A STUDY

OF AN AMERICAN UNIVERSITY MASTER'S PROGRAM IN TESOL:

MULTIPLE PERSPECTIVES IN PROGRAM EVALUATION

VOLUME I

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

KADİR VEFA TEZEL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

AUGUST 2006

Approval of the Graduate School of Social Sciences

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ABSTRACT

A STUDY OF AN AMERICAN UNIVERSITY MASTER'S PROGRAM IN TESOL: MULTIPLE PERSPECTIVES IN PROGRAM EVALUATION

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August 2006, 531 pages

University departments that offer graduate programs require feedback to assess the quality of the education they offer. Feedback on the quality of education is provided in the form of program evaluation. In the general approach to program evaluation, outsiders, i.e., people who are not parts of a program, do the evaluation. This descriptive study starts out with the belief that the best feedback in program evaluation can only come from insiders, i.e., faculty, students, and alumni, who are parts of a particular program. In order to capture the perspectives of insiders on the quality related characteristics of a program, this study evaluated a master's degree program in TESOL (Teaching of English to Speakers of Other Languages) at an American university in a practical and cost-effective way, using a minimum number of evaluators. All faculty, students, and alumni of the program form the participants in this study.

Regular program evaluation studies are conducted to do one type of evaluation only and they do not seek insiders' opinions. Unlike such studies, this evaluative research study aims to go beyond that familiar narrow focus and provide a richer description of the program it evaluates. Its research design and the data collection methods employed in it are chosen to achieve that goal. These enable the present study to have a broader scope than those of the regular program evaluation studies as the collected data can be used for more than one type of analysis.

The results of data collection show that all parties express positive opinion on the aspects of the program that are directly related to the teaching that takes place in classes. Areas of the program that need improvement are also introduced, and recommendations to overcome them are presented.

Keywords: Quality in Education, Program Evaluation, Graduate Education, Master's Program, TESOL, Survey, Questionnaire, Interview

ÖZ

BİR AMERİKAN ÜNİVERSİTESİ TESOL YÜKSEK LİSANS PROGRAMI ARAŞTIRMASI: PROGRAM DEĞERLENDİRMEDE ÇOĞUL BAKIŞ AÇILARI

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Ağustos 2006, 531 sayfa

Lisans üstü programı olan üniversite bölümleri sundukları eğitimin kalitesini belirlemek için geribildirim'e ihtiyaç duyarlar. Eğitim kalitesi ile ilgili geribildirim, program değerlendirmesi biçiminde sağlanır. Program değerlendirmesine genel yaklaşımda, değerlendirmeyi programın dışındaki kişiler yapmaktadır. Bu betimsel çalışma program değerlendirmede en iyi geribildirim'in programın parçaları olan öğretim üyeleri, öğrenciler, ve mezunlarından gelebileceği görüşünden yola çıkmaktadır. Programın birer parçası olanların programin kalitesiyle ilgili görüşlerini elde edebilmek amacıyla, bu çalışma bir Amerikan üniversitesindeki TESOL yüksek lisans programını pratik ve ekonomik bir şekilde değerlendirmiştir. Programdaki tüm öğretim üyeleri, öğrenciler, ve mezunlar bu çalışmanın katılımcılarını oluşturmuştur.

Geleneksel program değerlendirme çalışmaları yalnızca bir çeşit değerlendirme yapmakta ve programın birer parçası olan kişilerin görüşlerini değerlendirmeye katmamaktadır. Bu çeşit çalışmaların aksine, değerlendirme amaçlı bu araştırma çalışması alışılagelmiş dar bakış açışının ötesine gitmeyi ve değerlendirdiği programın daha detaylı bir betimlemesinin yapmayı amaçlamaktadır. Araştırma modeli ve veri toplama yöntemleri bu amacı gerçekleştirmek üzere seçilmişlerdir. Bunlar, toplanan bilgiler birden çok analizin yapılmasında kullanılabileceği için, bu çalışmanın geleneksel program değerlendirme çalışmalarından daha geniş kapsama sahip olmasına olanak sağlamaktadır.

Veri sonuçları bütün grupların programın sınıfta gerçekleşen öğretimle doğrudan ilişkili tüm alanlarında olumlu görüş beyan ettiklerini göstermektedir. Programın iyileştirmeye ihtiyacı olan kısımları da belirtilmekte ve bunları ortadan kaldıracak öneriler de sunulmaktadır.

Anahtar Kelimeler: Eğitimde Kalite, Program Değerlendirmesi, Lisansüstü Eğitim, Yüksek Lisans Programı, TESOL, Tarama, Anket, Görüşme

Anneme

ACKNOWLEDGMENTS

Heartfelt thanks go to my advisor Associate Professor Gölge Seferoğlu who has been the driving force in the completion of this dissertation. She has always been a source of motivation. It is wonderful to see smiling face and hear words of a keen intellect when you do a dissertation study.

My sincere thanks go to Professor Deniz Zeyrek who has always welcomed me whenever I had questions. I have truly enjoyed the guidance and the thought stimulating conversations I had with her besides the tremendous personal support I had the privilege of having.

I owe sincere thanks to Associate Professor Joshua Bear a.k.a. "Joshua hoca of everybody" who is truly a teacher and has provided valuable insights to expand and refine the expression in this study.

I thank Associate Professor Ahmet Aypay for his very careful reading of the draft of this dissertation and his valuable suggestions. His comments and suggestions have contributed significantly to this study.

Thanks also go to Assistant Professor Jale Çakıroğlu who, like Dr. Seferoğlu, has made this dissertation experience a pleasant and rewarding one.

I thank you all.

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CHAPTER I

INTRODUCTION

Establishing and maintaining academic excellence is the basic goal of each academic program. The underlying idea in the phrase "academic excellence" is the quality of education that is being given. Departments of each university or college which offer a graduate degree program require feedback to assess the effectiveness and the quality of the programs they offer. Such feedback is provided in the form of program evaluation. Herman, Lyons Morris, and Taylor Fitz-Gibbon (1987) comment on the importance of evaluation emphasizing the fact that it is through evaluation that the quality of a program is assessed. Lauer and Asher (1988) state that program evaluation is undertaken for administrative and instructional purposes: to determine such things as to whether a program is achieving its goals, is more effective than an alternative curriculum, is efficiently run, and is academically sound. According to Craven (1980), program evaluation is a process of specifying, collecting, analyzing, and interpreting information to continue, modify, or terminate a program; the main goal of program evaluation is to determine the quality of the program and its improvement.

The general approach to doing program evaluation has been its being conducted by people or groups outside the department where the program is being taught, that is, academic programs are evaluated by:

i. departments at regular intervals, which is reviewed by a group of faculty members that does not belong to the department, and,

ii. by external accrediting agencies which evaluate the programs and prepare their own reports.

The reports prepared by such bodies focus on issues like the quality of students, the amount of research being or having been conducted by the faculty, faculty work load and so forth.

Statement of the Problem

Although the importance of such evaluations should by no means be underestimated, they have some significant shortcomings: First, these evaluations are conducted by “outsiders” who are asked to come and conduct the evaluation. Those people are not fully aware of the actual implementation and inner dynamics of a particular program. In preparing their evaluation reports, these “outsiders” rely on the information they have access to, which is usually in the form of figures. Therefore, these evaluations are not comprehensive enough to give the whole picture of a graduate program since some crucial components that play a key role in determining the effectiveness of a program are not included in the final picture, namely, students, faculty, graduates of the program, and their real impressions on the effectiveness and the quality of the program. In other words, program evaluations conducted by

departments and other external accrediting agencies lack the perspective of "insiders" which is essential for the healthy development and improvement of any program. To compensate for this shortcoming, insiders' perspectives have to be obtained in program evaluation.

With the intention of obtaining insiders' perspectives and giving a rich description of a graduate program, the researcher decided to evaluate the M.A. TESOL program at the University of Bedford Falls, henceforth UBF. It is necessary at this point to state that the name used here is a pseudonym. The real name of the university was intentionally changed by the researcher to protect identity of the school in case any reported and/or perceived shortcoming by reader/s might be used against the school and hurt its reputation. It must be stated that the data were not collected to make any negative judgments about the school or to enable any third party to make judgments of that sort. Data collection was done solely to obtain insiders' perspectives on the quality-related characteristics of the program in order to conduct the intended evaluation. Two data collection methods, namely, survey and interview were used for data collection.

Second, language program evaluations have narrow foci and they present one kind of evaluation report to be used by the department that requests or undergoes evaluation. Brown (1989) states that there are four approaches to doing language program evaluation. They are:

1) Product-Oriented Approach which focuses on the achievements of the goals of programs and is summative in nature. This evaluative research study is, in part, product-oriented in its design as one of its purposes is to determine to what extent the

goals and objectives of the M.A. TESOL program at UBF have been achieved.

2) Process-Oriented Approach which focuses on curriculum change and development in programs that operate at the time of evaluation. This approach, which is formative in nature, is chosen to determine what kind of changes should be made in order to improve an existing program. The process-oriented approach is also relevant to the evaluation of the M.A. TESOL program at UBF because this study is designed to provide information that will be used to determine what kind of changes should be made to improve the curriculum of the program.

3) Static Characteristic Approach which examines a program's staff and facilities and focuses on issues such as the number of library holdings, parking facilities, number of instructors with advanced degrees and so on.

The GPSA questionnaires used in this study obtain insiders' perspectives on the static characteristics of the program such as library, parking facilities, bookstore and so forth. Brown (1989) states that this approach requires only outside experts to determine the effectiveness of a program. As the data sought in this approach was also obtained in this research study via the GPSA questionnaires by the researcher who was not a member of the M.A. TESOL program, the design of this evaluation study also has the characteristics of the static characteristic approach to evaluation.

4) Decision Facilitation Approach In this approach, evaluations are done usually for program administrators. As one goal of this evaluative research study was to support current and future decision-making for the program, this approach is also relevant to the evaluation of the M.A. TESOL program.

The discussion above shows that this study comprises each and every one of these individual approaches instead of the conventional way of staying within the set boundaries of any one of them that would have resulted in doing an evaluation which would have been much narrower in scope.

In addition to its comprehensive scope, this study is unique in reflecting the insiders' perspectives both when they attend the program and after they graduate: This descriptive evaluation study included the perceptions of the students and faculty as one part of its content; it also focused attention onto the alumni having the belief that the best feedback in regard to the effectiveness of the program could only come from people who had been educated in the program and were using their education in the real world context.

The evaluation was based on the results of Graduate Program Self-Assessment (GPSA) questionnaires, qualitative interviews, and the additional questionnaire which was sent only to the members of the M.A. TESOL alumni. The ETS questionnaire was supplemented with this additional questionnaire so that the alumni's opinions on issues not covered in the ETS questionnaire could be obtained.

Third, cost effectiveness is an important dimension in conducting evaluations. Funds must be allocated for each phase of the evaluation process, including all expenses of the evaluators during their conducting of the evaluation. If the size of the program is big, this means that more money has to be allocated since there will be need for more evaluators who will work more time to collect and process information and prepare an evaluation report. In other words, the bigger the size of a program is, the more it will cost the department/university to have the evaluation conducted.

In a time when downsizing in utilizing human resources and cutting costs while ways of increasing efficiency are sought, doing things in a practical and cost effective way, utilizing minimum number of people to do a job is desired more than ever. This underscores one other strength of this research study which lies in the fact that the practical format it utilizes requires only one evaluator to obtain and evaluate all insiders' perspectives.

To sum up, this dissertation intends to develop a novel, comprehensive yet practical and cost-effective graduate program evaluation format by obtaining the perspectives of all parties that are actively involved in all phases of the program, namely, students, faculty, and alumni on the quality-related characteristics of the program instead of outsiders', and it uses multiple sources of data and triangulation techniques to collect data and cross check its findings. The data obtained lends itself to doing a comprehensive evaluation.

History of the M.A TESOL Program

The English department decided to establish new master degree tracks in January 1985 and approved two tracks: M.A. English (Teaching English) and M.A./ Teaching English as a Second Language/Teaching English as a Foreign Language (TESL/TEFL) which was later named M.A. TESOL. Although the department approved these two tracks, they were not sent to the university senate until late 1987.

On October 14, 1987, the graduate committee of the English department held a meeting attended by the chairperson of the graduate committee, a faculty team of nine members, and a graduate student representative. In that meeting, the following

issues were discussed in regard to the development of the tracks approved in 1985: the committee members agreed that they would have three constraints to work with when they proposed new master tracks in English. First, the committee would have to justify to the university senate that there was a viable market for the programs; if the programs were aimed at teachers, the committee would have to show that there was a market for the programs in the state. Second, every new program would require the creation of a number of new courses. This would bring on the considerations of how many new graduate courses the department could institute. Third, the committee would have to find out the extent to which the university administration would permit the considered M.A. programs to utilize the existing 500 and 700 level courses.

The committee decided that they had to develop a revised M.A. program curriculum in all its parts and move it into the approval process before the end of the academic year. In this meeting, the committee also decided that the already approved two master's tracks would have a teacher-training orientation while the other two tracks (M.A Literature and M.A Generalist), which, at the time of the meeting were under consideration, would not. The committee chair asked the subcommittee chairs to meet as a joint committee with one other faculty member within two weeks to address issues related to the development of tracks.

On October 28, 1987, the joint committee convened. In attendance were the chair of the graduate committee, the chair of the subcommittee on M.A. Literature, the co-chair of the subcommittee on M.A. Teaching English, the chair of the subcommittee on M.A. Generalist, the chair of the subcommittee on M.A.

TESL/TEFL, and the representative of the College of Education. During the meeting, the committee focused on the current progress on the development of the M.A. programs.

In the joint M.A subcommittees meeting, the M.A. TESL/TEFL program was defined as being primarily professional in nature, preparing candidates to teach English to non-native speakers either in the second or foreign language learning context. The objective of the proposed program would be to prepare prospective and in-service teachers for secondary, intensive, and university teaching.

The proposed curriculum discussed at the meeting would require 30 credit hours to complete the program and require students to take 15 hours of TESL/TEFL courses in the English department and a 3 credit hour "Internship in ESL" course. The remaining 12 credit hours would be selected from other courses in the English department which would be relevant to individual student's plans of study. During this meeting, it was stated that “no thesis” option would be available; two new courses would be proposed and no foreign language would be required. Currently, however, the program does also offer the “thesis” option, which is worth 6 credits, to students who choose to write a thesis instead of taking two additional courses and some students have already chosen that option.

Prior to the approval of the curriculum revision that took place in 1988 and the subsequent inception of the program, the M.A TESOL subcommittee chair and another member prepared a report dated February 18, 1988 on the program which included a rationale for the program, the basis for the curriculum design, the objective of the program, and the courses that would be offered. In that report, in

concord with the decisions reached on October 14, 1987, the two members listed three important reasons to justify the inception of the program:

1. Although there was an increasing need for educators with TESOL training, at the time, there were no other TESOL programs in the state, one undergraduate program at the opposite end of the state and one at a nearby university.

2. During the years prior to the inception of the program, the number of TESOL courses taken by graduate students indicated clearly that there was a strong interest in the area.

3. As the teaching of English to non-natives involved different set of assumptions about language, language learning, and the training of those who teach English to native speakers, there was a need for such specialized training as English was and is being learned by increasingly larger numbers of people everyday.

Subcommittee's Curriculum Design

The subcommittee surveyed thirteen universities that offered master's programs of ESL/EFL teacher training and based the curriculum on the "Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages" of TESOL which serve as the standard against which the effectiveness of ESL/EFL teacher training is measured.

The report stated that according to the section C of the guidelines, two major categories of coursework, namely, Academic Specialization and Pedagogy were considered essential. Each of these two major categories have subcategories. The subcategories of courses in the area of academic specialization are "Linguistics and

English Linguistics", "Psycholinguistics and Sociolinguistics", and "Culture and Society". The subcategories of courses in the area of pedagogy are "Professional Education", "Second Language Pedagogy", "Second Language Assessment", and "Language Teaching Practicum".

The subcommittee, in the light of the criteria above, prepared the following curriculum which consisted of courses under these main titles: Core Courses, Internship, and Program Electives. The number of credit hours was raised to 36. According to this report which formed the basis of the M.A TESOL program, the courses in these three areas were as follows:

CORE COURSES

A. All of the courses in this category (18 semester hours)

Introduction to TESOL
Topics in ESL Pedagogy
American English Grammar
TESL/TEFL Methodology
Cross-Cultural Communication
Second Language Acquisition

B. One of the courses in this category (3 hours)

Literature and the International Student
Observation in English Teaching

INTERNSHIP

C. One course (3 hours)

Internship in TESL/TEFL

PROGRAM ELECTIVES

D. Three of the courses in this category (9 semester hours)

Linguistics and the English Teacher
Psycholinguistics
Sociolinguistics
Teaching Basic Writing
College Reading Theory
ESL Materials and Media

E. University Electives

The program also included university electives, providing for the student advisor approval. This option would allow students to take one course (three credit hours) either from the graduate courses offered by the department or by other departments. If the internship requirement was waived for a student, the student then would have to take two courses. The designed curriculum satisfied all the TESOL requirements.

In order to show the program's compliance with the TESOL Guidelines the subcommittee showed how the proposed curriculum's courses could be grouped under the two categories – academic specialization and pedagogy – which were considered as essential by TESOL. In the list below, R stands for required and O for optional.

1. ACADEMIC SPECIALIZATION

There are three subcategories of courses in this area:

a. Linguistics and English Linguistics

American English Grammar (R)
Linguistics and the English Teacher (O)

b. Psycholinguistics and Sociolinguistics

Psycholinguistics (R)
Sociolinguistics (O)

c. Culture and Society

Literature and International Student (O)
Cross-Cultural Communication (O)

2. PEDAGOGY

There are four subcategories of courses in this area:

a. Theoretical Foundation

College Reading Theory (O)
Second Language Acquisition (R)

b. Second-Language Pedagogy

Topics in ESL Pedagogy (R)
Observation in English Teaching (O)
Teaching Basic Writing (O)
TESL/TEFL Methodology (R)
ESL Materials and Media (O)

c. Second-Language Assessment

Introduction to TESOL (O)

d. Language Teaching Practicum

Internship in TESL/TEFL (R)

In the subcommittee report, the objective of the program was further refined; it was stated that the program was designed to broaden and update the ESL/EFL educators' theoretical knowledge and practical applications of this knowledge

to ESL/EFL teaching, and that the program was appropriate for both experienced and inexperienced ESL/EFL teachers. This report, which provided a rationale for the establishment of an M.A. English/TESOL program, was unanimously approved at the graduate committee meeting on March 30, 1988.

Further revisions were made, and a curriculum revision report was prepared, consisting of the changes proposed in the Spring 1988 semester to be submitted to the university senate. The English department faculty voted to approve the changes on November 29, 1988. The proposed changes submitted were slightly different from the subcommittee's proposed curriculum. The submitted curriculum, which was adapted, consisted of a title change from M.A. TESL/TEFL to M.A./ Teaching English to Speakers of Other Languages (TESOL) and some changes in the required and optional courses.

The proposed curriculum revision report introduced the latest categorization of courses as core courses, internship, program electives, and open electives as presented below:

M.A. /Teaching English to Speakers of Other Languages

Total Credit hours 36 S. H.

A. CORE COURSES 15 S. H.

Topics in ESL Pedagogy (new course)
American English Grammar
Observation of English Teaching
TESL/TEFL Methodology
Cross-Cultural Communication

B. INTERSHIP 3 S. H.

Internship in TESL/TEFL

It was stated that this requirement could be waived by the Director of Graduate Studies in Rhetoric and Linguistics for experienced TESL/TEFL teachers; however, in this case, the student would have to take an additional three semester hours of open electives presented below.

C. PROGRAM ELECTIVES 9 S. H.

Any three courses from the following list could be taken by students upon the approval of the Director of Graduate Studies in Rhetoric and Linguistics.

Linguistics and the English Teacher
Psycholinguistics
Sociolinguistics
Teaching Basic Writing
College Reading Theory
ESL Materials and Media
Second Language Acquisition

D. OPEN ELECTIVES 9 S. H.

Nine semester hours of electives could be taken upon the approval of the Director of Graduate Studies in Rhetoric and Linguistics. Six of these hours could be taken from other departments.

This document included the proposal for the new graduate course, Topics in ESL Pedagogy. It also briefly included the evaluations the graduate programs of the department, including the master's program had undergone during the previous eight years by Richard Ohnmann in 1980 and by Richard Altick in 1986. As for the

future evaluation of the M.A. TESOL program, it was suggested that the program could be reviewed by experts familiar with the TESOL guidelines, such as Richard Tucker from the Center of Applied Linguistics and James Alatis from Georgetown University.

In 1989 the program started. There were three initial core faculty members. Shortly after the start of the program, another professor joined the core faculty. In 1992, a fifth member joined the faculty. Other members of the English faculty who also teach courses in the program are Ph.D. Rhetoric and Linguistics Program faculty members who teach mostly elective courses. According to the updated "Handbook for the Master of Arts in English" brochure prepared by the department, the present day curriculum includes the following courses:

CORE COURSES 15 S. H.

Topics in ESL Pedagogy (new course)
American English Grammar
Observation of English Teaching
TESL/TEFL Methodology
Cross-Cultural Communication

INTERSHIP 3 S. H.

Internship in TESL/TEFL

PROGRAM ELECTIVES 9 S. H.

Linguistics and the English Teacher
Psycholinguistics
Sociolinguistics
Teaching Basic Writing
College Reading Theory

ESL Materials and Media
Second Language Acquisition

D. OPEN ELECTIVES 9 S. H.

Today the program is the choice of both native and non-native students; in addition to native students from various states students from Turkey, France, Italy, Venezuela, Thailand, Malaysia, Costa Rica, Hungary, Japan, and South Korea are some examples of the origins of non-native students who are currently pursuing master's degree in the program.

Research Objectives

The researcher, who aims to provide a rich description of the master's program by using questionnaires (one prepared by the ETS and one by the researcher) and qualitative interviews, sought to identify the perspectives of the faculty, students, and alumni on the quality related characteristics of the M.A. TESOL program presented below with a special emphasis on student and alumni satisfaction with the program. The following points formed the focus of this research:

1. The perceptions of the faculty, students, and alumni on the
    a. Environment for Learning,
    b. Scholarly Excellence,
    c. Quality of Teaching,
    d. Faculty Concern for Students,
    e. Curriculum and Students' Perceptions of the Relevance of the Curriculum to Their Future Needs,

f. Departmental Procedures,

g. Available Resources

h. The degree of student satisfaction with the program from the perspectives of the students and the alumni, including the alumni's assessment of the usefulness of the courses offered in the program to their needs.

i. The assistantship and internship experiences of the students and the alumni.

j. The perceptions of the students on the accessibility to resources.

k. The perceptions of the alumni on employment assistance

l. The perceptions of the faculty on:

   i. Work Environment,

   ii. Program Involvement,

   iii. Research Activities,

   iv. Professional Activities.

m. Student accomplishment within the last twelve months;

n. Faculty and Students' Perceptions of the Purposes of the Program

2. The perceptions of the native/non-native students on the quality characteristics of the M.A. TESOL program.
3. The perceptions of the native/non-native alumni on the quality related characteristics of the M.A. TESOL program.
4. Students' perceptions on the ways they are treated by the faculty according to their religious and racial background by students who are:

a. New in the program,

b. In the middle of their course work,

c. About to finish their course work.

5. Students' expectations about the program prior to beginning their studies at UBF, and their current expectations about the program in terms of satisfying their initial expectations by students who are:

    a. New in the program,

    b. In the middle of their course work,

    c. About to finish their course work.

6. Changes or lack of changes in students' understanding of:

    a. What It Means to be a Teacher;

    b. What It Means to Teach;

    c. The Importance of Media and Materials;

    d. Classroom Management;

    e. Teachers' Roles;

    f. Students' Roles;

    g. Cross-Cultural Factors in Language Teaching;

    h. What It Means to Learn a Language,

    from the perspectives of students who are:

    a. New in the program,

    b. In the middle of the course work,

    c. About to finish their course work.

7. The impressions that students have about their future employment;

8. The perceptions of the alumni on the financial benefits that the master's degree has provided.

Definition of the Terms

The following are the definitions of the terms used in this dissertation study.

Faculty	A group of five members of the English department who are currently teaching graduate courses in the M.A. TESOL program.
Students	All students, foreign and native, who are currently attending the M.A. TESOL program either on a full-time or part-time basis.
Non-Native Students	Members of the students subgroup which consists of students who are not citizens of the United States but are currently attending the program to complete their master's degrees.
Native Students	Members of the student subgroup which consists of students who are citizens of the United States and are currently enrolled in the program as students to complete their master's degrees.

Alumni	This terms refers to all native and non-native graduates of the M.A. TESOL program.
Non-Native Alumni	Members of the alumni subgroup which consists of the graduates of the M.A. TESOL program who are not citizens of the United States.
Native Alumni	Members of the alumni subgroup which consists of the graduates of the M.A. TESOL program who are citizens of the United States.
GPSA Questionnaire	Graduate Program Self-Assessment questionnaire developed by the Educational Testing service (ETS) is a survey instrument used in order to determine the quality characteristics of programs by obtaining the perspectives of faculty, students, and alumni. Quantitative in nature like all survey techniques, the questionnaire lends itself to qualitative analysis by tabulating quality characteristics of the program in focus. GPSA questionnaires have been used for evaluation purposes since 1970's and are known to be reliable instruments.

The remaining chapters of this dissertation have been designed in the following order. Chapter II of this dissertation will include a review of the prior literature on the topic. Chapter III will outline the methodological principles that formed the basis of this study. The following chapters will be devoted to the results of the data analysis. To do the evaluation that this study intended, the data on the issues stated in the “Research Objectives” of this study will be presented in the following chapters. Chapter IV will be the first part of the presentation of the data and will focus on the demographics of the groups that formed the population of the program. Chapter V will present the opinions of the alumni on the quality-related characteristics of the program. Chapter VI will present the results of the GPSA questionnaires. Chapter VII will present the interview results with the students. Chapter VIII will present the discussion of the results and suggestions. Chapter IX will summarize and conclude the study.

CHAPTER II

REVIEW OF LITERATURE

Program evaluations are done to improve the quality of educational programs. However, programs are evaluated by outsiders who base their judgments on the information they have access to which is usually in the form of figures and who are not aware of the actual implementation and dynamics of a particular program. As was stated in the chapter I, this dissertation intends to develop a comprehensive, practical and cost-effective program evaluation format by obtaining the perspectives of the students, faculty, and alumni on the quality-related characteristics of the program instead of outsiders', and, to achieve that goal, it uses multiple sources of data and triangulation techniques to collect data and cross check its findings. Therefore, the literature that will be reviewed in this chapter will primarily be concerned with quality in graduate program evaluation.

As departments conduct evaluations to improve the quality of education in their programs, they do not want their weaknesses to be known by others. Therefore, they choose not to publish evaluation results and share them with the public. The

current scarcity of available relevant literature on the subject stems from this fact, and this is a serious limitation. This scarcity might be explained as a corollary of the intensifying competition among universities.

The results, however, can be made public without causing any harm to the reputation of programs if the names of the universities and course titles are changed to protect schools. It is hoped that the number of published program evaluation studies will multiply in the future, and researchers will find more evaluation results to use as a basis when they begin to assess the quality of education in a program.

In order to present a clear picture, the literature review in this chapter will begin with the presentation of the ways of assessing quality in graduate programs in the United States where the study was conducted. From such a perspective, graduate program evaluation can be classified into three general categories as reputational ratings, accreditations, and individual program evaluations (Clark, 1976). The review will also present the current state of these categories. The section on individual program evaluations will be preceded by a section that explains the origins of the ETS GPSA questionnaires. Available literature related to other aspects of this research will be presented next. The chapter will end with the presentation of evaluation studies in higher education in Turkey.

Reputational Ratings

Evaluation of an educational program by experts in the field is called reputational ratings. Conrad and Blackburn (1985) state that in doing reputational ratings, a criterion such as faculty quality is selected by researchers as the basis of assessment. A group of experts are invited next to rate a group of individual programs according to that criterion. As the final step, researchers combine the experts' opinions to form the ranking order of the assessed programs. The end result is a report that lists the top tier universities in a certain academic field.

Reputational ratings provide important benefits to the highly ranked institutions. The top-ranked universities receive more funding from the government, hire renowned scholars more easily as faculty members, attract promising graduate students, and place more of their graduates in the academic job market.

Raymond Mollyneaux Hughes was the pioneer of reputational ratings. After completing his doctoral degree at the Massachusetts Institute of Technology, he started working for Miami University in Ohio as a professor of physics and chemistry where he also served as President from 1911 till 1927. In 1927 he became the president of the then Iowa State College (now, Iowa State University) and held that post until 1936. It was during his presidency of these two universities that Hughes undertook his work on reputational ratings: He started his first reputational ratings study in 1924. He continued his studies in the early 1930s. Hughes' contribution to the field of evaluation was significant because of two reasons: First, he was the first person who sought the opinions of insiders i.e., academicians;

second, he was also the first person who used a highly important criterion, i.e., faculty quality, in evaluating the quality of graduate programs.

Although Hughes' work was groundbreaking, it drew criticism as well: His work was criticized for being biased since he sought the opinions of a relatively small number of college professors who were working for prestigious universities such as Harvard, Yale, and the University of Chicago that were either in the Northeast or Midwest sections of the United States and who could not represent the opinions of college professors who were working for universities and colleges in other parts of the United States.

Diamond and Graham (2000) state that reputational ratings that were "developed through the work of Hughes during the 1920s and 1930s, and advanced by Hayward Keniston in the late 1950s, won credibility for three reasons":

> First, these evaluations rested on the principle that scientific, scholarly, and artistic quality are best assessed by peer experts in the field….
> Second, the crucial assumption underpinning peer review – that the rater is an expert who knows the body of work or persons being assessed – was reasonably true when reputational ratings became the primary evaluation method of the major national studies….
> Third, this legacy of raters' familiarity with the research in their disciplines coincided with the lack of other methods of measurement. Not until the late 1960s and early 1970s did annual reporting of federal research funding and developments in electronic data processing – most notably in citation indexing – offer opportunities to measure research output directly, rather than indirectly through the filter of reputation. (pp.22-23)

In 1982 the Conference Board of Associate Research Council conducted a comprehensive reputational study of graduate programs and surveyed 2,699 graduate programs in 32 academic fields. Webster (1983) describes this study as "the biggest,

best, most expensive, most thoroughly conceived and carefully carried out academic quality ranking ever done" (p. 1). As the study was comprehensive, it included more criteria than the usual “faculty quality”; Information on different aspects of programs such as their sizes, university libraries, graduate student profiles, number of the faculty, and number of the graduates were sought in order to obtain more descriptive pictures of the programs surveyed. The study was also criticized later for including those criteria on the grounds that they were not the primary indicators that could be used to determine the scholarly excellence of those programs.

Jones, Lindzey and Caggeshall (1982) edited the report of this large scale study which was published in five volumes. They showed an example of its comprehensiveness by reporting that only in the field of humanities, 522 programs had been surveyed including graduate programs in English language and literature. The study eventually earned itself a place in the literature as a comprehensive study.

Reputational ratings have been subject to criticism for various reasons. One reason is that reputational ratings are considered to function as a magnifying glass and present the reputation of prestigious departments bigger than they actually are. As this method creates prestige for the elite, it disregards the accomplishments of challenging and rising institutions. Diamond and Graham (1997) showed that because of the bias of reputational ratings, thirty-two universities that produced high-quality research were not recognized by major reputational surveys even though four major reputational studies had been conducted since 1960.

A second criticism is that reputational ratings favor large programs: Raters may rate a large department where they recognize three faculty members higher than a smaller department where they recognize two scholars. This, however, gives large departments an advantage over smaller ones in ratings. To illustrate this point a comparison is useful; in a department of 40 faculty members where there are three published scholars, the ratio of published scholars to other scholars is 7.5%, whereas, in a smaller department of 20 faculty members where there are 2 published scholars, this ratio goes up to 10%. This fact causes serious inequality in the formation of ranking orders.

Diamond and Graham (2000) state that the of use more objective measures such as rankings based on citation density allow institutions other than the elite universities to be included in the ratings and thus increase objectivity in rankings. Their study which was based on this premise showed that the elite universities earned their status through superior research, and also that universities which were either absent or low in the rankings either began to appear in the lists or moved upward. Diamond and Graham continue stating that "the first National Research Council (NRC) assessment of the new century should produce a report that is not blinded by prestige ratings….the reputational survey should be given an honorable burial in the century that gave it birth, benefited from its maturity, and witnessed the subsequent decline of its utility under the relentless pressure of the knowledge revolution" (p.33).

As the review of literature in this section shows, reputational ratings have been commonly used in ranking graduate programs. For the new NRC study in the first decade of the twenty-first century, agreement has been reached to base its design on a pilot study, the results of which can also be used to validate reputation as a measure of research quality and consequently lead to its inclusion or exclusion in future studies.

Accreditation

Another way of assessing graduate program quality is accreditation. In accreditation, an accrediting organization grants approval of educational institutions. Hamalainen (2003) explains how accreditation is done:

> Accreditation is understood as one of several quality assurance measures to certify a set of defined standards of quality in a higher education course, program, or institution. It includes a review by a competent body or organization. Standards can be minimum standards or standards of excellence. They are used as benchmarks. Accreditation decisions always include either a 'yes' or 'no'. Decisions are based solely on quality criteria, never on political decisions, and are time-limited. (p.292)

Accreditation is preferred for a number of reasons both by schools and by individuals. For schools, the first benefit that accreditation provides is for them to maintain the present quality of education and to strive for excellence (Millard, 1983). The second benefit of accreditation to schools accrues after an institution has been accredited; accreditation enables the flow of funds to educational institutions (Semrow, 1981). In addition to receiving financial aid, an accredited school is considered as a good school by the larger public.

Accreditation of an institution also becomes an important factor for individuals when they choose a school. Diplomas from accredited institutions provide an advantage in job hunting and better living. Because of this reason, prospective students tend to choose accredited institutions for their education.

Although, in the United States, there is ample literature on what accreditation is and how it is done, the product of the process, i.e., accreditation reports, are not made public. Therefore, it is not easy to make a judgment on the way/s accreditations actually help universities or programs improve their quality.

Criticism is directed at the accreditation process as well. According to Millard (1983) accreditation is criticized for various reasons. One of them that is particularly relevant will be presented here: accreditation agencies do not include any qualitative criteria while doing accreditation. They resort to quantitative measures such as the number of students in the program. Numbers tell whether and to what degree something exists, but they fall short of explaining why that entity does or does not exist.

Accreditations are conducted in Europe as well. Hamalainen (2003) states that program accreditation and evaluations are regularly done in over 50% of European countries. However, he states that currently there is no common format for program evaluations and that having such a format could be helpful to identify the aspects of programs that need to be included in evaluations. That evaluation procedures vary from one institution to another is an important problem.

To overcome this problem and decide on a way to go about program evaluation, utilizing evaluation checklists could be helpful. Stufflebeam (2001) states that "an evaluation checklist is a list for guiding an enterprise to success (formative evaluation) and/or judging its merit and worth (summative orientation)" (p.71).

To guide evaluations, there are a number of checklists available such as the "Key Evaluation Checklist" by Michael Scriven (2005) which can be applied to any evaluation, but, as suggested by Stufflebeam, could be more useful in summative evaluations. Another checklist - the "Program Evaluations Metaevaluation Checklist" by Stufflebeam (1999) is intended for summative metaevaluations. The "Qualitative Evaluation Checklist" by Patton (2003) has been designed to help evaluators make informed decisions as to when qualitative methods are appropriate in evaluations. These checklists are available for the use of prospective evaluators and can be accessed at http://www.wmich.edu/evalctr/checklists.

The Origins of the ETS GPSA Questionnaires

When accreditation became a viable means of determining the quality of a program and added prestige to it, the accredited institutions felt the need to conduct evaluation of their programs.

As one of the weaknesses of reputational rating studies was using the single criterion, i.e., faculty quality, preliminary work on developing alternative ways of assessing graduate program was initiated in 1973. Participants in this effort were the representatives from the Educational Testing Service (ETS), the Graduate Record

Examination Board (GRE Board), and the Council of Graduate Schools (CGS). The representatives conducted a review of the available literature and developed a comprehensive list of important quality-related characteristics of doctoral programs.

As part of this effort, Clark (1973) conducted a mail survey study which she administered in two stages: In the first stage of her study, she sent an initial questionnaire to 60 graduate deans, in which she asked the deans to identify the characteristics of graduate (specifically, doctoral) programs that they believed to be important. The results of this preliminary study led to the classification of the program characteristics under four categories which were faculty members, students, program operation, and resources.

Using the results of the first questionnaire, Clark formed a second questionnaire and sent it to the deans. Results of that questionnaire showed that consistent agreement was expressed by graduate deans that some aspects of program information such as the perceptions of faculty, students, and alumni were important for the assessment of quality in graduate programs.

Clark (1976) stated that the deans' opinions which were obtained through those two questionnaires formed the foundation to develop a questionnaire that used multiple indicators to assess program quality by using the opinions of the faculty, students, and alumni. It is through this study that a silent revolution took place in graduate program evaluation; for the first time, students' and alumni's opinions on program characteristics began to be sought in addition to those of the faculty. This was different from the approaches utilized in reputational ratings and accreditation.

Collaborating with Hartnett and Baird, Clark (1976), conducted a large scale pilot study, using the revised version of the questionnaire. The researchers sent faculty, student, and alumni questionnaires to twenty-five universities that had doctoral programs in three fields, namely, psychology, chemistry, and history. In the faculty, student, and alumni questionnaires, the researchers used identical items to obtain the perceptions of the three groups wherever possible; where it was not possible to use identical items, they used items with similar contents. The results of this study showed that faculty and students could make reliable judgments on the quality related characteristics of their programs. Thus, this study served to establish reliability of the questionnaires

In 1979, Clark conducted one more study and asked 450 chairpersons of departments in different disciplines at different universities, the purpose, content, and number of the program evaluations they had conducted. The goal of the research was to find out the number of departments that had conducted program evaluations. The results indicated that the majority of the departments included in the study had conducted three or more evaluations within a period of ten years. Nearly 60% of those departments reported that they had evaluated both their undergraduate and graduate programs. The rest reported that they had evaluated either their undergraduate or graduate programs. Of those evaluations, 40% had been done for departmental purposes while another 40% had been done to provide information for outside groups such as accreditation committees.

The GPSA questionnaires have been used by departments and programs since then. Park (1987) state that more than 260 graduate departments in the U. S. had used these questionnaires to evaluate and improve their programs since 1980. A logical deduction would posit that the number has increased. However, as evaluation reports are rarely published, it is not easy to find them. One other reason might be that the results obtained through the use of the GPSA questionnaires may be so revealing that publishing them may be considered to make departments vulnerable to the outside world.

Individual Program Evaluations

In this section a number of individual program evaluations will be presented. As will be seen from the way the studies were conducted, they were done primarily for departmental purposes. It will also be seen that, unlike this study, almost all research studies conducted in this area used survey as the only method of data collection. Some of these studies were dissertations. In one of those dissertations, which will be presented later, Dacus (1982) used Master's level GPSA questionnaires to collect data.

A rare study on a TESOL Master's program which used insiders' perspectives was done by Fradd and Lee. The researchers also experienced the same scarcity of literature experienced by this researcher. They (1997) express this problem and what they resorted to as follows:

> Because of the limited information currently available on evaluation in program development, the framework for this study draws on other literature, including social constructivism and educational reform (p.565)

The study reports the results of a 6-year study conducted at a university in Florida and how students' opinions contributed to the formative evaluation that refined and improved the program. The purpose of this study was to modify the program so that it could address the needs of the students in the best way possible. Originally, as a federally funded Master's program, an external evaluator who annually visited the university was in charge of assessing the program's effectiveness. Later, an internal evaluator was hired to conduct ongoing (formative) evaluation. One other purpose of the evaluation was to provide feedback to administrators, faculty, and participants about program development.

When the graduation of the first group of students approached, it was decided to do interviews with them to gain their perspectives on the program. The internal evaluator conducted the interviews. Before that time, students' opinions had been captured only through course evaluations which provided limited information on the program. Interviews were conducted to obtain the opinions of the students on five areas which were not covered in course evaluations. Those areas were entry into the program, TESOL program components, development of a TESOL knowledge base, professionalization in TESOL education, and teacher leadership.

The interviews were in-depth and lasted one to two hours. Following the interviews, the students were asked complete a survey in which they evaluated the program, the courses they had taken, the instructors, and themselves. The entire process was repeated with the second and third group of students.

Throughout the process, the students were asked to share their insights on the strengths and weaknesses of the program and to reflect on their professional development. The results showed that obtaining students' opinions in the evaluation process was instrumental in introducing significant changes which improved the quality of the program. The end result was an effective Master's TESOL program which was geared towards students' needs by students' feedback.

Unlike the study presented in this dissertation, the Fradd and Lee study used locally developed survey instruments. There is no mention of reliability and validity of the data collection instruments. Also, the study limited itself to obtaining the opinions of students only. Faculty and alumni opinions were not sought.

An important study that obtained the opinions of Master's students was conducted by Kayla, Wheeless, and Howard. Kayla et. al. (1981) decided to develop a valid and reliable instrument to evaluate graduate students' perception of degree programs. They examined the existing procedures used for the evaluation of graduate programs by students. The researchers examined several previously used instruments. Their examination showed that:

1) some of those instruments had been geared toward certain types of graduate students such as MBA students (Field & Giles, 1980), and graduate assistants (Anderson & Berdie, 1972)
2) other instruments measured some aspects of students' graduate experience such as educational climate (Bowen & Kilman, 1975).

They concluded that none of the existing instruments could be used by themselves to conduct a comprehensive graduate program evaluation. This resulted in the construction of a 39-item questionnaire which was called Graduate Student Program Evaluation (GSPE) questionnaire. The new questionnaire covered six distinct areas which were curriculum, academic advising, administrative procedures, faculty and teaching, university facilities, and learning environment. The questionnaire was tested for validity and reliability and distributed to 350 Master' and doctoral students at West Virginia University.

The results showed graduate students considered all areas of the program as an integral part of their whole learning experience. Based on this finding, they suggested that in obtaining graduate students' perceptions, departments should obtain the students' opinions on all elements of the program.

One study that used the Master's level GPSA questionnaires was conducted by J. M. Dacus. As her dissertation research, Dacus (1982) used the GPSA questionnaires to assess both the master's and the Ph.D. programs at New Mexico University and compared the perceptions of the faculty, graduate students, and graduate assistants. Alumni opinions were not sought in this study. The results showed that there were some differences among the groups. For the "Available Resources" category, non-native student rating was higher than native students (M= 2.62 vs. M=2.36). Faculty also differed from students in their perceptions about "Environment for Learning," "Faculty Concern for Students," "Curriculum," and "Departmental Procedures."

It is important to note that Dacus compared the results of her study with the accreditation reports of the departments she had investigated. In her research, the departments that received high scores were also departments which had been recognized as departments with the highest quality by the regional accreditation body.

Other Studies

In this section two more studies will be presented. Although they are not evaluation studies, owing to the fact that they are relevant to the scope of this dissertation, they are reviewed in this chapter. The first of these is a comprehensive survey study which was conducted by Zhang in 1990. Zhang surveyed 177 graduate level TESOL programs offered by 135 institutions. He categorized these graduate level programs into three groups: doctoral, master's, and certificate programs. His study showed that about half of the TESOL preparation programs fell short of two established standards of the Section B of TESOL guidelines: "Another Language" and "Language Teaching Practicum".

The M.A. TESOL program at UBF shares one of these characteristics. "Another Language" is not a requirement of the program and there are no courses available to learn another language. However, in terms of "Language Teaching Practicum", the students have an advantage because the "Internship in ESL" course involves teaching at the Language Institute where English is taught to international

students. According to the guidelines set by TESOL and the results of the Zhang study, the M.A TESOL program appears as a strong program.

The second study sought information from the alumni of a Master's program in ESL. This interesting study was conducted by Day (1984) at the University of Hawaii on the graduates of the M.A ESL program. Day sent questionnaires to the alumni who attended the program between 1967 and 1979 and analyzed the results of the questionnaires returned. The results of the data analysis showed that the majority of the graduates remained in the field and found teaching positions. An encouraging result was that none of the respondents who stayed in ESL or a related field after graduation reported being unemployed.

Evaluation Studies in Higher Education in Turkey

A close look at program evaluation in Turkey reveals that there is no systematic approach or established tradition of assessing quality either at graduate or undergraduate levels. To begin with, there has not been any reputational ratings study in Turkey. As for accreditation, the only reported case is mentioned in a master's thesis; Yalabık (1999) reports that the school of engineering at the Middle East Technical University (METU) initiated efforts to obtain a certificate of substantial equivalency from the Accreditation Board for Engineering and Technology (ABET) which is an American organization. As a result of this effort, "in 1994 the chemical and mining engineering departments were found to be substantially equivalent to similarly titled accredited programs in the United States

by ABET. The same type of equivalence was obtained by the mechanical, electrical and electronical, metallurgical, and civil engineering departments in 1999" (p.41). As seen, even in this case, accreditation was done by an American organization.

With respect to program evaluation, there are two documented cases of graduate program evaluation in Turkey. The first study was conducted to evaluate the M.A.TEFL program at Bilkent University in Ankara, Turkey. Kanatlar (1996) conducted a summative evaluation of the program to assess its success, collecting data through document analysis - to construct the history of the program, questionnaires developed by the researcher, and interviews. Questionnaires were used to collect data from alumni members and program administrators.

The alumni questionnaire consisted of forty items. The first part of the questionnaire had ten items which were used to gather background information such as the alumni's sex, year of participation in the program, their age at the time they participated in the program, and their job positions before and after the program. The second part of the questionnaire consisted of sixteen items which were asked to gather information on the characteristics of the M.A. TEFL program. The items sought alumni's opinion on whether the courses had been designed and taught to address students' needs, whether the courses met alumni's expectations and needs as language teachers, whether the selection of instructors was appropriate for the program, and on resources and materials supplied for the program. There were fourteen items in the third part of the alumni questionnaire, and the purpose of that section was to understand the personal and professional effects of the M.A. TEFL

program on the alumni. The alumni was asked to reflect on the changes that occurred in their understanding of their students' needs, their teaching methodology, their teaching style, attitude towards students, and in other aspects of their professional lives as a result of their participation in the program.

The administrator questionnaire consisted of a total of nineteen items in two sections. There were five items in the first section which were asked to elicit background information from the administrators. The second section consisted of fourteen items which aimed at obtaining administrators' opinions on the professional and personal effects of the program on the alumni. Contentwise, the items in this section were mostly identical with the items in the third section of the alumni questionnaire; the wording of the items was slightly altered to obtain administrators' opinions on the same issues.

There was 32% alumni and 11% administrator return rate. Because of the low response rate, the researcher decided to conduct telephone interviews with non-respondents to increase the reliability of the study. Through telephone interviews, the opinions of additional eight alumni members and ten administrators were obtained.

The results showed that the M.A. TEFL program had achieved its goals and objectives and had made changes in the professional lives of the alumni. Both groups also stated that there was a continued need for such a program. The results indicated that some changes should be introduced in the curriculum in order to increase teacher development opportunities and select more competent instructors for the program.

An interesting result was that there was no reported increase in the professional responsibilities or positions of the alumni.

The second study analyzed the effects of the M.Sc. degree in Construction Management on the professional lives of the alumni. Çanga (2002) conducted the study at the Middle East Technical University. Like the previous one, this study was summative in nature as well. Alumni members were surveyed using a questionnaire developed by the researcher. The questionnaire had four sections which collected information on the personal backgrounds of the alumni, evaluation of the program by the alumni members, alumni's opinion on the competitive advantage gained via the M.Sc. degree, and alumni's suggestions for the future.

The results can be summarized under two headings as the benefits of the degree in alumni's professional lives and recommendations for the future. As for the benefits of the degree, alumni members stated that the program equipped them with the capability to analyze and develop effective problem solving approaches for engineering issues, enabling them to take into consideration both the engineering and managerial aspects of the issues. Alumni members also reported that the degree provided them with more advantage in the private sector than it did in the public sector, and that it provided promotion and prestige rather than higher salaries. As for recommendations, alumni suggested that seminars presented by successful executives in the sector be organized, that choosing of theses subjects be made in accord with the current developments in the construction market, that more practical courses be taught rather than theoretical ones, and so forth.

Other Studies in Turkey

In the remaining part of this section on Turkey, other studies conducted to obtain insiders' perspectives will be briefly presented. These studies sought insiders' opinions on different issues in education which were not directly related to the focus of this research. The present researcher's motivation to report these studies in this section was two-fold: First, to show interested parties that the studies presented in this section were also conducted to obtain insiders' opinions. Second, to provide a starting point for future researchers who will be interested in obtaining insiders' opinions on educational issues in Turkey. Having stated that, studies that were conducted to obtain insiders' perspectives on various issues will be presented next. The insiders whose opinions will be reported below are undergraduate students, graduate students, and faculty members. In the first study below, the opinions of high school teachers were also sought.

The first study was conducted by Erişen (2001) to obtain the opinions of undergraduate students, faculty members, and practicing teachers on the determination of quality standards in teacher education in colleges of technical education and the conformity of the colleges to the standards. Survey data were collected from the faculty and undergraduate students at the colleges of technical education at Gazi, Fırat, and Marmara universities and from teachers in four technical and industrial high schools in Ankara.

As a result of a detailed literature survey, Erişen formed his questionnaire which consisted of 135 items in fifteen categories, some of which are standards of

student admission to the college, standards of the philosophy, goal, and content of the educational program, standards of teaching-learning strategies, and so forth. The results showed that all standards in the questionnaire were considered appropriate and important by the respondents, and that there were significant problems in the realization of those standards in colleges of technical education.

Another study that sought insiders' opinions was done by Daloğlu (1996). In a dissertation study, Daloğlu evaluated the curriculum of "The Certificate for Overseas Teachers of English" (COTE) program at Bilkent university. Qualitative and quantitative data were collected from the instructors, alumni, and students of the course participants, using interviews, observations, and questionnaires. The results showed that the program was effective. Suggestions to improve the curriculum were made on two aspects of the program: First suggestion was made by participants with background in English language teaching who stated that there was repetition in the methodology component of the curriculum and it should be avoided. Interestingly, participants with no background in the same field did not perceive that as a problem and stated that they needed more information. The second suggestion was made by all participants who stated that the work load of participants should be lessened to better cope with the program requirements.

This chapter has first presented literature review of available research related to the assessment of quality in graduate programs in the United States. In the next section, evaluation studies in Turkey have been presented. Taking into consideration the limitations of both reputational ratings which focus on ranking academic

programs and accreditation which focuses on identifying the weaknesses of programs, conducting individual program evaluations stands out as a more viable and objective way of evaluating program quality. Obtaining a comprehensive picture of a program, however, depends primarily on the data collection instruments that are used. For evaluations that intend to employ surveys, comprehensive questionnaires with proven validity and reliability such as the GPSA questionnaires make effective and reliable candidates as they are designed to obtain the perceptions of all parties involved and can quantitatively deliver a comprehensive picture of the program evaluated. For those who seek the opinions of insiders on the specifics of a particular program, the use of a qualitative instrument such as interviews would add more depth to the evaluation when used in combination with the GPSA questionnaires or alike.

As the results of evaluations are kept confidential, the review of literature showed only one individual graduate program evaluation study that used the Master's level GPSA questionnaires. In that study, the opinions of alumni were not obtained. The present study, using the Master's level GPSA questionnaires, will report for the first time perceptions of all parties, i.e., students, faculty, and alumni about quality-related characteristics of the M.A. TESOL program at UBF, and enrich those data with the results of the interviews that the researcher conducted.

CHAPTER III

METHODOLOGY

This chapter presents the methodological principles employed in this study. The first section presents the description of the context from which the data were collected, and the second section is the most elaborate and focuses on evaluation research design; it starts with a brief discussion of the paradigms available in evaluation research. Because this study aims to present a practical and cost-effective format to do graduate language program evaluation with minimum number of evaluators, simultaneously using insiders' perspectives and data collection techniques from the available paradigms, the information presented in this section is intended for the justification of the choices the researcher made in his methodology. The chapter will then continue with the presentation of the way data collection was done in this research study. This will be followed by a section on the participants from whom the data was collected. Next, the introduction of the two data collection methods employed within the research design, namely, survey and qualitative interviewing and the techniques that were borrowed from them will be presented. Data collection and analysis will be discussed as subsections

under each technique. The last section of the chapter will focus on triangulation and how it was conducted in this study to increase the strength of the findings.

Setting

The University

UBF has a strong academic tradition. It was established as a private college. In time, because of growing popularity, two branch campuses outside Bedford Falls were established. Today, UBF has become the choice of many native and non-native students who want to pursue an undergraduate and/or graduate degree. The university has a student population of nearly 20,000 students from almost all states and a fairly large number of countries; some of these students attend branch campuses. The reasons that underlie the popularity of the university are its high quality education and reasonable tuition rates. The university has twice been included in *Baron's 300: Best Buys in College.* Also, in 1990 *Money* magazine's *Money Guide* ranked the university in the top thirty among the mid-sized public universities in the United States.

The university has forty-five academic departments within six colleges and two schools. It offers Bachelor's degrees in more than one hundred majors. The university's first master's degree programs coincide with the inauguration of graduate education at UBF in September 1957. Today the university offers Master of Arts, Master of Fine Arts, Master of Science, Master of Education, and Master of Business Administration degrees in forty-one areas of specialization.

The M.A. TESOL Program

The M.A. TESOL program is one of the four Master's tracks offered by the English department at UBF. The inception of the program is the result of the identification of three factors. First, there were only two M.A. TESOL programs in the entire state at the time. Second, a strong interest was shown by students who took TESOL courses in the department at an increasing rate. Third, teaching English to non-native speakers required a different set of assumptions about language. Thus, specialized instruction in the field was necessary.

The M.A. TESOL program, like the other graduate programs in the English department, has been designed with professionals, who hold a teaching position and want to further their education, in mind. It allows students to attend the program either on a part-time or full-time basis. The program also offers a full array of summer courses. This option makes the program more attractive to professionals who are not able to attend the program during the academic year to pursue graduate degrees because of their professional commitments and distance.

The program's emphasis on designing courses that combine theory and practical applications has made it the choice of a considerable number of native and non-native ESL/EFL teachers since its inception in 1989. The current student population consists of native and non-native English teachers who teach at junior and senior high school and two and four-year college levels.

Research Design

In evaluation studies, deciding upon the appropriate design that will be instrumental in accomplishing the task is crucial. Both qualitative and quantitative designs are used to gather information for evaluation purposes (Worthen and Sanders, 1987; Patton, 1987, 1990). This requires an understanding of these approaches prior to the design of the evaluation. Berg (1989) uses Dabbs' explanation to differentiate between the qualitative and quantitative approaches as follows:

> In his attempt to differentiate between quantitative and qualitative approaches, Dabbs (1982:32) indicates that the notion of quality is essential to the nature of things. On the other hand, quantity is elementally an amount of something. *Quality* refers to the what, how, when, and where of a thing--its essence and ambiance. *Qualitative research* thus refers to the meanings. Concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. In contrast, *quantitative research* refers to counts and measures of things. (pp. 2-3)

In the field of program evaluation, traditionally, one of these approaches has been favored over the other. King, Morris, and Fitz-Gibbon (1987) describe the traditional approach to program evaluation as follows:

> The traditional approach to program evaluation is quantitative, borrowing its procedures from the scientific method of the physical and biological sciences. A hypothesis is framed, then data are collected to either support or refute the initial claim...In a quantitative approach to evaluation, you find out all that you can about a program by first reading its materials and talking with its personnel, then developing a set of questions you will answer and collecting the information you need to answer these questions. In other words, you decide in advance what the evaluation will do, then conduct a study to do just that. (p. 21)

The quantitative approach is not capable of presenting an in-depth picture because even though quantitative data collection methods are able to identify and measure whether or

not something exists, they do not explain “why” and “how” that thing exists. These two questions are essential for making meaning.

Patton (1987) states, “the challenge in evaluation is getting the best possible information to the people who need it--*and then getting those people to actually use the information in decision making”* (p. 9). It is true that the results of a quantitative evaluation are informative in terms of identifying what is happening and to what extent. However, the results which are expressed in numbers may not be necessarily very effective at providing persuasive arguments as to why the changes suggested in an evaluation must be made if the audience does not have statistical knowledge.

Evaluations are done for the use of specific audiences, and audiences expect the explanation to be meaningful to themselves so that they can clearly take a course of action to improve something that does not function well or to recognize what does work.

Qualitative research seems to provide the kind of knowledge that does this. There are salient reasons to choose a qualitative research design in doing program evaluations over a quantitative one:

First, the data are collected in natural settings by maintaining close contact with people because “the researcher attempts to capture data on the perceptions of local actors ‘from the inside,’ through a process of deep attentiveness, of emphatic understanding (*Versheten*), and of suspending or ‘bracketing’ preconceptions about topics under discussion (Miles & Huberman, 1994, p. 6).

Second, qualitative data which are collected over a sustained period of time and capture people’s real experience are rich and holistic. They provide thick and vivid

descriptions of complex processes that are at work in people's lives.

Finally, qualitative data are valuable for researchers who want to employ triangulation in their studies; as Miles and Huberman (1994) explain "qualitative data are useful when one needs to supplement, validate, explain, illuminate, or reinterpret quantitative data collected from the same setting (p. 10).

Since the purpose of this descriptive study is to assess the quality of the education in the M.A. TESOL program using its participants' perspectives, its design was mostly based on qualitative principles because, as stated above, a purely quantitative design would not be adequate to collect data relevant to the goals the researcher had in mind. Furthermore, Patton (1987, 1990) states that when the issue is to capture the richness of people's experiences in their own terms, qualitative data should be collected. Allan (1991), using Evered and Lewis' definition of qualitative and quantitative methods, define qualitative approach as "inquiry from the inside."

It was clear that a qualitative research design was appropriate to study the M.A. TESOL program as a whole from its participants' perspectives. It was also clear that in order to obtain the insiders' perspectives and present a rich description of the program in a time-saving and cost-effective manner, more than one method was necessary (The reasons for this decision will be explained when the data collection methods in this study will be discussed). Using more than one method meant obtaining multiple sources of evidence which was ideal to strengthen the conclusions and made triangulation possible.

Data Collection Methods: Mixed Design

The following factors led to the conclusion that it would not be realistic to obtain the perspectives of all participants using pure qualitative techniques such as in-depth interviews because there were eighty-three people in the three groups. In addition, it was explained to the researcher that the Teachers Union did not allow the faculty members to be interviewed directly. In addition, reaching the alumni members would be difficult, expensive, and time-consuming because almost all of the alumni members, who formed the largest group, were living outside Bedford Falls and overseas. The researcher found that there was only one alumni member who, at the time of the data collection, was living in Bedford Falls and teaching English to speakers of other languages. It became obvious that an evaluation study which would include in-depth interviews with all participants would require an astronomical length of time and be very costly.

As this research study aims to present a practical and cost-effective format to do graduate language program evaluation using minimum number of evaluators, these facts led to the selection and use of a data collection technique--a questionnaire-- to obtain the perceptions of the faculty, students, and alumni on the various aspects of the program. A questionnaire is essentially quantitative whereas the design of this study is qualitative. Using a quantitative method within a qualitative study design could be considered by some as a philosophical and methodological controversy if strict adherence to an approach is considered as the right strategy. According to Patton (1990), who labels his qualitative approach to evaluation as “pragmatist”, there is no justification to adhering to a single method strictly. It is the situation’s appropriateness that primarily justifies the

use of a method, not strict philosophical arguments. He correctly argues that when the focus of an evaluation is on intended use by intended users, it is easy to move beyond formal models to the practice of evaluation and see the value and strength of mixed designs because if the aim is to produce useful results, "in real-world practice, methods can be separated from the epistemology out of which they have emerged" (p.90).

Worthen and Sanders (1987) also believe that integration of these two paradigms is plausible and beneficial; "we view quantitative and qualitative methods as compatible, complementary approaches in evaluation of educational programs. We have little interest in extending what we believe to be the relatively meaningless arguments that favor quantitative over qualitative, or vice versa" (p.53).

With this understanding in mind, the researcher decided to use the GPSA questionnaires which were designed to determine the perceptions of a program's participants on the quality-related characteristics of that program. Even though theoretically a questionnaire is a technique that belongs to a different paradigm, the GPSA questionnaires have been designed to collect data of qualitative nature, quantify them, and provide a basis for researchers to make comparisons by reporting the similarities and differences of opinion on the same issues among different groups. The GPSA questionnaires are effective means to assess the quality of a graduate program by examining the perceptions of all the groups that form its population.

In addition to determining the perceptions of all participants on the quality-related characteristics of the M.A. TESOL program, the researcher wanted to obtain the perspectives of the students and the alumni on some specific issues which were beyond

the scope of the GPSA questionnaires. In order to obtain students' perspectives, qualitative interviews were used. The results of the interviews, which will be presented in chapter VII, form one part of the evaluation conducted in this study since the areas covered during the interviews were about the specifics of the program not covered by the GPSA questionnaires. The qualitative interview results are valuable because students are the party who receive the education that is currently given in the department and can give detailed first-hand account of what the quality and the usefulness of the education are from their perspectives. Thus part of the evaluation was based on the results of the GPSA questionnaires and qualitative interviews.

In order to understand the usefulness and effectiveness of the M.A. TESOL program in terms of meeting the professional demands of its graduates in their professional contexts, the researcher designed a questionnaire to determine the alumni's perceptions on issues, which were not covered in the GPSA questionnaires, such as the relevance of the courses taught in the program and the financial benefits of the degree to the graduates (See Appendix D for the researcher-designed questionnaire).

Participants

The participants in this study were the faculty, students, and alumni members. The faculty group consisted of five members who were teaching in the program at the time of the research.

The student group consisted of sixteen students who were attending the program at the time of the data collection. The researcher prepared a list of the students for two

purposes: to determine the names and addresses of the students in order to mail the questionnaires and to select the students to be interviewed.

The alumni group consisted of sixty-two graduates of the M.A. TESOL program. This group was the largest of the three, and in order to obtain the perspective of each alumni member, an address list was needed to mail the questionnaires. Preparing the list, however, was a problematic phase of the research. The information obtained through the department was not sufficient to prepare the list. There were problems with the records of the department: The records were incomplete, and no serious address updating had been done. According to the department's official records, some alumni members who had long left Bedford Falls were still living in the town. The researcher's attempts to establish the list through the Graduate School and the Registrar's Office failed because it was explained to the researcher that disclosure of such information was considered as the violation of the privacy of the alumni members.

The researcher then started updating the old addresses with whatever information he could access and collecting more information in his attempt to prepare a more comprehensive and updated address list that would include all alumni members. Using all the information that could be found, an initial list was prepared. The dissertation director also participated in constructing the list and updating the addresses providing information from his personal records. A final list was formed, and it was used for the mailing of the questionnaires. The researcher also gave a copy of the list to the department for official record-keeping purposes. However, as will be seen in the table in

the “Data Collection in the GPSA Questionnaires” section, the researcher’s list did not ensure the expected return rate from the alumni.

Survey Research

One data collection method in this study is survey research. Sonquist and Dunkelberg (1977) state that surveys are used for purposes such as evaluating programs, testing hypotheses, describing populations, or building models of human behavior. Nunan (1992) mentions that, generally, the purpose of a survey is to obtain a snapshot of conditions, attitudes, and/or events at a single point in time. He later continues that the most common types of survey data collection are questionnaires and interviews.

Although surveys sometime entail complex statistical analyses, it is not correct to infer that they are quantitative in the pure theoretical sense as Lauer and Asher (1988) explain, “researchers do not deliberately structure or control the environment from which the data are gathered” (p.15). Nunan (1992) shares the same point of view when he talks about quantifying qualitative data in survey questionnaires.

Good questionnaires have two characteristics: validity and reliability. “The validity of a test or a questionnaire is the extent to which it measures what it purports to measure; whether it is valid for the purpose for which it is claimed to be valid (Fitz-Gibbon and Morris, 1987, p. 115).

Reliability refers to the extent to which a measure is consistent. In other words, reliability refers to whether a given questionnaire produces the same results on similar

occasions. These two general characteristics will be discussed in the following subsection.

GPSA Questionnaires

The GPSA questionnaires are self-completion questionnaires. They are instruments used to assess the quality characteristics of graduate programs, i.e., Master's and Doctoral, and have three different booklets designed for faculty, students, and alumni. Each booklet asks identical questions and questions with similar but appropriate content to each specific group. The Master's level GPSA faculty questionnaire consists of 85 questions; the student questionnaire 100 questions, and the alumni questionnaire has 77 questions.

The GPSA questionnaires have already been tested and proved to be valid and reliable. In regard to validity, it is known that the GPSA questionnaires have been used in numerous studies and have successfully captured the perceptions of the parties involved. One example that used the GPSA questionnaires was a study done by Rowshan (1987). That study evaluated a Ph.D. program, using doctoral level GPSA questionnaires as the means of data collection.

As for reliability, it should be emphasized that change is constant in programs since they undergo evaluations and are improved; also, the population of a program changes continuously as members leave and newcomers join in. Therefore, when the issue is to determine the quality characteristics of a program, even though a quantitative

instrument may be used, it is realistic to state that similar but not "same" results should be expected.

Data collection in the GPSA questionnaires.

As this study wanted to obtain the perspectives of every student (past and present) and faculty teaching in the program, instead of dealing with sampling issues, every individual who is and was a part of the program was included in the sample. A total of eighty-three questionnaires were sent to people who formed the population of this study: five faculty, sixteen student, and sixty-two alumni questionnaires.

Glastonbury and MacKean (1991) mention the need for self-completion questionnaires to be accompanied by a written introduction that explains the survey and tries to persuade the respondents to complete and return the questionnaire. For this purpose, a separate letter addressed to the members of each group was included in each envelope before the questionnaires were mailed (See Appendix E). In addition to the letter, respondents in each group received a set of specific instructions to follow (See Appendix F). A self-addressed confidential return envelope provided by the ETS was also included in each envelope. The instructions asked the respondents to put the questionnaires in the confidential envelope and return it to the dissertation director's address.

The return rate for the faculty questionnaires was 100%; all five questionnaires were returned. As for the student group, sixteen student questionnaires were originally distributed. The tragic death of a student reduced the sample size to fifteen. Ten

questionnaires were returned; this refers to a 63% return rate. The alumni group was the largest of all; a total of sixty-two questionnaires were mailed. Five alumni questionnaires were returned to the researcher since the addressees were no longer living at the addresses identified to be current by the researcher. Of the remaining fifty-seven questionnaires which the researcher hoped that reached their destinations, twenty-seven were returned. This gives a 47% return rate. This is the lowest rate of return among all three groups. Glastonbury and MacKean (1991) state that in mail questionnaires 50% return rate is realistic. According to their estimate, considering the difficulties the researcher experienced during the construction of the address list, the alumni return rate is not very low. The researcher also considered a follow-up letter to remind all participants of the due date for the return of the questionnaires. However, uncertainty pertaining to the accuracy of the addresses and budget concerns led to the abandonment of the idea. Table 1 presents a visual summary of the questionnaires sent to and received from the participants.

Table 1

Questionnaire Distribution and Return Rates

Number of Questionnaires

	Sent by Researcher	Returned by Post Office	Reached Participants	Returned by Participants	Usable	Response Rate
Faculty	5	0	5	5	5	100%
Students	16	0	10	10	10	63%
Alumni	62	5	57	27	27	47%

The distribution of the alumni questionnaires according to where they were mailed from are as follows: sixteen alumni questionnaires were returned from the various parts of the United States; one of them was sent from Bedford Falls. The remaining eleven came from five different countries. Four questionnaires were from Thailand. Japan followed Thailand with three questionnaires. Two questionnaires were mailed from China. Indonesia and Hungary followed these countries with one questionnaire each.

Data analysis in the GPSA questionnaires.

The envelopes that reached the researcher were sent unopened to the ETS for data analysis. The results were processed and mailed to the researcher. The data report included a general summary report and two separate reports for the groups which had subgroups (student and alumni). The results showed that one student subgroup (native) could not be established because only two people had responded to the questionnaires although there were more than five native students in the student population. As the questionnaires were returned in sealed envelopes, it was not possible to predict whether enough number of students from each subgroup responded. Therefore, the only student group the results of which will be discussed is the non-native student group.

During the examination of the data, the researcher found some problems with the statistical analysis: in the non-native student subgroup the number of years between the master's degree expected and current year was shown as 5+ years by 100%. One other problem was that although the summary report showed that ten questionnaires had

been processed, the student subgroup report showed a total of nine questionnaires. A similar problem was observed in the alumni subgroup report; the summary report showed the number of usable questionnaires as twenty-seven; however, the total shown was twenty-six. Another interesting problem with the alumni report was that the report indicated that one member belonged to subgroup 3 which was never intended to be established.

The researcher called the ETS and explained the problems. When the data was reexamined, it was told to the researcher that one student in the student and alumni groups had not filled out the bubbles that would indicate the subgroup s/he belonged to. With regard to subgroup 3 in the alumni results, the researcher was informed that one student in the alumni group had mistakenly filled out the 'Subgroup 3' bubble which is standard on the questionnaires. Therefore, even though their input was used for the overall data analysis of individual questions, they misrepresented themselves and did not appear numerically in the reports.

The ETS representative also said that the errors were due to a computer error and the problem was being corrected. The representative offered to send a new set of data to remedy the situation. The corrected data was mailed to the researcher a month later.

The researcher found another problem in the presentation of the results by the ETS. The scale "Students Accomplishments in the Last Twelve Months" is in Part IV of the student questionnaires, and there are 15 items related to this scale. In the Department/Program Summary Data Report this was accurately reported (See Appendices G and W). However, on page 5 of the Program Summary Report – Student

Subgroups, 5 items were reported in this category as V-16A, 16B, 16C, 16D, and 16E. (See Appendix FF "Perceptions of the Student Subgroup on the Quality Characteristics of the Program") There is no item 16 in Part V of the student questionnaire.

The researcher found out that in Part V of the alumni questionnaire, the responses to items 16A, 16B, 16C, 16D, and 16E are used to determine the alumni's opinions on Employment Assistance which is Scale 11 in Table 2 below. What was mistakenly reported as V-16A, 16B, 16C, 16D, and 16E in the Program Summary Report - Student Subgroup was indeed another category called Program Purpose Report. This category is not a part of the 16 scales presented in Table 2, and in the ETS analysis, its results are reported after the quality-related characteristics of the program have been presented.

In Program Purpose Report, 5 characteristics of graduate programs are mentioned. These are preparing scholars and researchers, preparing teachers, preparing other practitioners, preparing students for more advanced study, and providing personal enrichment. The respondents are asked to give their opinions on each of those items. The underlying idea in this section is to determine the participants' perceptions on the degree of which one/s of those characteristics are currently emphasized in the program and also to determine their opinions on which one/s of these should actually be emphasized. The respondents' perceptions of the current emphasis of the program are asked in column A; their desired emphasis is asked in column B. This makes the total number of items asked 10. Part IV of the Faculty questionnaire, Part V of the Student questionnaire, and Part IV of the Alumni questionnaire include items that are used to determine these parties'

opinions on these aspects of the program (See Appendices X, Y, and Z).

This was also reported to the ETS representative. However, the problem was not corrected in the second set of data reports either. Having gotten the second set of data and noticed that the problem still existed, the researcher called the ETS again and stated that the problem had not been solved. The ETS representative admitted that the mistake had still not been corrected but added with regret that it would be impossible to do another data analysis since the questionnaires used in this study had already been destroyed. The representative explained that the ETS kept data for two months after the initial analysis and destroyed the questionnaires afterwards as a regular procedure.

Introduction and presentation order of the GPSA master's level program questionnaire's quality-related characteristics scales.

GPSA Master's Level Programs Questionnaire uses 16 scales or composite indicators in evaluating programs. These scales report the respondents' judgments on each program area. The scales are also called composite indicators because a number of items are combined to form a scale. To illustrate this point, the first scale reported below is Environment for Learning. That scale is formed by the individual items 2, 3, 4, 7, 13, and 14 that are found in Part I of the faculty, student, and alumni questionnaires, and thus it is also called a composite indicator. ETS reports the findings of each scale in the order given in Table 2 below. This order will be adhered to in Chapter VI where the results of the questionnaires will be presented as part of the evaluation.

Scales 1, 2, 3, 4, 5, 6, and 7 are found in all three questionnaires. Scales 8 and 9 appear in student and alumni questionnaires. Scales 12, 13, 14, and 15 are found in faculty questionnaires. Scales 10 and 16 appear in student questionnaires. Scale 11 is found in alumni questionnaires. Scales 14, 15, and 16 require "yes" and "no" answers. Table 2 presents a visual summary of the scales and is followed by the description of the scales.

Table 2

GPSA Master's Program Characteristics Scales

	Faculty	Students	Alumni
1. Environment for Learning	X	X	X
2. Scholarly Excellence	X	X	X
3. Quality of Teaching	X	X	X
4. Faculty Concern for Students	X	X	X
5. Curriculum	X	X	X
6. Departmental Procedures	X	X	X
7. Available Resources	X	X	X
8. Student Satisfaction with Program		X	X
9. Assistantship and Internship Experiences		X	X
10. Resource Accessibility		X	
11. Employment Assistance			X
12. Faculty Work Environment	X		
13. Faculty Program Involvement	X		
14. Faculty Research Activities	X		
15. Faculty Professional Activities	X		
16. Student Accomplishments in the Last Twelve Months		X	

Scale 1. Environment for Learning

This composite indicator reports on the extent to which the department provides a supportive environment which is characterized by mutual respect and concern between

students and professors, students' helpfulness to one another, and department's openness to new ideas and different points of view.

Scale 2. Scholarly Excellence

This composite indicator summarizes the extent of the excellence of the faculty, of the ability of the students, and of the intellectual stimulation in the program rated by the members of the participant groups.

Scale 3. Quality of Teaching

This composite indicator presents information on the faculty's openness to new ideas and their helpfulness in dealing with class work; students' evaluation of faculty teaching methods, grading procedures, and preparation for class.

Scale 4. Faculty Concern for Students

This composite indicator reports on the students' perceptions on how interested the faculty members are in students' welfare and professional development; how accessible they are, and how aware they are of the students' needs, concerns, and suggestions.

Scale 5. Curriculum

This composite indicator provides information on the faculty, student, and alumni's ratings of the variety and depth of the graduate courses, program's flexibility, the opportunities for individual projects, and interactions with related departments.

