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Saad Fathy Shawer
King Saud University, Al-Azhar University, saadsaad71@yahoo.com

Saad Ali Alkahtani
King Saud University

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Career Development in Language Education Programs

Saad Fathy Shawer
King Saud University, Al-Azhar University
Saad Ali Alkahtani
King Saud University

Abstract: This study assesses the influence of a two-year language program evaluation on program directors and faculty career development. The study makes use of mixed-paradigms (positivism and qualitative interpretive), mixed-strategies (survey research and qualitative evaluation), one-way analysis of variance (ANOVA) and a post-hoc test of multiple comparisons (Scheffe). The findings indicate that imposed program evaluation experiences help faculty members advance their career skills in terms of course planning, classroom teaching, learning assessment, classroom research, and coping with career pressure. The findings also indicate significant improvement in program director academic and administrative career skills. Moreover, the findings do not show inter-program differences regarding the program evaluation impact on faculty and program director career skills. The study recommends program evaluation as an effective and systematic approach to program stakeholder career development.

Introduction

Although career development has been essential for institutional and program development (Lee, Maerten-Rivera, Penfield, LeRoy & Secada, 2008), not many program directors, faculty members and other staff advance their professional skills beyond initial training. Not only does this result in stakeholder professional underdevelopment but also causes poor program learning outcomes. Concerns have therefore been expressed about stakeholders' career development opportunities in the workplace (Shawer, 2010a; Shawer, Gilmore & Banks-Joseph, 2008).

Program evaluation has recently been a promising approach for addressing the concerns raised about career development opportunities of program stakeholders in the workplace (Byrnes, 2008; Chase, 2006; Shawer, 2011). Empirical research seems also to take the same direction about the positive influence of program evaluation experiences on stakeholder career development (e.g., Carsten-Wickham, 2008; Gorsuch, 2009). Program evaluation emerges as a program and career development strategy for providing not only information about program improvement, change or even termination, but also creates a context for stakeholder career development in the workplace. Moreover, program evaluation has been the central tool in assessing program weaknesses and strength so that programs can deliver what they promise and justify their existence (Clarke, 1999; Norris, 2006; Stake, 2011). The present study, therefore, sought to address career development concerns through examining the impact of program evaluation on faculty and program directors' career development opportunities in three language-education programs at King Saud University.

The first (Language and Culture) is an intensive program designed to develop student language proficiency so that they can pursue college education. It provides courses that cover the four language skills (reading, listening, writing and speaking), vocabulary development and phonetics alongside grammar and computer applications in language learning. The second program (Teacher Training) targets inservice teachers who seek to continue their professional development. It provides courses on second and foreign language learning theories, applied linguistics, sociolinguistics, syllabus design, teaching methods, language testing, and use of technology in second and foreign language teaching. The third program (Teacher Preparation) targets prospective teachers who aspire to be second or foreign language teachers. The courses include introduction to linguistics, phonology, syntax, teaching methods, computer-assisted language learning, second language acquisition, a practicum, applied linguistics, contrastive and error analysis, language testing, materials design and development, and research in applied linguistics.

The Evaluation Program

An evaluation program has been designed to collect and analyse data against the National Commission for Academic Accreditation and Assessment (NCAAA) 11 standards in each of the three programs. The NCAAA standards require collection of evidence about each program: (1) mission, goals and objectives, (2) governance and administration, (3) management of quality assurance and improvement, (4) teaching and learning, (5) student administration and support services, (6) learning resources, (7) facilities and equipment, (8) financial planning and management, (9) employment, (10) research, and (11) relationships with the community. These standards address all program components. The three programs also collected their data by the same scales standardized by the NCAAA.

The evaluation design followed Salabarría-Peña, Apt and Walsh's (2007) six steps. First, we briefed implementer stakeholders (faculty members) and decision-maker stakeholders (program directors) of the evaluation to encourage their participation, support evaluation efforts and advocate evaluation findings. All faculty members and program directors were part of the evaluation team to mark changes in their skills due to their participation. A second step involved a program description to understand program focus and priorities, develop goals and objectives, get familiar with program elements, and link inputs, activities and outcomes in a program logic model. A logic model provides a picture or diagrammatic representation about how programs work (Kirkpatrick, 2001; Salabarría-Peña et al., 2007). It is "a logical series of statements that link the problems your program is attempting to address (conditions), how it will address them (activities), and what are the expected results (outcomes)" (Bliss & Emshoff, 2002, p. 6). All faculty members across the three programs participated in this as well as subsequent stages.

In the third step, we focused evaluation through determining resources and personnel, writing evaluation questions and deciding which activities to evaluate (King, Morris & Fitz-Gibbon, 1987; Patton, 1997; Stecher, 1987). The fourth step concerned collecting credible evidence by specifying indicators (also performance measures) to answer evaluation questions and specify data gathering sources and methods. We defined each indicator as "a specific, observable, and measurable accomplishment or change that shows whether progress has been made toward achieving a specific program output or outcome" in our program logic model (Salabarría-Peña et al., 2007, p. 238). Program *outputs* refer to the number of clients/products who completed a program, whereas program *outcomes* refer to the benefits of or changes in those clients/products (McNamara, 2012; Weiss, 1972).

