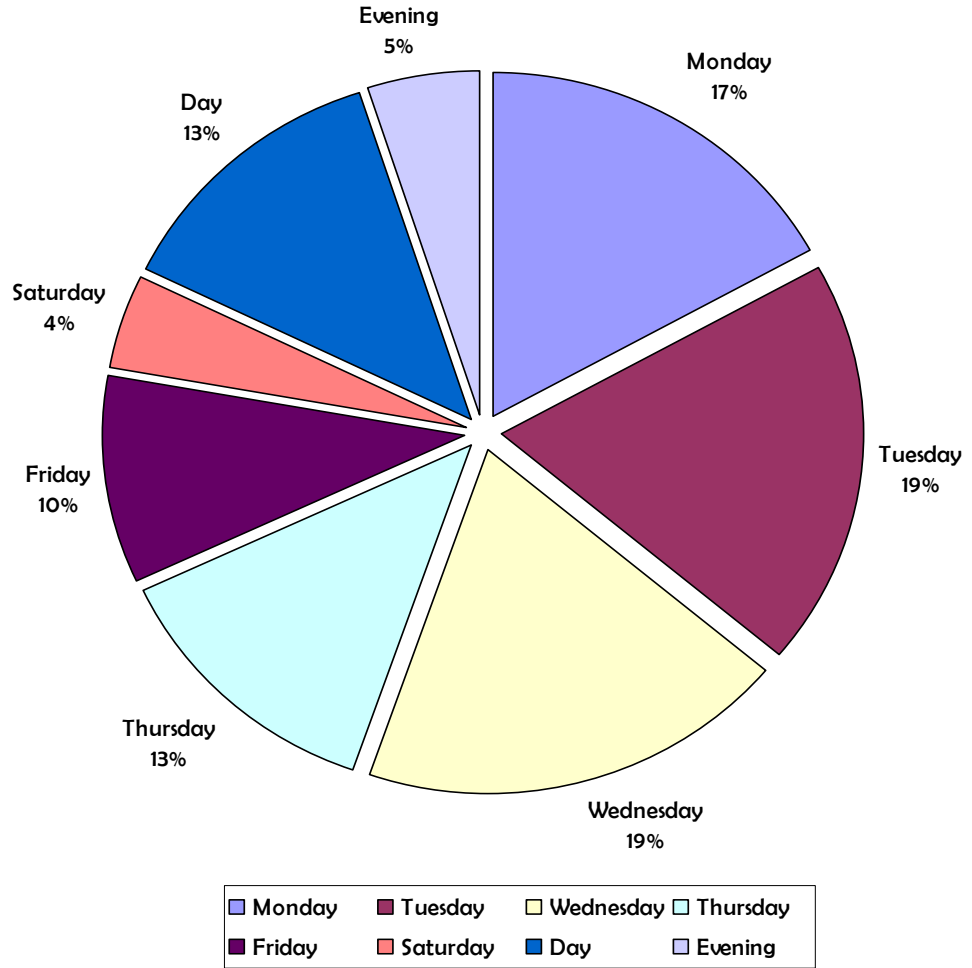
Do you use the computer lab at your program?



Responses

	<u>Total</u>
Yes	194
No	128

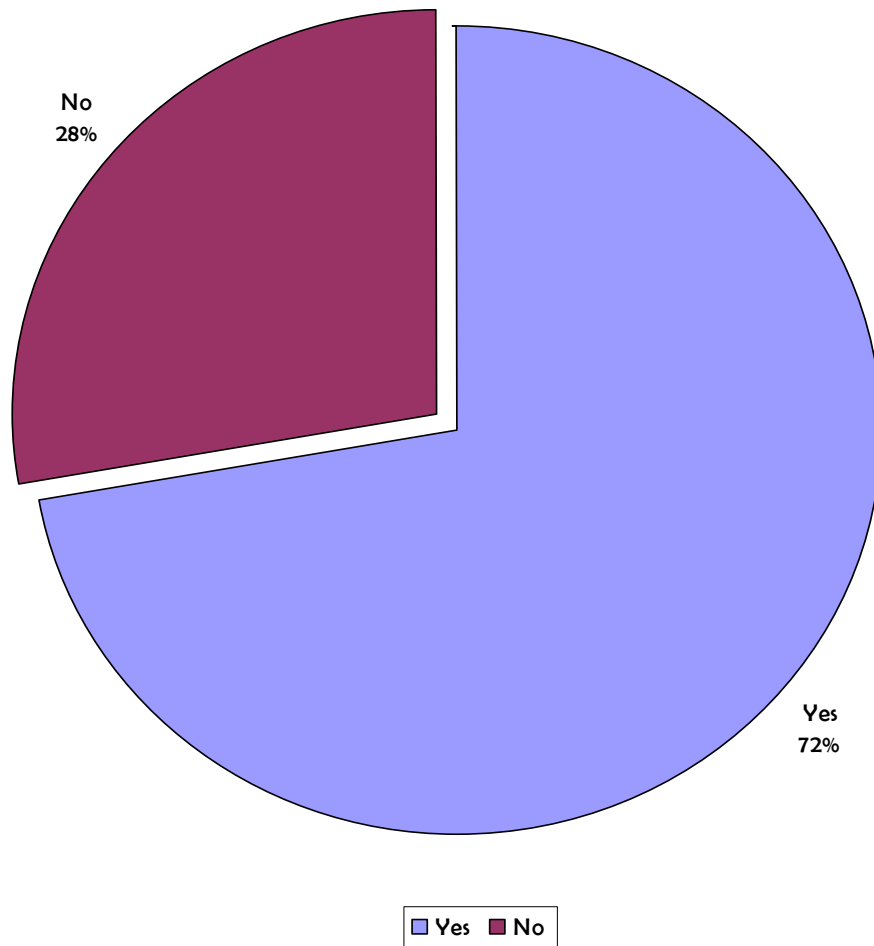
If you do use the computer lab, check all the days that you use it.



