

DEDAK ACCREDITATION SELF STUDY REPORT TEMPLATE

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This document is to be completed as a self-study by language programs that are undergoing the accreditation process.

DEDAK
SELF-STUDY REPORT
COVER PAGE

Yalova University
Yabancı Diller Yüksekokulu
Yabancı Diller Bölümü



Yalova Üniversitesi, Yabancı Diller Yüksekokulu, Bahçelievler Mah. Çınarcık Yolu Caddesi No: 26
Merkez - YALOVA, 77200

A. INFORMATION ABOUT THE PROGRAM

1. Contact Information

State the name of the contact person that the reviewer team leader will contact prior to the site visit (Department head or an accreditation representative):

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2. **Assignments and Internal Management Structure:** List all faculty members along with their titles that have administrative duties like the curriculum officer, the assessment coordinator within the program and explain the internal management structure through an organizational chart.
3. **Administrative Relationship with Upper Management:** State the program's administrative relationship with upper management through an organizational chart.
4. **Brief History of the Program:** Provide a brief history of the program.

Yalova University was established by Law No. 26892 dated 31 May 2008. Since then, it has grown rapidly, incorporating new faculties, colleges, and vocational schools. In accordance with Higher Education Law No. 2547, the Department of Foreign Languages, affiliated with the university, began offering English courses in 2009. This department continued its education and training activities for five years from its establishment. In line with the university's growth and evolving needs, the School of Foreign Languages was established by the Council of Ministers Decision No. 2012/3054, published in the Official Gazette No. 28284 on 6 May 2012. The school initially began operating with the following four departments: Department of Modern Languages, Arabic Translation and Interpretation Department, English Translation and Interpretation Department, and English Preparatory Department. Following subsequent reorganisations, the Modern Languages Department ceased operations, and the Arabic Translation and Interpretation Department and the English Translation and Interpretation Department were transferred to the Faculty of Humanities and Social Sciences in 2024. Following these developments, the School of Foreign Languages continues its activities solely through the Department of Foreign Languages. Additionally, the school provides support through Foreign Language Skills (FLS) courses for faculties.

5. **Accreditation Committee:** Provide a chart listing the members of the accreditation committee, their duties and their work distribution.
6. **Self-study Report Preparation Process:** Summarize the process of preparing the self-study report to include how comprehensive it was and how systematic the work was.

7. **Self-study Summary:** Summarize in one page the extent to which the standards have been met by stating the strong and weak aspects.
8. **Learning Points from the Process:** State any learning points the preparation of the self-study report taught and/or contributed to you.

B. DEDAK STANDARDS AND QUESTIONS TO BE ANSWERED FOR EACH STANDARD

MISSION

Mission Standard 1

Compatibility and Communication of the Mission

Standard 1: The Language Program has a clear, written, and transparent mission that communicates its goal and is based on the needs of its stakeholders. The mission is shared with all internal and external stakeholders and reviewed periodically.

Required responses

1. State the mission of the Language Program.

At Yalova University School of Foreign Languages, our mission is to ensure that our students acquire the foreign language knowledge and skills necessary to successfully pursue their academic studies and to communicate effectively in international platforms. In line with this mission, our modular curriculum, implemented in accordance with the Common European Framework of Reference for Languages (CEFR), aims to develop the four language skills (listening, speaking, reading, and writing) in a balanced way, while also equipping students with 21st-century skills.

Our preparatory program, designed for students who will study in departments where the medium of instruction is English, is structured with a learning-centered approach. It promotes active engagement in the learning process and adopts teaching methodologies that help students develop effective individual learning strategies. In addition to content aimed at improving the four language skills, the program also includes modules that support critical thinking, problem-solving, and digital literacy. By the end of the program, students are expected to reach at least the B2 level of language proficiency.

Our educational processes are carried out by qualified instructors who are committed to continuous professional development, in classrooms equipped with technological resources suitable

for language teaching. These processes are designed to maximize students' foreign language proficiency.

