Using surveys to understand and improve foreign language programs

Please site as:
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Department of Second Language Studies
Using surveys to understand/improve FL programs

- Planning the survey project
- Administering
- Analyzing
- Presenting
- Interpreting
- Reporting
- Developing the survey
- Developing the project
- How information will be used
- Who will use it
- What people want to know
- Analyzing, presenting, interpreting data
- Use-driven evaluation
Have you used (or do you use) surveys in your program?

What were (are) you trying to find out?

How was (is) the information used?
Examples of surveys used to understand/improve language programs

**What people wanted to know**
- Whether language courses could be improved with GTA teacher training
- Type of training course best suited to department needs
- Suggestions for format & content of GTA training course

**How the information was used**
- Better understandings of GTA & faculty views on FL teacher training
- Recommendations for teacher training program
  - Teaching methods/practice
  - Assessment
  - Grammar pedagogy
  - SLA theory
- Development of a teacher training course
- Increasing support for future training efforts

Zannirato & Sánchez-Serrano (2009)
administering, analyzing, presenting, interpreting data
reporting results
planning the survey project
developing the survey
administering
analyzing, presenting, interpreting data
planning the survey project

- interviews
- focus group
- observation
- expert panel

who will use?

- case study
- assessments
- photos
- video

what will use?

- document review
- testimonials
- simulated problems/situations
- journals/logs/diaries

how/what to use?

tools?

use-driven evaluation
Examples of surveys used to understand/improve language programs

**Use-driven evaluation**

### What people wanted to know

- Whether language courses could be improved with GTA teacher training
- Type of training course best suited to department needs
- Suggestions for optimal format & content for GTA training course

### How the information was used

- Better understandings of GTA & faculty views on FL teacher training
- Recommendations for teacher training program
  - Teaching methods/practice
  - Assessment
  - Grammar pedagogy
  - SLA theory
- Development of a teacher training course
- Increase support for future training efforts

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Zannirato & Sánchez-Serrano (2009)
Examples of surveys used to understand/improve language programs

**EVALUATION QUESTIONS**

- What kind of training course could best respond to the department’s needs?
- What are the training needs of the GTAs in terms of foreign language teaching?
- What are the needs of the coordinators in terms of their interaction with the GTAs?
- What training program format and content could best accommodate the needs of the stakeholders?

**SPECIFIED USES**

- Identify content and format for a FLT training course that different stakeholders would find appropriate.
- Provide an empirical basis for the integration of meaningful foreign language teacher training content into weekly GTA/Coordinator meetings.
- Judge the quality of undergraduate foreign language teaching.

*Use-driven evaluation*

Zannirato & Sánchez-Serrano (2009)
Sources/ types of information or phenomena used to answer an evaluation question
Is the surf going to be good at Kailua?

**Indicators**
- swell size
- swell direction
- swell period
- tide
- wind speed
- wind direction

**Tools**
- Image of a buoy
- Image of a windsock
<table>
<thead>
<tr>
<th>Question</th>
<th>Indicators?</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>What types of classroom activities and assessments were most helpful for student learning? (Milleret &amp; Silveira, 2009)</td>
<td><strong>Student opinions</strong>, satisfaction with class assessments and activities&lt;br&gt;<strong>Others?</strong> opinions, perceptions of student learning, enjoyment, participation, motivation&lt;br&gt;<strong>Student actions</strong>, observed student participation, motivation, enthusiasm&lt;br&gt;<strong>Student performances</strong>, demonstrated learning on assessments and assignments</td>
<td>surveys&lt;br&gt;interviews&lt;br&gt;focus group&lt;br&gt;observation&lt;br&gt;expert panel&lt;br&gt;case study&lt;br&gt;assessments&lt;br&gt;photos&lt;br&gt;video&lt;br&gt;document review&lt;br&gt;testimonials&lt;br&gt;simulated problems/situations&lt;br&gt;journals/logs/diaries</td>
</tr>
</tbody>
</table>
What surveys can do

Elicit information about respondents’...

