

QUESTIONNAIRE FOR LANGUAGE PROGRAM EVALUATION

Language Advisory Committee,
School of Arts and Sciences
University of Pennsylvania

February 23, 2001

NOTE: This questionnaire has been compiled on the assumption that the following persons/categories will need to be involved in the preparation of responses:

1. the Chair of the Department(s) involved
2. the Administrative Assistant(s) to the Chair
3. the Faculty Supervisor of the Language Program(s) involved
4. the Undergraduate Advisor of the Language Program(s) concerned (if different from any of the above)
5. the Language Coordinator(s) of the Language Program(s) involved

1 SECTION ONE: PROGRAM & CURRICULUM

1.1 PROGRAM DIMENSIONS

1. Please provide a brief description of what constitutes the "Language Program" in your department, center, or other administrative unit. Supply an organizational chart of the functions of the personnel in the program, if possible.
2. Describe the goals of the program and its courses. Please provide particulars in terms of:
 - (a) language skills
 - (b) proficiency levels
 - (c) Discuss modes of articulation between the courses in the language program and higher level opportunities for language study (such as majors, minors, FLAC courses, etc.)
 - (d) Provide details of study abroad opportunities involving the language(s) of the program and indicate how such opportunities are integrated into the course offerings at Penn.

1.2 Curriculum

1. Please describe the "philosophy" and approach which form the basis of decision-making within the language program (include discussion of pedagogical method(s) and modes of training teaching personnel).
2. Provide details of the sequencing of courses within the language program and articulation between them.
3. Provide particular details of language courses that

- (a) concentrate on particular skills or combination of them
- (b) cater to specific clientele (heritage/community learners, etc.)
- (c) are content-based (i.e. focus on particular topics such as film, art, politics, business, etc.)

As part of this description, please explain the modes of transition from the different levels of the language program into the courses you describe in this section and, to the extent appropriate, how they are linked to the other departments/schools where the subject matter involved is taught.

1.3 Textbooks and Syllabi

Please provide course syllabi and comment on the availability of the textbooks involved.

1.4 Evaluation Procedures

Please provide full details of evaluation procedures used within the language program. What types of test are used? How often are they administered? If the language program has established levels of proficiency, what are they? If not, what other criteria are used in evaluating student performance?

1.5 Technology

Provide detailed information about the use of technology (audio-visual through MMETS, Blackboard, e-mail, CD-ROM, Computer Hard/Software, etc.) in the language program. How are such materials and technology integrated into the course? Is their use required or voluntary?

2 SECTION TWO: TEACHERS

For each teacher involved in the language program please provide information under the following categories:

2.1 EDUCATION BACKGROUND & QUALIFICATIONS:

1. University Degrees
2. Specialized training in Language Pedagogy, Evaluation, etc.
3. Training/qualification in technology applications
4. Teaching Experience
5. Other relevant experience(s)
6. Proficiency in English
7. Proficiency Level in Language(s) involved

2.2 RESPONSIBILITIES:

1. Position in the Department/Program
2. Length of Tenure
3. Course Load per semester
4. Courses Taught
5. Use of technology within program

Please provide details of any preferred or specialized teaching assignments (basic language, advanced, content-based, applied language for the professions, etc.)

Other Responsibilities (curriculum design, preparation of materials, research, special projects, etc.)

2.3 TEACHER SATISFACTION:

This section should be filled out directly by the individual instructors. They should be able to answer it IN CONFIDENCE and return it to the evaluation committee members directly.