2. Explain how the mission is achieved through the Language Program's educational and other activities.

Our educational processes are carried out by competent and professionally motivated instructors in classrooms equipped with technological tools suitable for language teaching, with the aim of maximizing our students' foreign language proficiency.

3. Explain how the mission is shared with different stakeholders.
4. State when the current mission was last reviewed as well as the process and timeline for its periodic review.

Verification

Documentation in the report

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Verification on site

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Program self-recommendations

No recommendations.

CURRICULUM

The expected learning outcomes at the exit level of foreign language preparatory programs that prepare students for an institution of higher learning whose medium of instruction is in a foreign language should be at a minimum level of B1+ according to the Common European Framework of Reference for Languages (CEFR).

Curriculum Standard 1

Consistency with the Mission and Needs

Standard 1: The Language Program has learning outcomes that are consistent with the mission and are needs based.

Required responses

1. State how the Language Program's mission aligns with the curriculum and describe how it guides and is in accordance with the curriculum.

The mission of the English Preparatory Program is to equip the students with the foreign language knowledge and skills necessary to successfully carry out their academic studies and to communicate effectively in international social contexts. To achieve this goal, a student-centered teaching approach and a diverse educational program are implemented. To achieve this, education in the English Preparatory Program is conducted through a modular system. In accordance with the mission

of the program, the modular system provides students with the necessary language skills to achieve the module objectives and move on to a higher level (see **2.1. Students Handbook 2024-2025**). At Yalova University School of Foreign Languages, the curriculum is designed to align with the institution’s mission to provide quality language education that meets the academic and communicative needs of our diverse student body. The English preparatory program curriculum is structured according to **CEFR levels (A1–B2)** to ensure clarity, consistency, and comparability across language learning goals. (see **2.1. Students Handbook 2024-2025**).

2. List the methods/sources/data/tools that are used to determine the curricular needs of the program.

In order to determine the curricular needs of the program, quantitative data are collected from instructors and students through surveys. Instructors and students give feedback on the course material, the use of technology, teaching/ learning strategies and methods and assessment. (see **2.2. Student Survey 2024-2025; 2.3: Academic Staff Survey 2024-2025**)

3. State how the methods/resources/data/tools utilized in the needs analysis were used in the design of the curriculum. Explain how these are used to determine the needs and how the results are used.

The data is analyzed by the coordinator of the Materials, and the results are shared with administration and instructors. Results are also shared with instructors. (see **2.2. Student Survey Results 2024-2025; 2.3: Academic Staff Survey Results 2024-2025**). Based on the feedback received from instructors and students, necessary steps are taken in adapting or revamping the curriculum. To illustrate, based on feedback from instructors and students, the course books have changed, the number of assessments has been increased (reader quiz was added) and their content has been developed.

Verification

Documentation in the report

2.1. Student Handbook 2024-2025	
2.2. Student Survey 2024-2025	
2.3: Academic Staff Survey 2024-2025	

Verification on site

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Program self-recommendations

The overarching educational philosophy guiding curriculum design is not explicitly presented in the Student Handbook. A clear statement outlining the program’s educational philosophy should be developed and included in all official documents accessible to students and staff. Current survey tools primarily target general satisfaction and basic needs. There is limited qualitative input and insufficient engagement with external stakeholders. Therefore, more comprehensive and systematic

surveys targeting students, instructors, administrative staff, and external stakeholders (e.g., faculty members from departments that receive prep school graduates) are needed. Additionally, focus group interviews should be conducted with selected student and teacher representatives to explore specific needs, challenges, and expectations in more depth. While review meetings are held, they may not fully reflect a documented continuous improvement cycle based on comprehensive data. A formalized curriculum review cycle that incorporates feedback from surveys and focus groups needs to be established.

Curriculum Standard 2

Content and Learning Outcomes

Standard 2: The content of the Language Program aligns with the aim and learning outcomes of the program, is in alignment with student needs, and is suitable to achieve the targeted learning outcomes.