• background
• behaviors (actions, habits, personal history)
• attitudes, beliefs, opinions, interests, values, aspirations, expectations
• knowledge (facts/information)
• abilities (e.g., self-rated language proficiency)
• priorities
• identification of problems
• identification of solutions
<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Economical</td>
<td>• Unsuitable for collecting in-depth information</td>
</tr>
<tr>
<td>• Quick, more people can participate</td>
<td>• Simplified responses</td>
</tr>
<tr>
<td>• Easy to compile &amp; analyze data</td>
<td>• Careless feedback</td>
</tr>
<tr>
<td>• No interviewer bias</td>
<td>• Impersonal</td>
</tr>
<tr>
<td>• Respondent anonymity</td>
<td>• Low response rate</td>
</tr>
<tr>
<td></td>
<td>• Lack of opportunity to follow-up</td>
</tr>
<tr>
<td></td>
<td>• Poorly written questions may introduce bias</td>
</tr>
</tbody>
</table>
### Survey?

<table>
<thead>
<tr>
<th></th>
<th>Quick and efficient data collection</th>
<th>x</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Numerous respondents</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>3</td>
<td>Respondent anonymity</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>4</td>
<td>Information free from interviewer bias/influence</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>5</td>
<td>Response rate (for validity of findings)</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>6</td>
<td>Numerical/Quantitative data</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>7</td>
<td>Generalization to populations</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>8</td>
<td>Patterns across individuals; trends</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>9</td>
<td>Information from remote respondents (e.g., alumni; employers)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Interaction (active participation; co-constructed knowledge)</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>In-depth, detailed, rich information</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>Probing, clarifying questioning</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>Flexible questioning</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>Post-hoc response follow-up</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>Group dynamics (co-constructed knowledge; group thinking)</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>16</td>
<td>‘Public’ opinions</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
Other factors to consider

• Respondent motivation
• Ability to supply information
• Language skills
• Accessibility of respondents
• Attitudes towards survey research (users/decision-makers)
Given all that, is a survey the best choice?
administering
analyzing,
presenting,
interpreting
data
reporting
results
planning the survey
project
developing the
survey
administering
analyzing, presenting,
interpreting data
developing the survey

Determine information needs

Pilot

Write items

Edit/Review

Format layout
Determine information needs

**Indicators**

- Satisfaction with general program elements
  - Availability of program info
  - Academic standards/expectations
  - Relevance of program to academic/professional goals
- Satisfaction with courses
  - Appropriateness of degree requirements
  - Faculty mentoring & advising
  - Extra-curricular activities
  - Research opportunities
  - Career training opportunities
- Satisfaction with learning resources
  - Overall quality of instruction
  - Variety of courses
  - Course sequencing
  - Course availability
  - Frequency of course offerings
  - Class size
- Classroom facilities
- Lab facilities
- Library resources
- Funding opportunities
Determine information needs

- Availability of program info
- Academic standards/expectations
- Relevance of program to academic/professional goals
- Appropriateness of degree requirements
- Faculty mentoring & advising
- Extra-curricular activities
- Research opportunities
- Career training opportunities

Write items

- Overall quality of instruction
- Variety of courses
- Course sequencing
- Course availability
- Frequency of course offerings
- Class size

Indicators

- Classroom facilities
- Lab facilities
- Library resources
- Funding opportunities
developing the survey

Determine information needs

Write items

Format layout

Edit/Review

Pilot
1. What are your immediate plans after graduation?

2. Is anyone in your immediate or extended family a native speaker of Spanish?

Choose all that apply.

☐ mother
☐ father
☐ sibling
☐ grandmother/father
☐ aunt/uncle
1. What are your immediate plans after graduation?
Writing items

Specific

2. What languages have you studied in the past?

[TEXT ENTRY]
3. Is anyone in your immediate or extended family a native speaker of Spanish? Choose all that apply.

☐ mother
☐ father
☐ sibling
☐ grandmother/father
☐ aunt/uncle
☐ Other

If you answered “other,” please specify.

[TEXT ENTRY]
4. One thing I liked about this course is ____________________
1. Did you study abroad during your undergraduate studies?