Responses

	<u>Total</u>
Monday	100
Tuesday	114
Wednesday	113
Thursday	45
Friday	58
Saturday	26
Day	76
Evening	29

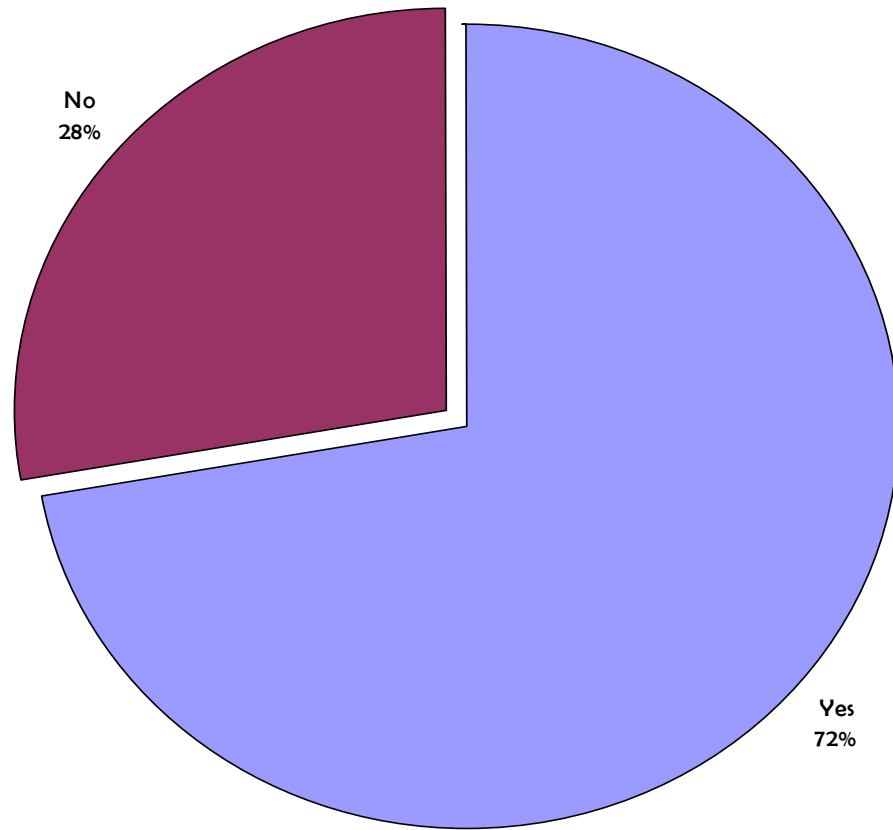
Do you know how to use the internet?



Responses

	<u>Total</u>
Yes	208
No	80

Does the program allow you to use the computer long enough?