Required responses

1. State the learning outcomes for each level in the program for different language knowledge and skills by filling out the *Curriculum Equivalency Table* (see DEDAK Review Standards Verification Handbook Appendix 1).
2. Describe how learning outcomes within different levels of the program are sequenced and progress.
3. State where and how the learning outcomes within different levels of the program are made available.
4. State the conditions in which levels in the program may be combined and how learning outcomes can be achieved under such circumstances.

To achieve the mission and objectives of the School of Foreign Languages (SFL) at Yalova University, a modular system is implemented. The program consists of four modules, ensuring a structured and progressive learning experience for students.

These modules are designed in alignment with the **Common European Framework of Reference for Languages (CEFR)**, providing internationally recognized standards for language proficiency. The levels in our program are as follows: **(see 2.1. Student Handbook 2024-2025; 2.4. Using the CEFR - Principles of Good Practice)**

A1 (Beginner) – Basic language knowledge and simple communication skills

A2 (Elementary) – Developing fundamental language skills and improving comprehension

B1 (Intermediate) – Gaining independence in language use and enhancing fluency

B2 (Upper-Intermediate) – Strengthening advanced skills and preparing for academic contexts

Each module is carefully structured to equip students with the necessary linguistic competencies, covering all four language skills: **listening, speaking, reading, and writing**. Each level has specific courses aimed at enhancing students' proficiency and prepare them for academic and professional settings. **(see 2.1. Student Handbook 2024-2025)**

A1 Level:

Course Name	Objective
Main Course	To help students acquire basic vocabulary and grammar structures, and to develop basic listening, speaking, reading, and writing skills for everyday communication.

A2 Level

Course Name	Objective
Main Course	To improve students' ability to communicate in simple and routine tasks, using frequently used expressions related to areas of most immediate relevance.
Writing	To support students in writing simple connected texts on familiar topics and to help them gain strategies for paragraph development.

B1 Level

Course Name	Objective
Main Course	To develop students' ability to understand and produce clear, connected speech and text on familiar matters encountered in work, school, and leisure.
Writing	To help students organize their ideas logically and write well-structured paragraphs and short essays, using appropriate grammar and vocabulary.

B2 Level

Course Name	Objective
Main Course	To enable students to understand and produce complex texts, take part in discussions on both concrete and abstract topics, and express themselves fluently and spontaneously.
Writing	To enhance students' academic writing skills by focusing on essay types, argument development, and cohesion and coherence in writing.

Verification

Documentation in the report

2.1. Student Handbook 2024-2025	
2.4. Using the CEFR - Principles of Good Practice	

Verification on site

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Program self-recommendations

No recommendations.

Curriculum Standard 3

Curriculum Design and Instructional Materials

Standard 3: The curriculum design and instructional materials ensure the achievement of the learning outcomes.

Required responses

1. State the approach underlying the curriculum design and explain how it contributes to the achievement of the learning outcomes.

At the School of Foreign Languages, Yalova University, English preparatory education is offered in line with the Common European Framework of Reference for Languages (CEFR), covering A1 to B2 levels through four 8-week modular periods. To ensure the consistency and quality of instruction across all levels, a course pack has been adopted. This pack includes main course books, writing booklets, supplementary readers, and online platforms designed to support the development of core language skills—reading, writing, listening, speaking, grammar, and vocabulary.

2. List the curricular materials and technologies used in the curriculum. Explain how the materials and technologies are chosen and how they contribute to the achievement of the learning outcomes.