We made each indicator specific by providing a clear description of the target behaviour we sought to measure. For example, instead of just saying the program has qualified faculty, we stated 'faculty members have PhD qualifications in English foreign language teaching from an accredited university'. We also made each indicator observable through ensuring each one has actions or changes. An example of an indicator that meets this criterion was, 'each program keeps a written document of completion rates'. Moreover, each indicator was made measurable by quantifying target changes in numerical terms, as in 'the teacher to student ratio should not exceed 1 to 20'. We developed indicators through consultations with stakeholders, reviewing evaluation questions and using program logic model as a template to develop and relate indicators to stated outcomes.

We linked indicators to activities, outputs and outcomes in our logic model to monitor progress through use of *outcome* and *process* indicators. We used outcome indicators to "measure whether progress was made toward achieving … outcomes," whereas process indicators were used to "measure whether progress is made toward achieving implementation" (Salabarría-Peña et al., 2007, p. 232). 'Faculty members teach weekly topics according to plan in the course specification and justify untaught topics' is an example of a process indicator we used, whereas 'faculty members' ability to write doable weekly plans improves' is one example of outcome indicators. We then determined potential data sources for each indicator and linked data sources and collection methods to indicators and evaluation questions (Salabarría-Peña et al., 2007).

In the fifth step we analysed and synthesized evaluation findings in ways that allow better understanding of each program activities and components (Salabarría-Peña et al., 2007; Scriven, 2011). The final step concerned use of evaluation findings and sharing lessons learned from evaluation with stakeholders to show how they can use evaluation results to modify, strengthen, and improve the program (Salabarría-Peña et al., 2007). Through involving faculty members and program directors, we hoped they would improve their skills. For example, by asking instructors to read documents and attend discussions about how to develop course specifications, we expected improvement in their course planning skills. We expected them to be able to write precise course aims and objectives, decide on cognitive, affective, psychomotor and interpersonal skills in their courses. We also expected them to become able to align course content with teaching and assessment targets and strategies alongside aligning course and program learning outcomes.

Career Development and Program Evaluation

Career or professional development is where individuals continue to advance their knowledge and skills during their careers (Shawer, 2010a). This involves "all types of professional learning undertaken by teachers beyond the point of initial training" (Craft, 1996, p. 6). Career development, however, has been mistakenly confined to institution-initiated formal "interventions and training to direct the evolution in professional behaviour in a more desirable way" (Kelchtermans & Vandenberghe, 1994, p. 45). Fortunately, career development has recently become a process of career-long learning in the workplace (Anderson & Olsen, 2006). As such, career development involves those "ongoing formal and informal learning activities through which professionals continue to advance their professional competence so that they can improve their practices and profession" (Shawer, 2010a, p. 598). Since professionals better advance their career skills through learning from actual experiences in the workplace (Schön, 1983), program evaluation has recently materialized a rich context where faculty and staff advance their professional development in action (Byrnes, 2008; Chase, 2006).

Program evaluation is ‘‘an information-gathering and -interpreting endeavor that attempts to answer a specified set of questions about a program’s performance and effectiveness’’ (Rossi, Freeman & Lipsey, 1999, p. 62). Program evaluation has therefore become an indispensable mechanism for improving language-education as well as generic-education programs (Shawer, 2010a, 2012). It enables programs to determine and achieve their objectives and address new developments through assessing program strengths and weaknesses (Bernhardt, 2006; Patton, 1990; Sullivan, 2006). Moreover, program evaluation demonstrates how and why programs respond to stakeholders. Being so, program evaluation provides evidence about whether a program should continue or simply shut down. Because “programs exist in order to change, enrich, enhance, extend, or improve the lives of participants and, by extension, the quality of life in society as a whole,” program evaluation allows the public and higher-education institutions to ascertain that programs deliver what they promise (Norris, 2006, p. 577).

Program evaluation also answers accrediting bodies why programs should continue. Despite such importance, program evaluation has been concerned solely with doing rather than using program evaluation (Norris, 2006). Unfortunately, many programs direct all effort and resources to conduct program evaluation while think little of assessing the value of the evaluation process to program stakeholders (Norris, 2009). How programs and stakeholders benefit from the evaluation process remains somewhat absent in research (Elder, 2009; Kiely & Rea-Dickins, 2005).

Language-Education Programs

Program evaluation generates important information about language proficiency gains and ultimately the effectiveness of language-education programs (Ross, 2003). A language-education program “generally consists of a slate of courses designed to prepare students for some language-related endeavor” (Lynch, 1996, p. 2). Program evaluation is therefore essential not only to improve program performance (planning, design, implementation and outcomes) but also to meet institutional requirements. Through program evaluation, language-education programs are able to set precise program objectives, instructional strategies, assessment targets and allocate resources (Lynch, 1996).

Although program evaluation helps programs demonstrate whether they address quality, public accountability and accreditation concerns, many program stakeholders consider imposed evaluation as a threat rather than an opportunity for help and improvement (Norris, 2006). As a result, stakeholders undertake program evaluation as an end rather than a means of development (Byrnes, 2006). Program evaluation should, however, be a context for faculty members to learn while they practice the teaching profession (Shawer, 2010b).