Scale 6. Departmental Procedures

This composite indicator summarizes faculty, student, and alumni's ratings of the departmental policies and procedures such as the relevance and administration of degree requirements, evaluation of student progress towards the degree, academic advisement of students, and helpfulness to program graduates in finding appropriate employment.

Scale 7. Available Resources

This composite indicator reports on the faculty, student, and alumni's ratings of the available university facilities such as libraries and laboratories, and overall adequacy of physical and financial resources for the program.

Scale 8. Student Satisfaction with Program

This composite indicator reports on students' self-satisfaction with the program by asking their judgments on issues such as the amount of information that they have learned in the program, their preparation for intended career, their desire to transfer, and willingness to recommend the program to a friend

Scale 9. Assistantship and Internship Experiences

This composite indicator reports on the students' and alumni's ratings of the preparation for and supervision of assigned duties, and the contribution of those experiences to their academic and professional development

Scale 10. Resource Accessibility

This composite indicator reflects the students' judgments about the availability of student services such as health care, campus services such as parking, and opportunities for intellectual and social interaction among persons in the program.

Scale 11. Employment Assistance

This composite indicator summarizes the alumni's opinions on how helpful the department, professors, and university placement office were in helping them find employment after graduation.

Scale 12. Faculty Work Environment

This composite indicator reports on the faculty members' self-satisfaction with the department's objectives and procedures, the extent of academic freedom, opportunities that they have to influence decisions, and their relationships with other faculty members.

Scale 13. Faculty Program Involvement

This composite indicator reports on the extent to which faculty members report being involved with the program by participating in activities such as teaching courses, participating in policy and curriculum decisions, and directing independent studies and theses.

Scale 14. Faculty Research Activities

This composite indicator provides a summary of self- reports by the faculty members on the awards they have received for outstanding research or scholarly writing, editing

professional journals, refereeing articles submitted to professional journals, and grants they have received to support research or other scholarly or creative work

Scale 15. Faculty Professional Activities

This composite indicator presents a summary of self-reports by the faculty members' on issues such as serving on national review or advisory councils, holding office in regional and national professional associations, and receiving awards for outstanding teaching or professional practice.

Scale 16. Student Accomplishments in the Last Twelve Months

This composite indicator provides a summary of self-reports by students on the professional activities they have engaged in the last twelve months such as attending meeting/s of a scholarly or professional society, authoring or coauthoring a paper accepted at a scholarly society meeting and carrying out independent research or creative project.

The Additional Questionnaire

GPSA questionnaires are used to measure the quality-related characteristics of graduate programs. They also have a "Supplementary Questions and Response Options" section at the end. This section allows researchers to ask up to twenty questions for the additional purposes they might have and gives nine answer options for each additional question as 1 through 9. However, if additional questions are asked, specific instructions must be given to respondents in order to make those number choices meaningful.

The additional questionnaire in this study was prepared to obtain alumni's opinions on program specific issues; it consisted of twenty questions and was given to alumni members only. The researcher gave three different instructions for the questions asked. For question 1, which asked whether the alumni members were currently in the ESL/EFL field, the respondents were asked to respond as "yes" or "no" (See appendix D for the specific instructions given). For questions 2-14 which were asked to obtain alumni's opinions on the usefulness of the program, five choices, which range from "strongly disagree" to "strongly agree," were given. For questions 15-20, the respondents were given choices by the researcher and were asked to choose the number that best described their opinion.

Qualitative Interview

The second data collection technique was interviewing. Patton (1990) defines the purpose of interviewing as "to find out what is in and on someone else's mind" (p. 278). Yin (1989) recognizes the strength of interviews as targeted since they focus directly on the topics, are insightful, and they provide perceived causal inference. The purpose of the interviews in this study was to determine the students' perceptions on issues such as whether the courses taught led to changes in the students' understanding and approach to teaching and learning a foreign language and whether the students from different religious and ethnic backgrounds were treated fairly by the faculty. As these questions indicate, the interviews conducted with the students were qualitative.

"Qualitative interviews are distinguished from survey interviews in being less structured in their approach and in allowing individuals to expand on their responses to questions" (Jones, 1991, p. 203). Such interviews are useful to enable researchers to go beyond the "yes" or "no" or the other predetermined, limited response choices which are common in survey interviews. In this sense, qualitative interviews are open-ended. Patton (1990) explains the idea of open-endedness as follows:

> The purpose of open-ended interviewing is not to put things in someone's mind (for example, the interviewer's preconceived categories for organizing the world) but to access the perspective of the person being interviewed. We interview people to find out from them those things we cannot directly observe...The purpose of interviewing, then, is to enter into the other person's perspective. Qualitative interviewing begins with the assumption that the perspective of others is meaningful, and able to be made explicit. (p. 278)

During the data collection period, in order to avoid common problems in interviews such as inaccuracies due to poor recall and bias, the researcher asked for the permission of the interviewees to audiotape the interviews and used "interview guide", which will be introduced later in this chapter, in order to collect data systematically.

Data Collection in the Qualitative Interviews

In the qualitative interviews, the participants were chosen from among the students attending the program. The sampling was based on the following categories:

Foreign Students	**Native Students**
entering the program	entering the program
in the middle of their course work	in the middle of their course work
completing the program	completing the program

Based on these categories, six students from the native and the non-native groups were selected -- 3 from each group. There were four females and two males in the group. In reporting the findings, no information that will hint the identity of the interviewees will be disclosed. The three native students (NS) will be referred to as NS1, NS2, and NS3. Likewise, the three non-native students (NNS) will be referred to as NNS1, NNS2, and NNS3. The audiotaped interviews took 1231 minutes--over 20.5 hours. Table 3 shows the time spent interviewing each student.

Table 3

Length of Audiotaped Interviews with Students in Minutes

Student	Time
NS1	224
NS2	180
NS3	240
NNS1	158
NNS2	253
NNS3	176

Interviews with the students were conducted in informal settings such as in the interviewee's apartment, the researcher's residence, and, occasionally, in empty classrooms. Like the settings, the tone of the interviews were informal too. Agar (1980) explains the reason why interviews should be informal:

> The general idea distinguishing formal from informal interviews is, again, the idea of control. In the informal everything is negotiable. The informants can criticize question, correct it, point out that it is sensitive, or answer in any way they want to. (p. 90)

The researcher conducted the interviews in an informal way with the belief that it was essential in conducting open-ended interviews.

Patton (1990) argues that there are three basic approaches to collecting qualitative data through open-ended interviews: the informal conversational interview, the interview guide, and the standardized open-ended interview. Of these three, the researcher used the interview guide approach:

> An interview guide is a list of questions or issues that are to be explored in the course of an interview. An interview guide is prepared in order to make sure that basically the same information is obtained from a number of people by covering the same material. The interview guide provides topics or subject areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. Thus the interviewer remains free to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style-- but with the focus on a particular subject that has been predetermined.
>
> The advantage of an interview guide is that it makes sure that the interviewer/evaluator has carefully decided how best to use the limited time available in an interview situation. The interview guide helps make interviewing across a number of different people more systematic and comprehensive by delimiting in advance the issues to be explored. (p. 283)

During the data collection, the researcher determined the areas to cover prior to each interview using the research questions but did not ask questions in a predetermined order. The order appeared in the course of the interview.

During the interviews, the researcher paid special attention to using clear language and intelligibility. When the researcher was unsure about something that had been said or wanted something to be spelled out more clearly by the respondent, he used paraphrasing to help reduce the difference between the interviewee's account and his

understanding. This technique gave interviewees a second chance to clarify their meanings and helped the researcher to summarize the main points of long answers by getting the interviewee's approval.

Although using clear language is important in interviews, the fundamental requirement that leads to success in interviews is to establish rapport between the researcher and the interviewees. According to Agar (1980) establishing rapport is of crucial importance in ensuring the success of the study. In order to establish rapport, it is necessary to give the impression that the researcher is there to learn the perspective of the interviewees, that he respects the opinion of the interviewees, that he is a trustworthy person, and is nonjudgmental in his approach. For the researcher, establishing rapport was not a problem for he was genuinely interested in the topic and what he was learning from the respondents. In regard to being a trustworthy person, the researcher assured the interviewees that in concord with the Informed Consent Form that they had signed, their identities would not be revealed in this study.

Data Analysis in the Qualitative Interviews

In interviews, data collection and data analysis are simultaneous processes. Data analysis is making sense of the data collected to simplify the complexities of the phenomenon under study. Agar (1980) states that audiotaping and transcribing interviews is the way to collect and analyze data. But he mentions the time-consuming work of transcription which is almost six hours for a single tape. In this study the researcher audiotaped all interviews, but, for data analysis, instead of long verbatim

transcriptions, Merriam's idea of “interview log” was preferred. Merriam (1988) describes this method as follows:

> The researcher begins by identifying at the top of a legal-sized pad the name, date, and other necessary details of the interview. The interviewer/researcher then plays the tape and takes notes on important statements or ideas expressed by the informant. Words or phrases or entire sentences are quoted exactly. These notes are coded to the tape counter so the exact location of such words can be accessed at a later time. Tape position is recorded to the left of the words or phrases the researcher deems important. In a column to the far right is space for the researcher to add his or her observations about what was said. The data on the interview log can later be coded according to the emerging themes or categories from the data analysis phase of the study. (p. 84)

During the period of data collection and analysis, instead of pursuing everything, the researcher focused on the patterns that emerged as responses to the research questions and other highly significant topics. This was followed by intensive data analysis. In this process, data reduction was done in order to achieve greater level of abstraction to communicate the results better; the data gathered during the data collection and initial analysis were consolidated and reduced.

Triangulation Techniques

In each research study, one important concern to be addressed is how to strengthen the validity and the reliability of the findings. This is done by cross-checking the data, namely, triangulation. Berg (1989) defines triangulation as “the use of multiple lines of sight” (p. 4). Mathison (1988) states that "triangulation has arisen as an important methodological issue in the evaluation literature as well. In particular, naturalistic and qualitative approaches to evaluation have demanded attention to

controlling bias and establishing valid propositions because traditional scientific techniques are incompatible with these alternate epistemologies" (p. 13).

Denzin (1978) classifies triangulation into four types: data triangulation, investigator triangulation, theory triangulation, and methodology triangulation. Of these four types, two were used in this study: data triangulation and methodological triangulation. “Data triangulation refers to several data sources, the obvious being the inclusion of more than one individual as a source of data.... Methodological triangulation is the most discussed type of triangulation and refers to the use of multiple methods in the examination of a social phenomenon”(Mathison, 1988, p.14). Methodological triangulation is divided as within-method triangulation and between-method triangulation.

Data triangulation was done both in the questionnaires and interviews not only by including more than one individual but all groups as well. In the GPSA questionnaires data triangulation was done in the following way: first, three groups were established-- faculty, student, and alumni, and all members of these groups were included. This was followed by the establishment of the two subgroups within the student and alumni groups-- native and non-native. In the interviews, which were conducted with the students only, in addition to maintaining the native and non-native distinction, students were grouped as students “entering the program”, “in the middle of their studies”, and “completing their course work”. These additional classifications were done to obtain multiple perspectives on the program’s effectiveness and give a rich description of the program. In obtaining the summative perspective of the alumni, native

and non-native alumni groups were established for the additional questionnaire. The establishment of the groups and subgroups made both data triangulation and methodological triangulation possible.

As for methodological triangulation, within-method triangulation was done; part of the evaluation was based on the comparison of the results of the perception differences among the three groups which were captured by the GPSA questionnaires because these questionnaires were the only means that were administered to all three groups. Within-method triangulation was also done in the interviews with the establishment of the native and non-native groups and the three other groups. In the additional questionnaire, the same type of triangulation was done because the native and non-native groups had been established for that instrument too.

CHAPTER IV

DATA ANALYSIS: GROUP DEMOGRAPHICS

This chapter is the first of the four chapters that will present the results of the collected data. The purpose of this chapter is to give the reader a better understanding of the program by providing personal data on the faculty, students, and alumni who responded to the questions asked in the Graduate Program Self Assessment (GPSA) questionnaires.

The demographic information in this chapter consists of general information such as the citizenship and age of the members in all three groups as well as specific information on each group such as the total college/university teaching experience of the faculty, preferred job settings of the students after receiving their degrees, and the number of years between the alumni's undergraduate and master's degrees.

The data will be introduced in the following order: First, the demographics of the faculty will be presented. This will be followed by the student demographics. The last

section of the chapter is the alumni demographics. Although alumni are no longer actively part of the program, their demographics are presented in this chapter in order to complete the establishment of all the participant groups' profiles and present them as a coherent whole.

Faculty Demographics

Of the five M.A. TESOL program faculty members who participated in this study, 60% are male, 40% are female; 80% are United States citizens: 20% are resident aliens. 80% are White. 20% described him/herself as belonging to Other ethnic groups. Average age of the faculty is 49.

All faculty members have full-time academic appointment. 80% have tenure at UBF. 60% are professors, 20% are associate professors, and 20% are assistant professors. 80% have Ph.D. degrees, 20% have other doctorate degrees. The average number of years since the faculty members received their highest degrees is 15.

In terms of the faculty's total college/university teaching experience, the average number of years is 19. 60% of the faculty have been teaching in the English department for 6-10 years; 20 % for 0-5 years, and 20% for 11-15 years, resulting in an average of 9 years. The average number of applied professional experience the faculty members have is 9 years.

The average amount of the professional time spent by the faculty members in teaching, advising students, and related activities is 61% , in research and scholarly work is 18% , in department and university administration is 15% , and in consulting or community service is 6%. Table 4 shows the amount of professional time spent by faculty.

Table 4

Percentage of Professional Time Spent By Faculty

	Percentage of Faculty						
Percentage of Professional Time Spent in	0-20	21-40	41-60	61-80	81-100	Omit	Mean
Teaching, Advising Students, Related Activities	0	0	60	40	0	0	61
Research and Scholarly Work	80	20	0	0	0	0	18
Department or University Administration	80	20	0	0	0	0	15
Consulting or Community Service	100	0	0	0	0	0	6
Private Practice	100	0	0	0	0	0	0
Other Employment	100	0	0	0	0	0	0
Other	100	0	0	0	0	0	0

A glance at the numbers above makes it obvious that teaching and advising students take a great deal of the faculty's time which has its consequences in other areas such as research and scholarly work. 80% of the faculty reported that they spend 0-20% of their time for research. However, although the faculty do not have a good amount of

time in their hands to do research, they continue to be productive in their fields. Table 5 below shows the average number of professional publications and works in the faculty members' areas of expertise within the last five years.

Table 5

Average Number of Professional Publications and Works Published by M. A. TESOL Faculty Within the Last Five Years

Publication Type	Average Number
Professional Articles and Chapters in Books	4
Authored or Edited Books	1
Monographs /Manuals/Scholarly Reviews	1
Exhibits/Performance of Creative Work	0
Conference or Workshop Presentations	11

The professional efforts of the faculty are not limited to publications. Scholarly presentations is another aspect of their ongoing professional efforts as the following two tables show. Table 6 shows the percentages and average number of scholarly presentations made by the faculty members within the last two years.

Table 6

Number of Scholarly Presentations Made by M.A. TESOL Faculty within the Last Two Years at State, Regional, or National Meetings

Number of Presentations	None	1	2	3-4	5-6	7+	Mean
Percentage of Faculty	0	0	40	20	40	0	4

Table 7 shows the number of scholarly presentations by the faculty members at scholarly colloquia or as a visiting professor.

Table 7

Number of Scholarly Presentations Made by M. A. TESOL Faculty within the Last Two Years at Scholarly Colloquia or as a Visiting Professor

Number of Presentations	None	1	2	3-4	5-6	7+	Mean
Percentage of Faculty	40	20	20	0	20	0	2

Student Demographics

At the time of the data collection, there were sixteen students in the program, and all were sent questionnaires. One non-native student passed away before the envelopes were returned. Of the remaining fifteen, ten students completed the questionnaires and returned them to the researcher in the confidential envelopes provided. The number of the sealed envelopes the researcher received was enough for the establishment of the two subgroups.

The data analysis by the ETS showed that one student did not fill out the bubble that would indicate the subgroup s/he belonged to even though her/his answers were used for the overall analysis. The distribution of the remaining nine students who indicated the subgroups they belonged to include two native and seven non-native students. As the ETS requires a minimum of five usable questionnaires to establish a subgroup, this resulted in the establishment of one subgroup, i.e., non-native, Thus, the only subgroup that will be reported following this general student group demographics section will be the non-native student subgroup. However, as it will be indicated in the below paragraph which states that 30% of the ten students were United States citizens, the student who did not fill out the bubble that would indicate his/her subgroup was a native student.

40% of the students who responded to the questionnaire are male, 60% are female; 30% are United States citizens, 70% are citizens of foreign countries. 40% describe themselves as Asian/Pacific American, 10% as Hispanic or Latin American, 20% as White while 20% choose to describe themselves as Other; 10% omitted the question. Average age of the students attending the program is 31.

90% of the students hold Bachelor's degrees; 10% have previously earned Master's degrees. 50% of the students have taken tests required by the university such as the Graduate Record Examination (GRE) Aptitude test; 70% have taken other tests such as GMAT, LSAT, and TOEFL.

90% of the students are attending the program on a full time basis. Average number of years between the students' undergraduate degree and their enrollment in this program is 8. 50% of the students indicate that they have started their Master's degree during the first three years upon their college graduation; 10% during 6-10 years, and 40% after 11 or more years. Table 8 shows this information in detail.

Table 8

Number of Years Between Undergraduate Degree and Enrollment in the MA TESOL Program

Number of Years	0-1	2-3	4-5	6-10	11+	Omit	Mean
Percentage of Students	30	20	0	10	40	0	8

80% of the students have been attending the program for a year; 20% for 2-3 years. 80% of the current students expect to receive their degrees within a year, giving an average of 1 year.

Undergraduate and graduate grade averages of the students indicate that the majority have achieved A grade average in general. Student undergraduate grade average indicates that a total of 40% of the students achieved B level grades while 50% had A level grades. The graduate grade average indicates that the undergraduate B level grade trend tends to move towards A level. It should be pointed out, however, that 50% of the students omitted this question about their graduate grades even though they answered the same question on their undergraduate grades. The difference is due to the fact that at the time these questionnaires were distributed, the majority of the students

were either newcomers to the program or were not sure about their overall grade point average. Table 9 shows the overall grade averages of the students.

Table 9

Student Overall Undergraduate and Graduate Grade Averages

	Percentage of Students								
Overall Grade Averages	C-	C+	B-	B	B+	A-	A	All A's	Omit
Undergraduate Grades	10	0	20	10	10	40	10	0	0
Graduate Grades in This Program	0	0	10	0	0	10	0	30	50
Earlier Grades, If Any	0	0	0	0	10	0	10	0	80

80 % of the students have had employment in their current field of study with an average of 8 years of experience. 20% omitted the question. Table 10 shows the information conveyed above in detail.

Table 10

Years of Employment or Experience Related to the Current Field of Study

Years	0-1	2-3	4-5	6-10	11+	Omit	Mean
Percentage of Students	30	0	0	20	30	20	8

As for current employment, 60% of the students are not employed; 20% are holding part time positions related to their professional studies while the remaining 20% have part time positions unrelated to their professional studies. Of the students who are holding jobs now, none plans to continue employment in their current position upon graduation. 90% of the students choose teaching as their preferred primary job activity after receiving their Master's degree; 10% choose research and teaching about equally. 20% expect to resume their old teaching positions they held prior to their Master's degree. 10% expect to return to their previous employer in a new position. 40% do not consider any of those options, and 30% did not answer the question. Table 11 shows the students' job expectations.

Table 11

Students' Job Expectations After Completing Their Master's Degree

Students Expect to	Percentage
Continue Current Employment in Current Position	0
Return to Previous Employer in Previous Position	20
Return to Previous Employer in New Position	10
None of the Above	40
Omit	30

50% of the students prefer a four-year college or a non-Ph.D.-granting university as their preferred setting for employment after receiving their degrees. The remaining 50% prefer different settings such as community colleges; elementary, intermediate, or secondary schools; self-employment or private practice, and other jobs as Table 12 below will show. None of the students chooses a Ph.D.-granting university as their preferred employment setting. In addition to this unanimity, none of the students desires to pursue continuing graduate or professional education immediately upon their graduation.

Table 12

Preferred Setting for Employment After Receiving Master's Degree

Preferred Setting	Percentage
Ph.D.-Granting University	0
Four-Year College or Non-Ph.D.-Granting University	50
Community College	10
Elementary, Intermediate, or Secondary School	20
Nonprofit Agency or Institution	0
Business or Industry	0
Government	0
Self-Employed or Private Practice	10
Other	10
Continuing Graduate or Professional Education	0
Not Employed	0
Omit	0

Although all students agree upon their present goal as having their Master's degree, the eventual graduate degree goals of the students differ: 40% are determined not to pursue any further education after their M.A. degrees. 10% desire to have a nondegree study; 30% prefer to pursue a doctoral degree. 20% omitted the question.

Non-Native Student Subgroup Demographics

43% of the non-native students are male; 57% are female. 57 % describe themselves as Asian/Pacific American; 14% as Hispanic or Latin American, and 29% as belonging to other ethnic groups. Average age of students in this subgroup is 28.

86% of the non-native students hold Bachelor's degrees; 14% have previously earned Master's degrees. 29% have taken the GRE test, and all non-native students have taken other tests such as TOEFL which is a requirement for each international student.

Non-native student responses indicate that 86% attend the program on a full time basis; the remaining 14% are part-time. Average number of years between the students' undergraduate degree and enrollment in this program is 5. 43% of the students started the program during the first year that followed their graduation; 29% during the 2-3 year period, and another 29% after 11+ years.

86% of the non-native students have been attending the program for a year; 14% for 2 years. The average of years is thus 1. 86% expect to graduate in a year. 14% did not indicate when they would graduate.

Undergraduate grade averages of the non-native students show that 57% of their grades were A level. 43% had B level grades. As for graduate grades, 28% reported that they had A level grades; 14% reported low B level grades. 57% omitted the question. As was stated in the presentation of general student demographics, at the time of the data collection, the majority of the students were newcomers. This was the reason the majority did omit the question. Table 13 presents the undergraduate and graduate grade averages of the non-native students.

Table 13

Non-Native Student Overall Undergraduate and Graduate Grade Averages

	Percentage of Students								
Overall Grade Averages	C-	C+	B-	B	B+	A-	A	All A's	Omit
Undergraduate Grades	0	0	29	14	0	43	14	0	0
Graduate Grades in This Program	0	0	14	0	0	14	0	14	57
Earlier Grades, If Any	0	0	0	0	0	0	14	0	86

71% of the non-native students have had employment in their field of study. Average years of employment or experience in the field is 5. Table 14 presents this information in detail.

Table 14

Non-Native Students' Years of Employment or Experience Related to the Current Field of Study

Years	0-1	2-3	4-5	6-10	11+	Omit	Mean
Percentage of students	43	0	0	14	14	29	5

71% of the non-native students are not currently employed. 14% are working part-time in positions related to their professional studies. Another 14% are holding part-time jobs unrelated to their studies. None of the non-native students who are currently holding part-time jobs plans to continue their current employment. 86% choose teaching as their primary job activity after their Master's degree while 14% plan to do research

and teach about equally. After completing their degrees 14% expect to resume their old positions in their former status; 14% plan to return to their previous employer in a new position. 29% do not consider any of the above options. 43% of the non-native students omitted the question. Table 15 shows the job expectations of the non-native students following their Master's degree.

Table 15

Non-Native Students' Job Expectations After Completing Their Master's Degree

Students Expect to	Percentage
Continue Current Employment in Current Position	0
Return to Previous Employer in Previous Position	14
Return to Previous Employer in New Position	14
None of the Above	29
Omit	43

43% of the non-native students choose a four-year college or non-Ph. D.-granting university as their preferred employment setting after their degrees; 29% choose elementary, intermediate or secondary schools; 14% community colleges, and 14% choose self-employment or private practice. Table 16 presents the non-native students' employment setting preferences in detail below.

Table 16

Non-Native Students' Preferred Setting for Employment After Receiving Master's Degree

Preferred Setting	Percentage
Ph.D.-Granting University	0
Four-Year College or Non-Ph.D.-Granting University	43
Community College	14
Elementary, Intermediate, or Secondary School	29
Nonprofit Agency or Institution	0
Business or Industry	0
Government	0
Self-Employed or Private Practice	14
Other	0
Continuing Graduate or Professional Education	0
Not Employed	0
Omit	0

The non-native student subgroup members expressed different opinions about their eventual academic degree goals. 43% of the non-native students regard the

Master's degree as their eventual degree goal; 29% plan to do Ph. D. studies; 14% express desire to do non-degree studies. 14% of the students omitted the question.

Alumni Demographics

26% of the alumni who responded to the questionnaire are male, 74% are female. 33% are citizens of the United States; 67% are citizens of foreign countries. 44% of the alumni describe themselves as White, 37% as Asian/Pacific American, 7% as belonging to other ethnic groups. Another 7% describe themselves as Hispanic or Latin American. The remaining 7% omitted the question. Average age of the alumni is 36.

89% of the alumni attended the program on a full time basis. 11% attended part time. 93% finished their degrees within the two years that followed their enrollment; 4% completed their degrees between 3-4 years, giving an average of 2 years. 4% did not answer the question. Alumni members vary greatly in terms of the number of years between their undergraduate and Master's degree. Table 17 shows this variation in detail.

Table 17

Alumni's Number of Years From Undergraduate Degree to Master's Degree

Percentage of Alumni

Number of years	0-2	3-4	5-6	7-8	9-10	11-15	16-20	21+	Omit	Mean
From Undergraduate Degree to Master's Degree	26	15	7	11	7	15	7	7	4	9

Undergraduate and graduate averages of the alumni indicate that the majority achieved A grade average in general. A glance at the alumni undergraduate grade average indicates that a total of 11% of the alumni received C level grades; 41% B level, and 48% achieved A level grades.

The graduate grade average of the alumni is higher; the alumni had no C level grade; only 11% B level grades were reported. 85% reported A level grades. 4% omitted the question. Table 18 shows the undergraduate and graduate grade level averages of the alumni.

Table 18

Alumni Overall Undergraduate and Graduate Grade Averages

Percentage of Alumni

Overall Grade Averages	C-	C+	B-	B	B+	A-	A	All A's	Omit
Undergraduate Grades	4	7	15	11	15	26	15	7	0
Graduate Grades	0	0	0	7	4	15	26	44	4

89% of the alumni reported that they received Master's degree at the end of their education. 11% omitted the question. Of that 89%, 44% chose Master's degree as the highest degree that they received. Another 44% reported that they expected to receive a doctorate degree. 11% of the alumni did not answer the question so that their highest degree or goal could be determined. Since the completion of their program, 7% of the alumni have completed additional advanced degrees.

Native Alumni Subgroup Demographics

Eight respondents formed the native alumni group. 75% of this alumni subgroup are female; 25% are male. All describe themselves as White. Average age of the members in this subgroup is 40.

63% of the native alumni attended the program on a full time basis. 38% attended part time. All native alumni reported that they finished their degrees in 2 years or less, giving a subgroup average of 2 years. The native alumni subgroup has a significant number of members who received their Master's degrees 21+ years after their undergraduate degrees; this gives the subgroup an average of 14 years. Table 19 presents the specifics of this information.

Table 19

Native Alumni's Number of Years From Undergraduate Degree to Master's Degree

Percentage of Native Alumni

Number of years	0-2	3-4	5-6	7-8	9-10	11-15	16-20	21+	Omit	Mean
From Undergraduate Degree to Master's Degree	25	13	13	0	0	0	25	25	0	14

Undergraduate grades of the native alumni are between A- and B- grade. No member of this subgroup reported A or all A's. 50% of the native alumni achieved A-level grades. As for graduate grades, 63% of the alumni reported their grades as all A's; 38% reported A grades. Table 20 shows the differences between the native alumni's undergraduate and graduate grades.

Table 20

Native Alumni's Overall Undergraduate and Graduate Grade Averages

	Percentage of Alumni								
Overall Grade Averages	C-	C+	B-	B	B+	A-	A	All A's	Omit
Undergraduate Grades	0	0	25	13	13	50	0	0	0
Graduate Grades	0	0	0	0	0	0	38	63	0

88% of the native alumni reported that they received their Master's degree at the end of the program. 13% omitted the question. Of those 88%, 63% regarded their M.A. degrees as the higher degree they received. 38% chose Ph. D. as their highest degree goal. Only 13% of the native alumni reported that they completed additional advanced degrees after they had finished the program.

Non-Native Alumni Subgroup Demographics

Seventeen alumni members who correctly filled out the subgroup bubbles formed the non-native alumni subgroup. Like the other subgroup, females formed the majority with 71%. Males formed 29% of the population. 53% of the non-native alumni describe themselves as Asian/American, 18% as White, 12% as Hispanic or Latin American, and another 12% as members of other ethnic groups. 6% of the subgroup members omitted the question. Members of this subgroup have an average of 33 years of age. This refers to 7 years age difference between this and the native alumni subgroup.

All non-native alumni members indicated that they attended the program on a full time basis. 88% of the non-native alumni completed their degrees within the first 2 years following their enrollment. 6% reported that it took them for up to 4 years to complete their degrees. This gives an average of 2 years. 6% did not answer the question. The average number of years between the undergraduate and the Master's degree for the members of the non-native subgroup is 6. This is 8 years less than the average of the native subgroup's. Table 21 shows the differences in the number of years between both degrees.

Table 21

Non-native Alumni's Number of Years From Undergraduate Degree to Master's Degree

Percentage of Non-Native Alumni

Number of years	0-2	3-4	5-6	7-8	9-10	11-15	16-20	21+	Omit	Mean
From Undergraduate Degree to Master's Degree	29	12	6	18	12	18	0	0	6	6

The undergraduate grades of the non-native alumni range from all A's to -C levels. 12% in the group reported all A's; 24% have A level grades. 12% have low A level grades. 36% of this group members reported B level grades, and a total of 18% C level grades. An increase is observed in the overall graduate grades of the non-natives alumni: no low B and C level grades were reported. Table 22 below presents this information.

Table 22

Non-native Alumni's Overall Undergraduate and Graduate Grade Averages

	Percentage of Alumni								
Overall Grade Averages	C-	C+	B-	B	B+	A-	A	All A's	Omit
Undergraduate Grades	6	12	12	6	18	12	24	12	0
Graduate Grades	0	0	0	12	6	18	18	41	6

88% reported receiving their M.A.'s at the end of the program. Of these 35% regarded M.A. as their highest degree or goal. Even though 53% regarded a Ph. D. degree as their highest goal, only 6% of the members reported that they had finished an additional advanced degree.

CHAPTER V

ALUMNI'S EVALUATION OF THE PROGRAM

The part of evaluation presented in this chapter was based on the results of the additional questionnaire which was prepared to obtain alumni's perspectives on program specifics and nine questions from the GPSA Alumni questionnaire. The chapter will first present information on the order the researcher established to combine and present the information obtained from the above mentioned two questionnaires. Following this, the overall results of the alumni will be presented. The next section will present the results of the native alumni subgroup. Next, nonnative alumni subgroup results will be reported.

The Order of Presentation

As was mentioned in chapter III, the additional questionnaire was prepared to be combined with the results of nine questions in the GPSA Alumni questionnaire so that their answers could be used to provide more in-depth information. The GPSA questions used for this purpose are V-8, V-9, V-10, V-11, V-12, V-13, V-14, V-17, and V-18.

(The Roman numerals and the Arabic numbers that follow them indicate that the questions are from the GPSA Alumni questionnaire; Arabic numerals only indicate the questions of the additional questionnaire that the researcher prepared.) ETS considers these questions as part of the alumni demographics when data analysis is done. Therefore, in this dissertation, they will be a part of the appendices DD and EE which present the alumni demographics although the results of these questions are presented in this chapter.

The overall alumni, native alumni, and non-native alumni results will be presented under seven subsections: “Employment upon Graduation”, “Financial Benefits of the M.A. TESOL Degree”, “Use of the M.A. Training in the Professional Lives of the Alumni (Subgroups)”, “Usefulness of the Courses to the Professional Needs of the Alumni”, “Evaluation of the Courses (by the Alumni (Subgroups))”, “Professional Productivity of the Alumni (Subgroups)”, and “Perspectives of the Alumni (Subgroups) on Other Aspects of the Program.”

The first subsection, “Employment upon Graduation,” has been based on the responses given to questions 1, V-10, V-11, V-8, V-9. The second subsection, “Financial Benefits of the M.A. TESOL Degree,” reports the responses given to questions 15, 16, and V-12. The next subsection, “Use of the M.A. Training in the Professional Lives of the Alumni (Subgroups)” presents the results of the answers given to questions 6, V-13, and V-14. The fourth subsection, “Usefulness of the Courses to the Professional Needs of the Alumni (Subgroups)” reports the answers given to questions 3, 5, 10, 7, 9, 12. The

next subsection, “Evaluation of the Courses (by the Alumni (Subgroups)),” consists of the answers given to questions 17, 18, 19, and 20. The sixth subsection, “Professional Productivity of the Alumni (Subgroups),” presents the answers given to questions 11, V-17, and V-18. The last subsection, “Alumni (Subgroups’) Perspectives on Other Aspects of the Program,” presents a summary of the answers given to questions 2, 4, 8, 13, and 14.

Alumni Results

Employment Upon Graduation

63% of the alumni reported that they were working in the ESL/EFL field at the time of the data collection; 37% were working in other fields. After completing the program, 59% of the alumni found full time employment as their first jobs. 33% were hired on a part time basis. Currently, 63% of the alumni are working at full time jobs. 30% are working at part time jobs. 7% of the alumni omitted both questions. Upon their graduation 56% of the alumni found new jobs. 22% continued their current employment at the time. 14% returned to their previous employers either in their previous or in new positions. Table 23 shows the employment choices alumni members made following their graduation.

Table 23

Alumni Choice of Employment upon Graduation

Continued Current Employment in Current Position	22
Returned to Previous Employer in Previous Position	7
Returned to Previous Employer in New Position	7
None of the Above	56
Omit	7

Following their master's degrees, the primary employer of 30% of the alumni were four-year colleges or non-Ph.D.-granting universities. Ph.D.-granting universities followed this first group with 19%; elementary, intermediate, or secondary schools formed the third biggest employer group with 15%. Non-profit agencies or institutions, and business or industry were the other two sizable groups with each being 11%. Government was a primary employer on a small scale with 4%. 11% of the alumni omitted the question.

As for the current positions, Ph.D.-granting universities are the biggest primary employers with 26%; this is a 7% increase compared with the first job. Four-year colleges or non-Ph.D.-granting universities are the second largest employers with 22%, indicating an 8% decrease; business or industry is the third with 15%. Elementary, intermediate, or secondary schools follow the first three with 11%. Government occupies the fifth place with 4%. Alumni members indicated that other employers form

4% of the primary employer list. At the time the questionnaires were distributed, 4% of the alumni were continuing graduate or professional education; 4% were unemployed which was non-existent during the alumni's first job positions. 7% of the alumni omitted the question. Table 24 shows the primary employers of the alumni in their first and current positions.

Table 24

Primary Employer After Completing the Master's Program

	Percentage of Alumni	
	First Position	Current Position
Ph.D.-Granting University	19	26
Four -Year College or Non-Ph.D.-Granting University	30	22
Community College	0	0
Elementary, Intermediate, or Secondary School	15	11
Nonprofit Agency or Institution	11	4
Business or Industry	11	15
Government	4	4
Self -Employment or Private Practice	0	0
Other	0	4
Continuing Graduate or Professional Education	0	4
Not Employed	0	4
Omit	11	7

As has been done above the information on the primary job activity of the alumni will be presented as the first position upon graduation and the current position; Following their graduation, 81% of the alumni had teaching jobs as their primary job activity. 7% were in professional service. 4% had administration or management jobs. 4% did not respond to the question.

Currently, teaching is still the primary job activity with 56%. A 3% decline is observed in professional service, bringing it down to 4%; the role of doing research and teaching about equally remains the same. A 3% increase is observed in jobs in administration or management, raising the percentage to 7. Increase is also observed in the following areas: currently, research is the primary job activity of the 4% of the alumni. 11% of the alumni are pursuing further study and training. 11% are working other jobs. 4% omitted the question. Table 25 shows the primary job activities of the alumni after graduation.

Table 25

Alumni Primary Job Activity After Completing the Master's Program

	Percentage of Alumni	
	First Position	Current Position
Research	0	4
Research and Teaching About Equally	4	4
Teaching	81	56
Administration or Management	4	7
Professional Service	7	4
Scientific or Technical Service	0	0
Further Study or Training	0	11
Other	0	11
Omit	4	4

Financial Benefits of the M.A. TESOL Degree

Before starting the M.A. TESOL program, 63% of the alumni were making less than $10,000 annually. 19% were making $10,000-14,999; 7% $15,000-19,999. 4% were making $20,000-24,999. Only 4% were making $30,000-34,999. 4% omitted the question.

The numbers indicate that there was an encouraging increase in the annual incomes of the alumni from their first jobs after the M.A. TESOL program. The percentage of the alumni members who were making less than $10,000 decreased very sharply to 22% from the previous 63%. An 18% increase also occurred in the number of the alumni members who were making $10,000-14,999, raising the percentage to 37% from the previous 19%. The percentage of the alumni who were making $15,000-19,999 showed a 4% increase making it 11%. A 3% increase is also observed among the alumni members who were making $20,000-24,999 making it 7% from the previous 4%. 11% of the alumni reported that they made $25,000-29,999 after they had completed the program. This is a significant increase because no alumni member was able to make this amount of money prior to their M.A. degree. The percentage of the alumni who made $30,000-34,999 remained unchanged, staying at 4%. 4% omitted the statement.

Current annual incomes of the alumni indicate that a total of 20% of the alumni make between $25,000-50,000 and above. Another positive increase is observed in the $20,000-24,999 group by 8%, bringing it to 15% from the previous 7%. Some decreases in the lower income groups imply income increases; encouraging decreases are seen in the $10,000-14,999 by 11% lowering it to 26%, and the $15,000-19,999 group by 4% making it 7%. There is only 4% increase in the “less than $10,000” category. This is the only negative development worth reporting. 7% omitted the question. Table 26 combines presents the differences in the alumni’s annual incomes.

Table 26

Changes in the Alumni Income

	Percentage of Alumni		
	Before M.A TESOL Program	First Position After M.A	Current Position
Less than $10,000	63	22	26
$10,000-14,999	19	37	26
$15,000-19,999	7	11	7
$20,000-24,999	4	7	15
$25,000-29,999	0	11	4
$30,000-34,999	4	4	4
$35,000-39,999	0	0	4
$40,000-49,999	0	0	4
$50,000 and above	0	4	4
Omit	4	4	7

Use of the M.A. Training in Alumni's Professional Life

22% of the alumni strongly agreed that they were able to implement much of what they had learned from the M.A. TESOL program. 48% agreed on the same point. 11% indicated that they did not have an opinion on whether they had been able to implement much of the training they had received in their professional lives. 11% of the alumni disagreed on the point; 4% strongly disagreed. In regard to the extent the training from the program was used for professional purposes both in the first and current positions, the majority expressed positive opinions as table 27 shows.

Table 27

Extent to Which Training Received in Master's Program Was or Is Used

	Percentage of Alumni	
	First Position	Current Position
Not at all	0	4
Some, but not much	22	19
Quite a bit	41	48
A great deal	33	26
Omit	4	4
Mean	3	3

Usefulness of the Courses to the Professional Needs of the Alumni

This subsection presents the opinions of the alumni on six questions which were asked to determine to what extent the alumni members were successfully using the core ideas of the program's courses.

The first of these questions asked whether the courses in the program provided the alumni members with useful skills for teaching. 33% of the alumni strongly agreed that M.A. TESOL program achieved its goal in this respect; 48% agreed upon the same point. 7% disagreed. The percentage of the alumni who strongly disagreed was also 7. 4% reported that they were unable to make a judgment as to how useful the courses were top their professional needs.

The second question asked whether the alumni members were able to introduce methodological-curricular innovations into their teaching. 37% strongly agreed that they were capable of doing that after they completed the program. 44% agreement rate followed the high strong agreement rate, giving an 81% capability rate. 4% strongly disagreed while 15% expressed their lack of opinion.

The third question wanted to obtain the alumni's perspective on whether the program gave them skills to design their own curricula. 26% strongly agreed that the program had given them skills to do so. This was followed by a very high--59%--agreement rate. 7% of the alumni disagreed while another 7% expressed their strong disagreement.

The fourth question asked whether the alumni members had the ability to systematically observe their own and others' teaching. 37% of the alumni strongly agreed that they had the ability to observe both their own and others' teaching. 33% agreed upon the same point. 22% were unsure. There was a 7% disagreement.

The fifth question wanted to determine whether the alumni were able to diagnose and treat their students' learning difficulties. 19% of the alumni strongly agreed that the M.A. TESOL program gave them skills to do these. This question received one of the lowest "strongly agree" rates. However, 56% stated their agreement on the issue. 11% disagreed. This was followed by a 7% strong disagreement. Another 7% reported that they were unable to make a judgment on the issue.

The last question asked whether the alumni were able to create original materials for their students. 33% strongly agreed that they had learned ways to create original teaching materials for students in their classes; 37% agreement rate followed this. A total of 18% of the alumni expressed their disagreement. 11% reported their uncertainty.

Evaluation of the Courses by the Alumni

The alumni were asked four questions with the intention to understand their opinions on the usefulness of the individual courses taught in the program. The courses were mainly divided into two as core courses and elective courses, only ESL Materials and Media, which is an elective course, was included in the core courses category. This was done because the researcher believed that the content of this course was directly relevant to the professional needs of an EFL/ESL teacher even though it was considered elective by the department. The first two questions listed all core courses and "ESL Materials and Media" and asked alumni members to choose the most useful in the first question and the least useful in the second. The same strategy was followed for elective courses to determine the most and least useful elective courses.

The alumni members chose "TESL/TEFL Methodology" as the most useful course among the core courses category with a 41% agreement rate. 11% of the alumni chose "Observation of English Teaching" as the most useful course in the category, making it the second most useful course according to the alumni's perspective. "Topics in ESL Pedagogy", "ESL Materials and Media", and "Internship in TESL/TEFL"

occupied the third place each having a 7% share. “Cross-Cultural Communication” was rated most useful by 4% of the alumni. “American English Grammar” was not considered as most useful by any alumni member. 22% omitted the question.

As for the least useful course, 41% of the alumni agreed that “American English Grammar” was the least desired course in the category. “ESL Materials and Media” and “Internship in TESL/TEFL” occupied the second place among the least desired course in the core course category with 11% each. “Topics in ESL Pedagogy” and “Observation of English Teaching” followed the first two least desired courses each having a 7% alumni vote. “Cross-Cultural Communication” was considered as the least useful by 4% of the alumni. “TESL/TEFL Methodology did not receive any negative vote, which is consonant with the results of the previous question. Table 28 presents the alumni’s opinion on the usefulness of the core courses of the M.A. TESOL program.

Table 28

Alumni's Evaluation of the Usefulness of the Core Courses

	Percentage of Alumni	
	Most Useful	Least Useful
Topics in ESL Pedagogy	7	7
American English Grammar	0	41
Observation of English Teaching	11	7
TESL/TEFL Methodology	41	0
ESL Materials and Media	7	11
Cross-Cultural Communication	4	4
Internship in TESL/TEFL	7	11
Omit	22	19

The most useful course among the elective courses was "Second Language Acquisition." 37% of the alumni found it most useful. "Teaching Basic Writing" was the second with 15%; "Linguistics and the English Teacher", "Psycholinguistics", and "College Reading Theory" were rated third, each having a 7% alumni support. Sociolinguistics was not considered most useful by any alumni member. 26% omitted the question.

"Psycholinguistics" was considered least useful elective course by 19% of the alumni. "Linguistics and the English Teacher" and "Teaching Basic Writing" were considered least useful by 15% of the alumni each. "Sociolinguistics" followed these with 11%. The last place in the least useful elective courses was occupied by "College

Reading Theory" and "Second Language Acquisition"; 7% of the alumni found each of these courses least useful. Table 29 presents the alumni's opinion on the usefulness of the elective courses in the program.

Table 29

Alumni's Evaluation of the Usefulness of the Elective Courses

	Percentage of Alumni	
	Most Useful	Least Useful
Linguistics and the English Teacher	7	15
Psycholinguistics	7	19
Sociolinguistics	0	11
Teaching Basic Writing	15	15
College Reading Theory	7	7
Second Language Acquisition	37	7
Omit	26	26

Professional Productivity of the Alumni

Alumni productivity has been determined under five categories: professional articles, chapters in books; authored or edited books; monographs/manuals/scholarly reviews; exhibits/performance of creative work; conference or workshop presentations. The results indicate that alumni members have been productive in all fields in general; however, the percentage of the alumni who have not presented any material in the above five categories is significant. The percentage of those who omitted the question is also

significant. Table 30 gives detailed information on the professional productivity of the alumni.

Table 30

Alumni's Professional Productivity in the Last Five Years

Percentage of Alumni

Number in Last Five Years	0	1-2	3-5	6-10	11-15	16-25	26-50	51-75	76+	Omit	Mean
Prof. Articles, Chapters in Books	37	19	15	0	0	0	0	0	0	30	1
Authored or Edited Books	48	7	0	0	0	0	0	0	0	44	0
Monographs/Manuals/ Scholarly Reviews	44	4	4	7	0	0	0	0	0	41	1
Exhibits/Performance or Creative Work	41	0	7	0	0	0	0	0	0	52	1
Conference or Work-shop Presentations	30	19	11	0	0	0	4	0	0	37	3

The number of scholarly presentations in the past two years indicates that the alumni have been active in this area. However, a very large percent of the alumni have not made any scholarly presentations. A large percent of the alumni omitted the question as Table 31 shows.

Table 31

Number of Scholarly Presentations Made by the Alumni in the Past Two Years

Percentage Of Alumni

Number of Scholarly Presentations in Past Two Years	None	1	2	3-4	5-6	7+	Omit	Mean
At State, Regional, or National Professional Meetings	41	11	7	0	0	4	37	2
At Scholarly Colloquia or As a Visiting Professor	41	11	4	4	0	0	41	1

Perspectives of the Alumni on Other Aspects of the Program

As their response to the question which was asked to determine whether the program provided the alumni with sufficient opportunity to practice teach, 30% expressed their strong agreement. 41% agreement followed this. 4% were not able to make a judgment. There was a 4% disagreement and 22% strong disagreement on this topic; this is the highest disagreement rate among all the questions asked.

One question asked whether the alumni thought there were models of good teaching in the program. A total of 78% of the alumni agreed that such models existed. 14% expressed different degrees of disagreement, and 7% expressed their uncertainty.

The majority of the alumni reported that their ideas about language teaching continued to evolve; the total of different levels of agreement was 78%. Only a total of 8% disagreement was reported. 15% expressed that they had no opinion on the issue.

93% of the alumni reported that as a result of the program, they had a deeper understanding of cross-cultural communication issues and problems. Only a total of 8% expressed disagreement.

33% strongly agreed that their ability to interact across cultures had improved. 48% expressed their agreement on the issue. 11% were unsure as to whether their ability to interact cross-culturally had improved. Only a total 8% disagreement was expressed.

Native Alumni Subgroup Results

Employment Upon Graduation

At the time of data collection, 75% of the native alumni were working in the ESL/EFL field. 25% were holding non ESL/EFL jobs. 50% of the native alumni reported that their first position after graduation was full time. The other 50% worked part time. Currently, 50% of the alumni are working full time; 38% part time. 13% omitted the question. Upon their graduation 38% of the native alumni continued their current employment at the time. None of them returned to their previous employers in their old or in new positions. 63% did not prefer any of the above options. Table 32 shows the employment choices native alumni members made after their graduation from the program.

Table 32

Native Alumni's Choice of Employment upon Graduation

Continued Current Employment in Current Position	38
Returned to Previous Employer in Previous Position	0
Returned to Previous Employer in New Position	0
None of the Above	63
Omit	0

After graduation the primary employer of the 25% of the native alumni were Ph.D. granting universities; elementary, intermediate, or secondary schools and

nonprofit agencies or institutions each employed 25% of the native alumni also. Four-year colleges or non-Ph.D. granting universities and business or industry formed the second largest employer group each with 13%.

Currently, the biggest employer is Ph.D. granting universities with 38%. This indicates a 13% increase compared with the native alumni's first positions. Four-year colleges or non-Ph.D. granting universities remain in the second place with 13%. A 12% decrease is observed in elementary, intermediate, or secondary schools, bringing it down to 13%. No native alumni member is currently working for non-profit agencies or institutions which employed 25% of the native alumni after they had graduated from the program. Likewise, no native alumni member reported working for the government, which was the primary employer of 13% of the native alumni following their graduation from the program. 13% of the native alumni reported that they were currently working other jobs. Another 13% indicated that they were pursuing further academic degrees. 13% unemployment is reported by native alumni members. Table 33 shows native alumni's primary employers in their first and current positions.

Table 33

Native Alumni's Primary Employer After Completing the Master's Program

	Percentage of Alumni	
	First Position	Current Position
Ph.D.-Granting University	25	38
Four -Year College or Non-Ph.D.-Granting University	13	13
Community College	0	0
Elementary, Intermediate, or Secondary School	25	13
Nonprofit Agency or Institution	25	0
Business or Industry	13	0
Government	0	0
Self -Employment or Private Practice	0	0
Other	0	13
Continuing Graduate or Professional Education	0	13
Not Employed	0	13
Omit	0	0

Upon graduation, all native alumni members choose teaching as their primary job activity. Currently, 75% are holding teaching jobs. 13% reported having other jobs. 13% omitted the question. No member of this subgroup works jobs with research or research and teaching emphasis. Table 34 shows the primary job activities of the native alumni.

Table 34

Native Alumni's Primary Job Activity After Completing the Master's Program

	Percentage of Alumni	
	First Position	Current Position
Research	0	0
Research and Teaching About Equally	0	0
Teaching	100	75
Administration or Management	0	0
Professional Service	0	0
Scientific or Technical Service	0	0
Further Study or Training	0	0
Other	0	13
Omit	0	13

Financial Benefits of the M.A. TESOL Degree to the Native Alumni

The annual income of the native alumni before they started the program shows that 75% of the native alumni were making less than $10,000. 13% were making $10,000-$14,999; another 13% were making $15,000-$19,999.

Significant positive changes are observed after the native alumni completed the program: the annual income of the subgroup members from their first job shows a 50% decrease in the “Less than $10,000” category, reducing it to 25%. A 25% increase is observed in the $10,000-$14,999 category, making it 38%. No change was reported in the $15,000-$19,999 category which remained at 13%. 13% of the native alumni reported that they made $25,000-$29,999 annually from their first jobs. However, the most significant change was in the “$50,000 or above” category; 13% reported making this amount from their first jobs.

As for current annual incomes, 38% reported making less than $10,000, indicating a negative 13% increase compared with the first jobs. 13% reported making $10,000-$14,999, bringing the number down to 25% from the previous 38%. 13% reported making $15,000-$19,999 which has remained unchanged in all three income periods. A positive 13% increase is observed in the $40,000-$49,999 category. 13% of the native alumni reported making $50,000 or above annually from their current jobs. 13% omitted the question. Even though the numbers change from one time period to another, it is clear that the overall change is for the positive and is obvious: before the M.A. degree 100% of the native alumni were making less than $20,000. This number was 76% in the native alumni’s first position. The current number is 64%. Table 35 shows the changes in the annual incomes of the native alumni.

Table 35

Changes in the Native Alumni's Income

	Percentage of Alumni		
	Before M.A TESOL Program	First Position After M.A	Current Position
Less than $10.000	75	25	38
$10.000-14.999	13	38	13
$15.000-19.999	13	13	13
$20.000-24.999	0	0	0
$25.000-29.999	0	13	0
$30.000-34.999	0	0	0
$35.000-39.999	0	0	0
$40.000-49.999	0	0	13
$50.000 and above	0	13	13
Omit	0	0	13

Use of the M.A. Training in the Professional Lives of the Native Alumni

All native alumni members expressed positive opinion in regard to whether they have been able to implement what they learned in the program: 25% strongly agreed. 75% agreement rate followed this. The subgroup members also reported that they had used the training they received to a great extent in their professional lives. Only 13% of the native alumni reported that they did not use the knowledge they acquired in their current position. Another 13% did not indicate to what extent they had used their M.A. training in their current positions since they omitted the question. Table 36 shows this information in detail.

Table 36

Extent to Which Training Received in Master's Program Was or Is Used by Native Alumni

	Percentage of Alumni	
	First Position	Current Position
Not at all	0	13
Some, but not much	13	0
Quite a bit	63	38
A great deal	25	38
Omit	0	13
Mean	3	3

Usefulness of the Courses to the Professional Needs of the Native Alumni

50% of the native alumni strongly agreed that the courses in the program provided them with useful skills for teaching. Another 50% agreed that this was the case. In regard to being capable of introducing methodological-curricular innovations of personal choice into teaching, another 50% strong agreement and 50% agreement were obtained.

88% of the native alumni agreed that the M.A. TESOL program gave them skills to design their own curricula. 13% strongly agreed.

Different responses were given to the question which asked whether the alumni were able to observe their own and others' teaching. 38% strongly agreed; 25% agreed that they could observe themselves' and others' teaching. 25% stated that they did not know whether or not they had the ability. 13% disagreed.

A total of 76% of the students agreed that the program gave them skills to diagnose skills to diagnose and treat their students' learning difficulties. 13% stated they were unable to make a judgment on the issue. Another 13% disagreed.

25% of the native alumni strongly agreed that the M.A. TESOL program gave them ways to create original teaching materials for their students. 38% agreed that they learned to create such material for their students. 25% were not sure. 13% disagreed that the program gave them ways to create their own materials.

Evaluation of the Courses by the Native Alumni

Of the core courses, 38% of the native alumni found "TESL/TEFL Methodology" most useful. Two other courses followed this with 13% each. Those courses were "Topics in ESL Pedagogy" and "Cross-Cultural Communication." 38% omitted the question.

Two core courses, each having 25% of the alumni vote, were considered least useful. These courses were "Observation of English Teaching" and "ESL Materials and Media." 13% found "American English Grammar" least useful. 38% omitted the question. Table 37 summarizes the native alumni's evaluation of the core courses.

Table 37

Native Alumni's Evaluation of the Usefulness of the Core Courses

	Percentage of Alumni	
	Most Useful	Least Useful
Topics in ESL Pedagogy	13	0
American English Grammar	0	13
Observation of English Teaching	0	25
TESL/TEFL Methodology	38	0
ESL Materials and Media	0	25
Cross-Cultural Communication	13	0
Internship in TESL/TEFL	0	0
Omit	38	38

Among the program electives, 38% of the native alumni found "Second Language Acquisition" most useful. "Linguistics and the English Teacher" and "Teaching Basic Writing" were also considered most useful, each having 13% of the native alumni's vote. 38% omitted the question.

Two program electives "Linguistics and the English Teacher" and "Psycholinguistics" were considered least useful by the native alumni. Each had 25% of the native alumni's vote. "Teaching Basic Writing" was also considered least useful by

13% of the subgroup members. 39% omitted the question. Table 38 presents a summary of the native alumni's evaluation of the program electives.

Table 38

Native Alumni's Evaluation of the Usefulness of the Elective Courses

	Percentage of Alumni	
	Most Useful	Least Useful
Linguistics and the English Teacher	13	25
Psycholinguistics	0	25
Sociolinguistics	0	0
Teaching Basic Writing	13	13
College Reading Theory	0	0
Second Language Acquisition	38	0
Omit	38	38

Professional Productivity of the Native Alumni

The number of the native alumni who stated that they remained active in their profession in addition to teaching was not high. 25% strongly agreed that they were active. 13% agreement followed this. 50% expressed disagreement which was followed by a 13% strong disagreement. Tables 39 and 40 report the professional productivity and scholarly presentations of the native alumni in detail.

Table 39

Native Alumni's Professional Productivity in the Last Five Years

	Percentage of Alumni										
Number in Last Five Years	0	1-2	3-5	6-10	11-15	16-25	26-50	51-75	76+	Omit	Mean
Prof. Articles, Chapters in Books	38	25	13	0	0	0	0	0	0	25	1
Authored or Edited Books	63	0	0	0	0	0	0	0	0	38	0
Monographs/Manuals/ Scholarly Reviews	50	13	0	0	0	0	0	0	0	38	0
Exhibits/Performance or Creative Work	38	0	0	0	0	0	0	0	0	63	0
Conference or Work-shop Presentations	25	13	13	0	0	0	13	0	0	38	8

Table 40

Number of Scholarly Presentations Made by the Native Alumni in the Past Two Years

	Percentage Of Alumni							
Number of Scholarly Presentations in Past Two Years	None	1	2	3-4	5-6	7+	Omit	Mean
At State, Regional, or National Professional Meetings	38	0	13	0	0	13	38	7
At Scholarly Colloquia or As a Visiting Professor	38	0	13	13	0	0	38	1

Perspectives of the Native Alumni on Other Aspects of the Program

38% of the native alumni expressed their strong agreement that the program provided them sufficient opportunity to teach. 38% agreed. 25% expressed strong disagreement.

50% strongly agreed that there were models of good teaching in the program. 38% agreed on the subject. 13% expressed lack of opinion.

63% strongly agreed that their ideas about language teaching continued to evolve; 25% agreed. 13% were unable to make a judgment.

63% strongly agreed that they had a deeper understanding of cross-cultural communication issues and problems because of the program courses. 38% agreed that they had the same understanding.

In terms of having the ability to interact across cultures, 38% expressed strong agreement. 50% agreement followed this. 13% of the native alumni were not able to make a judgment.

Non-Native Alumni Subgroup Results

Employment upon Graduation

53% of the non-native alumni reported that they were currently working in the ESL/EFL field; 47% indicated that they were working in other fields. After completing the program, 71% of the non-native alumni found full time jobs; 18% worked part time. 12% omitted the question. Currently, full time employment rate is 71%. A 6% increase is observed in part time jobs, raising it 24%. 6% omitted the question.

After completing their degrees, 18% of the non-native alumni continued their current employment in their then current position. 12% returned to their previous employers in their previous positions. 6% returned to their previous employers in new

positions. 53% chose none of these as options. 12% omitted the questions. Table 41 shows non-native alumni's employment choices after completing their master's degree.

Table 41

Non-Native Alumni's Choice of Employment upon Graduation

Continued Current Employment in Current Position	18
Returned to Previous Employer in Previous Position	12
Returned to Previous Employer in New Position	6
None of the Above	53
Omit	12

The primary employer of 41% of the non-native alumni after they completed their degrees was four-year colleges or non Ph.D.-granting universities. Ph.D.-granting universities were second with 18%. Elementary, intermediate, or secondary schools and business or industry were also primary employers of the non-native alumni, each with 12%. Government was the primary employer of 6%. 12% omitted the question.

Currently, four-year colleges or non Ph.D.-granting universities are still the biggest primary employer with 29% even though this refers to a 12% decrease compared with the first positions of the non-native alumni. Ph.D.-granting universities and business or industry are the second biggest primary employers, each with 24%. This is a 6% increase in the number of Ph.D.-granting universities. The increase in business or industry is 100% since the hiring rate of the non-native alumni by business or industry

was 12% in their first positions. Elementary, intermediate, or secondary schools are currently the third biggest employer with 12%, remaining unchanged. Government continues to occupy the fourth place with 6% which has also remained unchanged. 6% of the non-native alumni omitted the question. Unlike the native alumni group no unemployment was reported. Another difference was that no non-native alumni member reported doing further academic degrees at the time of data collection. Table 42 presents the primary employers of the non-native in their first and current positions.

Table 42

Non-Native Alumni's Primary Employer After Completing the Master's Program

	Percentage of Alumni	
	First Position	Current Position
Ph.D.-Granting University	18	24
Four -Year College or Non-Ph.D.-Granting University	41	29
Community College	0	0
Elementary, Intermediate, or Secondary School	12	12
Nonprofit Agency or Institution	0	0
Business or Industry	12	24
Government	6	6
Self -Employment or Private Practice	0	0
Other	0	0
Continuing Graduate or Professional Education	0	0
Not Employed	0	0
Omit	12	6

The primary job activity of 71% of the non-native alumni was teaching in their first position. 12% stated that they were engaged in professional service. 6% did research and teaching about equally. Another 6% held administration or management positions. 6% omitted the question.

Currently, teaching is still the primary job activity of 47% of the non-native alumni. This is a 24% decrease from their initial position. Administration and management is the primary job activity of 12% of the subgroup members. 12% reported holding other jobs. Another 12% indicated that they were pursuing further academic study or training. Professional service is the primary job activity of 6%. This refers to a 6% decrease as far as first positions are concerned. Research is 6% of the non-native alumni's primary job activity, so is research and teaching about equally. The latter two have not been the choice of the native alumni either in their first or current positions. Table 43 presents the primary job activities of the alumni after graduation.

Table 43

Non-Native Alumni's Primary Job Activity After Completing the Master's Program

	Percentage of Alumni	
	First Position	Current Position
Research	0	6
Research and Teaching About Equally	6	6
Teaching	71	47
Administration or Management	6	12
Professional Service	12	6
Scientific or Technical Service	0	0
Further Study or Training	0	12
Other	0	12
Omit	6	0

Financial Benefits of the M.A. TESOL Degree to the Non-Native Alumni

59% of the non-native alumni were making less than $10,000 annually before they had started the program. 18% reported making $10,000-$14,999. 6% were making $15,000-$19,999. Another 6% were making $20,000-24,999. The percentage of the non-native alumni members who were making $30,000-$34,999 was 6. 6% omitted the question.

An obvious change for the better is observed when the annual incomes of the subgroup members after their graduation from the program are considered. The number

of the non-native alumni who made less than $10,000 was down to 24%, which is a 35% decrease. 17% increase is observed in the $10,000-$14,999 category, making it 35%. No change is observed in the $15,000-$19,999 category. The number of the non-native alumni in the $20,000-$24,999 category goes up from 6% to 12%. 12% of the subgroup members reported making $25,000-$29,999. 6% reported having an annual income of $30,000-$34,999. 6% omitted the question.

Current annual income of the non-native alumni shows more improvement in their financial status. Although 24% reported making less than $10,000, changes in other figures show increase. A 6% decrease is observed ion the $10,000-$14,999 category bringing it down to 29% from the previous 35%. An identical decrease is observed in the $25,000-$29,999 category. These decreases are indirect signs of improvement in the financial status of the non-native alumni. Increases are observed as in the $20,000-$24,999 category by 6%, making it 18%. Another 6% increase is seen in the $35,000-$39,999 category. 6% omitted the question. Table 44 shows the changes in the non-native alumni's income.

Table 44

Changes in the Non-Native Alumni's Income

	Percentage of Alumni		
	Before M.A TESOL Program	First Position After M.A	Current Position
Less than $10,000	59	24	24
$10,000-14,999	18	35	29
$15,000-19,999	6	6	6
$20,000-24,999	6	12	18
$25,000-29,999	0	12	6
$30,000-34,999	6	6	6
$35,000-39,999	0	0	6
$40,000-49,999	0	0	0
$50,000 and above	0	0	0
Omit	6	6	6

It must be noted that some non-native alumni members, those who returned to their native countries, had to convert their annual income from their domestic monetary units into U.S dollars which can have a high exchange value. Therefore, even though the numbers may not look that impressive, there is little doubt that they provide a comfortable living in the cases of some non-native alumni.

Use of the M.A. Training in the Professional Lives of the Non-Native Alumni

24% of the non-native alumni strongly agreed that they were able to implement much of what they had learned from the program; 41% agreed. 12% expressed their lack

of opinion. 18% disagreed. The members of this subgroup reported that they used the training they had received in the program to various extents in their first and current positions as table 45 shows.

Table 45

Extent to Which Training Received in Master's Program Was or Is Used by Non-Native Alumni

	Percentage of Alumni	
	First Position	Current Position
Not at all	0	0
Some, but not much	24	24
Quite a bit	35	53
A great deal	35	24
Omit	6	0
Mean	3	3

Usefulness of the Courses to the Professional Needs of the Non-Native Alumni

29% of the non-native alumni strongly agreed that the M.A. TESOL program provided them with useful skills for teaching. 47% agreement followed this. 6% were unsure. 12% reported disagreement. 6% strong disagreement was also reported.

29% strong agreement was reported by the non-native alumni members as a response to the question that asked whether they were capable of introducing methodological-curricular innovations they liked into their teaching. 47% agreed that they were capable of doing so after they graduated from the program. 24%, which is highly significant, reported that they were not certain whether or not they had the ability.

Non-native alumni members expressed a high rate of positive opinion in response to the question which asked whether the program gave them skills to design their own curricula; there was a 35% strong agreement and 47% agreement. 12% disagreement was reported. 6% expressed strong disagreement.

76% of the non-native alumni reported that they had the ability to systematically observe their own and others' teaching; 35% of these expressed strong agreement, 41% agreement. 24% were unsure.

18% strongly agreed that the M.A. TESOL program gave them skills to diagnose and treat their students' learning difficulties. 59% agreement rate followed this. 6% did not know whether they had the necessary skills. 12% disagreed; 6% strong disagreement followed this.

Positive responses were obtained in response to the question that asked whether the non-native alumni believed that the M.A. TESOL program gave them ways to create original teaching materials for their students. 35% expressed strong agreement; 41% agreement. 6% were unsure. 12% disagreed. 6% strongly disagreed.

Evaluation of the Courses by the Non-Native Alumni

Among the core courses, like the native alumni members, non-native alumni members found "TESL/TEFL Methodology" most useful with 41%. "Observation of English Teaching" followed this with 18%; none of the native alumni found this course most useful. 12% found "ESL Materials and Media" as most useful which also shows a difference of opinion between the two subgroups; this is another course that none of the native alumni found most useful. 6% believed that "Topics in ESL Pedagogy" was most useful. Another 6% expressed the same opinion for "Internship in TESL/TEFL." 18% omitted the question.

Non-native alumni members responded to the question that asked which one of the core courses they found least useful as follows: 59% found "American English Grammar" least useful. This is a sharp contrast between the two subgroups because only 13% of the native alumni found it least useful. The difference of opinion could be due to the fact that non-native alumni learned English by studying its structural aspects into its minute detail which is the overall subject matter of this course. "Topics in ESL Pedagogy" and "Internship in TEFL/TESL" were found least useful, each with 12%. 6% found "ESL Materials and Media" least useful.12% omitted the question. Table 46 shows non-native alumni's evaluation of the usefulness of the core courses.

Table 46

Non-Native Alumni's Evaluation of the Usefulness of the Core Courses

	Percentage of Alumni	
	Most Useful	Least Useful
Topics in ESL Pedagogy	6	12
American English Grammar	0	59
Observation of English Teaching	18	0
TESL/TEFL Methodology	41	0
ESL Materials and Media	12	6
Cross-Cultural Communication	0	0
Internship in TESL/TEFL	6	12
Omit	18	12

As for program electives, 41% found "Second Language Acquisition" most useful. This course was also found most useful by a sizable number of the native alumni. "Psycholinguistics", "Teaching Basic Writing", and ""College Reading Theory" were considered most useful by the non-native alumni, each with 12% agreement rate. 24% omitted the question.

Least useful program electives according to the non-native alumni are "Psycholinguistics" and "Sociolinguistics", each with 18%. Then come "Linguistics and the English Teacher", "Teaching Basic Writing", and "Second Language Acquisition", with 12% each. 6% found "College Reading Theory" least useful. 24% omitted the

question. Table 47 presents the non-native alumni's evaluation of the usefulness of the program electives.

Table 47

Non-Native Alumni's Evaluation of the Usefulness of the Elective Courses

	Percentage of Alumni	
	Most Useful	Least Useful
Linguistics and the English Teacher	0	12
Psycholinguistics	12	18
Sociolinguistics	0	18
Teaching Basic Writing	12	12
College Reading Theory	12	6
Second Language Acquisition	41	12
Omit	24	24

Professional Productivity of the Non-Native Alumni

The subgroup members' responses show that 24% of the non-native alumni strongly agreed that they remained active in their profession aside from teaching. This is only 1% less than the native alumni. However, this was followed by a 47% agreement which is significantly higher than the native alumni's 13%. 6% of the non-native alumni reported that they were unable to form an opinion on the subject. 18% disagreement was expressed. This is significantly lower than the native alumni's 50% disagreement. 6% of the non-native alumni expressed strong disagreement which is also lower than the 13%

of the native alumni. Table 48 and 49 show non-native alumni's professional productivity and scholarly presentations in detail.

Table 48

Non-Native Alumni's Professional Productivity in the Last Five Years

	Percentage of Alumni									
Number in Last Five Years	0	1-2	3-5	6-10	11-15	16-25	26-50	51-75	76+	Omit	Mean
Prof. Articles, Chapters in Books	41	18	18	0	0	0	0	0	0	24	1
Authored or Edited Books	47	12	0	0	0	0	0	0	0	41	0
Monographs/Manuals/ Scholarly Reviews	47	0	6	12	0	0	0	0	0	35	1
Exhibits/Performance or Creative Work	47	0	12	0	0	0	0	0	0	41	1
Conference or Work-shop Presentations	35	24	12	0	0	0	0	0	0	29	1

Table 49

Number of Scholarly Presentations Made by the Non-Native Alumni in the Past Two Years

	Percentage Of Alumni							
Number of Scholarly Presentations in Past Two Years	None	1	2	3-4	5-6	7+	Omit	Mean
At State, Regional, or National Professional Meetings	47	18	6	0	0	0	29	0
At Scholarly Colloquia or As a Visiting Professor	47	18	0	0	0	0	35	0

Perspectives of the Non-Native Alumni on Other Aspects of the Program

Non-native alumni members responded to the question which asked whether the M.A. TESOL program provided them with sufficient opportunity to teach as follows: 29% strong agreement; 47% agreement; 6% disagreement; 12% strong disagreement. 6% were unsure.

12% of the non-native alumni strongly agreed that there were models of good teaching in the M.A. TESOL program. This is significantly lower than the 50% strong agreement expressed by the native alumni on the subject. 65% agreed that there were models of good teaching. 6% were not able to make a judgment on the subject. 12% disagreed. 6% strong disagreement followed this.

41% of the non-native alumni strongly agreed that their ideas about language teaching continued to evolve as a result of the training they received in the program. This is 22% lower than the 63% strong agreement reported by the native alumni. 35% agreed that their ideas about language teaching continued to evolve. 18% were unsure. 6% disagreed.

53% of the non-native alumni strongly agreed that as a result of the M.A. TESOL program, they had a deeper understanding of cross-cultural communication issues and problems. 41% agreed. Only 6% strong disagreement was reported.

29% strongly agreed that as a result of the M.A. TESOL program. Their ability to interact across cultures had improved. 53% agreement rate followed this. 12% were not able to make a judgment. 6% strongly disagreed.

CHAPTER VI

PRESENTATION OF GPSA QUESTIONNAIRE RESULTS

This study aims at obtaining the perceptions of insiders in doing program evaluation so that the results will reflect what the true impressions of those parties are and will thus form the rationale to justify improvements and changes that will be decided upon for the betterment of the program. To achieve that goal, part of the evaluation was done by using the GPSA questionnaires and qualitative interviews with the students. The GPSA questionnaires were administered in order to capture the perceptions of the faculty, students, and alumni on the quality-related characteristics of the program in order to identify the similarities and differences of opinion. The qualitative interviews were conducted with students in order to obtain their perspectives on issues which were not covered in the GPSA questionnaires. The results of the GPSA questionnaires and qualitative interviews which form the part of the evaluation will be presented in two chapters.

In this chapter the perceptions of all insiders, i.e., faculty, students and alumni, on each program area which were captured through the GPSA questionnaires will be presented. The chapter will begin with the summary of the overall results of

the GPSA questionnaires given in Table 50. The table allows readers an easy comparison of the responses given by faculty, students, and alumni.

Following the summary of the overall results of the program, each of the sixteen scales or composite indicators will be presented in separate sections. Each section will start with the description of the results of each group's responses. A table that provides a visual summary of each scale will come next. Each section will then continue with the description of the individual items that form that particular scale and the group/s' responses to those.

In the presentation of the scales and the group/s' responses, first the responses to the scales which appear in all three questionnaires will be presented. Next, the responses to the scales which appear in two questionnaires, i.e., student and alumni questionnaires will be presented. This will be followed by the presentation of the scales that appear only in single group questionnaires. Lastly, the chapter will present an examination of the responses by individual groups and their subgroups. The results will be examined again in chapter VIII when they will be discussed for the purpose of making an assessment of the strengths of the program and identify the areas in which improvement is necessary so that suggestions will be made.

In order to express the similarities and differences in the perceptions of each group on the quality-related characteristics of the program, quantification of their perceptions was necessary. For that reason, the mean score for each scale was obtained. Mean scores in the GPSA questionnaires were based on a four-point scale: The four points were (1) poor, (2) fair, (3) good, and (4) excellent. This means that the higher the mean score of a scale the better its quality. According to Clark (1976),

mean scores of 3.00 and above, for majority of programs are “very good”. A mean score below 3.00 may be a signal for attention for some programs. In addition to the mean scores of individual group/s in each scale, for scales that report the results of more than one group, the average of those groups’ mean scores will also be given to present the overall mean.

Standard deviation was also obtained for each scale. Woolfolk (1998) defines standard deviation as “a measure of how widely scores vary from the mean. The larger the standard deviation, the more spread out the scores in the distribution. The smaller the standard deviation, the more the scores are clustered around the mean” (p.524).

Summary of the Overall Results

As mentioned above, the overall results will be presented under sixteen scales or composite indicators. They are (1) Environment for Learning, (2) Scholarly Excellence, (3) Quality of Teaching, (4) Faculty Concern for Students, (5) Curriculum, (6) Departmental Procedures, (7) Available Resources, (8) Student Satisfaction with Program, (9) Assistantship and Internship Experiences, (10) Resource Accessibility, (11) Employment Assistance, (12) Faculty Work Environment, (13) Faculty Program Involvement, (14) Faculty Research Activities, (15) Faculty Professional Activities, (16) Student Accomplishments in the Last Twelve Months

As was mentioned in chapter III, scales 1, 2, 3, 4, 5, 6, and 7 are found in all three questionnaires. Scales 8 and 9 appear in student and alumni questionnaires.

Scales 12, 13, 14, and 15 are found in faculty questionnaires. Scales 10 and 16 appear in student questionnaires. Scale 11 is found in alumni questionnaires.

