



ATLAS Instructional Practices Alignment Survey for Minnesota State College and University Faculty

A. SURVEY PURPOSE

Thank you for participating in this very important survey. The State of Minnesota is working to improve the Adult Basic Education (ABE) programs that work to transition students from ABE classrooms into post-secondary educational institutions. To help achieve this, we ask you to fill out this survey so that we can collect information on the following:

- the basic academic skills needed to be successful in a post-secondary program
- materials and modes of instruction used
- common assessment practices

Once again, thank you for your assistance with this important project. Please note that participants will not be individually identified, and no contact information will be collected as a part of this survey.

B. DEMOGRAPHIC INFORMATION

1. In what region of the state do you teach?

- East Metro
- Mid-Central
- Northeast
- Northwest
- Southeast
- Southwest
- West Metro

2. In what program area do you teach? Please select the response that most closely corresponds to the subject that you teach.

- Developmental: English
- Developmental: ESL
- Developmental: Math
- Developmental: Study skills
- Health care: CNA program
- Health care: Phlebotomy technician
- Health care: RN program
- Healthcare: LPN program
- Healthcare: Other (specify below)
- Trades: Construction electricity
- Trades: Plumbing
- Trades: Manufacturing/electronics
- Trades: Mechanics and electrical repairs
- Trades: Heating, Ventilation, and Air Conditioning (HVAC)
- Trades: Transportation
- Trades: Other (specify below)

Other (please specify)

3. What percentage of your students would you consider under-prepared learners?

- 0-25%
- 26-50%
- 51%-75%
- 76%-100%

4. What percentage of your students are non-native speakers of English?

- 0-25%
- 26-50%
- 51-75%
- 76-100%

C. DELIVERY OF INSTRUCTION AND INSTRUCTIONAL TECHNIQUES

1. Delivery of Instruction: Please click on all the ways that you currently deliver instruction to students.

- Online instruction
- Blended instruction (combining online and traditional classroom instruction)
- Self-directed, individualized learning plans
- On-site classroom instruction

2. Instructional Techniques: Please use the scale below to indicate the percentage of classroom time you dedicate to each instructional technique.

	Never	1-25%	26-50%	51-75%	75-100%
Lecture/Teacher-directed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-class group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual or group projects or class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student-led activities such as presentations or demonstrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internships or service-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guest speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="text"/>				

D. BASIC ACADEMIC SKILLS

Below is a list of basic academic skills commonly associated with success in post-secondary classrooms. Please read the instructions and answer all the questions to the best of your ability. Thank you.

ACADEMIC READING

1. What type of texts or reading materials do you assign in your classes? Click all that apply.

- Textbooks
- Journal articles
- Magazine or newspaper articles
- Works of fiction
- Memoirs or biographies
- Technical drawings, graphs or charts

Other (please specify)

2. What is the average length of weekly reading assignments? Click the response that best answers the question.

- 1-15 pages
- 16-30 pages
- 31-50 pages
- 51 pages or more

3. For each skill, please use the following scale to indicate how important it is for success in the classes you teach.

	Not applicable to my field	Not very important	Somewhat important	Important	Very important	Extremely important
Understanding and following written instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading efficiently: comprehension and appropriate speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding and analyzing data from graphs, charts and diagrams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishing main ideas from secondary ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishing fact from opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking notes on information read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying and organizing new, field-specific vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating the value of information read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizing information from multiple texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the contents and index pages to find information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a dictionary, thesaurus or other reference book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately reading measurements on technical or laboratory equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

ACADEMIC WRITING

4. What type of writing assignments do you require of students? Click all that apply.

- Essays
- Reports
- Research papers
- Paragraphs or short answer questions
- Reader response journals
- In-class written exams
- I do not assign writing work.

Other (please specify)

5. During a semester, what is the average number of writing assignments that you require of students? Click the one response that best answers the question.

- zero
- 1-2
- 3-4
- 5 or more

6. What is the average length that you require of your writing assignments? Click the one response that best answers the question.