Effective program evaluation in general and language program evaluation in particular can be a powerful improvement strategy when stakeholders use more than do evaluation. When implementer stakeholders think of what they can learn from each evaluation task rather than just carrying out evaluation activities, they are making use of evaluation. For example, while implementer stakeholders assess the formulation of ‘statement of program mission,’ they learn how to write it, what use could be made of it and how it could be linked to an institution’s mission. When stakeholders view imposed evaluation as a career development strategy, it turns into an opportunity for institutional, program and professional development (Norris, 2006). From the very beginning, stakeholders will use program evaluation to improve program targets, content, teaching and learning, and assessment means and outcomes. Student gains in language arts (reading, writing, speaking and listening) in particular will dramatically increase (Lynch, 1996).

Evaluation of the influence of program evaluation on faculty career development has been somewhat absent in previous research (Norris, 2009). Fortunately, the attention has recently shifted to examining the value of program evaluation to program stakeholders. Although the relationship between program evaluation and faculty professional development was not the main focus by prior research, some previous studies found a positive correlation between language program evaluation, whether internally-motivated or externally-imposed, and faculty professional development (e.g., Byrnes, 2008; Carsten-Wickham, 2008; Chase, 2006; Gorsuch, 2009). In light of the above review, the present study sought to answer the following research questions:

1. How does the program evaluation process impact on career development?
2. How does the program evaluation process impact on career development in the three programs?

Methods and Participants

As shown in Figure 1, survey research was used to address the first research question by describing and interpreting the opinions of program stakeholders about the value of program evaluation to their career/ professional development (Cohen, Manion & Morrison, 2011). Career development was measured in terms of *course planning*, *classroom teaching*, *learning assessment*, *classroom research*, and *coping with career pressure*. The researchers tested this null hypothesis to answer the first research question: *program evaluation did not influence career development*.

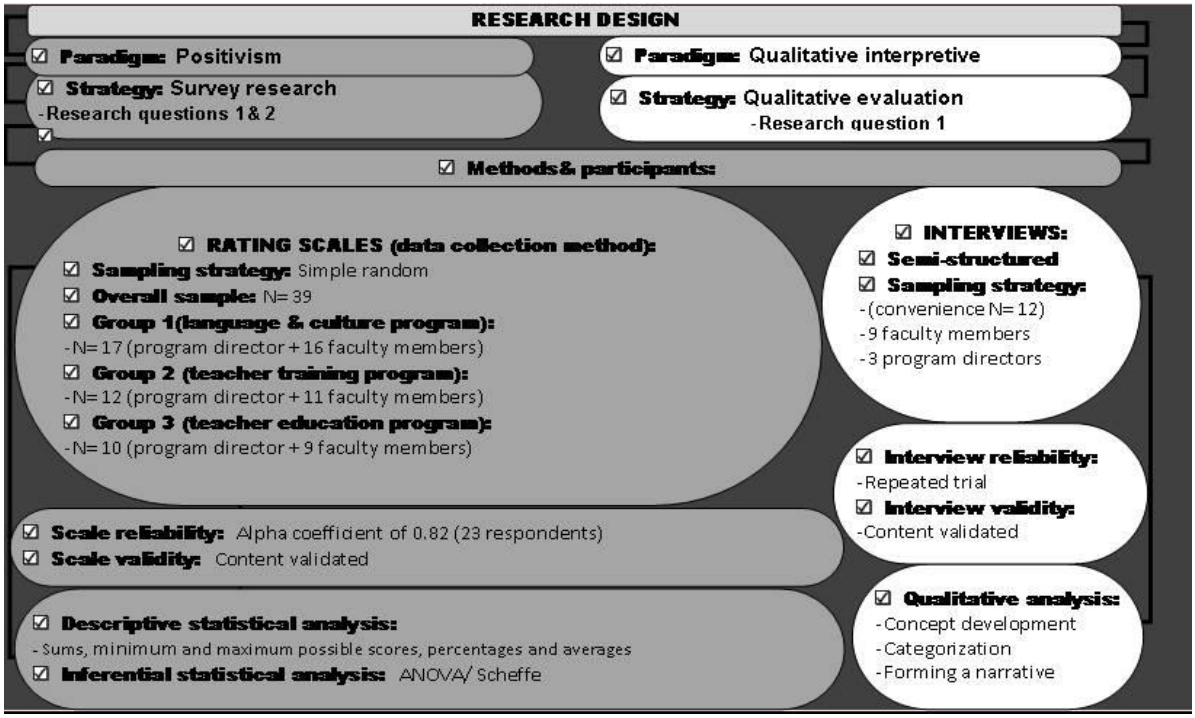

Figure 1: Research Design.

Although survey research could answer the first research question, the standardized responses it generated did not justify why faculty members and program directors provided positive or negative assessments regarding the influence of program evaluation on their career development. A qualitative paradigm was therefore followed to allow interactions with the respondents and understand their context (Figure 1). This involved using qualitative evaluation to assess why program stakeholders view a positive or negative influence of

program evaluation on their career development. Qualitative evaluation involved the collection, analysis and interpretation of spoken and written discourse about program evaluation impact in order to use the resulting information for future stakeholder career development (Shawer, 2012). Both quantitative and qualitative evaluations assess program effectiveness, including planning, implementation, instructional methods, curriculum materials, facilities, equipment, educators and students better than other research strategies (Clarke, 1999; Gall, Gall & Borg, 2006; Patton, 1990).