Table 50

Insiders' Ratings of the Quality-Related Characteristics of the M.A Program

Scale Number and Description	Faculty	Students	Alumni
1. Environment for Learning	3.00	3.36	3.32
2. Scholarly Excellence	3.10	3.30	3.30
3. Quality of Teaching	3.35	3.28	3.27
4. Faculty Concern for Students	3.05	3.17	3.18
5. Curriculum	2.83	2.71	2.92
6. Departmental Procedures	2.65	2.88	2.67
7. Available Resources	2.17	2.71	2.68
8. Student Satisfaction with Program		3.32	3.40
9. Assistantship and Internship Experiences			2.77
10. Resource Accessibility		2.38	
11. Employment Assistance			1.70
12. Faculty Work Environment	2.87		
13. Faculty Program Involvement	2.30*		
14. Faculty Research Activities	33%**		
15. Faculty Professional Activities	48%**		
16. Student Accomplishments in the Last Twelve Months		37%**	

* Highest percentage for this scale is 3.00.
** Percentage of "Yes" answers

This quick glance shows that in some scales, the mean scores by one or more groups are below 3. These groups and their mean scores are:

1. Faculty, student, and alumni ratings of the curriculum which are (M= 2.83), (M= 2.71), and (M= 2.92) respectively. (Scale 5)
2. Faculty, student, and alumni ratings of the departmental procedures which are (M= 2.65), (M= 2.88), and (M= 2.67) respectively. (Scale 6)

3. Faculty, student, and alumni ratings of available resources which are (M= 2.17), (M= 2.71), and (M= 2.68) respectively. (Scale 7)
4. Alumni rating of assistantship and internship experiences which is (M= 2.77). (Scale 9)
5. Student rating of resource accessibility which is (M= 2.38). (Scale 10)
6. Alumni rating of employment assistance which is (M= 1.70). (Scale 11)
7. Faculty rating of faculty work environment which is (M= 2.87). (Scale 12)
8. Faculty rating of faculty program involvement which is (M= 2.30). (Scale 13)

Even though these scales have a mean score of less than 3.00, a close analysis of the individual items in each scale will reveal that not all of them are factors that primarily affect the quality of education given in the program.

Presentation of the Results

Scale 1. Environment for Learning: Faculty, Student, and Alumni Perceptions

The mean faculty rating of the learning environment was (M= 3.00). The mean scores of the students and the alumni were “very good”: students (M= 3.36) and alumni (M= 3.32). The average of the three groups’ mean scores is (M= 3.22) which was also “very good”. The standard deviations for the three groups were 0.32, 0.36, and 0.47 respectively. Table 51 summarizes this information.

Table 51

Responses of All Groups to Environment for Learning

Group Name	Number of Participants	Mean Score	Standard Deviation
Faculty	5	3.00	0.32
Students	10	3.36	0.36
Alumni	27	3.32	0.47

Responses to Individual Items in This Scale

There were five individual items related to the Environment for Learning in all three questionnaires. Each item was followed by four choices from among which the respondents had to choose one. The choices were (1) disagree strongly, (2) disagree with reservations, (3) agree with reservations, and (4) agree strongly. The individual items in this scale and the responses of all groups are as follows:

Item 1. Different scholarly points of view are encouraged. The mean scores of the faculty group was below 3.00 (M= 2.80). The mean scores of the student group was (M= 3.30), and the alumni group was (M= 3.26). However, the average of the mean scores was (M= 3.12) which was “very good”. 40% of the students and 37% of the alumni agreed strongly, while 80% of the faculty, 50% of the students, and 52% of the alumni agreed with reservations. 20% of the faculty, 10% of the students, and 11% of the alumni disagreed with reservations.

Item 2. The department has a humane environment characterized by mutual respect between students and professors. The mean scores of all three groups were above 3.00 which was “very good”: faculty (M= 3.20), students (M= 3.70), and alumni (M= 3.63). The average of the mean scores was (M= 3.51) which was also “very good”. 20% of the faculty, 70% of the students, and 67% of the alumni agreed

strongly, while 80% of the faculty, 30% of the students, and 30% of the alumni agreed with reservations. 4% of the alumni disagreed with reservations.

Item 3. Master's students tend to support and help each other meet the academic demands of the program. The mean scores of all three groups were above 3.00 which was "very good": faculty (M= 3.40), students (M= 3.30), and alumni (M= 3.31). The average of the mean scores was (M= 3.33) which was also "very good". 40% of the faculty, 30% of the students, and 48% of the alumni agreed strongly, while 60% of the faculty, 70% of the students, and 30% of the alumni agreed with reservations. 19% of the alumni disagreed with reservations. 4% of the alumni omitted the statement.

Item 4. Members of the department work together to achieve program goals. Faculty mean score was below 3.00 (M= 2.80). Student and alumni mean scores were (M= 3.30) and (M= 3.19) respectively. The average of the mean scores, however, was (M= 3.09) which was "very good". 30% of the students and 33% of the alumni agreed strongly, while 80% of the faculty, 70% of the students, and 48% of the alumni agreed with reservations. 20% of the faculty and 15% of the alumni disagreed with reservations.

Item 5. The department is receptive to new ideas and ways of doing things. Faculty mean score was again below 3.00 (M= 2.80). Student and alumni mean scores were above 3.00: students (M= 3.20) and alumni (M= 3.22). However, the average of the mean scores was (M= 3.07) which was "very good". 20% of the

faculty, 30% of the students, and 37% of the alumni agreed strongly. 40% of the faculty, 60% of the students, and 48% of the alumni agreed with reservations. The percentage of the faculty that disagreed with reservations was 40%. 10% of the students and 15% of the alumni also disagreed with reservations.

Scale 2. Scholarly Excellence: Faculty, Student, and Alumni Perceptions

For all three groups the mean score was above 3.00 which was "very good". Mean scores of the groups were faculty (M=3.10), students (M=3.30), and alumni (M=3.30). The average of the three groups' mean scores was (M= 3.23) which was also "very good". The standard deviations for the three groups were 0.35, 0.53, and 0.39 respectively. Table 52 summarizes this information.

Table 52

Responses of All Groups to Scholarly Excellence

Group Name	Number of Participants	Mean Score	Standard Deviation
Faculty	5	3.10	0.35
Students	10	3.30	0.53
Alumni	27	3.30	0.39

Responses to Individual Items in This Scale

There were six individual items related to Scholarly Excellence in all three questionnaires. Depending on the response format, each item was followed by four choices which were either (1) disagree strongly, (2) disagree with reservations, (3) agree with reservations, and (4) agree strongly, or (1) poor, (2) fair, (3) good, and (4) excellent. The individual items in this scale and the responses of all groups are as follows:

Item 1. Master's students work hard to meet the demands of the program. The mean scores of all three groups were 3.00 and above which was "very good". The faculty mean score was (M=3.00); students' mean score was (M=3.60); alumni mean score was (M=3.52). The average of the mean scores was (M=3.37) which was also "very good". The majority in all groups responded positively to this item.70% of the students, 59% of the alumni, and 20% of the faculty agreed strongly. 60% of the faculty, 20% of the students, and 33% of the alumni agreed with reservations. 20% of the faculty, 10% of the students, and 7% of the alumni disagreed with reservations.

Item 2. The department is an intellectually stimulating place for master's students. The mean scores of all three groups were 3.00 and above which was "very good". The faculty mean score was (M=3.00); students' mean score was (M=3.60); alumni mean score was (M=3.52). The average of the mean scores was (M=3.37) which was also "very good". Again the majority of all groups responded positively to this item. 70% of the students, 59% of the alumni, and 20% of the faculty agreed strongly. 60% of the faculty, 33% of the alumni, and 20% of the students agreed with reservations. The percentage of disagreement with reservations was 20% for the faculty, 10% for the students, and 7% for the alumni.

Item 3. Most courses that count toward master's degree are open only to graduate students. The mean scores of all three groups were above 3.00 which was "very good". The faculty mean score was the highest (M=3.80), followed by the alumni mean score (M=3.32), followed by the student mean score (M=3.10). The average of the mean scores was (M=3.40) which was also "very good". The percentage of strong agreement was 80% for the faculty, 50% for the students, and

48% for the alumni. 20% of the faculty, 30% of the students, and 30% of the alumni agreed with reservations. 11% of the alumni disagreed with reservations. Strong disagreement was expressed by 20% of the students and 4% of the alumni.

Item 4. Intellectual environment. The mean scores of the faculty and students were below 3.00: the scores were (M=2.60) and (M=2.90) respectively. The alumni mean score was above 3.00 (M=3.19). The average of the mean scores was (M=2.89). 20% of the students and 26% of the alumni said the intellectual environment in the program was excellent. 60% of the faculty, 50% of the students, and 67% of the alumni said it was good. 40% of the faculty, 30% of the students, and 7% of the alumni said it was fair.

Item 5. Scholarly and professional competence of the graduate faculty in the program/department. The mean scores of all three groups were above 3.00 which was "very good". The faculty mean score was the highest (M=3.60), followed by the students' mean score (M=3.40). The alumni mean score was (M=3.37). The average of the mean scores was (M=3.45) which was also "very good". 60% of the faculty, 50% of the students, and 44% of the alumni said the scholarly and professional competence of the graduate faculty in the program was excellent, while 40% of the faculty, 40% of the students, and 48% of the alumni said it was good. 10% of the students and 7% of the alumni said it was fair.

Item 6. Scholarly and professional promise of master's students in the program/department. The mean scores of the faculty and alumni were below 3.00 which were (M=2.60) and (M=2.85) respectively. The students' mean score was (M=3.19). The average of the mean scores was (M=2.90). No faculty member said

the scholarly and professional promise of M.A students in the program was excellent. Only 20% of the students and 15% of the alumni said it was excellent. 60% of the faculty, 60% of the students, and 56% of the alumni said it was good. 40% of the faculty and 22% of the alumni said it was fair. 4% of the alumni said it was poor. 20% of the students and 4% of the alumni omitted the statement.

Scale 3. Quality of Teaching: Faculty, Student, and Alumni Perceptions

The mean scores of all three groups were above 3.00 which was "very good". The mean score of the faculty was the highest (M= 3.35). The mean score of the students was the second highest (M=3.28), followed by the alumni mean score (M=3.27) The average of the three groups' mean scores is (M= 3.30) which was also "very good". The standard deviations of the faculty, student, and alumni groups were 0.72, 0.61, and 0.48 respectively. Table 53 summarizes this information.

Table 53

Responses of All Groups to Quality of Teaching

Group Name	Number of Participants	Mean Score	Standard Deviation
Faculty	5	3.35	0.72
Students	10	3.28	0.61
Alumni	27	3.27	0.48

Responses to Individual Items in This Scale

There were six individual items related to Quality of Teaching in the faculty questionnaire and six items in the student and alumni questionnaires. Depending on the response format each item was followed by four choices which were either (1) disagree strongly, (2) disagree with reservations, (3) agree with reservations, and (4)

agree strongly, or (1) poor, (2) fair, (3) good, and (4) excellent. The individual items in this scale and the responses of all groups are as follows:

Item 1. Faculty members carefully prepare for their master's level courses. The mean scores of all groups were above 3.00 which was "very good". The scores were faculty (M=3.60), students (M=3.20), and alumni (M=3.41). The average of the mean scores was (M=3.40) which was also "very good". 60% of the faculty, 40% of the students, and 48% of the alumni strongly agreed. 40% of the faculty, 40% of the students, and 48% of the alumni agreed with reservations. 20% of the students disagreed with reservations, and 4% of the alumni disagreed strongly.

Item 2. Evaluation procedures used in graduate courses (e.g. grading, papers). The faculty mean score was below 3.00 (M=2.80). The student and alumni mean scores were (M=3.20) and (M=3.22) respectively. However, the average of the mean scores was (M=3.07) which was "very good". 20% of the faculty, 40% of the students, and 33% of the alumni said the evaluation procedures used in graduate courses were excellent. 60% of the faculty, 50% of the students, and 56% of the alumni said the evaluation procedures were good. 11% of the alumni said they were fair while 20% of the faculty and 10% of the students said they were poor.

Item 3. Teaching methods used in graduate courses (e.g. lectures, seminars, audiovisual aids). The means scores of the faculty, students, and alumni were (M=3.40), (M=3.20), and (M=3.22) respectively which was "very good". The average of the mean scores of all groups was (M=3.27) which was also "very good". 60% of the faculty, 50% of the students, and 37% of the alumni said the teaching methods used in graduate courses were excellent. 20% of the faculty, 20% of the

students, and 48% of the alumni said they were good, while 20% of the faculty, 30% of the students, and 15% of the alumni said they were fair.

Item 4.Useful faculty criticism of your work (student and alumni questionnaires only). The mean score of the students was (M=3.33), followed the alumni (M=2.93). The average of the mean scores, however, was (M=3.13) which was "very good". 40% of the students and 19% of the alumni said faculty criticism of their work was excellent. 40% of the students and 59% of the alumni said it was good. 10% of the students and 19% of the alumni said it was fair, while 4% of the alumni said it was poor. 10% of the students omitted the statement.

Item 5. Faculty helpfulness in dealing with classwork (student and alumni questionnaires only). The mean score for both groups was (M=3.30) which was "very good". The average of the mean scores was also (M=3.30) which was "very good" as well. 40% of the students and 41% of the alumni said faculty helpfulness in dealing with classwork was excellent. 50% of the students and 48% of the alumni said it was good. 10% of the students and 11% of the alumni said it was fair.

Item 6. Faculty awareness of new developments in the field. The mean scores of all three groups were above 3.00 which was "very good". The mean score of the faculty was (M=3.60), of the students was (M=3.50), and of the alumni was (M=3.56). The average of the mean scores was (M=3.55) which was also "very good". 60% of the faculty, 70% of the students, and 63% of the alumni said faculty awareness of new developments in the field was excellent. 40% of the faculty, 20% of the students, and 30% of the alumni said it was good. 7% of the alumni said it was fair. 10% of the students said it was poor.

Scale 4. Faculty Concern for Students: Faculty, Student, and Alumni Perceptions

The mean scores for all three groups were above 3.00 which was "very good". The mean score of the faculty was (M=3.05). The mean score was (M=3.17) for the students and (M=3.18) for the alumni. The average of the three groups' mean scores was (M= 3.13) which was also "very good". The standard deviations of the faculty, student, and alumni groups were 0.33, 0.55, and 0.56 respectively. Table 54 summarizes this information.

Table 54

Responses of All Groups to Faculty Concern for Students

Group Name	Number of Participants	Mean Score	Standard Deviation
Faculty	5	3.05	0.33
Students	10	3.17	0.55
Alumni	27	3.18	0.56

Responses to Individual Items in This Scale

There were four individual items related to Faculty Concern for Students in all three questionnaires. Depending on the response format each item was followed by four choices which were either (1) disagree strongly, (2) disagree with reservations, (3) agree with reservations, and (4) agree strongly, or (1) poor, (2) fair, (3) good, and (4) excellent. The individual items in this scale and the responses of all groups are as follows:

Item 1. Faculty members are genuinely interested in the welfare and professional development of master's students. The mean scores of all three groups was above 3.00 which was "very good". The mean scores of both the faculty and the students were (M=3.60). The mean score of the alumni was (M=3.30). The average

of the mean scores was (M=3.50) which was also “very good”. 60% of the faculty, 70% of the students, and 44% of the alumni strongly agreed. 40% of the faculty, 20% of the students, and 44% of the alumni agreed with reservations. 10% of the students and 7% of the alumni disagreed with reservations while 4% of the alumni disagreed strongly.

Item 2. There is good communication between faculty and master’s students regarding student needs, concerns, and suggestions. The mean score of the faculty was below 3.00 (M=2.60). The mean scores of the students and the alumni were (M=3.30) and (M=3.26) respectively. Although the faculty mean score was below 3.00, the average of the mean scores was (M=3.05) which was “very good”. None of the faculty members strongly agreed that the communication between the two parties was good. 50% of the students and 41% of the alumni strongly agreed. 60% of the faculty, 30% of the students, and 44% of the alumni agreed with reservations. There was considerable amount of disagreement expressed by faculty members; 40% of the faculty, 20% of the students, and 15% of the alumni disagreed with reservations.

Item 3. There are many opportunities outside the classroom for interaction between master’s students and faculty. The mean scores of all three groups were below 3.00: faculty (M=2.80), students (M=2.60), and alumni (M=2.93). The average of the mean scores was (M= 2.77). The only strong agreement came from the alumni group with 26%. 80% of the faculty, 70% of the students, and 41% of the alumni agreed with reservations. There was disagreement expressed by all three

groups: 20% of the faculty, 20% of the students, and 33% of the alumni disagreed with reservations. 10% of the students disagreed strongly.

Item 4. Accessibility of faculty members to master's students in the program. The mean scores of all three groups were above 3.00 which was "very good". Both the faculty and the student mean score were (M=3.20). The alumni mean score was (M=3.22). The average of the mean scores was (M=3.20) which was also "very good". 20% of the faculty, 30% of the students, and 37% of the alumni said the accessibility of faculty members to master's students was excellent. 80% of the faculty, 60% of the students, and 52% of the alumni said it was good. 10% of the students and 7% of the alumni said it was fair, while 7% of the alumni said it was poor.

Scale 5. Curriculum: Faculty, Student, and Alumni Perceptions

The mean scores of all three groups were below 3.00. The highest of the mean scores was that of the alumni (M= 2.92), followed by that of the faculty (M=2.83), followed by that of the students (M=2.71). The average of the three groups' mean scores was (M= 2.82). The standard deviations for the three groups were faculty 0.57, students 0.84, and alumni 0.51. Table 55 summarizes this information.

Table 55

Responses of All Groups to Curriculum

Group Name	Number of Participants	Mean Score	Standard Deviation
Faculty	5	2.83	0.57
Students	10	2.71	0.84
Alumni	27	2.92	0.51

Responses to Individual Items in This Scale

There were six individual items related to Curriculum in all three questionnaires. Each item was followed by four choices which were (1) poor, (2) fair, (3) good, and (4) excellent. The individual items in this scale and the responses of all groups are as follows:

Item 1. Frequency with which courses listed in the catalog are offered. The mean score of the student group was below 3.00 (M=2.70). The mean scores of the faculty and the alumni were (M=3.20) and (M=3.22) respectively. Although the mean score of the students was below 3.00, the average of the mean scores was (M=3.04) which was "very good". 20% of the faculty, 30% of the students, and 26% of the alumni said the frequency with which courses listed in the catalog were offered was excellent. 80% of the faculty, 20% of the students, and 70% of the alumni said it was good. However, 40% of the students and 4% of the alumni said it was fair, while 10% of the students said it was poor.

Item 2. Variety of master's level course and program offerings. The mean scores of all three groups were below 3.00. The mean scores of the faculty, students, and alumni were (M=2.80), (M=2.30), and (M=2.85) respectively. The average of the mean scores was (M=2.65) It is important to note that no faculty member said the variety of master's level course and program offerings was excellent. Only 10% of the students and 19% of the alumni said it was excellent. 80% of the faculty, 40% of the students, and 48% of the alumni said it was good, while 20% of the faculty, 20% of the students, and 33% of the alumni said it was fair. 30% of the students said it was poor which was significant.

Item 3. Depth in subject matter of master's level course and program offerings. The mean scores of all groups were 3.00 and above which was "very good". The highest mean score was faculty's (M=3.20), followed by alumni's (M=3.11), followed by students' (M=3.10). 40% of the faculty, 30% of the students, and 30% of the alumni said the depth of subject matter of master's level courses was excellent. 40% of the faculty, 40% of the students, and 52% of the alumni said it was good. 20% of the faculty, 10% of the students, and 19% of the alumni said it was fair, while 10% of the student said it was poor.

Item 4. Flexibility of the program to meet the needs of individual master's students. The mean scores of all three groups were below 3.00; faculty (M=2.80), students (M=2.50), and alumni (M=2.73). The average of mean scores was (M=2.67). None of the faculty members said the flexibility of the program to meet the needs of individual master's students was excellent. 20% of the students and 7% of the alumni said it was excellent. 80% of the faculty, 40% of the students, and 59% of the alumni sad it was good. 20% of the faculty, 10% of the students, and 26% of the alumni said it was fair. 30% of the students said it was poor which was very significant. 4% of the alumni agreed that it was poor. 4% of the alumni omitted the statement.

Item 5. Opportunities for master's students to pursue individual projects. The mean scores of the faculty and the alumni were below 3.00, (M=2.60) and (M=2.96) respectively. The mean score of the students was (M=3.00). The average of the mean scores was (M=2.85). 40% of the faculty, 20% of the students, and 19% of the alumni said the opportunities for master's students to pursue individual

projects were excellent. 60% of the students and 63% of the alumni said they were good. On the fair and poor sides of the scale, an accumulation of responses was observed, particularly in the "fair" category. 40% of the faculty, 20% of the students, and 15% of the alumni said the opportunities were fair. 20% of the students and 4% of the alumni said the opportunities were poor.

Item 6. Interaction between department/program and related disciplines or programs on the campus. The mean scores of all three groups were again below 3.00: faculty (M=2.40), students (M=2.67), and alumni (M=245). The average of the mean scores was (M=2.50). No faculty member said the interaction between department/program and related disciplines or programs on the campus was excellent. Only 10% of the students and 7% of the alumni said it was excellent. 60% of the faculty, 30% of the students, and 33% of the alumni said it was good. 20% of the faculty, 10% of the students, and 30% of the alumni said it was fair. The percentage of poor ratings was significant. 20% of the faculty, 10% of the students, and 11% of the alumni said the interaction was poor. 40% of the students and 19% of the alumni omitted the statement.

Scale 6. Departmental Procedures: Faculty, Student, and Alumni Perceptions

The mean scores of all three groups were below 3.00. The mean score of the faculty was the lowest (M=2.65), followed by the alumni mean score (M=2.67). The mean score of the students was (M=2.88). The average of the mean scores was (M=2.73).The average of three groups' mean scores is (M= 2.73). The standard deviations of the faculty, alumni, and students were 0.50, 0.65, and 0.60 respectively. Table 56 summarizes this information.

Table 56

Responses of All Groups to Departmental Procedures

Group Name	Number of Participants	Mean Score	Standard Deviation
Faculty	5	2.65	0.50
Students	10	2.88	0.60
Alumni	27	2.67	0.65

Responses to Individual Items in This Scale

There were eight individual items related to Departmental Procedures in all three questionnaires. Depending on the response format each item was followed by four choices which were either (1) disagree strongly, (2) disagree with reservations, (3) agree with reservations, and (4) agree strongly, or (1) poor, (2) fair, (3) good, and (4) excellent. The individual items in this scale and the responses of all groups are as follows:

Item 1. The department actively helps graduates of the master's program find appropriate employment. The mean scores of all three groups were significantly below 3.00. The mean score of the faculty was (M= 2.20), students was (M=2.70), and alumni was (M=2.23). The average of mean scores was (M=2.37). No member of the faculty agreed strongly that the department actively helped graduates of the master's program find appropriate employment. Only 10% of the students and 4% of the alumni strongly agreed. 40% of the faculty, 50% of the students, and 44% of the alumni agreed with reservations. The percentage of disagreement answers was very high. 40% of the faculty, 40% of the students, and 19% of the alumni disagreed with reservations. 20% of the faculty and 30% of the alumni disagreed strongly. 4% of the alumni omitted the statement.

Item 2. Curricular and career advising. The mean scores of the three groups were below 3.00: Faculty (M= 2.60), students (M=2.88), and alumni (M=2.46). The average of the mean scores was (M=2.64). 20% of the faculty, 30% of the students, and 7% of the alumni said curricular and career advising was excellent. 40% of the faculty, 10% of the students, and 48% of the alumni said it was good. This was followed 20% of the faculty, 40% of the students, and 22% of the alumni who said it was fair. 20% of the faculty and 19% of the alumni said it was poor. 20% of the students and 4% of the alumni omitted the statement.

Item 3. Agreement between degree requirements and stated objectives of the program. The mean scores all groups were 3.00 and above which was "very good". The mean scores of the faculty, students, and alumni were (M=3.40), (M=3.30), and (M=3.00) respectively. The average of the mean scores was (M=3.23). 40% of the faculty, 40% of the students, and 22% of the alumni said the agreement between degree requirements and stated objectives of the program was excellent. 60% of the faculty, 50% of the students, and 48% of the alumni said it was good, while 10% of the students and 22% of the alumni said it was fair. 7% of the alumni omitted the statement.

Item 4. Administration of degree requirements. The mean scores of the three groups were 3.00 and above which was "very good". The mean scores of the faculty, students, and alumni were (M=3.20), (M=3.25), and (M=3.00) respectively. 40% of the faculty, 30% of the students, and 19% of the alumni said the administration of degree requirements was excellent. 40% of the faculty, 40% of the students, and 48% of the alumni said it was good, while 20% of the faculty, 10% of the students, and

19% of the alumni said it was poor. 20% of the students and 15% of the alumni omitted the statement.

Item 5. Opportunities for student participation in departmental decisions affecting this master's level program. The mean scores of all three groups were significantly below 3.00. The lowest was the faculty mean score (M=1.80), followed by the alumni mean score (M=2.08), followed by the students' mean score (M=2.11). The average of the mean scores was also significantly low (M=1.99). Neither the faculty nor the students said the opportunities for student participation in departmental decisions affecting this master's level program were excellent. Only 4% of the alumni said they were excellent. None of the faculty members said the opportunities were good either. 30% of the students and 22% of the alumni said they were good. 80% of the faculty, 40% of the students, and 44% of the alumni said they were fair, while 20% of the faculty, 20% of the students, and 22% of the alumni said the opportunities were poor. 10% of the students and 7% of the alumni omitted the statement.

Item 6. Relevance of degree requirements to master's students' anticipated work in the field. The mean scores of all three groups were above 3.00 which was "very good". The mean scores of the faculty, students, and alumni were (M=3.20), (M=3.33), and (M=3.11) respectively. The average of the mean scores was (M=3.21). 20% of the faculty, 50% of the students, and 33% of the alumni said the relevance of degree requirements to master's students' anticipated work in the field was excellent. 80% of the faculty, 30% of the students, and 48% of the alumni said it

was good. 15% of the alumni said it was fair. 10% of the students and 4% of the alumni said it was poor. 10% of the students omitted the statement.

Item 7. Departmental evaluation of master's students' progress toward the degree. The mean scores of all three groups were below 3.00: faculty (M=2.60), students (M=2.80), and alumni (M=2.81). The average of the mean scores was (M=2.73). 20% of the faculty, 20% of the students, and 22% of the alumni said the evaluation of master's students' progress toward the degree was excellent. 40% of the faculty, 40% of the students, and 44% of the alumni said it was good. 20% of the faculty, 40% of the students, and 26% of the alumni said it was fair, while 20% of the faculty and 7% of the alumni said it was poor.

Item 8. Departmental evaluation of the professional competency of master's students. The lowest mean was the faculty's (M=2.20), followed by the alumni (M=2.70). The mean for the students was (M=3.13). The average of the means scores was (M=2.67). 20% of the students and 11% of the alumni said the department's evaluation of the professional competency of master's students was excellent. 60% of the faculty, 50% of the students, and 56% of the alumni said it was good. 10% of the students and 26% of the alumni said it was fair. 40% of the faculty and 7% of the alumni said it was poor. The high poor rating by the faculty was significant. 20% of the students omitted the statement.

Scale 7. Available Resources: Faculty, Student, and Alumni Perceptions

The mean score of all three groups were below 3.00. Faculty mean score was the lowest (M=2.17), followed by the alumni mean (M=2.68), followed by the

student mean (M=2.71). The average of three groups' mean scores was (M= 2.52). The standard deviations for the faculty, students, and alumni were 0.47, 0.96, and 0.62 respectively. Table 57 summarizes this information.

Table 57

Responses of All Groups to Available Resources

Group Name	Number of Participants	Mean Score	Standard Deviation
Faculty	5	2.17	0.47
Students	9	2.71	0.96
Alumni	27	2.68	0.62

Responses to Individual Items in This Scale

There were seven individual items related to Available Resources in all three questionnaires. Each item was followed by four choices which were (1) poor, (2) fair, (3) good, and (4) excellent. The individual items in this scale and the responses of all groups are as follows:

Item 1. University library holdings relevant to the field. This statement received the lowest rating from all three groups. Student mean was (M=2.22) and alumni mean was (M=2.81). Faculty mean was below 2.00 (M=1.80) which was the lowest of all. 10% of the students and 26% of the alumni said the university library holdings relevant to the field were excellent. 20% of the faculty, 30% of the students, and 37% of the alumni said they were good. 40% of the faculty, 20% of the students, and 30% of the alumni said they were fair, while 40% of the faculty, 30% of the students, and 7% of the alumni said they were poor. 10% of the students omitted the statement.

Item 2. Specialized facilities, such as laboratories or studios, and equipment needed for teaching and creative work in the field. The mean scores of all three groups were below 3.00. The lowest was the faculty mean (M=2.20). Student mean was (M=2.56). Alumni mean was (M=2.68). The average of the mean scores was (M=2.48). 30% of the students and 15% of the alumni said the laboratories, studios, and equipment needed for teaching and creative work in the field were excellent. 40% of the faculty, 20% of the students, and 41% of the alumni said they were good. 40% of the faculty, 10% of the students, and 30% of the alumni said they were fair. 20% of the faculty, 30% of the students, and 7% of the alumni said they were poor. 10% of the students and 7% of the alumni omitted the statement.

Item 3. Overall adequacy of space and other facilities for classes and administration. The highest mean was that of the students (M=3.00). Alumni mean was slightly below 3.00 (M=2.96). Faculty mean was the lowest (M=2.20). The average of the mean scores was (M=2.72). 20% of the students and 26% of the alumni said that the overall adequacy of space and other facilities for classes and administration was excellent. 40% of the faculty, 50% of the students, and 44% of the alumni said it was good. 40% of the faculty and 15% of the alumni said it was fair, while 20% of the faculty, 10% of the students, and 7% of the alumni said it was poor. 20% of the students and 7% of the alumni omitted the statement.

Item 4. University commitment to the program. The mean scores of the faculty and alumni were below 3.00: faculty (M=2.00) and alumni (M=2.68). The mean score of the students was (M=3.11). The average of the mean scores was (M=2.59). 50% of the students and 7% of the alumni said the university commitment

to the program was excellent. 20% of the faculty, 10% of the students, and 48% of the alumni said it was good. 60% of the faculty, 20% of the students, and 19% of the alumni said it was fair. 20% of the faculty, 10% of the students, and 7% of the alumni said it was poor. 10% of the students and 19% of the alumni omitted the statement.

Item 5. Overall adequacy of financial resources in support of this master's program/department. The mean scores of both the faculty and the students were (M=2.00). Alumni mean was (M=2.38). The average of the mean scores was (M=2.12). 10% of the students and 4% of the alumni said the overall adequacy of financial resources in support of the master's program was excellent. 20% of the faculty, 10% of the students, and 30% of the alumni said it was good. 60% of the faculty, 20% of the students, and 37% of the alumni said it was fair. 20% of the faculty, 30% of the students, and 7% of the alumni said it was poor. 30% of the students and 22% of the alumni omitted the statement.

Item 6. Number of support and clerical staff (including student assistants) in the department/program. The mean scores of all three groups were below 3.00: Faculty (M=2.20), students (M=2.83), and alumni (M=2.54). The average of the mean scores was (M=2.52). 10% of the students and 7% of the alumni said the number of support and clerical staff (including student assistants) in the program was excellent. 40% of the faculty, 40% of the students, and 44% of the alumni said it was good. 40% of the faculty and 26% of the alumni said it was fair, while 20% of the

faculty, 10% of the students, and 11% of the alumni said it was poor. 40% of the students and 11% of the alumni omitted the question.

Item 7.Quality of support of clerical staff. The mean scores of the faculty and the alumni were below 3.00: Faculty (M=2.80) and alumni (M=2.88). The mean score of the students was (M=3.29). The average of the mean scores was (M=2.99). 40% of the faculty, 30% of the students, and 15% of the alumni said the quality of support of clerical staff was excellent. 20% of the faculty, 30% of the students, and 52% of the alumni said it was good. 20% of the faculty, 10% of the students, and 26% of the alumni said it was fair. 20% of the faculty said it was poor. 30% of the students and 7% of the alumni omitted the statement.

Scale 8. Student Satisfaction with Program: Student and Alumni Perceptions

The mean scores of both groups were above 3.00 which was “very good”. The mean score of the students was (M=3.32), and the mean score of the alumni was (M=3.40). The average of the student and alumni groups’ mean scores is (M= 3.36). The standard deviation for the student group was 0.84. The standard deviation for the alumni group was 0.75. Table 58 summarizes this information.

Table 58

Responses of the Student and Alumni Groups to Student Satisfaction with the Program

Group Name	Number of Participants	Mean Score	Standard Deviation
Students	10	3.32	0.84
Alumni	27	3.40	0.75

Responses to Individual Items in This Scale

There were four individual items related to Student Satisfaction with the Program in the student and alumni questionnaires. Each item was followed by four choices which were (1) disagree strongly, (2) disagree with reservations, (3) agree with reservations, and (4) agree strongly. The individual items in this scale and the responses of the student and alumni groups are as follows:

Item 1. I have learned a great deal as a master's student in the department/program. The mean scores of both groups were above 3.00 which was "very good" and they were high. The student mean score was (M=3.50) and the alumni mean score was (M=3.52). 70% of the students and 63% of the alumni agreed strongly. 10% of the students and 26% of the alumni agreed with reservations. Disagreement with reservations was expressed by 20% of the students and 11% of the alumni.

Item 2. I would advise a friend with similar interests to study in the department/program. The mean scores of both groups for this statement were above 3.00 which were "very good". The mean score of the students was (M=3.40) and the mean score of the alumni was (M=3.52). The average of the mean scores was (M=3.46). 60% of the students and 67% of the alumni agreed strongly. 20% of the students and 22% of the alumni agreed with reservations. Disagreement was also expressed by the two groups. 20% of the students and 7% of the alumni disagreed with reservations, while 4% of the alumni disagreed strongly.

Item 3. If I were starting over, I would enroll in this master's program again. The mean scores of both groups were 3.00 and above. The students' mean score was (M=.3.00) and the alumni's mean was (M=3.19). The average of the mean scores was (M=3.09). 40% of the students and 56% of the alumni agreed strongly. 30% of the students and 19% of the alumni agreed with reservations. Disagreement was expressed by two groups with varying degrees. 20% of the students and 15% of the alumni disagreed with reservations, while 10% of the students and 11% of the alumni disagreed strongly.

Item 4. The program is providing me with very good preparation for my future professional work. The mean scores were above 3.00 which was "very good". The student mean score was (M=3.40), and the alumni mean score was (M=3.37). The average of the mean scores was (M=3.38). 60% of the students and 52% of the alumni agreed strongly. 30% of the students and 33% of the alumni agreed with reservations. 15% of the alumni disagreed with reservations while 10% of the students disagreed strongly.

Scale 9. Assistantship and Internship Experiences: Student and Alumni Perceptions

This scale appears in Part III of the student and alumni questionnaires. It starts with a preliminary question "Are you participating or have you participated in a clinical, field work, or internship as part of your master's level program?" followed by three choices: 1. Yes, as a degree requirement; 2. Yes, not as a degree requirement; and 3. No. Those who choose "Yes" answer the questions in this

section; those who choose “no” go to the next part of the questionnaire. 3 students and 20 alumni members chose “yes”. However, as a minimum of 5 students are required by the ETS to report the findings, the responses of those 3 students were not included in the analysis. Therefore, only the results of the 20 alumni members will be presented in this scale. The mean score of the alumni group was (M=2.77). The standard deviation was 0.76. Table 59 summarizes the results.

Table 59

Responses of the Student and Alumni Groups to Assistantship and Internship Experiences

Group Name	Number of Participants	Mean Score	Standard Deviation
Students	3	-	-
Alumni	20	2.77	0.76

Responses to Individual Items in This Scale

There were six individual items related to Assistantship and Internship Experiences in the student and alumni questionnaires. Each item was followed by four choices which were (1) poor, (2) fair, (3) good, and (4) excellent. The individual items in this scale and the responses of the student and alumni groups are as follows:

Item 1. Departmental training to prepare you for the experience. The alumni mean for this statement was (M=2.70). 20% said the departmental training to prepare them for the experience was excellent. 40% said it was good. 30% said it was fair, while 10 said it was poor.

Item 2. Contribution of the experience to your academic development. The alumni mean score was (M=3.20). 55% said the contribution of the experience to their academic development was excellent. 25% said it was good. 5% said it was fair.15% said it was poor.

Item 3. Chance to practice your professional skills. The alumni mean score was (M=3.10). 50% of the alumni said the chance to practice their professional skills was excellent. 25% said it was good. 10% said it was fair, and 15% said it was poor.

Item 4. Variety of assignments and activities. The alumni mean score for this item was (M=2.95). 20% said the variety of assignments and activities was excellent; 60% said it was good; 5% said it was fair; and 10% said it was poor.

Item 5. Supervision you received. The alumni mean score was (M=2.40). 20% of the alumni said the supervision they received was excellent. 20% said it was good. 40% said it was fair, while 20% said it was poor.

Item 6. Office space and equipment available for your use. The alumni mean score was (M=2.25) which was quite lower than the 3.00 level. This was reflected in alumni ratings. Only 5% of the alumni said the office space and equipment available for their use were excellent. 45% said they were good. 20% said they were fair, while 30% they were poor.

Scale 10. Resource Accessibility: Student Perceptions

This scale appears only in the student questionnaires. The mean score of the students was (M=2.38). The standard deviation of the group was 0.76. Table 60 visually presents this information.

Table 60

Responses of the Student Group to Resource Accessibility

Group Name	Number of Participants	Mean Score	Standard Deviation
Students	10	2.38	0.79

Responses to Individual Items in This Scale

There were five individual items related to Resource Accessibility in the student questionnaire. Each item was followed by four choices which were (1) poor, (2) fair, (3) good, and (4) excellent. The individual items in this scale and the responses of the student group are as follows:

Item 1. Availability of graduate student housing. The mean score of the students was (M=2.30). 20% of the students said the availability of graduate student housing was excellent. 30% said it was good. 10% said it was fair, while 40% said it was poor.

Item 2. Availability of student services (counseling, placement, healthcare, etc). The mean score of the students for this item was (M=3.00). 20% said the availability of student services was excellent. 40% said it was good. 20% said it was fair. 20% omitted the statement.

Item 3. Availability of financial assistance (grants, loans, assistantships, etc.) for students in the department/program. The mean score was significantly low (M=1.71). Only 10% said the availability of financial assistance for students in the program was excellent. 10% said it was good, while 50% said it was poor. 30% omitted the statement.

Item 4. Availability of campus services for nonresident students (e.g. bookstore, parking, lounge facilities). The mean score was also very low (M=2.38). again only 10% said the availability of campus services for nonresident students was excellent. 30% said it was good. There were also 20% fair and 20% poor ratings. 20% omitted the statement.

Item 5. Opportunities for intellectual and social interaction among students in the program. The mean score for that item was (M=2.63). 50% of the students said the opportunities for intellectual and social interaction among students were excellent. 30% said they were fair. 20% omitted the statement.

Scale 11. Employment Assistance: Alumni Perceptions

This scale which has a different response format appears only in the alumni questionnaire. There is only one question which is question 16 of part V. The question is "How helpful was each of the following was when you completed study in this program? (Circle one number on each line)." Each line gives one of the items listed below with the 4 choices described. The mean score of this scale is significantly low (M=1.70) with a standard deviation of 0.79. Table 61 summarizes this information.

Table 61

Responses of the Alumni Group to Employment Assistance

Group Name	Number of Participants	Mean Score	Standard Deviation
Alumni	23	1.70	0.63

Responses to Individual Items in This Scale

There were five individual items related to Employment Assistance in the alumni questionnaire. Each item was followed by four choices which were (1) not at all helpful, (2) of some help, (3) very helpful, and (4) extremely helpful. The individual items in this scale and the responses of the alumni group are as follows:

Item 1. How helpful were the department's formal and informal efforts? The mean score was (M=1.88). 15% said the formal and informal efforts of the department were extremely helpful. 7% said they were very helpful. 22% said the efforts were of some help; however. 48 % said they were not at all helpful. 7% omitted the statement.

Item 2. How helpful was assistance of individual professors? The alumni's mean score for this item was (M=2.08). 11% said the professors were extremely helpful. 22% said they were very helpful. 19% said they were of some help. 37% said the professors were not at all helpful. 11% of the alumni omitted the statement.

Item 3. How helpful was university placement office? The alumni mean score was extremely low for that item (M=1.22). 4% said it was very helpful. 11% said it was of some help. 70% said it was not at all helpful. 15% omitted the question.

Item 4. How helpful were listings with agencies? There was again another very low alumni mean score (M=1.65). 7% said the listings were extremely helpful.11% said they were very helpful. 11% said they were of some help. 56%, however, said they were not at all helpful. 15% omitted the question.

Item 5. How helpful were letters sent directly to employers without knowing of openings? The mean score of the alumni for this statement was (M=1.76). 11% said the letters were extremely helpful. 7% said they were very helpful. 11% said they were of some help. 48% said they were not at all helpful. 22% omitted the statement.

Scale 12. Faculty Work Environment: Faculty Perceptions

This scale appears only in the faculty questionnaires, and it asks the faculty members to make a personal assessment of their work environment. The faculty mean score for this scale was (M=2.87), and the standard deviation was 0.49 as seen in Table 62.

Table 62

Responses of the Faculty Group to Faculty Work Environment

Group Name	Number of Participants	Mean Score	Standard Deviation
Faculty	5	2.87	0.49

Responses to Individual Items in This Scale

There were nine individual items related to Faculty Work Environment in the faculty questionnaire. Depending on the response format, each item was followed by four choices which were either (1) disagree strongly, (2) disagree with reservations, (3) agree with reservations, and (4) agree strongly, or (1) poor, (2) fair, (3) good, and (4) excellent. The individual items in this scale and the responses of the faculty group are as follows:

Item 1.My responsibilities create conflicting demands that are a source of personal strain. The mean score of the faculty for this item was (M=2.80). 60% agreed with reservations while 40% disagreed strongly.

Item 2. My personal views about graduate education are compatible with the objectives and procedures of the department. The mean score was (M=3.20). 40% agreed strongly. 40% agreed with reservations, while 20% disagreed with reservations.

Item 3. This is a good department in which to work. The mean score of the faculty was (M=3.00) for this item which was “very good”. 20% agreed strongly. 60% agreed with reservations, and 20% disagreed with reservations.

Item 4. I am satisfied with the academic freedom in the department relative to my teaching and research. The mean score was (M=3.20). 40% agreed strongly. 40% agreed with reservations, and 20% disagreed with reservations.

Item 5. In general, I am satisfied with my opportunities to influence departmental policies and decisions. The mean score was (M=3.20). 40% of the faculty strongly agreed. 40% agreed with reservations. 20% disagreed with reservations.

Item 6. Clarity of the department’s objectives and plans for the next few years. The faculty mean was (M=2.80). 20% of the said the clarity of the objectives for the next few years was excellent. 40% said it was good. 40% said it was fair.

Item 7. Administrative management of the department. The faculty mean score was (M=2.60). 20% of the faculty said the administrative management of the department was excellent. 20% said it was good. 60% said it was fair.

Item 8. Collegiality among the faculty in the department. The faculty mean was (M=2.40). 20% said the collegiality among the faculty in the department was excellent. 20% said it was good. 40% said it was fair. 20% said it was poor.

Item 9. Departmental efforts in support of the career development of faculty members. The faculty mean score for this item was (M=2.60). 20% said the departmental efforts in support of the career development of faculty members were excellent. 20% said they were good. 60% said they were fair.

Scale 13. Faculty Program Involvement: Faculty Perceptions

This scale which has a different response format appears only in the faculty questionnaire. There is only one question which is question 3 of part V. The question is "To what extent are you involved with the master's program being reviewed? (Omit an item if it is not applicable to this program)." There are 8 items, each of which is answered using one of the 3 choices. The items and the choices are given below. It must be added that the highest score for this scale is 3.00, and the mean score of the faculty was (M=2.30). The standard deviation was 0.23. Table 63 presents a visual summary of the scores.

Table 63

Responses of the Faculty Group to Faculty Program Involvement

Group Name	Number of Participants	Mean Score	Standard Deviation
Faculty	5	2.30	0.23

Responses to Individual Items in This Scale

There were eight individual items related to Faculty Program Involvement in the faculty questionnaire. Each item was followed by three choices which were (1) never, (2) occasionally, and (3) frequently. The individual items in this scale and the responses of the faculty group are as follows:

Item 1. Extent involved in the master's program: Teach courses required by the program. The faculty mean was (M=2.80). 80% said they were frequently teaching courses required by the program. 20% said they were occasionally teaching the required courses.

Item 2. Extent involved in the master's program: Participate in policy and curriculum decisions. The faculty mean score was (M=3.00). 100% of the faculty said they were frequently participating in policy and curriculum decisions.

Item 3. Extent involved in the master's program: Direct independent studies or theses. The faculty mean was (M=2.20). 20% of the said they were frequently directing independent studies or theses. 80% chose "occasionally".

Item 4. Extent involved in the master's program: Supervise field work and internships. The faculty mean was (M=2.60). 60% said they were frequently supervising internships. 40% said they were occasionally doing supervisions.

Item 5. Extent involved in the master's program: Participate in departmental examinations. No mean score was obtained for this item. 60% of the faculty said they never participated in departmental decisions while 40% omitted the statement.

Item 6. Extent involved in the master's program: Serve as a faculty adviser. The mean score for this item was (M=2.20). 20% of the faculty said they frequently served as a faculty adviser, while 80% said they were occasionally serving as a faculty adviser.

Item 7. Extent involved in the master's program: Arrange student contacts with nonacademic professionals. The faculty mean score was (M=1.80). 80% of the faculty said they occasionally arranged student contacts with professionals. 20% said they never participated in such an activity.

Item 8. Extent involved in the master's program: Other. No mean score was obtained for this item. 60% of the faculty omitted the statement. 40% said they were occasionally involved with other activities.

Scale 14. Faculty Research Activities: Faculty Perceptions

This scale appears in the faculty questionnaires only. In this category only the mean percentage of "yes" answers and its standard deviation were reported which were 33% and 26% respectively. Table 64 summarizes this information.

Table 64

Responses of the Faculty Group to Faculty Research Activities

Group Name	Number of Participants	Mean Score	Standard Deviation
Faculty	5	33%	26%

Responses to Individual Items in This Scale

There were six questions related to Faculty Research Activities in the faculty questionnaire. Each question was followed by two choices which were either (1) yes and (2) no. The individual items in this scale and the responses of the faculty group are as follows:

Item 1. Have you received an award or otherwise been recognized for outstanding research or other scholarly or creative work? 20% of the faculty said "Yes". 80% said "No".

Item 2. Have you been the editor of a journal in your field or served as a member of a professional journal editorial board? 40% of the faculty said "Yes". 60% said "No".

Item 3. Have you refereed one or more articles submitted to a professional journal in your field in the last two years? 60% of the faculty said "Yes". 40% said "No".

Item 4. Do you have a university or department grant to support your research or other scholarly or creative work this year? 20% of the faculty said "Yes". 80% said "No".

Item 5. Have you had a grant or contract with an agency outside the university to support your research or other scholarly or creative work within the last three years? 60% of the faculty said "Yes". 40% said "No".

Item 6. Do you have a grant or contract with an agency outside the university to support your research or other scholarly or creative work this year? 100% of the faculty said "No".

Scale 15. Faculty Professional Activities: Faculty Perceptions

This scale appears in faculty questionnaires only. In this category only the mean percentage of "yes" answers and its standard deviation were reported. The percentage of "Yes" answers was 48%. The standard deviation was 23%. Table 65 presents a visual summary.

Table 65

Responses of the Faculty Group to Faculty Professional Activities

Group Name	Number of Participants	Mean Score	Standard Deviation
Faculty	5	48%	23%

Responses to Individual Items in This Scale

There were five individual items related to Faculty Professional Activities in the faculty questionnaire. Each item was followed by two choices which were either (1) yes or (2) no. The individual items in this scale and the responses of the faculty group are as follows:

Item 1. Have you served on a professional, government, or foundation review committee, site visit team, or national advisory council in the last three years? 40% of the faculty said “Yes”. 60% said “No”.

Item 2. Have you received an award or otherwise been recognized for outstanding teaching? 40% of the faculty said “Yes”. 60% said “No”.

Item 3. Have you received an award or otherwise been recognized for outstanding professional practice? 100% of the faculty said “No”.

Item 4. Have you held office in or served on the board of a national professional association or organization? 60% of the faculty said “Yes”. 40% said “No”.

Item 5. Have you held office in or served on any committees of state or regional professional organization? 100% of the faculty said “Yes”.

Scale 16. Student Accomplishments in the Last Twelve Months: Student Perceptions

This scale appears in faculty questionnaires. Only the mean percentage of “yes” answers and its standard deviation were reported. The percentage of “Yes” answers was 37%. The standard deviation was 12%. Table 66 presents a visual summary.

Table 66

Responses of the Student Group to Student Accomplishments in the Last Twelve Months

Group Name	Number of Participants	Mean Score	Standard Deviation
Students	10	37%	12%

Responses to Individual Items in This Scale

There were fifteen individual items related to Student Accomplishments in the Last Twelve Months in the student questionnaire. There was one question which asked which one/s of the following fifteen activities, given as items, the students had done in the last twelve months. Each item was followed by two choices which were either (1) yes or (2) no. The question was “Which of the following have you done within the last twelve months?” As there a fifteen items with “yes” and “no” answers, the individual items in this scale and the responses of the student group are shown in Table 67:

Table 67

Student Accomplishment within the Last Twelve Months

	Percentage of answers		
	Yes	No	Omit
1. Attended meeting of a scholarly or professional society	100		
2. (Co)authored a paper accepted for presentation at a scholarly/professional meeting	10	90	
3. (Co)authored a paper submitted for publication in scholarly/ professional journal		90	10
4. Demonstrated artistic skills or products in a public performance or exhibit	20	80	
5. Prepared detailed proposal or plan for master's thesis or other major project	30	70	
6. Carried out an independent research or creative project	90	10	
7. Cooperated in research or creative project with a student or faculty member	50	40	10
8. Held a fellowship, training grant, or scholarship	10	90	
9. Developed professional skills thru clinical, field work, internship experiences	30	70	
10.Talked with professionals in field about other graduate programs or career plans	70	30	
11. Pursued independent reading or practice in the field beyond courses	90	10	
12. Operated an independent enterprise or business		100	
13. Won a prize or an award for a product or an activity related to field	10	90	
14. Served on a department or university-wide committee	20	80	
15. Participated in department or program planning (e.g. review of the curriculum)	20	80	

Faculty and Student Perceptions on the Program Purposes

Having presented the perceptions of all groups on the quality-related characteristics of the program, the perceptions of the faculty and the students on the purposes of the program will be presented next. ETS has identified five factors as general purposes of graduate programs which are preparing scholars and researchers, preparing teachers, preparing other practitioners, preparing students for more advanced study, and providing personal enrichment. The opinions expressed by the two groups here should be taken into consideration for departmental planning and the future of the program as they represent the unspoken realities of the program.

The information presented in Tables 68, 69, 70, 71, and 72 is the degrees of the desired emphases of the faculty and student groups on those purposes.

Program Purpose 1. Preparing Scholars and Researchers

40% of the faculty and 60% of the students want the current emphasis on the purpose of preparing scholars and researchers to continue. The majority of the faculty, however, expressed varying degrees of more emphasis on this purpose: 40% of the faculty want some more emphasis; 20% of the faculty and 10% of the students want much more emphasis. 20% of the students, on the other hand, demanded some less emphasis. 10% of the students omitted the statement as seen in Table 68.

Table 68

Perceptions of the Faculty and Students on Preparing Scholars and Researchers

	Faculty Percentage	Student Percentage
want much more emphasis	20	10
want some more emphasis	40	0
want the same emphasis	40	60
want some less emphasis	0	20
want much less emphasis	0	0
Omit	0	10

Program Purpose 2. Preparing Teachers

Significant percentage of people from both groups wanted the same emphasis on the purpose of preparing teachers: 60% of the faculty and 50% of the students expressed this opinion. 20% of the students wanted some more emphasis. 40% of the faculty and 10% of the students, however, wanted some less emphasis on this purpose. 20% of the students omitted the statement. Table 69 presents a visual summary.

Table 69

Perceptions of the Faculty and Students on Preparing Teachers

	Faculty Percentage	Student Percentage
want much more emphasis	0	0
want some more emphasis	0	20
want the same emphasis	60	50
want some less emphasis	40	10
want much less emphasis	0	0
Omit	0	20

Program Purpose 3. Preparing Other Practitioners

80% of the faculty said some more emphasis should be put on the purpose of preparing other practitioners. 20% of the students wanted much more emphasis on this purpose. The percentage of the faculty and students who wanted the same emphasis was 20% and 30% respectively. 50% of the students omitted the statement. Table 70 presents this information.

Table 70

Perceptions of the Faculty and Students on Preparing Other Practitioners

	Faculty Percentage	Student Percentage
want much more emphasis	0	20
want some more emphasis	80	0
want the same emphasis	20	30
want some less emphasis	0	0
want much less emphasis	0	0
Omit	0	50

Program Purpose 4. Preparing Students for More Advanced Study

An even percentage of the faculty and the students wanted the same emphasis on preparing students for more advanced study: 40% of people from both groups expressed this opinion. That some more emphasis be put on this purpose was expressed by 20% of the faculty and 40% of the students. 20% of the faculty wanted much more emphasis on this purpose. Opinion on some less emphasis was expressed by 20% of the faculty and 10% of the students. 10% of the students omitted the statement as seen in Table 71.

Table 71

Perceptions of the Faculty and Students on Preparing Students for More Advanced Study

	Faculty Percentage	Student Percentage
want much more emphasis	20	0
want some more emphasis	20	40
want the same emphasis	40	40
want some less emphasis	20	10
want much less emphasis	0	0
Omit	0	10

Program Purpose 5. Providing Personal Enrichment

40% of the faculty and 30% of the students wanted the same emphasis on the purpose of providing personal enrichment. The percentage of people who wanted more emphasis was significant: 40% of the faculty and 20% of the student wanted some more emphasis, followed by 20% of the faculty and 30% of the student who

wanted much more emphasis. 10% of the students wanted some less emphasis. 10% of the students omitted the statement. Table 72 presents a visual summary.

Table 72

Perceptions of the Faculty and Students on Providing Personal Enrichment

	Faculty Percentage	Student Percentage
want much more emphasis	20	30
want some more emphasis	40	20
want the same emphasis	40	30
want some less emphasis	0	10
want much less emphasis	0	0
Omit	0	10

Perceptions of the Subgroups on the Quality Related Characteristics of the Program

In addition to the overall results of perceptions of the faculty, student, and alumni groups on the quality-related characteristics of the program and their detailed analysis presented in the first part of this chapter, the summary of results of the subgroups that were established will next be presented as a supplement to that information.

As there were five faculty members in the department, and a minimum of five participants was required by the ETS to establish a group, only one faculty group was formed. The subgroups that will be reported here are student and alumni subgroups.

Perceptions of the Non-Native Student Subgroup on the Quality-Related Characteristics of the Program

Even though there were 16 students in the program, only 10 of them returned the questionnaires. Seven of them were non-native students as the ETS analysis indicated. Therefore, only their perceptions will be reported. This will be followed by the perceptions of the native and non-native alumni subgroups. Table 73 presents the perceptions of the non-native student subgroup.

Table 73

Perceptions of the Student Subgroup on Program Quality-Related Characteristics

	Native		Non-native	
	Mean	SD	Mean	SD
Environment for Learning	-	-	3.34	0.32
Scholarly Excellence	-	-	3.28	0.51
Quality of Teaching	-	-	3.33	0.60
Faculty Concern for Students	-	-	3.11	0.59
Curriculum	-	-	2.72	0.85
Departmental Procedures	-	-	2.89	0.40
Available Resources	-	-	2.76	0.74
Student Satisfaction with Program	-	-	3.39	0.59
Assistantship and Internship Experiences	-	-	*	*
Resource Accessibility	-	-	2.50	0.79
Student Accomplishment in Twelve Months	-	-	33%	11%

* Only two students answered those statements

Perceptions of the Native and Non-Native Alumni Subgroups on the Quality-Related Characteristics of the Program

It was possible to obtain the results of both the native and non-native alumni subgroups; The number of questionnaires that were used for the subgroup analyses results was 25 out of the 27 returned. As was mentioned in Chapter III, because one student did not fill out the subgroup bubble and one other mistakenly filled out "Subgroup 3", their responses were not included in the results presented below even though they were used in the overall results. All quality-related characteristics received a lower rating from the non-native alumni subgroup compared to the native alumni subgroup. Table 74 presents the perceptions of the alumni subgroups on the quality related characteristics of the program.

Table 74

Perceptions of the Alumni Subgroups on Program Quality-Related Characteristics

	Native		Non-native	
	Mean	SD	Mean	SD
Environment for Learning	3.42	0.57	3.31	0.42
Scholarly Excellence	3.56	0.37	3.17	0.35
Quality of Teaching	3.56	0.27	3.13	0.51
Faculty Concern for Students	3.34	0.42	3.12	0.61
Curriculum	3.14	0.37	2.79	0.56
Departmental Procedures	2.84	0.71	2.62	0.67
Available Resources	2.85	0.62	2.56	0.65
Student Satisfaction with Program	3.72	0.41	3.21	0.85
Assistantship and Internship Experiences	2.95	0.64	2.77	0.70
Employment Assistance	1.75	0.63	1.72	0.64

In this chapter faculty, student, and alumni's responses to the items in the GPSA questionnaires were examined in order to determine the perceptions of those groups about the quality-related characteristics of the master's program. Following the presentation of each scale and groups' responses to them, the data related to the perceptions of the only student subgroup (non-native) and the native and non-native alumni subgroups were presented. In the second part of Chapter VIII, some of the data that requires attention for the purpose of evaluation will be discussed and interpreted.

CHAPTER VII

PRESENTATION OF QUALITATIVE INTERVIEW RESULTS

As part of the evaluation this study intends to do, interviews were conducted with six students in order to capture their perceptions on eleven research questions. The object of the interviews was to determine the students' perceptions on those questions which were the way they were treated by the faculty according to their religious and racial backgrounds, their expectations prior to beginning their studies at UBF and their current level satisfaction with the program, changes and lack of changes in their understanding of what it means to be a teacher, what it means to teach, the importance of media and materials, classroom management, teachers' roles, students' roles, cross-cultural factors in language teaching, what it means to learn a language, and their impressions on future employment.

Two of the six students were at the beginning of their studies, two were in the middle, and two were at the end of their studies. The beginning students who were interviewed will henceforth be referred to as B1 and B2; the students in the middle of their studies will be referred to as M1 and M2; and the students at the end of their studies will be referred to as E1 and E2. In each category, there is one non-native and

one native student: students B1, M1, and E1 are non-native, and students B2, M2, and E2 are native. Of the six interviewees, four are female and two are male.

The chapter will begin with a section that explains the selection process of the interviewees. This will be followed by another section which gives background information on the participants together with the reasons why they decided to pursue their Master's degrees and came to UBF for that purpose. Following this section, the participants' responses to each one of the research questions will be presented in separate sections. It should be mentioned that any language problem/s that may be observed by the reader in the students' statements do not stem from the researcher. The researcher decided to use the students' quotations directly and decided not to correct the statements to increase their grammaticality.

Selection of the Participants

The selection of the interviewees was done under the supervision of the dissertation director in the following manner: A letter was sent to all students who were attending the program. The researcher introduced himself to all students and requested the participation of six students, stating that participation was entirely voluntary as dictated by the Federal law. A total of eight students consented to be interviewed. There were three students who were beginners and two of them were female native students with professional experience. One female student who had teaching experience both in the United States and abroad was chosen from among those two, with the belief that more insightful responses would be elicited from that student. There were only two students "in the middle of the coursework" category

who expressed their interest for participation in this study. One of them was a non-native who did not have any teaching experience, and the other was a native who had considerable teaching experience. Three students who were at the end of their studies also volunteered to participate in the study. As was the case with the beginning students, there were two female native students with professional experience. Of those two, again the student who had taught English in the United States and abroad was chosen. In the end, four experienced and two inexperienced students were interviewed.

Background Information on Interviewees

Beginner Students

B1 (male, experienced, non-native).

This participant is a lecturer in the English Department at a teachers college in his native south American country. He has a counseling degree. He started investigating professional burnout and came to the conclusion that people, who were not developing themselves by doing the same thing over and over, started disliking their profession. Therefore, he decided to further his professional knowledge by doing an advanced degree in order to avoid being in the same situation. He also wanted to learn about qualitative research. He sums up his reasons to pursue his degree as follows:

> I wanted to improve my teaching because when you experience professional burnout, you don't like anything about your profession. And, I wanted to learn more about qualitative research because usually in my country research is statistical. Now things have changed. You have also qualitative research, and you see case studies, and even though I read a lot of criticism about that

> type of research, I think it is very interesting, and you can get a lot of things out of that type of research as well.

When he examined the program booklet, he saw that the content of the courses offered by the program were more appropriate to his needs than other programs he was interested in and he came to UBF.

B2 (female, experienced, native).

This student is an American who taught English as a foreign language in Japan and China. Her undergraduate major was Japanese language. She had no education in language teaching and methodology. Following her graduation, she taught Japanese for four years in the United States in universities, adult education, and continuing education schools. She was not able to find full-time employment because of her lack of pedagogical qualifications. In search of full-time employment, she went overseas afterwards and started teaching English full-time. However, she felt a growing dissatisfaction with her professional practices. In addition to this, as countries were becoming more selective in hiring native teachers, she thought that a degree in language teaching would solve such potential problems, and it could even help her find full-time jobs in the United States in case she wanted. She explains the reasons for doing the degree as follows:

> I came back to school because I started teaching before I got the education. My only degree was in Japanese language. I taught for four years here. Then I went overseas. I had no formal education to tell me whether what I was doing was right or wrong. I also felt like I was wasting my students' time sometimes. I just felt there's got to be a better way. But, because I had no formal education on proven methods, I thought I should come back. Mainly, I came back so I could be a better teacher to my students. This was my main purpose. The second reason why I came back is that is the field is getting congested and more and more countries are raising their standards. Before ´native speaker, no problem.` You speak English, you get the job. Now there are requirements like 5 years of experience, M.A., this and that. So, countries

> are raising their standards. And I want to be able to teach overseas. If I want to do that, I need another degree.

As for choosing the program, the interviewee stated that she was not even aware that UBF had an M.A TESOL program and provided the following explanation in choosing the program:

> I was like a rush order. I had come back from China which was very late and all the deadlines here had passed. I wasn't even looking at UBF. I was applying to Penn State, Northern Arizona, and all the other schools. And I have been accepted by several schools, but they have accepted me for the next fall because all the deadlines had passed there too. I was talking to a retired teacher who is doing volunteer work for YWCA teaching ESL. She recommended the program to me. I didn't know UBF had a program. All I knew I wanted to get into a school this fall. I didn't care where it was. So I came and set up an interview.

Students in the Middle of Their Studies

M1 (female, no teaching experience, non-native).

This Taiwanese student does not have any training in EFL. She has a degree in psychology. She decided to learn English and came to the United States. She learned English at Cornell. While she was there, one of her teachers created such a positive impression on her. She began to admire her and took her for a role model. Her personal account of the process is as follows:

> Until like three years ago, I found I was interested in learning English. I came to Ithaca, NY to study English at Cornell. When I started at Cornell, I had my first wonderful teacher in my whole life. She is the person who changed my whole ideas about grammar and also English because she was so experienced. So, I decided at that moment. I just wanted to be an English teacher. But, I didn't have background in TESOL at all. My major was psychology....I wanted to teach, and I could never get a teaching certificate for teaching English in Taiwan. I had to find a school here.

Scholarly excellence was not a criterion in choosing a school for this student. The only criterion she had was to find a financially reasonable school as she was paying for tuition and living expenses herself. She decided to come to UBF upon her friend's recommendation:

> I really didn't have any particular ideas about choosing a school. I only thought ´If it is not too expensive, I can afford it.` One of my friends asked me how many schools I had been accepted by. I said four. He checked the schools on the computer. He said UBF was one of the oldest schools. I asked him what that meant. He said, ´The older the school, the better is the reputation of that school.` I sent a fax to the school and asked about school and living expenses. After I found out how much the life expenses and tuition would be, I decided to come here.

M2 (male, experienced, native).

This participant is an American who has twenty years of English teaching experience. He was an English major but did not receive any training in language teaching. He has taught English both in the States and overseas. He wants to go overseas after the degree. He explains how he has decided to do his Master's as follows:

> I have been teaching for the last twenty years but without a Master's degree. I have been really lucky in that regard. It is bit fluke that that I was able to teach that long. So, it got more and more important to me as I got older to get an M.A. And, this program was recommended to me by a colleague of mine.

He is one student who has done some detailed research about the programs he was interested in before coming to the program at UBF. He wanted to find a program which was not purely theoretical and would have faculty members who conducted research in the qualitative paradigm. He explains the selection process in the following words:

> On the whole, I'd say it (the program) is more practical than theoretical. I knew that when I applied. I read the program description. I looked up as

> many of the published articles of the TESOL faculty especially to see what kind of things they were interested in. I also looked at the dissertation topics. I didn't really have a chance to look at each one, but I generally gone through them. I noticed that the program seemed to be very practical as opposed to theoretical. It also seemed to use qualitative paradigms for more than quantitative paradigms. And that was attractive to me because I had been through another master's program in TESOL in the University of Pittsburgh which was kind of strange program, and that it combined very hardcore theoretical linguistics with TESOL, and everyone pretended that there is great match between theoretical linguistics and TESOL. Everyone pretended that there is great match between the two. Everyone knew that this match in many cases was incidental. I took a lot of linguistics courses there. They are fascinating in their own right. But as far as being able to apply those purely linguistic information, it did not help me to do whatever I wanted to do. I want to take things which I could use home with me.

Students at the End of Their Studies

E1 (female, no teaching experience, non-native).

This participant is a Thai student with no teaching experience. Her undergraduate major was English in Business. TESOL is quite a different field for her. This student had a very different goal in her mind when she applied to the program; She wanted to further her English and thought that as teachers have to speak English perfectly, a teacher-training program would be an ideal place to learn to speak English perfectly:

> I didn't expect to study and become a teacher. I just wanted my English to be very good. This was my dream. My professor back home introduced me to UBF. She didn't know anywhere else. I knew that this was a teacher training program. There were some people she knew here. I was afraid to go somewhere else where I had no friends. I applied to this school and I was accepted.

Upon her graduation, she is planning to teach English in Taiwan.

E2 (female, experienced, native).

This interviewee is an American who has twelve years of teaching experience. Her undergraduate major was English. Like B2 she did not have any professional training in teaching English either. After graduation, she decided to find a job in Pittsburgh where her family then lived. She applied for a teaching job at a Berlitz language school and started teaching. As she did not have a teaching certificate, she worked part-time jobs in the States. Then she decided to go abroad in search of full-time employment like B2. She spent a considerable amount of time teaching English to Italians. Upon her return to the States, she taught only one course to refugees in Pittsburgh, PA.

She explains the reasons why she has decided to do her Master's degree and chosen UBF for that as follows:

First and foremost, all my jobs were part-time. I knew that I needed to get this piece of paper saying that I could do what I had already been doing for 12 years. I did not know what kinds of courses I was going to take. I really didn't have a clue. I decided to do the degree because it would get me a full-time job, and in this country it is necessary. Second, they didn't have a thesis option. I was out of school for eighteen years, and I was afraid of writing a thesis at that time. I think I can handle writing a thesis now. Also, my mother was a professor here and it was close to home.

Presentation of the Qualitative Interview Results

Item 1: Students' Perceptions on the Ways They are Treated by the Faculty According to Their Religious and Racial Backgrounds

The underlying idea in asking this question was to find out whether the students felt they were discriminated against because of their religious and ethnic backgrounds. It is reported with pleasure that, as their responses to this very important question, all participants unanimously and very clearly stated that they were not subject to any form of discrimination. B2 shares the same opinion and adds that the program presents an even warmer environment to foreign students in which they will find nothing that may cause them any discomfort. The students' responses on this issue are below:

B1

> I had fears about that before I came here because I speak Spanish and come from a South American country. I was told that the majority of Spanish speaking people, especially Mexicans were treated badly. But, I feel that they (faculty members) treat me in the same way that they treat native students. I am pretty happy with the treatment I have received so far. I glad that I don't see a difference. I hope this will not change.

B2

> I don't think the teachers necessarily favor one group. I don't think there is discrimination of any sort whatsoever. I feel that they are all understanding and they all try to help everybody. However, I would think the program is...is this a word "foreigner friendly"? I think the teachers tend to help foreign students more. May be this is because all teachers lived abroad and they know what it is like to live in a foreign country....they want the foreign students to feel comfortable here and concentrate on their studies and also may be because Americans are the most active participants in classes and they (teachers) want to encourage foreign students to participate more. In that sense, I would probably recommend it more readily to a foreigner than to an American.

M1

I feel very comfortable here. Professors are really nice. I don't feel anything coming from the teachers. At the beginning of the last semester, I felt I was lost. Because I did not understand anything I was reading. I went to a professor and asked her, "Do you think I can do it?" And, she said, "Yes, I think you can do it. Just do your best." So, just because she said that to me, I decided, "OK. She trusted me so I will do my best". That was very important to me. Nobody trusted me before, even my father. Here everybody treats me nice. Sometimes there is competition among students here but even that is friendly.

M2

I should say I am and everybody I know is being treated very fairly by faculty members I have dealt with so far. I have found a friendly and a cozy professional atmosphere here. I feel like I am talking to a senior colleague of mine rather than a professor. They (teachers) are encouraging, understanding, and they know how to listen. This is a rare thing. I haven't seen anybody or group being favored over the other either. There are professors I haven't taken any courses with, but I am pretty sure they are the same.

E1

I would say the English department is a very nice place. Very understanding people. I haven't seen any discrimination. Everybody treats me nicely. As I am silent, some professors even talk to me and encourage me to share my ideas with the class. I feel welcome here. The atmosphere is very nice and warm. I will miss this place.

E2

I can tell you with confidence that there is no form of discrimination. I haven't seen racial or religious discrimination or.... sexual discrimination here. I wondered if I would see sexual discrimination when I first came here because I have in the past. But there is no form of it. May be it is because the faculty and the staff have been working with a lot of American and foreign students for a long long time. Now, there is one teacher who is really impatient with women as a man, but not as a teacher. But, that is not discrimination.

Item 2: Students' Expectations Prior to Beginning Their Studies at UBF and Their Current Level of Satisfaction with the Program

The answers to this question are varied and sometimes surprising. Even though it may sound logical to assume that teachers would choose such a program with the expectation to update and develop their professional knowledge base, the answers by M1 and E1 present two very different expectations which could not possibly be conceived of.

The answers by B2, M2, and E2 show that even though they were all experienced, none of then were knowledgeable in the field. They all used their common sense in teaching rather than knowledge. Their statements show that the information they learned in the program has been a confirmation that the practices they were engaged in in their classes were right. Lack of knowledge also appears to be a problem for M1 and E1 as their statements will reveal.

Of the six students, B1 came to the program in order to be current on teaching methodology and learn about the recent developments in the field. He shares the same goal with M2 in that they both wanted to learn how qualitative research was applied in language teaching. He mentions his previous and current expectations from the program as follows:

B1

> I was thinking of getting new insights in the TESOL field and new information on research, methodology, American culture and pedagogy. And up to this point, I think I have found some good and interesting things, and I have learned a lot. I feel very happy, and I think that almost in three months I can see a lot of difference and feel that I have been learning many new things such as the Human Computer, getting new insights, and improving many things. I realize I have to do outside readings to follow what teachers are saying in the classes too. Other than that, everything is going great. I don't

> think I have entirely accomplished what I want, but in two more semesters, I feel I will learn more.

B2 had no formal background in language teaching. She expected that she would learn a standard approach where all steps were predetermined and fixed. She states that the readings she has done tell her that such an approach does not exist. She, on the other hand, feels happy that the readings have served as confirmation of the appropriateness of her previous teaching practices. The same conclusion is reported by M2 and E2 as well. B2 explains her initial and current expectations about the program as follows:

> B2
>
> I had thought that I was going to come back and learn all kinds of things: methods and how to teach, say when you are in this situation, you can do this and that. I have mixed feelings so far. Because I was expecting some more systematic approach like that of a science where they take you step by step and you do the experiments along the way. I thought I would be in class where this week this is the method and then next week we are going to reenact this method in class and give you a chance to write on the board and this and that. That is what I was expecting. I was expecting more hands-on. I realized that there was a lot of information I had to learn first. But, on the other hand, I have realized that everything I have done up till now is the proven methods. I just didn't know the names for them. In one sense, I am satisfied because I thought I was so inadequate before. Now everything is confirmed. Also, I have realized that there is no one set of teaching which I always thought there was a magical formula. So, what I took as naturally or common sense, I thought I was lacking. And then I turned around and read. This was what they were telling me.

As a psychology major, M1 knew that she would not be able to receive a certificate to teach English in her country. She came to the program only for that reason. She had no other initial expectation. She explains her expectations in the following words:

M1

> I wanted to teach English and I knew I wouldn't be able to get a teaching certificate in Taiwan to do that. I came to the States. A friend recommended the school to me and I came here. I had no expectation except getting a certificate. Then I started learning a lot of methods, observation, and pedagogy. In the beginning, I had to sit twelve hours and read everyday. I was completely lost at first. I didn't understand anything in the class. Sometimes I had to read a reference in an article to understand what was going on. I read a lot. But, later I realized that I was actually learning a lot of things. There are a lot of methods and they are all useful. If you know them well, teaching is easy for you. I am happy that I am learning all this information. I didn't know that.....How do you say?..... I didn't know that I didn't know them. I hope that I will use them in my teaching.

As an experienced teacher with twenty years of experience, this student was looking for the most recent practical information he could put to use in his teaching and wanted to learn about qualitative research like B1. Like B2, the readings have served as confirmation for his teaching practices:

M2

> I didn't expect to learn a lot of new information. I wanted to have up-to-date practical information on teaching and learn about qualitative research. I was after little practical ideas that would enrich my teaching. In that sense, there hasn't been a big change in my expectations, I have found some ideas so far. But, I would say what I have read and learned here have been a confirmation of what I believe about teaching. I have seen many ideas that I have had over the years confirmed or put into new light or, more importantly, I have seen these ideas articulated for the first time. Because you can teach for years and you can have your beliefs that you never quite articulate. You believe them but you never quite articulate them which means you can't share them. So, I am glad that I came to the program and saw them articulated or put into a context. For example, in doing one of the readings, I was struck by one thing. There are some teachers who, in planning a lesson, don't start out with objectives. They start out with a certain image they have of the individual class in their minds, and then they work from there. That might seem like an obvious point, but I had never seen that expressed before. As I was reading it, I realized, "That's usually what I do." Whereas before that, the stuff I had read said "You start with an objective, and then you do everything you can to meet that objective."