- 1 page or less
- 2-3 pages
- 4-6 pages
- 7 or more pages

7. For each skill, please use the following scale to indicate how important it is for success in the classes you teach.

	Not applicable to my field	Not very important	Somewhat important	Important	Very important	Extremely important
Planning and outlining drafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing drafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revising drafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizing, paraphrasing, and synthesizing information from outside sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using quotations and citing sources appropriately in the text, in footnotes and/or a bibliography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammatical accuracy in written work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using correct punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoiding plagiarism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="text"/>					

ACADEMIC LISTENING

8. Are students tested on information provided in lectures and/or from other audio-visual materials like DVDs?

Yes

No

9. For each skill, please use the following scale to indicate how important it is for success in the classes you teach.

	Not applicable to my field	Not very important	Somewhat important	Important	Very important	Extremely important
Understanding and following oral instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking notes effectively during teacher-centered lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take notes effectively while watching supplemental, audio or audio-visual materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishing between main and secondary ideas during lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishing between ideas and examples during lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding technical vocabulary or jargon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to see relationships between ideas or different segments of the lecture(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to synthesize information from lecture with other sources of information such as textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to understand other students' questions or comments during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

ACADEMIC SPEAKING

10. What percentage of each class is spent on student discussion or student-led activities (such as presentations)?

- 0-25%
- 26-50%
- 51%-75%
- 76%-100%

11. For each skill, please use the following scale to indicate how important it is for success in the classes you teach.

	Not applicable to my field	Not very important	Somewhat important	Important	Very important	Extremely important
Ability to ask for help, clarification, or information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to explain or justify answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to define or describe concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving peer feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in a group discussion by stating points of view, agreeing, disagreeing, giving reasons and/or interrupting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving an oral presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizing or paraphrasing materials orally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describing processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbalizing numerical data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducting interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

MATH

12. Math is not applicable to my content area.

Click here.

My content area

13. For each skill, please use the following scale to indicate how important it is to success in the classes you teach.

	Not applicable to my field	Not very important	Somewhat important	Important	Very important	Extremely important
Using basic addition, subtraction, multiplication and division	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking and recording accurate measurements using technical equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying basic geometric principles to a task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculating for unknown variables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Converting from one measurement system to another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining resources necessary for a task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using fractions, ratios, proportions, and percentages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding probability and statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estimating costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) <input type="text"/>						

TECHNOLOGICAL LITERACY

14. For each skill, please use the following scale to indicate how important it is to success in the classes you teach.

	Not applicable to my field	Not very important	Somewhat important	Important	Very important	Extremely important
Basic keyboarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducting research on the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Searching an online library catalog or database	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Submitting homework online or as an attachment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating via email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using computer-based learning aids such as CD-ROMS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using online course programs such as D2L, Blackboard, Moodle or WebCT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="text"/>					

OTHER

15. Please list in the box below any other basic skills that you believe incoming students need to be successful in the classes you teach.

E. ASSESSMENT PRACTICES

1. Below is a list of different forms of assessment used to give students feedback and to evaluate their progress for the purpose of grading. Please click all forms of assessment that you commonly use.

- Objective tests like multiple choice, true-false, fill- in-the-blank, etc.
- Short answer tests
- In-class essay exams
- Essays or reports
- Problem solving sets
- Presentations
- Group projects
- Paper-based portfolios
- Electronic portfolios

Other (please specify)

F. POST-SECONDARY ACADEMIC CULTURE

1. Please indicate to what degree you believe students entering your program are prepared to handle the following:

	Not very prepared	Somewhat prepared	Prepared	Very prepared
Academic expectations and workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College placement tests (such as the Accuplacer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management and study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="text"/>			

2. Please indicate to what degree you believe students entering your program are aware of the following:

	Unaware	Not very aware	Somewhat aware	Aware	Very aware
Academic honesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College admission and financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College students services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student and teacher roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. COMMENTS OR QUESTIONS

1. In the box below, please feel free to make any comments that you have for the state of Minnesota's Adult Basic Education network as it works to improve services to prepare students for post-secondary work. Thank you!



Thank you!

Thank you so much for taking the time to complete this survey. We look forward to collecting your responses and sharing what we learn with stakeholders throughout Minnesota.