Survey research was also used to answer the second research question by collecting stakeholder opinions in each program and comparing them to one another. The researchers used a cross-sectional design in particular to concurrently collect data from different faculty members and program directors at the three programs (Cohen et al., 2011; Robson, 1993). The researchers tested this null hypothesis to address the second research question: *there were no inter-program differences at 0.05 in career development as a result of program evaluation*. This alternative hypothesis was, however, posed in case the null hypothesis was rejected: *there were inter-program differences at 0.05 in career development as a result of program evaluation.*

As also shown in Figure 1, the researchers drew a random sample of 39 faculty members at the three language programs: the Language and Culture Program (group 1), the Teacher Training Program (group 2) and the Teacher Preparation Program (group 3). Group one consisted of 17 faculty members, group two involved 12 faculty members, whereas group three comprised 10 faculty members. Some faculty members were EFL (English as a foreign language) teachers, whereas some of them were ASL (Arabic as a second language) teachers. Both anonymity and confidentiality were assured and maintained to encourage the respondents to provide valid responses and to enlist their cooperation (Lester & Lester, 2010).

A rating-scales questionnaire of six sections was designed to gather the research data (see the appendix). Seven professors from the three programs examined the questionnaire content and agreed the questions met the research purpose (Bloom, Fischer & Orme, 2009; Shawer, 2012). The researchers then checked the questionnaire reliability for internal consistency to ensure the respondents had a consistent performance on all the scale's items. Alpha coefficient was calculated because items carried different weights (Gall et al., 2006).

Using SPSS (version 18), the calculation of the coefficient of internal consistency on 23 respondents resulted in a 0.82 Cronbach's Alpha (Coakes & Steed, 2007). Gall et al. (2006) note that scales of coefficients above 0.80 are considered reliable. The data was first analyzed through descriptive statistics, including averages, percentages and standard deviations. One-way analysis of variance (ANOVA) was then calculated to examine group mean differences. A post hoc test of multiple comparisons (Scheffe) was further used to examine mean differences between each two groups. The quantitative results section shows how the researchers analyzed the questionnaire data.

The researchers used semi-structured interviews to allow each program director and faculty member explain the influence of the program evaluation process on career skills. Three faculty members in each program expressed their views in one-to-one interviews whose time took between 30 to 60 minutes. Three language professors and two educational researchers checked the interview content. Despite asking for revising the wording and position of some questions, they finally agreed the questions addressed the research purpose (Kvale, 1996; Patton, 1990). Interview questions were subject to piloting and re-piloting until we made sure they were reliable. Audio recordings and accuracy of transcriptions further validated the responses. Interviews analysis involved coding concepts, grouping similar concepts under categories and forming a narrative (Strauss & Corbin, 1998).

Quantitative Results

Program Evaluation Influence on Career Development

This section addressed the first research question (How does the program evaluation process impact on career development?). Before presenting the data, we explain the process of data analysis in Table 1 which also applies to Table 2. Table 1 shows group one responses to the six variables were analysed through sums, the minimum and maximum possible scores, percentages and averages. The sum of responses of the *first variable* (overall career skills development) was 236, the minimum score was 51 (3 (items) × 1 (minimum possible responses) = 3 × 17 (number of respondents)) while the maximum score was 255 (3 (items) × 5 (maximum possible responses) = 15 × 17 (number of respondents)). The percent was 93 (236 (sum of responses) ÷ 255 (maximum possible responses) × 100).

Table 1 also shows the sum of responses of the *second variable* (course planning) was 541, the minimum score was 119 (7 (items) × 1 (minimum possible responses) = 7 × 17 (number of respondents)) while the maximum score was 595 (7 (items) × 5 (maximum possible responses) = 35 × 17 (number of respondents)). The percent was 91 (541 (sum of responses) ÷ 595 (maximum possible responses) × 100). Moreover, the sum of responses of the *third variable* (classroom teaching) was 389, the minimum score was 85 (5 (items) × 1 (minimum possible responses) = 5 × 17 (number of respondents)), while the maximum score was 425 (5 (items) × 5 (maximum possible responses) = 25 × 17 (number of respondents)). The percent was 92 (389 (sum of responses) ÷ 425 (maximum possible responses) × 100).

No.	Variable	Sum	Min. Score	Maxim. Score	Percentage	Mean
1	OvCarSk	236	51	255	93	13.88
2	CorsPlan	541	119	595	91	31.82
3	ClassTea	389	85	425	92	22.88
4	LearnAss	619	136	680	91	36.41
5	ClassRes	315	68	340	93	18.52
6	CareePres	228	51	255	89	13.41
7	OVERALL	2328	510	2550	91	136.94

Table 1: Group 1 descriptive statistics (the language and culture program)

As regards the *fourth variable* (learning assessment skills), Table 1 further shows the sum of responses was 619, the minimum score was 136 (8 (items) × 1 (minimum possible responses) = 8 × 17 (number of respondents)), while the maximum score was 680 (8 (items) × 5 (maximum possible responses) = 40 × 17 (number of respondents)). The percent was 91 (619 (sum of responses) ÷ 680 (maximum possible responses) × 100). The sum of responses of the *fifth variable* (classroom research skills) was 315, the minimum score was 68 (4 (items) × 1 (minimum possible responses) = 4 × 17 (number of respondents)), while the maximum score was 340 (4 (items) × 5 (maximum possible responses) = 20 × 17 (number of respondents). The percent was 93 (315 (sum of responses) ÷ 340 (maximum possible responses) × 100).

