

## Data-Based Change for Departmental Effectiveness in the English Preparatory Unit: A Longitudinal Case Study

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### Abstract

*Problem:* The major problem was: "What will be the impact of a three-year evidence-based and mission-driven change program (to be launched between 1997-2000) on the proficiency level of English Preparatory Program students (of Gaziantep University) longitudinally, in terms of international compatibility?"

*Purpose:* The main purpose of this study was to inquire means and ways of assuring accountability as a tool for departmental effectiveness, through measurable performance indicators in the English Preparatory Department of Gaziantep University.

*Design and Methodology:* This paper presents a longitudinal case study, embracing action research backed by a series of empirical analyses (time-variant and time-invariant) spanning a 9-year period. Statistical applications such as independent samples t-test, linear regression and correlation have constituted the backbone of the analyses.

*Findings:* The proposed exemption criterion (500 PB-TOEFL) had no scientific base and was not justifiable in terms of minimum proficiency level required for the completion of the English Preparatory Program. Findings showed that the minimum English proficiency level was approximately equivalent to a score of 377 on the paper-based TOEFL, being far from the exemption criterion and international compatibility.

*Conclusions/Recommendations:* It can be concluded that the average outputs of the English Preparatory Department (of Gaziantep University) were not

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found to be internationally compatible with reference to TOEFL grades and, in great part, the exemption criterion and the English proficiency level attained at the EPD was/is still not accountable. Outsourcing can be an innovative alternative for improving efficiency at the English preparatory unit in question.

**Keywords:** Evidence-based change; foreign language teaching, departmental efficiency, Turkey