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The Relationship between Program Evaluation Experiences and Stakeholder Career Satisfaction

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This paper examines the relationship between program evaluation experiences and stakeholder career satisfaction. The study employs mixed paradigms, descriptive and correlational research, qualitative evaluation, interviews, rating-scales and the parametric Pearson product-moment coefficient of correlation. Data analysis reveals differences between the descriptive and correlational findings. The descriptive findings show low faculty and program director career satisfaction at the beginning of program evaluation while concluding program evaluation experiences show a dramatically high career satisfaction. Correlational results, however, indicate not only a relatively low but also negative correlation between initial and final program evaluation experiences in career satisfaction. The study concludes a relationship exists between initial and final program evaluation experiences in stakeholder career satisfaction. The more program evaluation experiences stakeholders have, the less career dissatisfaction signs they show. Supportive program evaluation contexts lower program stakeholder negativity and encourage effective implementation and use of program evaluation.

Keywords: Career Satisfaction; Professional Satisfaction; Language Program Evaluation

Introduction

Program evaluation, whether externally imposed or internally motivated, is undertaken to help programs identify weaknesses and strengths so that they can improve performance, demonstrate they deliver what they promise and justify why they should continue (Stake, 2011; Sullivan, 2006). Moreover, program evaluation is not only conducted to improve programs and services but also to create opportunities for stakeholders to learn and develop in the workplace (Elder, 2009; Norris, 2009). Unfortunately, some program administrators and many program stakeholders see program evaluation otherwise, being a threat rather than an opportunity to help advance their career. As a result, program stakeholders form negative attitudes towards their profession and the evaluation process as a whole. Not only does this have dramatic negative consequences for the program evaluation process alone, but also for program overall performance and stakeholder career satisfaction (Norris, 2006).

Concerns have therefore been voiced regarding the influence of program evaluation, especially externally imposed ones, on program stakeholder career satisfaction and ultimately career success (Byrnes, 2008; Carsten-Wickham, 2008). Other concerns have been also expressed about faculty welfare and development opportunities in the workplace (Shawer, 2010a; Shawer, Gilmore, & Banks-Joseph, 2008). As a result, many voices have asked for a shift of focus from doing program evaluation to assessing the consequences of the evaluation process for program performance and stakeholders (Byrnes, 2008).

Several attempts have been made to decrease the negative influence of program evaluation on program stakeholders. For example, program evaluation can be a useful strategy for both program and stakeholder development when stakeholders embrace the evaluation process (Chase, 2006; Byrnes, 2008; Shawer, 2010b; Shawer, 2011). The present study, therefore, sought to address career dissatisfaction concerns through examining whether a relationship exists between language program evaluation experiences and faculty and program director career satisfaction in three language-education programs.

The Arabic Language Institute at King Saud University offers three language programs: the Language and Culture Program, the Teacher Training Program and the Teacher Preparation Program. The Language and Culture Program offers courses about Arabic language and culture to nonnative speakers. This program involves 32 courses at four levels over two years. Each level is one semester long. Program audience is those students who seek to develop their Arabic language proficiency to be able to pursue academic study in universities and colleges where Arabic is the medium of instruction. Students who complete 80 credits are awarded the Language Proficiency Diploma.

The Teacher Training Program is a one-year program for training teaches of Arabic as a second and foreign language. Students in this program are required to complete a total of 40 credit hours in two semesters. Students enrolled in this program must have an experience in teaching Arabic as a second or foreign language. Students who successfully complete this program are awarded the postgraduate Diploma for training teachers of Arabic to nonnative speakers. The Teacher Preparation Program is designed for prospective teachers of Arabic as a second or foreign language. This program comprises two levels, one semester each, where students attend 15 credit hours per week. Successful completion of the program entitles the teacher candidates to the Postgraduate Diploma in the Teaching of Arabic to nonnative speakers. The program covers a variety of subject and scientific areas in the field of Applied Linguistics,

especially those required for a professional teacher in Teaching Arabic to Speakers of Other Languages (TASOL). For example, the program offers courses in methods and techniques of teaching Arabic to speakers of other languages, second language acquisition, contrastive and error analysis, language testing, language learning strategies, and psychology of language learning. Students who successfully complete this program are awarded the Graduate Diploma in teaching Arabic to nonnative speakers.

Career Satisfaction and Development

Career satisfaction involves those positive feelings that individuals demonstrate about what they do and the profession (Shawer, 2010b). Faculty career satisfaction therefore positively correlates with career development in the workplace. When professionals feel positive about their career, they are in a position to reflect on practice and improve their career (Huberman, 1993; Reynolds, Ross, & Rakow, 2002; Rosenholtz, 1991). When program stakeholders, for example, take assessment as an integral part of program evaluation, imposed evaluation will be an opportunity rather than a threat for institutional, program and professional development (Norris, 2006). From the very beginning, stakeholders will plan to make use of program evaluation to improve program targets, content, teaching and learning as well as assessment means and outcomes. Student learning outcomes in particular will be key performance indicators of program effectiveness (Lynch, 1996).