Learning outcomes are structured progressively across the four modules in line with CEFR descriptors. Each level builds on the competencies developed at the previous level, ensuring linguistic development in a spiraling and cumulative manner. Skills and subskills are introduced at basic levels and further developed in complexity and depth in higher modules, particularly with increased academic and task-based requirements from A1 to B2. **(see 2.1. Student Handbook 2024-2025)**

Each module is supported by level-specific materials selected to align with CEFR outcomes. **(see 2.5. Course Materials)** The course book selection process at the School of Foreign Languages at Yalova University was carried out through a systematic and collaborative approach. To ensure that the selected materials aligned with the objectives and learning outcomes of our preparatory English program, meetings were held with representatives from various reputable publishing houses.

During this process, publishers were invited to present and demonstrate their course books and digital resources to the academic staff. These sessions provided instructors with the opportunity to examine the content, methodology, skill integration, and CEFR alignment of each book. The materials were evaluated based on their ability to meet the language development needs of students at different CEFR levels (A1, A2, B1, and B2), as well as their support for autonomous learning and digital compatibility. **(see 2.6. Meetings with Publishers)**

Following these presentations, a series of internal meetings were held with instructors teaching in the preparatory program. A participatory and democratic approach was adopted, and instructors' opinions, classroom experiences, and pedagogical preferences were carefully taken into account. Through open discussion and consensus-building, the materials best suited to our program's goals were identified and selected. **(see 2.7. Meetings with Instructors on Course books)**

As a result of this process, the Pearson Speakout 3rd Edition series and the Ready to Write series were adopted as the main course books for the academic year 2024–2025. These books were chosen for their comprehensive coverage of skills, structured progression, clear alignment with CEFR

descriptors, and well-integrated online support features. The table below provides an overview of the course books, writing materials, and graded readers used at each level in the main tracks of the English preparatory program. **(see 2.8. General YDYO Google Classroom Announcement Group)**

Materials for Main Tracks of the English Preparatory Program

Level	Main course Book	Writing	Readers
A1	Pearson Speak Out 3rd Ed. A2 SB	–	3 graded readers (selected by instructor)
A2	Pearson Speak Out 3rd Ed. A2+ SB	Pearson Ready to Write 2	3 graded readers
B1	Pearson Speak Out 3rd Ed. B1 SB	Pearson Ready to Write 2	2 graded readers
B2	Pearson Speak Out 3rd Ed. B1+ SB	Pearson Ready to Write 3	2 graded readers

Books for Repeat Classes

Students enrolled in repeat modules are assigned different materials suitable for reinforcement and revision: **(see 2.9. Course Materials File-Assessment Files)**

Level	Main course Book	Writing	Readers
R-A1	English File 4th Ed. Elementary	Academic Writing Course Pack 1	3 graded readers (selected by instructor)
R-A2	English File 4th Ed. Pre-Intermediate	Academic Writing Course Pack 2	English File 4th Ed. Pre-Intermediate
R-B1	English File 4th Ed. Intermediate	Academic Writing Course Pack 3	English File 4th Ed. Intermediate

Digital Platforms and Online Practice

- **Google Classroom:** Used to distribute assignments, writing templates, reader books, online resources, and announcements.
- **Pearson Online Practice Platform:** Students create accounts using a provided access code (shared in orientation) and join virtual classrooms. This platform includes grammar, vocabulary, and skills-based tasks aligned with the course content.
- **Reader Books and Exams:** Graded readers are assigned by instructors via Classroom and evaluated through in-class reading quizzes.

This structured and comprehensive course pack ensures students are equipped with the necessary resources to meet CEFR-aligned learning outcomes. The inclusion of integrated print and digital materials supports differentiated instruction and reinforces learner autonomy through self-access online tools.

Verification

Documentation in the report

2.4. Course Materials 2.5. Using the CEFR - Principles of Good Practice 2.6. Meetings with Publishers	2.7. Meetings with Instructors on Course books 2.8. General YDYO Google Classroom Announcement Group 2.9. Course Materials File-Assessment Files
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Verification on site

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Program self-recommendations

Currently, there is no Curriculum Equivalency Table (as described in the DEDAK Review Standards Verification Handbook Appendix 1) in use. This is recognized as an area for development. Efforts were initiated to prepare a detailed equivalency table that explicitly aligns course content with learning outcomes at each CEFR level. This table will also serve to enhance transparency and curriculum monitoring.