Concerning the *sixth variable* (career pressure), Table 1 shows the sum of responses was 228, the minimum score was 51 (3 (items) × 1 (minimum possible responses) = 3 × 17 (number of respondents)), while the maximum score was 255 (3 (items) × 5 (maximum possible responses) = 15 × 17 (number of respondents)). The percent was 89 (173 (sum of responses) ÷ 200 (maximum possible responses) × 100). Finally, the sum of responses of the *overall* variable (the six variables) was 2328, the minimum score was 510 (30 (items) × 1 (minimum possible responses) = 30 × 17 (number of respondents)) while the maximum score was 2550 (30 (items) × 5 (maximum possible responses) = 150 × 17 (number of

respondents)). The percent was 91 (2328 (sum of responses) ÷ 2550 (maximum possible responses) × 100). All averages were calculated using SPSS (version 18).

As regards the actual findings, Table 1 indicates that group one responses to the six questionnaire sections were high. Faculty responses (93%) show the program evaluation process improved faculty *overall career skills* (first variable). Their responses mean the evaluation process improved their overall teaching skills, domain knowledge and their skills of assessing classroom learning outcomes.

Likewise, faculty responses (91%) show the evaluation process improved their *course planning* skills (second variable). Thanks to the evaluation process, the teaching faculty developed their skills in regards to setting precise course objectives, preparing the course specification and report as well as aligning course and program learning outcomes. Faculty members also developed their course planning skills in terms of fitting course topics to semester teaching hours, designing course materials and evaluating and selecting course materials.

No.	Variable	The teacher training program					The teacher preparation program				
		Sum	Min. Score	Maxim. Score	%	Mean	Sum	Min. Score	Maxim. Score	%	Mean
1	OvCarSk	166	36	180	92	13.83	140	30	150	93	14.00
2	CorsPlan	284	84	420	86	32.00	325	70	350	93	32.50
3	ClassTea	276	60	300	92	23.00	231	50	250	92	23.10
4	LearnAss	438	96	480	91	36.50	371	80	400	93	37.10
5	ClassRes	220	48	240	92	18.33	188	40	200	94	18.80
6	CareePres	165	36	180	92	13.75	139	30	150	93	13.90
7	OVERALL	1649	360	1800	92	137.41	1394	300	1500	93	139.40

Table 2: Group 2 and 3 descriptive statistics

Table 1 further shows 92 % of the responses indicate the evaluation process improved faculty *classroom teaching skills* (third variable). The teaching faculty became more able to spell out their teaching philosophy, set precise lesson objectives, align course and program learning objectives, align classroom teaching with exam content and use various teaching strategies. So was the case with *learning assessment skills* (fourth variable) since 91% of the responses confirm the positive influence of program evaluation on faculty skills of writing test items, test design and checking test reliability and validity. Their learning assessment skills also improved regarding analyzing and interpreting test results, creating item banks and using various assessment tools.

Moreover, Table 1 indicates improvement in the teaching faculty *classroom research* skills (fifth variable). Most responses (93%) show improvement in their ability to survey student opinions and analyze and interpret survey data alongside incorporating student assessments into course reports. In the same vein, the evaluation process improved the teaching faculty ability to cope with their *career pressure* (sixth variable). The majority of responses (89%) point to improvement in their ability to work under pressure, cope with team work, and address student concerns. Finally, the combined faculty responses of all variables (91%) indicate improvement in the faculty overall career skills as a result of the program evaluation process. As summarized in Table 2, the responses of the other two groups were in consonance with those of group one.

The three group findings indicate that the imposed program review process resulted in significant improvement in the faculty career skills. The null hypothesis stating no influence of program evaluation on developing faculty career skills was therefore rejected while accepting the alternative hypothesis that indicates a positive influence of program evaluation

on career skills. Having found close findings across the three programs, the researchers went further to test group means for significance in the following section.

Variable	Group	N	Mean	S.D	Variable	Group	N	Mean	S.D
OvCarSk	1	17	13.88	1.53	LearnAss	1	17	36.41	3.74
	2	12	13.83	1.52		2	12	36.50	3.70
	3	10	14.00	1.33		3	10	37.10	3.14
	Total	39	13.89	1.44		Total	39	36.61	3.50
CorsPlan	1	17	31.82	3.14	ClassRes	1	17	18.52	1.80
	2	12	32.00	3.19		2	12	18.33	1.37
	3	10	32.50	2.83		3	10	18.80	1.13
	Total	39	32.05	3.01		Total	39	18.53	1.50
ClassTea	1	17	22.88	1.86	CareePres	1	17	13.41	1.41
	2	12	23.00	1.90		2	12	13.75	1.138
	3	10	23.10	1.72		3	10	13.90	.31
	Total	39	22.97	1.79		Total	39	13.64	1.13
OVERALL	1	17	136.94	12.66					
	2	12	137.41	11.24					
	3	10	139.40	8.42					
	Total	39	137.71	11.04					

Table 3: Group descriptive statistics

Inter-program Differences in Career Development

This section answered the second research question (How does the program evaluation process impact on career development in the three programs?). Table 3 shows very similar inter-program averages and standards deviations. These descriptive statistics indicate the program evaluation process not only improved the teaching faculty career skills but also indicate no differences between the three programs. We therefore moved to test group means for significance to make sure such a typical impact of program evaluation on faculty career development is real through one-way ANOVA.