On the other hand, career or professional development is where individuals continue to advance their knowledge and skills during their careers (Beck & Kosnik, 2001; Cochran-Smith, 2003; Shawer, 2010b). Career development is no longer confined to traditional institution-initiated formal "interventions and training to direct the evolution in professional behavior in a more desirable way" (Kelchtermans & Vandenberghe, 1994: p. 45). It has become a lifelong process of learning in the workplace. Career development, therefore, involves those "ongoing formal and informal learning activities through which professsionals continue to advance their professional competence so that they can improve their practices and profession" (Shawer, 2010b: p. 598). Although professionals better advance their career skills through learning from actual experiences in the workplace, this depends largely upon what they feel about their career (Carr & Kemmis, 1986; Schön, 1983).

Program Evaluation and Language-Education Programs

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). As such, it assesses program strengths and weaknesses to determine program values so that programs can address the needs of audience and plan for new developments (Bernhardt, 2006; Patton, 1990; Sullivan, 2006). On the other hand, a language-education program "generally consists of a slate of courses designed to prepare students for some language-related endeavor" (Lynch, 1996: p. 2). Like generic-education programs, language-education programs cannot do without program evaluation to demonstrate the extent to which they deliver what they promise and justify why they should not shut down (Norris, 2009). Thanks to the information program evaluation generates, language program stakeholders are able to identify what works in terms of language proficiency gains (Ross, 2003). Program evaluation is therefore essential not only to improve programs but also to meet institutional requirements. Through program evaluation, language-education programs are able to set precise program objectives, instructional strategies, assessment targets and program resources (Lynch, 1996).

Although program evaluation helps programs demonstrate how far they address quality, accountability and accreditation concerns, stakeholders consider imposed program evaluation 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 "knowing oneself and taking action, support for faculty development, recognition of valued institutional practice, collaborative inquiry turning program review into valued work … improvement, and impetus for innovation and ownership of programs" (Byrnes, 2006: p. 576).

Despite the crucial importance of program evaluation, most programs focus on doing rather than using program evaluation (Norris, 2006). How program evaluation impacts on program stakeholders remains somewhat absent (Elder, 2009; Kiely & Rea-Dickins, 2005). Although the attention has recently tuned to examining the value of program evaluation to programs and stakeholders, only a few studies were concerned with the relationship between program evaluation and stakeholder career satisfaction. Among such studies, some found program stakeholders have negative attitudes towards their profession and the program evaluation process (Byrnes, 2008; Gorsuch, 2009).

Other studies concluded that program stakeholders change their negative attitudes toward program evaluation and their career when they take ownership of the program evaluation process (Byrnes, 2008; Carsten-Wickham, 2008). Some other studies found positive concluding program evaluation experiences result in positive changes in stakeholder attitudes towards program evaluation and their career (Byrnes, 2008; Carsten-Wickham, 2008; Chase, 2006). In light of the above review, the present study sought to answer the following research questions:

1) How do initial program evaluation experiences influence career satisfaction?

2) How do concluding program evaluation experiences influence career satisfaction?

3) Do program evaluation experiences and career satisfaction correlate?

Method and Participants

Figure 1 shows positivism and survey/descriptive research was followed to answer the first two research questions regarding the influence of initial and concluding program evaluation experiences on faculty members and program directors' career satisfaction. A cross-sectional design was particularly used to concurrently collect and describe faculty opinions (Cohen, Manion, & Morrison, 2011; Lester & Lester, 2010; Sapsford, 1999). In particular, the influence of program evaluation experiences on career satisfaction was examined in terms of having positive or negative program evaluation experiences and seeing program evaluation as an opportunity for learning or a threat. Career satisfaction was also examined in terms of faculty members and program directors' enthusiasm about program evaluation in-