General learning outcomes and course descriptions are shared with students through the Student Handbook (Evidence: Student Handbook). However, it is acknowledged that a more detailed and level-specific table of outcomes should be developed and made available to students and academic staff via printed and digital platforms. This enhancement will improve awareness and alignment between teaching and assessment practices.

Curriculum Standard 4

Program Length and Structure

Standard 4: The total length and structure of the curricular program is in alignment with the achievement of the stated learning outcomes. The length of the curricular program has been planned to allow for learning, an appropriate amount of time has been devoted to each level, and the course hours and the structure of the program have been designed accordingly.

Required responses

1. State the program calendar in the table below (changes can be made to the table as needed).

The program calendar for 2024-2025 Academic year can be seen in the table below. The calendar includes four eight-week modules and a six-week summer school module. At the beginning of an academic year, all students are required to take a proficiency exam and a placement exam. If a student passes the proficiency exam, he/she does not need to take the English preparation program and can start education in his/her major field of study. If a student fails in the proficiency exam or doesn't take the exam, the student is required to take a placement test. The placement test is carried to place the new students in the appropriate level. The table below shows that the students are placed in two levels, A1 and A2, in the first module. A student who meets the requirements for a

level can pass to the next level. However, if a student cannot meet the requirements for a level, he/she must take the same level in the next module. This system is repeated until a student either completes the B2 level or passes a proficiency exam during an academic year. **(see 2.10. Academic Calendar 2024-2025)**

2. Table 1: Program Calendar

Module	1		2			3				4				Summer School
Level(s)	A1	A2	RA 1	A2	B1	A2	RA 2	B1	B2	RA 2	B1	RB 1	B2	B2
Number of Weeks	8		8			8				8				6
Number of hours per week	20	22	20	22	25	22	20	24	22	24	28	26	28	28

The program calendar above shows that modules 1-4 last 8 weeks and students have a range of 20-25 hours per week. The only difference regarding the number of weeks is in the summer school module. Summer school module has 6 weeks. In order to compensate for the two missing weeks, the number of teaching hours per week is increased to 28 in the summer school module. **(see 2.11.**

Sample Student Schedule For All Modules)

There are two weaknesses that must be addressed in this calendar. The first one is the change in the number of hours per week for the same levels in different modules. For example, B1 level students in the 2nd module have 25 hours per week, but B1 level students in the 3rd module have 24 hours per week. The second one is the change in the number of hours both between the same levels and different levels in different modules. For example, A1 level has 20 hours per week, but B1 level has 24 hours per week. Also, A2 level students have 22 hours per week in the 3rd module, but R-A2 students have 20 hours per week. These two weaknesses can be seen as some superficial differences and may not be an obstacle to the achievement of the learning outcomes. However, if these changes are repeated frequently, the number of hours per week may appear to be arbitrarily set. Therefore, any sudden changes in the program calendar must be handled meticulously.

3. Explain how the program structure and the designated length of time are suitable for the achievement of the learning outcomes.

The total number of hours range between 160 and 200 hours for a level. The total number of teaching hours in the whole program is around 700 hours. This length of time for the achievement of the learning outcomes seems to be suitable for the young adult Turkish learners of English according to the Common European Framework of Reference (CEFR). The CEFR states that it takes approximately 500-600 hours to reach B2 level from being a complete beginner. **(see 2.5. Using the CEFR - Principles of Good Practice)**

4. If any term/module during the academic year is longer or shorter than normal (such as the summer term), explain how the curricular program aims are achieved.

As indicated previously, only summer school module is shorter than other four modules. The curricular program aims are achieved by increasing the total number of hours per week. Therefore, the achievement of the learning outcomes is not affected by this change. **(see 2.12. Summer School Syllabus Sample)**

5. If a program accepts students into the program after the declared start date (transfer students, late-registered students, vertical transfer students, etc.), state how these students can achieve the learning outcomes.