Variables	Levene Statistic	df1	df2	Sig.
OvCarSk	.258	2	36	.774
CorsPlan	.056	2	36	.946
ClassTea	.149	2	36	.862
LearnAss	.289	2	36	.750
ClassRes	.774	2	36	.469
CareePres	6.397	2	36	.004
OVERALL	.659	2	36	.523

Table 4: Levene's test of equality of error variances

Before running ANOVA tests, the data was screened to ensure it meets the ANOVA assumptions of statistical analysis. The homogeneity assumption was first checked by the Box's M test that was not significant ($p. \geq .05$). Table 4 shows the ANOVA assumption of homogeneity was further examined by the Levene's test, which was not significant either for the seven dependent variables ($p. \geq .05$). This confirmed the homogeneity assumption was not violated except for the sixth variable. In addition, population normality was also addressed because the three groups did not show skewness or kurtosis as the calculated values approached zero. Using a Kolmogorov-Smirnov statistic with a Lilliefors significance level also resulted in values greater than 0.05, which assumed the three groups had been selected from a normally distributed population (Coakes & Steed, 2007).

		Sum of Squares	df	Mean Square	F	Sig.
OvCarSk	Between Groups	.158	2	.079	.036	.965
	Within Groups	79.431	36	2.206		
CorsPlan	Between Groups	2.927	2	1.463	.154	.858
	Within Groups	342.971	36	9.527		
ClassTea	Between Groups	.310	2	.155	.045	.956
	Within Groups	122.665	36	3.407		
LearnAss	Between Groups	3.213	2	1.607	.125	.883
	Within Groups	464.018	36	12.889		
ClassRes	Between Groups	1.190	2	.595	.254	.777
	Within Groups	84.502	36	2.347		
CareePres	Between Groups	1.707	2	.853	.650	.528
	Within Groups	47.268	36	1.313		

Table 5: ANOVA test of difference between three groups

As summarized in Table 5, actual data analysis shows non-significant ANOVA F ratios ($p. \geq 0.05$), which indicates no differences between the three programs regarding faculty career development as a result of program evaluation (Coakes & Steed, 2007). When ANOVA does not yield significant *F* ratios, there is no need to use post hoc tests of multiple comparisons, such as Scheffe, Tukey or Newman-Keuls. This is simply because we did not have significant differences in the first pace to use post hoc tests in order to locate which group outperformed the other (Gall et al., 2006). Having this in mind, the researchers, however, used the Scheffe test to examine the means of each two groups to confirm the ANOVA results. Table 6 shows no differences between or within groups, which confirms the ANOVA findings.

Dependent Variable	(I) group	(J) group	(I-J) Mean Difference	Sig.	Dependent Variable	(I) group	(J) group	(I-J) Mean Difference	Sig.
OvCarSk	1	2	.04902	.996	LearnAss	1	2	-.08824	.998
	1	3	-.11765	.980		1	3	-.68824	.891
	2	1	-.04902	.996		2	1	.08824	.998
	2	3	-.16667	.966		2	3	-.60000	.927
	3	1	.11765	.980		3	1	.68824	.891
	3	2	.16667	.966		3	2	.60000	.927
CorsPlan	1	2	-.17647	.989	ClassRes	1	2	.19608	.944
	1	3	-.67647	.860		1	3	-.27059	.907
	2	1	.17647	.989		2	1	-.19608	.944
	2	3	-.50000	.931		2	3	-.46667	.778
	3	1	.67647	.860		3	1	.27059	.907
	3	2	.50000	.931		3	2	.46667	.778
ClassTea	1	2	-.11765	.986	CareePres	1	2	-.33824	.738
	1	3	-.21765	.957		1	3	-.48824	.570
	2	1	.11765	.986		2	1	.33824	.738
	2	3	-.10000	.992		2	3	-.15000	.954
	3	1	.21765	.957		3	1	.48824	.570
	3	2	.10000	.992		3	2	.15000	.954

Table 6: Scheffe test of multiple comparisons

The results indicate that the program evaluation process equally influenced faculty career development in the three programs. The null hypothesis stating no inter-program differences at 0.05 in career development as a result of program evaluation was therefore

accepted. This means the alternative hypothesis stating inter-program differences at 0.05 in career development as a result of program evaluation was subsequently rejected.

Qualitative Results

Development of Teacher Curricular Content-knowledge

The influence of the program evaluation process on career skills of faculty members seemed positive. “I have never thought this headache (program evaluation) would be that useful. It acted like an intensive but a practical training course. I think program evaluation can be a unique career development mechanism because we learn as we do our work.” The program evaluation process improved the teaching faculty skills in various ways. “Now I can better plan my courses.” Faculty members benefited more from the skills they developed through the course specification element. “When I attended discussions about preparing a course specification to address program evaluation concerns, I thought it was a waste of time. Later, when I was asked to prepare a course specification for each of my courses according to the new course specification template, I discovered that I missed the opportunity to learn from those discussions.”