This non-native student had another rather unusual expectation before she started the program. She wanted her English to be perfect. She thought that a teacher training program would be an ideal place to develop perfect English language ability since teachers had to know and speak the language perfectly. She talks about her unusual expectation as follows:

E1

> Before I got in the program, I was thinking when I would finish my degree, my English would be perfect. My grammar would be perfect. Before I came here, I didn't expect to study and become a teacher. I just wanted my English to be very good. This was my dream. But, after I got into the program, I learned a lot of stuff. That was really hard at first. I didn't know anything about teaching. The teachers were talking about a lot of things and I did not understand what they were talking about. There were so many new things. I cried a lot and read a lot. I had to study during semester breaks. But now I can say this program really prepared me to be a teacher. I learned to be a teacher and I want to be one. Of course, it is not going to be perfect because I still haven't taught a class yet.

Even though E2's story resembles those of B2 and M2, she also went through a stage of confirmation and acquiring new information. As a student who is about to leave the program, she speaks of her initial expectations and current satisfaction with the program in the following lines:

E2

> Before I entered the program, I didn't really have a lot of knowledge. I mean professional knowledge. I didn't have any preconceived notions of what was going to happen. At first, because of all my years of experience, I thought I wouldn't be learning a lot. Instead, I found at first names were being put to things that I had already been doing. I can tell you that I learned a lot. I learned the terms for practices I had been using all along. And then, more than that I also learned a lot about new forms of methodology. I learned some techniques and approaches that were more specific than what I was doing. Some of that stuff was similar to what I was already doing, and some of it was very new to me. And, yeah....there is a lot of stuff that I can put into practice in my teaching which means I am really satisfied.

Item 3: Changes or Lack of Changes in Students' Understanding of What it Means to be a Teacher

The statements by all students but M2 showed that regardless of their nationality, the students equated being a teacher to be the center of the teaching-learning process. In time an obvious change has taken place in the perceptions of the students and they have all recognized the importance of involving students in the teaching-learning process and getting them to take responsibility for their own learning. The following are the students' responses to what it means to be a teacher:

B1

> We were taught in the old fashion. The teachers were the authority in the class. They would ask questions and we would respond. We were not supposed to challenge their ideas and had to respect them. I grew up in this tradition and thought that my job was giving knowledge, doing the same thing. But I have a different view than that now. Being a teacher means being a person who can facilitate learning by helping people. Also a teacher can bring cooperative learning into the classroom and let students learn together. I know that the professor is not the only person who knows everything.

B2

> I haven't taken a specific course on this yet. Generally speaking, however, so far there hasn't been a change in my philosophy. Perhaps in the methods or the ways, but not in my philosophy. I have always thought that a teacher is simply someone who has more information or different information from the student. And, I am there simply to divulge it or to release it. But I feel even stronger than that that a teacher is actually a student themselves. I have always thought that I am a learner too. I learn from my students. Students always let you know whether they like what you are doing or whether they understand you. I am good at reading those signals and change things for the next class. This has taught me to design materials and bring in or create activities that help my students learn. In my opinion, a teacher is also the best materials developer because she knows what her students like or need most.

M1

This is something that has changed most in my whole life. When I decided I wanted to be a teacher, I thought I would be the center of the classroom. I was very teacher-centered opinionated. But, now I know it doesn't have to be that way. I should work more outside the class and prepare activities and let students work more in the class. I should give more opportunities to my students so that they can practice the language more. So, I am student-centered now.

M2

An ESL teacher I think has to look at the language through his students' eyes and makes learning as easy and fun as possible for his students. That's what I have always done. I am glad for that. When I first encountered the word ´teacher-centered`, I had a hard time trying to figure out what it meant. I think all the teaching I have ever done has been student-centered even when I wasn't sure of what I was doing.

E1

Before I thought being a teacher was not difficult. If you are a teacher, you know English and you can teach. You have a lot of knowledge. You just come to the class and teach. You make the decisions for everything. After class, you stay in the office and correct students' homework. Now, I have learned that being a teacher is really hard work. Before we go to the class, we have to prepare so many things. You have to plan ahead of time and think ´How am I going to teach the subject?, What kind of materials should I use? What kind of activities should I bring to get students' attention and so on` Sometimes when students don't follow, you have to know what to do to help them and solve the problem. You have to think about your students first.

E2

Before I started the program, I had a tendency to be an audiolingual drill sergeant to a certain extent with a good sense of humor. I pulled information out of students above and beyond the audiolingual method. I learned to expand that side that wasn't the drill sergeant. I learned about the importance of students in learning. And I know how to involve them. That's important.

Item 4: Changes or Lack of Changes in Students' Understanding of What It Means to Teach

As was the case in the previous research question, the majority of the students thought that teaching was not difficult because their teacher-centered approach to teaching oversimplified a complex process like teaching. However, the students' responses show that they now are aware of the fact that teaching is an inherently complex process that requires knowledge to make informed decisions in order to obtain positive results. E2's statement in particular is a testimony to this. Besides this point, M2 made an interesting statement and said that the information he has learned regarding teaching has brought a renewed personal interest in teaching. The students' views on this issue are presented below:

B1

> Teaching meant transmitting knowledge to me. I, like everybody else back home, tended to think that I was the one who knew everything. My job was to go to the class and transmit knowledge. But I know that teaching is more than that. Now I have a different perspective. Even it hasn't been one semester yet, I have learned so many ideas. Now I consider students to be more active. Teaching is not giving ideas anymore. Teaching has to be interactive and cooperative. You have to involve the students more. They should become more active.

B2

> It meant to me I was to divulge knowledge and receive knowledge. I can embellish this statement with a few more clever words, but that was it really. I thought as a teacher I knew more than my students. My job was to divulge my knowledge to them. I would not only give them the knowledge but determine what they had to do and how they had to do that. That was then. I have learned many different methods since then. Now I know that the underlying idea in a complex process such as teaching is getting across to the students in any way I can and getting them to learn in an enjoyable way. That's the bottom line.

M1

I thought it was very easy. I would just go into a classroom and start teaching. I would be the teacher and know everything. If you know everything, nothing is difficult for you. That's what teaching meant to me at the beginning of the last semester. All my ideas have changed. It is very complicated to teach. You have to make many decisions even for one class. When I first read that teaching was a process of decision making, I was like ´What is this?` You have to think about how to adjust the subject to the level of your students, what kind of materials you are going to use, what kind of student groupings you are going to use in the class, what kind of homework you are going to give and many many more decisions. I know that it is more complex than I thought before.

M2

I think teaching has become more interesting to me as a result of being in the program mainly because I had been at this one place for so long. I had been there for thirteen years. I got very familiar with the curriculum, used the same book over and over. I started to like my job less. I wasn't doing anything new. Each semester appeared to be the same as the previous one. Only the faces of the students were different. Now, with the new ideas that I have, I am enthusiastic and excited about teaching once again, knowing I have more knowledge than ever. The degree has been a good personal investment for me.

E1

Before I thought it was easy for a teacher to teach. I even thought knowing English was enough to teach English. But now I have learned the complexities of teaching skills like listening, speaking, reading, and writing. You cannot go to a class and teach if you don't know the what the skill you are going to teach requires. You have to know the language backgrounds of your students, their age, their learning styles and so on. I didn't know these were part of teaching. I think I have learned that teaching is not that easy and I know what to do in each case. I mean I know what to do in general, but I may need to look at my books before I teach.

E2

When you don't know something well, you can never make a good assessment of your ability and knowledge. In the past I had limited methodological knowledge, and teaching meant using the methodology

I was given in the class. For example, the school I taught in Italy had a very strict method. When I was confronted at times with problems from students who didn't understand the methodology I was using, I had a tendency to just say, ´Look, this is the way it is done now, and it works. Just believe it` instead of explaining in depth why I was using that method because I didn't know the reasons. I have learned that teaching is complex. And now, I know a lot of methods and I know how to choose and use them to help my students learn. With this knowledge, I can deal with the complexities that may arise in teaching. I am able to use different approaches to drive home one point or several points. I am going to have more with me to take to the classroom and try.

Item 5: Changes or Lack of Changes in Students' Understanding of the Importance of Media and Materials

All students recognize the importance of using media and materials in language teaching. Those who have taken the course are more conscious of the importance of media and materials as their statements below show. The statements also clearly show that the importance of using videos is recognized by all students and that they are aware of the power and contribution of media and materials to language teaching. The following statements indicate the students' willingness to use media and materials more in their future teaching situations:

B1

I haven't got the chance to take the Materials and Media course because this is my first semester. Therefore, I can't tell you that tell you that there has been a change in me. But I am sure in that course I will learn new ideas about how to use videos, materials, and real kind of language situations to give my students opportunities to practice their English. I am looking forward to taking that course.

B2

We haven't taken that yet. I would say the low tech medium I have no problem with dealing with blackboard, handouts, overhead, and transparencies. I think I am very adequate at those. We are talking about

media and materials here. In China I was fighting for a chalk to use on a chalk board. Anyway, I would like to get into videotaping more or using videotaping more because I see it as a really interactive medium. It is the next closest thing to actually being there. The students will really see how the language is used and they will have opportunities to use the language themselves. I would also love it if the course teaches how to use computers in teaching.

M1

Before I came to the program, I had seen media and materials only as a student. I didn't really think about the use of media and materials because whatever the teacher brought into the classroom was fine with me. So, they really didn't mean anything to me. Having taken the course, now I look at them from a teacher's point of view, and I can see that even a single picture may be more effective to explain a concept than many words. I think music, pictures, videotapes are all important. Students remember things better if you use media and materials instead of using textbooks only. I have also learned to create my own handouts, materials I can use in my lessons. This way, I can make my classes more effective because everything I will prepare will be geared towards my particular class of students.

M2

I never used media before. I used mainly textbooks and different methods. But no media. I used materials....mostly handouts that I prepared. After taking the course, I see that video and audiovisual materials bring variety and real life into the classroom. Variety creates interest and motivation. Therefore, you bet I will integrate media and materials into my teaching. As I teach writing, I would also like to explore how computers might be used in ESL writing as well. I wish we had seen how they are used in ESL.

E1

I didn't even consider media and materials important when I started the program. I was after perfecting my English only. The course ESL Materials and Media introduced me to the idea of using media and materials such as videos, audio tapes, and pictures. I learned many things like how to produce materials for my students. I am capable of creating simple things only such as pictures because I am very bad at drawing. I can draw stick figures. In my country, I believe videotapes will be very useful because people will see how language is really used. I can play the tape again until they understand everything. I can show them subtitles of movies. This way they can learn

> what people say to each other in real life. I can then design activities to give them an opportunity to practice what they have seen themselves.

E2

Before to me using other materials just meant bringing in some section of a book to drive a point home or to add something to whatever I was teaching. Occasionally I used articles and poems. I used tape recorders quite a lot because I was using the audiolingual method. Now I see that there is a lot that I can use. I mean computers can be used. Video can be used. Authentic materials such as job application forms can be used. Using video which has been recorded from television from the news is going to prepare students more for life. These are a few examples. There is a lot that can be done and I am going to use them.

Item 6: Changes or Lack of Changes in Students' Understanding of Classroom Management

With the exception of M2, the statements by all students report significant changes in their understanding of classroom management. As a student who hasn't taken a course on classroom management yet, B1 has realized that teachers in the program are managing their classes significantly differently from himself. He observes the teachers in the program and makes notes of their classroom management procedures:

B1

> Before coming here, classroom management meant having all students be silent and maintaining that silence during the entire class period. Now, I am reading books, articles which help me develop my knowledge, and I am observing the professors' ways of organizing and doing activities in class. I am writing everything that every professor does in classes. I pay attention to

> how they handle different situations in class, how they move from one activity to another, determine the number of students in each group, how they give responsibility to us in groups and all other stuff. I am learning all these. My classes will be very different and they will be nicer than before.

As a teacher who had to teach multilevel classes abroad, B2 had managed to find a way to manage her classes. She considers what she has seen so far as a confirmation of what she had done in the past:

> B2
>
> This is one area where I got a lot of confirmation through the readings and class discussions. I have taught multilevel heterogeneous classes where I have had anywhere from beginner, intermediate, advanced all in the same class. I had to plan all activities carefully before each class and manage the class effectively for otherwise the result would have been absolute chaos. Some of the readings such as a chapter by Penny Ur was useful. I knew what I was doing was working but nobody told me whether I was doing things right. The readings not only confirmed what I was doing, but they expanded my horizons as well. I know more about classroom management now.

As a student with no background in teaching, M1's introduction to classroom management began after she started the program. Today, she talks about some important aspects of classroom management such as group dynamics and clarity of instructions which show that her current level of knowledge is good enough to enable her to pay attention to such crucial factors in classroom management:

> M1
>
> I became familiar with the term classroom management after I started the program. Now I look at it from two points. One is the physical environment such as the setting of the classroom, the arrangement of the seats and so on. The second is the psychological environment. I call it the psychological environment because everything you do in the classroom affects your students. Activities, the way you group students, everything you do affects students. For example, you should not put a student in the same group with a student she doesn't like. She will not feel good. If you don't make your instructions clear, students won't know what they are going to do. They will

> feel bad. A teacher should avoid such problems. Otherwise, your classes won't go smoothly. If you keep your students happy, your classes will go smoothly which means you will have no classroom management problem.

M2 believes that no significant change has occurred in his understanding of classroom management:

> M2
>
> I have been thinking about this for a while. This is the third time you are asking this question, but I don't know if I can point to any changes. Classroom management to me is mostly a function of awareness. Main thing is to be aware of the group dynamics. I have always been careful about that and I have never had any real problems. In the readings I haven't read anything that struck me so far either.

In parallel to her increasing knowledge, E1 has realized the complexities of classroom management. She believes that any problems that may occur may be solved should the teacher be knowledgeable:

> E1
>
> Before I thought classroom management was easy. I just go to class and teach, and students have to listen to me. Now, I have fears. What if my students don't pay attention to me? What if they don't like my teaching?...my activities? I have learned that the success of classroom management is correlated to the level of teacher's knowledge. The more knowledgeable the teacher is, the more she understands and helps her students, the better her classroom management will be.

There has been a significant change in E2's understanding of classroom management. In the following honest statement, E2 openly talks about her lack of knowledge of classroom management skills and how she had never had any problems related to that in her previous part-time jobs. In the second part of her

statement, she talks about her successful classroom management experiences using the information she has learned in the program:

> E2
>
> I didn't know a lot about classroom management before. People were paying me by the hour for classes I taught and I didn't have problems like attendance or boredom. Everybody was also from the same culture so I didn't experience any problem. I knew it as a concept. That was all. But my opportunity to teach pronunciation at ELI really really helped to understand classroom management because pronunciation is something that is a little bit more obscure than teaching grammar. Students see much more of a need to learn grammar . Well, that's not true because they all need pronunciation. But, keeping their interest level going was difficult sometimes. I had to find activities that would add variety to the class, I learned about the cultures of my students and their learning styles so that I could help them more on individual basis. I can tell you that you can manage a class well if you know what you are doing. You need knowledge for that, and I have it now.

Item 7: Changes or Lack of Changes in Students' Understanding of Teachers' Roles

The students' responses to this question show that except for B2, who stills considers herself to be the transmitter of knowledge, and M2, who has always considered himself as student-centered, changes have taken and are taking place in all other students. B1 has already realized that he should switch from being the center figure in the classroom to the skillful conductor of classroom who adopts different roles to provide opportunities to his students to become more active in learning:

> B1
>
> It is my first semester here. I am still learning. Before it was like I was the one who had the ideas, and students had to sit over there and receive those ideas and be passive. Nowadays, my observations of the teachers tell me that my role as a teacher should be that of a facilitator, a companion, a resource person, and a guide. This increases student participation. My role is to get my students to participate and learn more.

B2 states that the information she has gathered so far has not been enough to convince her to see herself in a role other than that of the transmitter of knowledge:

B2

> There hasn't been a change in my perception of teacher's roles. I have always been a person who transmits knowledge. I transmitted knowledge they were not aware of. I know that I facilitated their learning. I know I helped them to look at things in a different way. I think these are adequate roles and so far I haven't read or seen anything that convinced to think differently than that.

M1's statement is an example of a significant change from the classical teacher of yesterday to the learner-friendly teacher of today. She also states that even though she is interested in applying her ideas in Taiwan, she finds that difficult to do:

M1

> Before I came here, I thought teachers were the representatives of power, authority, and sources of information. Now, it is much more than that. A teacher has to be anybody or anything that helps students learn. I don't want to limit my explanation with a few familiar terms. I want to be as open as possible. I would say a teacher is a knowledgeable, caring person who makes learning fun, who makes his students active, and who is always available to help. But, you know it is almost impossible to be like this in Taiwan.

M2 states that no significant changes have taken place in his understanding of teacher's roles. He mentions a new additional role for a teacher which is that of a resource person:

M2

> This is an area where I can't tell you that there have been a lot of changes. The role I had before was to define what it is the students need to learn, and then figure out the best way to have them learn. So, I saw my role as very flexible. That's why I have a hard time talking about the role of the teacher because it is so flexible. However, I would say now I see one clear change....an additional role for the teacher as important that I didn't see as important.....designing new activities for the class. You know...teacher as a resource person. That's the only additional role that I see.

E1's statement is another example of a giant leap from being classical teacher to being a learner-centered teacher. Like M1, she is happy about the change. However, like M1, she also voices a similar idea and points out that it is not easy to be a learner-centered teacher in her native country:

E1

> I thought before teacher was someone who went to the class and taught. That was everything. Now I see that a teacher has to be a planner, counselor, guide, facilitator and a whole lot more. I know it is difficult to try these in the Thai culture. I am sure a lot of teachers and principals will not like this, but I am sure students will like it when they see a teacher who acts differently in class and gives them opportunities to use the language in the classroom, not just exercises. They will respect me too and they will learn more. This is how I see the role of a teacher today and I want to do this in Thailand. I am not sure if I will ever be allowed to do this, but I want to try.

E2's statement vividly explains the significant change in her understanding of teacher's roles:

E2

> I know I have a tendency to be ´take control` type of person. I think that aspect of me has softened. I think I am more open to listening to the students' needs. I am a facilitator which I was not before. I like this role because a facilitator is someone who doesn't just hand information to you, but who guides you and helps you to be motivated in learning yourself. I guess a facilitator is somebody who is kind of like a therapist. A therapist is going to cure your depression. He is going to make you feel better. He is going to help guide you into taking the steps that you need on your own. And, I guess that's the role of an ESL teacher—help students see what they can learn and help them learn.

Item 8: Changes or Lack of Changes in Students' Understanding of Students' Roles

The students' responses to this question are an extension of their answers to the previous question in which they talked about the changes in their understanding of teacher's roles. All students are convinced that the role of students should not be passive anymore. They want their students to be more active and are willing to create an environment which will allow them to be so. An interesting change is seen in B2. Her statement shows that she has begun to recognize the fact that students should be a part of the decision making process. Even though she is not yet aware of the change, the process has begun.

B1 has already covered a long way in recognizing the central role students have in teaching. The speed of change in him is encouraging that by the time he finishes the program, he will have transformed himself into a teacher who knows that teaching can never become learning until information registers in students' minds:

> B1
>
> I thought the students were down there. Their job was to get ideas, follow the exercises in the book, and try to answer according to what was in the book. They were passive. We didn't do any group work or cooperative work. Now, it is different. They have to take responsibility for their own learning too and begin to voice their opinion on how they like to be taught and what they want to do. They have to struggle let's say a little bit to help themselves in the teaching-learning process. And, I have to find a way to facilitate learning, not just to give everything to them.

B2 has recognized the importance of involving students in the decision making process to make learning meaningful, effective, and lasting. In her statement she makes an important point that even though her students were more active than

other students, they were always under her control, working harder than other students, doing what she believed was good for them. Her account of change in her understanding of student's roles is below:

B2

> In the Asian cultures where I taught, students are usually passive. However, I never allowed my students to sit like robots in my classes. My students were always active in my classes. They had things to do all the time. I had them do a lot of activities in the classroom but I realize that even the options in those activities were teacher-centered in the sense that I decided what the options were. I would say, ´OK. We have options a, b, and c. It is up to you to choose from those three.` Now, I will say ´OK. Students can have a number four.` and allow them more freedom which will bring enthusiasm and motivation. These two were not always there in my classes before.

M1 has given up considering the traditional role of students as passive partners as normal. She wants to create a warm atmosphere in her classes by being an approachable teacher and to encourage more student participation, she plans to bring in more cooperative learning activities:

M1

> Before I thought a student had to listen to whatever the teacher said and he would be successful. He would ask the questions the teacher expected him to ask, answer the questions the teacher asked, do the homework, come to class all the time, and be respectful. Like they say here this is a passive role. I will say to my students, ´You can ask me any questions that you may have` I want them to be more active in my classes. For that I will bring more group, pair, and individual work into the class. This way they will be active and use the language they are learning. This is better than doing homework only.

M2 has begun to see students as more active than in the past. He explains the how this change had occurred below:

M2

> I think I see the students' role as more active than I did before. Probably because I got stale in some ways, just doing the same thing over and over again. And, I think that I may have appreciated a certain staleness on the part of the students too because it made fewer demands on me. I can see that now looking back. I am a lot more excited about teaching now than I have been for some time. I have new information and certain amount of validation of ideas that I've had in the past. I will try all kinds of new activities to keep my students involved and see which ones work and which ones don't.

E1 recognizes the importance of helping learners become more active in the class and points at the value of encouraging student participation. She has abandoned her old way of perceiving students to be passive members in the class, and has already found a way in her mind to make her students more active in her classes by changing the seating plan even though she admits that may even cause problems in her country:

E1

> In the past I thought the students had to sit, listen, answer, do the exercises, take notes, and that was all. If you have a question, you can ask it at the end of the class or outside. They were passive. But, I think what I learn from here is really a good idea to allow students to ask questions anytime they want. I want them to participate more and share their opinions because sometimes students' opinions are very nice. In order to do these I want to make the classroom a warmer place. For example, a classroom circle could change the classroom atmosphere because students face each other and see the teacher. And to make them more active I will use cooperative learning and bring a lot of group and pair work into my classes. I am not sure if I can do all these in my country. But I will try.

In her own vivid and direct way of expressing, E2 explains that she has learned why it is important to take students as the most important party in teaching in the following sentences:

E2

> I think before the M.A, I expected them to do what I asked them to do, meaning I controlled most of the class, getting them to speak frequently, but I was the one who was in control. I think now that I have my M.A and I have learned what student-centered means, I'm a little bit more conscious of what the students want to do. So, for instance, if they don't like an activity that I am doing or they seem to be faltering in some way, I will stop things and say, ´What's the problem?` May be, I'll change the thing or else...change the activity somewhat or move on to something different that they are more interested in. Perhaps I will give them an explanation as to why I chose to use this particular activity and the value that it has. I will bring activities that are appealing to students. This way they will be more active and motivated.

Item 9: Changes or Lack of Changes in Students' Understanding of Cross-Cultural Factors in Language Teaching

The statements made by the students who have taken the course show that the students have all understood the significance of cross-cultural factors in language teaching. On the other hand, as B1 and B2 are newcomers to the program and have not taken the course Cross-Cultural Communication yet, they report no change in their perceptions. B2 gives an interesting example from her personal experience and states that her lack of knowledge of cross-cultural factors actually worked to her advantage in Japan. The statements by B1 and B2 are presented below:

B1

> Cross-cultural factors are very important in language teaching. One of the things I wanted was to get insights about American culture. I am looking forward to taking that course and learn more about this culture. There are many issues such as non-verbal communication, body language, eating habits, and other culture specific things like social security number, recycling cans and so on that are really important for students who are considering learning English or coming to the States.

B2

> I haven't taken the course yet. Now that I know there is such a course, I wonder to what degree it could have helped me understand the Japanese and Chinese cultures if I had taken it before I went to those countries. But, I have to tell you that my lack of knowledge of those factors worked to my advantage in some cases. In Japan, being a foreigner I would use videos in my teaching and my students liked it a lot. I was told by a Japanese teacher they can't do that because if they use video and they are teaching, then their colleagues, their fellow teachers think that he is a lazy teacher that he didn't have planned anything for the class. That's the Japanese grammar translation approach. If you don't go into class and drill, drill, drill, you are not a teacher. So, they thought I was lazy. But my students liked me very much.

The answers by M1 and E1 reveal another instance of the problem previously stated by M1 and E1 in question seven. Both students again do not see how the information they learned will be useful to them in their teaching situations.

According the M1 cross-cultural factors are important yet she believes that the information she learned will not be of use to her in the future because she plans to teach English to her fellow countrymen:

M1

> I have learned a lot of valuable information in that course. It is good to know all that knowledge, but the cross-cultural differences that I learned in that course are not really that important to me because I will teach in Taiwan only. I am not planning to teach English to Mexican immigrants or foreigners here. My purpose is teaching EFL in Taiwan not ESL in America. My students will be Taiwanese. If they believe I should give some information about the American culture in a lesson, I think I can do that myself. I don't believe the information I have learned in that course is really something I can always use.

M2 highly values the information he got in the cross-cultural communication course and thinks that if had had knowledge of cross-cultural factors while he was teaching abroad, he could have prevented some problems from happening:

M2

> I think I have a better understanding of some of the oriental cultures than I did before, specifically, having to do with the notions of high context and low context. I found that to be a very useful spectrum. It explains a lot of things about not only their cultures, but things that I have experienced personally. So, I find that to be very meaningful. If I had that information at that time, I could think of a few problems that I could have prevented. And, I can think of ways I could have been more effective in my teaching. Also the idea of face is very useful. The books we followed were excellent.

As was mentioned above, E1 voices an almost similar concern. Her statement which explains her concern is below:

E1

> I really liked that course. I learned a lot of interesting information. It gave me a chance to learn about other cultures which is so interesting. I enjoyed the information I learned in that course. It expanded my horizons and made me a more open-minded person. I learned that when two people talk, the distance between them changes from one culture to another. Also, eye contact is interpreted differently in different cultures. Although the information was nice, I don't think I can use what I learned in my classes because it was about other cultures. I will be a teacher in my country, not anywhere else.

E2 talks about how her knowledge of cross-cultural factors helped her become a better teacher and understand the importance of a concept such as ´saving face` in language teaching:

E2

> Before I started teaching in Italy, I had already lived there at two different times. I already had knowledge of the cultural differences between Italians and Americans. But while I was teaching English to immigrants in Pittsburgh, I realized that I knew nothing about my students' backgrounds and how they learned. There were people from many different countries. If I had known what I know today, I would have been a better teacher to them. Here at ELI, I also had students from all over the world. Thanks to that course, I have a better understanding of different cultures now and I learned to understand and help my students. The things I learned in the course such as "saving face" helped me understand my Arab and Asian students better. I think anybody

who is planning to teach English to people from different countries should take this course.

Item 10: Changes or Lack of Changes in Students' Understanding of What It Means to Learn a Language

All students now agree that learning a language is an inherently complex process while some previously considered it rather easy. B1 had the impression that learning a language was learning its grammar. Now he has recognized the importance of developing skills such as listening and speaking. He states that, as a teacher, he should help his students develop these skills and be more understanding:

> B1
>
> There are a lot of changes in my understanding, of course...a lot actually. In the past I used to think learning a language was just learning the rules and studying the book. Those would be enough to learn the language. But more and more I realize that is not enough. There are so many things which are really hard to teach like prepositions. Why do we say "on the campus" for example? It is a difficult thing. But that's grammar only. Besides this, a student has to develop reading, speaking, writing, and listening abilities. And that is difficult. Learning a language is a long process. Students need help. Teachers must know what to do in that case and give them more opportunities for practice. Real language will be helpful for that. I am planning to bring videos and real language situations into my classes to help my students see, learn, and use English. I will also be patient and more understanding with my students. I didn't do that in the past.

As a person who learned Japanese, B2 states that she knew learning a language was difficult. But she thought learning English would be easier. She

realizes the falsity of that thought. She plans to help her students while they are learning English as follows:

> B2
>
> I have always thought that language learning was difficult because my major was Japanese. However, I had the idea that learning English was easier. I thought my students were learning the language real fast. Now I realize that I was making this assumption on the basis of orthography. But that was not correct either. English is easier to write for me, but not for my students. The readings I have been doing tell me about the hurdles people learning English go through. I realize I should spend more time having my students become more familiar with the English alphabet to begin with. And I should spend more time on their pronunciation, writing, speaking, listening, writing and be more careful about giving good feedback and make that in a timely manner. It is a more complex process than I thought. I know there will be more I will learn and be amazed.

M1 had reduced language learning to an unpleasant experience that required the memorization of grammar rules. Now she has realized that there are other factors such as learning styles and motivation which she had never thought of previously. She believes teachers' intervention to help is necessary and useful:

> M1
>
> When I was in Taiwan, I thought learning a language was horrible. There were a lot of rules to learn. I thought learning a language was to memorize the rules until they became perfect in your head. After I came to the program, I understood that grammar doesn't cover everything. It is more complicated than that. There are many other things such as learning styles, motivation, age and so on. Teachers have to know these to help their students overcome this difficult task. More importantly, I think learning a language means learning to be patient. That's what I have learned so far. Learning a language is not only learning the grammar of that language. It is also learning to be patient as well because you travel a long way until you learn the language.

M2 has always thought that learning a language was difficult. Currently he has a better understanding of the difficulties inherent in learning a language. He mentions those factors in his statement below:

M2

> Well, I have always found it difficult to learn a language. I used to learn Swahili. The readings I have done in the program, on the whole, probably made the whole prospect of learning a language even more discouraging. There are crucial factors like motivation. I think that motivational factors, affective factors such as affective filter are even more important than I thought that they were before. Teaching will never succeed if students have formed barriers in their minds. They will not be receptive to instruction. Students can learn in an environment where they feel comfortable and where it is OK to make mistakes. Learning a language becomes more complex if these conditions do not exist. Learning a language is definitely more complex than I used to think it was.

E1 has also realized how complex learning a language is. Her statement shows that her initial impressions on language learning were rather rudimentary:

E1

> Before I started the program, I thought learning a language was easy. I thought I would spend may be three years here, and my English would be perfect, native like. When I came here, I found out that it is not that easy to learn a language. It takes a lot of time and effort. Learning a language depends on many things like age, brain, sex, and time. There are also psychological factors. The environment has to be conducive to learning as well. It also requires a lot of patience. I wasn't aware of these before I started the program.

E2 states that as a person who knows a foreign language, she knows it is difficult to learn a language. Through her studies in the program, she has realized that learning a language for academic purposes is even more difficult than learning a language:

E2

> I consider it (learning a language) a very big deal because I learned Italian. I guess the thing that has changed in me is that I have a different outlook on.....OK....I would have a very great deal of difficulty learning Italian for academic purposes. Even though I am completely fluent in Italian, my reading and writing abilities are poor. I guess through studying and teaching here, I have gotten more of an understanding of just how complex it is to be able to read and write for academic purposes. And it helped me to become more aware of what a big task that is to prepare students for study at university. I have also learned about the phases a person goes through while learning a language through taking SLA. I know it is difficult.

Item 11: The Impressions Students Have about Their Future Employment

All students but B2 stated that their next job or position in their workplace would be a better one. B2 stated that she had never been interested in getting better jobs. She applied for jobs that teacher would not prefer. The students' statements on this issue are below.

B1

> I don't have any problem with employment in my country. Because I already have a job back home. My university has sent me here and they are paying for my expenses, and I know I will get a raise and a better position in the department when I finish my degree here.

B2

> I am a person who likes to teach. I don't think it (M.A degree) will make much of a difference in my case. I have never been turned down by my first choice because no one else wants that job. I would rather be out in the countryside than in downtown New York university. I already had the jobs. The pay was not great but I wanted to keep the jobs. But that became difficult when countries raised their standards for hiring native teachers. Now with this degree, I will keep the jobs I like.

M1

I would say it can help me find a good job in Taiwan. I will earn good money because I will be a teacher with an American degree in my country.. This is important. The pay will be better than an Taiwanese teacher with an M.A from Taiwan. But, I don't think it (M.A degree) can help me in the States.

M2

Future employment looks pretty good. I think I will be able to get a better job, definitely more money....and a more interesting career. I am planning to go overseas after I am done here. I have already started talking to people abroad. Job prospects are looking really good.

E1

I think it will be easy for me to find a teaching job in a college or high school in Thailand. It will be a good paying job. I am sure of that because I will have a degree from the United States and I will speak English better than many Thai teachers.

E2

I am convinced that this degree will help me find a job both in the States and abroad. I never had a full-time job in the States and going rate for people with their M.A is absolutely horrifying. I think I am going to go abroad for one or two years. If I am accepted for the Fullbright, I will be gone for one school year. If they allow me to renew it, I'll do it a second year because the money is much better abroad than it is here.

Beyond the Research Questions: An Issue that Arose During the Interviews

In addition to the students' responses to the research questions, three students reported their dissatisfaction with one aspect of the program. Students B1, B2, and M2 were also interested in pursuing their doctoral degrees in the same

program. However, they found out that it was not possible to do a Ph.D. degree in the program because by the time students finish taking the required courses, there will have been no new course for them to take for the Ph.D. degree. B1 explains how he found this out in his own words as follows:

B1

> The only thing that I don't like is that some of the courses are 700 level courses, which means they are Ph.D. courses. If you are thinking of getting into the Ph.D. degree, you don't have a chance to move into the same program because you won't be allowed to take the same courses. I was thinking of doing my Ph.D. here because I like the program. But, I can't do it here. This is not good. This is a good program, but if you come here for the Master's, you can't do your Ph.D here because there are not enough courses.

As a person who wanted to explore the possibility of doing both M.A and Ph.D. B2 has also learned that she cannot continue to do Ph.D. in the program because of the same reason:

B2

> I wanted to know whether I could do Ph.D. after Master's here. I went to a professor and asked him, "How can I continue my doctorate here?" He told me I couldn't. If you do your M.A here, there are almost no courses left for you to finish your Ph.D. coursework. You have to go elsewhere. Whereas in other schools, you can do both degrees in the same department. MAs and Ph.D.s take all courses together here. There is not so much distinction between the MAs and Ph.D.s. It's just an overall class and this ends up hurting people like me who want to do Ph.D. in the same department.

M2 was the only student who spent more effort than any other student in the selection process. He liked the program and also considered doing Ph.D. here. However, he also learned that that would not be possible:

M2

> MAs and Ph.D.s take all courses together. One result of it is that if a student decides to do Ph.D. in the program, they say goodbye. That disappointed me. I like this place. I was thinking I should go on for a Ph.D. here. But, it didn't take me too long to figure out that you know with all the courses I will take, what is left?

So far in this chapter students' responses to the eleven research questions that were asked to complete the evaluation research were presented and briefly discussed. During the interviews, three students expressed their disappointment that they would not be able to stay for Ph.D. in the program because of the limited number of courses which are taken both by the Master's and doctoral students. In the next chapter, the results of the interview findings will be discussed as part of the intended evaluation and recommendations will be made based on the findings.

CHAPTER VIII

DISCUSSION OF THE RESULTS AND RECOMMENDATIONS

This study was conducted to do a comprehensive evaluation of the M.A. TESOL program at UBF using insiders' perceptions with minimum number of evaluators. In order to obtain and present those perceptions, data collection techniques which captured qualitative data and allowed the quantification of it were used. GPSA questionnaires, the questionnaire prepared by the researcher, and qualitative interviews were used for that purpose. Inclusion of everybody who were a part of the program at the time of the research and before, the additional questionnaire used to obtain alumni's opinions, using GPSA questionnaires which used multiple indicators to determine insiders' perceptions on the quality-related characteristics of the program and qualitative interviews to get students' opinions on issues that were not covered in the GPSA questionnaires all increased the breadth of information gained from this study.

This chapter will discuss the strengths and weaknesses of the program first by looking at the results of the alumni. It will then continue with the discussion

of the GPSA questionnaire results which will be followed by the qualitative interview results. The discussion of the data in each section will be followed by recommendations.

Alumni Results

The discussion of the overall alumni, non-native alumni, and native alumni results will be done together under seven subsections given in chapter V. The subsections are “Employment upon Graduation”, “Financial Benefits of the M.A. TESOL Degree”, “Use of the M.A. Training in the Professional Lives of the Alumni (Subgroups)”, “Usefulness of the Courses to the Professional Needs of the Alumni”, “Evaluation of the Courses (by the Alumni (Subgroups))”, “Professional Productivity of the Alumni (Subgroups)”, and “Perspectives of the Alumni (Subgroups) on Other Aspects of the Program.”

Employment upon Graduation

In this subsection and ones that follow, the information that has significance will be presented for discussion purposes. A look at the employment upon graduation figures show that overall alumni percentage of working in the ESL/EFL field is 63. For non-native alumni, it is 53%. Native alumni leads others with 75% as seen in Table 75 below.

Table 75

Alumni’s Fields of Work upon Graduation

	Overall Alumni (%)	Native Alumni (%)	Non-Native Alumni (%)
ESL/EFL Field	63	75	53
Other Fields	37	25	47

However, as the information in tables 76 and 78 below show that the job prospects of the native alumni have been bleak since graduation. Table 76 shows that although 63% of the native alumni found new jobs upon graduation, as the results in Table 78 show only 50% found full time employment in their first jobs. An astounding 50% of the native alumni found part time jobs after the completion of their degrees. Currently 50% of the alumni hold full time jobs, and 24% are working part time jobs.

As for the non-native alumni, a steadier picture appears. 53% is working in the ESL/EFL field. 53% found new jobs; 6% returned to their previous employers in new position which means better working conditions and better pay as well. 71% of the non-native alumni reported that their first jobs and current jobs were full time which is significantly higher than that of the native alumni, which is 50%. Tables 76 and 77 present a visual summary.

Table 76

Alumni's Choice of Employment upon Graduation

	Overall Alumni (%)	Native Alumni (%)	Non-Native Alumni (%)
Found new jobs	56	63	53
Returned to previous employer in new position	7	0	6
Returned to previous employer in previous position	7	0	12
Continued current employment in current position	22	38	18
Omit	7	0	12

Table 77

Alumni's Type of Employment upon Graduation

	Overall Alumni (%)		Native Alumni (%)		Non-Native Alumni (%)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
First Job	59	33	50	50	71	18
Current Job	63	30	50	24	71	38

A look at the overall, non-native and native alumni results shows that after the completion of the Master's degree, the majority in all three groups found teaching jobs at Ph.D. granting universities, four-year colleges or non Ph.D. granting universities, and elementary, intermediate or secondary schools where they could use their professional training. The figures also reveal that as far as first and current jobs are concerned, there has been an increase in the percentage of Ph.D. granting universities as the primary employers of the alumni. As these universities have to employ people with higher professional qualifications because of the education they give, the hiring of the alumni by these institutions may be interpreted as a positive outcome of having a master's degree. Even though a decrease is observed in the percentage of four-year colleges and non Ph.D. granting universities as primary employers in terms of current jobs in the overall and non-native alumni groups, a significant percentage of the alumni is still employed by these institutions. No change is observed in percentage of the native alumni, which remains unchanged at 13%. Elementary, intermediate, or secondary schools are among the primary employers of a significant percent of the alumni groups. For the non-native alumni,

the percentage of this employer type is 12% both for first and current job positions, while a 12% decrease is observed in the native alumni group from 25% to 13%.

As community colleges are specific to the United States, 0% of non-native alumni reported them as their primary employers. Interestingly, even though there are many community colleges in the United States, 0% of the native alumni reported that these colleges were not their primary employers either.

In addition to these, a comparison of the non-native and native alumni figures given in Table 78 should be made in order to see the differences between the two groups. 25% of native alumni held their first jobs at nonprofit agencies or institutions. Currently, no native alumni member is working for those institutions. 13% of native alumni also reported business and industry as their first primary employers. Currently, however, 0% of native alumni is holding those business and industry jobs. This means that 38% of the native alumni have lost their jobs. Even though 13% increase is observed in the Ph.D. granting university category as primary employers, the figures also show 13% unemployment which was not reported when alumni first applied for a job after they had completed their degrees.

25% of the native alumni's choosing jobs at nonprofit agencies or institutions, and 13% of their applying for business or industry jobs may be a sign of the insecurity they may have had about job prospects when they finished their degrees. As those jobs are not offered by teaching institutions, they do not offer the secure continuous employment sought by the native alumni members. For the non-native alumni, however, as English is required for business purposes in their native countries, businesses would prefer to work with people like them who did their

degrees in the United States. It may be because of this fact that 12% increase is observed in business or industry jobs held by the non-native alumni members, rising the percentage from 12% to 24%. Table 78 presents the primary employers of the alumni after they completed the program.

Table 78

Alumni's Primary Employer After Completing the Master's Program

	Overall Alumni (%)		Native Alumni (%)		Non-Native Alumni (%)	
	First Job	Current Job	First Job	Current Job	First Job	Current Job
Ph.D.-Granting University	19	26	25	38	18	24
Four-Year College or Non Ph.D.-Granting University	30	22	13	13	41	29
Community College	0	0	0	0	0	0
Elementary, Intermediate or Secondary School	15	11	25	13	12	12
Nonprofit Agency or Institution	11	4	25	0	0	0
Business or Industry	11	15	13	0	12	24
Government	4	4	0	0	6	6
Self-Employment or Private Practice	0	0	0	0	0	0
Other	0	4	0	13	0	0
Continuing Graduate or Professional Education	0	4	0	13	0	0
Not Employed	0	4	0	13	0	0
Omit	11	7	0	0	12	6

When the primary job activities of the non-native alumni subgroup are examined, except for the scientific and technical service jobs, the non-native alumni members have had jobs in all other categories either as their first or current jobs. 100% of the native alumni members reported that their first primary job activity was teaching related. The rate is down to 75% for the current primary job activities of the native students as Table 79 shows.

Table 79

Alumni's Primary Job Activity After Completing the Master's Program

	Overall Alumni (%)		Native Alumni (%)		Non-Native Alumni (%)	
	First Position	Current Position	First Position	Current Position	First Position	Current Position
Research	0	4	0	0	0	6
Research and Teaching Equally	4	4	0	0	6	6
Teaching	81	56	100	75	71	47
Administration and Management	4	7	0	0	6	12
Professional Service	7	4	0	0	12	6
Scientific or Technical Service	0	0	0	0	0	0
Further Study or Training	0	11	0	0	0	12
Other	0	11	0	13	0	12
Omit	4	4	0	13	6	0

Financial Benefits of the M.A. TESOL Degree

The figures given by the alumni members show that the M.A degree has obviously caused an increase in the salaries of the alumni. Before starting the discussion of the changes in the incomes of the alumni members, it is necessary to

remind that the annual income of the non-native alumni members has been converted into US dollars so that a comparison of salaries could be made on the same basis. Even though the salaries of the non-native alumni may be considered low in American dollars, the living standards of the non-native alumni may not be that low.

Before the M.A degree, 63% of the overall alumni, 75% of the native alumni, and 59% of the non-native alumni was making less than $10.000 a year. After the degree, the percentages dropped significantly. In their first jobs, only 22% of the overall alumni reported that they were making less than $10.000 a year which indicates a 41% decrease. 50% decrease was reported by the native alumni, and the percentage went down from 75% to 25%. For the non-native alumni, a 35% decrease was reported. This brought the initial 59% down to 29%. Currently, 26% of the overall alumni, 38% of the native alumni, and 24% of the non-native alumni are making less than $10.000 which means that a significant number of alumni members have climbed up the steps of the financial ladder.

However, when the figures are re-examined, it is seen that the improvement has not eradicated the financial problems of the alumni members. A very significant number of the alumni are still far from being able to make $20.000 which may barely be enough to let them live moderately. The percentage was 89% for the overall alumni, 100% for the native alumni, and 83% for the non-native alumni before the degree. It went down to 70% in the overall alumni, 75% in the native alumni, and 65% in the non-native alumni when they started their first jobs after the degree. Currently, the decrease continues, but still the percentages are high: For the overall

alumni, the rate is 59%, for the native alumni, it is 64%, and for the non-native alumni, it is 59%. It is obvious that more improvement is necessary in the salaries.

Some alumni members have started seeing the financial benefits of the degree in their salaries. For example, 13% of the native alumni reported making between $25.000-29.999 a year, and another 13% reported that they were making $50.000 and above in their first jobs after the degree. Similar positive improvements were reported by the non-native alumni members as well. 12% said they made between $20.000-24.999 a year in their first jobs. Another 12% reported that they made between $25.000-29.999, and 6% reported making between $30.000-34.999.

The positive impact of the M.A degree continues to affect the salaries of the alumni subgroups. Currently, 13% of the native alumni make between $40.000-49.999 and another 13% make $50.000 and above. The increases in the non-native salaries display themselves as follows: 18% are making between $20.000-24.999, 6% between $25.000-29.999, 6% between $30.000-34.999, and another 6% is making between $35.000-39.999. Table 80 below presents the changes that occurred in the incomes of alumni subgroups.

Table 80

Changes in the Alumni Income

	Overall Alumni (%)			Native Alumni (%)			Non-Native Alumni (%)		
	Before M.A.	First Position	Current Position	Before M.A.	First Position	Current Position	Before M.A.	First Position	Current Position
Less than $10.000	63	22	26	75	25	38	59	24	24
$ 10.000 - $ 14.999	19	37	26	13	38	13	18	35	29
$ 15.000 – $ 19.999	7	11	7	13	13	13	6	6	6
$ 20.000 – $ 24.999	4	7	15	0	0	0	6	12	18
$ 25.000 – $ 29.999	0	11	4	0	13	0	0	12	6
$ 30.000 – $ 34.999	4	4	4	0	0	0	6	6	6
$ 35.000 – $ 39.999	0	0	4	0	0	0	0	0	6
$ 40.000 – $ 49.999	0	0	4	0	0	13	0	0	0
$ 50.000 and above	0	4	4	0	13	13	0	0	0
Omit	4	4	7	0	0	13	6	6	6

Use of the M.A. Training in the Professional Lives of the Alumni Subgroups

In order to determine to what extent the alumni members use the information they learned in the program in their professional lives, it would be useful to establish two categories as “Extensive Usage of Training” and “Limited or No Usage of Training” to classify the alumni’ responses. The “Quite a Bit” and “A Great Deal” answers will be considered in the “Extensive Usage” category, and the “Not at all” and “Some, but not much” answers given by the alumni will be considered in the “Limited or No Usage of Training” category.

When the figures in the overall, native, and non-native alumni groups presented in Table 81 are examined, it is seen that the alumni makes extensive use of the information they learned in the program. The “Extensive Usage” rate is 74% in their first position and 74% in their current position for the overall alumni, for the native alumni the rates are 88% in their first position and 75% in their current position, and for the non-native alumni the rates are 70% in their first position and 76% in their current position. This shows a 12 decrease in the native alumni subgroup and 7% increase in the non-native alumni subgroup.

The “Limited and No Usage of Training” rates are considerably low compared to the figures given above. For the overall alumni, the rates are 22% in the alumni’s the first positions and 23% in their current position. For the native alumni, they are 24% in the first position and 24% in the current position. For the non-native alumni, the rates are 13% in the first position and 13% in the current position.

Table 81

Extent to which Training Received in Master’s Program Was or Is Used

	Overall Alumni (%)		Native Alumni (%)		Non-Native Alumni (%)	
	First Position	Current Position	First Position	Current Position	First Position	Current Position
Not at all	0	4	0	13	0	0
Some, but not much	22	19	13	0	24	24
Quite a bit	41	48	63	38	35	53
A great deal	33	26	25	38	35	24
Omit	4	4	0	13	6	0
Mean	3	3	3	3	3	3

Usefulness of the Courses to the Professional Needs of the Alumni

To make an assessment of the usefulness of the courses to the professional needs of the alumni members, six questions were asked in the supplemental questionnaire; those questions were 3, 5, 7, 9, 10, and 12.

In order to determine the alumni's assessment of the usefulness of the courses to their professional needs, it would be useful to establish two categories as "Useful" and "Not Useful" to classify the alumni' responses. The "Agree" and "Strongly agree" answers given by the alumni will be considered in the "Useful" category, and the "Disagree" and "Strongly disagree" answers will be considered in the "Not useful" category. The "Don't know" answers will be reported as "Unsure".

As seen in Table 82 below, a very high percentage of the overall, native, and non-native alumni members stated that the courses in the program provided them with useful skills for teaching. The "Useful" rate for the overall alumni is 81%, for the native alumni it is 100%, and for the non-native alumni it is 75%.

The "Not Useful" rates are very low compared to the "Useful" rates. For the overall alumni, the rate is 14%. For the native alumni, it is 0%. For the non-native alumni, it is 18%.

4% of the overall, 0% of the native, and 6% of the non-native alumni said they were "unsure".

Table 82

Courses in the Program Provided the Alumni Members with Useful Skills for Teaching

	Overall Alumni (%)	Native Alumni (%)	Non-Native Alumni (%)
Strongly disagree	7	0	6
Disagree	7	0	12
Don't know	4	0	6
Agree	48	50	47
Strongly agree	33	50	29

Table 83 below shows that a very high percentage of the overall, native, and non-native alumni members stated that as a result of the education they received in the program, they were able to introduce methodological-curricular innovations into their teaching. The "Useful" rate for the overall alumni is 81%, for the native alumni it is 100%, and for the non-native alumni it is 75%.

The "Not Useful" rates were significantly low compared to the "Useful" rates. For the overall alumni, the rate is only 4%. For the native alumni, it is 0%. For the non-native alumni, it is also 0%.

15% of the overall, 0% of the native, and 24% of the non-native alumni said they were "unsure".

Table 83

Alumni Members Are Able to Introduce Methodological-Curricular Innovations into Their Teaching

	Overall Alumni (%)	Native Alumni (%)	Non-Native Alumni (%)
Strongly disagree	4	0	0
Disagree	0	0	0
Don't know	15	0	24
Agree	44	50	47
Strongly agree	37	50	29

As Table 84 shows, a high percentage of the overall, native, and non-native alumni members stated that the courses in the program equipped them with the ability to systematically observe their own and other teachers' teaching. The "Useful" rate for this question is 70% by the overall alumni, 63% by the native alumni, and 75% by the non-native alumni.

The "Not Useful" rates are very low compared to the "Useful" rates. For the overall alumni, the rate is 7%. For the native alumni, it is 13%. For the non-native alumni, it is 0%.

22% of the overall, 25% of the native, and 24% of the non-native alumni said they were "unsure" which were high.

Table 84

Alumni Members Have the Ability to Systematically Observe Their Own and Others' Teaching

	Overall Alumni (%)	Native Alumni (%)	Non-Native Alumni (%)
Strongly disagree	0	0	0
Disagree	7	13	0
Don't know	22	25	24
Agree	33	25	41
Strongly agree	37	38	35

As seen in Table 85 below, a high percentage of the overall, native, and non-native alumni members stated that as a result of the training they received in the program, they were able to diagnose and treat their students' learning difficulties. The "Useful" rate for the overall alumni is 75%, for the native alumni it is 75%, and for the non-native alumni it is 76%.

The "Not Useful" rate for the overall alumni, the rate is 18%. For the native alumni, it is 13%. For the non-native alumni, it is 18%.

7% of the overall, 13% of the native, and 6% of the non-native alumni said they were "unsure".

Table 85

Alumni Members Are Able to Diagnose and Treat Their Students' Learning Difficulties

	Overall Alumni (%)	Native Alumni (%)	Non-Native Alumni (%)
Strongly disagree	7	0	6
Disagree	11	13	12
Don't know	7	13	6
Agree	56	63	59
Strongly agree	19	13	18

As Table 86 shows, a very high percentage of the overall, native, and non-native alumni members stated that the courses in the program gave the alumni members skills to design their own curricula. The "Useful" rate for the overall alumni is 85%, for the native alumni it is 100%, and for the non-native alumni it is 82%.

The "Not Useful" rates are low compared to the "Useful" rates. For the overall alumni, the rate is 14%. For the native alumni, it is 0%. For the non-native alumni, it is 18%.

"Uncertainty" was not expressed by the alumni regarding this question.

Table 86

The Program Gave Alumni Members Skills to Design Their Own Curricula

	Overall Alumni (%)	Native Alumni (%)	Non-Native Alumni (%)
Strongly disagree	7	0	6
Disagree	7	0	12
Don't know	0	0	0
Agree	59	88	47
Strongly agree	26	13	35

As seen in Table 87 below, a high percentage of the overall, native, and non-native alumni members stated that the courses in the program provided them with the ability to create original materials for their students. The "Useful" rate for the overall alumni is 70%, for the native alumni it is 63%, and for the non-native alumni it is 75%.

The "Not Useful" rate for the overall alumni is 18%. For the native alumni, it is 13%. For the non-native alumni, it is 18%.

11% of the overall, 25% of the native, and 6% of the non-native alumni said they were "unsure".

Table 87

Alumni Members Are Able to Create Original Materials for Their Students

	Overall Alumni (%)	Native Alumni (%)	Non-Native Alumni (%)
Strongly disagree	7	0	6
Disagree	11	13	12
Don't know	11	25	6
Agree	37	38	41
Strongly agree	33	25	35

Evaluation of the Courses by the Alumni

Evaluation of the Core Courses by Alumni Subgroups

Seven core courses are offered by the program and alumni members were asked to assess the usefulness of those courses for evaluation purposes. The core courses are Topics in ESL Pedagogy, American English Grammar, Observation of English Teaching, TESL/TEFL Methodology, ESL Materials and Media, Cross-Cultural Communication, and Internship in TESL/TEFL.

In their responses, all alumni members unanimously agreed that TESL/TEFL Methodology was the most useful core course. 41% of the overall alumni, 38% of the native alumni, and 41% of the non-native alumni stated that TESL/TEFL Methodology expressed opinion in favor of the course. 41% of the overall alumni, 13% of the native alumni, and a very high 59% of the non-native alumni rated American English Grammar as the least useful course. The low native percentage and high non-native percentage may indicate the fact that as the subject matter of that

course is the study of the grammar of English language, native students consider taking the course as a good opportunity to learn more about the grammar of the language they are going to be teaching whereas for non-native students who learned English grammar through formal instruction, it is mainly a repetition of what they already know. Table 88 presents the overall alumni and its subgroups' ratings of the core courses in the program.

Table 88

Alumni's Evaluation of the Usefulness of the Core Courses

	Overall Alumni (%)		Native Alumni (%)		Non-Native Alumni (%)	
	Most Useful	Least Useful	Most Useful	Least Useful	Most Useful	Least Useful
Topics in ESL Pedagogy	7	7	13	0	6	12
American English Grammar	0	41	0	13	0	59
Observation of English Teaching	11	7	0	25	18	0
TESL/TEFL Methodology	41	0	38	0	41	0
ESL Materials and Media	7	11	0	25	12	6
Cross-Cultural Communication	4	4	13	0	0	0
Internship in TESL/TEFL	7	11	0	0	6	12
Omit	22	19	38	38	18	12

The overall results which combine the native and non-native ratings show that for each course there is an average rating value. In order to get a clearer picture, it is necessary to look at the native and non-native alumni's ratings of the core courses.

Native alumni's evaluation of the usefulness of the core courses.

Native alumni have expressed opinion on three core courses in the "Most Useful" category. These courses are TESL/TEFL Methodology which received 38% rating, and Topics in ESL Pedagogy and Cross-Cultural Communication, each of which received 13% rating.

Native alumni did not express any opinion on four core courses in the "Most Useful" category. Thus, those courses received 0% rating from the native alumni. These courses were American English Grammar, Observation of English Teaching, ESL Materials and Media, and Internship in TESL/TEFL. There was a 38% omit rate in the native alumni subgroup which was high.

In the "Least Useful" category native alumni expressed opinion on three core courses. Observation of English Language and ESL Materials and Media topped the least useful core courses list, each with 25%. The third least useful core course rating was given to American English Grammar.

Native alumni did not express opinion on four core courses in the "Least Useful" category. Those courses were Topics in ESL Pedagogy, TESL/TEFL Methodology, Cross-Cultural Communication, and Internship in TESL/TEFL. The omit rate was 38% again. These two high omit rates are barriers to the emergence of a clearer picture in making the assessment of native alumni's evaluation of the core courses.

Table 89 which presents the native alumni's rankings of the core courses indicate a very clear correlation among the core courses between the "Most Useful" and "Least Useful" categories: TESL/TEFL Methodology, Topics in ESL Pedagogy,

and Cross-Cultural Communication which received ratings as “Most Useful” core courses, did not receive any rating in the “Least Useful” category. Also, American English Grammar, Observation of English Teaching, and ESL Materials and Media, which received 0% ratings in the “Most Useful” category, topped the “Least Useful” category. However, no opinion was expressed on Internship in TESL/TEFL in both categories.

Table 89

Native Alumni’s Ranking of Core Courses

MOST USEFUL		LEAST USEFUL	
COURSE	(%)	COURSE	(%)
TESL/TEFL Methodology	38	Observation of English Teaching	25
Topics in ESL Pedagogy	13	ESL Materials and Media	25
Cross-Cultural Communication	13	American English Grammar	13
American English Grammar	0	Topics in ESL Pedagogy	0
Observation of English Teaching	0	TESL/TEFL Methodology	0
ESL Materials and Media	0	Cross-Cultural Communication	0
Internship in TESL/TEFL	0	Internship in TESL/TEFL	0
OMIT	38	OMIT	38

Non- native alumni’s evaluation of the usefulness of the core courses.

Non-native alumni expressed opinion on five core courses in the “Most Useful” category. These courses are TESL/TEFL Methodology which received 41% rating, Observation of English Teaching which received 18% rating, ESL Materials and Media which received 12% rating, and Topics in ESL Pedagogy and Internship in TESL/TEFL, each of which received 6% rating.

Non-native alumni did not express any opinion on two core courses in the "Most Useful" category and those courses received 0% rating from the native alumni. Those courses were American English Grammar and Cross-Cultural Communication. There was an 18% omit rate in the non-native alumni subgroup.

In the "Least Useful" category non-native alumni expressed opinion on four core courses. American English Grammar topped the least useful core courses list with 59%. Two core courses followed American English Grammar each with 12% rating. Those courses were Topics in ESL Pedagogy and Internship in TESL/TEFL. ESL Materials and Media received 6% ratings in this category and became the fourth least useful core course.

Native alumni did not express opinion on three core courses in the "Least Useful" category. Those courses were Observation of English Teaching, TESL/TEFL Methodology, and Cross-Cultural Communication. The omit rate in this category was a low 12%.

Table 90 which presents non-native alumni's rankings of the core courses indicate two very clear correlations among the core courses between the "Most Useful" and "Least Useful" categories: TESL/TEFL Methodology and Observation of English Teaching, which received the two highest ratings in the "Most Useful" category, did not receive any rating in the "Least Useful" category. Also, American English Grammar, which received 0% rating in the "Most Useful" category, topped the "Least Useful" category with 59%. No opinion was expressed on Cross-Cultural Communication in both categories. The fact that no opinion was expressed by the

non-native on the usefulness of that course in both categories may mean that non-native alumni find the information in the course new and interesting yet not applicable in their teaching contexts.

Table 90

Non-Native Alumni's Ranking of Core Courses

MOST USEFUL		LEAST USEFUL	
COURSE	(%)	COURSE	(%)
TESL/TEFL Methodology	41	American English Grammar	59
Observation of English Teaching	18	Topics in ESL Pedagogy	12
ESL Materials and Media	12	Internship in TESL/TEFL	12
Topics in ESL Pedagogy	6	ESL Materials and Media	6
Internship in TESL/TEFL	6	Observation of English Teaching	0
American English Grammar	0	TESL/TEFL Methodology	0
Cross-Cultural Communication	0	Cross-Cultural Communication	0
OMIT	18	OMIT	12

Besides these correlations, three core courses received different ratings from the non-native alumni both in the "Most Useful" and "Least Useful" categories. One of these was ESL Materials and Media which received 12% rating in the "Most Useful" category and 6% rating in the "Least Useful" category. Topics in ESL Pedagogy came next with 6% in the "Most Useful" category and was given 12% rating in the "Least Useful" category. The last course that received different ratings in both categories was Internship in TESL/TEFL which, like Topics in ESL Pedagogy, received 6% rating in the "Most Useful" category and 12% rating in the "Least Useful" category. For these courses, it may be logical to conclude that ESL

Materials and Media was considered “more useful” instead of “less useful” by the non-native alumni by a 6% margin. Topics in ESL Pedagogy and Internship in TESL/TEFL, on the other hand, were considered “less useful” instead of “more useful” by the same subgroup by also 6%.

To conclude this section, two tables will be presented. Table 91 presents native and non-native alumni’s ratings of the core courses in the “Most Useful” category starting from the highest rated to the lowest rated and Table 92 presents native and non-native alumni’s ratings of the core courses in the “Least Useful” category in the same order.

Table 91

Native and Non-native Alumni’s Ratings of the Core Courses in the “Most Useful” Category

NATIVE ALUMNI		NON-NATIVE ALUMNI	
COURSE	(%)	COURSE	(%)
TESL/TEFL Methodology	38	TESL/TEFL Methodology	41
Topics in ESL Pedagogy	13	Observation of English Teaching	18
Cross-Cultural Communication	13	ESL Materials and Media	12
American English Grammar	0	Topics in ESL Pedagogy	6
Observation of English Teaching	0	Internship in TESL/TEFL	6
ESL Materials and Media	0	American English Grammar	0
Internship in TESL/TEFL	0	Cross-Cultural Communication	0
OMIT	38	OMIT	12

The results indicate that American English Grammar and Cross-Cultural Communication form are not regarded as useful courses by the non-native alumni.

Table 92

Native and Non-native Alumni's Ratings of the Core Courses in the "Least Useful" Category

NATIVE ALUMNI		NON-NATIVE ALUMNI	
COURSE	(%)	COURSE	(%)
Observation of English Teaching	25	American English Grammar	59
ESL Materials and Media	25	Topics in ESL Pedagogy	12
American English Grammar	13	Internship in TESL/TEFL	12
Topics in ESL Pedagogy	0	ESL Materials and Media	6
TESL/TEFL Methodology	0	Observation of English Teaching	0
Cross-Cultural Communication	0	TESL/TEFL Methodology	0
Internship in TESL/TEFL	0	Cross-Cultural Communication	0
OMIT	38	OMIT	12

Evaluation of the Elective Courses by Alumni Subgroups

Six elective courses are offered by the program and alumni members were asked to assess the usefulness of those courses for evaluation purposes. Those courses are Linguistics and the English Teacher, Psycholinguistics, Sociolinguistics, Teaching Basic Writing, College Reading Theory, and Second Language Acquisition.

In their responses, all alumni members unanimously agreed that Second Language Acquisition was the most useful elective course. 37% of the overall alumni, 38% of the native alumni, and 41% of the non-native alumni expressed this opinion. 19% of the overall alumni, 25% of the native alumni, and 18% of the non-native alumni rated Psycholinguistics as the least useful course. (Native and non-

native alumni expressed slightly different opinions on least useful courses which will be discussed later in this section. Table 93 presents the overall alumni and its subgroups' ratings of the elective courses in the program.

Table 93

Alumni's Evaluation of the Usefulness of the Elective Courses

	Overall Alumni (%)		Native Alumni (%)		Non-Native Alumni (%)	
	Most Useful	Least Useful	Most Useful	Least Useful	Most Useful	Least Useful
Linguistics and the English Teacher	7	15	13	25	0	12
Psycholinguistics	7	19	0	25	12	18
Sociolinguistics	0	11	0	0	0	18
Teaching Basic Writing	15	15	13	13	12	12
College Reading Theory	7	7	0	0	12	6
Second Language Acquisition	37	7	38	0	41	12
Omit	26	26	38	38	24	24

In order to get a better picture, instead of looking at the overall alumni results, the results of the two subgroups should be examined.

Native alumni's evaluation of the usefulness of the elective courses.

Native alumni expressed opinion on three elective courses in the "Most Useful" category. Those courses were Second Language Acquisition which was ranked first with 38%. Teaching Basic Writing and Linguistics and the English Teacher followed that course, each with 13% rating.

Native alumni did not express any opinion on Psycholinguistics, Sociolinguistics, and College Reading Theory. Each of these courses received 0% rating in the “Most Useful” category.

In the “Least Useful” category native alumni expressed opinion on three elective courses. Two of those courses, Psycholinguistics and Linguistics and the English Teacher, each received 25% rating from the native alumni and topped the list of the least useful courses. Teaching Basic Writing followed these courses with 13%. No opinion was expressed on Second Language Acquisition, Sociolinguistics, and College Reading Theory courses in the “Least Useful” category. Each of these courses received 0% rating.

Table 94 which presents the native alumni’s ranking of the most and least useful courses summarizes this information and shows two important correlations. Second Language Acquisition which was ranked the most useful elective course with 38%, received 0% from the native alumni in the “Least Useful” category. In addition to this, Psycholinguistics which received 0% rating in the “Most Useful” category, topped the “Least Useful” list with 25%.

Native alumni expressed divided opinions on the usefulness of Linguistics and the English Teacher and Teaching Basic Writing. Linguistics and the English Teacher was ranked second in the “Most Useful” category with 13%, and in the “Least Useful” category it maintains the same place, this time with 25%. Teaching Basic Writing which was ranked third in the “Most Useful” category with 13%, was given the same rating in the “Least Useful” category, and it occupied the third place. The rating and the place of Linguistics and the English Teacher course may mean

that as it received 25% less useful rating, compared to its 13% useful rating, it is regarded as a less useful course by a larger portion of the native alumni. For Teaching Basic Writing, as the same rating was given by the native alumni, it may be interpreted as a course the usefulness of which was borderline.

Table 94

Native Alumni's Ranking of Elective Courses

MOST USEFUL		LEAST USEFUL	
COURSE	(%)	COURSE	(%)
Second Language Acquisition	38	Psycholinguistics	25
Linguistics and the English Teacher	13	Linguistics and the English Teacher	25
Teaching Basic Writing	13	Teaching Basic Writing	13
Psycholinguistics	0	Second Language Acquisition	0
Sociolinguistics	0	Sociolinguistics	0
College Reading Theory	0	College Reading Theory	0
OMIT	38	OMIT	38

Non-native alumni's evaluation of the usefulness of the elective courses.

Non-native alumni expressed opinion on four elective courses in the "Most Useful" category. These courses were Second Language Acquisition, Psycholinguistics, Teaching Basic Writing, and College Reading Theory. Of these four courses, Second Language Acquisition was given the highest rating with 41% and ranked first. Psycholinguistics, Teaching Basic Writing, and College Reading Theory followed that course, each with 12% rating.

Non-native alumni did not express any opinion on the usefulness of Linguistics and The English Teacher and Sociolinguistics courses in this category. Each course received 0% rating. There was 24% omit rate in this category.

In the "Least Useful" category non-native alumni were more open expressing their opinions. Opinions were expressed on all six courses. Psycholinguistics topped the "Least Useful" list with 18%. Sociolinguistics followed it with 18%. The reason why Psycholinguistics was ranked first stems from the fact that with native alumni's 25% rating in the "Least Useful" category, the total rating that the course received went up to 43%. Teaching Basic Writing, Linguistics and the English Teacher, and Second Language Acquisition followed those courses each with 12% rating. College Reading Theory received 6% rating in the "Least Theory" and came last in this category. Omit rate was 25%.Table 95 presents a visual summary of this information.

Table 95

Non-Native Alumni's Ranking of Elective Courses

MOST USEFUL		LEAST USEFUL	
COURSE	(%)	COURSE	(%)
Second Language Acquisition	41	Psycholinguistics	18
Psycholinguistics	12	Sociolinguistics	18
Teaching Basic Writing	12	Teaching Basic Writing	12
College Reading Theory	12	Linguistics and the English Teacher	12
Linguistics and the English Teacher	0	Second Language Acquisition	12
Sociolinguistics	0	College Reading Theory	6
OMIT	24	OMIT	24

The following tables will be presented in order to conclude this section. Table 96 presents native and non-native alumni's ratings of the elective courses in the "Most Useful" category starting from the highest rated to the lowest rated and Table 97 presents native and non-native alumni's ratings of the elective courses in the "Least Useful" category in the same order.

Table 96

Native and Non-native Alumni's Ratings of the Elective Courses in the "Most Useful" Category

NATIVE ALUMNI		NON-NATIVE ALUMNI	
COURSE	(%)	COURSE	(%)
Second Language Acquisition	38	Second Language Acquisition	41
Teaching Basic Writing	13	Psycholinguistics	12
Linguistics and the English Teacher	13	Teaching Basic Writing	12
Psycholinguistics	0	College Reading Theory	12
Sociolinguistics	0	Linguistics and the English Teacher	0
College Reading Theory	0	Sociolinguistics	0
OMIT	38	OMIT	24

Table 97

Native and Non-native Alumni's Ratings of the Elective Courses in the "Least Useful" Category

NATIVE ALUMNI		NON-NATIVE ALUMNI	
COURSE	(%)	COURSE	(%)
Psycholinguistics	25	Psycholinguistics	18
Linguistics and the English Teacher	25	Sociolinguistics	18
Teaching Basic Writing	13	Teaching Basic Writing	12
Second Language Acquisition	0	Linguistics and the English Teacher	12
Sociolinguistics	0	Second Language Acquisition	12
College Reading Theory	0	College Reading Theory	6
OMIT	38	OMIT	24

Professional Productivity of the Alumni

The responses in this section are presented merely to inform the reader of the productivity of the alumni members in their profession as the information in this section reports the personal professional activities of the alumni which can never be controlled.

To simplify the responses and see whether or not the alumni members remain active in the profession the five choices given in the questionnaires will be reduced to three categories as "Inactive", "Unable to form opinion", and "Active". "Strongly disagree" and "disagree" answers will be considered in the "Inactive" category. "Don't know" answers will be considered in the "Unable to form opinion", and "Agree" and "Strongly agree" answers will be included in the "Active" category.

According to this classification, a significant portion of the native alumni, which is 63%, remains inactive as well. Inactive rate is 24% in the non-native alumni which is the lower.

"Unable to form opinion percentages were 0% for the native alumni, and 6% for the non-native alumni.

38% of the native alumni remained active in the field. For the non-native alumni, the rate was 71%. These numbers show that the non-native alumni members remain more active in the profession than the native alumni members. Table 98 presents the professional activity of the alumni subgroups.

Table 98

Percentage of Alumni Members who Remain Active in the Profession

	Native Alumni (%)	Non-Native Alumni (%)
Strongly disagree	13	6
Disagree	50	18
Don't know	0	6
Agree	13	47
Strongly Agree	25	24

Tables 99 and 100 present information on the native and non-native alumni's professional productivity in the last five years. The figures given in the tables show that the non-native alumni remain more active in the field than their native counterparts.

When the numbers of the activities in both tables are compared, it is seen that in the 1-2 category the native alumni total is 51% while the non-native alumni

reports 54% activity. In the 3-5 category, the native alumni total is 26%, while the non-native total is 42%. In the 6-10 category, the native alumni report no professional activity, while the non-native alumni report 12% professional activity. The only category where the native alumni lead the non-native alumni is the number of conference or workshop presentation in the last five years. 13% of the native alumni reported having attended or made workshop presentations between 26-50 times. As the majority of the native alumni live in the United States, they have a better chance of attending national and international conferences in the field which very frequently held in the United States than the non-native alumni.

Table 99

Native Alumni's Professional Productivity in the Last Five Years

	Percentage of Alumni										
Number in Last Five Years	0	1-2	3-5	6-10	11-15	16-25	26-50	51-75	75+	Omit	Mean
Prof. Articles, Chapters in Books	38	25	13	0	0	0	0	0	0	25	1
Authored or Edited Books	63	0	0	0	0	0	0	0	0	38	0
Monographs/ Manuals/ Scholarly Reviews	50	13	0	0	0	0	0	0	0	38	0
Exhibits/ Performance or Creative Work	38	0	0	0	0	0	0	0	0	63	0
Conference or Work-shop Presentations	25	13	13	0	0	0	13	0	0	38	8

Table 100

Non-Native Alumni's Professional Productivity in the Last Five Years

	Percentage of Alumni										
Number in Last Five Years	0	1-2	3-5	6-10	11-15	16-25	26-50	51-75	75+	Omit	Mean
Prof. Articles, Chapters in Books	41	18	18	0	0	0	0	0	0	24	1
Authored or Edited Books	47	12	0	0	0	0	0	0	0	41	0
Monographs/ Manuals/ Scholarly Reviews	47	0	6	12	0	0	0	0	0	35	1
Exhibits/Performance or Creative Work	47	0	12	0	0	0	0	0	0	41	1
Conference or Work-shop Presentations	35	24	12	0	0	0	0	0	0	29	1

When the numbers of the scholarly presentations made by the alumni subgroups are compared, 52% of the native alumni made different number of presentations in the past two years while the number for the non-native subgroup was 42% as tables 101 and 102 show. The superiority of the native alumni over the non-native subgroup may also stem from the fact that they may have a better chance of participating in a greater number of professional conferences held every year in the United States.

Table 101

Number of Scholarly Presentations Made by the Native Alumni in the Past Two Years

	Percentage Of Alumni							
Number of Scholarly Presentations in Past Two Years	None	1	2	3-4	5-6	7+	Omit	Mean
At State, Regional, or National Professional Meetings	38	0	13	0	0	13	38	7
At Scholarly Colloquia or As a Visiting Professor	38	0	13	13	0	0	38	1

Table 102

Number of Scholarly Presentations Made by the Non-Native Alumni in the Past Two Years

	Percentage Of Alumni							
Number of Scholarly Presentations in Past Two Years	None	1	2	3-4	5-6	7+	Omit	Mean
At State, Regional, or National Professional Meetings	47	18	6	0	0	0	29	0
At Scholarly Colloquia or As a Visiting Professor	47	18	0	0	0	0	35	0

Perspectives of the Alumni Subgroups on Other Aspects of the Program

Five questions were asked in the supplemental alumni questionnaire in order to determine the alumni's perspectives on other aspects of the program. The questions in the supplemental questionnaire were 2, 4, 8, 13, and 14. These questions will be presented here as 1, 2, 3, 4, and 5. Through these questions alumni members were asked whether the program provided them with sufficient opportunity to teach, whether there were good models of teaching in the program, whether the alumni's ideas about language teaching continued to evolve after the degree, whether the alumni had a deeper understanding of cross-cultural communication issues and

problems as a result of the program, and whether the alumni's ability to interact across cultures had improved as a result of the program.