☐ Yes  ☐ No
2. Student status:

- [ ] Freshman
- [ ] Sophomore
- [ ] Junior
- [ ] Senior
- [ ] Graduate student
3. Study abroad was well-integrated into my studies.

☐ strongly agree
☐ agree
☐ disagree
☐ strongly disagree
☐ n/a
4. How much time do your students spend in class on the following? (1 = most time; 4 = least time.)

- listening to lectures ☐
- speaking ☐
- reading ☐
- writing ☐
1. Read the open-response items in **Section I** of the handout (questions 1-7)

2. Do you notice anything unusual or problematic?
The Department of Health and the College of Arts & Sciences would appreciate feedback on your experience in the University of Atlantic study abroad program.

SECTION I
1. Name.

2. What recommendations do you have to improve the program?

3. What are the strengths of the program?

4. What aspect of study-abroad at UA did you enjoy most?

5. What aspect of study-abroad at UA did you enjoy least?

6. What leisure activities did you participate in during your stay in Atlantica?

7. What are your immediate plans after you complete the study abroad program?

8. What are your long-term personal and/or career goals?
Writing items

OPEN RESPONSE—Writing guidelines

The Department of Foreign and the College of Arts and Sciences would appreciate feedback on your experiences in the University of Atlantic study abroad program.

**SECTION I**

1. Name.

2. What recommendations do you have to improve the program?

**Place at the end of the survey**

3. What are the strengths of the program?

4. What aspect of study abroad at UA did you enjoy most?

5. What aspect of study abroad at UA did you enjoy least?

6. What leisure activities did you participate in during your stay in Atlantica?

7. What are your immediate plans after you complete the study abroad program?

8. What are your long-term personal and/or career goals?
The Department of Marketing and the College of Arts & Sciences would appreciate feedback on your experience in the University of Atlantica study abroad program.

SECTION 1
1. Name.

2. What recommendations do you have to improve the program?

3. What are the strengths of the program?

4. What aspect of study-abroad at UA did you enjoy most?

5. What aspect of study-abroad at UA did you enjoy least?

6. What leisure activities did you participate in during your stay in Atlantica?

7. What are your immediate plans after you complete the study abroad program?

8. What are your long-term personal and/or career goals?

9. Do you have any other feedback or suggestions?
STRENGTHS
• Exploratory in nature
• Wide range of possible answers
• Richness; descriptions of dynamic phenomena
• Yield graphic examples, illustrative quotes
• Enable free expression of opinions
• Relatively easy to write

WEAKNESSES
• Time consuming to complete
• Mentally taxing
• Labor/Writing-intensive to answer
• “Essay test”-like aspect (threatening)
• Prone to be left blank/skipped

OPEN RESPONSE—Writing guidelines

The Department of Spanish and the College of Arts & Sciences would appreciate feedback on your experience in the University of Atlantica study abroad program.

SECTION 1
1. Name.

2. What recommendations do you have to improve the program?

3. What are the strengths of the program?

4. What aspect of study-abroad at UA did you enjoy most?

5. What aspect of study-abroad at UA did you enjoy least?

6. What leisure activities did you participate in during your stay in Atlantica?

8. What are your immediate plans after you complete the study abroad program?

9. What are your long-term personal and/or career goals?
1. Read the closed-response items in **section II** of the handout.

2. Do you notice anything unusual or problematic?
(1)
On average, how many times did you write during the week?
☐ 0-3 times  ☐ 4-6 times  ☐ 7-9 times  ☐ 10 or more times

BE SPECIFIC—“Write” = too general

Revised
On average, how many times each week did you write short materials such as emails, grocery lists, or to do lists?
☐ 0-3 times  ☐ 4-6 times  ☐ 7-9 times  ☐ 10 or more times
(2)

More class time should be spent on reading and listening activities.
☐ strongly disagree       ☐ disagree       ☐ agree       ☐ strongly agree

BE SPECIFIC—Double-barreled

Revised

More class time should be spent on reading activities.
☐ strongly disagree       ☐ disagree       ☐ agree       ☐ strongly agree
(3)
I believe that the free-writing assignments that we did every week at the start of class are useful for improving my writing.
☐ strongly disagree  ☐ disagree  ☐ agree  ☐ strongly agree

Revised
The free-writing assignments were useful for improving my writing.
☐ strongly disagree  ☐ disagree  ☐ agree  ☐ strongly agree
(4)
Would you characterize the motivation of students as being primarily linked to achievement as determined through assessment systems?