In Turkish Higher Education system, there are several ways to register at a higher education institution. Most of the students placed by ÖSYM are ready on the declared start day. However, there are several groups of students who start after this day. These students are mostly transfer students, late-registered students, vertical transfer students, additional placement students etc. The start date for these students changes every year, and unfortunately there is not a clear deadline for the registration. Therefore, there has not been a supplementary program for these students at our institution. If these students cannot pass the proficiency exam, they take the placement test. They are placed at the appropriate level and start the English preparation program. It is true that this situation leads to some problems for these students. This is one of the major shortcomings of the English preparatory program.

6. State where the academic calendar (start date, term/module lengths, hours per week, exam dates, etc.) of the Language Program is made available.

The academic calendar of the English Preparatory Program is available for students on different platforms. The first one is the university website. The academic calendar is uploaded almost three months before the start of the new academic year. The prospective students can see the exam dates, beginning and ending dates of all modules in this calendar. Also, the academic calendar is shared on social media accounts of our school. Finally, our students are required to join Google Classroom. The calendar is also shared on Google Classroom. The evidence for this response can be found in the Appendix. **(see 2.13.; 2.14.; 2.15; 2.16 Academic Calendar Announcement)**

Verification

Documentation in the report

2.5. Using the CEFR - Principles of Good Practice 2.10. Academic Calendar 2024-2025 2.11. Sample student schedule for all modules 2.12. Summer School Syllabus Sample 2.13. Academic Calendar Announcement on University Website	2.14. Academic Calendar Announcement on School Website 2.15. Academic Calendar Announcement on Social Media 2.16. Academic Calendar Announcement on Google Classroom
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Verification on site

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Program self-recommendations

No recommendations.

Curriculum Standard 5

Curriculum Delivery

Standard 5: The curriculum is delivered through the use of educational principles by the classroom instructors, which ensures that students achieve the stated learning outcomes. The educational principles, methods and pedagogical approaches adopted by the program for the delivery of the curriculum are shared with stakeholders. Educational practices are carried out in a way that enables students to actively engage in the language learning process. Classroom instruction is monitored and necessary developmental actions are taken.

Required responses

1. State the educational principles and pedagogical approaches adopted for the delivery of the curriculum within the program.

The curriculum is designed and delivered according to learner-centered, communicative, and competency-based principles that align with the CEFR descriptors for each proficiency level from A1 to B2. English language instruction in our school aims to:

- Develop communicative competence through real-life tasks and authentic materials
- Strengthen receptive, productive, and interactive skills in an integrated manner
- Ensure progression across CEFR levels, supported by can-do statements and level-specific objectives

Pedagogical approaches include:

- Task-Based Language Teaching (TBLT): In line with CEFR's action-oriented approach, students perform tasks that simulate real world language use at their current level.

- Project-Based Learning (PBL): Enhances collaborative learning and develops both language and 21st-century skills.
 - Scaffolded Learning: Activities are designed to progress from guided to independent practice, supporting upward mobility across CEFR bands.
 - Blended Learning: Using digital platforms and learning management systems to support in-class instruction and promote self-paced learning.
2. State how, where, and with whom the educational principles, methods and pedagogical approaches considered appropriate for the delivery of the curriculum are shared.

The educational principles and pedagogical approaches aligned with the institution's mission, vision, and CEFR descriptors are shared with some of the stakeholders. Academic meetings held on a weekly basis provide a platform for the sharing of classroom experiences, pedagogical updates, and feedback on implementation among instructors and administrators. Teaching documentation such as course syllabi, task objectives, assessment rubrics include some of the principles and approaches indicated above. However, it is not possible to say that these principles are fully shared in these documents. Also, the student handbook does not include all this information. It includes some parts or implications regarding the educational principles and approaches adopted by the school. Therefore, it is necessary to define these principles and approaches to achieve the stated learning outcomes and share them in a clear and simple way so that all stakeholders including instructors, students, or other third parties can reach and be informed about them.