To see whether the alumni agreed or disagreed on these issues, the five choices given in the questionnaires will be reduced to three general categories as "Disagree", "Unable to form opinion", and "Agree". "Strongly disagree" and "Disagree" answers will be considered as a whole in the "Disagree" category. "Don't know" answers will be considered in the "Unable to form opinion", and "Agree" and "Strongly agree" answers will be included in the "Agree" category.

A very high percent of the alumni members gave positive answers to all these questions as the tables below show. Disagreement rates were reported, but they were significantly low compared to the agreement rates.

The first question asked whether the program provided the alumni members with sufficient opportunity to teach. 71% of the overall alumni, 75% of the native alumni, and 75% of the non-native alumni expressed agreement that the program provided them with sufficient opportunity to teach.

4% of the overall alumni and 6% of the non-native alumni stated they were not able to form opinion in the issue. 0% of the native alumni said they were unable to form opinion.

26% of the overall alumni, 25% of the native alumni, and 18% of the non-native alumni disagreed that the program provided them with sufficient opportunity to teach. This is the highest disagreement rate expressed in all five questions in this section. Table 103 presents this information.

Table 103

M.A TESOL Program Provided Alumni Members with Sufficient Opportunity to Teach

	Overall Alumni (%)	Native Alumni (%)	Non-Native Alumni (%)
Strongly Disagree	22	25	12
Disagree	4	0	6
Don't know	4	0	6
Agree	41	38	47
Strongly Agree	30	38	29

The second question asked whether there were good models of teaching in the program. 78% of the overall alumni, 88% of the native alumni, and 76% of the non-native alumni agreed that there were good models of teaching in the program.

7% of the overall alumni, 13% of the native alumni, and 6% of the non-native alumni stated that they were unable to form opinion on the issue.

14% of the overall alumni, 0% of the native alumni, and 18% of the non-native alumni disagreed that there were good models of teaching in the program. Table 104 presents the alumni's opinions on this issue.

Table 104

There Were Models of Good Teaching in the Program

	Overall Alumni (%)	Native Alumni (%)	Non-Native Alumni (%)
Strongly Disagree	7	0	6
Disagree	7	0	12
Don't know	7	13	6
Agree	56	38	65
Strongly Agree	22	50	12

The third question asked whether the alumni's ideas about language teaching continued to evolve after the degree. 78% of the overall alumni, 88% of the native alumni, and 75% of the non-native alumni agreed that their ideas about language teaching continued to evolve.

15% of the overall alumni, 13% of the native alumni, and 18% of the non-native alumni stated that they were unable to form an opinion on the issue.

8% of the overall alumni, 0% of the native alumni, and 6% of the non-native alumni expressed disagreement. The responses of the alumni on this issue are presented in Table 105.

Table 105

Alumni's Ideas about Language Teaching Continue to Evolve

	Overall Alumni (%)	Native Alumni (%)	Non-Native Alumni (%)
Strongly Disagree	4	0	0
Disagree	4	0	6
Don't know	15	13	18
Agree	30	25	35
Strongly Agree	48	63	41

The fourth question asked whether the alumni had a deeper understanding of cross-cultural communication issues and problems as a result of the program. As a response to this question, 93% of the overall alumni, 100% of the native alumni, and 94% of the non-native alumni expressed agreement.

There was no report of being unable to form opinion in this question.

The disagreement rate was only 8% by the overall alumni. No disagreement was expressed either by the native and non-native alumni as will be seen in Table 106.

Table 106

As a result of the M.A TESOL program, Alumni Members Have a Deeper Understanding of Cross-Cultural Communication Issues and Problems

	Overall Alumni (%)	Native Alumni (%)	Non-Native Alumni (%)
Strongly Disagree	4	0	0
Disagree	4	0	0
Don't know	0	0	0
Agree	37	38	41
Strongly Agree	56	63	53

The last question asked whether the alumni's ability to interact across cultures had improved as a result of the program. 81% of the overall alumni, 88% of the native alumni, and 82% of the non-native alumni agreed that their ability to interact across cultures had improved as a result of the program.

11% of the overall alumni, 13% of the native alumni, and 12% of the non-native alumni reported that they were not able to form opinion on the issue.

8% of the overall alumni, 0% of the native alumni, and 6% of the non-native alumni disagreed that their ability to interact across cultures had improved as a result of the program. Table 107 provides this information in numerical form.

Table 107

As a Result of the M.A TESOL Program, Alumni Members' Ability to Interact Across Cultures Has Improved

	Overall Alumni (%)	Native Alumni (%)	Non-Native Alumni (%)
Strongly Disagree	4	0	6
Disagree	4	0	0
Don't know	11	13	12
Agree	48	50	53
Strongly Agree	33	38	29

Recommendations Based on the Alumni Evaluation Findings

1. The results of the native alumni group regarding employment point out an important problem: Although 75% of the native alumni are currently working in the ESL/EFL field and 63% of them found new jobs upon graduation, the first jobs of the 50% of the native alumni were part time jobs. Currently, the part time percentage is 24. These numbers are alarming.

As was mentioned by the interviewees in chapter VII, one of the reasons why people decide to do their master's degrees is to be able get full time jobs. Unfortunately, the numbers in the tables show that, in a highly competitive job market like ESL/EFL, the graduates of the program are experiencing significant difficulty finding jobs even though they possess higher qualifications. Table 78 shows currently the situation has worsened and unemployment rate among the native alumni has gone up to 13%. To solve this problem, the department, faculty members

in the program, and university's job placement office have to be more active in job search and placement.

2. A total of 38% of native alumni first applied for nonprofit organization or institution and business or industry jobs which were not related to their professional training, and, as a result, they have now lost their jobs. In order to prevent such unpleasant occurrences in the future, faculty members and, especially, university's job placement office have to provide effective guidance and assistance in job application and selection processes. This way, alumni will apply for jobs where they will use their professional knowledge and feel job security.

3. It is interesting to see that 0% of native alumni applied for jobs at community colleges. These colleges are found everywhere in the United States and always need teachers. Even though salaries may be lower than other institutions, they offer steady employment and provide fringe benefits including pension. Therefore, native alumni members should be encouraged to apply for jobs at community colleges.

4. Non-native alumni ratings for Cross-Cultural Communication and American English Grammar deserves close examination. As interview results will show as well non-native students find the information in cross-cultural communication not applicable in their teaching contexts because of the traditions that are still existent in their countries. The course content should be revised to include readings especially to show those students how to implement the knowledge they learn in that course in the context of their countries.

As for American English Grammar, the content of the course, which consists mainly of tree diagrams, other simple syntactic analysis, and simple linguistic information, should be modified to include different topics such as analysis of meaning rather than analysis of structures only. Analysis of meaning would be useful for students to realize meaning differences in sentences that have the same syntactic structure such as “Robert is easy to please” and “Robert is eager to please.” Such modification would make the course content more appealing to non-native students.

5. Native alumni’s lower rating of Linguistics and the English Teacher may stem from the course readings that introduce students to recent linguistic developments. However, readings such as chapters by Radford do not inform teachers of what the relevance of syntactic theory’s recent findings are to teaching. Should theoretical readings be accompanied with readings that show applications of recent linguistic information into teaching, the course will be favored more not only by native students but by non-natives as well.

6. The disagreement rate in the question that asked whether the program provided alumni members with sufficient opportunity to teach was 25% for the native alumni and 18% for the non-native alumni. The program should reorganize the Internship in TESL/TEFL course so that students could have sufficient opportunity to teach and apply what they learn.

GPSA Questionnaire Results

In Chapter VI, the results of the faculty, alumni, and students' assessment of the sixteen quality-related characteristics of the M.A. TESOL program were presented. In scales 1 through 12 the mean scores were based on a scale of 1 to 4: 1 was the lowest possible score while 4 was the highest. The highest score for scale 13 was 3.00. Strength in scales 14 through 16 were based on the percentages of "Yes" answers, which meant that the higher the percentage of the "Yes" answer is, the better is the quality of that aspect of the program. Table 108 highlights the strengths and the weaknesses of the program.

Table 108

Faculty, Student, and Alumni Mean Scores of the Quality-Related Characteristics of the M.A Program

Scale Number and Description	Faculty	Students	Alumni
1. Environment for Learning	3.00	3.36	3.32
2. Scholarly Excellence	3.10	3.30	3.30
3. Quality of Teaching	3.35	3.28	3.27
4. Faculty Concern for Students	3.05	3.17	3.18
5. Curriculum	2.83	2.71	2.92
6. Departmental Procedures	2.65	2.88	2.67
7. Available Resources	2.17	2.71	2.68
8. Student Satisfaction with Program		3.32	3.40
9. Assistantship and Internship Experiences			2.76
10. Resource Accessibility		2.38	
11. Employment Assistance			1.70
12. Faculty Work Environment	2.87		
13. Faculty Program Involvement	2.30*		
14. Faculty Research Activities	33%**		
15. Faculty Professional Activities	48%**		
16. Student Accomplishments in the Last Twelve Months		37%**	

* Highest percentage for this scale is 3.00.
** Percentage of "Yes" answers

The table shows that the mean scores of the faculty, students, and the alumni for Scale 1. Environment for Learning, Scale 2. Scholarly Excellence, Scale 3. Quality of Teaching, and Scale 4. Faculty Concern for Students were 3.00 and above which was “very good.” Scale 8. Student Satisfaction with the Program received mean scores of more than 3.00 from the students and the alumni which was “very good” as well. These mean scores heralded that the aspects of the program that were primarily related to the quality of teaching that took place in classrooms between the students and the professors were very good. Scale 13. Faculty Program Involvement also received “very good” rating from the faculty.

On the other hand, the results also showed that there was much work to do. Three of the first seven scales which appeared in all three questionnaires received less than 3.00 mean score from the faculty, students, and the alumni: They were Scale 5. Curriculum, Scale 6. Departmental Procedures , and Scale 7. Available Resources. Scales 9 through 13 also received less than 3.00 mean score from single groups. Scale 11 received the lowest mean score with (M=1.70) from the alumni. From the lowest up, the lower than 3.00 average mean scores of the scales are as follows:

Scale 11. Employment Assistance (Alumni) (M=1.70)

Scale 10. Resource Accessibility (Students) (M=2.38)

Scale 7. Available Resources (Faculty, Students, Alumni) (M=2.52)

Scale 6. Departmental Procedures (Faculty, Students, Alumni) (M=2.73)

Scale 9. Assistantship and Internship Experiences (Alumni) (M=2.76)

Scale 5. Curriculum (Faculty, Students, Alumni) (M=2.82)

Scale 12. Faculty Work Environment (Faculty) (M=2.87)

The percentages in scales 14 through 16 also showed less than 50% "Yes" answers from single groups which meant that attention must be paid to them.

Discussion of the Results

The first part of this section will start with a table that presents the number of all individual items that were below 3.00 regardless of whether the mean score of the scale they were in was 3.00 and above. This information is presented in Table 109. Presenting this information will serve a dual purpose: First, it will show how many individual items in the scales 5, 6, 7, 9, 10, 11, and 12 received unsatisfactory ratings from the group/s. Second, it will also report the existence of individual items which were rated unsatisfactory by the faculty, students and alumni in the scales with mean scores above 3.00. Those items and the responses of each group to them will be examined and discussed scale by scale in separate sections. The purpose here is to show all causes of dissatisfaction in the groups.

A detailed examination of all the items will clearly reveal that, unlike the items in the scales 1, 2, 3, 4, and 8, the individual items in other scales are not factors that primarily affect the quality of education given in the program. Rather, they indicate problems that cause discomfort and inconvenience to the parties in the program. These problems may prevent the smooth operation of the program if they remain unsolved.

The distribution of the items with lower than 3.00 ratings will also be given for each group to better understand the degree of their dissatisfaction. The

identification of all those items will help decision-makers understand all particular concerns of the parties in the program and improve the quality of the scales which received “very good” ratings in order to make things better in addition to planning a course of action regarding what has to be done

The comparison of the differences of opinion between the non-native alumni and non-native student subgroups’ perceptions will follow this section. The comparison will shed some light on the quality-related characteristics of the program to see the then and now picture of it from foreigners’ perspectives. It is reported with regret that it was not possible to do this for native alumni and native students since of the ten student questionnaires that were returned only two had the native subgroup bubble filled.

Table 109

Number of Individual Items with Mean Scores of Less Than 3.00

Scale	Number of Items	Faculty	Students	Alumni
1. Environment for Learning	6	3	-	-
2. Scholarly Excellence	6	2	1	1
3. Quality of Teaching	6	1	-	1
4. Faculty Concern for Students	4	2	1	1
5. Curriculum	6	4	4	4
6. Departmental Procedures	8	5	4	5
7. Available Resources	7	7	4	7
8. Student Satisfaction with Program	4		-	-
9. Assistantship and Internship Experiences	6		*	4
10. Resource Accessibility	5		4	
11. Employment Assistance	5			5
12. Faculty Work Environment	9	5		
14. Faculty Research Activities (%)	6	33%		
15. Faculty Professional Activities (%)0	5	48%		
16. Student Accomplishments in Twelve Months**	15	**	**	**
Total of Items Below 3.00		30	18	28

* Mean was not obtained because less than five people responded to the statements
** Different percentages for each item

Having presented this comparative visual summary, an examination and discussion of the individual items all scales and the group/s' responses to them will be useful in order to be able to see what causes dissatisfaction among the participants in the program.

1. Environment for Learning

As all ratings were 3.00 and above, the three groups considered the environment for learning to be very good. The students' rating was the highest

(3.36). The alumni gave the second highest score (3.32). Faculty rating was (3.00). Three items, however, received low ratings from the faculty. They were item 1. Different scholarly points of view are encouraged (2.80), item 4. Members of the department work together to achieve program goals (2.80), and item 5. The department is receptive to new ideas and ways of doing things (2.80). The reason why the faculty gave lower ratings to these items might be that they were evaluating the department, not the program itself.

2. Scholarly Excellence

All groups considered the scholarly excellence of the program to be very good as well. Both the students and the alumni gave the same score (3.30), followed by the faculty (3.10). Although all groups' ratings were very good, there was dissatisfaction expressed by all groups on different things. Faculty ratings of two items, students' rating of one item, and alumni's rating of one item were below 3.00. Those items were item 4. Intellectual environment, and item 6. Scholarly and professional promise of master's students in the program/department. The items and their mean scores are presented in Table 110.

Table 110

Faculty, Students, and Alumni Scholarly Excellence Scores below 3.00

Scholarly Excellence	Faculty	Students	Alumni
Item 4	2.60	2.90	-
Item 6	2.60	-	2.85

3. Quality of Teaching

All three groups considered the quality of teaching in the program to be very good. The faculty gave the highest score (3.35). Students gave the second highest score (3.28) and slightly edged the alumni (3.27). Again some dissatisfaction was expressed this time by two groups; Faculty and alumni each rated one item below 3.00. For the faculty, it was item 2. Evaluation procedures used in graduate courses (2.80). For the alumni, it was item 4.Useful faculty criticism of your work (2.93)

4. Faculty Concern for Students

Again all groups considered the faculty concern for students to be very good. The alumni gave the highest score to the scale (3.18). Students were next (3.17), followed by the faculty (3.05). While the average scores of all groups were above 3.00, some items received low scores. Faculty ratings of two items, student rating of one item, and alumni rating of one item were below 3.00. One of the two items that were rated below 3.00 by the faculty was item 2. There is good communication between faculty and master's students regarding student needs, concerns, and suggestions (2.60). All groups rated item 3. There are many opportunities outside the classroom for interaction between master's students and faculty below 3.00. The scores were (2.80) for faculty, (2.60) for students, and (2.93) for the alumni.

5. Curriculum

This is the first scale in which dissatisfaction was expressed by all groups. The ratings of all groups were below 3.00: Faculty (2.83), students (2.71), and

alumni (2.92). There were six items in this scale, and faculty, students, and alumni each rated four items below 3.00. The description of the items are below, followed by Table 111 which shows the groups' ratings of those items.

Item 1. Frequency with which courses listed in the catalog are offered.

Item 2. Variety of master's level course and program offerings.

Item 3. Depth in subject matter of master's level course and program offerings.

Item 4. Flexibility of the program to meet the needs of individual master's students.

Item 5. Opportunities for master's students to pursue individual projects.

Item 6. Interaction between department/program and related disciplines or programs on the campus.

Table 111

Faculty, Students, and Alumni Curriculum Scores below 3.00

Curriculum	Faculty	Student	Alumni
Item 1	-	2.70	-
Item 2	2.80	2.30	2.85
Item 3	2.80	-	-
Item 4	2.60	2.50	2.73
Item 5	-	-	2.96
Item 6	2.40	2.67	2.45

6. Departmental Procedures

Another scale that indicated the need for improvement was departmental procedures. All groups' ratings of this scale were below 3.00. The lowest score was

given by the faculty (2.65). Alumni score was slightly higher (2.67). Students' rating was the highest (2.88). Of the eight items that were in this scale, faculty and alumni rated the same five items below 3.00. Students' ratings of four items were below 3.00. Item descriptions are given below together with Table 112 which shows groups' ratings of the items.

Item 1. The department actively helps graduates of the master's program find appropriate employment.

Item 2. Curricular and career advising.

Item 5. Opportunities for student participation in departmental decisions affecting this master's level program.

Item 7. Departmental evaluation of master's students' progress toward the degree.

Item 8. Departmental evaluation of the professional competency of master's students.

Table 112

Faculty, Students, and Alumni Departmental Procedures Scores below 3.00

Departmental Procedures	Faculty	Students	Alumni
Item 1	2.20	2.70	2.23
Item 2	2.60	2.88	2.46
Item 5	1.80	2.11	2.08
Item 7	2.60	2.80	2.81
Item 8	2.20	-	2.70

7. Available Resources

This is another scale that received lower than 3.00 rating from all groups. Both the faculty and the alumni expressed their dissatisfaction with this scale by giving below 3.00 ratings to all items. Students expressed their dissatisfaction with four items. The items that formed this scale are given below. Table 113 shows the groups' responses for the items in scale 7.

Item 1. University library holdings relevant to the field.

Item 2. Specialized facilities, such as laboratories or studios, and equipment needed for teaching and creative work in the field.

Item 3. Overall adequacy of space and other facilities for classes and administration.

Item 4. University commitment to the program.

Item 5. Overall adequacy of financial resources in support of this master's program/department.

Item 6. Number of support and clerical staff (including student assistants) in the department/program.

Item 7. Quality of support of clerical staff.

Table 113

Faculty, Students, and Alumni Available Resources Scores below 3.00

Available Resources	Faculty	Student	Alumni
Item 1	1.80	2.22	2.81
Item 2	2.20	2.56	2.68
Item 3	2.20	-	2.96
Item 4	2.00	-	2.68
Item 5	2.00	2.00	2.38
Item 6	2.20	2.83	2.54
Item 7	2.80	-	2.88

8. Student Satisfaction with Program

The respondents of this scale were the students and the alumni. Both groups' ratings showed that they were satisfied with what the program had to offer. Their ratings of this scale were very good. Student score was (3.32). Alumni score was higher (3.40). No item was rated below 3.00.

9. Assistantship and Internship Experiences

This was a category that received a low rating (2.76) from the alumni. The results show that the experiences the former students gained were limited. There were six items in this scale, and alumni ratings of four items were below 3.00. No mean was obtained for the students because of the low number of respondents. The descriptions of those items are next, followed by Table 114 which shows the alumni scores for those items.

Item 1. Departmental training to prepare you for the experience.

Item 4. Variety of assignments and activities.

Item 5. Supervision you received.

Item 6. Office space and equipment available for your use.

Table 114

Alumni Assistantship and Internship Experiences Scores below 3.00

Assistantship and Internship Experiences	Students	Alumni
Item 1	*	2.70
Item 4	*	2.95
Item 5	*	2.40
Item 6	*	2.25

* Student mean scores were not obtained

10. Resource Accessibility

This "students only" scale received a very low score from the students (2.38). Students expressed their dissatisfaction with four items in this scale. The description of the items are below, followed by Table 115 which shows the students' ratings of those items.

Item 1. Availability of graduate student housing.

Item 3. Availability of financial assistance (grants, loans, assistantships, etc.) for students in the department/program.

Item 4. Availability of campus services for nonresident students (e.g. bookstore, parking, lounge facilities).

Item 5. Opportunities for intellectual and social interaction among students in the program.

Table 115

Students' Resource Accessibility Scores below 3.00

Resource Accessibility	Students
Item 1	2.30
Item 3	1.71
Item 4	2.38
Item 5	2.63

11. Employment Assistance

Only alumni evaluated this characteristic, and it received the lowest score in this study (1.70). Alumni's ratings of all items in this scale were below 3.00. The items are presented next. Table 116, which shows alumni's ratings, follows the descriptions of the items.

Item 1. How helpful were the department's formal and informal efforts?

Item 2. How helpful was assistance of individual professors?

Item 3. How helpful was university placement office?

Item 4. How helpful were listings with agencies?

Item 5. How helpful were letters sent directly to employers without knowing of openings?

Table 116

Alumni Employment Assistance Scores below 3.00

Employment Assistance	Alumni
Item 1	1.88
Item 2	2.08
Item 3	1.22
Item 4	1.65
Item 5	1.75

12. Faculty Work Environment

This scale existed in faculty questionnaires only. Faculty rating of this scale was 2.87. Five out of nine items received mean scores of lower than 3.00 from the faculty. The items' descriptions are below and faculty ratings of them are given in Table 117.

Item 1.My responsibilities create conflicting demands that are a source of personal strain.

Item 6. Clarity of the department's objectives and plans for the next few years.

Item 7. Administrative management of the department.

Item 8. Collegiality among the faculty in the department.

Item 9. Departmental efforts in support of the career development of faculty members.

Table 117

Faculty Work Environment Scores below 3.00

Faculty Work Environment	Faculty
Item 1	2.80
Item 6	2.80
Item 7	2.60
Item 8	2.40
Item 9	2.60

13. Faculty Program Involvement

Only faculty's opinion was sought on this characteristic; Faculty considered their program involvement to be very good. The mean score was 2.30 over 3.00.

14. Faculty Research Activities

The mean percentage of this "faculty only" scale was low. In this scale the mean score of "Yes" answers was 33%. The reason for this low percentage might be that the faculty were not able to allocate sufficient amount of time to do any of the activities below. The individual items that caused the score of this scale to be low were item 1. Have you received an award or otherwise been recognized for outstanding research or other scholarly or creative work? 20% "Yes", item 2. Have you been the editor of a journal in your field or served as a member of a professional journal editorial board? 40% "Yes", item 4. Do you have a university or department grant to support your research or other scholarly or creative work this year? 20% "Yes", and item 6. Do you have a grant or contract with an agency outside the

university to support your research or other scholarly or creative work this year? 100% “No”.

15. Faculty Professional Activities

Only faculty evaluated this scale and again their mean score for this scale was low. The percentage of “Yes” answers was 48%. The individual items that caused the score of this scale to be low were item 1. Have you served on a professional, government, or foundation review committee, site visit team, or national advisory council in the last three years? 40% “Yes”, item 2. Have you received an award or otherwise been recognized for outstanding teaching? 40% “Yes”, and item 3. Have you received an award or otherwise been recognized for outstanding professional practice? 100% of the faculty said “No”.

16. Student Accomplishments in the Last Twelve Months

A close look at the student accomplishments in Table 118 below show that in order to increase their knowledge and widen their perspectives on professional topics, students have done items 1, 6, 7, 10, and 11 at a very high rate. The high percentages of those categories indicate serious effort by students to increase knowledge and awareness in the field.

The low percentages of papers for presentation should be considered normal since master’s students are at the first stage of their graduate education and may not consider such productivity as one of their primary goals. The same is also true for 4 and 13 even though a low percentage of “Yes” was obtained.

30% of the students said they had prepared a plan or proposal for master's thesis. The remaining 70% who said "No" may not have reached the thesis stage or chosen to complete their degrees without writing a thesis, which means that this high percentage of "No" answers does not necessarily indicate a weakness that needs to be improved.

It is not surprising to see that all students chose "No" as the answer to 12 since such a category is not considered essential and thus is not pursued at all. The high percentage of "No" answers in 8 was probably because of the students who chose "No" as the answer were non-native and paid for their own tuition.

As for 9, it may be the case that some of the students have not reached the internship stage or been considered exempt from the experience by the department based on the information they provided or may not have assistantship since they pay for their own tuition.

As for 14 and 15, it has already been mentioned that student participation into such activities was limited.

Table 118

Student Accomplishments in the Last Twelve Months

	Percentage of answers		
	Yes	No	Omit
1. Attended meeting of a scholarly or professional society	100		
2. (Co)authored a paper accepted for presentation at a scholarly/professional meeting	10	90	
3. (Co)authored a paper submitted for publication in scholarly/ professional journal		90	10
4. Demonstrated artistic skills or products in a public performance or exhibit	20	80	
5. Prepared detailed proposal or plan for master's thesis or other major project	30	70	
6. Carried out an independent research or creative project	90	10	
7. Cooperated in research or creative project with a student or faculty member	50	40	10
8. Held a fellowship, training grant, or scholarship	10	90	
9. Developed professional skills thru clinical, field work, internship experiences	30	70	
10.Talked with professionals in field about other graduate programs or career plans	70	30	
11. Pursued independent reading or practice in the field beyond courses	90	10	
12. Operated an independent enterprise or business		100	
13. Won a prize or an award for a product or an activity related to field	10	90	
14. Served on a department or university-wide committee	20	80	
15. Participated in department or program planning (e.g. review of the curriculum)	20	80	

So far in this section the scales and items that received unsatisfactory mean scores from multiple or single groups have been presented to pinpoint the causes of dissatisfaction. In the next section all individual items that received lower than 3.00 mean score from each group will be discussed. In order to understand the degree of a group's dissatisfaction with the program, the researcher decided to establish 0.50 point ranges starting at 3.00 and going backwards to see the distribution of the scores. This way four point ranges were formed. They were 2.51-3.00, 2.01-2.50, 1.51-2.00, and 1.00-1.50. First, the distribution of the faculty results will be presented. This will be followed by the distribution of students' results. Alumni's results will be presented last.

Discussion of the Groups' Results

Discussion of the Faculty Results

There were eighty-five statements in the faculty questionnaire and faculty ratings of thirty questionnaire statements (35%) were below 3.00. The results show that the faculty expressed some dissatisfaction in all the scales that appeared in their questionnaires as has been presented before. The distribution of the items with less than 3.00 ratings by the faculty are as follows:

1. 1.00-1.50 = 0 items
2. 1.51-2.00= 5 items (M=1.88)

    Scale 6: II-11 (M=1.80)

    Scale 7: II-5 (M=1.80), II-22 (M=2.00), II-26 (M=2.00)

    Scale 13: V-3G (M=1.80)

3. 2.01-2.50= 7 items (M=2.25)

Scale 5: II-27 (M=2.40)

Scale 6: I-9 (M=2.20), II-21 (M=2.20)

Scale 7: II-6 (M=2.20), II-7 (M=2.20), II-28 (M=2.20)

Scale 12: II-30 (M=2.40)

4. 2.51-3.00= 18 items (M=2.71)

Scale 1: I-2 (M=2.80), I-13 (M=2.80), I-14 (M=2.80)

Scale 2: II-1 (M=2.60), II-10 (M=2.60)

Scale 3: II-13 (M=2.80)

Scale 4: I-15 (M=2.60), I-16 (M=2.80)

Scale 5: II-16 (M=2.80), II-18 (M=2.80), II-19 (M=2.60)

Scale 6: II-2 (M=2.60), II-20 (M=2.60)

Scale 7: II-29 (M=2.80)

Scale 12: I-5 (M=2.80), II-23 (M=2.80), II-24 (M=2.60), II-31 (M=2.60)

Total: 30 items

The distribution of the faculty mean scores for these items show that even though they were all below 3.00, eighteen out of thirty statements (60%) were in the 2.51-3.00 range.

Discussion of the Students' Results

There were one hundred statements in the student questionnaire and students' responses to eighteen statements (18%) were below 3.00. The distribution of the less than 3.00 ratings are as follows:

1. 1.00-1.50= 0 items
2. 1.51-2.00= 2 items (M=1.85)

    Scale 7: II-22 (M=2.00)

    Scale 10: II-32 (M=1.71)

3. 2.01-2.50= 7 items (M=2.27)

    Scale 5: II-16 (M=2.30), II-18 (M=2.50)

    Scale 6: II-11 (M=2.11)

    Scale 7: II-5 (M=2.22)

    Scale 10: II-30 (M=2.30), II-33 (M=2.38), II-34 (M=2.38)

4. 2.51-3.00= 9 items (M=2.73)

    Scale 2: II-1 (M=2.90)

    Scale 4: I-16 (M=2.60)

    Scale 5: II-9 (M=2.70), II-27 (M=2.67)

    Scale 6: I-9 (M=2.70), II-2 (M=2.88), II-20 (M=2.80)

    Scale 7: II-6 (M=.256), II-28 (M=2.83)

Total: 18 items

The mean scores of students' responses to nine out of eighteen statements (50%) were in the 2.51-3.00 range.

Discussion of the Alumni Results

There were seventy-seven statements in the alumni questionnaire and alumni mean scores for twenty-eight statements (36%) were below 3.00. The distribution of the less than 3.00 ratings are as follows:

1. 1.00-1.50= 1 item (M=1.22)

    Scale 11: V-16C (M=1.22)

2. 1.51-2.00= 3 items (M=1.75)

    Scale 11: V-16A (M=1.88), V-16D (M=1.65), V-16E (M=1.75)

3. 2.01-2.50= 8 items (M=2.29)

    Scale 5: II-27 (M=2.45)

    Scale 6: I-9 (M=2.23), II-2 (M=2.46), II-11 (M=2.08)

    Scale 7: II-26 (M=2.38)

    Scale 9: III-6 (M=2.40), III-7 (M=2.25)

    Scale 11: V-16B (M=2.08)

4. 2.51-3.00= 16 items (M=2.81)

    Scale 2: II-10 (M=2.85)

    Scale 3: II-23 (M=2.93)

    Scale 4: I-16 (M=2.93)

    Scale 5: II-16 (M=2.85), II-18 (M=2.73), II-19 (M=2.96)

    Scale 6: II-20 (M=2.81), II-21 (M=2.70)

    Scale 7: II-5 (M=2.81), II-6 (M=2.68), II-7 (M=2.96), II-22 (M=2.68), II-29 (M=2.88), II-28 (M=2.54)

    Scale 9: III-2 (M=2.70), III-5 (M=2.95)

    Total: 28 items

The results of the alumni responses show that sixteen out of twenty-eight (57%) responses were within the 2.51-3.00. Table 119 presents the distribution range of the items which were rated lower than 3.00 by the group/s.

Table 119

Distribution of Items Rated Lower than 3.00 by Groups

	1.01-1.50	1.51-2.00	2.01-2.50	2.51-3.00
Faculty (30 items)	-	5	7	18
Students (18 items)	-	2	7	9
Alumni (28 items)	1	3	8	16
Total Number of Items	1	10	22	43
Percentage	1.3	13.1	28.9	56.5

Table 120 shows that forty-three items out of the seventy-seven items were in the 2.51-3.00 range, and thus they form the majority. This means that the majority of those items are not far from becoming very good in the eyes of the insiders.

Discussion of the Differences between the Non-Native Alumni and Non-Native Student Groups

In order to see if any changes for the better or worse had occurred between the times of the former students and the time of the research, an examination of the results of the native and non-native students past and present was considered necessary. It was possible to make this comparison only for the non-native groups because the number of native students was not enough to make such comparison.

The results of both the non-native alumni and student groups yielded almost similar ratings for all common scales except Scale 5. Curriculum. The mean score of

the non-native alumni was (M=3.14) which was significantly higher than that of the non-native students (M=2.72). The differences of perception between the two non-native subgroups are presented in Table 120.

Table 120

Comparison of the Perceptions of the Non-native Alumni and Non-native Student Subgroups on Program Quality-Related Characteristics

	Non-native Alumni		Non-native Students	
	Mean	SD	Mean	SD
Environment for Learning	3.31	0.42	3.34	0.32
Scholarly Excellence	3.17	0.35	3.28	0.51
Quality of Teaching	3.56	0.27	3.33	0.60
Faculty Concern for Students	3.34	0.42	3.11	0.59
Curriculum	3.14	0.37	2.72	0.85
Departmental Procedures	2.84	0.71	2.89	0.40
Available Resources	2.85	0.62	2.75	0.74
Student Satisfaction with Program	3.72	0.41	3.39	0.59
Assistantship and Internship Experiences	2.95	0.64	*	*
Resource Accessibility	NA	NA	2.50	0.78

* Data not available since only two students responded to the items in that scale
NA: Not Applicable

In order to get a clear understanding of the differences of opinion between the two groups on curriculum, a glance at the items and the mean scores of the responses is necessary. Table 121 presents that information.

Table 121

Individual Items in Scale 5. Curriculum and Non-native Alumni and Students' Ratings of Those Items

Item Number and Description	Non-native Alumni Mean	Non-native Student Mean
1. Frequency with which courses listed in the catalog are offered	3.18	2.57
2. Variety of master's level course and program offerings	2.71	2.29
3. Depth in subject matter of master's level course and program offerings	3.00	3.00
4. Flexibility of the program to meet the needs of individual master's students	2.53	2.57
5. Opportunities for master's students to pursue individual projects	2.75	3.00
6. Interaction between department/program and related disciplines or programs on the campus	2.38	0.0

The ratings of the non-native students' for items 1 and 2 compared to the non-native alumni results indicate a significant decrease. Item 3 remains unchanged for both subgroups. Non-native students slightly edge their alumni in item 4. Item 5 shows a better rating by the non-native student subgroup. Comparison was not possible for item 6 for no mean was obtained from students.

Up to this point, information on the aspects of the program that received a lower than 3.00 rating was given in detail. In the next section recommendations will be made regarding the information discussed so far.

Recommendations Based on the GPSA Questionnaire Findings

In the previous section, the responses of the groups were further examined in order to find out the causes of dissatisfaction so that purposeful intervention could be made by decision-makers. The results show that all groups considered the environment for learning, scholarly excellence, the quality of teaching in the program, and faculty concern for students to be very good. Students' and alumni's

ratings for student satisfaction with the program were very good as well. The same was true for faculty program involvement too. The results of student accomplishments in the last twelve months showed that the students were actively engaged in developing themselves professionally.

The analyses of all individual items with low mean scores in the remaining scales and elsewhere indicate problems that cause discomfort and inconvenience to the parties in the program. These problems have to be solved by the department and the university in order to ensure the smooth operation of the program. For the remaining scales, based on the results discussed in this chapter, the following recommendations are made:

1. To address students' dissatisfaction with the Curriculum, courses in the catalog should be offered more frequently and a wider variety of courses should be introduced. To offer the courses more frequently, one way is to make new additions to the existing faculty. New faculty may not only contribute to the more frequent teaching of the current courses, but they may offer to teach different courses as well. The variety of courses could also be increased if the interaction between the program and other departments on the campus is increased and relevant courses taught by those departments are offered as electives to students. All these will increase both the flexibility of the program to meet the individual students' needs and students' degree of satisfaction with the curriculum.

2. The low scores in Departmental Procedures show that the department should do more to help students find employment after graduation, provide more helpful curricular and career advising, determine guidelines to evaluate the students'

progress toward the degree and their professional competency and inform them of their academic development so that students will know precisely what they have to do to further themselves, and create more opportunities for student participation in departmental decisions by having students establish a committee that will establish and maintain regular communication between the department and students and inform both parties of each other's needs and expectations.

3. The low scores in Available Resources show that, first and foremost, the department should seek the opinions of the faculty primarily and the students to determine the shortages regarding library holdings and inform the university administration to allocate funds and the library management to make the necessary purchases. Unless this problem is remedied, students will continue to be deprived of publications that will help them increase and update their knowledge. The university administration should also be informed of the limited physical and financial resources of the program and be asked for more funds to overcome these limitations. These factors may have contributed the faculty to think that university commitment to the program was not satisfactory. To that end, a departmental report, asking for more support from the university administration, should be prepared and presented to the university administration. In order to increase the quality of support of clerical staff, in-service training should be offered to the staff members.

4. Assistantship and Internship Experiences must be revised so that they would be more useful to students. For that purpose, the departmental training given to prepare the students for the experience and the supervision they receive during that

period should be scrutinized. Also, more attention should be directed toward the limitations of available office space and equipment.

It must be noted that the data in this scale was obtained from the alumni only. As student data is not available, it is not possible to know if there has been a change since the times of the alumni. The department should use the data from the alumni and ask the same questions to the current students to see what differences or similarities exist and take a course of action accordingly.

4. Except for the availability of student services such as counseling and health care, responses to the items in Resource Accessibility indicated that the university had to spend considerable effort to increase student housing, financial assistance to students, and campus services such as parking. To increase intellectual and social interaction among students, the department should organize regular workshops or meetings open to all master's students on recent developments or important topics in the field.

5. As the Employment Assistance scale received the lowest score, faculty members, the department, and the university placement office have to pay immediate attention to this issue and collaborate and work separately to help graduates find employment.

6. Faculty Research Activities in scale 14 refer to outstanding research only. Therefore, although the faculty were active in terms of research, publications and presentations, they did not rate their research activities outstanding for that term is exclusively used to refer to the type of research done by the faculty in the top universities in the United States. The term "outstanding" was also a factor in the low

responses in Faculty Professional Activities in scale 15 even though the faculty were actively serving as officers or committee members of state and regional professional organizations.

Student Interview Results

The main goal of education is to create change in people's minds and in their practices through teaching them knowledge. Students' answers show that the education they have received in the program has introduced them to new ideas in their profession and increased their professional knowledge. In this sense, the students' satisfaction with the program is high. Increasing professional knowledge has taken two different forms in the students: For students, B2 and E2 who had started the teaching profession with no formal background and did not undertake any degree work until they started their M.A, the knowledge they have gathered has provided a lot of confirmation for the practices they did in the past.

As a person who is finishing her degree, E2 has seen that she has learned a lot of information that will help her in the future, and a while after she started the program gave up her initial idea that as she was an experienced teacher, there was not much she could learn in the program. She gave up her resistant attitude when initially she saw that names were being put to things she had been doing. Then she began to learn new information and enjoyed the power that came with the new information.

B2 comes from a similar background and she is going through almost the same stages as E1. The same kind of initial resistance is observed in B2 as well. As a

teacher who did not have any background in teaching, B2 was personally convinced that there had to be a fixed method which she was going to learn and she would apply it in the future. She has learned that such a magical formula does not exist. Even though she is not consciously aware of it, her answers to questions 6 and 8 show that the process of change has also started in her.

As an experienced teacher, M2 has found a lot of confirmation as well. He, however, did extra work to train himself professionally which included a Master's degree that was not completed. He did not come to the program having expectations similar to those of B2 and E2. He was after practical information and wanted to see how qualitative research was conducted in language teaching.

As a teacher who started the teaching profession with a degree in counseling, B1 came to the program to learn new information on methodology, research, and new insights in the TESOL fields. Unlike B2 and E2, he shows no initial resistance and is willing to digest as much information as possible. He believes that in a short period of time, he has learned quite a lot.

M1 and E1 are in the second category. These students not only did not have any background in teaching, but also they, unlike other students, did not come to the program with an expectation to develop themselves professionally or gain new insights. M1 wanted to get a teaching certificate which she could never receive in her native Taiwan because she wanted to be a teacher like her teacher at Cornell, and E1 wanted to increase her English language proficiency. The program has made an enormous impact on these students because they believe that they are capable of teaching even though they experience hesitations as to their effectiveness since they have no teaching experience.

In the next section, the responses of these students which were presented in chapter VII will be discussed in detail. The discussion of the responses will be followed by recommendations.

Discussion of the Student Interview Responses

The underlying idea in conducting the interviews was to understand the process of change in students' understanding of certain concepts. The degree of change indicates how effective the curriculum in the program has been in creating the intended changes in students' understanding of the concepts.

Although all questions have been asked to find out changes in students' understanding on certain issues, a major theme is observed is observed in questions 3, 4, 7, and 8 which were asked to see whether a change has taken place in the professional beliefs and practices of the students from being teacher-centered to student-centered.

Item 1: Students' Perceptions on the Ways They Are Treated by the Faculty According to Their Religious and Racial Backgrounds

In a time when members of minority groups complain about various degrees of open and hidden discrimination, no form of discrimination was reported in the program. This is quite important in the sense that the absence of discrimination will help create a solid scholarly environment where both native and nonnative students will have to deal with their academic studies only. In addition to that, in the competitive world of education, the absence of discrimination will surely contribute positively to the reputation of the program among minority groups and foreign

students. A consequence of this will be that the program's reputation will spread through the word of mouth and more people will choose to come to the program. The existence of this vital positive quality of the program should be celebrated and utmost conscious attention must be paid to maintain it.

Item 2: Students' Expectations Prior to Beginning Their Studies at UBF and Their Current Level of Satisfaction with the Program

The answers to this question show that the program has succeeded to train students as teachers. The change in M1 and E1 are especially striking. M1 is a psychology major and E1 is an English in Business major. M1 only wanted to get a teaching certificate and E1 wanted to perfect her English. However, both students have learned to be teachers and they consider the information that they have learned valuable. B1 came to the program as an individual who was willing to learn new information. He was open to the ideas he would find in the program.. Having this state of mind, he has learned a lot and enjoys his learning experience.

Confirmation of the past teaching experiences is the term that best describes the conclusion B2, M2, and E2 have reached. These students were happy to see that what they were doing came in print as viable methods and procedures that teachers followed in their classes.

B2 was after a standard method that worked marvels all the time. She states that she has realized that there is no one set of teaching method like that. This heralds the beginning of learning and the beginning of change in her professional beliefs. As has been said above, for M2 the things he has learned in the program have been a

confirmation of what he believed and did. For E2, the initial confirmation stage was followed by more information which makes her think that she is a more knowledgeable teacher now.

Item 3: Changes or Lack of Changes in Students' Understanding of What It Means to be a Teacher

With the exception of B2, who is experiencing disappointing because there does not exist such a fixed method of language teaching and thus displays resistance, and M2 who has always considered himself as a student-centered teacher, B1, M1, E1, and E2 report that there has been a change in their understanding.

These students used to consider the role of a teacher as the ultimate power figure and dispenser of knowledge in the classroom. The information they have learned so far has led them to believe that recognizing the importance of students in teaching and delegating them more responsibility is better and more effective than being the only decision maker and enforcer of those decisions in the class. The statements of these students show that they have changed their old beliefs with the new student-centered approach to teaching.

Item 4: Changes or Lack of Changes in Students' Understanding of What It Means to Teach

Again a change is observed in all students but B2, who, for the reason stated in the previous section, displays resistance to change. B2 still continues teaching as divulging knowledge.

A look at other students' statements indicate that change has taken place in all of them: B1 now considers cooperative learning as an important factor in teaching, while, in the past, he had a teacher-centered perspective and he thought that teaching meant transmitting knowledge. M1 used to have a teacher-centered perspective as well. She considered teaching as an easy task to do. Now, however, having learned the complexities of teaching, she has realized that teaching has to be adjusted to the level of students and the decisions to be made in teaching are many in number.

As a teacher who has always considered himself student-centered, M2 states that the new information he has learned in the program has made him enthusiastic about teaching again. His staleness has disappeared as a result of the information he has learned.

Like M1, E1 had a teacher-centered approach to teaching and thought that teaching was easy. Now, she recognizes the importance of factors such as students' language backgrounds, their learning styles and age and she is aware that in order for teaching to be successful, a teacher has to take such factors into account which makes teaching become more complicated.

E2 knew that teaching was a complex process, but with the limited knowledge that she had, she was not able to see that teaching was more complex than she previously thought it was. As a person who has learned a lot of information, she believes that she can handle a complex process such as teaching better now.

Item 5: Changes or Lack of Changes in Students' Understanding of the Importance of Media and Materials

All students agree that media and materials are effective tools that enhance learning in the classroom. B1 has not taken the ESL Materials and Media course yet. He expects to get new ideas on how to use videos and other media and materials in classes. He hopes that he will also learn how computers are used in language teaching. As another newcomer, B2 has not taken the course either. She states that videos are the next closest thing to real life and wants to use them more often in the future. She, like B1, also wants to learn about the use of computers in language teaching.

M1 believes teaching becomes more effective if media and materials are incorporated instead of using textbooks only. She states that a single picture may be more powerful than lexical definitions in giving word definitions. As a teacher who never used media in the past, M2 has come to the conclusion that video and audiovisual materials bring real life and variety into the classroom. He is determined to use media in his teaching. Like B1 and B2, he also wants to see how teachers may use computers in language teaching.

E1 was not aware of the role of media and materials in teaching. After taking the course, she sees the importance of media and materials and considers videotape as a useful tool to use in the future. As a person who used the audiolingual method quite a lot in the past and saw its limitations and who took the course, E2 believes that she can skillfully use videos, computers, and authentic materials to teach English.

Item 6: Changes or Lack of Changes in Students' Understanding of Classroom Management

It is reported with pleasure that even in the students who haven't taken the course on classroom management positive changes have begun to take place. B1, for instance, no longer thinks that classroom management means keeping students silent throughout a class period. The readings he has done and his observations of the teachers in the program has already showed him that there is another way which is more effective and more pleasant than his. B2 reports that she is happy with the confirmation she got through readings and states that she knows more about classroom management now than before.

M1 became familiar with the term after she started the program. The terms she is using now such as "physical environment" and "psychological environment", and her example of placing a student in a group she doesn't like to be a part of show that a significant change has occurred in her understanding. M2 finds no change worth reporting and states that he views classroom management as a function of teacher's awareness.

E1 used to think that classroom management was easy. Now she is aware of the complexities of the process and believes that the teacher's level of knowledge determines the success and failure in classroom management. E2's lack of knowledge on the subject and previous work conditions affected her previous approach to classroom management. Her studies in the program and teaching experience in ELI has given her a chance to add variety to her teaching to make her

classes interesting and to learn her students' cultures and learning styles to better understand and help them in order to manage her classes successfully.

Item 7: Changes or Lack of Changes in Students' Understanding of Teacher's Roles

This question was asked to see whether a change has occurred in students' perceptions of teacher's roles as a result of the shift/lack of shift from the teacher-centered approach to the student-centered approach to teaching.

A change is reported by all students except B2 and M2. B2 still thinks that her role as a teacher is to transmit knowledge and states that the readings she has done so far has not caused her to think differently. M2 describes himself as a student-centered teacher in the sense that he valued his students' opinions in his teaching. Therefore, he doesn't see a change in his understanding. He, however, has recognized an additional role for teachers. He believes that a teacher should also be a resource person.

B1, M1, E1, and E2 have a student-centered perspective on teaching now and they see that their roles have changed. According to B1, a teacher should be a facilitator, a companion, a guide, a resource person instead of being the only one who had all the ideas. M1 also used to think that teachers were representatives of power. Now, she considers a teacher as a helper to students whenever they need help. She, however, expresses her doubts on implementing such a big change as abandoning the traditional teacher-centered teaching and adopting student-centered teaching in her country.

A lot has changed in E1's understanding of teacher's roles. Instead of thinking of thinking of teacher's role as going into the class and teaching, she now recognizes the fact that a teacher has to be a planner, a counselor, a guide, and a facilitator. However, like M1, she is not sure if she will ever implement such an important change in her country.

E2's transformation from a being a dominating teacher to being a facilitator is very significant; Now E2 is willing to help her students in any way she can using everything she knows.

Item 8: Changes or Lack of Changes in Students' Understanding of Students' Roles

This question is the last of four questions which were asked to find out what kind of changes have or have not occurred in students' beliefs after they have become familiar with the merits the student-centered approach to teaching.

As answer to this question, all students state that there has been a change in their understanding compared to before. B1 used to think that it was normal for students to assume a passive role in his classes. Now, he believes that they have to become more active and take responsibility for their learning. A big change is observed in B2. She talks about involving her students in the decision-making part of teaching which means that slowly but surely the process of change has started in her too, and she is on her way to becoming a student-centered teacher.

M1 also thought that students had to be passive. Now she wants to see them active and plans to bring cooperative activities to do that. M2 reports that as a result of the knowledge he has acquired, he sees students as more active than before.

E1 and E2's ideas of students' role in the class are no different than others. Both used to see students as passive recipients. Now, E1 wants to hear students' opinions, have students sit in circles to face each other and increase the amount of communication among students, and bring cooperative learning into her classes to make her students more active.

E2 says that she no longer wants to be in total control. As a teacher who knows what student-centered means, she understands the importance of students' active participation. She plans to use her knowledge and bring appealing activities to class to achieve that goal.

Item 9: Changes or Lack of Changes in Students' Understanding of Cross-Cultural Factors in Language Teaching

All students are aware of the fact that language teaching and learning involve a multitude of variables, one of which is cross-cultural factors. B1 states that he has not taken the course Cross-Cultural Communication yet. However, he is aware of the fact that non-verbal communication and body language have to be parts of language learning. B2 hasn't taken the course either. She wonders had she taken that course, to what extent the information in it could have helped her while she was abroad.

M1 and E1 state that they liked the information given in the course, but they do not see the relevance and contribution of that information to their teaching situations.

M2 says that he has a better understanding of cross-cultural factors in language teaching and adds that the information he has learned could have prevented some problems he experienced abroad. E2 states that the first time she became aware of cross-cultural factors was when she was teaching immigrants in the States. She realized that she knew almost nothing then. She believes that the information she gathered from the course has helped her understand her international students at ELI; She has learned to pay attention to students' backgrounds and learning styles and developed a better understanding of different cultures.

Item 10: Changes or Lack of Changes in Students' Understanding of What It Means to Learn a Language

The answers to this question reveal that students have either changed or deepened their understanding of learning a language. B1 previously thought that learning a language was just learning its rules. Now, he thinks that besides grammar, learners have to develop skills such as reading and speaking which is difficult to do. He states that students need help in this long process.

As a person who learned Japanese, B2 thought that learning a language was difficult. However, while she was teaching English, she made an incorrect assumption that learning English was easy. The readings she has done has taught her that her assumption was incorrect. She plans to help her students more in this difficult process.

Like B1, M1 previously thought that learning a language was memorizing its rules. Now, she believes that it is more complicated than that because there are

factors such as learning styles, motivation, and age that speed up or slow down the process and affect the outcome of language learning either positively or negatively.

M2 states that as a result of his readings, he has realized that learning a language is more complicated that he thought it was. In his statement, he talks about the importance of personal factors such as motivation and its importance in language learning a language.

E1 used to think it was easy to learn a language. Now, she knows that factors such as age and sex may also play a role in learning a language. She points out the importance of establishing an environment conducive to learning, and states that psychological factors also play a role in language learning.

As a person who learned Italian, E2 has always thought that learning a language was difficult. Her readings in second language acquisition have made her become more aware of the difficulties an individual had to face and she has also realized that learning a language for academic purposes was more difficult than learning that language itself.

Item 11: The Impressions Students Have about Their Future Employment

Except for B2, all *students* have stated that their next job would be better professionally and financially. B2 states that financial gain and better job position are not the primary objects for her. With her degree, she wants to keep the jobs that other teachers would not prefer.

Beyond the Research Questions: An Issue that Arose During the Interviews

Responses by three students revealed an important problem. As students who intended to do their Ph.D. in the same program, students B1, B2, and M2 found out that it was not possible to do a Ph.D. degree in the same program because as Master's students were taking the same courses with Ph.D. students, they would have finished all the courses offered in the Ph.D. program by the time they finished taking the required courses for the Master's degree.

Recommendations Based on Student Interview Findings

Following the presentation of the students' responses given in Chapter VII and the discussion of those responses in the previous section, the following recommendations are in order so that the decision-makers will make their purposeful informed intervention.

The analyses of the students' responses indicate a few problems that cause discomfort and inconvenience to the students in the program. The program has to exert effort to solve these problems in order to ensure the successful operation of the program. For that purpose, based on the responses presented and discussed in this chapter, the following recommendations are made:

1. The statements made by four students while they were talking about their initial and current expectations from the program indicate the lack of knowledge which prevented them from following classroom discussions. The reason for this is students' different undergraduate majors which caused them to not acquire any professional knowledge in teaching. The traditional way to deal with the problem of

lack of knowledge is putting up prerequisite courses for a course. However, it is not always possible to take the prerequisite course/s before taking a course, and students have to take a must course when it is offered. Otherwise, they may have to postpone taking the course for one year to finish taking the prerequisite/s, and this is not possible for the majority of students who receive scholarships or loans and have to finish the program within a limited period of time.

In order to solve this problem faculty members should prepare a short, concise, and unanimously agreed upon list of background readings for each course and distribute the list for a particular course to students each time that course is taught. The purpose of preparing a list for each course is to enable students, who do not have any background, to compensate their lack of knowledge and follow what is to be discussed in the class throughout the semester. Following the distribution of the list, faculty members should encourage students who do not have the background information to do the readings in that list.

2. The students B2, M2, and E2's answers to the importance of the use of media and materials in language teaching show that the current course does not include the use of computers in language teaching. In order to address this need, the course must be revised to accommodate the use of computers in language teaching.

3. The responses of M1 and E1 to question seven point out a significant problem; Although the professors choose the most recent textbooks to use in their classes, the applicability of the ideas in those books may be highly problematic in certain cultures like the oriental cultures where traditions are deeply rooted and change may face resistance.

The students mention the fact that it would be very difficult to implement a significant shift such as giving up the traditional teacher-centered philosophy and adopting the current learner-centered philosophy in their countries.

The same problem is reported by M1 and E1 again in their answers to question nine which was asked to determine the changes in their understanding of cross-cultural factors. The students do not believe they will use the information they learned in that course in their teaching.

To remedy this problem in the future, faculty members must take this important problem into consideration while choosing textbooks, inform the students if the target audience of textbooks is American, and help foreign students by providing additional readings such as additional textbooks or all other available resources which will help them see how those ideas can be applied, or modified and implemented in their or similar countries.

4. In order to allow the Master's students who want to do their Ph.D.s in the department, faculty members should create two sets of courses, one for the Master's and the other for the Ph.D. level, in complementary distribution which will not overlap.

CHAPTER IX

CONCLUSION

Summary

This comprehensive evaluative research study was conducted to evaluate the M.A. TESOL program at the University of Bedford Falls by obtaining the perceptions of all insider groups in a cost-effective manner with minimum number of evaluators.

In the field of program evaluation, although both qualitative and quantitative designs are used to gather information for evaluation purposes, the traditional approach is quantitative. In the quantitative approach to program evaluation, evaluators develop a set of questions and collect information solely to answer them. In other words, what the evaluation will do is determined in advance. Even though in the quantitative approach, the existence of variables is identified, the questions "why" and "how" they exist are left unanswered. Audiences of evaluations, on the other hand, expect the results of the evaluation to be meaningful to themselves so that they can determine what to do as the next step.

Since the purpose of this descriptive study was to obtain the perspectives of insiders on the quality of the education in that particular program, a purely quantitative design would have been inadequate to collect data relevant to the goals the researcher had in mind. Also, it was clear that in order to obtain the insiders' perspectives to accomplish the purpose of this study and present a rich description of the program in a time-saving and cost-effective manner, the use of more than one method was necessary.

The use of multiple methods in this evaluative research study enabled the researcher to investigate the program within its context using multiple sources of evidence, using more than one set of data which was ideal to strengthen the conclusions and do triangulation.

In this research study, the information about the M.A. TESOL program was obtained through survey and interview methods. Having the belief that a clear articulation of a program is one of the preconditions for an effective evaluation, and that if a program is poorly articulated, it is hard to understand what exactly has been evaluated, the researcher also decided to analyze agendas, minutes of meetings, program proposal, and other internal documents of the English department relevant to the purposes of this study. The goal of the researcher was to construct the history of the program, which did not exist prior to this research, in order to give the reader contextual information to better understand the program and its participants.

In order to increase the breadth of information gained from this study, everybody who was a part of the program at the time of the research and before was included in the sample during the data collection period.

To obtain the insiders' perspectives, data collection techniques which captured qualitative data and allowed the quantification of them were chosen. These were the GPSA questionnaires, the questionnaire prepared by the researcher, and qualitative interviews. Although questionnaire is quantitative by design, the GPSA questionnaires have been designed to collect data of qualitative nature, quantify them, and provide a basis for researchers to make comparisons among different groups.

In addition to determining the perceptions of all participants on the quality-related characteristics of the M.A. TESOL program, the researcher also wanted to obtain the perspectives of the students and the alumni on some specific issues which were beyond the scope of the GPSA questionnaires. To obtain the students' perspectives on issues that were not covered in the GPSA questionnaires, qualitative interviews were used. The qualitative interview results were valuable in the sense that they could guide program administrators to see the strengths and weaknesses of the program from the students' perspectives because students were the party who received the education given in the department at the time of data collection and could give a detailed first-hand account of what the quality and the usefulness of the education were from their perspectives.

The strengths and weaknesses of the program were identified by analyzing the data in chapters V, VI, and VII. The discussion of the data was followed by recommendations which were presented in chapter VIII. In order to avoid repetition, the recommendations will not be reiterated here.

The faculty, students, and alumni GPSA mean scores for scales 1, 2, 3, 4, and 8 showed that all groups' evaluation of the aspects of the program that were primarily related to the quality of teaching was very good. However, the results also showed that there was work to do. In order to show the problem areas and all causes of dissatisfaction in the groups, all individual items that were below 3.00 regardless of whether the mean score of the scale they were in was 3.00 and above were presented and discussed. Presenting this information served a dual purpose: First, it showed how many individual items in the scales 5, 6, 7, 9, 10, 11, and 12 received unsatisfactory ratings from the group/s. Second, it also reported the existence of individual items which were rated unsatisfactory by the faculty, students and alumni in the scales with mean scores above 3.00.

Those items and the responses of each group to them were examined and discussed scale by scale in separate sections. A detailed examination of all the items revealed that, unlike the items in the scales 1, 2, 3, 4, and 8, the individual items in other scales were not factors that primarily affect the quality of education given in the program. Rather, they indicated problems that caused discomfort and inconvenience to the parties in the program. It was pointed out that for the smoother operation of the program those problems had to be solved.

The comparison of the differences of opinion between the non-native alumni and non-native student subgroups' perceptions were also presented. The comparison shed light on the quality-related characteristics of the program to see the then and now picture of it from foreigners' perspectives. It was not possible to do this for native alumni and native students since of the ten student questionnaires that were

returned only two had the native subgroup bubble filled. This formed a limitation of this study.

Student interviews formed the second component of this evaluative research study. The underlying idea in conducting the interviews was to understand the process of change in students' understanding of certain concepts. The degree of change indicated how effective the curriculum in the program had been in creating the intended changes in students' understanding of the concepts.

As the M.A. TESOL program was still in operation, the researcher decided that the only insiders who could assess the usefulness and effectiveness of the program in their professional lives were its graduates, and in order to determine the effectiveness of the program from the alumni's perspective, the researcher prepared an additional questionnaire to obtain alumni's opinion on issues such as the usefulness of the courses taught in the program and the financial benefits of the degree to the graduates which were not covered in the GPSA questionnaires and used nine items from the GPSA alumni questionnaire. The results showed that besides positive changes, there were problems such as low full time employment rate among the native alumni. Suggestions for the problems were presented.

Implications for Future Research

This research study, which was conducted in the United States, used the GPSA questionnaires as one data collection instrument. These comprehensive questionnaires have been designed to measure the quality-related characteristics of education given in a graduate program. A questionnaire of this kind not only enables

researchers and decision makers to obtain the perspectives of all groups in a particular program and make comparisons among them, but it also allows cross comparisons to be made among similar or identical programs at different universities. The use of such a questionnaire will be useful to capture insiders' actual perceptions of a program. Graduate program evaluation studies should include questionnaires of this kind to accurately assess the strength and weakness of programs regardless of the country.

In recent times, Turkey has taken rapid steps towards its integration with the world community in general and the European Union in particular. This integration will require standards to be attained in many areas, and education is one of them. Certification of attaining standards in education is realized through accreditation. As a preparatory step, it would be beneficial to Turkish university programs, which consider accreditation, to conduct evaluations on the quality of education they give a considerable time before the accreditation process so that program administrators would know what they would have to do in order increase the quality of education and to be accredited by accrediting organizations.

A common feature of individual evaluation studies is the lack of a systematic approach. This is a problem in evaluation studies in Turkey as well. The evaluation studies by Kanatlar (1996) and Çanga (2002) were conducted to do evaluation of master's programs summatively. Both researchers used questionnaires developed by themselves to do summative evaluation. There were differences between the studies. One of those differences, for example, was the absence of items that sought alumni's

evaluation of the courses in the Çanga study. The inclusion of such items would have provided valuable information to the department and faculty in the program. Such problems can easily be avoided if prospective evaluators conduct evaluations following the practical format proposed here and make necessary alterations to adapt the instruments used in this study to their particular contexts.

Also, the end product of all studies is one type of report. In the two studies mentioned above, the end product is summative evaluation report. This research study, on the other hand, uses more comprehensive tools and has the potential to produce both summative and formative evaluation reports if the results are put into use by the program that conducts or requests the evaluation. This researcher is aware of the absence of a comprehensive systematic approach to program evaluation in Turkey, and it is the intention of this researcher to continue evaluation studies of this type for the betterment of quality in graduate education in Turkey.

Faculty and students are important in assessing the usefulness of a program. Faculty members are responsible for teaching. Their opinions are crucial and must be obtained. In order to obtain the opinions of the faculty, the researcher wanted to interview faculty members. However, the Teacher's Union did not allow that. Therefore, it was not possible to obtain information from the faculty which would have elaborated the answers they had given in the GPSA questionnaires. This caused a serious limitation. To overcome the future occurrences of such a problem, researchers who will conduct evaluations should be allowed to interview faculty.

No graduate program evaluation research must be considered truly complete without obtaining the perspectives of their alumni who use the information they

learned in the program in their professional lives. As primary sources of information, the function of the alumni can be compared to a measuring stick in assessing the usefulness of a particular program. It is through the feedback received from the alumni that programs can begin to make assessments of their actual usefulness to their graduates. However, it is not customary for departments to form and keep an alumni address list to do that. Students' departure from the university after graduation is the primary reason for the disruption of communication.

Communication after graduation may continue through e-mail between programs and their alumni. Each department may ask their prospective alumni to supply them with an e-mail address which they will use for a certain period of time in the future and inform the department of any subsequent e-mail address changes. This way, departments can continue to communicate with the alumni regardless of any address change.

The use of e-mail to communicate with the alumni will accrue another benefit; Return rate is a problem in survey research when conventional mail medium is used. In order to increase alumni participation rate and deal with low return rate, any survey questionnaire that will seek alumni's opinions can be sent to them via e-mail. Programs should utilize e-mail to continue to communicate with the alumni for evaluation and other purposes.

A critical question at this point is when an evaluation questionnaire should be sent to alumni members. In order to allow the majority of the alumni to begin to make reliable judgments on a program's effectiveness, this researcher thinks that at

the earliest a minimum period of two years should be given so that the alumni will have a chance to form an opinion in the first year and test the correctness of it in the second.

Finally, history of any program is essential when it comes to evaluate it diachronically, and compare and contrast it with other similar programs synchronically. It is not realistic and possible to make sound judgments about the effectiveness of a program unless its evolution since its inception is known. A before picture is necessary in this case. As this study which examined the American context and the Kanatlar study which studied the Turkish context reveal, history of a program is an essential part of a program's development and should be constructed.

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A STUDY

OF AN AMERICAN UNIVERSITY MASTER'S PROGRAM IN TESOL:

MULTIPLE PERSPECTIVES IN PROGRAM EVALUATION

VOLUME II

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

KADİR VEFA TEZEL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

AUGUST 2006

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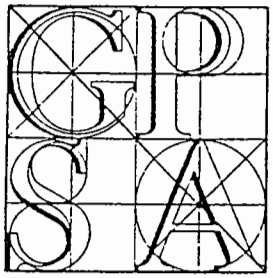
APPENDICES

APPENDIX A

GPSA FACULTY QUESTIONNAIRE



Graduate
Program
Self-Assessment
Master's Level Programs
Faculty Questionnaire

Important: The accompanying instructions explain the purpose of and procedures for completing this questionnaire. Please read them before beginning the questionnaire. If the instructions ask you to indicate a subgroup or subgroups, please check the appropriate box(es) below.

Subgroup 1 ☐

Subgroup 2 ☐

Subgroup 3 ☐

Please use the confidential envelope provided to return your questionnaire.
The sealed envelope is to be opened by ETS only.
Questionnaire responses of individuals will not be identified or reported at any time.

Master's Level Faculty Questionnaire

Part I

To what extent do you agree with the following statements about the master's level program and/or department that is being reviewed? (Circle *one* number for each statement.) When answering questions about students, think of the students you have known in your classes or area of specialization.

Agree strongly (4)
Agree with reservations (3)
Disagree with reservations (2)
Disagree strongly (1)

1. Faculty members are genuinely interested in the welfare and professional development of master's students 1 2 3 4
2. Different scholarly points of view are encouraged 1 2 3 4
3. Master's students work hard to meet the demands of the program 1 2 3 4
4. The department has a humane environment characterized by mutual respect between students and professors 1 2 3 4
5. My responsibilities create conflicting demands that are a source of personal strain .. 1 2 3 4
6. My personal views about graduate education are compatible with the objectives and procedures of the department 1 2 3 4
7. Master's students tend to support and help each other meet the academic demands of the program 1 2 3 4
8. The department is an intellectually stimulating place for master's students 1 2 3 4
9. The department actively helps graduates of the master's program find appropriate employment 1 2 3 4

Agree strongly (4)
Agree with reservations (3)
Disagree with reservations (2)
Disagree strongly (1)

10. Faculty members prepare carefully for their master's level courses 1 2 3 4
11. This is a good department in which to work .. 1 2 3 4
12. I am satisfied with the academic freedom in the department relative to my teaching and research 1 2 3 4
13. Members of the department work together to achieve program goals 1 2 3 4
14. The department is receptive to new ideas and ways of doing things 1 2 3 4
15. There is good communication between faculty and master's students regarding student needs, concerns, and suggestions 1 2 3 4
16. There are many opportunities outside the classroom for interaction between master's students and faculty 1 2 3 4
17. Most courses that count toward the master's degree are open only to graduate students .. 1 2 3 4
18. In general, I am satisfied with my opportunities to influence departmental policies and decisions 1 2 3 4

Part II

How would you rate each of the following aspects of the program or department being reviewed? (Circle *one* number for each statement.)

Excellent (4)
Good (3)
Fair (2)
Poor (1)

1. Intellectual environment	1	2	3	4
2. Curricular and career advising	1	2	3	4
3. Agreement between degree requirements and stated objectives of the program	1	2	3	4
4. Administration of degree requirements	1	2	3	4
5. University library holdings relevant to the field	1	2	3	4
6. Specialized facilities, such as laboratories or studios, and equipment needed for teaching and creative work in your field	1	2	3	4
7. Overall adequacy of space and other facilities for classes and administration	1	2	3	4
8. Scholarly and professional competency of the graduate faculty in the program/department	1	2	3	4
9. Frequency with which courses listed in the catalog are offered	1	2	3	4
10. Scholarly and professional promise of master's students in the program/department	1	2	3	4
11. Opportunities for student participation in departmental decisions affecting the master's program(s)	1	2	3	4
12. Relevance of degree requirements to master's students' anticipated work in the field	1	2	3	4
13. Evaluation procedures used in graduate courses (e.g., grades, papers)	1	2	3	4
14. Teaching methods used in graduate courses (e.g., lectures, seminars, audiovisual aids)	1	2	3	4
15. Accessibility of faculty members to master's students in the program	1	2	3	4
16. Variety of master's level course and program offerings	1	2	3	4
17. Depth in subject matter of master's level course and program offerings	1	2	3	4
18. Flexibility of the program to meet the needs of individual master's students	1	2	3	4
19. Opportunities for master's students to pursue individual projects	1	2	3	4
20. Departmental evaluation of master's students' progress toward the degree	1	2	3	4
21. Departmental evaluation of the professional competency of master's students	1	2	3	4
22. University commitment to the program	1	2	3	4
23. Clarity of the department's objectives and plans for the next few years	1	2	3	4
24. Administrative management of the department	1	2	3	4
25. Faculty awareness of new developments in the field	1	2	3	4
26. Overall adequacy of financial resources in support of this master's program/department	1	2	3	4
27. Interaction between the department/program and related disciplines or programs on the campus	1	2	3	4
28. Number of support and clerical staff (including student assistants) in the department/program	1	2	3	4
29. Quality of support and clerical staff	1	2	3	4
30. Collegiality among the faculty in the department	1	2	3	4
31. Departmental efforts in support of the career development of faculty members	1	2	3	4

Part III

Please circle the appropriate response to indicate your experience in each of the following areas.

	Yes (1)	No (2)
1. Have you served on a professional, government, or foundation review committee, site visit team, or national advisory council in the last three years?	1	2
2. Have you received an award or otherwise been recognized for outstanding teaching?	1	2
3. Have you received an award or otherwise been recognized for outstanding research or other scholarly or creative work?	1	2
4. Have you received an award or otherwise been recognized for outstanding professional practice?	1	2
5. Have you held office in or served on the board of a national professional association or organization?	1	2
6. Have you held office in or served on any committees of state or regional professional organizations?	1	2
7. Have you been the editor of a journal in your field or served as a member of a professional journal editorial board?	1	2
8. Have you refereed one or more articles submitted to a professional journal in your field in the last two years?	1	2
9. Do you have a university or department grant to support your research or other scholarly or creative work this year?	1	2
10. Have you had a grant or contract with an agency outside the university to support your research or other scholarly or creative work within the last three years?	1	2
11. Do you have a grant or contract with an agency outside the university to support your research or other scholarly or creative work this year?	1	2

Part IV

Some master's level graduate programs give primary attention to the *preparation of scholars and researchers*; some lean more toward the *preparation of teachers*; some emphasize the *preparation of practicing professionals* for applied and service positions (e.g., administrators, museum curators, clinicians, industrial chemists); some emphasize preparation for more advanced study; and others offer *personal enrichment.*

A. How much importance do you think your department/program *now* assigns each of these purposes or functions? (Circle *one* number on each line.)

	Degree of Importance: None (1)	Little (2)	Some (3)	Considerable (4)	Extreme (5)
1. Preparing scholars and researchers	1	2	3	4	5
2. Preparing teachers	1	2	3	4	5
3. Preparing other practitioners	1	2	3	4	5
4. Preparing students for more advanced study	1	2	3	4	5
5. Providing personal enrichment	1	2	3	4	5

B. How much importance do you think the department/program *should* assign to each of these purposes? (Circle *one* number on each line.)

	Degree of Importance: None (1)	Little (2)	Some (3)	Considerable (4)	Extreme (5)
6. Preparing scholars and researchers	1	2	3	4	5
7. Preparing teachers	1	2	3	4	5
8. Preparing other practitioners	1	2	3	4	5
9. Preparing students for more advanced study	1	2	3	4	5
10. Providing personal enrichment	1	2	3	4	5

Part V

Please answer the following questions about your activities and background by circling the appropriate number or filling in the boxes provided. (Precede numbers with zeros if necessary to fill boxes.)

List the number of your professional publications or other products in each of the following areas in the last five years. Include works produced alone and in collaboration with others.

a. Professional articles, chapters in books .... ☐☐
b. Authored or edited books ..... ☐☐
c. Monographs, manuals, scholarly reviews ... ☐☐
d. Sponsored exhibition(s) or public performance(s) of artistic or other creative work. ☐☐
e. Conference or workshop presentation(s) .... ☐☐

How many times in the past two years have you presented some of your research results or other scholarly material:

a. At state, regional, or national professional meetings? ..... ☐☐
b. At scholarly colloquia or as a visiting professor on another campus? ..... ☐☐

To what extent are you involved with the master's program being reviewed? (Omit an item if it is not applicable to this program.)

	Never (1)	Occasionally (2)	Frequently (3)
a. Teach courses required by the program	1	2	3
b. Participate in policy and curriculum decisions	1	2	3
c. Direct independent studies or theses	1	2	3
d. Supervise field work or internships	1	2	3
e. Participate in departmental examinations ...	1	2	3
f. Serve as a faculty adviser	1	2	3
g. Arrange student contacts with nonacademic professionals	1	2	3
h. Other	1	2	3

4. What is your present academic rank?

   Do not hold academic rank 1
   Adjunct faculty member 2
   Lecturer or instructor 3
   Assistant professor 4
   Associate professor 5
   Professor 6

5. What is your present academic appointment?

   Full time 1
   Part time 2

6. Do you have tenure at this college or university?

   Yes 1
   No 2

7. What is your highest earned degree?

   Ph.D. 1
   Other doctorate (Ed.D., D.A., M.D., D.B.A., etc.) 2
   Master's degree or equivalent 3
   Bachelor's degree 4

8. In what year did you receive your highest earned degree? ..... 19☐☐

9. How many years of college or university teaching experience have you had?

   a. In this department ..... ☐☐
   b. Total ..... ☐☐

10. How many years of applied professional experience have you had? ..... ☐☐

I. Approximately what percentage of your total professional time is spent in each of the following activities?

a.	Teaching, advising students, and related activities	%
b.	Research or scholarly work, such as composing or writing	%
c.	Department or university administration	%
d.	Consulting or community service	%
e.	Private practice	%
f.	Other employment	%
g.	Other	%
	Total	100%

J. What is your sex?

- Male 1
- Female 2

13. What is your age? .....

14. Are you a United States citizen?

- Yes 1
- No 2

15. How do you describe yourself?

- American Indian, Inuit, or Aleut 1
- Black or Afro-American 2
- Mexican American or Chicano 3
- Asian/Pacific American 4
- Puerto Rican 5
- Other Hispanic or Latin American 6
- White 7
- Other 8

Part VI

Supplementary Questions and Response Options

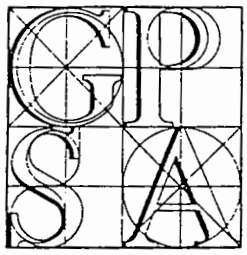
Universities and departments have been encouraged to prepare additional questions for distribution with this survey to obtain information that is relevant to specific local needs and interests. If your instructions contain additional questions, please record your responses to them below. (Circle *one* number on each line, corresponding to the number of your preferred response to that question.)