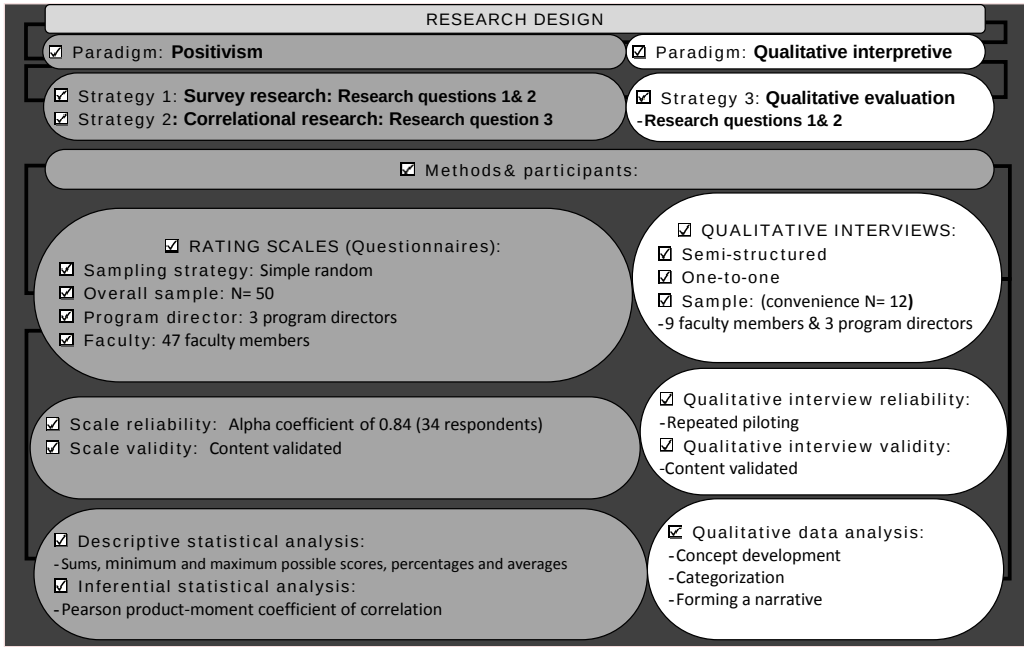

Figure 1.
Research design.

volvement, ability to cope with career stress and perceptions about the value of program evaluation.

The survey design addressed the first research question by testing this null hypothesis through descriptive statistical analyses: *initial program evaluation experiences do not influence career satisfaction*. Two alternative hypotheses were posed in case the null hypothesis was not accepted: 1) *initial program evaluation experiences bring about career dissatisfaction* and 2) *initial program evaluation experiences bring about career satisfaction*. The survey design also addressed the second research question by testing this second null hypothesis through also descriptive statistical analyses: *final program evaluation experiences do not influence career satisfaction*. Two alternative hypotheses were also posed in case the second null hypothesis was rejected: 1) *final program evaluation experiences bring about career satisfaction* and 2) *final program evaluation experiences bring about career dissatisfaction.*

Although survey research could address the first two research questions, the standardized data it yielded did not provide enough understanding or highlight the context of faculty members and program directors regarding the influence of program evaluation on their career development. As also shown in **Figure 1**, a qualitative paradigm was particularly necessary to provide convincing answers to the first two research questions. This is because it allows the researchers to interact with the respondents and understand their context. This involved using qualitative evaluation to explore the influence of program evaluation on program stakeholders' career development through the collection, analysis and interpretation of spoken and written discourse about program evaluation impact in order to use the resulting information for improving career satisfaction (Shawer, 2012). Evaluation research assesses program effectiveness, including planning, implementation, instructional methods, curriculum materials, facilities, equipment, educators and students better than other research strategies (Clarke, 1999; Patton, 1990).

To address the third research question, a correlational research design was further used to examine the relationships between program evaluation experiences and career satisfaction. Although correlational research involves descriptions, it was used mainly to examine relationships between variables (Gall, M. D., Gall, J. P. & Borg, 2006). In this study, we examined if a bivariate linear relationship exists between initial and final program evaluation experiences and career satisfaction. The correlational design involved asking faculty members for their opinions about program evaluation experiences during the first four weeks of the program evaluation process. After a twenty months interval between the two questionnaire administrations, the same faculty members' opinions were collected during the final four weeks of the program evaluation process. We finally correlated the scores of first and second administrations for the same respondents (Coakes & Steed, 2007; Gall et al., 2006).

Coefficient correlation is a mathematical value between (0 and 1). A zero (.00) coefficient value indicates no correlation whereas a 1.00 coefficient value indicates a complete correlation. The differences between 0 and 1 refer to the strength of the relationship. A relationship is positive (+) when one variable increases, the other variable also increases. By contrast, a negative relationship (–) is where an increase in one variable is accompanied by a decrease in the other (Coakes & Steed, 2007; Gall et al., 2006; Shawer, 2012).

The correlational design addressed the third research question by testing this null hypothesis through inferential statistical analyses: *program evaluation experiences and career satisfaction do not correlate at a* .05 *level of significance*. Four alternative hypotheses were tested in case the null hypothesis was not accepted: 1) *initial program evaluation experiences and career satisfaction negatively correlate at a* .05 *level of significance*; 2) *initial program evaluation experiences and career satisfaction positively correlate at a* .05 *level of significance*; 3) *final program evaluation experiences and career satisfaction negatively*

correlate at a .05 *level of significance*; and 4) *final program evaluation experiences and career satisfaction positively correlate at a* .05 *level of significance*.