Development of Teacher Content-knowledge and Pedagogical Skills

On creating the first course specification, “I had to address several issues. This included determining course objectives, course learning outcomes, course topics and materials and allocating teaching topics to the semester weeks and classes.” The process of creating a course specification required each faculty member “to spell out the information and skills *our* students are expected to achieve by the end of the course. I even had to spell out the expected teaching strategies that I would use to enable my students to achieve target skills and information.” The process also demanded that “I should determine the assessment tools that I would use to check that my students attained the predetermined learning outcomes.” Creating a course specification was like a curriculum planning and design process since every faculty member “had also to align course and program learning outcomes. Because I had to address course objectives, content and teaching and assessment strategies, I was a curriculum designer more than a just a teacher. To be honest, like my colleagues, although I was grappling throughout to address all of those elements, I developed in practical ways that I did not have during my initial training and other formal training courses.”

Development of Teacher Reflection

Another element that helped faculty members to improve their career skills during the evaluation process was reflection through preparation of course reports. “Having prepared the course specification, I thought all has been done. The discussions with the evaluation team made it clear that everything we planned to do in the course specification had to be reported on in a course report at the end of the semester.” This led faculty members to “be on the guard about how I respond to the course report questions about achieving what I planned in the course specification.” This involved reporting “on whether I covered all the topics I set out in the course specification. In case, some topics were not covered, I had to explain the compensating actions that I made to address that.” The course report also required reporting “on whether the teaching strategies I set out in the course specification were effective. Any difficulties should have been reported on as well as the actions made to overcome those difficulties. This had to be done with all of the skills and information set out in the course specification.”

Development of Teacher Assessment Skills

The impact of the course report process was notable. “I do not just teach but I also assess how effective my teaching is and how to arrange for additional teaching to address weaknesses. Any part of the course that was not covered required actions by me since the students also report on this. This made me develop not only my pedagogical and learning assessment skills but also the content knowledge of the subject on a daily basis.” The course report further required faculty members to report on “student results and include and comment on students’ assessments of the course as a whole and my own performance as a teacher. Based on the issues raised, I have also to submit plans for course improvement. These have made me see the full picture and work on improving my own skills.”

The program evaluation process was the catalyst for faculty members to initiate their own development. “If we had not been forced to address several issues relating to our courses, we would not have exerted that effort. For example, alongside assigned course and reference books, I had to include my own materials that I used during the course. I had to justify why I chose the books and references I set for my students. This made me use specific criteria against which I evaluate the sources I chose. I also learned how to select and design supplementary materials.” During the evaluation process, “I had to think of a number of teaching strategies that would enable me to realize course objectives. This was not confined just to selecting a set of teaching strategies but also to think of the procedures of how they would be implemented in the classroom.” The evaluation process had a very positive impact on faculty skills of assessing student learning outcomes. “I am now more able to write different kinds of test items, check test reliability and validate test content. My skills particularly developed regarding analyzing and interpreting test results because I had to comment on student scores and grades in the course report.”

Development of Teacher Research Skills and Pressure Coping Strategies

The program evaluation process further improved faculty classroom research skills. “I have never thought that surveying and reporting on students’ opinions of the course and my teaching would be part of my work as a teacher. I now feel able to design questionnaires to collect students’ opinions about the course elements and my teaching. I am able now to analyse and interpret their responses because I have to include and comment on them in the course report and future course planning.” The program evaluation process also improved faculty cooperation and coping with work pressures. “To keep up with the new developments and workloads, I had to share experiences with other colleagues. We helped one another to achieve the tasks assigned to us. We also encouraged each other to address the new responsibilities. We now participate in many program committees to achieve tasks, this was good for us.”

Development of Managerial Skills

The program evaluation process also improved program directors’ skills in ways very similar to those of faculty members. “This program review turned everything upside down. I mean I used to make all the decisions and supervise everything myself. I understood it that way. This review process showed it otherwise where I had to devolve responsibilities to committees. This was great because I saw it work. I learned how to coordinate rather than do program work.” Program directors also learned from preparing the program specification and report. “As a program director, I had to determine in very clear terms what our program seeks to help program clients to achieve. I had to determine the main skills and information our

students are expected to achieve." This required "me in cooperation and consultation with all program stakeholders to define program mission, goals and objectives, program learning outcomes, domain knowledge and skills, suggested teaching and assessment strategies and program structure and organization." This also required each program director to "describe the processes used in selecting texts and reference materials, faculty recruiting procedures and development opportunities, student administration and support and program evaluation and improvement processes."

Program directors also "had to prepare a program report that comments on the same elements in course reports but in relation to the whole program." The impact of this was positive. "I acknowledge I learned a lot. The program elements have become clearer to me. I know better than before how to improve each element because I have specific standards according to which I assess the performance of each component." For each program element, "for example, teaching and learning, student admission, resources, relationship with the community and student services, I have standards against which I measure program performance. This enabled me to draw improvement plans since I collect data about what needs to be done. We now adopt an ongoing strategy of data collection. This was not that systematic before."

Discussion

This study examined the influence of imposed program evaluation on faculty and program director career development in three language-education programs. The quantitative findings answered the first research question in positive (How does the program evaluation process impact on career development?). Overall, the findings indicated the three language programs were influenced by program evaluation in the same manner. The program evaluation process improved faculty career skills in terms of course planning, classroom teaching, learning assessment, classroom research, and coping with career pressure. The qualitative findings also indicated improvement in both program directors and faculty members' professional skills. These findings agreed with previous research conclusions that program evaluation brings about a positive impact on developing program stakeholder career skills (e.g., Byrnes, 2008; Carsten-Wickham, 2008; Chase, 2006; Gorsuch, 2009). The findings also confirm Norris's (2009) conclusion that positive program evaluation experiences provide an opportunity for program stakeholders to learn in the workplace.