1	1	2	3	4	5	6	7	8	9
2	1	2	3	4	5	6	7	8	9
3	1	2	3	4	5	6	7	8	9
4	1	2	3	4	5	6	7	8	9
5	1	2	3	4	5	6	7	8	9
6	1	2	3	4	5	6	7	8	9
7	1	2	3	4	5	6	7	8	9
8	1	2	3	4	5	6	7	8	9
9	1	2	3	4	5	6	7	8	9
10	1	2	3	4	5	6	7	8	9
11	1	2	3	4	5	6	7	8	9
12	1	2	3	4	5	6	7	8	9
13	1	2	3	4	5	6	7	8	9
14	1	2	3	4	5	6	7	8	9
15	1	2	3	4	5	6	7	8	9
16	1	2	3	4	5	6	7	8	9
17	1	2	3	4	5	6	7	8	9
18	1	2	3	4	5	6	7	8	9
19	1	2	3	4	5	6	7	8	9
20	1	2	3	4	5	6	7	8	9

Please place your completed questionnaire in the confidential envelope, seal the envelope, and return it as directed in the accompanying instructions.

APPENDIX B

GPSA STUDENT QUESTIONNAIRE



Graduate Program Self-Assessment

Master's Level Programs
Student Questionnaire

Important: The accompanying instructions explain the purpose of and procedures for completing this questionnaire. Please read them before beginning the questionnaire. If the instructions ask you to indicate a subgroup or subgroups, please check the appropriate box(es) below.

Subgroup 1 ☐

Subgroup 2 ☐

Subgroup 3 ☐

Please use the confidential envelope provided to return your questionnaire.
The sealed envelope is to be opened by ETS only.
Questionnaire responses of individuals will not be identified or reported at any time.

Master's Level Student Questionnaire

Part I

To what extent do you agree with the following statements about your master's program and/or department? (Circle *one* number for each statement.)

Agree strongly (4)
Agree with reservations (3)
Disagree with reservations (2)
Disagree strongly (1)

1. Faculty members are genuinely interested in the welfare and professional development of master's students 1 2 3 4
2. Different scholarly points of view are encouraged 1 2 3 4
3. Master's students work hard to meet the demands of the program 1 2 3 4
4. The department has a humane environment characterized by mutual respect between students and professors 1 2 3 4
5. I have learned a great deal as a master's student in the department/program 1 2 3 4
6. I would advise a friend with similar interests to study in the department/program 1 2 3 4
7. Master's students tend to support and help each other meet the academic demands of the program 1 2 3 4
8. The department is an intellectually stimulating place in which to study 1 2 3 4

Agree strongly (4)
Agree with reservations (3)
Disagree with reservations (2)
Disagree strongly (1)

9. The department actively helps graduates of the master's program find appropriate employment 1 2 3 4
10. Faculty members prepare carefully for their master's level courses 1 2 3 4
11. If I were starting over, I would enroll in this master's program again 1 2 3 4
12. The program is providing me with very good preparation for my future professional work . 1 2 3 4
13. Members of the department work together to achieve program goals 1 2 3 4
14. The department is receptive to new ideas and ways of doing things 1 2 3 4
15. There is good communication between faculty and master's students regarding student needs, concerns, and suggestions 1 2 3 4
16. There are many opportunities outside the classroom for interaction between master's students and faculty 1 2 3 4
17. Most courses that count toward the master's degree are open only to graduate students .. 1 2 3 4

Part II

Please rate each of the following aspects of your graduate department or master's level program. If any item listed doesn't apply to your field, or if you feel you cannot respond, skip the item. (Circle *one* number for each statement.)

Poor (1) Fair (2) Good (3) Excellent (4)

1. Intellectual environment 1 2 3 4
2. Curricular and career advising 1 2 3 4
3. Agreement between degree requirements and stated objectives of the program 1 2 3 4
4. Administration of degree requirements 1 2 3 4
5. University library holdings relevant to your field 1 2 3 4
6. Specialized facilities, such as laboratories or studios, and equipment needed for teaching and creative work in your field 1 2 3 4
7. Overall adequacy of space and other facilities for classes and administration 1 2 3 4
8. Scholarly and professional competency of the graduate faculty in the program/department 1 2 3 4
9. Frequency with which courses listed in the catalog are offered 1 2 3 4
10. Scholarly and professional promise of master's students in the program/department ... 1 2 3 4
11. Opportunities for student participation in departmental decisions affecting this master's level program 1 2 3 4
12. Relevance of degree requirements to your anticipated work in the field 1 2 3 4
13. Evaluation procedures used in graduate courses (e.g., grades, papers) 1 2 3 4
14. Teaching methods used in graduate courses (e.g., lectures, seminars, audiovisual aids). .. 1 2 3 4
15. Accessibility of faculty members to master's students in the program 1 2 3 4
16. Variety of master's level course and program offerings 1 2 3 4
17. Depth in subject matter of master's level course and program offerings 1 2 3 4
18. Flexibility of the program to meet the needs of individual master's students 1 2 3 4
19. Opportunities for master's students to pursue individual projects 1 2 3 4
20. Evaluation of master's students' progress toward the degree 1 2 3 4
21. Evaluation of the professional competency of master's students 1 2 3 4
22. University commitment to the program 1 2 3 4
23. Useful faculty criticism of your work. 1 2 3 4
24. Faculty helpfulness in dealing with classwork 1 2 3 4
25. Faculty awareness of new developments in your field. 1 2 3 4
26. Overall adequacy of financial resources in support of this master's program/department 1 2 3 4
27. Interaction between the department/program and related disciplines or programs on the campus 1 2 3 4
28. Number of support and clerical staff (including student assistants) in the department/program 1 2 3 4
29. Quality of support and clerical staff 1 2 3 4
30. Availability of graduate student housing 1 2 3 4
31. Availability of student services (counseling, placement, health care, etc.) 1 2 3 4
32. Availability of financial assistance (grants, loans, assistantships, etc.) for students in the department/program. 1 2 3 4
33. Availability of campus services for nonresident students (e.g., bookstore, parking, lounge facilities) 1 2 3 4
34. Opportunities for intellectual and social interaction among persons in the program 1 2 3 4

Part III

1. Are you participating or have you participated in a clinical, field work, or internship experience as part of your master's level program? (Circle *one* number.)

   Yes, as a degree requirement 1

   Yes, not as a degree requirement 2

   No (Circle "3" and go to Part IV.) 3

If "Yes," please evaluate the following components of your experience.

Poor (1) Fair (2) Good (3) Excellent (4)

2. Departmental training to prepare you for the experience 1 2 3 4
3. Contribution of the experience to your academic development 1 2 3 4
4. Chance to practice professional skills 1 2 3 4
5. Variety of assignments or activities 1 2 3 4
6. Supervision you received 1 2 3 4
7. Office space and equipment available for your use 1 2 3 4

Part IV

Which of the following have you done within the last twelve months? (Please circle the appropriate response.)

Yes (1) No (2)

1. Attended one or more meetings of a scholarly or professional society 1 2
2. Authored or coauthored a paper accepted for presentation at a scholarly or professional society meeting 1 2
3. Authored or coauthored a paper submitted for publication in a scholarly or professional journal 1 2
4. Demonstrated artistic skills or products in a public performance or exhibit 1 2
5. Prepared a detailed proposal or plan for a master's thesis or other major research project 1 2
6. Carried out an independent research or creative project 1 2
7. Cooperated in a research or creative project(s) with another student or a faculty member 1 2
8. Held a fellowship, training grant, or scholarship. 1 2
9. Developed professional skills through participation in a clinical, field work, or internship experience 1 2
10. Talked with professionals in your field about other graduate programs or career plans 1 2
11. Pursued independent reading or practice in your field beyond that assigned in courses 1 2
12. Operated an independent enterprise or business 1 2
13. Won a prize or an award for a product or an activity related to your field 1 2
14. Served on a department or university-wide committee 1 2
15. Participated in department or program planning activities (e.g., review of the curriculum) 1 2

Part V

Some master's level programs give primary attention to the *preparation of scholars and researchers*; some lean more toward the *preparation of teachers*; some emphasize the *preparation of practicing professionals* for applied and service positions (e.g., administrators, museum curators, clinicians, industrial chemists); some emphasize *preparation for more advanced study*; and others offer *personal enrichment.*

A. How much importance do you think your department/program *now* assigns each of these purposes or functions? (Circle *one* number on each line.)

	Degree of Importance: None (1)	Little (2)	Some (3)	Considerable (4)	Extreme (5)
1. Preparing scholars and researchers	1	2	3	4	5
2. Preparing teachers	1	2	3	4	5
3. Preparing other practitioners	1	2	3	4	5
4. Preparing students for more advanced study	1	2	3	4	5
5. Providing personal enrichment	1	2	3	4	5

B. Now, please answer the same question in terms of your personal goals. How much importance would *you* assign to each of these program purposes or functions? (Circle *one* number on each line.)

	Degree of Importance: None (1)	Little (2)	Some (3)	Considerable (4)	Extreme (5)
6. Preparing scholars and researchers	1	2	3	4	5
7. Preparing teachers	1	2	3	4	5
8. Preparing other practitioners	1	2	3	4	5
9. Preparing students for more advanced study	1	2	3	4	5
10. Providing personal enrichment	1	2	3	4	5

Part VI

Please answer the following questions about your activities and background by circling the appropriate number or filling in the boxes provided.

1. In what year did you receive your undergraduate degree? ..... 19 ☐☐

2. In what year did you first enroll in this master's level program? ..... 19 ☐☐

3. In what year do you expect to receive your master's degree? ..... 19 ☐☐

4. What is your current highest earned degree?

   - Bachelor's (B.A., B.S., etc.) 1
   - Master's (M.A., M.S., M.Ed., M.B.A., etc.) 2
   - Intermediate (Specialist, etc.) 3
   - First professional (M.D., LL.B., etc.) 4
   - Doctorate (Ph.D., Ed.D., D.B.A., etc.) 5

5. For most of your study in this program, have you attended:

   - Full time 1
   - Part time 2

6. What is your degree goal in this program, and what is your eventual graduate degree objective? (Circle *one* number in each column.)

	a. Degree goal in this program	b. Eventual degree goal
Nondegree study	1	1
Certificate (teaching, etc.)	2	2
Master's (M.A., M.S., M.Ed., M.B.A., etc.)	3	3
Intermediate (Specialist, etc.)	4	4
First professional (M.D., LL.B., etc.)	5	5
Doctorate (Ph.D., Ed.D., D.B.A., etc.)		6
Postdoctoral study		7

7a. When you applied for admission to this department/program, were standardized test scores required or recommended?

Yes 1

No 2

7b. If yes, what test scores were required or recommended? (Circle as many as apply.)

GRE General (Aptitude) Test 1

GRE Subject (Advanced) Test 2

Miller Analogies Test 3

Other (e.g., GMAT, LSAT) 4

8. Approximately what overall grade average did you receive as an undergraduate, and what grades have you received so far in graduate study? (Important: If your college or university did not use letter grades [A, B, C, etc.], please mark the letter grade that is the closest equivalent to your grade average.) Circle only *one* number in each column.

		a. Undergraduate grades	b. Graduate grades in this program	c. Earlier graduate grades, if any
C or lower	(2.49 or below)	1	1	1
C+	(2.50 - 2.74)	2	2	2
B–	(2.75 - 2.99)	3	3	3
B	(3.00 - 3.24)	4	4	4
B+	(3.25 - 3.49)	5	5	5
A–	(3.50 - 3.74)	6	6	6
A	(3.75 - 3.99)	7	7	7
All A's	(4.00)	8	8	8

9. Are you currently employed? Circle only *one* number.

Not employed 1

Employed part time in a position related to studies (assistant, trainee, etc.) 2

Employed part time in a position unrelated to studies 3

Employed full time in a position related to studies .. 4

Employed full time in a position unrelated to studies 5

10. How many years of your employment or other experience have been related to your current field of study? ..... ☐☐

11. In which of the following settings do you hope to be employed after receiving a master's degree from this program? (If you are considering more than one, circle only your *first* preference.)

Ph.D.-granting university 1

Four-year college or non-Ph.D.-granting university .. 2

Community college 3

Elementary, intermediate, or secondary school 4

Nonprofit agency or institution 5

Business or industry 6

Government 7

Self-employment or private practice 8

Other type of employment setting 9

Continuing graduate or professional education 10

Not employed 11

12. What do you hope will be the primary activity in your job following completion of your master's degree? (Circle only your *first* preference.)

Research 1

Research and teaching about equally 2

Teaching 3

Administration or management 4

Professional service 5

Scientific or technical service 6

Further study or training 7

Other 8

13. Do you expect to continue current employment or return to previous employment after completing your master's degree? (Circle *one* number.)

Yes, continue current position 1

Yes, return to previous position 2

Yes, return to previous employer in new position 3

No 4

14. What is your sex?

Male 1

Female 2

15. What is your age? ..... ☐☐

16. Are you a United States citizen?

Yes 1

No 2

17. How do you describe yourself?

American Indian, Inuit, or Aleut 1

Black or Afro-American 2

Mexican American or Chicano 3

Asian/Pacific American 4

Puerto Rican 5

Other Hispanic or Latin American 6

White 7

Other 8

Part VII

Supplementary Questions and Response Options

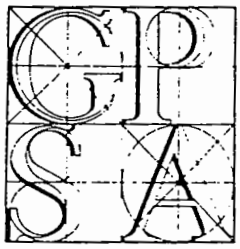
Universities and departments have been encouraged to prepare additional questions for distribution with this survey to obtain information that is relevant to specific local needs and interests. If your instructions contain additional questions, please record your responses to them below. (Circle *one* number on each line, corresponding to the number of your preferred response to that question.)

1	1	2	3	4	5	6	7	8	9
2	1	2	3	4	5	6	7	8	9
3	1	2	3	4	5	6	7	8	9
4	1	2	3	4	5	6	7	8	9
5	1	2	3	4	5	6	7	8	9
6	1	2	3	4	5	6	7	8	9
7	1	2	3	4	5	6	7	8	9
8	1	2	3	4	5	6	7	8	9
9	1	2	3	4	5	6	7	8	9
10	1	2	3	4	5	6	7	8	9
11	1	2	3	4	5	6	7	8	9
12	1	2	3	4	5	6	7	8	9
13	1	2	3	4	5	6	7	8	9
14	1	2	3	4	5	6	7	8	9
15	1	2	3	4	5	6	7	8	9
16	1	2	3	4	5	6	7	8	9
17	1	2	3	4	5	6	7	8	9
18	1	2	3	4	5	6	7	8	9
19	1	2	3	4	5	6	7	8	9
20	1	2	3	4	5	6	7	8	9

Please place your completed questionnaire in the confidential envelope, seal the envelope, and return it as directed in the accompanying instructions.

APPENDIX C

GPSA ALUMNI QUESTIONNAIRE



Graduate Program Self-Assessment

Master's Level Programs
Alumni Questionnaire

Important: The accompanying instructions explain the purpose of and procedures for completing this questionnaire. Please read them before beginning the questionnaire. If the instructions ask you to indicate a subgroup or subgroups, please check the appropriate box(es) below.

Subgroup 1 ☐

Subgroup 2 ☐

Subgroup 3 ☐

Please use the confidential envelope provided to return your questionnaire.
The sealed envelope is to be opened by ETS only.
Questionnaire responses of individuals will not be identified or reported at any time.

Master's Level Alumni Questionnaire

Part I

To what extent do you agree with the following statements about the department/program in which you studied for the master's degree? Please give your opinion based on your best recollection of your master's level graduate school experiences. (Circle *one* number for each statement.)

Agree strongly (4)
Agree with reservations (3)
Disagree with reservations (2)
Disagree strongly (1)

1. Faculty members were genuinely interested in the welfare and professional development of master's students 1 2 3 4
2. Different scholarly points of view were encouraged 1 2 3 4
3. Master's students worked hard to meet the demands of the program 1 2 3 4
4. The department had a humane environment characterized by mutual respect between students and professors 1 2 3 4
5. I learned a great deal as a master's student in the department/program 1 2 3 4
6. I would advise a friend with similar interests to study in the department/program 1 2 3 4
7. Master's students tended to support and help each other meet the academic demands of the program 1 2 3 4
8. The department was an intellectually stimulating place in which to study 1 2 3 4
9. The department actively helped graduates of the master's program find appropriate employment 1 2 3 4

Agree strongly (4)
Agree with reservations (3)
Disagree with reservations (2)
Disagree strongly (1)

10. Faculty members prepared carefully for their master's level courses 1 2 3 4
11. If I were starting over, I would enroll in this master's program again 1 2 3 4
12. The program provided me with very good preparation for my later professional work .. 1 2 3 4
13. Members of the department worked together to achieve program goals 1 2 3 4
14. The department was receptive to new ideas and ways of doing things 1 2 3 4
15. There was good communication between faculty and master's students regarding student needs, concerns, and suggestions 1 2 3 4
16. There were many opportunities outside the classroom for interaction between master's students and faculty 1 2 3 4
17. Most courses that counted towards the master's degree were open only to graduate students 1 2 3 4

Part II

How would you rate your graduate department's faculty and your master's level program? If an item listed below doesn't apply to your field, or if you feel you cannot respond, skip the item. (Circle *one* number for each statement.)

Poor (1) Fair (2) Good (3) Excellent (4)

1. Intellectual environment 1 2 3 4
2. Curricular and career advising 1 2 3 4
3. Agreement between degree requirements and stated objectives of the program 1 2 3 4
4. Administration of degree requirements 1 2 3 4
5. University library holdings relevant to your field 1 2 3 4
6. Specialized facilities, such as laboratories or studios, and equipment needed for teaching and creative work in your field 1 2 3 4
7. Overall adequacy of space and other facilities for classes and administration 1 2 3 4
8. Scholarly and professional competency of the graduate faculty in the program/department 1 2 3 4
9. Frequency with which courses listed in the catalog were offered 1 2 3 4
10. Scholarly and professional promise of master's students who were in the program/department 1 2 3 4
11. Opportunities for student participation in departmental decisions that affected your master's level program 1 2 3 4
12. Relevance of degree requirements to your work in the field 1 2 3 4
13. Evaluation procedures used in graduate courses (e.g., grades, papers) 1 2 3 4
14. Teaching methods used in graduate courses (e.g., lectures, seminars, audiovisual aids) ... 1 2 3 4

Poor (1) Fair (2) Good (3) Excellent (4)

15. Accessibility of faculty members to master's students in the program 1 2 3 4
16. Variety of master's level course and program offerings 1 2 3 4
17. Depth in subject matter of master's level course and program offerings 1 2 3 4
18. Flexibility of the program to meet the needs of individual master's students 1 2 3 4
19. Opportunities for master's students to pursue individual projects 1 2 3 4
20. Evaluation of master's students' progress toward the degree 1 2 3 4
21. Evaluation of the professional competency of master's students 1 2 3 4
22. University commitment to the program 1 2 3 4
23. Useful faculty criticism of your work 1 2 3 4
24. Faculty helpfulness in dealing with classwork 1 2 3 4
25. Faculty awareness of new developments in your field 1 2 3 4
26. Overall adequacy of financial resources in support of the master's program/department in your field 1 2 3 4
27. Interaction between the department/program and related disciplines or programs on the campus 1 2 3 4
28. Number of support and clerical staff (including student assistants) in the department/program 1 2 3 4
29. Quality of support and clerical staff 1 2 3 4

Part III

1. Did you participate in a clinical, field work, or internship experience as part of your master's level program? (Circle *one* number.)

   Yes, as a degree requirement 1

   Yes, not as a degree requirement 2

   No (Circle "3" and go to Part IV.) 3

If "yes," please evaluate the following components of your experience.

	Poor (1)	Fair (2)	Good (3)	Excellent (4)
2. Departmental training to prepare you for the experience	1	2	3	4
3. Contribution of the experience to your academic development	1	2	3	4
4. Chance to practice your professional skills	1	2	3	4
5. Variety of assignments or activities	1	2	3	4
6. Supervision you received	1	2	3	4
7. Office space and equipment available for your use	1	2	3	4

Part IV

Thinking back to the time when you were a master's student in this program—

A. What was your primary purpose in pursuing the degree? (Circle the *one* most important purpose.)

   Preparation for professional or technical practice in the field 1

   Preparation for scholarly research or teaching 2

   Preparation for further graduate study 3

   Updating and improvement of professional or technical skills 4

   Qualifying for higher pay or job advancement 5

   Personal enrichment 6

   Other 7

B. Overall, how well do you think your master's degree program satisfied your primary purpose for enrollment, as indicated in the previous question?

   Not very well 1

   Fairly well 2

   Extremely well 3

Part V

Please answer the following questions about your activities and background by circling the appropriate number or filling in the boxes provided.

1. What degree did you receive on completion of study in this graduate program, and what is the highest degree you have received or hope to attain? (Circle only *one* number in each column.)

	a. Degree received at end of master's level program	b. Highest degree received or degree goal
Nondegree study	1	1
Certificate (teaching, etc.)	2	2
Master's (M.A., M.S., M.Ed., M.B.A., etc.)	3	3
Intermediate (Specialist, etc.)	4	4
First professional (M.D., LL.B., etc.)	5	5
Doctorate (Ph.D., Ed.D., D.B.A., etc.)		6
Postdoctoral study		7

2. For most of your study in this program, did you attend:

Full time	1
Part time	2

3. In what year did you receive your degree from this master's program? ..... 19 ☐☐

4. In what year did you first enroll in this master's program? ..... 19 ☐☐

5. In what year did you receive your undergraduate degree? ..... 19 ☐☐

6. Have you completed one or more additional advanced degrees since completing study in this program?

Yes	1
No	2

7. Approximately what overall grade average did you receive as an undergraduate, and what grades did you receive in this program of graduate study? (Important: If your college or university did not use letter grades [A, B, C, etc.], please mark the letter grade that is the closest equivalent to your grade average.) Circle *one* number in each column.

		a. Undergraduate grades	b. Graduate grades
C or lower	(2.49 or below)	1	1
C+	(2.50 - 2.74)	2	2
B–	(2.75 - 2.99)	3	3
B	(3.00 - 3.24)	4	4
B+	(3.25 - 3.49)	5	5
A–	(3.50 - 3.74)	6	6
A	(3.75 - 3.99)	7	7
All A's	(4.00)	8	8

8. Indicate your *first* primary employer after completing this master's level program by circling *one* number in the first column, and indicate your *current* primary employer by circling *one* number in the second column. If you had or have more than one job, indicate the setting of the *one* position in each period that you consider to be most important.

	a. First position	b. Current position
Ph.D.-granting university	1	1
Four-year college or non-Ph.D.-granting university	2	2
Community college	3	3
Elementary, intermediate, or secondary school	4	4
Nonprofit agency or institution	5	5
Business or industry	6	6
Government	7	7
Self-employment or private practice	8	8
Other type of employer	9	9
Continuing graduate or professional education	10	10
Not employed	11	11

(Continued in next column.)

9. What was your primary activity in your first job after completing this graduate program (column a), and what is your primary activity in your present job (column b)? (Circle *one* number in each column.)

	a. First position	b. Current position
Research	1	1
Research and teaching about equally	2	2
Teaching	3	3
Administration or management	4	4
Professional service	5	5
Scientific or technical service	6	6
Further study or training	7	7
Other	8	8

10. Were these positions:

	a. First position	b. Current position
Full time	1	1
Part time	2	2

11. Did you continue your current employment or return to previous employment when you completed graduate study in this master's degree program? Circle only *one* number.

Yes, continued current position	1
Yes, returned to previous position	2
Yes, returned to previous employer in new position	3
No	4

12. What is your approximate annual income from employment *and* related professional activities (e.g., honoraria, royalties)? Include salary before deductions but without fringe benefits paid by the employer.

Less than $10,000	1
$10,000 - $14,999	2
$15,000 - $19,999	3
$20,000 - $24,999	4
$25,000 - $29,999	5
$30,000 - $34,999	6
$35,000 - $39,999	7
$40,000 - $49,999	8
$50,000 or above	9

13. To what extent did your first position after your master's degree make use of the training you received in this program?

Not at all	1
Some, but not much	2
Quite a bit	3
A great deal	4

14. To what extent does your present position make use of the training you received in this program?

Not at all	1
Some, but not much	2
Quite a bit	3
A great deal	4

15. Do you consider yourself underemployed in your present position because it is not in your field or not consistent with your level of training and experience?

Definitely	1
Somewhat	2
No	3

16. How helpful was each of the following in finding a job for you when you completed study in this program? (Circle *one* number on each line.)

	Not at all helpful (1)	Of some help (2)	Very helpful (3)	Extremely helpful (4)
a. The department's formal or informal efforts	1	2	3	4
b. Assistance of individual professors	1	2	3	4
c. University placement office	1	2	3	4
d. Openings listed with professional associations	1	2	3	4
e. Letters you sent directly to employers without knowing whether they had openings	1	2	3	4

17. Please list the number of your publications or other products in each of the following areas in the last five years. Include works produced alone and in collaboration with others. (Precede number with a zero if necessary to fill boxes.)

Professional articles, chapters in books	☐☐
Authored or edited books	☐☐
Monographs, manuals, scholarly reviews	☐☐
Sponsored exhibition(s) or public performance(s) of artistic or other creative work	☐☐
Conference or workshop presentation(s)	☐☐

18. How many times in the past two years have you presented some of your research results or other scholarly material:

a. At state, regional, or national professional meetings?	☐☐
b. At scholarly colloquia or as a visiting lecturer on another campus?	☐☐

(Precede number with a zero if necessary to fill boxes.)

19. What is your sex?

Male	1
Female	2

20. What is your age? ..... ☐☐

21. Are you a United States citizen?

Yes 1

No 2

22. How do you describe yourself?

American Indian, Inuit, or Aleut 1

Black or Afro-American 2

Mexican American or Chicano 3

Asian/Pacific American 4

Puerto Rican 5

Other Hispanic or Latin American 6

White 7

Other 8

Part VI

Supplementary Questions and Response Options

Universities and departments have been encouraged to prepare additional questions for distribution with this survey to obtain information that is relevant to specific local needs and interests. If your instructions contain additional questions, please record your responses to them below. (Circle *one* number on each line, corresponding to the number of your preferred response to that question.)

1	1	2	3	4	5	6	7	8	9
2	1	2	3	4	5	6	7	8	9
3	1	2	3	4	5	6	7	8	9
4	1	2	3	4	5	6	7	8	9
5	1	2	3	4	5	6	7	8	9
6	1	2	3	4	5	6	7	8	9
7	1	2	3	4	5	6	7	8	9
8	1	2	3	4	5	6	7	8	9
9	1	2	3	4	5	6	7	8	9
10	1	2	3	4	5	6	7	8	9
11	1	2	3	4	5	6	7	8	9
12	1	2	3	4	5	6	7	8	9
13	1	2	3	4	5	6	7	8	9
14	1	2	3	4	5	6	7	8	9
15	1	2	3	4	5	6	7	8	9
16	1	2	3	4	5	6	7	8	9
17	1	2	3	4	5	6	7	8	9
18	1	2	3	4	5	6	7	8	9
19	1	2	3	4	5	6	7	8	9
20	1	2	3	4	5	6	7	8	9

Please place your completed questionnaire in the confidential envelope, seal the envelope, and return it as directed in the accompanying instructions.

APPENDIX D

ALUMNI SUPPLEMENTAL QUESTIONNAIRE

Part VI. Supplemental Questions

This supplemental questionnaire consists of 20 questions. Please circle on the questionnaire one number given below that best describes your opinion about the following statements below. In answering the questions, please use the following instructions

i. For question 1 only, use the following
1= Yes
2= No

ii. For questions 2-14 use the following
1= Strongly disagree
2= Disagree
3= Don't know
4= Agree
5= Strongly agree

iii. For questions 15-20 choose the number that best describes your opinion.

1. Are you currently working in the ESL/EFL field?

2. The M.A. TESOL program provided me with sufficient opportunity to practice teach.

3. The courses in the M.A. TESOL program provided me with useful skills for teaching.

4. There were models of good teaching in the M.A. TESOL program.

5. I am capable of introducing whatever methodological-curricular innovations I like into my teaching.

6. I have been able to implement much of what I learned from my teacher education program.

7. I have the ability to systematically observe my own and other teachers' teaching.

8. My ideas about language teaching continue to evolve.

9. The M.A. TESOL program gave me skills to diagnose and treat my students' learning difficulties.

10. The M.A. TESOL program gave me skills to design my own curriculum.

11. Aside from teaching, I remain active in my profession (attend conferences and workshops, read journal articles, publish articles, present papers, etc.)

12. The M.A. TESOL program gave me ways to create original teaching materials for students in my classes.

13. As a result of the M.A. TESOL program, I have a deeper understanding of cross-cultural communication issues and problems.

14. As a result of the M.A. TESOL program, my ability to interact across cultures has improved.

15. What was your approximate annual income from your job before you started the M.A. TESOL program?

Less than $ 10.000.....1
$ 10.000-$ 14.999.....2
$ 15.000-$ 19.999.....3
$ 20.000-$ 24.999.....4
$ 25.000-$ 29.999.....5
$ 30.000-$ 34.999.....6
$ 35.000-$ 39.999.....7
$ 40.000-$ 49.999.....8
$ 50.000 or above.....9

16. What was your approximate annual income from your first job after you completed the M.A. TESOL program?

Less than $ 10.000.....1
$ 10.000-$ 14.999.....2
$ 15.000-$ 19.999.....3
$ 20.000-$ 24.999.....4
$ 25.000-$ 29.999.....5
$ 30.000-$ 34.999.....6
$ 35.000-$ 39.999.....7
$ 40.000-$ 49.999.....8
$ 50.000 or above.....9

17. Of the following courses, which one did you find most useful?
EN 641 Topics in ESL Pedagogy.....1
EN 692 American English Grammar.....2
EN 694 Observation of English Teaching.....3
EN 740 TESL/TEFL Methodology.....4
EN 741 ESL Materials and Media.....5
EN 742 Cross-Cultural Communication.....6
EN 696 Internship in TESL/TEFL.....7

18. Of the following courses, which one did you find least useful?
EN 641 Topics in ESL Pedagogy.....1
EN 692 American English Grammar.....2
EN 694 Observation of English Teaching.....3
EN 740 TESL/TEFL Methodology.....4
EN 741 ESL Materials and Media.....5
EN 742 Cross-Cultural Communication.....6
EN 696 Internship in TESL/TEFL.....7

19. Of the following courses, which one did you find most useful?
EN 720 Linguistics and the English Teacher.....1
EN 721 Psycholinguistics.....2
EN 722 Sociolinguistics.....3
EN 730 Teaching Basic Writing.....4
EN 736 College Reading Theory.....5
EN 743 Second Language Acquisition.....6

20. Of the following courses, which one did you find least useful?
EN 720 Linguistics and the English Teacher.....1
EN 721 Psycholinguistics.....2
EN 722 Sociolinguistics.....3
EN 730 Teaching Basic Writing.....4
EN 736 College Reading Theory.....5
EN 743 Second Language Acquisition.....6

APPENDIX E

COVER LETTERS FOR FACULTY, STUDENTS, AND ALUMNI FOR GPSA QUESTIONNAIRES

November 7

Dear Faculty Member;

As part of a research effort to assess and improve the quality of the M.A. TESOL program offered by the English department at UBF, I am requesting the faculty members of the program to complete the enclosed questionnaire. Similar questionnaires are being sent to alumni members and students. In order for the department to make the program more suited to the professional needs of the students, your input is essential.

As I know that you all have busy schedules, I have decided to choose a questionnaire which will not take more than a maximum of 20-30 minutes of your time to answer. I will appreciate it if you would answer the questions frankly.

Please complete your questionnaire according to the instructions enclosed without identifying yourself and return it to the address on the return envelope no later than December 8.

The return envelope will not be opened at UBF but sent to Educational Testing Service (ETS) in New Jersey to be processed, and the information from all the questionnaires will be summarized in a report and sent to me to be used in my research.

Thank you for your cooperation.

Yours sincerely,

Kadir Vefa Tezel, Researcher
Ph.D. Student

November 7

Dear M.A TESOL Student;

As part of a research effort to assess and improve the quality of the M.A. TESOL program offered by the English department at UBF, I am requesting the students of the program to complete the enclosed questionnaire. Similar questionnaires are being sent to faculty and alumni members. In order for the department to make the program more suited to the professional needs of the students, your input is essential.

As I know that you all have busy schedules, I have decided to choose a questionnaire which will not take more than a maximum of 20-30 minutes of your time to answer. I will appreciate it if you would answer the questions frankly.

Please complete your questionnaire according to the instructions enclosed without identifying yourself and return it to the address on the return envelope no later than December 8.

The return envelope will not be opened at UBF but sent to Educational Testing Service (ETS) in New Jersey to be processed, and the information from all the questionnaires will be summarized in a report and sent to me to be used in my research.

Thank you for your cooperation.

Yours sincerely,

Kadir Vefa Tezel, Researcher
Ph.D. Student

Dear Alumni Member;

As part of a research effort to assess and improve the quality of the M.A. TESOL program offered by the English department at UBF, I am requesting the graduates of the program to complete the enclosed questionnaire. Similar questionnaires are being sent to faculty members and students. In order for the department to make the program more suited to the professional needs of the students, your input is essential.

As I know that you all have busy schedules, I have decided to choose a questionnaire and prepare questions which will not take more than a maximum of 20-30 minutes of your time to answer. I will appreciate it if you would answer the questions frankly.

Please complete your questionnaire according to the instructions enclosed without identifying yourself and return it to the address on the return envelope no later than December 8.

The return envelope will not be opened at UBF but sent to Educational Testing Service (ETS) in New Jersey to be processed, and the information from all the questionnaires will be summarized in a report and sent to me to be used in my research.

Thank you for your cooperation.

Yours sincerely,

Kadir Vefa Tezel, Researcher
Ph.D. Student

APPENDIX F

INSTRUCTIONS TO FACULTY, STUDENTS, AND ALUMNI FOR COMPLETING GPSA QUESTIONNAIRES

Instructions to Faculty for Completing the Questionnaire

1. Use a ball-point pen (except a red one) or a #2 pencil.

2. Do not write your name on the questionnaire.

3. Check the "Master's Faculty" box on the enclosed confidential envelope and print "English/M.A. TESOL" as the *department/program* name below it.

4. Enter "UBF" as the name of the university and "M.A. TESOL" as the name of the program on the questionnaire.

5. Answer each of the questions in the questionnaire by circling the appropriate number or by writing the appropriate number in the boxes provided.

6. Insert the questionnaire only in the confidential envelope provided and mail or deliver it to the address printed on the front. It is important to only use the confidential envelope. Your questionnaire answers can not be processed unless the questionnaire is returned in this envelope, and this ensures confidentiality.

Instructions to M.A TESOL Students for Completing the Questionnaire

1. Use a ball-point pen (except a red one) or a #2 pencil.

2. Do not write your name on the questionnaire.

3. Check the "Master's Student" box on the enclosed confidential envelope and print "English/M.A. TESOL" as the *department/program* name below it.

4. Enter "UBF" as the name of the university and "M.A. TESOL" as the name of the program on the questionnaire.

5. If you are an American, check Subgroup 1 on the questionnaire.
   If you are not an American, check Subgroup 2 on the questionnaire.

6. Answer each of the questions in the questionnaire by circling the appropriate number or by writing the appropriate number in the boxes provided.

7. Insert the questionnaire only in the confidential envelope provided and mail or deliver it to the address printed on the front. It is important to only use the confidential envelope. Your questionnaire answers can not be processed unless the questionnaire is returned in this envelope, and this ensures confidentiality.

Instructions to Alumni for Completing the Questionnaire

1. Use a ball-point pen (except a red one) or a #2 pencil.

2. Do not write your name on the questionnaire.

3. Check the "Master's Alumni" box on the enclosed confidential envelope and print "English/M.A. TESOL" as the *department/program* name below it.

4. Enter "UBF" as the name of the university and "M.A. TESOL" as the name of the program on the questionnaire.

5. If you are an American, check Subgroup 1 on the questionnaire. If you are not an American, check Subgroup 2 on the questionnaire.

6. Answer each of the questions in the questionnaire by circling the appropriate number number or by writing the appropriate number in the boxes provided.

7. Complete Part VI (Supplementary Questions) of the questionnaire by answering the questions which follow these instructions and by marking the appropriate response in the questionnaire booklet.

8. Insert the questionnaire only in the confidential envelope provided and mail or deliver it to the address printed on the front. It is important to only use the confidential envelope. Your questionnaire answers can not be processed unless the questionnaire is returned in this envelope, and this ensures confidentiality. Please do not return the instructions and the supplemental questions.

APPENDIX G

DEPARTMENT/PROGRAM SUMMARY DATA REPORT

GENERAL SCALE REPORT

SCALE REPORT

SCALE DESCRIPTION/ITEMS	GROUP	N	MEAN	SD	BAR GRAPH OF MEAN SCALE SCORE (1 — 2 — 3 — 4)
1. ENVIRONMENT FOR LEARNING	FACULTY	5	3.00	0.32	
	STUDENTS	10	3.36	0.36	
ITEMS: I-2,4,7,13,14	ALUMNI	27	3.32	0.47	
2. SCHOLARLY EXCELLENCE	FACULTY	5	3.10	0.35	
	STUDENTS	10	3.30	0.53	
ITEMS: I-3,8,17 II-1,8,10	ALUMNI	27	3.30	0.39	
3. QUALITY OF TEACHING	FACULTY	5	3.35	0.72	
	STUDENTS	10	3.20	0.61	
ITEMS: I-10 II-13,14,23*,24*,25	ALUMNI	27	3.27	0.48	
4. FACULTY CONCERN FOR STUDENTS	FACULTY	5	3.05	0.33	
	STUDENTS	10	3.17	0.55	
ITEMS: I-1,15,16 II-15	ALUMNI	27	3.18	0.56	

DEPENDING ON RESPONSE FORMAT
1 = POOR OR DISAGREE STRONGLY
2 = FAIR OR DISAGREE WITH RESERVATIONS
3 = GOOD OR AGREE WITH RESERVATIONS
4 = EXCELLENT OR AGREE STRONGLY

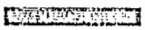
* ON STUDENT AND ALUMNI QUESTIONNAIRES ONLY

SCALE REPORT

SCALE DESCRIPTION/ITEMS	GROUP	N	MEAN	SD	BAR GRAPH OF MEAN SCALE SCORE (1 2 3 4)
5. CURRICULUM ITEMS: II-9,16,17,18,19,27	FACULTY	5	2.83	0.57	
	STUDENTS	10	2.71	0.84	
	ALUMNI	27	2.92	0.51	
6. DEPARTMENTAL PROCEDURES ITEMS: I-9 II-2,3,4,11,12,20,21	FACULTY	5	2.65	0.50	
	STUDENTS	10	2.88	0.60	
	ALUMNI	27	2.67	0.65	
7. AVAILABLE RESOURCES ITEMS: II-5,6,7,22,26,28,29	FACULTY	5	2.17	0.47	
	STUDENTS	9	2.71	0.96	
	ALUMNI	26	2.68	0.62	
8. STUDENT SATISFACTION WITH PROGRAM ITEMS: I-5,6,11,12	STUDENTS	10	3.32	0.84	
	ALUMNI	27	3.40	0.75	

DEPENDING ON RESPONSE FORMAT
1 = POOR OR DISAGREE STRONGLY
2 = FAIR OR DISAGREE WITH RESERVATIONS
3 = GOOD OR AGREE WITH RESERVATIONS
4 = EXCELLENT OR AGREE STRONGLY

SCALE REPORT

SCALE DESCRIPTION/ITEMS	GROUP	N	MEAN	SD	BAR GRAPH OF MEAN SCALE SCORE (1 2 3 4)
9. ASSISTANTSHIP AND INTERNSHIP EXPERIENCES *	STUDENTS	3			
ITEMS: III-2,3,4,5,6,7	ALUMNI	20	2.77	0.76	
10. RESOURCE ACCESSIBILITY					
ITEMS: II-30,31,32,33,34	STUDENTS	10	2.38	0.79	
11. EMPLOYMENT ASSISTANCE **					
ITEMS: V-16A,16B,16C,16D,16E	ALUMNI	23	1.70	0.63	
12. FACULTY WORK ENVIRONMENT	FACULTY	5	2.87	0.49	
ITEMS: I-5,6,11,12,18 II-23,24,30,31					

* RESPONSE PERCENTAGES AND MEANS IN THIS SCALE ARE BASED ON THE NUMBER OF "YES" RESPONSES IN ITEM III-1.

DEPENDING ON RESPONSE FORMAT
1 = POOR OR DISAGREE STRONGLY
2 = FAIR OR DISAGREE WITH RESERVATIONS
3 = GOOD OR AGREE WITH RESERVATIONS
4 = EXCELLENT OR AGREE STRONGLY

SCALE REPORT

SCALE DESCRIPTION/ITEMS	GROUP	N	MEAN	SD	BAR GRAPH OF MEAN SCALE SCORE 1 2 3
13. FACULTY PROGRAM INVOLVEMENT ITEMS: V-3A,3B,3C,3D,3E,3F, 3G,3H	FACULTY	5	2.30	0.23	

HIGHEST SCORE FOR THIS SCALE ONLY IS 3.00.
1 = NEVER
2 = OCCASIONALLY
3 = FREQUENTLY

SCALE REPORT

SCALE DESCRIPTION/ITEMS	GROUP	N	MEAN	SD	BAR GRAPH OF MEAN SCALE PERCENT (20 40 60 80 100)
14. FACULTY RESEARCH ACTIVITIES ITEMS: III-3,7,8,9,10,11	FACULTY	5	33%	26%	
15. FACULTY PROFESSIONAL ACTIVITIES ITEMS: III-1,2,4,5,6	FACULTY	5	48%	23%	
16. STUDENT ACCOMPLISHMENTS IN THE LAST TWELVE MONTHS ITEMS: IV-1 THROUGH 15	STUDENTS	10	37%	12%	

APPENDIX H

DEPARTMENT/PROGRAM SUMMARY DATA REPORT 1

ENVIRONMENT FOR LEARNING

(FACULTY, STUDENTS, ALUMNI)

1. ENVIRONMENT FOR LEARNING (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		FACULTY	STUDENT	ALUMNI
	NUMBER OF RESPONDENTS	5	10	27
		PERCENT	PERCENT	PERCENT
I-2	DIFFERENT SCHOLARLY POINTS OF VIEW ARE ENCOURAGED			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	20	10	11
	3 AGREE WITH RESERVATIONS	80	50	52
	4 AGREE STRONGLY	0	40	37
	OMIT	0	0	0
	MEAN	2.80	3.30	3.26
I-4	DEPT. HAS HUMANE ENVIRONMENT, MUTUAL RESPECT BETWEEN STUDENTS AND PROFESSORS			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	0	0	4
	3 AGREE WITH RESERVATIONS	80	30	30
	4 AGREE STRONGLY	20	70	67
	OMIT	0	0	0
	MEAN	3.20	3.70	3.63
I-7	STUDENTS TEND TO SUPPORT AND HELP EACH OTHER MEET ACADEMIC DEMANDS OF PROGRAM			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	0	0	19
	3 AGREE WITH RESERVATIONS	60	70	30
	4 AGREE STRONGLY	40	30	48
	OMIT	0	0	4
	MEAN	3.40	3.30	3.31

1. ENVIRONMENT FOR LEARNING (FACULTY, STUDENTS, ALUMNI)

	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
ITEM AND ALTERNATIVES	PERCENT	PERCENT	PERCENT
I-13 MEMBERS OF DEPARTMENT WORK TOGETHER TO ACHIEVE PROGRAM GOALS			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	20	0	15
3 AGREE WITH RESERVATIONS	80	70	48
4 AGREE STRONGLY	0	30	33
OMIT	0	0	4
MEAN	2.80	3.30	3.19
I-14 DEPARTMENT IS RECEPTIVE TO NEW IDEAS AND WAYS OF DOING THINGS			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	40	10	15
3 AGREE WITH RESERVATIONS	40	60	48
4 AGREE STRONGLY	20	30	37
OMIT	0	0	0
MEAN	2.80	3.20	3.22

SCALE REPORT- SCALE SCORE 1

1. ENVIRONMENT FOR LEARNING (FACULTY, STUDENTS, ALUMNI)

	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
MEAN	3.00	3.36	3.32
STANDARD DEVIATION	0.32	0.36	0.47

ITEMS: I-2,4,7,13,14

1. ENVIRONMENT FOR LEARNING (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
	PERCENT	PERCENT	PERCENT
I-2 DIFFERENT SCHOLARLY POINTS OF VIEW ARE ENCOURAGED			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	20	10	11
3 AGREE WITH RESERVATIONS	80	50	52
4 AGREE STRONGLY	0	40	37
OMIT	0	0	0
MEAN	2.80	3.30	3.26
I-4 DEPT. HAS HUMANE ENVIRONMENT, MUTUAL RESPECT BETWEEN STUDENTS AND PROFESSORS			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	0	0	4
3 AGREE WITH RESERVATIONS	80	30	30
4 AGREE STRONGLY	20	70	67
OMIT	0	0	0
MEAN	3.20	3.70	3.63
I-7 STUDENTS TEND TO SUPPORT AND HELP EACH OTHER MEET ACADEMIC DEMANDS OF PROGRAM			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	0	0	19
3 AGREE WITH RESERVATIONS	60	70	30
4 AGREE STRONGLY	40	30	48
OMIT	0	0	4
MEAN	3.40	3.30	3.31

1. ENVIRONMENT FOR LEARNING (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	FACULTY PERCENT	STUDENT PERCENT	ALUMNI PERCENT
NUMBER OF RESPONDENTS	5	10	27
I-13 MEMBERS OF DEPARTMENT WORK TOGETHER TO ACHIEVE PROGRAM GOALS			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	20	0	15
3 AGREE WITH RESERVATIONS	80	70	48
4 AGREE STRONGLY	0	30	33
OMIT	0	0	4
MEAN	2.80	3.30	3.19
I-14 DEPARTMENT IS RECEPTIVE TO NEW IDEAS AND WAYS OF DOING THINGS			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	40	10	15
3 AGREE WITH RESERVATIONS	40	60	48
4 AGREE STRONGLY	20	30	37
OMIT	0	0	0
MEAN	2.80	3.20	3.22

SCALE REPORT- SCALE SCORE 1

1. ENVIRONMENT FOR LEARNING (FACULTY, STUDENTS, ALUMNI)

	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
MEAN	3.00	3.36	3.32
STANDARD DEVIATION	0.32	0.36	0.47

ITEMS: I-2,4,7,13,14

1. ENVIRONMENT FOR LEARNING (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		FACULTY	STUDENT	ALUMNI
	NUMBER OF RESPONDENTS	5	10	27
		PERCENT	PERCENT	PERCENT
I-2	DIFFERENT SCHOLARLY POINTS OF VIEW ARE ENCOURAGED			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	20	10	11
	3 AGREE WITH RESERVATIONS	80	50	52
	4 AGREE STRONGLY	0	40	37
	OMIT	0	0	0
	MEAN	2.80	3.30	3.26
I-4	DEPT. HAS HUMANE ENVIRONMENT, MUTUAL RESPECT BETWEEN STUDENTS AND PROFESSORS			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	0	0	4
	3 AGREE WITH RESERVATIONS	80	30	30
	4 AGREE STRONGLY	20	70	67
	OMIT	0	0	0
	MEAN	3.20	3.70	3.63
I-7	STUDENTS TEND TO SUPPORT AND HELP EACH OTHER MEET ACADEMIC DEMANDS OF PROGRAM			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	0	0	19
	3 AGREE WITH RESERVATIONS	60	70	30
	4 AGREE STRONGLY	40	30	48
	OMIT	0	0	4
	MEAN	3.40	3.30	3.31

APPENDIX I

DEPARTMENT/PROGRAM SUMMARY REPORT DATA REPORT 2

SCHOLARLY EXCELLENCE

(FACULTY, STUDENTS, ALUMNI)

2. SCHOLARLY EXCELLENCE (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
	PERCENT	PERCENT	PERCENT
I-3 MASTER'S STUDENTS WORK HARD TO MEET THE DEMANDS OF THE PROGRAM			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	20	10	7
3 AGREE WITH RESERVATIONS	60	20	33
4 AGREE STRONGLY	20	70	59
OMIT	0	0	0
MEAN	3.00	3.60	3.52
I-8 DEPARTMENT IS AN INTELLECTUALLY STIMULATING PLACE FOR MASTER'S STUDENTS			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	20	10	7
3 AGREE WITH RESERVATIONS	60	20	33
4 AGREE STRONGLY	20	70	59
OMIT	0	0	0
MEAN	3.00	3.60	3.52
I-17 MOST COURSES THAT COUNT TOWARD MASTER'S DEGREE OPEN ONLY TO GRAD. STUDENTS			
1 DISAGREE STRONGLY	0	20	4
2 DISAGREE WITH RESERVATIONS	0	0	11
3 AGREE WITH RESERVATIONS	20	30	30
4 AGREE STRONGLY	80	50	48
OMIT	0	0	7
MEAN	3.80	3.10	3.32

2. SCHOLARLY EXCELLENCE (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
	PERCENT	PERCENT	PERCENT
II-1 INTELLECTUAL ENVIRONMENT			
1 POOR	0	0	0
2 FAIR	40	30	7
3 GOOD	60	50	67
4 EXCELLENT	0	20	26
OMIT	0	0	0
MEAN	2.60	2.90	3.19
II-8 SCHOLARLY AND PROFESSIONAL COMPETENCY OF GRADUATE FACULTY IN PROGRAM/DEPARTMENT			
1 POOR	0	0	0
2 FAIR	0	10	7
3 GOOD	40	40	48
4 EXCELLENT	60	50	44
OMIT	0	0	0
MEAN	3.60	3.40	3.37
II-10 SCHOLARLY AND PROFESSIONAL PROMISE OF MASTER'S STUDENTS IN PROGRAM/DEPARTMENT			
1 POOR	0	0	4
2 FAIR	40	0	22
3 GOOD	60	60	56
4 EXCELLENT	0	20	15
OMIT	0	20	4
MEAN	2.60	3.25	2.85

SCALE REPORT- SCALE SCORE 2

2. SCHOLARLY EXCELLENCE (FACULTY, STUDENTS, ALUMNI)

	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
MEAN	3.10	3.30	3.30
STANDARD DEVIATION	0.35	0.53	0.39

ITEMS: I-3,8,17
II-1,8,10

APPENDIX J

DEPARTMENT/PROGRAM SUMMARY DATA REPORT 3

QUALITY OF TEACHING

(FACULTY, STUDENTS, ALUMNI)

3. QUALITY OF TEACHING (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		FACULTY	STUDENT	ALUMNI
	NUMBER OF RESPONDENTS	5	10	27
		PERCENT	PERCENT	PERCENT
I-10	FACULTY MEMBERS PREPARE CAREFULLY FOR THEIR MASTER'S LEVEL COURSES			
	1 DISAGREE STRONGLY	0	0	4
	2 DISAGREE WITH RESERVATIONS	0	20	0
	3 AGREE WITH RESERVATIONS	40	40	48
	4 AGREE STRONGLY	60	40	48
	OMIT	0	0	0
	MEAN	3.60	3.20	3.41
II-13	EVALUATION PROCEDURES USED IN GRADUATE COURSES (E.G., GRADES, PAPERS)			
	1 POOR	20	10	0
	2 FAIR	0	0	11
	3 GOOD	60	50	56
	4 EXCELLENT	20	40	33
	OMIT	0	0	0
	MEAN	2.80	3.20	3.22
II-14	TEACHING METHODS USED IN GRADUATE COURSES (LECTURES, SEMINARS, AUDIOVISUAL AIDS)			
	1 POOR	0	0	0
	2 FAIR	20	30	15
	3 GOOD	20	20	48
	4 EXCELLENT	60	50	37
	OMIT	0	0	0
	MEAN	3.40	3.20	3.22

3. QUALITY OF TEACHING (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
	PERCENT	PERCENT	PERCENT
II-23 USEFUL FACULTY CRITICISM OF YOUR WORK (STUDENTS AND ALUMNI ONLY)			
1 POOR	0	0	4
2 FAIR	0	10	19
3 GOOD	0	40	59
4 EXCELLENT	0	40	19
OMIT	100	10	0
MEAN	0.0	3.33	2.93
II-24 FACULTY HELPFULNESS IN DEALING WITH CLASSWORK (STUDENTS AND ALUMNI ONLY)			
1 POOR	0	0	0
2 FAIR	0	10	11
3 GOOD	0	50	48
4 EXCELLENT	0	40	41
OMIT	100	0	0
MEAN	0.0	3.30	3.30
II-25 FACULTY AWARENESS OF NEW DEVELOPMENTS IN THE FIELD			
1 POOR	0	10	0
2 FAIR	0	0	7
3 GOOD	40	20	30
4 EXCELLENT	60	70	63
OMIT	0	0	0
MEAN	3.60	3.50	3.56

SCALE REPORT- SCALE SCORE 3

3. QUALITY OF TEACHING (FACULTY, STUDENTS, ALUMNI)

	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
MEAN	3.35	3.28	3.27
STANDARD DEVIATION	0.72	0.61	0.48

ITEMS: I-10
II-13,14,23*,24*,25

* ON STUDENT AND ALUMNI QUESTIONNAIRES ONLY

APPENDIX K

DEPARTMENT/PROGRAM SUMMARY DATA REPORT 4

FACULTY CONCERN FOR STUDENTS

(FACULTY, STUDENTS, ALUMNI)

4. FACULTY CONCERN FOR STUDENTS (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		FACULTY	STUDENT	ALUMNI
	NUMBER OF RESPONDENTS	5	10	27
		PERCENT	PERCENT	PERCENT
I-1	FACULTY GENUINELY INTERESTED IN MASTER'S STUDENTS' WELFARE AND PROFESSIONAL DEV.			
	1 DISAGREE STRONGLY	0	0	4
	2 DISAGREE WITH RESERVATIONS	0	10	7
	3 AGREE WITH RESERVATIONS	40	20	44
	4 AGREE STRONGLY	60	70	44
	OMIT	0	0	0
	MEAN	3.60	3.60	3.30
I-15	GOOD COMMUNICATION BETWEEN FAC. AND STUDENTS REGARDING STUDENT NEEDS, CONCERNS			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	40	20	15
	3 AGREE WITH RESERVATIONS	60	30	44
	4 AGREE STRONGLY	0	50	41
	OMIT	0	0	0
	MEAN	2.60	3.30	3.26
I-16	MANY OPPORTUNITIES OUTSIDE CLASSROOM FOR MASTER'S STUDENT-FACULTY INTERACTION			
	1 DISAGREE STRONGLY	0	10	0
	2 DISAGREE WITH RESERVATIONS	20	20	33
	3 AGREE WITH RESERVATIONS	80	70	41
	4 AGREE STRONGLY	0	0	26
	OMIT	0	0	0
	MEAN	2.80	2.60	2.93

4. FACULTY CONCERN FOR STUDENTS (FACULTY, STUDENTS, ALUMNI)

	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
ITEM AND ALTERNATIVES	PERCENT	PERCENT	PERCENT
II-15 ACCESSIBILITY OF FACULTY MEMBERS TO MASTER'S STUDENTS IN PROGRAM			
1 POOR	0	0	4
2 FAIR	0	10	7
3 GOOD	80	60	52
4 EXCELLENT	20	30	37
OMIT	0	0	0
MEAN	3.20	3.20	3.22

SCALE REPORT- SCALE SCORE 4

4. FACULTY CONCERN FOR STUDENTS (FACULTY, STUDENTS, ALUMNI)

	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
MEAN	3.05	3.17	3.18
STANDARD DEVIATION	0.33	0.55	0.56

ITEMS: I-1,15,16
II-15

APPENDIX L

DEPARTMENT/PROGRAM SUMMARY DATA REPORT 5

CURRICULUM

(FACULTY, STUDENTS, ALUMNI)

5. CURRICULUM (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		FACULTY	STUDENT	ALUMNI
	NUMBER OF RESPONDENTS	5	10	27
		PERCENT	PERCENT	PERCENT
II-9	FREQUENCY WITH WHICH COURSES LISTED IN THE CATALOG ARE OFFERED			
	1 POOR	0	10	0
	2 FAIR	0	40	4
	3 GOOD	80	20	70
	4 EXCELLENT	20	30	26
	OMIT	0	0	0
	MEAN	3.20	2.70	3.22
II-16	VARIETY OF MASTER'S LEVEL COURSE AND PROGRAM OFFERINGS			
	1 POOR	0	30	0
	2 FAIR	20	20	33
	3 GOOD	80	40	48
	4 EXCELLENT	0	10	19
	OMIT	0	0	0
	MEAN	2.80	2.30	2.85
II-17	DEPTH IN SUBJECT MATTER OF MASTER'S LEVEL COURSE AND PROGRAM OFFERINGS			
	1 POOR	0	10	0
	2 FAIR	20	10	19
	3 GOOD	40	40	52
	4 EXCELLENT	40	30	30
	OMIT	0	10	0
	MEAN	3.20	3.00	3.11

5. CURRICULUM (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
	PERCENT	PERCENT	PERCENT
II-18 FLEXIBILITY OF PROGRAM TO MEET THE NEEDS OF INDIVIDUAL MASTER'S LEVEL STUDENTS			
1 POOR	0	30	4
2 FAIR	20	10	26
3 GOOD	80	40	59
4 EXCELLENT	0	20	7
OMIT	0	0	4
MEAN	2.80	2.50	2.73
II-19 OPPORTUNITIES FOR MASTER'S STUDENTS TO PURSUE INDIVIDUAL PROJECTS			
1 POOR	20	0	4
2 FAIR	40	20	15
3 GOOD	0	60	63
4 EXCELLENT	40	20	19
OMIT	0	0	0
MEAN	2.60	3.00	2.96
II-27 INTERACTION BETWEEN DEPT./PROGRAM AND RELATED DISCIPLINES OR PROGRAMS ON CAMPUS			
1 POOR	20	10	11
2 FAIR	20	10	30
3 GOOD	60	30	33
4 EXCELLENT	0	10	7
OMIT	0	40	19
MEAN	2.40	2.67	2.45

SCALE REPORT- SCALE SCORE 5

5. CURRICULUM (FACULTY, STUDENTS, ALUMNI)

	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
MEAN	2.83	2.71	2.92
STANDARD DEVIATION	0.57	0.84	0.51

ITEMS: II-9,16,17,18,19,27

APPENDIX M

DEPARTMENT/PROGRAM SUMMARY DATA REPORT 6

DEPARTMENTAL PROCEDURES

(FACULTY, STUDENTS, ALUMNI)

DEPARTMENTAL PROCEDURES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		FACULTY PERCENT	STUDENT PERCENT	ALUMNI PERCENT
	NUMBER OF RESPONDENTS	5	10	27
9	DEPT. ACTIVELY HELPS MASTER'S PROGRAM GRADUATES FIND APPROPRIATE EMPLOYMENT			
	1 DISAGREE STRONGLY	20	0	30
	2 DISAGREE WITH RESERVATIONS	40	40	19
	3 AGREE WITH RESERVATIONS	40	50	44
	4 AGREE STRONGLY	0	10	4
	OMIT	0	0	4
	MEAN	2.20	2.70	2.23
-2	CURRICULAR AND CAREER ADVISING			
	1 POOR	20	0	19
	2 FAIR	20	40	22
	3 GOOD	40	10	48
	4 EXCELLENT	20	30	7
	OMIT	0	20	4
	MEAN	2.60	2.88	2.46
-3	AGREEMENT BETWEEN DEGREE REQUIREMENTS AND STATED OBJECTIVES OF THE PROGRAM			
	1 POOR	0	0	0
	2 FAIR	0	10	22
	3 GOOD	60	50	48
	4 EXCELLENT	40	40	22
	OMIT	0	0	7
	MEAN	3.40	3.30	3.00

6. DEPARTMENTAL PROCEDURES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
	PERCENT	PERCENT	PERCENT
II-4 ADMINISTRATION OF DEGREE REQUIREMENTS			
1 POOR	0	0	0
2 FAIR	20	10	19
3 GOOD	40	40	48
4 EXCELLENT	40	30	19
OMIT	0	20	15
MEAN	3.20	3.25	3.00
II-11 OPPORTUNITIES FOR STUDENT PARTICIPATION IN DEPT. DECISIONS AFFECTING THE PROGRAM			
1 POOR	20	20	22
2 FAIR	80	40	44
3 GOOD	0	30	22
4 EXCELLENT	0	0	4
OMIT	0	10	7
MEAN	1.80	2.11	2.08
II-12 RELEVANCE OF DEGREE REQUIREMENTS TO MASTER'S STUDENTS' ANTICIPATED WORK IN FIELD			
1 POOR	0	10	4
2 FAIR	0	0	15
3 GOOD	80	30	48
4 EXCELLENT	20	50	33
OMIT	0	10	0
MEAN	3.20	3.33	3.11

6. DEPARTMENTAL PROCEDURES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	FACULTY PERCENT	STUDENT PERCENT	ALUMNI PERCENT
NUMBER OF RESPONDENTS	5	10	27
II-20 DEPARTMENTAL EVALUATION OF MASTER'S STUDENTS' PROGRESS TOWARD THE DEGREE			
1 POOR	20	0	7
2 FAIR	20	40	26
3 GOOD	40	40	44
4 EXCELLENT	20	20	22
OMIT	0	0	0
MEAN	2.60	2.80	2.81
II-21 DEPARTMENTAL EVALUATION OF THE PROFESSIONAL COMPETENCY OF MASTER'S STUDENTS			
1 POOR	40	0	7
2 FAIR	0	10	26
3 GOOD	60	50	56
4 EXCELLENT	0	20	11
OMIT	0	20	0
MEAN	2.20	3.13	2.70

SCALE REPORT- SCALE SCORE 6

6. DEPARTMENTAL PROCEDURES (FACULTY, STUDENTS, ALUMNI)

	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
MEAN	2.65	2.88	2.67
STANDARD DEVIATION	0.50	0.60	0.65

ITEMS: I-9
II-2,3,4,11,12,20,21

APPENDIX N

DEPARTMENT/PROGRAM SUMMARY DATA REPORT 7

AVAILABLE RESOURCES

(FACULTY, STUDENTS, ALUMNI)

7. AVAILABLE RESOURCES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		FACULTY	STUDENT	ALUMNI
	NUMBER OF RESPONDENTS	5	10	27
		PERCENT	PERCENT	PERCENT
II-5	UNIVERSITY LIBRARY HOLDINGS RELEVANT TO THE FIELD			
	1 POOR	40	30	7
	2 FAIR	40	20	30
	3 GOOD	20	30	37
	4 EXCELLENT	0	10	26
	OMIT	0	10	0
	MEAN	1.80	2.22	2.81
II-6	LABORATORIES, STUDIOS, AND EQUIP. NEEDED FOR TEACHING AND CREATIVE WORK IN FIELD			
	1 POOR	20	30	7
	2 FAIR	40	10	30
	3 GOOD	40	20	41
	4 EXCELLENT	0	30	15
	OMIT	0	10	7
	MEAN	2.20	2.56	2.68
II-7	OVERALL ADEQUACY OF SPACE AND OTHER FACILITIES FOR CLASSES AND ADMINISTRATION			
	1 POOR	20	10	7
	2 FAIR	40	0	15
	3 GOOD	40	50	44
	4 EXCELLENT	0	20	26
	OMIT	0	20	7
	MEAN	2.20	3.00	2.96

7. AVAILABLE RESOURCES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
	PERCENT	PERCENT	PERCENT
II-22 UNIVERSITY COMMITMENT TO THE PROGRAM			
1 POOR	20	10	7
2 FAIR	60	20	19
3 GOOD	20	10	48
4 EXCELLENT	0	50	7
OMIT	0	10	19
MEAN	2.00	3.11	2.68
II-26 OVERALL ADEQUACY OF FINANCIAL RESOURCES IN SUPPORT OF THIS MASTER'S PROG./DEPT.			
1 POOR	20	30	7
2 FAIR	60	20	37
3 GOOD	20	10	30
4 EXCELLENT	0	10	4
OMIT	0	30	22
MEAN	2.00	2.00	2.38
II-28 NUMBER OF SUPPORT AND CLERICAL STAFF (INCLUDING STUDENT ASSISTANTS) IN PROG/DEPT			
1 POOR	20	10	11
2 FAIR	40	0	26
3 GOOD	40	40	44
4 EXCELLENT	0	10	7
OMIT	0	40	11
MEAN	2.20	2.83	2.54

7. AVAILABLE RESOURCES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	10	27
	PERCENT	PERCENT	PERCENT
II-29 QUALITY OF SUPPORT AND CLERICAL STAFF			
1 POOR	20	0	0
2 FAIR	20	10	26
3 GOOD	20	30	52
4 EXCELLENT	40	30	15
OMIT	0	30	7
MEAN	2.80	3.29	2.88

SCALE REPORT- SCALE SCORE 7

7. AVAILABLE RESOURCES (FACULTY, STUDENTS, ALUMNI)

	FACULTY	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	5	9	26
MEAN	2.17	2.71	2.68
STANDARD DEVIATION	0.47	0.96	0.62

ITEMS: II-5,6,7,22,26,28,29

APPENDIX O

DEPARTMENT/PROGRAM SUMMARY DATA REPORT 8

STUDENT SATISFACTION WITH PROGRAM

(STUDENTS, ALUMNI)

8. STUDENT SATISFACTION WITH PROGRAM (STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	NUMBER OF RESPONDENTS	STUDENT 10 PERCENT	ALUMNI 27 PERCENT
I-5 I HAVE LEARNED A GREAT DEAL AS A MASTER'S STUDENT IN THE DEPARTMENT/PROGRAM			
1 DISAGREE STRONGLY		0	0
2 DISAGREE WITH RESERVATIONS		20	11
3 AGREE WITH RESERVATIONS		10	26
4 AGREE STRONGLY		70	63
OMIT		0	0
MEAN		3.50	3.52
I-6 I WOULD ADVISE A FRIEND WITH SIMILAR INTERESTS TO STUDY IN THE DEPARTMENT/PROG.			
1 DISAGREE STRONGLY		0	4
2 DISAGREE WITH RESERVATIONS		20	7
3 AGREE WITH RESERVATIONS		20	22
4 AGREE STRONGLY		60	67
OMIT		0	0
MEAN		3.40	3.52
I-11 IF I WERE STARTING OVER, I WOULD ENROLL IN THIS MASTER'S PROGRAM AGAIN			
1 DISAGREE STRONGLY		10	11
2 DISAGREE WITH RESERVATIONS		20	15
3 AGREE WITH RESERVATIONS		30	19
4 AGREE STRONGLY		40	56
OMIT		0	0
MEAN		3.00	3.19

8. STUDENT SATISFACTION WITH PROGRAM (STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		STUDENT	ALUMNI
	NUMBER OF RESPONDENTS	10	27
		PERCENT	PERCENT
I-12	PROGRAM IS PROVIDING ME WITH VERY GOOD PREPARATION FOR FUTURE PROFESSIONAL WORK		
	1 DISAGREE STRONGLY	10	0
	2 DISAGREE WITH RESERVATIONS	0	15
	3 AGREE WITH RESERVATIONS	30	33
	4 AGREE STRONGLY	60	52
	OMIT	0	0
	MEAN	3.40	3.37

SCALE REPORT- SCALE SCORE 8

8. STUDENT SATISFACTION WITH PROGRAM (STUDENTS, ALUMNI)

	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	10	27
MEAN	3.32	3.40
STANDARD DEVIATION	0.84	0.75

ITEMS: I-5,6,11,12

APPENDIX P

DEPARTMENT/PROGRAM SUMMARY DATA REPORT 9

ASSISTANTSHIP AND INTERNSHIP EXPERIENCES

(STUDENTS, ALUMNI)

9. ASSISTANTSHIP AND INTERNSHIP EXPERIENCES (STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	NUMBER OF RESPONDENTS	STUDENT 10	ALUMNI 27
		PERCENT	PERCENT
III-1 PARTICIPATION IN CLINICAL, FIELD WORK, OR INTERNSHIP EXPERIENCE AS PART OF PROG.			
1 YES, AS A MASTER'S DEGREE REQUIREMENT		20	59
2 YES, NOT AS A MASTER'S DEGREE REQUIREMENT		10	15
3 NO		70	26
OMIT		0	0

9. ASSISTANTSHIP AND INTERNSHIP EXPERIENCES (STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		STUDENT	ALUMNI
	NUMBER OF RESPONDENTS	3	20
		PERCENT	PERCENT
III-2	DEPARTMENTAL TRAINING TO PREPARE YOU FOR THE EXPERIENCE		
	1 POOR	0	10
	2 FAIR	0	30
	3 GOOD	0	40
	4 EXCELLENT	0	20
	OMIT	0	0
	MEAN	0.0	2.70
III-3	CONTRIBUTION OF THE EXPERIENCE TO YOUR ACADEMIC DEVELOPMENT		
	1 POOR	0	15
	2 FAIR	0	5
	3 GOOD	0	25
	4 EXCELLENT	0	55
	OMIT	0	0
	MEAN	0.0	3.20
III-4	CHANCE TO PRACTICE YOUR PROFESSIONAL SKILLS		
	1 POOR	0	15
	2 FAIR	0	10
	3 GOOD	0	25
	4 EXCELLENT	0	50
	OMIT	0	0
	MEAN	0.0	3.10

9. ASSISTANTSHIP AND INTERNSHIP EXPERIENCES (STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		STUDENT	ALUMNI
	NUMBER OF RESPONDENTS	3	20
		PERCENT	PERCENT
III-5 VARIETY OF ASSIGNMENTS OR ACTIVITIES			
1	POOR	0	10
2	FAIR	0	5
3	GOOD	0	60
4	EXCELLENT	0	20
	OMIT	0	5
	MEAN	0.0	2.95
III-6 SUPERVISION YOU RECEIVED			
1	POOR	0	20
2	FAIR	0	40
3	GOOD	0	20
4	EXCELLENT	0	20
	OMIT	0	0
	MEAN	0.0	2.40
III-7 OFFICE SPACE AND EQUIPMENT AVAILABLE FOR YOUR USE			
1	POOR	0	30
2	FAIR	0	20
3	GOOD	0	45
4	EXCELLENT	0	5
	OMIT	0	0
	MEAN	0.0	2.25

RESPONSES TO ITEM III-1 ARE NOT INCLUDED IN THE SCALE MEAN. RESPONSE PERCENTAGES AND MEANS IN THIS SCALE ARE BASED ON THE NUMBER OF "YES" RESPONSES IN ITEM III-1.