Revised
Is getting a high grade the main motivation for students?
(5-a)

Is getting a high grade the main motivation for students?

BE SPECIFIC—Avoid questions the respondent can’t answer

Revised

Getting good grades motivates me to work hard.

☐ strongly disagree  ☐ disagree  ☐ agree  ☐ strongly agree
(6) On average, how many homework assignments did you complete each week?

☐ 0  ☐ 1-5  ☐ 6-10  ☐ 11 or more

BE OBJECTIVE—Avoid socially desirable responses

Revised

It is a challenge to complete the weekly homework assignments.

☐ strongly disagree  ☐ disagree  ☐ agree  ☐ strongly agree
(6)
What class activities are most helpful for learning?
☐ Lectures ☐ Worksheets ☐ Pair discussions ☐ Games

Revised
What class activities are most helpful for learning?
☐ Lectures ☐ Worksheets ☐ Pair discussions ☐ Games
☐ Other (please specify):___________
(7)
I did not dislike the in-class reading assignments.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree

BE SIMPLE—Avoid double negatives

Revised
I liked the in-class reading assignments.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree
(8)

The amount of daily homework should be increased.

☐ disagree  ☐ neither agree nor disagree  ☐ agree  ☐ strongly agree

Revised

The amount of daily homework assigned is____

☐ far too little  ☐ too little  ☐ just right  ☐ too much  ☐ far too much
CLOSED RESPONSE—STRENGTHS, WEAKNESSES

STRENGTHS
• Relatively easy to answer
• More uniformity across items
• Less likely to be skipped
• Relatively easy to code/analyze
• Statistical analysis

WEAKNESSES
• Narrower range of responses
• Lack an exploratory aspect
• Tricky to write
Use-driven evaluation
developing the survey

Determine information needs

- Write items
- Edit/Review
- Format layout
- Pilot
Dear student:

Congratulations! You are completing a B.A. in [language] in the department of [name]. As part of our program improvement effort, the department and the College of Arts & Sciences would appreciate feedback on your experiences in the program and its impact on your accomplishments and future plans. Your candid responses will help us maintain the quality of education that we provide to undergraduate students, and thereby maintain the value of your degree.

Please read the following and click “next” to proceed. Thank you for your cooperation.

1. Title
2. Introduction
3. Items
4. Parting

Thank you!

We appreciate your responses to the survey, and we wish you all the best in your future endeavors!

Please click “DONE” to save your answers. Note: After you click “Done,” your responses will be submitted to the College of Arts and Sciences Evaluation Resource Team.

QUESTIONS? Please contact College of Arts and Sciences [name] (555-5555, thedean@college.edu)
Dear student:
Congratulations! You are completing a B.A. in [language] in the department of [name]. As part of our program improvement effort, the department and the College of Arts & Sciences would appreciate feedback on your experiences in the program and its impact on your accomplishments and future plans. Your candid responses will help us maintain the quality of education that we provide to undergraduate students, and thereby maintain the value of your degree.

Please read the following and click "next" to proceed. Thank you for your cooperation.

Title of this Survey

• Simple, direct language
• Generate interest
• Avoid acronyms
• Capture overall survey topic
Dear student:

Congratulations! You are completing a B.A. in [language] in the department of [name]. As part of our program improvement effort, the department and the College of Arts & Sciences would appreciate feedback on your experiences in the program and its impact on your accomplishments and future plans. Your candid responses will help us maintain the quality of education that we provide to undergraduate students, and thereby maintain the value of your degree.

Please read the following and click “next” to proceed. Thank you for your cooperation.