Figure 1 further shows a nonprobability sampling strategy was used to select a simple random sample of 50 language-education faculty members at the Arabic Language Institute, King Saud University. The respondents were assured that their names would not be mentioned to maintain anonymity or reveal any information about their identities to assure confidentiality (Lester & Lester, 2010; Sapsford, 1999). A questionnaire of 10 items was designed to collect the research data (see the **Appendix**). This scale was administered on the 50 faculty members by the end of first four weeks and was re-administered on the same members at the beginning of the final four weeks of the program evaluation process that extended over two years. The administration interval period was about 20 months.

Five language-education professors examined the questionnaire content and agreed it met the research purpose (Bell, 1993; Blaikie, 2000; Shawer, 2012). Questionnaire reliability was then checked for internal consistency to ensure the respondents' performance on all of the scale's items is consistent. Using SPSS (version 18), the calculation of responses of 34 faculty members resulted in a .84 Cronbach's Alpha. Gall et al. (2006) confirm that scales which yield coefficients of .80 or above are deemed reliable. The data were first analysed through descriptive statistics, including averages, percentages and standard deviations. Having found mean differences between pre and post questionnaire administrations, the Pearson product-moment coefficient of correlation was calculated to describe a simple bivariate and linear relationship (also zero-order correlation) between two continuous set of scores (interval data) (Coakes & Steed, 2007). The results sections show the ways in which the data were analysed.

Semi-structured one-to-one interviews were used to collect qualitative data from the three program directors and three faculty members in each program. The average time of interviews was 50 minutes. Interviews were qualitative to allow the respondents to describe in their own terms the influence of program evaluation on their career satisfaction. The interview data were content validated through five professors who ensured the questions addressed the research purpose (Patton, 1990). Interviews reliability was checked through piloting and accuracy of transcribed tapes. Interviews were analysed through coding, grouping similar concepts under exclusive categories and forming a narrative (Kvale, 1996).

Quantitative Results

Initial Program Evaluation Experiences Impact on Career Satisfaction

This section addressed this first research question (how do initial program evaluation experiences influence career satisfaction?). Before presenting the findings, we explain the process of data analysis. **Table 1** shows 50 faculty members who responded to two variables. Their responses were analyzed through calculating sums, the minimum and maximum possible scores, percentages and averages. **Table 1** (row 1) shows the sum of responses to the *first variable* (initial program evaluation experiences) was 613, the minimum score was 500 (10 (items) × 1 (minimum possible responses) = 10 × 50 (number of respondents)) while the maximum score was 2500 (10 (items) × 5 (maximum possible responses) = 50 × 50 (number of respondents). The percent was 25 (613 (sum of responses) ÷ 2500 (maximum possible responses) × 100).

Table 1 shows faculty responses (25%) indicate initial program evaluation experiences brought about faculty dissatisfaction about their career and the program evaluation process. They felt under threat, did not have good experiences, complained of workloads and did not expect to benefit from the program evaluation process. They not only felt they would not learn from assigned tasks but also formed negative attitudes toward the program evaluation process and the profession. Neither did they see the evaluation process as a learning opportunity. Besides feeling reluctant to learn from the evaluation process as a whole, faculty members expected they would not be able to cope with the extra workload.

These findings in terms of such a very low percentage (25%) and mean (12.26) indicate that initial program evaluation experiences revealed faculty dissatisfaction about their career and the program evaluation process. Such findings therefore provide evidence to reject the null hypothesis that indicates no influence of *initial program evaluation experiences on career satisfaction* while accepting the alternative hypothesis that states *initial program evaluation experiences bring about career dissatisfaction*. However, the second alternative hypothesis stating that *initial program evaluation experiences bring about career satisfaction* was not accepted.

Final Program Evaluation Experiences Impact on Career Satisfaction

This section addressed the second research question (how do concluding program evaluation experiences influence career satisfaction?). **Table 1** (row 2) shows the sum of responses to the *second variable* (concluding program evaluation experiences) was 2310, the minimum score was 500 (10 (items) × 1 (minimum possible responses) = 10 × 50 (number of respondents)) while the maximum score was 2500 (10 (items) × 5 (maximum possible responses) = 50 × 50 (number of respondents). The percentage was 92 (2310 (sum of responses) ÷ 2500 (maximum possible responses) × 100). Such high responses (92%) indicate that subsequent positive program evaluation experiences brought about faculty satisfaction about their career and the evaluation process. The findings clearly indicated faculty members no longer feel threatened by the evaluation process and that their negative feelings tuned positive. Not only did they stop complaining about workloads but also felt they benefited from the process. They became even convinced that the evaluation process is a learning opportunity. Further, their abil-

Table 1.
Descriptive statistics (initial and final program evaluation experiences).