SCALE REPORT- SCALE SCORE 9

9. ASSISTANTSHIP AND INTERNSHIP EXPERIENCES (STUDENTS, ALUMNI)

	STUDENT	ALUMNI
NUMBER OF RESPONDENTS	3	20
MEAN	0.0	2.77
STANDARD DEVIATION	0.0	0.76

ITEMS: III-2,3,4,5,6,7

APPENDIX Q

DEPARTMENT/PROGRAM SUMMARY DATA REPORT 10

RESOURCE ACCESSIBILITY

(STUDENTS)

10. RESOURCE ACCESSIBILITY (STUDENTS)

ITEM AND ALTERNATIVES	NUMBER OF RESPONDENTS	STUDENT 10 PERCENT
II-30 AVAILABILITY OF GRADUATE STUDENT HOUSING		
1 POOR	4	40
2 FAIR	1	10
3 GOOD	3	30
4 EXCELLENT	2	20
OMIT	0	0
MEAN		2.30
II-31 AVAILABILITY OF STUDENT SERVICES (COUNSELING, PLACEMENT, HEALTH CARE, ETC.)		
1 POOR	0	0
2 FAIR	2	20
3 GOOD	4	40
4 EXCELLENT	2	20
OMIT	2	20
MEAN		3.00
II-32 AVAILABILITY OF STUDENT FINANCIAL ASSISTANCE (GRANTS, LOANS, ASSISTANTSHIPS)		
1 POOR	5	50
2 FAIR	0	0
3 GOOD	1	10
4 EXCELLENT	1	10
OMIT	3	30
MEAN		1.71

10. RESOURCE ACCESSIBILITY (STUDENTS)

ITEM AND ALTERNATIVES		STUDENT 10
	NUMBER OF RESPONDENTS	
	PERCENT	
II-33 AVAILABILITY OF CAMPUS SERVICES FOR NONRESIDENT STUDENTS (BOOKSTORE, PARKING)		
1 POOR		20
2 FAIR		20
3 GOOD		30
4 EXCELLENT		10
OMIT		20
MEAN		2.38
II-34 OPPORTUNITIES FOR INTELLECTUAL AND SOCIAL INTERACTION AMONG PERSONS IN PROGRAM		
1 POOR		0
2 FAIR		30
3 GOOD		50
4 EXCELLENT		0
OMIT		20
MEAN		2.63

SCALE REPORT- SCALE SCORE 10

10. RESOURCE ACCESSIBILITY (STUDENTS)

	STUDENT
NUMBER OF RESPONDENTS	10
MEAN	2.38
STANDARD DEVIATION	0.79

ITEMS: II-30,31,32,33,34

APPENDIX R

DEPARTMENT/PROGRAM SUMMARY DATA REPORT 11

EMPLOYMENT ASSISTANCE

(ALUMNI)

11. EMPLOYMENT ASSISTANCE (ALUMNI)

ITEM AND ALTERNATIVES		ALUMNI 27
	NUMBER OF RESPONDENTS	
	PERCENT	
V-16A HOW HELPFUL WERE DEPARTMENT'S FORMAL OR INFORMAL EFFORTS		
1 NOT AT ALL HELPFUL		40
2 OF SOME HELP		22
3 VERY HELPFUL		7
4 EXTREMELY HELPFUL		15
OMIT		7
MEAN		1.88
V-16B HOW HELPFUL WAS ASSISTANCE OF INDIVIDUAL PROFESSORS		
1 NOT AT ALL HELPFUL		37
2 OF SOME HELP		19
3 VERY HELPFUL		22
4 EXTREMELY HELPFUL		11
OMIT		11
MEAN		2.08
V-16C HOW HELPFUL WAS UNIVERSITY PLACEMENT OFFICE		
1 NOT AT ALL HELPFUL		70
2 OF SOME HELP		11
3 VERY HELPFUL		4
4 EXTREMELY HELPFUL		0
OMIT		15
MEAN		1.22

11. EMPLOYMENT ASSISTANCE (ALUMNI)

ITEM AND ALTERNATIVES		ALUMNI
	NUMBER OF RESPONDENTS	27
		PERCENT
V-16D HOW HELPFUL WERE LISTINGS WITH AGENCIES		
1	NOT AT ALL HELPFUL	56
2	OF SOME HELP	11
3	VERY HELPFUL	11
4	EXTREMELY HELPFUL	7
	OMIT	15
	MEAN	1.65
V-16E HOW HELPFUL WERE LETTERS SENT DIRECTLY TO EMPLOYERS WITHOUT KNOWING OF OPENINGS		
1	NOT AT ALL HELPFUL	48
2	OF SOME HELP	11
3	VERY HELPFUL	7
4	EXTREMELY HELPFUL	11
	OMIT	22
	MEAN	1.76

SCALE REPORT- SCALE SCORE 11

11. EMPLOYMENT ASSISTANCE (ALUMNI)

	ALUMNI
NUMBER OF RESPONDENTS	23
MEAN	1.70
STANDARD DEVIATION	0.63

ITEMS: V-16A,16B,16C,16D,16E

APPENDIX S

DEPARTMENT/PROGRAM SUMMARY DATA REPORT 12

FACULTY WORK ENVIRONMENT

(FACULTY)

12. FACULTY WORK ENVIRONMENT (FACULTY)

ITEM AND ALTERNATIVES	NUMBER OF RESPONDENTS	FACULTY 5
		PERCENT
I-5 MY RESPONSIBILITIES CREATE CONFLICTING DEMANDS AND PERSONAL STRAIN		
1 AGREE STRONGLY		0
2 AGREE WITH RESERVATIONS		60
3 DISAGREE WITH RESERVATIONS		0
4 DISAGREE STRONGLY		40
OMIT		0
MEAN		2.80
I-6 MY PERSONAL VIEWS OF GRAD. EDUC. ARE COMPATIBLE WITH DEPT. OBJECTIVES/PROCEDURES		
1 DISAGREE STRONGLY		0
2 DISAGREE WITH RESERVATIONS		20
3 AGREE WITH RESERVATIONS		40
4 AGREE STRONGLY		40
OMIT		0
MEAN		3.20
I-11 THIS IS A GOOD DEPARTMENT IN WHICH TO WORK		
1 DISAGREE STRONGLY		0
2 DISAGREE WITH RESERVATIONS		20
3 AGREE WITH RESERVATIONS		60
4 AGREE STRONGLY		20
OMIT		0
MEAN		3.00

12. FACULTY WORK ENVIRONMENT (FACULTY)

ITEM AND ALTERNATIVES		NUMBER OF RESPONDENTS	FACULTY 5 PERCENT
I-12	SATISFIED WITH ACADEMIC FREEDOM IN DEPT. RELATIVE TO MY TEACHING AND RESEARCH		
	1 DISAGREE STRONGLY		0
	2 DISAGREE WITH RESERVATIONS		20
	3 AGREE WITH RESERVATIONS		40
	4 AGREE STRONGLY		40
	OMIT		0
	MEAN		3.20
I-18	IN GENERAL, SATISFIED WITH OPPORTUNITIES TO INFLUENCE DEPT. POLICIES/DECISIONS		
	1 DISAGREE STRONGLY		0
	2 DISAGREE WITH RESERVATIONS		20
	3 AGREE WITH RESERVATIONS		40
	4 AGREE STRONGLY		40
	OMIT		0
	MEAN		3.20
II-23	CLARITY OF THE DEPARTMENT'S OBJECTIVES AND PLANS FOR THE NEXT FEW YEARS		
	1 POOR		0
	2 FAIR		40
	3 GOOD		40
	4 EXCELLENT		20
	OMIT		0
	MEAN		2.80

12. FACULTY WORK ENVIRONMENT (FACULTY)

ITEM AND ALTERNATIVES		NUMBER OF RESPONDENTS	FACULTY 5
			PERCENT
II-24	ADMINISTRATIVE MANAGEMENT OF THE DEPARTMENT		
	1 POOR		0
	2 FAIR		60
	3 GOOD		20
	4 EXCELLENT		20
	OMIT		0
	MEAN		2.60
II-30	COLLEGIALITY AMONG THE FACULTY IN THE DEPARTMENT		
	1 POOR		20
	2 FAIR		40
	3 GOOD		20
	4 EXCELLENT		20
	OMIT		0
	MEAN		2.40
II-31	DEPARTMENTAL EFFORTS IN SUPPORT OF THE CAREER DEVELOPMENT OF FACULTY MEMBERS		
	1 POOR		0
	2 FAIR		60
	3 GOOD		20
	4 EXCELLENT		20
	OMIT		0
	MEAN		2.60

SCALE REPORT- SCALE SCORE 12

12. FACULTY WORK ENVIRONMENT (FACULTY)

	FACULTY
NUMBER OF RESPONDENTS	5
MEAN	2.87
STANDARD DEVIATION	0.49

ITEMS: I-5,6,11,12,18
II-23,24,30,31

APPENDIX T

DEPARTMENT/PROGRAM SUMMARY DATA REPORT 13

FACULTY PROGRAM INVOLVEMENT

(FACULTY)

13. FACULTY PROGRAM INVOLVEMENT (FACULTY)

ITEM AND ALTERNATIVES	NUMBER OF RESPONDENTS	FACULTY 5 PERCENT
V-3A EXTENT INVOLVED IN MASTER'S PROGRAM: TEACH COURSES REQUIRED BY MASTER'S PROGRAM		
1 NEVER		0
2 OCCASIONALLY		20
3 FREQUENTLY		80
OMIT		0
MEAN		2.80
V-3B EXTENT INVOLVED IN MASTER'S PROGRAM: PARTICIPATE IN POLICY/CURRICULUM DECISIONS		
1 NEVER		0
2 OCCASIONALLY		0
3 FREQUENTLY		100
OMIT		0
MEAN		3.00
V-3C EXTENT INVOLVED IN MASTER'S PROGRAM: DIRECT INDEPENDENT STUDIES OR THESES		
1 NEVER		0
2 OCCASIONALLY		80
3 FREQUENTLY		20
OMIT		0
MEAN		2.20

13. FACULTY PROGRAM INVOLVEMENT (FACULTY)

ITEM AND ALTERNATIVES		FACULTY 5
	NUMBER OF RESPONDENTS	
		PERCENT
V-3D	EXTENT INVOLVED IN MASTER'S PROGRAM: SUPERVISE FIELD WORK OR INTERNSHIPS	
1	NEVER	0
2	OCCASIONALLY	40
3	FREQUENTLY	60
	OMIT	0
	MEAN	2.60
V-3E	EXTENT INVOLVED IN MASTER'S PROGRAM: PARTICIPATE IN DEPARTMENTAL EXAMINATIONS	
1	NEVER	60
2	OCCASIONALLY	0
3	FREQUENTLY	0
	OMIT	40
	MEAN	0.0
V-3F	EXTENT INVOLVED IN MASTER'S PROGRAM: SERVE AS A FACULTY ADVISER	
1	NEVER	0
2	OCCASIONALLY	80
3	FREQUENTLY	20
	OMIT	0
	MEAN	2.20

13. FACULTY PROGRAM INVOLVEMENT (FACULTY)

ITEM AND ALTERNATIVES		FACULTY 5
	NUMBER OF RESPONDENTS	
		PERCENT
V-3G	EXTENT INVOLVED IN MASTER'S PROGRAM: ARRANGE STUDENT CONTACT WITH PROFESSIONALS	
1	NEVER	20
2	OCCASIONALLY	80
3	FREQUENTLY	0
	OMIT	0
	MEAN	1.80
V-3H	EXTENT INVOLVED IN MASTER'S PROGRAM: OTHER	
1	NEVER	0
2	OCCASIONALLY	40
3	FREQUENTLY	0
	OMIT	60
	MEAN	0.0

SCALE REPORT- SCALE SCORE 13

13. FACULTY PROGRAM INVOLVEMENT (FACULTY)

	FACULTY
NUMBER OF RESPONDENTS	5
MEAN	2.30
STANDARD DEVIATION	0.23

ITEMS: V-3A,3B,3C,3D,3E,3F,3G,3H

HIGHEST SCORE IS "3.00" FOR THIS SCALE

APPENDIX U

DEPARTMENT/PROGRAM SUMMARY DATA REPORT 14

FACULTY RESEARCH ACTIVITIES

(FACULTY)

14. FACULTY RESEARCH ACTIVITIES (FACULTY)

ITEM AND ALTERNATIVES	NUMBER OF RESPONDENTS	FACULTY 5
		PERCENT
III-3 AWARD OR RECOGNITION FOR OUTSTANDING RESEARCH OR OTHER SCHOLARLY/CREATIVE WORK		
1 YES		20
2 NO		80
OMIT		0
III-7 EDITOR OR EDITORIAL BOARD MEMBER OF PROFESSIONAL JOURNAL IN MY FIELD		
1 YES		40
2 NO		60
OMIT		0
III-8 REFEREED ARTICLES SUBMITTED TO PROFESSIONAL JOURNAL IN MY FIELD IN LAST 2 YEARS		
1 YES		60
2 NO		40
OMIT		0
III-9 UNIVERSITY OR DEPT. GRANT TO SUPPORT RESEARCH/SCHOLARLY/CREATIVE WORK THIS YEAR		
1 YES		20
2 NO		80
OMIT		0

14. FACULTY RESEARCH ACTIVITIES (FACULTY)

ITEM AND ALTERNATIVES		FACULTY
	NUMBER OF RESPONDENTS	5
		PERCENT
III-10 OUTSIDE GRANT/CONTRACT TO SUPPORT RESEARCH/SCHOLARLY/CREATIVE WORK LAST 3 YEARS		
1 YES		60
2 NO		40
OMIT		0
III-11 OUTSIDE GRANT/CONTRACT TO SUPPORT RESEARCH/SCHOLARLY/CREATIVE WORK THIS YEAR		
1 YES		0
2 NO		100
OMIT		0

SCALE REPORT- SCALE SCORE 14

14. FACULTY RESEARCH ACTIVITIES (FACULTY)

	FACULTY
NUMBER OF RESPONDENTS	5
MEAN	33 %
STANDARD DEVIATION	26 %

ITEMS: III-3,7,8,9,10,11

MEAN PERCENT OF "YES" RESPONSES

APPENDIX V

DEPARTMENT/PROGRAM SUMMARY DATA REPORT 15

FACULTY PROFESSIONAL ACTIVITIES

(FACULTY)

15. FACULTY PROFESSIONAL ACTIVITIES (FACULTY)

NUMBER OF RESPONDENTS: FACULTY 5

PERCENT

ITEM AND ALTERNATIVES	
III-1 MEMBER PROF./GOVT./FOUNDATION REVIEW COMMITTEE OR ADVISORY COUNCIL IN LAST 3 YRS	
1 YES	40
2 NO	60
OMIT	0
III-2 AWARD OR RECOGNITION FOR OUTSTANDING TEACHING	
1 YES	40
2 NO	60
OMIT	0
III-4 AWARD OR RECOGNITION FOR OUTSTANDING PROFESSIONAL PRACTICE	
1 YES	0
2 NO	100
OMIT	0
III-5 OFFICER OR BOARD MEMBER OF A NATIONAL PROFESSIONAL ASSOCIATION OR ORGANIZATION	
1 YES	60
2 NO	40
OMIT	0
III-6 OFFICER OR COMMITTEE MEMBER OF STATE OR REGIONAL PROFESSIONAL ORGANIZATION	
1 YES	100
2 NO	0
OMIT	0

SCALE REPORT- SCALE SCORE 15

15. FACULTY PROFESSIONAL ACTIVITIES (FACULTY)

	FACULTY
NUMBER OF RESPONDENTS	5
MEAN	48 %
STANDARD DEVIATION	23 %

ITEMS: III-1,2,4,5,6

MEAN PERCENT OF "YES" RESPONSES

APPENDIX W

DEPARTMENT/PROGRAM SUMMARY DATA REPORT 16

STUDENT ACCOMPLISHMENTS IN THE LAST TWELVE MONTHS

(STUDENTS)

16. STUDENT ACCOMPLISHMENTS IN LAST TWELVE MONTHS (STUDENTS)

ITEM AND ALTERNATIVES	NUMBER OF RESPONDENTS	STUDENT 10 PERCENT
IV-1 ATTENDED MEETING OF A SCHOLARLY OR PROFESSIONAL SOCIETY		
1 YES		100
2 NO		0
OMIT		0
IV-2 (CO)AUTHORED A PAPER ACCEPTED FOR PRESENTATION AT SCHOLARLY/PROFESSIONAL MEETING		
1 YES		10
2 NO		90
OMIT		0
IV-3 (CO)AUTHORED A PAPER SUBMITTED FOR PUBLICATION IN SCHOLARLY/PROFESSIONAL JOURNAL		
1 YES		0
2 NO		90
OMIT		10
IV-4 DEMONSTRATED ARTISTIC SKILLS OR PRODUCTS IN A PUBLIC PERFORMANCE OR EXHIBIT		
1 YES		20
2 NO		80
OMIT		0

16. STUDENT ACCOMPLISHMENTS IN LAST TWELVE MONTHS (STUDENTS)

ITEM AND ALTERNATIVES	NUMBER OF RESPONDENTS	STUDENT 10 PERCENT
IV-5 PREPARED DETAILED PROPOSAL OR PLAN FOR MASTER'S THESIS OR MAJOR RESEARCH PROJECT		
1 YES		30
2 NO		70
OMIT		0
IV-6 CARRIED OUT AN INDEPENDENT RESEARCH OR CREATIVE PROJECT		
1 YES		90
2 NO		10
OMIT		0
IV-7 COOPERATED IN RESEARCH OR CREATIVE PROJECT WITH A STUDENT OR FACULTY MEMBER		
1 YES		50
2 NO		40
OMIT		10
IV-8 HELD A FELLOWSHIP, TRAINING GRANT, OR SCHOLARSHIP		
1 YES		10
2 NO		90
OMIT		0

16. STUDENT ACCOMPLISHMENTS IN LAST TWELVE MONTHS (STUDENTS)

ITEM AND ALTERNATIVES		STUDENT 10
	NUMBER OF RESPONDENTS	
	PERCENT	
IV-9 DEVELOPED PROFESSIONAL SKILLS THRU CLINICAL, FIELD WORK, INTERNSHIP EXPERIENCES		
1 YES		30
2 NO		70
OMIT		0
IV-10 TALKED WITH PROFESSIONALS IN FIELD ABOUT OTHER GRADUATE PROGRAMS OR CAREER PLANS		
1 YES		70
2 NO		30
OMIT		0
IV-11 PURSUED INDEPENDENT READING OR PRACTICE IN FIELD BEYOND THAT ASSIGNED IN COURSES		
1 YES		90
2 NO		10
OMIT		0
IV-12 OPERATED AN INDEPENDENT ENTERPRISE OR BUSINESS		
1 YES		0
2 NO		100
OMIT		0

16. STUDENT ACCOMPLISHMENTS IN LAST TWELVE MONTHS (STUDENTS)

ITEM AND ALTERNATIVES		STUDENT
	NUMBER OF RESPONDENTS	10
		PERCENT
IV-13 WON PRIZE OR AWARD FOR A PRODUCT OR AN ACTIVITY RELATED TO THE FIELD		
1 YES		10
2 NO		90
OMIT		0
IV-14 SERVED ON A DEPARTMENT OR UNIVERSITY-WIDE COMMITTEE		
1 YES		20
2 NO		80
OMIT		0
IV-15 PARTICIPATED IN DEPARTMENT OR PROGRAM PLANNING (E.G., REVIEW OF THE CURRICULUM)		
1 YES		20
2 NO		80
OMIT		0

SCALE REPORT- SCALE SCORE 16

16. STUDENT ACCOMPLISHMENTS IN LAST TWELVE MONTHS (STUDENTS)

	STUDENT
NUMBER OF RESPONDENTS	10
MEAN	37 %
STANDARD DEVIATION	12 %

ITEMS: IV-1,2,3,4,5,6,7,8,9,10,11,12,13,14,15

MEAN PERCENT OF "YES" RESPONSES

APPENDIX X

DEPARTMENT/PROGRAM SUMMARY DATA REPORT

PROGRAM PURPOSE REPORT

(FACULTY, STUDENTS, ALUMNI)

PROGRAM PURPOSE REPORT (FACULTY, SECTION IV; STUDENTS, SECTION V)

ITEM AND ALTERNATIVES	NUMBER OF RESPONDENTS	FACULTY 5	STUDENT 10
		PERCENT	PERCENT
1 PERCEIVED CURRENT EMPHASIS: PREPARING SCHOLARS AND RESEARCHERS			
1 NONE		0	10
2 LITTLE		40	10
3 SOME		40	20
4 CONSIDERABLE		20	30
5 EXTREME		0	30
OMIT		0	0
MEAN		2.80	3.60
6 DESIRED EMPHASIS: PREPARING SCHOLARS AND RESEARCHERS			
1 NONE		0	10
2 LITTLE		0	10
3 SOME		40	0
4 CONSIDERABLE		60	50
5 EXTREME		0	20
OMIT		0	10
MEAN		3.60	3.67
(6-1) DESIRED EMPHASIS MINUS CURRENT EMPHASIS: PREPARING SCHOLARS AND RESEARCHERS			
1 WANT MUCH MORE EMPHASIS (+2)		20	10
2 WANT SOME MORE EMPHASIS (+1)		40	0
3 WANT THE SAME EMPHASIS (0)		40	60
4 WANT SOME LESS EMPHASIS (-1)		0	20
5 WANT MUCH LESS EMPHASIS (-2)		0	0
OMIT		0	10

PROGRAM PURPOSE REPORT (FACULTY, SECTION IV; STUDENTS, SECTION V)

ITEM AND ALTERNATIVES	FACULTY PERCENT	STUDENT PERCENT
NUMBER OF RESPONDENTS	5	10
2 PERCEIVED CURRENT EMPHASIS: PREPARING TEACHERS		
1 NONE	0	0
2 LITTLE	0	0
3 SOME	0	10
4 CONSIDERABLE	20	40
5 EXTREME	80	40
OMIT	0	10
MEAN	4.80	4.33
7 DESIRED EMPHASIS: PREPARING TEACHERS		
1 NONE	0	0
2 LITTLE	0	0
3 SOME	0	0
4 CONSIDERABLE	60	30
5 EXTREME	40	60
OMIT	0	10
MEAN	4.40	4.67
(7-2) DESIRED EMPHASIS MINUS CURRENT EMPHASIS: PREPARING TEACHERS		
1 WANT MUCH MORE EMPHASIS (+2)	0	0
2 WANT SOME MORE EMPHASIS (+1)	0	20
3 WANT THE SAME EMPHASIS (0)	60	50
4 WANT SOME LESS EMPHASIS (-1)	40	10
5 WANT MUCH LESS EMPHASIS (-2)	0	0
OMIT	0	20

PROGRAM PURPOSE REPORT (FACULTY, SECTION IV; STUDENTS, SECTION V)

ITEM AND ALTERNATIVES		FACULTY	STUDENT
	NUMBER OF RESPONDENTS	5	10
		PERCENT	PERCENT
3	PERCEIVED CURRENT EMPHASIS: PREPARING OTHER PRACTITIONERS		
	1 NONE	40	10
	2 LITTLE	20	10
	3 SOME	20	10
	4 CONSIDERABLE	20	20
	5 EXTREME	0	0
	OMIT	0	50
	MEAN	2.20	2.80
8	DESIRED EMPHASIS: PREPARING OTHER PRACTITIONERS		
	1 NONE	0	0
	2 LITTLE	40	0
	3 SOME	20	10
	4 CONSIDERABLE	40	30
	5 EXTREME	0	20
	OMIT	0	40
	MEAN	3.00	4.17
(8-3)	DESIRED EMPHASIS MINUS CURRENT EMPHASIS: PREPARING OTHER PRACTITIONERS		
	1 WANT MUCH MORE EMPHASIS (+2)	0	20
	2 WANT SOME MORE EMPHASIS (+1)	80	0
	3 WANT THE SAME EMPHASIS (0)	20	30
	4 WANT SOME LESS EMPHASIS (-1)	0	0
	5 WANT MUCH LESS EMPHASIS (-2)	0	0
	OMIT	0	50

PROGRAM PURPOSE REPORT (FACULTY, SECTION IV; STUDENTS, SECTION V)

ITEM AND ALTERNATIVES		FACULTY	STUDENT
	NUMBER OF RESPONDENTS	5	10
		PERCENT	PERCENT
4	PERCEIVED CURRENT EMPHASIS: PREPARING STUDENTS FOR MORE ADVANCED STUDY		
	1 NONE	0	0
	2 LITTLE	20	0
	3 SOME	0	40
	4 CONSIDERABLE	80	30
	5 EXTREME	0	20
	OMIT	0	10
	MEAN	3.60	3.78
9	DESIRED EMPHASIS: PREPARING STUDENTS FOR MORE ADVANCED STUDY		
	1 NONE	0	0
	2 LITTLE	0	0
	3 SOME	20	20
	4 CONSIDERABLE	60	40
	5 EXTREME	20	30
	OMIT	0	10
	MEAN	4.00	4.11
(9-4)	DESIRED EMPHASIS MINUS CURRENT EMPHASIS: PREPARING STUDENTS FOR MORE ADV. STUDY		
	1 WANT MUCH MORE EMPHASIS (+2)	20	0
	2 WANT SOME MORE EMPHASIS (+1)	20	40
	3 WANT THE SAME EMPHASIS (0)	40	40
	4 WANT SOME LESS EMPHASIS (-1)	20	10
	5 WANT MUCH LESS EMPHASIS (-2)	0	0
	OMIT	0	10

PROGRAM PURPOSE REPORT (FACULTY, SECTION IV; STUDENTS, SECTION V)

ITEM AND ALTERNATIVES	FACULTY	STUDENT
NUMBER OF RESPONDENTS	5	10
	PERCENT	PERCENT
5 PERCEIVED CURRENT EMPHASIS: PROVIDING PERSONAL ENRICHMENT		
1 NONE	0	0
2 LITTLE	20	10
3 SOME	20	20
4 CONSIDERABLE	60	50
5 EXTREME	0	10
OMIT	0	10
MEAN	3.40	3.67
10 DESIRED EMPHASIS: PROVIDING PERSONAL ENRICHMENT		
1 NONE	0	0
2 LITTLE	0	0
3 SOME	20	0
4 CONSIDERABLE	40	50
5 EXTREME	40	50
OMIT	0	0
MEAN	4.20	4.50
(10-5) DESIRED EMPHASIS MINUS CURRENT EMPHASIS: PROVIDING PERSONAL ENRICHMENT		
1 WANT MUCH MORE EMPHASIS (+2)	20	30
2 WANT SOME MORE EMPHASIS (+1)	40	20
3 WANT THE SAME EMPHASIS (0)	40	30
4 WANT SOME LESS EMPHASIS (-1)	0	10
5 WANT MUCH LESS EMPHASIS (-2)	0	0
OMIT	0	10

PROGRAM PURPOSE REPORT (ALUMNI, SECTION IV)

ITEM AND ALTERNATIVES	ALUMNI
NUMBER OF RESPONDENTS	27
	PERCENT
IV-A WHAT WAS YOUR PRIMARY PURPOSE IN PURSUING A MASTER'S DEGREE IN THIS PROGRAM?	
1 PREPARATION FOR PROFESSIONAL OR TECHNICAL PRACTICE	30
2 PREPARATION FOR SCHOLARLY RESEARCH OR TEACHING	11
3 PREPARATION FOR FURTHER GRADUATE STUDY	7
4 UPDATING AND IMPROVEMENT OF PROFESSIONAL OR TECHNICAL SKILLS	22
5 QUALIFYING FOR HIGHER PAY OR JOB ADVANCEMENT	15
6 PERSONAL ENRICHMENT	4
7 OTHER	4
OMIT	7
IV-B HOW WELL DID MASTER'S DEGREE PROGRAM SATISFY YOUR PRIMARY PURPOSE?	
1 NOT VERY WELL	11
2 FAIRLY WELL	37
3 EXTREMELY WELL	48
OMIT	4
MEAN	2.38

APPENDIX Y

PROGRAM PURPOSE REPORT

STUDENT SUBGROUP

PROGRAM PURPOSE REPORT (FACULTY, SECTION IV; STUDENTS, SECTION V)

ITEM AND ALTERNATIVES		STUD. S1	STUD. S2	STUD. S3
	NUMBER OF RESPONDENTS	2	7	0
		PERCENT	PERCENT	PERCENT
1	PERCEIVED CURRENT EMPHASIS: PREPARING SCHOLARS AND RESEARCHERS			
	1 NONE	0	0	0
	2 LITTLE	0	0	0
	3 SOME	0	29	0
	4 CONSIDERABLE	0	29	0
	5 EXTREME	0	43	0
	OMIT	0	0	0
	MEAN	0.0	4.14	0.0
6	DESIRED EMPHASIS: PREPARING SCHOLARS AND RESEARCHERS			
	1 NONE	0	0	0
	2 LITTLE	0	0	0
	3 SOME	0	0	0
	4 CONSIDERABLE	0	57	0
	5 EXTREME	0	29	0
	OMIT	0	14	0
	MEAN	0.0	4.33	0.0
(6-1)	DESIRED EMPHASIS MINUS CURRENT EMPHASIS: PREPARING SCHOLARS AND RESEARCHERS			
	1 WANT MUCH MORE EMPHASIS (+2)	0	14	0
	2 WANT SOME MORE EMPHASIS (+1)	0	0	0
	3 WANT THE SAME EMPHASIS (0)	0	43	0
	4 WANT SOME LESS EMPHASIS (-1)	0	29	0
	5 WANT MUCH LESS EMPHASIS (-2)	0	0	0
	OMIT	0	14	0

PROGRAM PURPOSE REPORT (FACULTY, SECTION IV; STUDENTS, SECTION V)

		STUD. S1	STUD. S2	STUD. S3
	NUMBER OF RESPONDENTS	2	7	0
	ITEM AND ALTERNATIVES	PERCENT	PERCENT	PERCENT
2	PERCEIVED CURRENT EMPHASIS: PREPARING TEACHERS			
	1 NONE	0	0	0
	2 LITTLE	0	0	0
	3 SOME	0	14	0
	4 CONSIDERABLE	0	14	0
	5 EXTREME	0	57	0
	OMIT	0	14	0
	MEAN	0.0	4.50	0.0
7	DESIRED EMPHASIS: PREPARING TEACHERS			
	1 NONE	0	0	0
	2 LITTLE	0	0	0
	3 SOME	0	0	0
	4 CONSIDERABLE	0	29	0
	5 EXTREME	0	57	0
	OMIT	0	14	0
	MEAN	0.0	4.67	0.0
(7-2)	DESIRED EMPHASIS MINUS CURRENT EMPHASIS: PREPARING TEACHERS			
	1 WANT MUCH MORE EMPHASIS (+2)	0	0	0
	2 WANT SOME MORE EMPHASIS (+1)	0	0	0
	3 WANT THE SAME EMPHASIS (0)	0	57	0
	4 WANT SOME LESS EMPHASIS (-1)	0	14	0
	5 WANT MUCH LESS EMPHASIS (-2)	0	0	0
	OMIT	0	29	0

PROGRAM PURPOSE REPORT (FACULTY, SECTION IV; STUDENTS, SECTION V)

		STUD. S1	STUD. S2	STUD. S3
	NUMBER OF RESPONDENTS	2	7	0
	ITEM AND ALTERNATIVES	PERCENT	PERCENT	PERCENT
3	PERCEIVED CURRENT EMPHASIS: PREPARING OTHER PRACTITIONERS			
	1 NONE	0	0	0
	2 LITTLE	0	14	0
	3 SOME	0	0	0
	4 CONSIDERABLE	0	29	0
	5 EXTREME	0	0	0
	OMIT	0	57	0
	MEAN	0.0	0.0	0.0
8	DESIRED EMPHASIS: PREPARING OTHER PRACTITIONERS			
	1 NONE	0	0	0
	2 LITTLE	0	0	0
	3 SOME	0	0	0
	4 CONSIDERABLE	0	29	0
	5 EXTREME	0	29	0
	OMIT	0	43	0
	MEAN	0.0	0.0	0.0
(8-3)	DESIRED EMPHASIS MINUS CURRENT EMPHASIS: PREPARING OTHER PRACTITIONERS			
	1 WANT MUCH MORE EMPHASIS (+2)	0	14	0
	2 WANT SOME MORE EMPHASIS (+1)	0	0	0
	3 WANT THE SAME EMPHASIS (0)	0	29	0
	4 WANT SOME LESS EMPHASIS (-1)	0	0	0
	5 WANT MUCH LESS EMPHASIS (-2)	0	0	0
	OMIT	0	57	0

PROGRAM PURPOSE REPORT (FACULTY, SECTION IV; STUDENTS, SECTION V)

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
4 PERCEIVED CURRENT EMPHASIS: PREPARING STUDENTS FOR MORE ADVANCED STUDY			
1 NONE	0	0	0
2 LITTLE	0	0	0
3 SOME	0	14	0
4 CONSIDERABLE	0	43	0
5 EXTREME	0	29	0
OMIT	0	14	0
MEAN	0.0	4.17	0.0
9 DESIRED EMPHASIS: PREPARING STUDENTS FOR MORE ADVANCED STUDY			
1 NONE	0	0	0
2 LITTLE	0	0	0
3 SOME	0	0	0
4 CONSIDERABLE	0	43	0
5 EXTREME	0	43	0
OMIT	0	14	0
MEAN	0.0	4.50	0.0
(9-4) DESIRED EMPHASIS MINUS CURRENT EMPHASIS: PREPARING STUDENTS FOR MORE ADV. STUDY			
1 WANT MUCH MORE EMPHASIS (+2)	0	0	0
2 WANT SOME MORE EMPHASIS (+1)	0	43	0
3 WANT THE SAME EMPHASIS (0)	0	29	0
4 WANT SOME LESS EMPHASIS (-1)	0	14	0
5 WANT MUCH LESS EMPHASIS (-2)	0	0	0
OMIT	0	14	0

PROGRAM PURPOSE REPORT (FACULTY, SECTION IV; STUDENTS, SECTION V)

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
5 PERCEIVED CURRENT EMPHASIS: PROVIDING PERSONAL ENRICHMENT			
1 NONE	0	0	0
2 LITTLE	0	14	0
3 SOME	0	14	0
4 CONSIDERABLE	0	43	0
5 EXTREME	0	14	0
OMIT	0	14	0
MEAN	0.0	3.67	0.0
10 DESIRED EMPHASIS: PROVIDING PERSONAL ENRICHMENT			
1 NONE	0	0	0
2 LITTLE	0	0	0
3 SOME	0	0	0
4 CONSIDERABLE	0	43	0
5 EXTREME	0	57	0
OMIT	0	0	0
MEAN	0.0	4.57	0.0
(10-5) DESIRED EMPHASIS MINUS CURRENT EMPHASIS: PROVIDING PERSONAL ENRICHMENT			
1 WANT MUCH MORE EMPHASIS (+2)	0	29	0
2 WANT SOME MORE EMPHASIS (+1)	0	29	0
3 WANT THE SAME EMPHASIS (0)	0	14	0
4 WANT SOME LESS EMPHASIS (-1)	0	14	0
5 WANT MUCH LESS EMPHASIS (-2)	0	0	0
OMIT	0	14	0

APPENDIX Z

PROGRAM PURPOSE REPORT

ALUMNI SUBGROUPS

:RAM PURPOSE REPORT (ALUMNI, SECTION IV)

ITEM AND ALTERNATIVES		ALUM. S1	ALUM. S2	ALUM. S3
	NUMBER OF RESPONDENTS	8	17	1
		PERCENT	PERCENT	PERCENT
1	WHAT WAS YOUR PRIMARY PURPOSE IN PURSUING A MASTER'S DEGREE IN THIS PROGRAM?			
	1 PREPARATION FOR PROFESSIONAL OR TECHNICAL PRACTICE	50	24	0
	2 PREPARATION FOR SCHOLARLY RESEARCH OR TEACHING	0	12	0
	3 PREPARATION FOR FURTHER GRADUATE STUDY	0	12	0
	4 UPDATING AND IMPROVEMENT OF PROFESSIONAL OR TECHNICAL SKILLS	38	12	0
	5 QUALIFYING FOR HIGHER PAY OR JOB ADVANCEMENT	0	24	0
	6 PERSONAL ENRICHMENT	0	6	0
	7 OTHER	0	6	0
	OMIT	13	6	0
2	HOW WELL DID MASTER'S DEGREE PROGRAM SATISFY YOUR PRIMARY PURPOSE?			
	1 NOT VERY WELL	0	18	0
	2 FAIRLY WELL	38	29	0
	3 EXTREMELY WELL	50	53	0
	OMIT	13	0	0
	MEAN	2.57	2.35	0.0

BACKGROUND DATA REPORT - ALUMNI - SUBGROUPS

ITEM AND ALTERNATIVES	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
	PERCENT	PERCENT	PERCENT
V-2 FOR MOST OF YOUR STUDY IN THIS PROGRAM, DID YOU ATTEND:			
1 FULL TIME	63	100	0
2 PART TIME	38	0	0
OMIT	0	0	0
V-6 HAVE YOU COMPLETED ADDITIONAL ADVANCED DEGREES SINCE COMPLETING THIS PROGRAM?			
1 YES	13	6	0
2 NO	88	94	0
OMIT	0	0	0
V-11 AFTER COMPLETING MASTER'S DEGREE,			
1 CONTINUED CURRENT EMPLOYMENT IN CURRENT POSITION	38	18	0
2 RETURNED TO PREVIOUS EMPLOYER IN PREVIOUS POSITION	0	12	0
3 RETURNED TO PREVIOUS EMPLOYER IN NEW POSITION	0	6	0
4 NONE OF THE ABOVE	63	53	0
OMIT	0	12	0

APPENDIX AA

FACULTY DEMOGRAPHICS

BACKGROUND DATA REPORT - FACULTY

ITEM AND ALTERNATIVES	NUMBER OF RESPONDENTS	FACULTY 5 PERCENT
V-4 WHAT IS YOUR PRESENT ACADEMIC RANK?		
1 DO NOT HOLD ACADEMIC RANK		0
2 ADJUNCT FACULTY MEMBER		0
3 LECTURER OR INSTRUCTOR		0
4 ASSISTANT PROFESSOR		20
5 ASSOCIATE PROFESSOR		20
6 PROFESSOR		60
OMIT		0
V-5 WHAT IS YOUR PRESENT ACADEMIC APPOINTMENT?		
1 FULL-TIME		100
2 PART-TIME		0
OMIT		0
V-6 DO YOU HAVE TENURE AT THIS COLLEGE OR UNIVERSITY?		
1 YES		80
2 NO		20
OMIT		0
V-7 WHAT IS YOUR HIGHEST EARNED DEGREE?		
1 PH.D		80
2 OTHER DOCTORATE (ED.D., D.A., M.D., D.B.A., ETC.)		20
3 MASTER'S DEGREE OR EQUIVALENT		0
4 BACHELOR'S DEGREE		0
OMIT		0

BACKGROUND DATA REPORT - FACULTY

ITEM AND ALTERNATIVES	NUMBER OF RESPONDENTS	FACULTY 5 PERCENT
V-12 WHAT IS YOUR SEX?		
1 MALE		60
2 FEMALE		40
OMIT		0
V-14 ARE YOU A UNITED STATES CITIZEN?		
1 YES		80
2 NO		20
OMIT		0
V-15 HOW DO YOU DESCRIBE YOURSELF?		
1 AMERICAN INDIAN, INUIT, OR ALEUT		0
2 BLACK OR AFRO-AMERICAN		0
3 MEXICAN AMERICAN OR CHICANO		0
4 ASIAN/PACIFIC AMERICAN		0
5 PUERTO RICAN		0
6 OTHER HISPANIC OR LATIN AMERICAN		0
7 WHITE		80
8 OTHER		20
OMIT		0

BACKGROUND DATA REPORT - FACULTY

FACULTY FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 5

V-1

NUMBER IN LAST FIVE YEARS	PERCENTAGE OF FACULTY										
	0	1-2	3-5	6-10	11-15	16-25	26-50	51-75	75+	OMIT	MEAN
A. PROF. ARTICLES, CHAPTERS IN BOOKS	0	60	20	20	0	0	0	0	0	0	4
B. AUTHORED OR EDITED BOOKS	40	60	0	0	0	0	0	0	0	0	1
C. MONOGRAPHS/MANUALS/SCHOLARLY REVIEWS	60	20	20	0	0	0	0	0	0	0	1
D. EXHIBITS/PERFORMANCE OF CREATIVE WORK	100	0	0	0	0	0	0	0	0	0	0
E. CONFERENCE OR WORKSHOP PRESENTATIONS	0	0	0	60	40	0	0	0	0	0	11

FACULTY FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 5

V-2

NUMBER OF SCHOLARLY PRESENTATIONS IN PAST TWO YEARS	PERCENTAGE OF FACULTY							
	NONE	1	2	3-4	5-6	7+	OMIT	MEAN
A. AT STATE, REGIONAL, OR NATIONAL PROFESSIONAL MEETINGS	0	0	40	20	40	0	0	4
B. AT SCHOLARLY COLLOQUIA OR AS A VISITING PROFESSOR	40	20	20	0	20	0	0	2

FACULTY FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 5

NUMBER OF YEARS	PERCENTAGE OF FACULTY						
	0-5	6-10	11-15	16-20	21+	OMIT	MEAN
V-8 SINCE RECEIVING HIGHEST DEGREE	0	20	60	0	20	0	15
V-9A TEACHING EXPERIENCE IN THIS DEPARTMENT	20	60	20	0	0	0	9
V-9B TOTAL COLLEGE/UNIVERSITY TEACHING EXPERIENCE	0	0	40	40	20	0	19
V-10 APPLIED PROFESSIONAL EXPERIENCE	40	20	20	0	20	0	9

BACKGROUND DATA REPORT - FACULTY

FACULTY FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 5

V-11

PERCENTAGE OF PROFESSIONAL TIME SPENT IN	PERCENTAGE OF FACULTY						
	0-20	21-40	41-60	61-80	81-100	OMIT	MEAN
A. TEACHING, ADVISING STUDENTS, RELATED ACTIVITIES	0	0	60	40	0	0	61
B. RESEARCH OR SCHOLARLY WORK	80	20	0	0	0	0	18
C. DEPARMENT OR UNIVERSITY ADMINISTRATION	80	20	0	0	0	0	15
D. CONSULTING OR COMMUNITY SERVICE	100	0	0	0	0	0	6
E. PRIVATE PRACTICE	100	0	0	0	0	0	0
F. OTHER EMPLOYMENT	100	0	0	0	0	0	0
G. OTHER	100	0	0	0	0	0	0

FACULTY FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 5

V-~~12~~ 13 p.6

AGE IN YEARS	PERCENTAGE OF FACULTY							
	TO 30	31-40	41-50	51-60	61-70	71+	OMIT	MEAN
	0	0	60	40	0	0	0	49

BACKGROUND DATA REPORT - STUDENTS

ITEM AND ALTERNATIVES	NUMBER OF RESPONDENTS	STUDENT 10 PERCENT
V1-4 WHAT IS YOUR CURRENT HIGHEST EARNED DEGREE?		
1 BACHELOR'S (B.A., B.S., ETC.)		90
2 MASTER'S (M.A., M.S., M.ED., M.B.A., ETC.)		10
3 INTERMEDIATE (SPECIALIST, ETC.)		0
4 FIRST PROFESSIONAL (M.D., LL.B., ETC.)		0
5 DOCTORATE (PH.D., ED.D., D.B.A., ETC.)		0
OMIT		0
VI-5 FOR MOST OF YOUR STUDY IN THIS PROGRAM, HAVE YOU ATTENDED:		
1 FULL TIME		90
2 PART TIME		10
OMIT		0
VI-7AB STANDARDIZED TEST SCORES REQUIRED OR RECOMMENDED FOR ADMISSION TO DEPT./PROGRAM: (MULTIPLE RESPONSES)		
1 GRE GENERAL(APTITUDE)TEST		50
2 GRE SUBJECT(ADVANCED)TEST		0
3 MILLER ANALOGIES TEST		0
4 OTHER (E.G., GMAT, LSAT)		70
5 NONE, TEST SCORES NOT REQUIRED OR RECOMMENDED		0
OMIT		0

BACKGROUND DATA REPORT - STUDENTS

ITEM AND ALTERNATIVES		STUDENT 10
	NUMBER OF RESPONDENTS	
	PERCENT	
VI-9 ARE YOU CURRENTLY EMPLOYED?		
1 NOT EMPLOYED		60
2 PART TIME POSITION RELATED TO STUDIES		20
3 PART TIME POSITION UNRELATED TO STUDIES		20
4 FULL TIME POSITION RELATED TO STUDIES		0
5 FULL TIME POSITION UNRELATED TO STUDIES		0
OMIT		0
VI-11 PREFERRED SETTING FOR EMPLOYMENT AFTER RECEIVING MASTER'S DEGREE		
1 PH.D.-GRANTING UNIVERSITY		0
2 FOUR-YEAR COLLEGE OR NON-PH.D.-GRANTING UNIVERSITY		50
3 COMMUNITY COLLEGE		10
4 ELEMENTARY, INTERMEDIATE, OR SECONDARY SCHOOL		20
5 NONPROFIT AGENCY OR INSTITUTION		0
6 BUSINESS OR INDUSTRY		0
7 GOVERNMENT		0
8 SELF-EMPLOYED OR PRIVATE PRACTICE		10
9 OTHER		10
10 CONTINUING GRADUATE OR PROFESSIONAL EDUCATION		0
11 NOT EMPLOYED		0
OMIT		0

BACKGROUND DATA REPORT - STUDENTS

ITEM AND ALTERNATIVES	NUMBER OF RESPONDENTS	STUDENT 10 PERCENT
VI-12 PREFERRED PRIMARY JOB ACTIVITY AFTER MASTER'S DEGREE		
1 RESEARCH		0
2 RESEARCH AND TEACHING ABOUT EQUALLY		10
3 TEACHING		90
4 ADMINISTRATION OR MANAGEMENT		0
5 PROFESSIONAL SERVICE		0
6 SCIENTIFIC OR TECHNICAL SERVICE		0
7 FURTHER STUDY OR TRAINING		0
8 OTHER		0
OMIT		0
VI-13 AFTER COMPLETING MASTER'S DEGREE, EXPECT TO:		
1 CONTINUE CURRENT EMPLOYMENT IN CURRENT POSITION		0
2 RETURN TO PREVIOUS EMPLOYER IN PREVIOUS POSITION		20
3 RETURN TO PREVIOUS EMPLOYER IN NEW POSITION		10
4 NONE OF THE ABOVE		40
OMIT		30
VI-14 WHAT IS YOUR SEX		
1 MALE		40
2 FEMALE		60
OMIT		0
VI-16 ARE YOU A UNITED STATES CITIZEN?		
1 YES		30
2 NO		70
OMIT		0

BACKGROUND DATA REPORT - STUDENTS

ITEM AND ALTERNATIVES		STUDENT
	NUMBER OF RESPONDENTS	10
		PERCENT
VI-17 HOW DO YOU DESCRIBE YOURSELF?		
1	AMERICAN INDIAN, INUIT, OR ALEUT	0
2	BLACK OR AFRO-AMERICAN	0
3	MEXICAN AMERICAN OR CHICANO	0
4	ASIAN/PACIFIC AMERICAN	40
5	PUERTO RICAN	0
6	OTHER HISPANIC OR LATIN AMERICAN	10
7	WHITE	20
8	OTHER	20
	OMIT	10

BACKGROUND DATA REPORT - STUDENTS

STUDENT FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 10

VI-2 MINUS VI-1

	PERCENTAGE OF STUDENTS						
NUMBER OF YEARS	0-1	2-3	4-5	6-10	11+	OMIT	MEAN
BETWEEN UNDERGRADUATE DEGREE AND ENROLLMENT IN THIS PROGRAM	30	20	0	10	40	0	8

STUDENT FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 10

VI-2 AND VI-3

	PERCENTAGE OF STUDENTS						
NUMBER OF YEARS	0-1	2	3	4	5+	OMIT	MEAN
BETWEEN CURRENT YEAR AND ENROLLMENT IN THIS PROGRAM	80	20	0	0	0	0	1
BETWEEN YEAR THAT MASTER'S DEGREE IS EXPECTED AND CURRENT YEAR	80	0	0	0	0	20	0

STUDENT FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 10

VI-6

	PERCENTAGE OF STUDENTS	
DEGREE GOALS	PRESENT PROGRAM GOAL	EVENTUAL DEGREE GOAL
NONDEGREE STUDY	0	10
CERTIFICATE (TEACHING, ETC.)	0	0
MASTER'S (M.A., M.S., M.ED., M.B.A, ETC.)	100	40
INTERMEDIATE (SPECIALIST, ETC.)	0	0
FIRST PROFESSIONAL (M.D., LL.B., ETC.)	0	0
DOCTORATE (PH.D., ED.D., D.B.A, ETC.)	0	30
POSTDOCTORAL STUDY	0	0
OMIT	0	20

BACKGROUND DATA REPORT - STUDENTS

STUDENT FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 10

VI-8

	PERCENTAGE OF STUDENTS									
OVERALL GRADE AVERAGES	-C	C+	B-	B	B+	A-	A	ALL A'S	OMIT	
A. UNDERGRADUATE GRADES	10	0	20	10	10	40	10	0	0	
B. GRADUATE GRADES IN THIS PROGRAM	0	0	10	0	0	10	0	30	50	
C. EARLIER GRADUATE GRADES, IF ANY	0	0	0	0	10	0	10	0	80	

STUDENT FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 10

VI-10

	PERCENTAGE OF STUDENTS						
YEARS OF EMPLOYMENT OR EXPERIENCE RELATED TO CURRENT FIELD OF STUDY	0-1	2-3	4-5	6-10	11+	OMIT	MEAN
	30	0	0	20	30	20	8

STUDENT FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 10

VI-15

	PERCENTAGE OF STUDENTS						
AGE IN YEARS	TO 24	25-29	30-34	35-39	40+	OMIT	MEAN
	40	10	10	20	20	0	31

BACKGROUND DATA REPORT - STUDENTS - SUBGROUPS

ITEM AND ALTERNATIVES		STUD. S1	STUD. S2	STUD. S3
	NUMBER OF RESPONDENTS	2	7	0
		PERCENT	PERCENT	PERCENT
V1-4	WHAT IS YOUR CURRENT HIGHEST EARNED DEGREE?			
	1 BACHELOR'S (B.A., B.S., ETC.)	0	86	0
	2 MASTER'S (M.A., M.S., M.ED., M.B.A., ETC.)	0	14	0
	3 INTERMEDIATE (SPECIALIST, ETC.)	0	0	0
	4 FIRST PROFESSIONAL (M.D., LL.B., ETC.)	0	0	0
	5 DOCTORATE (PH.D., ED.D., D.B.A., ETC.)	0	0	0
	OMIT	0	0	0
VI-5	FOR MOST OF YOUR STUDY IN THIS PROGRAM, HAVE YOU ATTENDED:			
	1 FULL TIME	0	86	0
	2 PART TIME	0	14	0
	OMIT	0	0	0
VI-7AB	STANDARDIZED TEST SCORES REQUIRED OR RECOMMENDED FOR ADMISSION TO DEPT./PROGRAM: (MULTIPLE RESPONSES)			
	1 GRE GENERAL(APTITUDE)TEST	0	29	0
	2 GRE SUBJECT(ADVANCED)TEST	0	0	0
	3 MILLER ANALOGIES TEST	0	0	0
	4 OTHER (E.G., GMAT, LSAT)	0	100	0
	5 NONE, TEST SCORES NOT REQUIRED OR RECOMMENDED	0	0	0
	OMIT	0	0	0

BACKGROUND DATA REPORT - STUDENTS - SUBGROUPS

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
VI-9 ARE YOU CURRENTLY EMPLOYED?			
1 NOT EMPLOYED	0	71	0
2 PART TIME POSITION RELATED TO STUDIES	0	14	0
3 PART TIME POSITION UNRELATED TO STUDIES	0	14	0
4 FULL TIME POSITION RELATED TO STUDIES	0	0	0
5 FULL TIME POSITION UNRELATED TO STUDIES	0	0	0
OMIT	0	0	0
VI-11 PREFERRED SETTING FOR EMPLOYMENT AFTER RECEIVING MASTER'S DEGREE			
1 PH.D.-GRANTING UNIVERSITY	0	0	0
2 FOUR-YEAR COLLEGE OR NON-PH.D.-GRANTING UNIVERSITY	0	43	0
3 COMMUNITY COLLEGE	0	14	0
4 ELEMENTARY, INTERMEDIATE, OR SECONDARY SCHOOL	0	29	0
5 NONPROFIT AGENCY OR INSTITUTION	0	0	0
6 BUSINESS OR INDUSTRY	0	0	0
7 GOVERNMENT	0	0	0
8 SELF-EMPLOYED OR PRIVATE PRACTICE	0	14	0
9 OTHER	0	0	0
10 CONTINUING GRADUATE OR PROFESSIONAL EDUCATION	0	0	0
11 NOT EMPLOYED	0	0	0
OMIT	0	0	0

BACKGROUND DATA REPORT - STUDENTS - SUBGROUPS

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
VI-12 PREFERRED PRIMARY JOB ACTIVITY AFTER MASTER'S DEGREE			
1 RESEARCH	0	0	0
2 RESEARCH AND TEACHING ABOUT EQUALLY	0	14	0
3 TEACHING	0	86	0
4 ADMINISTRATION OR MANAGEMENT	0	0	0
5 PROFESSIONAL SERVICE	0	0	0
6 SCIENTIFIC OR TECHNICAL SERVICE	0	0	0
7 FURTHER STUDY OR TRAINING	0	0	0
8 OTHER	0	0	0
OMIT	0	0	0
VI-13 AFTER COMPLETING MASTER'S DEGREE, EXPECT TO:			
1 CONTINUE CURRENT EMPLOYMENT IN CURRENT POSITION	0	0	0
2 RETURN TO PREVIOUS EMPLOYER IN PREVIOUS POSITION	0	14	0
3 RETURN TO PREVIOUS EMPLOYER IN NEW POSITION	0	14	0
4 NONE OF THE ABOVE	0	29	0
OMIT	0	43	0
VI-14 WHAT IS YOUR SEX			
1 MALE	0	43	0
2 FEMALE	0	57	0
OMIT	0	0	0
VI-16 ARE YOU A UNITED STATES CITIZEN?			
1 YES	0	0	0
2 NO	0	100	0
OMIT	0	0	0

BACKGROUND DATA REPORT - STUDENTS - SUBGROUPS

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
VI-17 HOW DO YOU DESCRIBE YOURSELF?			
1 AMERICAN INDIAN, INUIT, OR ALEUT	0	0	0
2 BLACK OR AFRO-AMERICAN	0	0	0
3 MEXICAN AMERICAN OR CHICANO	0	0	0
4 ASIAN/PACIFIC AMERICAN	0	57	0
5 PUERTO RICAN	0	0	0
6 OTHER HISPANIC OR LATIN AMERICAN	0	14	0
7 WHITE	0	0	0
8 OTHER	0	29	0
OMIT	0	0	0

BACKGROUND DATA REPORT - STUDENTS - SUBGROUP 2

STUDENT FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 7

VI-2 MINUS VI-1

	PERCENTAGE OF STUDENTS						
NUMBER OF YEARS	0-1	2-3	4-5	6-10	11+	OMIT	MEAN
BETWEEN UNDERGRADUATE DEGREE AND ENROLLMENT IN THIS PROGRAM	43	29	0	0	29	0	5

STUDENT FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 7

VI-2 AND VI-3

	PERCENTAGE OF STUDENTS						
NUMBER OF YEARS	0-1	2	3	4	5+	OMIT	MEAN
BETWEEN CURRENT YEAR AND ENROLLMENT IN THIS PROGRAM	86	14	0	0	0	0	1
BETWEEN YEAR THAT MASTER'S DEGREE IS EXPECTED AND CURRENT YEAR	86	0	0	0	0	14	0

STUDENT FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 7

VI-6

	PERCENTAGE OF STUDENTS	
DEGREE GOALS	PRESENT PROGRAM GOAL	EVENTUAL DEGREE GOAL
NONDEGREE STUDY	0	14
CERTIFICATE (TEACHING, ETC.)	0	0
MASTER'S (M.A., M.S., M.ED., M.B.A, ETC.)	100	43
INTERMEDIATE (SPECIALIST, ETC.)	0	0
FIRST PROFESSIONAL (M.D., LL.B., ETC.)	0	0
DOCTORATE (PH.D., ED.D., D.B.A, ETC.)	0	29
POSTDOCTORAL STUDY	0	0
OMIT	0	14

BACKGROUND DATA REPORT - STUDENTS - SUBGROUP 2

STUDENT FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 7

VI-8

	PERCENTAGE OF STUDENTS								
OVERALL GRADE AVERAGES	-C	C+	B-	B	B+	A-	A	ALL A'S	OMIT
A. UNDERGRADUATE GRADES	0	0	29	14	0	43	14	0	0
B. GRADUATE GRADES IN THIS PROGRAM	0	0	14	0	0	14	0	14	57
C. EARLIER GRADUATE GRADES, IF ANY	0	0	0	0	0	0	14	0	86

STUDENT FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 7

VI-10

	PERCENTAGE OF STUDENTS						
YEARS OF EMPLOYMENT OR EXPERIENCE RELATED TO CURRENT FIELD OF STUDY	0-1	2-3	4-5	6-10	11+	OMIT	MEAN
	43	0	0	14	14	29	5

STUDENT FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 7

VI-15

	PERCENTAGE OF STUDENTS						
AGE IN YEARS	TO 24	25-29	30-34	35-39	40+	OMIT	MEAN
	57	14	0	29	0	0	28

BACKGROUND DATA REPORT - ALUMNI

ITEM AND ALTERNATIVES	NUMBER OF RESPONDENTS	ALUMNI 27
		PERCENT
V-2 FOR MOST OF YOUR STUDY IN THIS PROGRAM, DID YOU ATTEND:		
1 FULL TIME		89
2 PART TIME		11
OMIT		0
V-6 HAVE YOU COMPLETED ADDITIONAL ADVANCED DEGREES SINCE COMPLETING THIS PROGRAM?		
1 YES		7
2 NO		93
OMIT		0
V-11 AFTER COMPLETING MASTER'S DEGREE,		
1 CONTINUED CURRENT EMPLOYMENT IN CURRENT POSITION		22
2 RETURNED TO PREVIOUS EMPLOYER IN PREVIOUS POSITION		7
3 RETURNED TO PREVIOUS EMPLOYER IN NEW POSITION		7
4 NONE OF THE ABOVE		56
OMIT		7

BACKGROUND DATA REPORT - ALUMNI

ITEM AND ALTERNATIVES		ALUMNI
	NUMBER OF RESPONDENTS	27
		PERCENT
V-12	APPROXIMATE ANNUAL INCOME FROM EMPLOYMENT AND RELATED PROFESSIONAL ACTIVITIES	
1	LESS THAN $10,000	26
2	$10,000 - $14,999	26
3	$15,000 - $19,999	7
4	$20,000 - $24,999	15
5	$25,000 - $29,999	4
6	$30,000 - $34,999	4
7	$35,000 - $39,999	4
8	$40,000 - $49,999	4
9	$50,000 OR ABOVE	4
	OMIT	7
V-15	DO YOU CONSIDER YOURSELF UNDEREMPLOYED IN YOUR PRESENT POSITION?	
1	DEFINITELY	4
2	SOMEWHAT	30
3	NO	63
	OMIT	4
	MEAN	2.62
V-19	WHAT IS YOUR SEX?	
1	MALE	26
2	FEMALE	74
	OMIT	0
V-21	ARE YOU A UNITED STATES CITIZEN?	
1	YES	33
2	NO	67
	OMIT	0

BACKGROUND DATA REPORT - ALUMNI

ITEM AND ALTERNATIVES		ALUMNI
	NUMBER OF RESPONDENTS	27
		PERCENT
V-22 HOW DO YOU DESCRIBE YOURSELF?		
1	AMERICAN INDIAN, INUIT, OR ALEUT	0
2	BLACK OR AFRO-AMERICAN	0
3	MEXICAN AMERICAN OR CHICANO	0
4	ASIAN/PACIFIC AMERICAN	37
5	PUERTO RICAN	0
6	OTHER HISPANIC OR LATIN AMERICAN	7
7	WHITE	44
8	OTHER	7
	OMIT	4

BACKGROUND DATA REPORT - ALUMNI

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 27

V-1

DEGREE RECEIVED	PERCENTAGE OF ALUMNI: END OF MASTER'S PROGRAM	PERCENTAGE OF ALUMNI: HIGHEST DEGREE OR GOAL
NONDEGREE STUDY	0	0
CERTIFICATE (TEACHING, ETC.)	0	0
MASTER'S (M.A., M.S., M.ED., M.B.A, ETC.)	89	44
INTERMEDIATE (SPECIALIST, ETC.)	0	0
FIRST PROFESSIONAL (M.D., LL.B., ETC.)	0	0
DOCTORATE (PH.D., ED.D., D.B.A, ETC.)	0	44
POSTDOCTORAL STUDY	0	0
OMIT	11	11

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 27

V-3, V-4, V-5

NUMBER OF YEARS	PERCENTAGE OF ALUMNI: 0-2	3-4	5-6	7-8	9-10	11-15	16-20	21+	OMIT	MEAN
BETWEEN CURRENT YEAR AND YEAR OF MASTER'S DEGREE	22	30	22	15	7	0	0	0	4	4
FROM ENROLLMENT IN PROGRAM TO MASTER'S DEGREE	93	4	0	0	0	0	0	0	4	2
FROM UNDERGRADUATE DEGREE TO MASTER'S DEGREE	26	15	7	11	7	15	7	7	4	9

BACKGROUND DATA REPORT - ALUMNI

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 27

V-7

OVERALL GRADE AVERAGES	PERCENTAGE OF ALUMNI								
	-C	C+	B-	B	B+	A-	A	ALL A'S	OMIT
A. UNDERGRADUATE GRADES	4	7	15	11	15	26	15	7	0
B. GRADUATE GRADES IN THIS PROGRAM	0	0	0	7	4	15	26	44	4

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 27

V-8

PRIMARY EMPLOYER AFTER COMPLETING THIS MASTER'S LEVEL PROGRAM	PERCENTAGE OF ALUMNI	
	A. FIRST POSITION	B. CURRENT POSITION
PH.D.-GRANTING UNIVERSITY	19	26
FOUR-YEAR COLLEGE OR NON-PH.D.-GRANTING UNIVERSITY	30	22
COMMUNITY COLLEGE	0	0
ELEMENTARY, INTERMEDIATE, OR SECONDARY SCHOOL	15	11
NONPROFIT AGENCY OR INSTITUTION	11	4
BUSINESS OR INDUSTRY	11	15
GOVERNMENT	4	4
SELF-EMPLOYMENT OR PRIVATE PRACTICE	0	0
OTHER	0	4
CONTINUING GRADUATE OR PROFESSIONAL EDUCATION	0	4
NOT EMPLOYED	0	4
OMIT	11	7

BACKGROUND DATA REPORT - ALUMNI

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 27

V-9

PRIMARY JOB ACTIVITY AFTER COMPLETING THIS MASTER'S LEVEL PROGRAM	PERCENTAGE OF ALUMNI	
	A. FIRST POSITION	B. CURRENT POSITION
RESEARCH	0	4
RESEARCH AND TEACHING ABOUT EQUALLY	4	4
TEACHING	81	56
ADMINISTRATION OR MANAGEMENT	4	7
PROFESSIONAL SERVICE	7	4
SCIENTIFIC OR TECHNICAL SERVICE	0	0
FURTHER STUDY OR TRAINING	0	11
OTHER	0	11
OMIT	4	4

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 27

V-10

TYPE OF EMPLOYMENT AFTER COMPLETING THIS MASTER'S LEVEL PROGRAM	PERCENTAGE OF ALUMNI	
	A. FIRST POSITION	B. CURRENT POSITION
FULL TIME	59	63
PART TIME	33	30
OMIT	7	7

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 27
V13 AND V-14

EXTENT TO WHICH TRAINING RECEIVED IN MASTER'S PROGRAM WAS OR IS USED	PERCENTAGE OF ALUMNI	
	A. FIRST POSITION	B. CURRENT POSITION
NOT AT ALL	0	4
SOME, BUT NOT MUCH	22	19
QUITE A BIT	41	48
A GREAT DEAL	33	26
OMIT	4	4
MEAN	3	3

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 27
V-17

NUMBER IN LAST FIVE YEARS	PERCENTAGE OF ALUMNI										
	0	1-2	3-5	6-10	11-15	16-25	26-50	51-75	76+	OMIT	MEAN
A. PROF. ARTICLES, CHAPTERS IN BOOKS	37	19	15	0	0	0	0	0	0	30	1
B. AUTHORED OR EDITED BOOKS	48	7	0	0	0	0	0	0	0	44	0
C. MONOGRAPHS/MANUALS/SCHOLARLY REVIEWS	44	4	4	7	0	0	0	0	0	41	1
D. EXHIBITS/PERFORMANCE OF CREATIVE WORK	41	0	7	0	0	0	0	0	0	52	1
E. CONFERENCE OR WORKSHOP PRESENTATIONS	30	19	11	0	0	0	4	0	0	37	3

BACKGROUND DATA REPORT - ALUMNI

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 27

V-18

NUMBER OF SCHOLARLY PRESENTATIONS IN PAST TWO YEARS	PERCENTAGE OF ALUMNI							
	NONE	1	2	3-4	5-6	7+	OMIT	MEAN
A. AT STATE, REGIONAL, OR NATIONAL PROFESSIONAL MEETINGS	41	11	7	0	0	4	37	2
B. AT SCHOLARLY COLLOQUIA OR AS A VISITING PROFESSOR	41	11	4	4	0	0	41	1

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 27

V-20

AGE IN YEARS	PERCENTAGE OF ALUMNI							
	TO 25	26-29	30-34	35-39	40-44	45+	OMIT	MEAN
	0	19	30	26	4	15	7	36

KGROUND DATA REPORT - ALUMNI - SUBGROUPS

ITEM AND ALTERNATIVES	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
	PERCENT	PERCENT	PERCENT
12 APPROXIMATE ANNUAL INCOME FROM EMPLOYMENT AND RELATED PROFESSIONAL ACTIVITIES			
1 LESS THAN $10,000	38	24	0
2 $10,000 - $14,999	13	29	0
3 $15,000 - $19,999	13	6	0
4 $20,000 - $24,999	0	18	0
5 $25,000 - $29,999	0	6	0
6 $30,000 - $34,999	0	6	0
7 $35,000 - $39,999	0	6	0
8 $40,000 - $49,999	13	0	0
9 $50,000 OR ABOVE	13	0	0
OMIT	13	6	0
15 DO YOU CONSIDER YOURSELF UNDEREMPLOYED IN YOUR PRESENT POSITION?			
1 DEFINITELY	13	0	0
2 SOMEWHAT	13	41	0
3 NO	63	59	0
OMIT	13	0	0
MEAN	2.57	2.59	0.0
19 WHAT IS YOUR SEX?			
1 MALE	25	29	0
2 FEMALE	75	71	0
OMIT	0	0	0
21 ARE YOU A UNITED STATES CITIZEN?			
1 YES	100	0	0
2 NO	0	100	0
OMIT	0	0	0

BACKGROUND DATA REPORT - ALUMNI - SUBGROUPS

ITEM AND ALTERNATIVES		ALUM. S1	ALUM. S2	ALUM. S3
	NUMBER OF RESPONDENTS	8	17	1
		PERCENT	PERCENT	PERCENT
V-22	HOW DO YOU DESCRIBE YOURSELF?			
1	AMERICAN INDIAN, INUIT, OR ALEUT	0	0	0
2	BLACK OR AFRO-AMERICAN	0	0	0
3	MEXICAN AMERICAN OR CHICANO	0	0	0
4	ASIAN/PACIFIC AMERICAN	0	53	0
5	PUERTO RICAN	0	0	0
6	OTHER HISPANIC OR LATIN AMERICAN	0	12	0
7	WHITE	100	18	0
8	OTHER	0	12	0
	OMIT	0	6	0

BACKGROUND DATA REPORT - ALUMNI - SUBGROUP 1

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 8

V-1

DEGREE RECEIVED	PERCENTAGE OF ALUMNI: END OF MASTER'S PROGRAM	PERCENTAGE OF ALUMNI: HIGHEST DEGREE OR GOAL
NONDEGREE STUDY	0	0
CERTIFICATE (TEACHING, ETC.)	0	0
MASTER'S (M.A., M.S., M.ED., M.B.A, ETC.)	88	63
INTERMEDIATE (SPECIALIST, ETC.)	0	0
FIRST PROFESSIONAL (M.D., LL.B., ETC.)	0	0
DOCTORATE (PH.D., ED.D., D.B.A, ETC.)	0	38
POSTDOCTORAL STUDY	0	0
OMIT	13	0

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 8

V-3, V-4, V-5

NUMBER OF YEARS	PERCENTAGE OF ALUMNI: 0-2	3-4	5-6	7-8	9-10	11-15	16-20	21+	OMIT	MEAN
BETWEEN CURRENT YEAR AND YEAR OF MASTER'S DEGREE	13	25	38	13	13	0	0	0	0	5
FROM ENROLLMENT IN PROGRAM TO MASTER'S DEGREE	100	0	0	0	0	0	0	0	0	2
FROM UNDERGRADUATE DEGREE TO MASTER'S DEGREE	25	13	13	0	0	0	25	25	0	14

BACKGROUND DATA REPORT - ALUMNI - SUBGROUP 1

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 8

V-7

OVERALL GRADE AVERAGES	PERCENTAGE OF ALUMNI								
	-C	C+	B-	B	B+	A-	A	ALL A'S	OMIT
A. UNDERGRADUATE GRADES	0	0	25	13	13	50	0	0	0
B. GRADUATE GRADES IN THIS PROGRAM	0	0	0	0	0	0	38	63	0

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 8

V-8

PRIMARY EMPLOYER AFTER COMPLETING THIS MASTER'S LEVEL PROGRAM	PERCENTAGE OF ALUMNI	
	A. FIRST POSITION	B. CURRENT POSITION
PH.D.-GRANTING UNIVERSITY	25	38
FOUR-YEAR COLLEGE OR NON-PH.D.-GRANTING UNIVERSITY	13	13
COMMUNITY COLLEGE	0	0
ELEMENTARY, INTERMEDIATE, OR SECONDARY SCHOOL	25	13
NONPROFIT AGENCY OR INSTITUTION	25	0
BUSINESS OR INDUSTRY	13	0
GOVERNMENT	0	0
SELF-EMPLOYMENT OR PRIVATE PRACTICE	0	0
OTHER	0	13
CONTINUING GRADUATE OR PROFESSIONAL EDUCATION	0	13
NOT EMPLOYED	0	13
OMIT	0	0

BACKGROUND DATA REPORT - ALUMNI - SUBGROUP 1

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 8

V-9

PRIMARY JOB ACTIVITY AFTER COMPLETING THIS MASTER'S LEVEL PROGRAM	PERCENTAGE OF ALUMNI	
	A. FIRST POSITION	B. CURRENT POSITION
RESEARCH	0	0
RESEARCH AND TEACHING ABOUT EQUALLY	0	0
TEACHING	100	75
ADMINISTRATION OR MANAGEMENT	0	0
PROFESSIONAL SERVICE	0	0
SCIENTIFIC OR TECHNICAL SERVICE	0	0
FURTHER STUDY OR TRAINING	0	0
OTHER	0	13
OMIT	0	13

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 8

V-10

TYPE OF EMPLOYMENT AFTER COMPLETING THIS MASTER'S LEVEL PROGRAM	PERCENTAGE OF ALUMNI	
	A. FIRST POSITION	B. CURRENT POSITION
FULL TIME	50	50
PART TIME	50	38
OMIT	0	13

BACKGROUND DATA REPORT - ALUMNI - SUBGROUP 1

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 8
V13 AND V-14

EXTENT TO WHICH TRAINING RECEIVED IN MASTER'S PROGRAM WAS OR IS USED	PERCENTAGE OF ALUMNI	
	A. FIRST POSITION	B. CURRENT POSITION
NOT AT ALL	0	13
SOME, BUT NOT MUCH	13	0
QUITE A BIT	63	38
A GREAT DEAL	25	38
OMIT	0	13
MEAN	3	3

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 8
V-17

NUMBER IN LAST FIVE YEARS	PERCENTAGE OF ALUMNI										
	0	1-2	3-5	6-10	11-15	16-25	26-50	51-75	76+	OMIT	MEAN
A. PROF. ARTICLES, CHAPTERS IN BOOKS	38	25	13	0	0	0	0	0	0	25	1
B. AUTHORED OR EDITED BOOKS	63	0	0	0	0	0	0	0	0	38	0
C. MONOGRAPHS/MANUALS/SCHOLARLY REVIEWS	50	13	0	0	0	0	0	0	0	38	0
D. EXHIBITS/PERFORMANCE OF CREATIVE WORK	38	0	0	0	0	0	0	0	0	63	0
E. CONFERENCE OR WORKSHOP PRESENTATIONS	25	13	13	0	0	0	13	0	0	38	8

BACKGROUND DATA REPORT - ALUMNI - SUBGROUP 1

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 8

V-18

NUMBER OF SCHOLARLY PRESENTATIONS IN PAST TWO YEARS	PERCENTAGE OF ALUMNI							
	NONE	1	2	3-4	5-6	7+	OMIT	MEAN
A. AT STATE, REGIONAL, OR NATIONAL PROFESSIONAL MEETINGS	38	0	13	0	0	13	38	7
B. AT SCHOLARLY COLLOQUIA OR AS A VISITING PROFESSOR	38	0	13	13	0	0	38	1

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 8

V-20

AGE IN YEARS	PERCENTAGE OF ALUMNI							
	TO 25	26-29	30-34	35-39	40-44	45+	OMIT	MEAN
	0	13	25	13	0	38	13	40

BACKGROUND DATA REPORT - ALUMNI - SUBGROUP 2

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES
V-1

NUMBER OF USABLE QUESTIONNAIRES= 17

DEGREE RECEIVED	PERCENTAGE OF ALUMNI	
	END OF MASTER'S PROGRAM	HIGHEST DEGREE OR GOAL
NONDEGREE STUDY	0	0
CERTIFICATE (TEACHING, ETC.)	0	0
MASTER'S (M.A., M.S., M.ED., M.B.A, ETC.)	88	35
INTERMEDIATE (SPECIALIST, ETC.)	0	0
FIRST PROFESSIONAL (M.D., LL.B., ETC.)	0	0
DOCTORATE (PH.D., ED.D., D.B.A, ETC.)	0	53
POSTDOCTORAL STUDY	0	0
OMIT	12	12

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES
V-3, V-4, V-5

NUMBER OF USABLE QUESTIONNAIRES= 17

NUMBER OF YEARS	PERCENTAGE OF ALUMNI									
	0-2	3-4	5-6	7-8	9-10	11-15	16-20	21+	OMIT	MEAN
BETWEEN CURRENT YEAR AND YEAR OF MASTER'S DEGREE	29	29	18	12	6	0	0	0	6	4
FROM ENROLLMENT IN PROGRAM TO MASTER'S DEGREE	88	6	0	0	0	0	0	0	6	2
FROM UNDERGRADUATE DEGREE TO MASTER'S DEGREE	29	12	6	18	12	18	0	0	6	6

BACKGROUND DATA REPORT - ALUMNI - SUBGROUP 2

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 17

V-7

	PERCENTAGE OF ALUMNI								
OVERALL GRADE AVERAGES	-C	C+	B-	B	B+	A-	A	ALL A'S	OMIT
A. UNDERGRADUATE GRADES	6	12	12	6	18	12	24	12	0
B. GRADUATE GRADES IN THIS PROGRAM	0	0	0	12	6	18	18	41	6

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 17

V-8

	PERCENTAGE OF ALUMNI	
PRIMARY EMPLOYER AFTER COMPLETING THIS MASTER'S LEVEL PROGRAM	A. FIRST POSITION	B. CURRENT POSITION
PH.D.-GRANTING UNIVERSITY	18	24
FOUR-YEAR COLLEGE OR NON-PH.D.-GRANTING UNIVERSITY	41	29
COMMUNITY COLLEGE	0	0
ELEMENTARY, INTERMEDIATE, OR SECONDARY SCHOOL	12	12
NONPROFIT AGENCY OR INSTITUTION	0	0
BUSINESS OR INDUSTRY	12	24
GOVERNMENT	6	6
SELF-EMPLOYMENT OR PRIVATE PRACTICE	0	0
OTHER	0	0
CONTINUING GRADUATE OR PROFESSIONAL EDUCATION	0	0
NOT EMPLOYED	0	0
OMIT	12	6

BACKGROUND DATA REPORT - ALUMNI - SUBGROUP 2

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 17

V-9

PRIMARY JOB ACTIVITY AFTER COMPLETING THIS MASTER'S LEVEL PROGRAM	PERCENTAGE OF ALUMNI	
	A. FIRST POSITION	B. CURRENT POSITION
RESEARCH	0	6
RESEARCH AND TEACHING ABOUT EQUALLY	6	6
TEACHING	71	47
ADMINISTRATION OR MANAGEMENT	6	12
PROFESSIONAL SERVICE	12	6
SCIENTIFIC OR TECHNICAL SERVICE	0	0
FURTHER STUDY OR TRAINING	0	12
OTHER	0	12
OMIT	6	0

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 17

V-10

TYPE OF EMPLOYMENT AFTER COMPLETING THIS MASTER'S LEVEL PROGRAM	PERCENTAGE OF ALUMNI	
	A. FIRST POSITION	B. CURRENT POSITION
FULL TIME	71	71
PART TIME	18	24
OMIT	12	6

BACKGROUND DATA REPORT - ALUMNI - SUBGROUP 2

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 17

V13 AND V-14

EXTENT TO WHICH TRAINING RECEIVED IN MASTER'S PROGRAM WAS OR IS USED	PERCENTAGE OF ALUMNI	
	A. FIRST POSITION	B. CURRENT POSITION
NOT AT ALL	0	0
SOME, BUT NOT MUCH	24	24
QUITE A BIT	35	53
A GREAT DEAL	35	24
OMIT	6	0
MEAN	3	3

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 17

V-17

NUMBER IN LAST FIVE YEARS	PERCENTAGE OF ALUMNI										
	0	1-2	3-5	6-10	11-15	16-25	26-50	51-75	76+	OMIT	MEAN
A. PROF. ARTICLES, CHAPTERS IN BOOKS	41	18	18	0	0	0	0	0	0	24	1
B. AUTHORED OR EDITED BOOKS	47	12	0	0	0	0	0	0	0	41	0
C. MONOGRAPHS/MANUALS/SCHOLARLY REVIEWS	47	0	6	12	0	0	0	0	0	35	1
D. EXHIBITS/PERFORMANCE OF CREATIVE WORK	47	0	12	0	0	0	0	0	0	41	1
E. CONFERENCE OR WORKSHOP PRESENTATIONS	35	24	12	0	0	0	0	0	0	29	1

BACKGROUND DATA REPORT - ALUMNI - SUBGROUP 2

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 17

V-18

NUMBER OF SCHOLARLY PRESENTATIONS IN PAST TWO YEARS	PERCENTAGE OF ALUMNI							
	NONE	1	2	3-4	5-6	7+	OMIT	MEAN
A. AT STATE, REGIONAL, OR NATIONAL PROFESSIONAL MEETINGS	47	18	6	0	0	0	29	0
B. AT SCHOLARLY COLLOQUIA OR AS A VISITING PROFESSOR	47	18	0	0	0	0	35	0

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 17

V-20

AGE IN YEARS	PERCENTAGE OF ALUMNI							
	TO 25	26-29	30-34	35-39	40-44	45+	OMIT	MEAN
	0	24	35	35	0	0	6	33

APPENDIX FF

PERCEPTIONS OF THE STUDENT SUBGROUP ON THE QUALITY CHARACTERISTICS OF THE PROGRAM

E REPORT - STUDENT SUBGROUPS

SCALE DESCRIPTION/ITEMS	GROUP	N	MEAN	SD	BAR GRAPH OF MEAN SCALE SCORE 1 2 3 4
1. ENVIRONMENT FOR LEARNING	SUBGROUP 1	2			
	SUBGROUP 2	7	3.34	0.32	
ITEMS: I-2,4,7,13,14	SUBGROUP 3				
2. SCHOLARLY EXCELLENCE	SUBGROUP 1	2			
	SUBGROUP 2	7	3.28	0.51	
ITEMS: I-3,8,17 II-1,8,10	SUBGROUP 3				
3. QUALITY OF TEACHING	SUBGROUP 1	2			
	SUBGROUP 2	7	3.33	0.60	
ITEMS: I-10 II-13,14,23*,24*,25	SUBGROUP 3				
4. FACULTY CONCERN FOR STUDENTS	SUBGROUP 1	2			
	SUBGROUP 2	7	3.11	0.59	
ITEMS: I-1,15,16 II-15	SUBGROUP 3				

DEPENDING ON RESPONSE FORMAT
1 = POOR OR DISAGREE STRONGLY
2 = FAIR OR DISAGREE WITH RESERVATIONS
3 = GOOD OR AGREE WITH RESERVATIONS
4 = EXCELLENT OR AGREE STRONGLY

ON STUDENT AND ALUMNI QUESTIONNAIRES ONLY

SCALE REPORT - STUDENT SUBGROUPS

SCALE DESCRIPTION/ITEMS	GROUP	N	MEAN	SD	BAR GRAPH OF MEAN SCALE SCORE (1 2 3 4)
5. CURRICULUM ITEMS: II-9,16,17,18,19,27	SUBGROUP 1 SUBGROUP 2 SUBGROUP 3	2 7	2.72	0.85	
6. DEPARTMENTAL PROCEDURES ITEMS: I-9 II-2,3,4,11,12,20,21	SUBGROUP 1 SUBGROUP 2 SUBGROUP 3	2 7	2.89	0.40	
7. AVAILABLE RESOURCES ITEMS: II-5,6,7,22,26,28,29	SUBGROUP 1 SUBGROUP 2 SUBGROUP 3	2 6	2.76	0.74	
8. STUDENT SATISFACTION WITH PROGRAM ITEMS: I-5,6,11,12	SUBGROUP 1 SUBGROUP 2 SUBGROUP 3	2 7	3.39	0.59	

DEPENDING ON RESPONSE FORMAT
1 = POOR OR DISAGREE STRONGLY
2 = FAIR OR DISAGREE WITH RESERVATIONS
3 = GOOD OR AGREE WITH RESERVATIONS
4 = EXCELLENT OR AGREE STRONGLY

SCALE REPORT - STUDENT SUBGROUPS

SCALE DESCRIPTION/ITEMS	GROUP	N	MEAN	SD	BAR GRAPH OF MEAN SCALE SCORE (1 2 3 4)
9. ASSISTANTSHIP AND INTERNSHIP EXPERIENCES *	SUBGROUP 1	1			
	SUBGROUP 2	2			
ITEMS: III-2,3,4,5,6,7	SUBGROUP 3				
10. RESOURCE ACCESSIBILITY	SUBGROUP 1	2			
	SUBGROUP 2	7	2.50	0.79	
ITEMS: II-,30,31,32,33,34	SUBGROUP 3				

* RESPONSE PERCENTAGES AND MEANS IN THIS SCALE ARE BASED ON THE NUMBER OF "YES" RESPONSES IN ITEM III-1.