2. Introduction

- Survey purpose (stress importance)
- Entity/individual(s) administering
- Information use
- Assurances of confidentiality/ anonymity
- Time needed to complete
- Value of respondents’ participation
- Contact information
- Brief outline of survey sections
3. Items

(1) The free-writing assignments are useful for improving my writing.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree

(2) The free-writing assignments are useful for improving my writing.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree

(3) The free-writing assignments are useful for improving my writing.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree

(4) The free-writing assignments are useful for improving my writing.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree

(5) The free-writing assignments are useful for improving my writing.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree

(6) The free-writing assignments are useful for improving my writing.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree

(7) The free-writing assignments are useful for improving my writing.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree
Thank you!

We appreciate your responses to the survey, and we wish you all the best in your future endeavors!

Please click “DONE” to save your answers. Note: After you click “Done, your responses will be submitted to the College of Arts and Sciences Evaluation Resource Team.

QUESTIONS? Please contact College of Arts and Sciences Dean [name]
(555-5555, thedean@college.edu)

4. Parting

• Separate page (online)
• Expressions of gratitude
• Additional instructions (e.g., “please press ‘enter’ to save your responses”)
• Contact information
• Address (paper-based)
1. Consider the look and layout of the survey generally (including items).

2. Do you notice anything unusual or problematic?
Appearance

- Visually attractive and user-friendly
- No small or difficult to read fonts
- Different font etc. to emphasize key information
- Paper-based—economical use of space; but not cluttered, crowded layouts
- Paper-based—high-quality printing/copying & copy paper
• Less than 4-6 pages (paper-based)
• Less than 30 minutes
The free-writing assignments are useful for improving my writing.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree

The free-writing assignments are useful for improving my writing.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree

The free-writing assignments are useful for improving my writing.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree

The free-writing assignments are useful for improving my writing.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree

The free-writing assignments are useful for improving my writing.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree

The free-writing assignments are useful for improving my writing.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree

The free-writing assignments are useful for improving my writing.
☐ strongly disagree ☐ disagree ☐ agree ☐ strongly agree

• Online—one question per line (avoid multiple columns layouts)
• Number sections, subsections, and items
• Avoid extensive ‘branching’ (e.g., If yes, go to section 3; If no, ...)
• Sensitive questions at the end of the survey
### Grouping

<table>
<thead>
<tr>
<th>Subtitle for each group/section</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very dissatisfied</strong></td>
</tr>
<tr>
<td><strong>1. Overall quality of instruction</strong></td>
</tr>
<tr>
<td><strong>2. Variety of courses</strong></td>
</tr>
<tr>
<td><strong>3. Course sequencing</strong></td>
</tr>
<tr>
<td><strong>4. Course availability</strong></td>
</tr>
<tr>
<td><strong>5. Frequency of course offerings</strong></td>
</tr>
<tr>
<td><strong>6. Class size</strong></td>
</tr>
</tbody>
</table>
developing the survey

Determine information needs

Write items

Format layout

Edit/Review

Pilot
Key local stakeholders
- Faculty
- Administrators
- Lecturers
- Students

Local experts
- Faculty with survey research experience
- Colleagues elsewhere with survey expertise (e.g., social sciences, public policy, marketing, etc.)
- Local Assessment Office staff
developing the survey

Determine information needs

Write items

Format layout

Edit/Review

Pilot
Piloting

**WHO?** → People similar to target respondents

Written feedback

“Think aloud”

Pre-administration
administering, analyzing, presenting, interpreting data
reporting results
planning the survey project
developing the survey
analyzing, presenting, interpreting data
administering
administering

increasing response rates

sampling

mail, online, in-person
• Size of the population
  o Feasibility
  o Access
• Diversity
• Need to generalize
• Use / Purpose

Census?

Sample?
• Random
• Non-random
mail, online, in-person?