No.	Variable	Sum	Min. Score	Maxim. Score	Percent	Mean
1	At the Start	613	500	2500	25%	12.26
2	Toward the End	2310	500	2500	92%	46.2

ity to cope with workloads increased.

These findings in terms of such a high percentage (92%) and average (46) therefore provide enough evidence to refute the null hypothesis that states *final program evaluation experiences do not influence career satisfaction* while accepting the alternative hypothesis that indicates *final program evaluation experiences bring about career satisfaction*. However, the second alternative hypothesis stating that *final program evaluation experiences bring about career dissatisfaction* was not accepted.

Having found clear differences between initial and concluding program evaluation experiences in faculty career *satisfaction*, program evaluation experiences and faculty career *satisfaction* were examined further to find out whether they correlate in the following section.

Relationship between Program Evaluation Experiences and Career Satisfaction

This section addressed the third research question (Do program evaluation experiences and career satisfaction correlate?). Before presenting the findings, we explain how our research design met the assumptions of correlational analysis. The parametric Pearson product-moment coefficient of correlation was used to describe a simple bivariate and linear relationship (also zero-order correlation) between two continuous variables (interval data). Before actual calculation of correlation, the data were screened to ensure they meet five assumptions required for sound correlational analysis. The data were collected from related pairs where every score obtained on the X variable was accompanied by obtaining a score on the Y variable from the same respondent (first assumption) (Coakes & Steed, 2007).

The second assumption (scale of measurement) was also addressed through using interval data. Although the third assumption (normal score distribution) could be examined graphically through, for example, histograms and boxplots or statistically through, for example, Kolmogorov-Smirnov, Shapiro-Wilk or skewness and kurtosis calculations, the Shapiro-Wilk was calculated because it is used with samples under 100. The Shapiro-Wilk insignificant ratio ($p \geq .05$) assumed normality. Both the fourth (linearity) and fifth (homoscedasticity) assumptions were also met. Linearity means the relationship between the two variables are linear. Homoscedasticity means score variability values for one variable are almost the same as those of the other. In other words, the values of both variables show a uniform cluster round the regression line. As shown in **Figure 2**, the scatterplot reveals a linear relationship between the scores of the two variables. This uniform cluster of scores around the regression line indicates the linearity and homoscedasticity assumptions were not violated (Coakes & Steed, 2007).

By looking at the coefficient ($r = -.393$) and its associated significance value ($p \leq .05$) in **Table 2**, the Pearson coefficient of correction value confirms the scatterplot results about the existence of a significant negative relationship between the two variables (initial and concluding program evaluation experiences). Although this indicates variables correlation, the relationship was relatively weak since the correlation value was just –.393. This relationship indicates that the more program evaluation experiences faculty members have (first variable), the less dissatisfaction they show about their career and program evaluation process (second variable). In other words, any increase in faculty experiences in the program evaluation process is accompanied by a decrease in faculty dissatisfaction about their career and program evaluation experiences. Since this correlation is relatively weak, the increase in the first variable is not met with a similar decrease in the second.