DEPENDING ON RESPONSE FORMAT
1 = POOR OR DISAGREE STRONGLY
2 = FAIR OR DISAGREE WITH RESERVATIONS
3 = GOOD OR AGREE WITH RESERVATIONS
4 = EXCELLENT OR AGREE STRONGLY

SCALE REPORT - STUDENT SUBGROUPS

SCALE DESCRIPTION/ITEMS	GROUP	N	MEAN %	SD %	BAR GRAPH OF MEAN SCALE PERCENT 20 40 60 80 100
16. STUDENT ACCOMPLISHMENTS DURING THE LAST TWELVE MONTHS ITEMS: V-16A,16B,16C,16D,16E	SUBGROUP 1	2			
	SUBGROUP 2	7	33	11	
	SUBGROUP 3				

1. ENVIRONMENT FOR LEARNING (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		STUD. S1	STUD. S2	STUD. S3
	NUMBER OF RESPONDENTS	2	7	0
		PERCENT	PERCENT	PERCENT
I-2	DIFFERENT SCHOLARLY POINTS OF VIEW ARE ENCOURAGED			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	0	14	0
	3 AGREE WITH RESERVATIONS	0	43	0
	4 AGREE STRONGLY	0	43	0
	OMIT	0	0	0
	MEAN	0.0	3.29	0.0
I-4	DEPT. HAS HUMANE ENVIRONMENT, MUTUAL RESPECT BETWEEN STUDENTS AND PROFESSORS			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	0	0	0
	3 AGREE WITH RESERVATIONS	0	29	0
	4 AGREE STRONGLY	0	71	0
	OMIT	0	0	0
	MEAN	0.0	3.71	0.0
I-7	STUDENTS TEND TO SUPPORT AND HELP EACH OTHER MEET ACADEMIC DEMANDS OF PROGRAM			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	0	0	0
	3 AGREE WITH RESERVATIONS	0	71	0
	4 AGREE STRONGLY	0	29	0
	OMIT	0	0	0
	MEAN	0.0	3.29	0.0

1. ENVIRONMENT FOR LEARNING (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
I-13 MEMBERS OF DEPARTMENT WORK TOGETHER TO ACHIEVE PROGRAM GOALS			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	0	0	0
3 AGREE WITH RESERVATIONS	0	86	0
4 AGREE STRONGLY	0	14	0
OMIT	0	0	0
MEAN	0.0	3.14	0.0
I-14 DEPARTMENT IS RECEPTIVE TO NEW IDEAS AND WAYS OF DOING THINGS			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	0	0	0
3 AGREE WITH RESERVATIONS	0	71	0
4 AGREE STRONGLY	0	29	0
OMIT	0	0	0
MEAN	0.0	3.29	0.0

SCALE REPORT- SCALE SCORE 1

1. ENVIRONMENT FOR LEARNING (FACULTY, STUDENTS, ALUMNI)

	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
MEAN	0.0	3.34	0.0
STANDARD DEVIATION	0.0	0.32	0.0

ITEMS: I-2,4,7,13,14

2. SCHOLARLY EXCELLENCE (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
I-3 MASTER'S STUDENTS WORK HARD TO MEET THE DEMANDS OF THE PROGRAM			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	0	14	0
3 AGREE WITH RESERVATIONS	0	14	0
4 AGREE STRONGLY	0	71	0
OMIT	0	0	0
MEAN	0.0	3.57	0.0
I-8 DEPARTMENT IS AN INTELLECTUALLY STIMULATING PLACE FOR MASTER'S STUDENTS			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	0	14	0
3 AGREE WITH RESERVATIONS	0	14	0
4 AGREE STRONGLY	0	71	0
OMIT	0	0	0
MEAN	0.0	3.57	0.0
I-17 MOST COURSES THAT COUNT TOWARD MASTER'S DEGREE OPEN ONLY TO GRAD. STUDENTS			
1 DISAGREE STRONGLY	0	14	0
2 DISAGREE WITH RESERVATIONS	0	0	0
3 AGREE WITH RESERVATIONS	0	43	0
4 AGREE STRONGLY	0	43	0
OMIT	0	0	0
MEAN	0.0	3.14	0.0

2. SCHOLARLY EXCELLENCE (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
II-1 INTELLECTUAL ENVIRONMENT			
1 POOR	0	0	0
2 FAIR	0	29	0
3 GOOD	0	57	0
4 EXCELLENT	0	14	0
OMIT	0	0	0
MEAN	0.0	2.86	0.0
II-8 SCHOLARLY AND PROFESSIONAL COMPETENCY OF GRADUATE FACULTY IN PROGRAM/DEPARTMENT			
1 POOR	0	0	0
2 FAIR	0	14	0
3 GOOD	0	43	0
4 EXCELLENT	0	43	0
OMIT	0	0	0
MEAN	0.0	3.29	0.0
II-10 SCHOLARLY AND PROFESSIONAL PROMISE OF MASTER'S STUDENTS IN PROGRAM/DEPARTMENT			
1 POOR	0	0	0
2 FAIR	0	0	0
3 GOOD	0	71	0
4 EXCELLENT	0	14	0
OMIT	0	14	0
MEAN	0.0	3.17	0.0

SCALE REPORT- SCALE SCORE 2

2. SCHOLARLY EXCELLENCE (FACULTY, STUDENTS, ALUMNI)

	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
MEAN	0.0	3.28	0.0
STANDARD DEVIATION	0.0	0.51	0.0

ITEMS: I-3,8,17
II-1,8,10

3. QUALITY OF TEACHING (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
I-10 FACULTY MEMBERS PREPARE CAREFULLY FOR THEIR MASTER'S LEVEL COURSES			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	0	29	0
3 AGREE WITH RESERVATIONS	0	29	0
4 AGREE STRONGLY	0	43	0
OMIT	0	0	0
MEAN	0.0	3.14	0.0
II-13 EVALUATION PROCEDURES USED IN GRADUATE COURSES (E.G., GRADES, PAPERS)			
1 POOR	0	0	0
2 FAIR	0	0	0
3 GOOD	0	57	0
4 EXCELLENT	0	43	0
OMIT	0	0	0
MEAN	0.0	3.43	0.0
II-14 TEACHING METHODS USED IN GRADUATE COURSES (LECTURES, SEMINARS, AUDIOVISUAL AIDS)			
1 POOR	0	0	0
2 FAIR	0	14	0
3 GOOD	0	29	0
4 EXCELLENT	0	57	0
OMIT	0	0	0
MEAN	0.0	3.43	0.0

3. QUALITY OF TEACHING (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
II-23 USEFUL FACULTY CRITICISM OF YOUR WORK (STUDENTS AND ALUMNI ONLY)			
1 POOR	0	0	0
2 FAIR	0	0	0
3 GOOD	0	57	0
4 EXCELLENT	0	43	0
OMIT	0	0	0
MEAN	0.0	3.43	0.0
II-24 FACULTY HELPFULNESS IN DEALING WITH CLASSWORK (STUDENTS AND ALUMNI ONLY)			
1 POOR	0	0	0
2 FAIR	0	14	0
3 GOOD	0	43	0
4 EXCELLENT	0	43	0
OMIT	0	0	0
MEAN	0.0	3.29	0.0
II-25 FACULTY AWARENESS OF NEW DEVELOPMENTS IN THE FIELD			
1 POOR	0	14	0
2 FAIR	0	0	0
3 GOOD	0	29	0
4 EXCELLENT	0	57	0
OMIT	0	0	0
MEAN	0.0	3.29	0.0

SCALE REPORT- SCALE SCORE 3

3. QUALITY OF TEACHING (FACULTY, STUDENTS, ALUMNI)

	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
MEAN	0.0	3.33	0.0
STANDARD DEVIATION	0.0	0.60	0.0

ITEMS: I-10
II-13,14,23*,24*,25

* ON STUDENT AND ALUMNI QUESTIONNAIRES ONLY

4. FACULTY CONCERN FOR STUDENTS (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		STUD. S1	STUD. S2	STUD. S3
	NUMBER OF RESPONDENTS	2	7	0
		PERCENT	PERCENT	PERCENT
I-1	FACULTY GENUINELY INTERESTED IN MASTER'S STUDENTS' WELFARE AND PROFESSIONAL DEV.			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	0	14	0
	3 AGREE WITH RESERVATIONS	0	14	0
	4 AGREE STRONGLY	0	71	0
	OMIT	0	0	0
	MEAN	0.0	3.57	0.0
I-15	GOOD COMMUNICATION BETWEEN FAC. AND STUDENTS REGARDING STUDENT NEEDS, CONCERNS			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	0	14	0
	3 AGREE WITH RESERVATIONS	0	43	0
	4 AGREE STRONGLY	0	43	0
	OMIT	0	0	0
	MEAN	0.0	3.29	0.0
I-16	MANY OPPORTUNITIES OUTSIDE CLASSROOM FOR MASTER'S STUDENT-FACULTY INTERACTION			
	1 DISAGREE STRONGLY	0	14	0
	2 DISAGREE WITH RESERVATIONS	0	29	0
	3 AGREE WITH RESERVATIONS	0	57	0
	4 AGREE STRONGLY	0	0	0
	OMIT	0	0	0
	MEAN	0.0	2.43	0.0

4. FACULTY CONCERN FOR STUDENTS (FACULTY, STUDENTS, ALUMNI)

	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
ITEM AND ALTERNATIVES	PERCENT	PERCENT	PERCENT
II-15 ACCESSIBILITY OF FACULTY MEMBERS TO MASTER'S STUDENTS IN PROGRAM			
1 POOR	0	0	0
2 FAIR	0	14	0
3 GOOD	0	57	0
4 EXCELLENT	0	29	0
OMIT	0	0	0
MEAN	0.0	3.14	0.0

SCALE REPORT- SCALE SCORE 4

4. FACULTY CONCERN FOR STUDENTS (FACULTY, STUDENTS, ALUMNI)

	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
MEAN	0.0	3.11	0.0
STANDARD DEVIATION	0.0	0.59	0.0

ITEMS: I-1,15,16
II-15

5. CURRICULUM (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
II-9 FREQUENCY WITH WHICH COURSES LISTED IN THE CATALOG ARE OFFERED			
1 POOR	0	0	0
2 FAIR	0	57	0
3 GOOD	0	29	0
4 EXCELLENT	0	14	0
OMIT	0	0	0
MEAN	0.0	2.57	0.0
II-16 VARIETY OF MASTER'S LEVEL COURSE AND PROGRAM OFFERINGS			
1 POOR	0	29	0
2 FAIR	0	29	0
3 GOOD	0	29	0
4 EXCELLENT	0	14	0
OMIT	0	0	0
MEAN	0.0	2.29	0.0
II-17 DEPTH IN SUBJECT MATTER OF MASTER'S LEVEL COURSE AND PROGRAM OFFERINGS			
1 POOR	0	14	0
2 FAIR	0	0	0
3 GOOD	0	43	0
4 EXCELLENT	0	29	0
OMIT	0	14	0
MEAN	0.0	3.00	0.0

5. CURRICULUM (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		STUD. S1	STUD. S2	STUD. S3
	NUMBER OF RESPONDENTS	2	7	0
		PERCENT	PERCENT	PERCENT
II-18	FLEXIBILITY OF PROGRAM TO MEET THE NEEDS OF INDIVIDUAL MASTER'S LEVEL STUDENTS			
	1 POOR	0	29	0
	2 FAIR	0	14	0
	3 GOOD	0	29	0
	4 EXCELLENT	0	29	0
	OMIT	0	0	0
	MEAN	0.0	2.57	0.0
II-19	OPPORTUNITIES FOR MASTER'S STUDENTS TO PURSUE INDIVIDUAL PROJECTS			
	1 POOR	0	0	0
	2 FAIR	0	29	0
	3 GOOD	0	43	0
	4 EXCELLENT	0	29	0
	OMIT	0	0	0
	MEAN	0.0	3.00	0.0
II-27	INTERACTION BETWEEN DEPT./PROGRAM AND RELATED DISCIPLINES OR PROGRAMS ON CAMPUS			
	1 POOR	0	0	0
	2 FAIR	0	14	0
	3 GOOD	0	29	0
	4 EXCELLENT	0	14	0
	OMIT	0	43	0
	MEAN	0.0	0.0	0.0

SCALE REPORT- SCALE SCORE 5

5. CURRICULUM (FACULTY, STUDENTS, ALUMNI)

	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
MEAN	0.0	2.72	0.0
STANDARD DEVIATION	0.0	0.85	0.0

ITEMS: II-9,16,17,18,19,27

6. DEPARTMENTAL PROCEDURES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		STUD. S1	STUD. S2	STUD. S3
	NUMBER OF RESPONDENTS	2	7	0
		PERCENT	PERCENT	PERCENT
I-9	DEPT. ACTIVELY HELPS MASTER'S PROGRAM GRADUATES FIND APPROPRIATE EMPLOYMENT			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	0	43	0
	3 AGREE WITH RESERVATIONS	0	57	0
	4 AGREE STRONGLY	0	0	0
	OMIT	0	0	0
	MEAN	0.0	2.57	0.0
II-2	CURRICULAR AND CAREER ADVISING			
	1 POOR	0	0	0
	2 FAIR	0	43	0
	3 GOOD	0	0	0
	4 EXCELLENT	0	43	0
	OMIT	0	14	0
	MEAN	0.0	3.00	0.0
II-3	AGREEMENT BETWEEN DEGREE REQUIREMENTS AND STATED OBJECTIVES OF THE PROGRAM			
	1 POOR	0	0	0
	2 FAIR	0	0	0
	3 GOOD	0	71	0
	4 EXCELLENT	0	29	0
	OMIT	0	0	0
	MEAN	0.0	3.29	0.0

6. DEPARTMENTAL PROCEDURES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		STUD. S1	STUD. S2	STUD. S3
	NUMBER OF RESPONDENTS	2	7	0
		PERCENT	PERCENT	PERCENT
II-4	ADMINISTRATION OF DEGREE REQUIREMENTS			
	1 POOR	0	0	0
	2 FAIR	0	14	0
	3 GOOD	0	57	0
	4 EXCELLENT	0	14	0
	OMIT	0	14	0
	MEAN	0.0	3.00	0.0
II-11	OPPORTUNITIES FOR STUDENT PARTICIPATION IN DEPT. DECISIONS AFFECTING THE PROGRAM			
	1 POOR	0	14	0
	2 FAIR	0	57	0
	3 GOOD	0	14	0
	4 EXCELLENT	0	0	0
	OMIT	0	14	0
	MEAN	0.0	2.00	0.0
II-12	RELEVANCE OF DEGREE REQUIREMENTS TO MASTER'S STUDENTS' ANTICIPATED WORK IN FIELD			
	1 POOR	0	0	0
	2 FAIR	0	0	0
	3 GOOD	0	43	0
	4 EXCELLENT	0	43	0
	OMIT	0	14	0
	MEAN	0.0	3.50	0.0

6. DEPARTMENTAL PROCEDURES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
II-20 DEPARTMENTAL EVALUATION OF MASTER'S STUDENTS' PROGRESS TOWARD THE DEGREE			
1 POOR	0	0	0
2 FAIR	0	29	0
3 GOOD	0	57	0
4 EXCELLENT	0	14	0
OMIT	0	0	0
MEAN	0.0	2.86	0.0
II-21 DEPARTMENTAL EVALUATION OF THE PROFESSIONAL COMPETENCY OF MASTER'S STUDENTS			
1 POOR	0	0	0
2 FAIR	0	0	0
3 GOOD	0	71	0
4 EXCELLENT	0	14	0
OMIT	0	14	0
MEAN	0.0	3.17	0.0

SCALE REPORT- SCALE SCORE 6

6. DEPARTMENTAL PROCEDURES (FACULTY, STUDENTS, ALUMNI)

	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
MEAN	0.0	2.89	0.0
STANDARD DEVIATION	0.0	0.40	0.0

ITEMS: I-9
II-2,3,4,11,12,20,21

7. AVAILABLE RESOURCES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		STUD. S1	STUD. S2	STUD. S3
	NUMBER OF RESPONDENTS	2	7	0
		PERCENT	PERCENT	PERCENT
II-5	UNIVERSITY LIBRARY HOLDINGS RELEVANT TO THE FIELD			
	1 POOR	0	29	0
	2 FAIR	0	29	0
	3 GOOD	0	43	0
	4 EXCELLENT	0	0	0
	OMIT	0	0	0
	MEAN	0.0	2.14	0.0
II-6	LABORATORIES, STUDIOS, AND EQUIP. NEEDED FOR TEACHING AND CREATIVE WORK IN FIELD			
	1 POOR	0	29	0
	2 FAIR	0	14	0
	3 GOOD	0	29	0
	4 EXCELLENT	0	14	0
	OMIT	0	14	0
	MEAN	0.0	2.33	0.0
II-7	OVERALL ADEQUACY OF SPACE AND OTHER FACILITIES FOR CLASSES AND ADMINISTRATION			
	1 POOR	0	14	0
	2 FAIR	0	0	0
	3 GOOD	0	57	0
	4 EXCELLENT	0	14	0
	OMIT	0	14	0
	MEAN	0.0	2.83	0.0

7. AVAILABLE RESOURCES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		STUD. S1	STUD. S2	STUD. S3
	NUMBER OF RESPONDENTS	2	7	0
		PERCENT	PERCENT	PERCENT
II-22	UNIVERSITY COMMITMENT TO THE PROGRAM			
	1 POOR	0	0	0
	2 FAIR	0	29	0
	3 GOOD	0	0	0
	4 EXCELLENT	0	57	0
	OMIT	0	14	0
	MEAN	0.0	3.33	0.0
II-26	OVERALL ADEQUACY OF FINANCIAL RESOURCES IN SUPPORT OF THIS MASTER'S PROG./DEPT.			
	1 POOR	0	14	0
	2 FAIR	0	29	0
	3 GOOD	0	14	0
	4 EXCELLENT	0	0	0
	OMIT	0	43	0
	MEAN	0.0	0.0	0.0
II-28	NUMBER OF SUPPORT AND CLERICAL STAFF (INCLUDING STUDENT ASSISTANTS) IN PROG/DEPT			
	1 POOR	0	14	0
	2 FAIR	0	0	0
	3 GOOD	0	43	0
	4 EXCELLENT	0	0	0
	OMIT	0	43	0
	MEAN	0.0	0.0	0.0

7. AVAILABLE RESOURCES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		STUD. S1	STUD. S2	STUD. S3
	NUMBER OF RESPONDENTS	2	7	0
		PERCENT	PERCENT	PERCENT
II-29 QUALITY OF SUPPORT AND CLERICAL STAFF				
1	POOR	0	0	0
2	FAIR	0	14	0
3	GOOD	0	29	0
4	EXCELLENT	0	29	0
	OMIT	0	29	0
	MEAN	0.0	3.20	0.0

SCALE REPORT- SCALE SCORE 7

7. AVAILABLE RESOURCES (FACULTY, STUDENTS, ALUMNI)

	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	6	0
MEAN	0.0	2.76	0.0
STANDARD DEVIATION	0.0	0.74	0.0

ITEMS: II-5,6,7,22,26,28,29

8. STUDENT SATISFACTION WITH PROGRAM (STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		STUD. S1	STUD. S2	STUD. S3
	NUMBER OF RESPONDENTS	2	7	0
		PERCENT	PERCENT	PERCENT
I-5	I HAVE LEARNED A GREAT DEAL AS A MASTER'S STUDENT IN THE DEPARTMENT/PROGRAM			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	0	14	0
	3 AGREE WITH RESERVATIONS	0	14	0
	4 AGREE STRONGLY	0	71	0
	OMIT	0	0	0
	MEAN	0.0	3.57	0.0
I-6	I WOULD ADVISE A FRIEND WITH SIMILAR INTERESTS TO STUDY IN THE DEPARTMENT/PROG.			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	0	14	0
	3 AGREE WITH RESERVATIONS	0	29	0
	4 AGREE STRONGLY	0	57	0
	OMIT	0	0	0
	MEAN	0.0	3.43	0.0
I-11	IF I WERE STARTING OVER, I WOULD ENROLL IN THIS MASTER'S PROGRAM AGAIN			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	0	29	0
	3 AGREE WITH RESERVATIONS	0	43	0
	4 AGREE STRONGLY	0	29	0
	OMIT	0	0	0
	MEAN	0.0	3.00	0.0

8. STUDENT SATISFACTION WITH PROGRAM (STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
I-12 PROGRAM IS PROVIDING ME WITH VERY GOOD PREPARATION FOR FUTURE PROFESSIONAL WORK			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	0	0	0
3 AGREE WITH RESERVATIONS	0	43	0
4 AGREE STRONGLY	0	57	0
OMIT	0	0	0
MEAN	0.0	3.57	0.0

SCALE REPORT- SCALE SCORE 8

8. STUDENT SATISFACTION WITH PROGRAM (STUDENTS, ALUMNI)

	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
MEAN	0.0	3.39	0.0
STANDARD DEVIATION	0.0	0.59	0.0

ITEMS: I-5,6,11,12

9. ASSISTANTSHIP AND INTERNSHIP EXPERIENCES (STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		STUD. S1	STUD. S2	STUD. S3
	NUMBER OF RESPONDENTS	2	7	0
		PERCENT	PERCENT	PERCENT
III-1	PARTICIPATION IN CLINICAL, FIELD WORK, OR INTERNSHIP EXPERIENCE AS PART OF PROG.			
	1 YES, AS A MASTER'S DEGREE REQUIREMENT	0	14	0
	2 YES, NOT AS A MASTER'S DEGREE REQUIREMENT	0	14	0
	3 NO	0	71	0
	OMIT	0	0	0

9. ASSISTANTSHIP AND INTERNSHIP EXPERIENCES (STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	1	2	0
	PERCENT	PERCENT	PERCENT
III-2 DEPARTMENTAL TRAINING TO PREPARE YOU FOR THE EXPERIENCE			
1 POOR	0	0	0
2 FAIR	0	0	0
3 GOOD	0	0	0
4 EXCELLENT	0	0	0
OMIT	0	0	0
MEAN	0.0	0.0	0.0
III-3 CONTRIBUTION OF THE EXPERIENCE TO YOUR ACADEMIC DEVELOPMENT			
1 POOR	0	0	0
2 FAIR	0	0	0
3 GOOD	0	0	0
4 EXCELLENT	0	0	0
OMIT	0	0	0
MEAN	0.0	0.0	0.0
III-4 CHANCE TO PRACTICE YOUR PROFESSIONAL SKILLS			
1 POOR	0	0	0
2 FAIR	0	0	0
3 GOOD	0	0	0
4 EXCELLENT	0	0	0
OMIT	0	0	0
MEAN	0.0	0.0	0.0

9. ASSISTANTSHIP AND INTERNSHIP EXPERIENCES (STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	1	2	0
	PERCENT	PERCENT	PERCENT
III-5 VARIETY OF ASSIGNMENTS OR ACTIVITIES			
1 POOR	0	0	0
2 FAIR	0	0	0
3 GOOD	0	0	0
4 EXCELLENT	0	0	0
OMIT	0	0	0
MEAN	0.0	0.0	0.0
III-6 SUPERVISION YOU RECEIVED			
1 POOR	0	0	0
2 FAIR	0	0	0
3 GOOD	0	0	0
4 EXCELLENT	0	0	0
OMIT	0	0	0
MEAN	0.0	0.0	0.0
III-7 OFFICE SPACE AND EQUIPMENT AVAILABLE FOR YOUR USE			
1 POOR	0	0	0
2 FAIR	0	0	0
3 GOOD	0	0	0
4 EXCELLENT	0	0	0
OMIT	0	0	0
MEAN	0.0	0.0	0.0

RESPONSES TO ITEM III-1 ARE NOT INCLUDED IN THE SCALE MEAN. RESPONSE PERCENTAGES AND MEANS IN THIS SCALE ARE BASED ON THE NUMBER OF "YES" RESPONSES IN ITEM III-1.

SCALE REPORT- SCALE SCORE 9

9. ASSISTANTSHIP AND INTERNSHIP EXPERIENCES (STUDENTS, ALUMNI)

	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	1	2	0
MEAN	0.0	0.0	0.0
STANDARD DEVIATION	0.0	0.0	0.0

ITEMS: III-2,3,4,5,6,7

10. RESOURCE ACCESSIBILITY (STUDENTS)

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
II-30 AVAILABILITY OF GRADUATE STUDENT HOUSING			
1 POOR	0	43	0
2 FAIR	0	14	0
3 GOOD	0	29	0
4 EXCELLENT	0	14	0
OMIT	0	0	0
MEAN	0.0	2.14	0.0
II-31 AVAILABILITY OF STUDENT SERVICES (COUNSELING, PLACEMENT, HEALTH CARE, ETC.)			
1 POOR	0	0	0
2 FAIR	0	29	0
3 GOOD	0	57	0
4 EXCELLENT	0	14	0
OMIT	0	0	0
MEAN	0.0	2.86	0.0
II-32 AVAILABILITY OF STUDENT FINANCIAL ASSISTANCE (GRANTS, LOANS, ASSISTANTSHIPS)			
1 POOR	0	29	0
2 FAIR	0	0	0
3 GOOD	0	14	0
4 EXCELLENT	0	14	0
OMIT	0	43	0
MEAN	0.0	0.0	0.0

10. RESOURCE ACCESSIBILITY (STUDENTS)

	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
ITEM AND ALTERNATIVES	PERCENT	PERCENT	PERCENT
II-33 AVAILABILITY OF CAMPUS SERVICES FOR NONRESIDENT STUDENTS (BOOKSTORE, PARKING)			
1 POOR	0	14	0
2 FAIR	0	29	0
3 GOOD	0	29	0
4 EXCELLENT	0	14	0
OMIT	0	14	0
MEAN	0.0	2.50	0.0
II-34 OPPORTUNITIES FOR INTELLECTUAL AND SOCIAL INTERACTION AMONG PERSONS IN PROGRAM			
1 POOR	0	0	0
2 FAIR	0	14	0
3 GOOD	0	57	0
4 EXCELLENT	0	0	0
OMIT	0	29	0
MEAN	0.0	2.80	0.0

SCALE REPORT- SCALE SCORE 10

10. RESOURCE ACCESSIBILITY (STUDENTS)

	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
MEAN	0.0	2.50	0.0
STANDARD DEVIATION	0.0	0.79	0.0

ITEMS: II-30,31,32,33,34

16. STUDENT ACCOMPLISHMENTS IN LAST TWELVE MONTHS (STUDENTS)

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
IV-1 ATTENDED MEETING OF A SCHOLARLY OR PROFESSIONAL SOCIETY			
1 YES	0	100	0
2 NO	0	0	0
OMIT	0	0	0
IV-2 (CO)AUTHORED A PAPER ACCEPTED FOR PRESENTATION AT SCHOLARLY/PROFESSIONAL MEETING			
1 YES	0	14	0
2 NO	0	86	0
OMIT	0	0	0
IV-3 (CO)AUTHORED A PAPER SUBMITTED FOR PUBLICATION IN SCHOLARLY/PROFESSIONAL JOURNAL			
1 YES	0	0	0
2 NO	0	86	0
OMIT	0	14	0
IV-4 DEMONSTRATED ARTISTIC SKILLS OR PRODUCTS IN A PUBLIC PERFORMANCE OR EXHIBIT			
1 YES	0	0	0
2 NO	0	100	0
OMIT	0	0	0

16. STUDENT ACCOMPLISHMENTS IN LAST TWELVE MONTHS (STUDENTS)

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
IV-5 PREPARED DETAILED PROPOSAL OR PLAN FOR MASTER'S THESIS OR MAJOR RESEARCH PROJECT			
1 YES	0	29	0
2 NO	0	71	0
OMIT	0	0	0
IV-6 CARRIED OUT AN INDEPENDENT RESEARCH OR CREATIVE PROJECT			
1 YES	0	86	0
2 NO	0	14	0
OMIT	0	0	0
IV-7 COOPERATED IN RESEARCH OR CREATIVE PROJECT WITH A STUDENT OR FACULTY MEMBER			
1 YES	0	29	0
2 NO	0	57	0
OMIT	0	14	0
IV-8 HELD A FELLOWSHIP, TRAINING GRANT, OR SCHOLARSHIP			
1 YES	0	14	0
2 NO	0	86	0
OMIT	0	0	0

16. STUDENT ACCOMPLISHMENTS IN LAST TWELVE MONTHS (STUDENTS)

ITEM AND ALTERNATIVES	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
	PERCENT	PERCENT	PERCENT
IV-9 DEVELOPED PROFESSIONAL SKILLS THRU CLINICAL, FIELD WORK, INTERNSHIP EXPERIENCES			
1 YES	0	29	0
2 NO	0	71	0
OMIT	0	0	0
IV-10 TALKED WITH PROFESSIONALS IN FIELD ABOUT OTHER GRADUATE PROGRAMS OR CAREER PLANS			
1 YES	0	57	0
2 NO	0	43	0
OMIT	0	0	0
IV-11 PURSUED INDEPENDENT READING OR PRACTICE IN FIELD BEYOND THAT ASSIGNED IN COURSES			
1 YES	0	86	0
2 NO	0	14	0
OMIT	0	0	0
IV-12 OPERATED AN INDEPENDENT ENTERPRISE OR BUSINESS			
1 YES	0	0	0
2 NO	0	100	0
OMIT	0	0	0

16. STUDENT ACCOMPLISHMENTS IN LAST TWELVE MONTHS (STUDENTS)

	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
ITEM AND ALTERNATIVES	PERCENT	PERCENT	PERCENT
IV-13 WON PRIZE OR AWARD FOR A PRODUCT OR AN ACTIVITY RELATED TO THE FIELD			
1 YES	0	14	0
2 NO	0	86	0
OMIT	0	0	0
IV-14 SERVED ON A DEPARTMENT OR UNIVERSITY-WIDE COMMITTEE			
1 YES	0	14	0
2 NO	0	86	0
OMIT	0	0	0
IV-15 PARTICIPATED IN DEPARTMENT OR PROGRAM PLANNING (E.G., REVIEW OF THE CURRICULUM)			
1 YES	0	14	0
2 NO	0	86	0
OMIT	0	0	0

SCALE REPORT- SCALE SCORE 16

16. STUDENT ACCOMPLISHMENTS IN LAST TWELVE MONTHS (STUDENTS)

	STUD. S1	STUD. S2	STUD. S3
NUMBER OF RESPONDENTS	2	7	0
MEAN	0 %	33 %	0 %
STANDARD DEVIATION	0 %	11 %	0 %

ITEMS: IV-1,2,3,4,5,6,7,8,9,10,11,12,13,14,15

APPENDIX GG

PERCEPTIONS OF THE ALUMNI SUBGROUPS ON THE QUALITY CHARACTERISTICS OF THE PROGRAM

SCALE REPORT - ALUMNI SUBGROUPS

SCALE DESCRIPTION/ITEMS	GROUP	N	MEAN	SD	BAR GRAPH OF MEAN SCALE SCORE 1 2 3 4
1. ENVIRONMENT FOR LEARNING	SUBGROUP 1	8	3.42	0.57	
	SUBGROUP 2	17	3.31	0.42	
ITEMS: I-2,4,7,13,14	SUBGROUP 3	1			
2. SCHOLARLY EXCELLENCE	SUBGROUP 1	8	3.56	0.37	
	SUBGROUP 2	17	3.17	0.35	
ITEMS: I-3,8,17 II-1,8,10	SUBGROUP 3	1			
3. QUALITY OF TEACHING	SUBGROUP 1	8	3.56	0.27	
	SUBGROUP 2	17	3.13	0.51	
ITEMS: I-10 II-13,14,23*,24*,25	SUBGROUP 3	1			
4. FACULTY CONCERN FOR STUDENTS	SUBGROUP 1	8	3.34	0.42	
	SUBGROUP 2	17	3.12	0.61	
ITEMS: I-1,15,16 II-15	SUBGROUP 3	1			

DEPENDING ON RESPONSE FORMAT
1 = POOR OR DISAGREE STRONGLY
2 = FAIR OR DISAGREE WITH RESERVATIONS
3 = GOOD OR AGREE WITH RESERVATIONS
4 = EXCELLENT OR AGREE STRONGLY

* ON STUDENT AND ALUMNI QUESTIONNAIRES ONLY

SCALE REPORT - ALUMNI SUBGROUPS

SCALE DESCRIPTION/ITEMS	GROUP	N	MEAN	SD	BAR GRAPH OF MEAN SCALE SCORE (1 2 3 4)
5. CURRICULUM	SUBGROUP 1	8	3.14	0.37	
	SUBGROUP 2	17	2.79	0.56	
ITEMS: II-9,16,17,18,19,27	SUBGROUP 3	1			
6. DEPARTMENTAL PROCEDURES	SUBGROUP 1	8	2.84	0.71	
	SUBGROUP 2	17	2.62	0.67	
ITEMS: I-9 II-2,3,4,11,12,20,21	SUBGROUP 3	1			
7. AVAILABLE RESOURCES	SUBGROUP 1	8	2.85	0.62	
	SUBGROUP 2	16	2.56	0.65	
ITEMS: II-5,6,7,22,26,28,29	SUBGROUP 3	1			
8. STUDENT SATISFACTION WITH PROGRAM	SUBGROUP 1	8	3.72	0.41	
	SUBGROUP 2	17	3.21	0.85	
ITEMS: I-5,6,11,12	SUBGROUP 3	1			

DEPENDING ON RESPONSE FORMAT
1 = POOR OR DISAGREE STRONGLY
2 = FAIR OR DISAGREE WITH RESERVATIONS
3 = GOOD OR AGREE WITH RESERVATIONS
4 = EXCELLENT OR AGREE STRONGLY

SCALE REPORT - ALUMNI SUBGROUPS

SCALE DESCRIPTION/ITEMS	GROUP	N	MEAN	SD	BAR GRAPH OF MEAN SCALE SCORE (1 2 3 4)
9. ASSISTANTSHIP AND INTERNSHIP EXPERIENCES *	SUBGROUP 1	7	2.95	0.64	
	SUBGROUP 2	11	2.77	0.70	
ITEMS: III-2,3,4,5,6,7	SUBGROUP 3	1			
11. EMPLOYMENT ASSISTANCE **	SUBGROUP 1	8	1.75	0.63	
	SUBGROUP 3	14	1.72	0.64	
ITEMS: V-16A,16B,16C,16D,16E	SUBGROUP 3				

DEPENDING ON RESPONSE FORMAT
1 = POOR OR DISAGREE STRONGLY
2 = FAIR OR DISAGREE WITH RESERVATIONS
3 = GOOD OR AGREE WITH RESERVATIONS
4 = EXCELLENT OR AGREE STRONGLY

* RESPONSE PERCENTAGES AND MEANS IN THIS SCALE ARE BASED ON THE NUMBER OF "YES" RESPONSES IN ITEM III-1.

** FOR SCALE 11 SEE QUESTIONNAIRE FOR RESPONSE FORMAT

1. ENVIRONMENT FOR LEARNING (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		ALUM. S1	ALUM. S2	ALUM. S3
	NUMBER OF RESPONDENTS	8	17	1
		PERCENT	PERCENT	PERCENT
I-2	DIFFERENT SCHOLARLY POINTS OF VIEW ARE ENCOURAGED			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	13	12	0
	3 AGREE WITH RESERVATIONS	50	53	0
	4 AGREE STRONGLY	38	35	0
	OMIT	0	0	0
	MEAN	3.25	3.24	0.0
I-4	DEPT. HAS HUMANE ENVIRONMENT, MUTUAL RESPECT BETWEEN STUDENTS AND PROFESSORS			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	0	6	0
	3 AGREE WITH RESERVATIONS	13	35	0
	4 AGREE STRONGLY	88	59	0
	OMIT	0	0	0
	MEAN	3.88	3.53	0.0
I-7	STUDENTS TEND TO SUPPORT AND HELP EACH OTHER MEET ACADEMIC DEMANDS OF PROGRAM			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	13	24	0
	3 AGREE WITH RESERVATIONS	13	29	0
	4 AGREE STRONGLY	63	47	0
	OMIT	13	0	0
	MEAN	3.57	3.24	0.0

1. ENVIRONMENT FOR LEARNING (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		ALUM. S1	ALUM. S2	ALUM. S3
	NUMBER OF RESPONDENTS	8	17	1
		PERCENT	PERCENT	PERCENT
I-13	MEMBERS OF DEPARTMENT WORK TOGETHER TO ACHIEVE PROGRAM GOALS			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	13	12	0
	3 AGREE WITH RESERVATIONS	50	47	0
	4 AGREE STRONGLY	38	35	0
	OMIT	0	6	0
	MEAN	3.25	3.25	0.0
I-14	DEPARTMENT IS RECEPTIVE TO NEW IDEAS AND WAYS OF DOING THINGS			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	25	6	0
	3 AGREE WITH RESERVATIONS	25	59	0
	4 AGREE STRONGLY	50	35	0
	OMIT	0	0	0
	MEAN	3.25	3.29	0.0

SCALE REPORT- SCALE SCORE 1

1. ENVIRONMENT FOR LEARNING (FACULTY, STUDENTS, ALUMNI)

	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
MEAN	3.42	3.31	0.0
STANDARD DEVIATION	0.57	0.42	0.0

ITEMS: I-2,4,7,13,14

2. SCHOLARLY EXCELLENCE (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
	PERCENT	PERCENT	PERCENT
I-3 MASTER'S STUDENTS WORK HARD TO MEET THE DEMANDS OF THE PROGRAM			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	13	6	0
3 AGREE WITH RESERVATIONS	50	18	0
4 AGREE STRONGLY	38	76	0
OMIT	0	0	0
MEAN	3.25	3.71	0.0
I-8 DEPARTMENT IS AN INTELLECTUALLY STIMULATING PLACE FOR MASTER'S STUDENTS			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	0	12	0
3 AGREE WITH RESERVATIONS	25	35	0
4 AGREE STRONGLY	75	53	0
OMIT	0	0	0
MEAN	3.75	3.41	0.0
I-17 MOST COURSES THAT COUNT TOWARD MASTER'S DEGREE OPEN ONLY TO GRAD. STUDENTS			
1 DISAGREE STRONGLY	0	6	0
2 DISAGREE WITH RESERVATIONS	13	12	0
3 AGREE WITH RESERVATIONS	13	35	0
4 AGREE STRONGLY	75	35	0
OMIT	0	12	0
MEAN	3.63	3.13	0.0

2. SCHOLARLY EXCELLENCE (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		ALUM. S1	ALUM. S2	ALUM. S3
	NUMBER OF RESPONDENTS	8	17	1
		PERCENT	PERCENT	PERCENT
II-1	INTELLECTUAL ENVIRONMENT			
	1 POOR	0	0	0
	2 FAIR	0	12	0
	3 GOOD	63	71	0
	4 EXCELLENT	38	18	0
	OMIT	0	0	0
	MEAN	3.38	3.06	0.0
II-8	SCHOLARLY AND PROFESSIONAL COMPETENCY OF GRADUATE FACULTY IN PROGRAM/DEPARTMENT			
	1 POOR	0	0	0
	2 FAIR	0	12	0
	3 GOOD	13	65	0
	4 EXCELLENT	88	24	0
	OMIT	0	0	0
	MEAN	3.88	3.12	0.0
II-10	SCHOLARLY AND PROFESSIONAL PROMISE OF MASTER'S STUDENTS IN PROGRAM/DEPARTMENT			
	1 POOR	0	6	0
	2 FAIR	0	35	0
	3 GOOD	50	53	0
	4 EXCELLENT	38	6	0
	OMIT	13	0	0
	MEAN	3.43	2.59	0.0

SCALE REPORT- SCALE SCORE 2

2. SCHOLARLY EXCELLENCE (FACULTY, STUDENTS, ALUMNI)

	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
MEAN	3.56	3.17	0.0
STANDARD DEVIATION	0.37	0.35	0.0

ITEMS: I-3,8,17
II-1,8,10

3. QUALITY OF TEACHING (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		ALUM. S1	ALUM. S2	ALUM. S3
	NUMBER OF RESPONDENTS	8	17	1
		PERCENT	PERCENT	PERCENT
I-10	FACULTY MEMBERS PREPARE CAREFULLY FOR THEIR MASTER'S LEVEL COURSES			
	1 DISAGREE STRONGLY	0	6	0
	2 DISAGREE WITH RESERVATIONS	0	0	0
	3 AGREE WITH RESERVATIONS	38	53	0
	4 AGREE STRONGLY	63	41	0
	OMIT	0	0	0
	MEAN	3.63	3.29	0.0
II-13	EVALUATION PROCEDURES USED IN GRADUATE COURSES (E.G., GRADES, PAPERS)			
	1 POOR	0	0	0
	2 FAIR	0	18	0
	3 GOOD	50	59	0
	4 EXCELLENT	50	24	0
	OMIT	0	0	0
	MEAN	3.50	3.06	0.0
II-14	TEACHING METHODS USED IN GRADUATE COURSES (LECTURES, SEMINARS, AUDIOVISUAL AIDS)			
	1 POOR	0	0	0
	2 FAIR	13	18	0
	3 GOOD	50	47	0
	4 EXCELLENT	38	35	0
	OMIT	0	0	0
	MEAN	3.25	3.18	0.0

3. QUALITY OF TEACHING (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		ALUM. S1	ALUM. S2	ALUM. S3
	NUMBER OF RESPONDENTS	8	17	1
		PERCENT	PERCENT	PERCENT
II-23	USEFUL FACULTY CRITICISM OF YOUR WORK (STUDENTS AND ALUMNI ONLY)			
	1 POOR	0	6	0
	2 FAIR	0	29	0
	3 GOOD	63	53	0
	4 EXCELLENT	38	12	0
	OMIT	0	0	0
	MEAN	3.38	2.71	0.0
II-24	FACULTY HELPFULNESS IN DEALING WITH CLASSWORK (STUDENTS AND ALUMNI ONLY)			
	1 POOR	0	0	0
	2 FAIR	0	18	0
	3 GOOD	38	47	0
	4 EXCELLENT	63	35	0
	OMIT	0	0	0
	MEAN	3.63	3.18	0.0
II-25	FACULTY AWARENESS OF NEW DEVELOPMENTS IN THE FIELD			
	1 POOR	0	0	0
	2 FAIR	0	12	0
	3 GOOD	0	41	0
	4 EXCELLENT	100	47	0
	OMIT	0	0	0
	MEAN	4.00	3.35	0.0

SCALE REPORT- SCALE SCORE 3

3. QUALITY OF TEACHING (FACULTY, STUDENTS, ALUMNI)

	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
MEAN	3.56	3.13	0.0
STANDARD DEVIATION	0.27	0.51	0.0

ITEMS: I-10
II-13,14,23*,24*,25

* ON STUDENT AND ALUMNI QUESTIONNAIRES ONLY

4. FACULTY CONCERN FOR STUDENTS (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
	PERCENT	PERCENT	PERCENT
I-1 FACULTY GENUINELY INTERESTED IN MASTER'S STUDENTS' WELFARE AND PROFESSIONAL DEV.			
1 DISAGREE STRONGLY	0	6	0
2 DISAGREE WITH RESERVATIONS	0	12	0
3 AGREE WITH RESERVATIONS	25	53	0
4 AGREE STRONGLY	75	29	0
OMIT	0	0	0
MEAN	3.75	3.06	0.0
I-15 GOOD COMMUNICATION BETWEEN FAC. AND STUDENTS REGARDING STUDENT NEEDS, CONCERNS			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	13	12	0
3 AGREE WITH RESERVATIONS	63	35	0
4 AGREE STRONGLY	25	53	0
OMIT	0	0	0
MEAN	3.13	3.41	0.0
I-16 MANY OPPORTUNITIES OUTSIDE CLASSROOM FOR MASTER'S STUDENT-FACULTY INTERACTION			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	25	35	0
3 AGREE WITH RESERVATIONS	63	29	0
4 AGREE STRONGLY	13	35	0
OMIT	0	0	0
MEAN	2.88	3.00	0.0

4. FACULTY CONCERN FOR STUDENTS (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
	PERCENT	PERCENT	PERCENT
II-15 ACCESSIBILITY OF FACULTY MEMBERS TO MASTER'S STUDENTS IN PROGRAM			
1 POOR	0	6	0
2 FAIR	0	12	0
3 GOOD	38	59	0
4 EXCELLENT	63	24	0
OMIT	0	0	0
MEAN	3.63	3.00	0.0

SCALE REPORT- SCALE SCORE 4

4. FACULTY CONCERN FOR STUDENTS (FACULTY, STUDENTS, ALUMNI)

	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
MEAN	3.34	3.12	0.0
STANDARD DEVIATION	0.42	0.61	0.0

ITEMS: I-1,15,16
II-15

5. CURRICULUM (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		ALUM. S1	ALUM. S2	ALUM. S3
	NUMBER OF RESPONDENTS	8	17	1
		PERCENT	PERCENT	PERCENT
II-9	FREQUENCY WITH WHICH COURSES LISTED IN THE CATALOG ARE OFFERED			
	1 POOR	0	0	0
	2 FAIR	0	6	0
	3 GOOD	75	71	0
	4 EXCELLENT	25	24	0
	OMIT	0	0	0
	MEAN	3.25	3.18	0.0
II-16	VARIETY OF MASTER'S LEVEL COURSE AND PROGRAM OFFERINGS			
	1 POOR	0	0	0
	2 FAIR	0	53	0
	3 GOOD	88	24	0
	4 EXCELLENT	13	24	0
	OMIT	0	0	0
	MEAN	3.13	2.71	0.0
II-17	DEPTH IN SUBJECT MATTER OF MASTER'S LEVEL COURSE AND PROGRAM OFFERINGS			
	1 POOR	0	0	0
	2 FAIR	0	29	0
	3 GOOD	63	41	0
	4 EXCELLENT	38	29	0
	OMIT	0	0	0
	MEAN	3.38	3.00	0.0

5. CURRICULUM (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
	PERCENT	PERCENT	PERCENT
II-18 FLEXIBILITY OF PROGRAM TO MEET THE NEEDS OF INDIVIDUAL MASTER'S LEVEL STUDENTS			
1 POOR	0	6	0
2 FAIR	13	35	0
3 GOOD	50	59	0
4 EXCELLENT	25	0	0
OMIT	13	0	0
MEAN	3.14	2.53	0.0
II-19 OPPORTUNITIES FOR MASTER'S STUDENTS TO PURSUE INDIVIDUAL PROJECTS			
1 POOR	0	6	0
2 FAIR	0	24	0
3 GOOD	63	59	0
4 EXCELLENT	38	12	0
OMIT	0	0	0
MEAN	3.38	2.76	0.0
II-27 INTERACTION BETWEEN DEPT./PROGRAM AND RELATED DISCIPLINES OR PROGRAMS ON CAMPUS			
1 POOR	25	6	0
2 FAIR	25	35	0
3 GOOD	25	35	0
4 EXCELLENT	25	0	0
OMIT	0	24	0
MEAN	2.50	2.38	0.0

SCALE REPORT- SCALE SCORE 5

5. CURRICULUM (FACULTY, STUDENTS, ALUMNI)

	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
MEAN	3.14	2.79	0.0
STANDARD DEVIATION	0.37	0.56	0.0

ITEMS: II-9,16,17,18,19,27

6. DEPARTMENTAL PROCEDURES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		ALUM. S1	ALUM. S2	ALUM. S3
	NUMBER OF RESPONDENTS	8	17	1
		PERCENT	PERCENT	PERCENT
I-9	DEPT. ACTIVELY HELPS MASTER'S PROGRAM GRADUATES FIND APPROPRIATE EMPLOYMENT			
	1 DISAGREE STRONGLY	25	29	0
	2 DISAGREE WITH RESERVATIONS	13	18	0
	3 AGREE WITH RESERVATIONS	50	47	0
	4 AGREE STRONGLY	13	0	0
	OMIT	0	6	0
	MEAN	2.50	2.19	0.0
II-2	CURRICULAR AND CAREER ADVISING			
	1 POOR	25	18	0
	2 FAIR	0	29	0
	3 GOOD	63	41	0
	4 EXCELLENT	13	6	0
	OMIT	0	6	0
	MEAN	2.63	2.38	0.0
II-3	AGREEMENT BETWEEN DEGREE REQUIREMENTS AND STATED OBJECTIVES OF THE PROGRAM			
	1 POOR	0	0	0
	2 FAIR	25	24	0
	3 GOOD	38	47	0
	4 EXCELLENT	38	18	0
	OMIT	0	12	0
	MEAN	3.13	2.93	0.0

6. DEPARTMENTAL PROCEDURES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
	PERCENT	PERCENT	PERCENT
II-4 ADMINISTRATION OF DEGREE REQUIREMENTS			
1 POOR	0	0	0
2 FAIR	25	18	0
3 GOOD	38	53	0
4 EXCELLENT	38	12	0
OMIT	0	18	0
MEAN	3.13	2.93	0.0
II-11 OPPORTUNITIES FOR STUDENT PARTICIPATION IN DEPT. DECISIONS AFFECTING THE PROGRAM			
1 POOR	38	12	0
2 FAIR	25	53	0
3 GOOD	25	24	0
4 EXCELLENT	0	6	0
OMIT	13	6	0
MEAN	1.86	2.25	0.0
II-12 RELEVANCE OF DEGREE REQUIREMENTS TO MASTER'S STUDENTS' ANTICIPATED WORK IN FIELD			
1 POOR	0	6	0
2 FAIR	13	18	0
3 GOOD	50	47	0
4 EXCELLENT	38	29	0
OMIT	0	0	0
MEAN	3.25	3.00	0.0

6. DEPARTMENTAL PROCEDURES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
	PERCENT	PERCENT	PERCENT
II-20 DEPARTMENTAL EVALUATION OF MASTER'S STUDENTS' PROGRESS TOWARD THE DEGREE			
1 POOR	13	6	0
2 FAIR	13	29	0
3 GOOD	38	47	0
4 EXCELLENT	38	18	0
OMIT	0	0	0
MEAN	3.00	2.76	0.0
II-21 DEPARTMENTAL EVALUATION OF THE PROFESSIONAL COMPETENCY OF MASTER'S STUDENTS			
1 POOR	0	12	0
2 FAIR	25	24	0
3 GOOD	50	59	0
4 EXCELLENT	25	6	0
OMIT	0	0	0
MEAN	3.00	2.59	0.0

SCALE REPORT- SCALE SCORE 6

6. DEPARTMENTAL PROCEDURES (FACULTY, STUDENTS, ALUMNI)

	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
MEAN	2.84	2.62	0.0
STANDARD DEVIATION	0.71	0.67	0.0

ITEMS: I-9
II-2,3,4,11,12,20,21

7. AVAILABLE RESOURCES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
	PERCENT	PERCENT	PERCENT
II-5 UNIVERSITY LIBRARY HOLDINGS RELEVANT TO THE FIELD			
1 POOR	0	12	0
2 FAIR	50	24	0
3 GOOD	25	35	0
4 EXCELLENT	25	29	0
OMIT	0	0	0
MEAN	2.75	2.82	0.0
II-6 LABORATORIES, STUDIOS, AND EQUIP. NEEDED FOR TEACHING AND CREATIVE WORK IN FIELD			
1 POOR	0	12	0
2 FAIR	50	18	0
3 GOOD	25	47	0
4 EXCELLENT	25	12	0
OMIT	0	12	0
MEAN	2.75	2.67	0.0
II-7 OVERALL ADEQUACY OF SPACE AND OTHER FACILITIES FOR CLASSES AND ADMINISTRATION			
1 POOR	13	6	0
2 FAIR	0	24	0
3 GOOD	25	47	0
4 EXCELLENT	63	12	0
OMIT	0	12	0
MEAN	3.38	2.73	0.0

7. AVAILABLE RESOURCES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
	PERCENT	PERCENT	PERCENT
II-22 UNIVERSITY COMMITMENT TO THE PROGRAM			
1 POOR	0	12	0
2 FAIR	25	18	0
3 GOOD	50	53	0
4 EXCELLENT	13	0	0
OMIT	13	18	0
MEAN	2.86	2.50	0.0
II-26 OVERALL ADEQUACY OF FINANCIAL RESOURCES IN SUPPORT OF THIS MASTER'S PROG./DEPT.			
1 POOR	13	6	0
2 FAIR	25	47	0
3 GOOD	25	24	0
4 EXCELLENT	13	0	0
OMIT	25	24	0
MEAN	2.50	2.23	0.0
II-28 NUMBER OF SUPPORT AND CLERICAL STAFF (INCLUDING STUDENT ASSISTANTS) IN PROG/DEPT			
1 POOR	13	12	0
2 FAIR	13	35	0
3 GOOD	75	29	0
4 EXCELLENT	0	12	0
OMIT	0	12	0
MEAN	2.63	2.47	0.0

7. AVAILABLE RESOURCES (FACULTY, STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		ALUM. S1	ALUM. S2	ALUM. S3
	NUMBER OF RESPONDENTS	8	17	1
		PERCENT	PERCENT	PERCENT
II-29	QUALITY OF SUPPORT AND CLERICAL STAFF			
1	POOR	0	0	0
2	FAIR	13	35	0
3	GOOD	63	41	0
4	EXCELLENT	25	12	0
	OMIT	0	12	0
	MEAN	3.13	2.73	0.0

SCALE REPORT- SCALE SCORE 7

7. AVAILABLE RESOURCES (FACULTY, STUDENTS, ALUMNI)

	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	16	1
MEAN	2.85	2.56	0.0
STANDARD DEVIATION	0.62	0.65	0.0

ITEMS: II-5,6,7,22,26,28,29

8. STUDENT SATISFACTION WITH PROGRAM (STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		ALUM. S1	ALUM. S2	ALUM. S3
	NUMBER OF RESPONDENTS	8	17	1
		PERCENT	PERCENT	PERCENT
I-5	I HAVE LEARNED A GREAT DEAL AS A MASTER'S STUDENT IN THE DEPARTMENT/PROGRAM			
	1 DISAGREE STRONGLY	0	0	0
	2 DISAGREE WITH RESERVATIONS	0	18	0
	3 AGREE WITH RESERVATIONS	38	24	0
	4 AGREE STRONGLY	63	59	0
	OMIT	0	0	0
	MEAN	3.63	3.41	0.0
I-6	I WOULD ADVISE A FRIEND WITH SIMILAR INTERESTS TO STUDY IN THE DEPARTMENT/PROG.			
	1 DISAGREE STRONGLY	0	6	0
	2 DISAGREE WITH RESERVATIONS	0	12	0
	3 AGREE WITH RESERVATIONS	25	24	0
	4 AGREE STRONGLY	75	59	0
	OMIT	0	0	0
	MEAN	3.75	3.35	0.0
I-11	IF I WERE STARTING OVER, I WOULD ENROLL IN THIS MASTER'S PROGRAM AGAIN			
	1 DISAGREE STRONGLY	0	18	0
	2 DISAGREE WITH RESERVATIONS	13	18	0
	3 AGREE WITH RESERVATIONS	0	24	0
	4 AGREE STRONGLY	88	41	0
	OMIT	0	0	0
	MEAN	3.75	2.88	0.0

8. STUDENT SATISFACTION WITH PROGRAM (STUDENTS, ALUMNI)

	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
ITEM AND ALTERNATIVES	PERCENT	PERCENT	PERCENT
I-12 PROGRAM IS PROVIDING ME WITH VERY GOOD PREPARATION FOR FUTURE PROFESSIONAL WORK			
1 DISAGREE STRONGLY	0	0	0
2 DISAGREE WITH RESERVATIONS	0	24	0
3 AGREE WITH RESERVATIONS	25	35	0
4 AGREE STRONGLY	75	41	0
OMIT	0	0	0
MEAN	3.75	3.18	0.0

SCALE REPORT- SCALE SCORE 8

8. STUDENT SATISFACTION WITH PROGRAM (STUDENTS, ALUMNI)

	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
MEAN	3.72	3.21	0.0
STANDARD DEVIATION	0.41	0.85	0.0

ITEMS: I-5,6,11,12

9. ASSISTANTSHIP AND INTERNSHIP EXPERIENCES (STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
	PERCENT	PERCENT	PERCENT
III-1 PARTICIPATION IN CLINICAL, FIELD WORK, OR INTERNSHIP EXPERIENCE AS PART OF PROG.			
1 YES, AS A MASTER'S DEGREE REQUIREMENT	75	53	0
2 YES, NOT AS A MASTER'S DEGREE REQUIREMENT	13	12	0
3 NO	13	35	0
OMIT	0	0	0

9. ASSISTANTSHIP AND INTERNSHIP EXPERIENCES (STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	7	11	1
	PERCENT	PERCENT	PERCENT
III-2 DEPARTMENTAL TRAINING TO PREPARE YOU FOR THE EXPERIENCE			
1 POOR	0	9	0
2 FAIR	43	27	0
3 GOOD	57	27	0
4 EXCELLENT	0	36	0
OMIT	0	0	0
MEAN	2.57	2.91	0.0
III-3 CONTRIBUTION OF THE EXPERIENCE TO YOUR ACADEMIC DEVELOPMENT			
1 POOR	14	9	0
2 FAIR	0	9	0
3 GOOD	0	45	0
4 EXCELLENT	86	36	0
OMIT	0	0	0
MEAN	3.57	3.09	0.0
III-4 CHANCE TO PRACTICE YOUR PROFESSIONAL SKILLS			
1 POOR	14	9	0
2 FAIR	0	18	0
3 GOOD	0	45	0
4 EXCELLENT	86	27	0
OMIT	0	0	0
MEAN	3.57	2.91	0.0

9. ASSISTANTSHIP AND INTERNSHIP EXPERIENCES (STUDENTS, ALUMNI)

ITEM AND ALTERNATIVES		ALUM. S1	ALUM. S2	ALUM. S3
	NUMBER OF RESPONDENTS	7	11	1
		PERCENT	PERCENT	PERCENT
III-5	VARIETY OF ASSIGNMENTS OR ACTIVITIES			
1	POOR	14	0	0
2	FAIR	0	9	0
3	GOOD	43	73	0
4	EXCELLENT	29	18	0
	OMIT	14	0	0
	MEAN	3.00	3.09	0.0
III-6	SUPERVISION YOU RECEIVED			
1	POOR	29	9	0
2	FAIR	14	55	0
3	GOOD	43	9	0
4	EXCELLENT	14	27	0
	OMIT	0	0	0
	MEAN	2.43	2.55	0.0
III-7	OFFICE SPACE AND EQUIPMENT AVAILABLE FOR YOUR USE			
1	POOR	29	27	0
2	FAIR	0	36	0
3	GOOD	57	36	0
4	EXCELLENT	14	0	0
	OMIT	0	0	0
	MEAN	2.57	2.09	0.0

RESPONSES TO ITEM III-1 ARE NOT INCLUDED IN THE SCALE MEAN. RESPONSE PERCENTAGES AND MEANS IN THIS SCALE ARE BASED ON THE NUMBER OF "YES" RESPONSES IN ITEM III-1.

SCALE REPORT- SCALE SCORE 9

9. ASSISTANTSHIP AND INTERNSHIP EXPERIENCES (STUDENTS, ALUMNI)

	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	7	11	1
MEAN	2.95	2.77	0.0
STANDARD DEVIATION	0.64	0.70	0.0

ITEMS: III-2,3,4,5,6,7

11. EMPLOYMENT ASSISTANCE (ALUMNI)

ITEM AND ALTERNATIVES	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	17	1
	PERCENT	PERCENT	PERCENT
V-16A HOW HELPFUL WERE DEPARTMENT'S FORMAL OR INFORMAL EFFORTS			
1 NOT AT ALL HELPFUL	63	41	0
2 OF SOME HELP	0	35	0
3 VERY HELPFUL	0	12	0
4 EXTREMELY HELPFUL	38	6	0
OMIT	0	6	0
MEAN	2.13	1.81	0.0
V-16B HOW HELPFUL WAS ASSISTANCE OF INDIVIDUAL PROFESSORS			
1 NOT AT ALL HELPFUL	38	35	0
2 OF SOME HELP	38	12	0
3 VERY HELPFUL	0	35	0
4 EXTREMELY HELPFUL	25	6	0
OMIT	0	12	0
MEAN	2.13	2.13	0.0
V-16C HOW HELPFUL WAS UNIVERSITY PLACEMENT OFFICE			
1 NOT AT ALL HELPFUL	100	59	0
2 OF SOME HELP	0	18	0
3 VERY HELPFUL	0	6	0
4 EXTREMELY HELPFUL	0	0	0
OMIT	0	18	0
MEAN	1.00	1.36	0.0

11. EMPLOYMENT ASSISTANCE (ALUMNI)

ITEM AND ALTERNATIVES		ALUM. S1	ALUM. S2	ALUM. S3
	NUMBER OF RESPONDENTS	8	17	1
		PERCENT	PERCENT	PERCENT
V-16D	HOW HELPFUL WERE LISTINGS WITH AGENCIES			
	1 NOT AT ALL HELPFUL	75	47	0
	2 OF SOME HELP	13	12	0
	3 VERY HELPFUL	13	12	0
	4 EXTREMELY HELPFUL	0	12	0
	OMIT	0	18	0
	MEAN	1.38	1.86	0.0
V-16E	HOW HELPFUL WERE LETTERS SENT DIRECTLY TO EMPLOYERS WITHOUT KNOWING OF OPENINGS			
	1 NOT AT ALL HELPFUL	63	41	0
	2 OF SOME HELP	0	18	0
	3 VERY HELPFUL	0	12	0
	4 EXTREMELY HELPFUL	38	0	0
	OMIT	0	29	0
	MEAN	2.13	1.58	0.0

SCALE REPORT- SCALE SCORE 11

11. EMPLOYMENT ASSISTANCE (ALUMNI)

	ALUM. S1	ALUM. S2	ALUM. S3
NUMBER OF RESPONDENTS	8	14	0
MEAN	1.75	1.72	0.0
STANDARD DEVIATION	0.63	0.64	0.0

ITEMS: V-16A,16B,16C,16D,16E

APPENDIX HH

SUPPLEMENTAL ALUMNI QUESTIONNAIRE RESULTS

SUPPLEMENTARY QUESTION REPORT - ALUMNI

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES — NUMBER OF USABLE QUESTIONNAIRES= 27

	PERCENTAGE OF ALUMNI									
QUESTION NUMBER	RESP. 1	RESP. 2	RESP. 3	RESP. 4	RESP. 5	RESP. 6	RESP. 7	RESP. 8	RESP. 9	OMIT
1	63	37	0	0	0	0	0	0	0	0
2	22	4	4	41	30	0	0	0	0	0
3	7	7	4	48	33	0	0	0	0	0
4	7	7	7	56	22	0	0	0	0	0
5	4	0	15	44	37	0	0	0	0	0
6	4	11	11	48	22	0	0	0	0	4
7	0	7	22	33	37	0	0	0	0	0
8	4	4	15	30	48	0	0	0	0	0
9	7	11	7	56	19	0	0	0	0	0
10	7	7	0	59	26	0	0	0	0	0
11	7	30	4	33	26	0	0	0	0	0
12	7	11	11	37	33	0	0	0	0	0
13	4	4	0	37	56	0	0	0	0	0
14	4	4	11	48	33	0	0	0	0	0
15	63	19	7	4	0	4	0	0	0	4
16	22	37	11	7	11	4	0	0	4	4
17	7	0	11	41	7	4	7	0	0	22
18	7	41	7	0	11	4	11	0	0	19
19	7	7	0	15	7	37	0	0	0	26
20	15	19	11	15	7	7	0	0	0	26

SUPPLEMENTARY QUESTION REPORT - ALUMNI

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES

NUMBER OF USABLE QUESTIONNAIRES= 27

QUESTION NUMBER	PERCENTAGE OF ALUMNI									
	RESP. 1	RESP. 2	RESP. 3	RESP. 4	RESP. 5	RESP. 6	RESP. 7	RESP. 8	RESP. 9	OMIT
1	63	37	0	0	0	0	0	0	0	0
2	22	4	4	41	30	0	0	0	0	0
3	7	7	4	48	33	0	0	0	0	0
4	7	7	7	56	22	0	0	0	0	0
5	4	0	15	44	37	0	0	0	0	0
6	4	11	11	48	22	0	0	0	0	4
7	0	7	22	33	37	0	0	0	0	0
8	4	4	15	30	48	0	0	0	0	0
9	7	11	7	56	19	0	0	0	0	0
10	7	7	0	59	26	0	0	0	0	0
11	7	30	4	33	26	0	0	0	0	0
12	7	11	11	37	33	0	0	0	0	0
13	4	4	0	37	56	0	0	0	0	0
14	4	4	11	48	33	0	0	0	0	0
15	63	19	7	4	0	4	0	0	0	4
16	22	37	11	7	11	4	0	0	4	4
17	7	0	11	41	7	4	7	0	0	22
18	7	41	7	0	11	4	11	0	0	19
19	7	7	0	15	7	37	0	0	0	26
20	15	19	11	15	7	7	0	0	0	26

SUPPLEMENTARY QUESTION REPORT - ALUMNI

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES

NUMBER OF USABLE QUESTIONNAIRES= 27

QUESTION NUMBER	PERCENTAGE OF ALUMNI									
	RESP. 1	RESP. 2	RESP. 3	RESP. 4	RESP. 5	RESP. 6	RESP. 7	RESP. 8	RESP. 9	OMIT
1	63	37	0	0	0	0	0	0	0	0
2	22	4	4	41	30	0	0	0	0	0
3	7	7	4	48	33	0	0	0	0	0
4	7	7	7	56	22	0	0	0	0	0
5	4	0	15	44	37	0	0	0	0	0
6	4	11	11	48	22	0	0	0	0	4
7	0	7	22	33	37	0	0	0	0	0
8	4	4	15	30	48	0	0	0	0	0
9	7	11	7	56	19	0	0	0	0	0
10	7	7	0	59	26	0	0	0	0	0
11	7	30	4	33	26	0	0	0	0	0
12	7	11	11	37	33	0	0	0	0	0
13	4	4	0	37	56	0	0	0	0	0
14	4	4	11	48	33	0	0	0	0	0
15	63	19	7	4	0	4	0	0	0	4
16	22	37	11	7	11	4	0	0	4	4
17	7	0	11	41	7	4	7	0	0	22
18	7	41	7	0	11	4	11	0	0	19
19	7	7	0	15	7	37	0	0	0	26
20	15	19	11	15	7	7	0	0	0	26

APPENDIX II

SUPPLEMENTAL ALUMNI QUESTIONNAIRE SUBGROUPS RESULTS

SUPPLEMENTARY QUESTION REPORT - ALUMNI - SUBGROUP 1

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES NUMBER OF USABLE QUESTIONNAIRES= 0

QUESTION NUMBER	PERCENTAGE OF ALUMNI									
	RESP. 1	RESP. 2	RESP. 3	RESP. 4	RESP. 5	RESP. 6	RESP. 7	RESP. 8	RESP. 9	OMIT
1	75	25	0	0	0	0	0	0	0	0
2	25	0	0	38	38	0	0	0	0	0
3	0	0	0	50	50	0	0	0	0	0
4	0	0	13	38	50	0	0	0	0	0
5	0	0	0	50	50	0	0	0	0	0
6	0	0	0	75	25	0	0	0	0	0
7	0	13	25	25	38	0	0	0	0	0
8	0	0	13	25	63	0	0	0	0	0
9	0	13	13	63	13	0	0	0	0	0
10	0	0	0	88	13	0	0	0	0	0
11	13	50	0	13	25	0	0	0	0	0
12	0	13	25	38	25	0	0	0	0	0
13	0	0	0	38	63	0	0	0	0	0
14	0	0	13	50	38	0	0	0	0	0
15	75	13	13	0	0	0	0	0	0	0
16	25	38	13	0	13	0	0	0	13	0
17	13	0	0	38	0	13	0	0	0	38
18	0	13	25	0	25	0	0	0	0	38
19	13	0	0	13	0	38	0	0	0	38
20	25	25	0	13	0	0	0	0	0	38

SUPPLEMENTARY QUESTION REPORT - ALUMNI - SUBGROUP 2

ALUMNI FREQUENCY DISTRIBUTION IN PERCENTAGES

NUMBER OF USABLE QUESTION

QUESTION NUMBER	PERCENTAGE OF ALUMNI								
	RESP. 1	RESP. 2	RESP. 3	RESP. 4	RESP. 5	RESP. 6	RESP. 7	RESP. 8	RESP. 9
1	53	47	0	0	0	0	0	0	0
2	12	6	6	47	29	0	0	0	0
3	6	12	6	47	29	0	0	0	0
4	6	12	6	65	12	0	0	0	0
5	0	0	24	47	29	0	0	0	0
6	0	18	12	41	24	0	0	0	0
7	0	0	24	41	35	0	0	0	0
8	0	6	18	35	41	0	0	0	0
9	6	12	6	59	18	0	0	0	0
10	6	12	0	47	35	0	0	0	0
11	6	18	6	47	24	0	0	0	0
12	6	12	6	41	35	0	0	0	0
13	6	0	0	41	53	0	0	0	0
14	6	0	12	53	29	0	0	0	0
15	59	18	6	6	0	6	0	0	0
16	24	35	6	12	12	6	0	0	0
17	6	0	18	41	12	0	6	0	0
18	12	59	0	0	6	0	12	0	0
19	0	12	0	12	12	41	0	0	0
20	12	18	18	12	6	12	0	0	0

CURRICULUM VITAE

Kadir Vefa Tezel was born in Ankara, Turkey on January 18, 1962. He received his B.A. in English Language Teaching from Dokuz Eylül University College of Education. He completed his Master's degree at Hacettepe University. He then continued his doctoral studies at Indiana University of Pennsylvania in the United States and Middle East Technical University in Turkey. He has taught undergraduate TESL/TEFL and ESL/EFL courses extensively both in Turkey and the United States at various universities and colleges. Since February 2001, he has been working at the FLE department of METU College of Education. His main interests are TESL/TEFL methodology, language teacher education, program evaluation, multiple intelligences, deaf education, and linguistics.