**STRENGTHS**
- Marking outside of option choices
- Access to respondents
- Anonymity

**DRAWBACKS**
- Cost
- Paper consumption
- Data collection, organization
- Space restrictions
- Marking outside of option choices

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**STRENGTHS**
- Cost-effectiveness
- Item design flexibility
- Instantaneous dissemination
- Fast/automatic data collection, tabulation, organization
- Branch, piping, randomization

**DRAWBACKS**
- Requires computer access/literacy
- No marking outside of option
- Anonymity not guaranteed

---

**STRENGTHS**
- High response rates (with a "captive audience")

**DRAWBACKS**
- Requires physical attendance on the administration day
increasing response rates

\[ \frac{3}{23} = 0.13 \rightarrow 13\% \]

**response rate**

# completed surveys / # invited respondents

**TIPS**

1. Create a respondent friendly questionnaire
2. Personalize correspondence
3. Assure confidentiality/anonymity
4. Optimal (e)mail-out dates/administration period
5. Explanation about survey importance/value of resp. opinions
6. Provide survey instructions
7. Multiple contacts/notifications
8. Mail
9. Email

- Avoid busy periods
- Sufficient time to complete survey & for follow-up/reminders
- Provide clear deadlines

- Pre-notification
- Follow-up
- Cover letter
- Tracking non-responders email
- (Mail) send replacement questionnaire
- Address somewhere on the questionnaire
- Follow-up with a mailed (paper-based) survey

**NON-RESPONSE ERROR**

Needed: <75%
planning the survey project

administering

developing the survey

analyzing, presenting, interpreting data

reporting results
analyzing, presenting, interpreting data

coding, entering, cleaning

interpreting

presenting data

analyzing closed-response data

analyzing open-response data
analyzing

A few things to think about

• Organize data to answer evaluation questions & enable information uses

• Who should be involved? Decision-makers? (watch out for inappropriate data manipulation)

• Is data analysis expertise available? (either within or beyond the program)

• Attitudes toward data analysis and interpretation generally...
  o What is credible/trustworthy analysis in decision-makers’ eyes?
### Coding, Entering, Cleaning Paper-Based Surveys

1. Code data
2. Enter into a spreadsheet
3. Clean data

**Table Example**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Title of survey</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
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<td>7</td>
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<td>4</td>
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</tr>
</tbody>
</table>

**Notes:**
- Yes = 1
- No = 2
Analyzing/presenting closed & open-response data

2. Satisfaction with the courses in the program

<table>
<thead>
<tr>
<th></th>
<th>AV</th>
<th>AW</th>
<th>AX</th>
<th>AY</th>
<th>AZ</th>
<th>BA</th>
<th>BB</th>
<th>BC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Variety</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Course</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>Not enough</td>
<td></td>
</tr>
<tr>
<td>4. Course</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What suggestions do you have to improve the program

Q.15

1. NONE.
2. More classes
3. None.
4. Offer more courses. It was difficult to plan my schedule around the classes. I kn
5. Not so much of the "outside" class activities because we do spend more than w
7. More inclusive group activities that will encourage students to learn and comm
8. The students should be exposed more around things or people who speaks the
9. Offer more courses. It was difficult to plan my schedule around the classes. I kn
10. More people.
11. More classes
12. None I could point out.
14. More class availabilities.
15. More options for classes (maybe a MWF option).
Analyzing/presenting closed-response data

POSSIBILITIES

• Response rate
• Descriptive statistics
• Cross tabulation
• Inferential statistics
• Item reliability (internal consistency)

Multiple choice

2. Student status:
□ Freshman
□ Sophomore
□ Junior
□ Senior
□ Graduate student
Analyzing/presenting open-response data

**ANALYSIS**
1. Identify/Create categories
2. Label individual responses with category (or code)
3. Look for patterns
Analyzing/presenting open-response data