1. integration in the Department as a whole
2. specific teacher satisfaction with:
 - (a) standing faculty collegiality
 - (b) goals of the program
 - (c) decision-making process within the program
 - (d) working conditions for teachers in the program
 - office space, furniture
 - technology and computer support
3. opportunities to contribute to the program's development
4. opportunities for professional development:
 - budget to attend conferences
 - conference presentations by teachers
 - workshops at Penn and elsewhere
 - participation in discussions of Language Advisory Committee

2.4 Other issues

Please describe any other issues that concern you, that you would like to address. Are there any other problems confronting your program that you would like to describe or discuss? Are there any issues or problems that are unique to your program, for which opportunities to discuss them have not been given above? Does your program have special needs of any sort? Do you and your staff thoroughly understand the employment situation at Penn, and what the various employment statuses mean? Are you aware of how to make the best of this system, or are things unclear? Please use this space to discuss these or any other special issues of a general nature that have not been dealt with above.

3 SECTION THREE: STUDENTS

3.1 Student Satisfaction

Could you provide an analysis of trends and changes in the SCUE ratings for the language courses in your department according to each of the following criteria:

1. Course:
2. Section:
3. Class Size:
4. Difficulty of course material:
5. Level(s) of proficiency anticipated for the course:

Does your department have specific procedures for reviewing and responding to the SCUE ratings? If so, what are they?

Does your department have particular mechanisms for rewarding distinguished instructors or for providing support to those who receive poor SCUE ratings?

3.2 Enrollment Patterns

1. What are the current enrollments in the language courses in your department?
2. How many sections of each language course are taught each semester? Year?
3. What is the maximum class size for language courses in your department?
4. Is class size a concern for students? Please explain.
5. What is the typical course/level sequence students follow as they gain proficiency?
6. Do students skip levels? How frequently?
7. Describe the patterns of retention and attrition between levels of proficiency.
8. Have you noticed any changes in these trends? What do you think might account for the changes?

4 SECTION FOUR: FACILITIES

4.1 ADMINISTRATIVE SUPPORT FOR YOUR PROGRAM

In general, do you feel that there is adequate support for the effective administration of the program?

1. Is this support adequate at the departmental level? If not, how could this be made better?
2. Is support for individuals (i.e. individual teachers, coordinators, lecturers, etc.) adequate, or must individuals make do for themselves?
3. Is publicity and information about programs adequately handled, or must individual members arrange to disseminate information about their own programs at their own expense?
4. When development issues arise, is support adequate for your program, or are development and research funds routinely funneled into other, less-deserving programs in the department? Is there an imbalance in support of this kind, with most resources going to a few persons/programs, and few resources available to lower-division courses?
5. Do you find secretarial and other clerical support adequate, or must you fight for it at all times?

4.2 FACILITIES AND EQUIPMENT

1. Is computer support adequate for your needs?
2. When you have needs for other technological hardware, etc. are they forthcoming? Is there anything about the way Penn allocates these resources that could be improved?
3. Do you receive adequate support from technology personnel (MMETs, SAS Computing, Prep Center/LaRRC., etc.)? Do you think that channels of communication are open so that your general needs in this area can be made known to providers?
4. Do you know where to go to get help for use of WorldWide Web Internet, etc. Is this help adequate?
5. Is support for teacher training in the use of new technologies adequate for you and your program?
6. What is your estimation of classroom support facilities: do you always find a room with adequate technology, or must you bring your own equipment?
7. What would you say is good about the general facilities that are available?
8. What would you say is missing from the facilities that are available? What could be added in classrooms etc.?

4.3 LIBRARY RESOURCES

1. Are library resources adequate for the teaching of your language/program, or are there areas that could be improved (newspapers, serials, monographs, videos, etc.)?
2. Do we need to expand the notion of 'library' to include other multimedia?
3. Is there adequate coordination between Van Pelt, MMETS, and other providers of media services at Penn? If you want to show a particular movie in class, do you have to go out and rent it yourself sometimes?

5 General Comments

Are there any other problems confronting your program that you would like to describe or discuss? Are there any issues or problems that are unique to your program, for which opportunities to discuss them have not been given above? Does your program have special needs of any sort? Do you thoroughly understand the employment situation at Penn, and what the various employment statuses mean? Are you aware of how to make the best of this system, or are things unclear? Please use this space to discuss these or any other special issues of a general nature that have not been dealt with above.