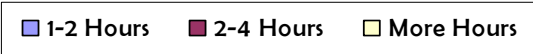
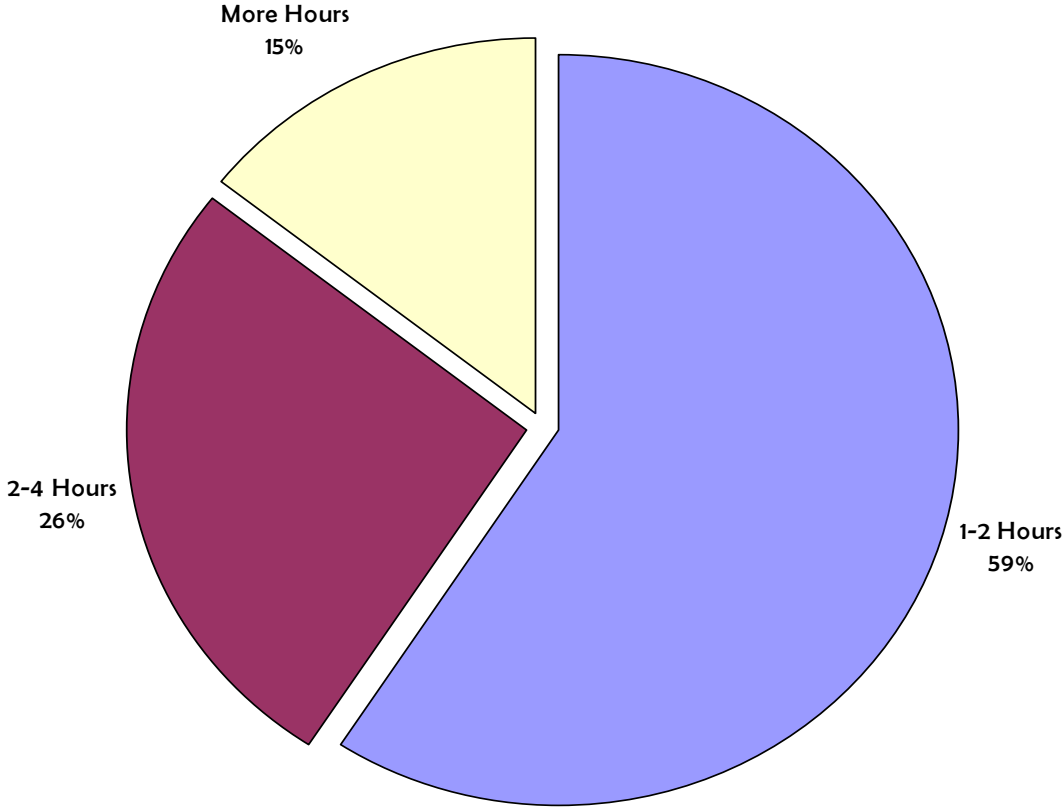


Responses:

	<u>Total</u>
Yes	140
No	95

■ Yes ■ No

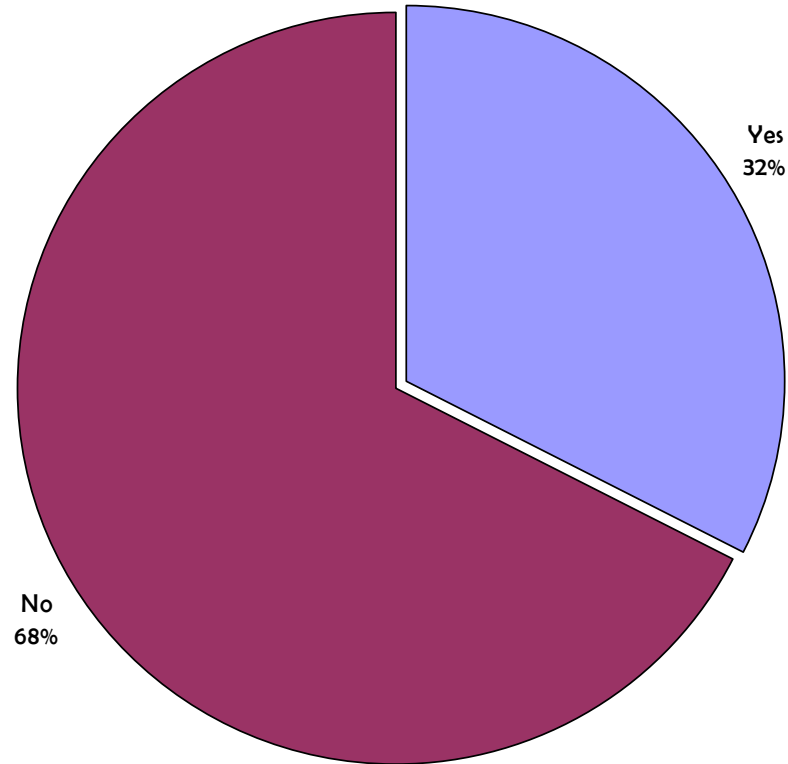
How much time do you think you need on the computer ?



Responses

	<u>Total</u>
1-2 Hours	146
2-4 Hours	65
More Hours	36

Have you received metro tokens or fare cards?



Responses:

	<u>Total</u>
Yes	98
No	204

Yes No



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