What is striking about these findings is that the three programs showed almost typical improvements. Why was that? Although future researchers may examine this, the possible explanation pointed to the vice-deanship of quality, which supervised the evaluation process across the three programs. Moreover, the three programs collected their data by the same scales standardized by the NCAAA. In addition, the three programs were against the same NCAAA standards. Finally, the three programs shared the same college context.

Both the quantitative (inferential part) and qualitative findings, however, provided a neutral answer to the second research question (How does the program evaluation process impact on career development in the three programs?). These findings confirm rather than contradict the descriptive statistics results in that the evaluation process brought about a positive impact on faculty career development. Moreover, although these findings concurred with, for example, those of Byrnes (2008), Carsten-Wickham (2008), Chase (2006) and Gorsuch (2009) about the positive impact of program evaluation on career development, the reported previous research findings did not examine inter-program differences. Future researchers may therefore examine the relationship between career development and program evaluation experiences across different programs.

The qualitative findings, however, indicate that evaluation programs as a strategy for career development in the workplace require huge resources. Engaging all program stakeholders in an evaluation program for skills improvement purposes requires several educational workshops, short training sessions, frequent discussions and meeting and coordination. These require financial resources to achieve necessary activities. In this study's case, our institution paid for overtime work and experts who provided training and consultations. Change takes time. In our case, improving faculty and program director skills occurred over a two-year evaluation program to put theory into action and create evaluation program culture. An evaluation program- such as this one- necessitated institutional support at the levels of department, program, college, and university administrations. No doubt such variables cannot be overcome in many contexts.

Conclusions, Recommendations and Limitations

The present study concluded that program evaluation improved faculty career skills, which included course planning, classroom teaching, learning assessment, classroom research, and coping with career pressure. In contrast, no inter-program differences were found regarding the influence of program evaluation process on faculty and program directors' career development across the three programs. The study recommended program evaluation as a reflection in action strategy not only for faculty and program director development but also for institutional, program, staff and student development.

Future researchers may study the influence of program evaluation on administrative staff development, student learning, career satisfaction and institution improvement. Researchers may also examine the influence of program evaluation, especially imposed ones, on stakeholder attitudes toward the program evaluation process itself. Some caveats should, however, be considered before any generalization of the present findings into other contexts. The first caveat concerns data collection since it was gathered through self-reporting measures. Quantitative ability measures would yield not only important but also precise data about the exact developments in the skills of program directors and faculty members. Research designs need to use systematic observation at the beginning and at the end of the evaluation process.

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Appendix: Program Evaluation Impact on Career Development

This scale is used to collect your opinion of the **program review process** influence on the **development of your career skills**. You will find statements about each program element. Please read each one and **circle** the response (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

1= Never or almost never true. **2**= Usually not true. **3**= Somewhat true.
4= Usually true. **5**= Always or almost always true.

Section 1: Program evaluation impact on your overall career skills.	
1. It improved my overall teaching skills.	1 2 3 4 5
2. It improved my domain knowledge.	1 2 3 4 5
3. It improved my skills of assessing classroom learning.	1 2 3 4 5
Section 2: Program evaluation impact on your course planning skills.	
4. I learned how to set precise course objectives.	1 2 3 4 5
5. I learned how to prepare the course specifications.	1 2 3 4 5
6. I learned how to prepare the course report.	1 2 3 4 5
7. I learned how to align course and program learning outcomes.	1 2 3 4 5
8. I learned how to fit course topics to teaching hours.	1 2 3 4 5
9. I learned how to design course materials.	1 2 3 4 5
10. I learned how to evaluate and select course materials.	1 2 3 4 5
Section 3: Program evaluation impact on your classroom teaching skills.	
11. I have become more able to spell out my teaching philosophy.	1 2 3 4 5
12. I have become more able to set precise lesson objectives.	1 2 3 4 5
13. I have become more able to align course and program learning objectives.	1 2 3 4 5
14. I have become more able to align classroom teaching with exam content.	1 2 3 4 5
15. I used various teaching strategies.	1 2 3 4 5
Section 4: Program evaluation impact on your skills of assessing learning outcomes.	
16. My skills of writing test items improved.	1 2 3 4 5
17. My skills of test design improved.	1 2 3 4 5
18. I learned how to check test reliability.	1 2 3 4 5
19. I learned how to validate test content.	1 2 3 4 5
20. I learned how to analyze test results.	1 2 3 4 5
21. I learned how to interpret test results.	1 2 3 4 5
22. I learned how to create question banks.	1 2 3 4 5
23. I used various assessment tools.	1 2 3 4 5
Section 5: Program evaluation impact on your skills of classroom research.	
24. I learned how to survey student opinions.	1 2 3 4 5
25. I learned how to analyze surveys.	1 2 3 4 5
26. I learned how to interpret surveys.	1 2 3 4 5
27. I learned how to incorporate student assessments into course planning.	1 2 3 4 5
Section 6: Program evaluation impact on your career pressure.	
28. I learned how to work under pressure.	1 2 3 4 5
29. I learned how to cope with team work.	1 2 3 4 5
30. I learned how to address student concerns.	1 2 3 4 5