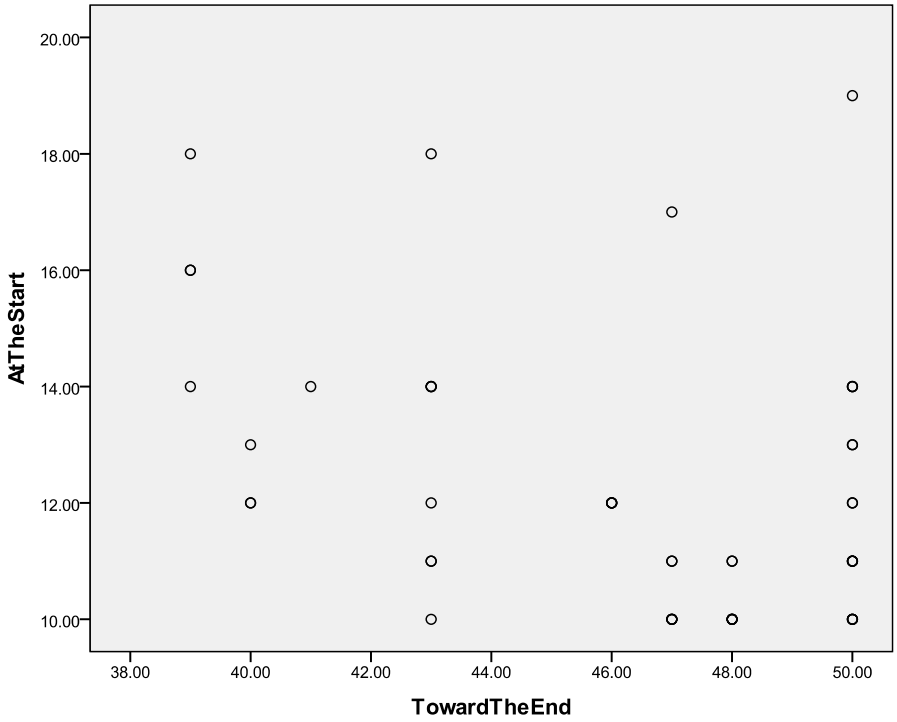

Figure 2.
Scatterplot of two variables.

Table 2.
Correlation between the two variables.

		At the Start	Toward the End
At the Start	Pearson Correlation	1	–.393**
	Sig. (2-tailed)		.005
	N	50	50
	Pearson Correlation	–.393**	1
Toward the End	Sig. (2-tailed)	.005	
	N	50	50

**Correlation is significant at the .01 level (2-tailed).

These findings indicated that program evaluation experiences and faculty career satisfaction correlate, which provides evidence to reject the null hypothesis stating no relationship between *program evaluation experiences and career satisfaction*. In contrast, both the first alternative hypothesis (*initial program evaluation experiences and career satisfaction negatively correlate*) and third alternative hypothesis (*final program evaluation experiences and career satisfaction negatively correlate*) were accepted. However, the second alternative hypothesis (*initial program evaluation experiences and career satisfaction positively correlate*) and fourth alternative hypothesis (*final program evaluation experiences and career satisfaction positively correlate*) were therefore rejected.

Qualitative Results

Impact of Initial Program Evaluation Experiences on Career Satisfaction

To gain a deeper understanding about faculty career satisfaction, qualitative data were also employed. The narrative analysis revealed a different impact on faculty career satisfaction and attitude toward the evaluation process itself between initial and concluding program evaluation experiences. "In the first weeks of this program review, my colleagues and I were under a huge stress. All at a sudden, we had to make everything perfect. We had to meet not only good standards but very high standards of good quality performance." Faculty members had hard times in the first weeks. "I felt this process would threaten my whole career." The reason was that "from time to time, we attend lectures and receive jargon terms about accreditation and quality assurance. Several forms, manuals and brochures are circulated. We have to understand and implement what we receive alongside teaching 14 hours a week." They felt program evaluation had negative rather than positive consequences. "I will be honest with you. I wish this process failed so that we get back to normal. I mean I did not want to do my work but I was asked to do many things that I do not understand. I felt my career was on the line. This process seemed as if it was directed toward assessing us."

Faculty members did not feel comfortable with their profession. "I many times thought of searching for another place to work. Unfortunately, my family suffered with me. In those early weeks, I felt I was lost which affected my classroom teaching in negative ways. I no longer had time to prepare extra materials or give students enough time in my office hours. I had to devote much time to keep up with the new developments." Faculty members agreed. "I expected no good from this review process because those early experiences were extremely threatening and destructive. In our meetings, we spent much time trying to find our way through this invasion! In many cases, we could not discuss how to do things because of complaining about workloads." The program early experiences were negative enough that "I did not expect good from the whole process. We completed tasks without understanding why we did them. Despite spending time in completing tasks, we made little use of them."

Even program directors expressed similar negative feelings towards their career and the evaluation process. "The Deanship of Quality at the university demanded that we should demonstrate that our programs meet their standards otherwise they would close us down." These early experiences made them to feel bad. "I had to give up many things that we planned to do in order to meet their standards. I was particularly under fire because I have to demonstrate my program deserves to continue. We were overwhelmed by a new terminology and paper work. I had to understand the process in the first place so that I can guide program members." Program directors shared this statement. "I could not blame faculty members for complaining. I felt what they felt but I was under far more pressure than them. I did not think this process would have much benefit because too many things had to be done. This made us become concerned about the future of our career. We never thought of the benefits."

Impact of Concluding Program Evaluation Experiences on Career Satisfaction

Similar to quantitative data, qualitative data showed differences between initial and concluding program evaluation experiences. Although initial program evaluation experiences brought about negative feelings of faculty members about their career and the evaluation process, concluding experiences brought about career satisfaction. "As we went through the process, we began to understand. Thanks to the support provided by the Vice-deanship of Quality in the Institute and the dean, things became clear and possible." Faculty members changed their negative feelings into positive because "we were assured the process was not initiated to assess or punish us and that the whole Institute, including the dean, is under the same pressure." That was the turning point. "Instead of being passive and indifferent about the outcome of this process, we felt we were in one boat. We either all sink or swim." Moreover, faculty members became positive because "we received help about the issues that we did not understand. We were also paid for the extra work we did. We wanted this process to succeed so that we succeed with it."