**ANALYSIS**
1. Identify/Create categories
2. Label individual responses with category (or code)

**PRESENTATION**
Organization of categories by
- theme
- frequency

### Table 3. What are the strengths and weaknesses of the program? (N = 15)

<table>
<thead>
<tr>
<th>Strengths (n = 9)</th>
<th>Weaknesses (n = 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of teaching <em>(4)</em></td>
<td>Course availability <em>(3)</em></td>
</tr>
<tr>
<td>- Professors are experts, interesting lectures</td>
<td>- There are far too few SPAN101 sections</td>
</tr>
<tr>
<td>- Great lectures</td>
<td>- Not enough senior seminars in the spring when students need to graduate</td>
</tr>
<tr>
<td>- Teaching is high-quality</td>
<td>- Had to wait two semesters for SPAN324</td>
</tr>
<tr>
<td>- Teaching</td>
<td></td>
</tr>
<tr>
<td>“Dedication of faculty <em>(5)</em></td>
<td>“Facilities <em>(3)</em></td>
</tr>
<tr>
<td>- Professor [omitted] seems really committed to student success</td>
<td>- The language lab needs modernizing</td>
</tr>
<tr>
<td>- Really appreciated my advisor’s mentoring</td>
<td>- Not all classrooms have audio-visual equipment</td>
</tr>
<tr>
<td>- Dr. [omitted] really goes out of her way to help students</td>
<td>- The printer in the student common room always seems to need a new print cartridge</td>
</tr>
<tr>
<td>“Study abroad <em>(3)</em></td>
<td></td>
</tr>
<tr>
<td>- Study abroad is a great program</td>
<td></td>
</tr>
<tr>
<td>- Best thing about the program is study abroad opportunities</td>
<td></td>
</tr>
</tbody>
</table>
interpreting

A few things to think about

• Who will interpret? Whose perspective matters?
• Interpretations checked?
  • Other perspectives necessary?
  • Triangulation? (Triangulation = confirm findings with other sources)
• Who draws implications? Who recommends?
• Are interpretations & recommendations...
  • evident from data?
  • stated so decision makers (and other stakeholders) understand?
planning the survey project

administering

developing the survey

reporting results

analyzing, presenting, interpreting data
<table>
<thead>
<tr>
<th>Audience</th>
<th>Medium</th>
<th>Message</th>
</tr>
</thead>
</table>
| • Tailor (format and content)  
  o Consider knowledge-levels  
  o Beware of technical language and concepts  
• Consider time constraints & availability  
• Appropriate venue, date, time | • Different formats for different audiences & purposes  
  • E.g., “interactivity” | • No surprises  
• Attention on uses & questions  
• Links between findings and questions  
• Clear, feasible guidance for future action  
• Cast negatives positively (i.e., valued organizational learning, opportunity for change) |
| | • written report  
• research monograph  
• executive summary  
• brochure  
• newsletter article  
• poster  
• website (e.g., ppt, video) | • presentation  
• workshop  
• online communication  
• online conference  
• meeting |
What people wanted to know about Surveys in language programs:

- Helpfulness of classroom activities & assessments
- Effectiveness of study abroad for language & cultural development
- Levels of oral/written proficiency achieved by the end of required sequences (self-rating)
- Impact of outside factors on outcome learning of study abroad programs
- Development of teacher training program/needs analysis
- Academic quality of study abroad programs for FL degree requirements
- Effectiveness of new programs/curricula
- Determining support for program changes (e.g., degree name change)
- Student learning expectations, whether classes are meeting expectations
- Student perceptions of the value of FL learning, & resulting behaviors/dispositions
- Felt gains in cultural knowledge, understandings, & perspectives
- Nature of program "identity"
- Cancellation of some study abroad programs
- Replacement of other programs
- Changes in requirements for minors
- Student study abroad orientation/training
- Better understandings of student backgrounds (esp., heritage) & expectations
- Program teaching needs
- Effectiveness of program information & impact on course enrolment
- Development of GTA teacher training course
- Redesign of courses/assessments
- Development/Refinement of:
  - new courses
  - assessment & student learning outcomes
  - teaching materials
- Understanding of the distinctiveness and value of the program
- Administration-approved degree name change
- Demonstration of merit/value of the foreign language requirement in assessing stated outcomes
- Course/syllabi & curricular adjustments
- Changes in pedagogical practice
- Better understandings of student perceptions of learning outcomes
- Uses:
  - Understanding of the distinctiveness and value of the program
  - Program teaching needs
  - Effectiveness of program information & impact on course enrolment
- Development of GTA teacher training course
- Redesign of courses/assessments
- Development/Refinement of:
  - new courses
  - assessment & student learning outcomes
  - teaching materials
THANK YOU!

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