Faculty members started to feel positive about their work and the evaluation process because "I learned many things. For example, the new course specification template helped me learn

in action how to better plan my courses. I now set precise course objectives and learning outcomes. I am able to determine course topics and assign them to the teaching hours. I learned not only how to determine the knowledge and skills my students should attain but also to think ahead of the teaching strategies that would enable my students achieve target skills and information." The course specification experiences also helped them "determine and design the instruments to be used for assessing student learning and to align classroom teaching with assessment targets. I learned many things." Such positive program evaluation experiences resulted in faculty professional development and satisfaction. "As we went on the program evaluation implementation, we understood what was required from us and worked hard to be able to do it. This gave me the feeling I am learning and developing while I do my job. I was keen and committed to the work."

The signs of career dissatisfaction also stopped as a result of faculty positive program evaluation experiences. "I no longer have the right to complain about workload because I got support when I needed. Professional people were out there to explain what we should do and how to do it. We were also paid for the extra work. Above all, I felt I was developing. I acknowledge I was wrong about my initial feelings." Faculty members shared this statement. "I did things in unprofessional ways in the past. Now, thanks to the new experiences, I have become aware of many things. I learned how to design reliable and valid tests, how to mark, analyze and interpret test results. I am now able to survey, analyze and interpret student opinions. I can design a whole course, many, many things. It was an investment."

The concluding program evaluation experiences brought about positive program director satisfaction in ways similar to those of faculty members. "As we moved on through the process, things got clear. This made it easy to assign roles and monitor performance. I acknowledge that I learned many things as we went further in the implementation process. I did not expect that at the beginning." Program directors learned a new management style. "I used to get involved in the planning and monitoring of everything. As we had to let program stakeholders have a say in planning processes, I formed a number of committees where program members became responsible for all program undertakings. This worked very well and made it easy for me to make time for improvement and development issues." They learned because "I had to prepare the program specification, program report and annual program self-study." This involved "revising program mission, goals and objectives to formulate new and suitable ones. This also required me to define in broad terms the program domains of skills and information and develop my classroom research skills, particularly those relating to learning assessment."

Program directors learned because "I had also to set out program learning outcomes and suggest assessment tools capable of checking they have been achieved. Issues of faculty and staff development alongside many other issues had to be addressed. I learned along the way." Such positive experiences resulted in a real satisfaction. "I started to feel positive about my work as a result of what I have been through. Program evaluation helped improve the program, the skills of faculty and staff members as well as my own skills. It was a real training course in the workplace." The final statements of program directors ranged between "thank you program evaluation," "I am very happy about myself, my faculty and staff and our work as a whole," and "we developed skills that we will definitely use over and over."

Discussion

This study examined the relationship between program evaluation experiences and faculty members and program directors' career satisfaction. The quantitative findings answered this first research question in negative: How do initial program evaluation experiences influence career satisfaction? Initial program evaluation experiences brought about faculty dissatisfaction about their career and the program evaluation process in several ways. They felt under threat, did not have good experiences, complained about workloads and did not expect to benefit from the program evaluation process. They not only felt they would not learn from assigned tasks but also formed negative attitudes toward the program evaluation process and the profession. Neither did they see the evaluation process as a learning opportunity. Besides feeling reluctant to learn from the evaluation process as a whole, faculty members expected they would not be able to cope with the extra workload. The qualitative findings also indicated that initial program evaluation experiences brought about faculty and program director career dissatisfaction. These findings agreed to some extent with the conclusions made by Byrnes (2008), Elder (2009), Gorsuch (2009) and Kiely and Rea-Dickins (2005).

The present findings indicate the crucial importance of initial program evaluation experiences to faculty members as they perceive imposed program review as a threat to their career. Although researchers may examine why faculty members form negative attitudes toward their career and program review at the start of program evaluation, the present study provided some explanations. Faculty members view the process as an assessment of them rather than the program. They also perceive it as a process conducted to blame them rather than take evaluation results to improve their work and the program as a whole. Moreover, they develop such negative feelings because they fear the extra burdens ahead and possible punitive consequences. Before program evaluation commences, program stakeholders should have orientation to understand it and define roles clearly. What is more important is to reassure stakeholders that the process seeks to help the program and stakeholders improve performance more than being a personal assessment of each member. These explanations also concurred with the recommendations made, for example, by Byrnes (2008) and Carsten-Wickham (2008).

The findings answer this second research question in positive: How do concluding program evaluation experiences influence career satisfaction? The quantitative findings clearly indicate that subsequent program evaluation experiences brought about faculty satisfaction about their career and the evaluation process. For example, faculty members no longer felt threatened by the evaluation process. The negative feelings even tuned positive at the end of program evaluation. Not only did they stop complaining about workloads but they also benefited from the process, perceived the evaluation process as a learning opportunity and felt their ability to cope with workloads increased. The qualitative findings confirmed the quantitative results in that concluding program evaluation experiences brought about faculty and program director career satisfaction. These results very much concurred with those of Byrnes (2008), Carsten-Wickham (2008) and (Chase, 2006).

Why then initial negative program evaluation experiences

turn positive at the end. Why initial experiences get negative in the first place. A possible explanation points to the program evaluation context. In the present study, the context where faculty members worked seemed positive since program stakeholders received extensive orientation before the process started and assistance during the process through training courses on several issues relating to the program evaluation, assessment and effective teaching. Such training courses included, for example, using the learning management system (Blackboard), effective teaching strategies, classroom research and effective means of assessing learning outcomes. Faculty members were also assured the program review process was a challenge not only to faculty members but also to the program and institution administration as a whole. They were, therefore, encouraged to cooperate as a team. Although the program context was positive in many ways, the initial orientation was not effective since faculty members continued to have negative feelings about their career despite receiving that orientation. Future researchers may examine the influence of orientation on faculty satisfaction during the initial weeks.

The quantitative findings (inferential part) answered this final research question to some extent in positive: Do program evaluation experiences and career satisfaction correlate? Although the relationship was relatively weak, it indicates that the more program evaluation experiences faculty members have, the less dissatisfaction they show about their career and program evaluation process. However, this correlation was relatively weak where the increase in one variable is not met with a similar decrease in the other. Although these findings do not contradict the descriptive research design results and those of the abovementioned previous research (e.g., Byrnes, 2008; Carsten-Wickham, 2008; Chase, 2006), they put question marks about generalizing this weak relationship into other contexts even similar ones. Researchers may examine this weak relationship further in various contexts. Moreover, this relationship has been the outcome of various factors, including a positive program context and availability of support. This means future research should use partial correlation of such variables where research designs should measure this linear association while adjusting for the effects of other variables (e.g., program context).

Conclusions, Recommendations and Limitations

The present study concluded that the initial stage of the program evaluation process brought about faculty and program director career dissatisfaction while the concluding experiences turned faculty and program director dissatisfaction into a professional satisfaction. A relatively weak negative relationship was found between imposed initial and concluding program evaluation experiences and faculty career satisfaction. The study recommended briefing faculty members of the opportunities that lie ahead in program evaluation. Faculty members should be also briefed of their roles in the process and that the review process is initiated to help rather than blame them. Positive and supportive program evaluation contexts not only result in a successful implementation of program evaluation but also help programs and program stakeholders to make use of program evaluation. The study recommended program evaluation as a reflection in action strategy not only for faculty development but also for institutional, program, staff and student development. Future researchers may study the influence of program evaluation on faculty and staff professional development as well as institution improvement.

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Appendix: Program Evaluation Impact on Career Satisfaction

First Scale Administration:

This scale is used to collect your opinion of the **initial program review process** influence on your **career satisfaction**. 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.

At the beginning of the program review process,

1) I felt I was not under threat. 1 2 3 4 5
2) I felt I would have good experiences. 1 2 3 4 5
3) I did not complain of workloads. 1 2 3 4 5
4) I thought I would make benefit from it. 1 2 3 4 5
5) I learned from assigned tasks. 1 2 3 4 5
6) I had a positive attitude towards the process. 1 2 3 4 5
7) The process was an opportunity for learning. 1 2 3 4 5
8) I managed to cope with workloads. 1 2 3 4 5
9) I made use of the process. 1 2 3 4 5
10) I was keen to learn from assigned tasks. 1 2 3 4 5

Second Scale Administration:

This scale is used to collect your opinion of the **concluding program review process** influence on your **career satisfaction**. 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.

Towards the end of the program review process,

1) I felt I was not under threat. 1 2 3 4 5
2) I felt I would have good experiences. 1 2 3 4 5
3) I did not complain of workloads. 1 2 3 4 5
4) I thought I would make benefit from it. 1 2 3 4 5
5) I learned from assigned tasks. 1 2 3 4 5
6) I had a positive attitude towards the process. 1 2 3 4 5
7) The process was an opportunity for learning. 1 2 3 4 5
8) I managed to cope with workloads. 1 2 3 4 5
9) I made use of the process. 1 2 3 4 5
10) I was keen to learn from assigned tasks. 1 2 3 4 5