3. Explain how educational practices in class are monitored to ensure active engagement of students in the language learning process.

Educational practices are monitored in several ways in our institution. The first one is weekly academic meetings. In these meetings, teachers are encouraged to share their reflections and experiences about the educational practices. These reflections provide first-hand information to ensure the active participation of the students.

Another way to monitor educational practices is the instructor surveys. The survey includes curriculum-based questions so that instructors can give feedback, express satisfaction or dissatisfaction about the classroom implementations. **(see 2.3. Academic Staff Survey Results 2024-2025)** Finally, student surveys provide information about the classroom tasks and practices. (see The data collected at the end of each module can help the instructors and administrators to monitor the effectiveness of the classroom instruction and make changes if necessary. **(see 2. 2. Student Survey Results 2024-2025)**)

In addition to the practices mentioned above, classroom observations should also be made by peers and administrators. These observations can also provide insight into the classroom instruction. In our school, there hasn't been any classroom observations for a long time. Peer observations and administrator observations which are carried out regularly and constructively can improve the quality of classroom instruction.

4. Explain how data from the monitoring process of classroom instruction is used to improve teaching and learning practices.

The data collected through the instruments mentioned above are presented (if possible) and discussed in the academic meetings and necessary changes are made by administrators and coordinators. At the end of each module, students and instructors are asked to complete satisfaction surveys, and the results of these surveys are presented and discussed in these academic meetings. If there are any negative results about the classroom practices, materials, or testing, necessary changes are made accordingly. For example, if students or instructors are not pleased to study a course book which is in the syllabus, the comments are discussed and suggestions are made in these meetings. According to these suggestions, either necessary changes are made in the course book, or the course book itself is changed for the next academic year.

Verification

Documentation in the report

2.2. Student Survey Results 2024-2025	
2.3. Academic Staff Survey Results 2024-2025	

Verification on site

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Program self-recommendations

No recommendations.

MEASUREMENT AND ASSESSMENT

Measurement and Assessment Standard 1

Level Placement System

Standard 1: The Language Program has a level placement system that allows valid and reliable placement of the students at the outset of the program.

Required responses

1. Explain the level placement process.

SFL implements a valid and reliable Level Placement Exam to ensure that students are placed in appropriate proficiency levels at the outset of the program. This system adheres to standardized principles of measurement and assessment, ensuring fairness, accuracy, and consistency.

The level placement process begins with an initial diagnostic test administered to all newly admitted students before the academic year starts. This test assesses listening, grammar/vocabulary, and reading skills in alignment with the CEFR (Common European Framework of Reference for Languages) standards. (see 3.1. Yalova University School of Foreign Languages Placement Exam Test Specifications)

The steps in the process are as follows:

1. **Announcement & Registration:** Students are informed about the placement test through official communication channels (website, UBS). **(3.2. Placement Test Announcement on Website)**
2. **Test Administration:** The test is conducted on campus under controlled conditions.
3. All sections are automatically scored.
4. **Level Assignment:** Based on test results, students are placed into A1, A2, B1, or B2 modules following CEFR benchmarks.

2. Explain the level placement standards.

Regarding Level Placement standards;

- The placement test aligns with internationally recognized English proficiency standards (CEFR). **(see 2.5. Using the CEFR-Principles of Good Practice)**
- A cut-off score system is used to differentiate between proficiency levels. **(see 3.1. Yalova University School of Foreign Languages Placement Exam Test Specifications)**
- The test is adapted for non-native speakers and considers linguistic diversity.

3. Explain how the reliability, validity, and practicality of the level placement instruments are maintained. Present direct evidence to support this explanation.

Ensuring Reliability, Validity, and Practicality process takes place as follows;

- **Reliability:**
 - Multiple test versions are used to prevent memorization or predictability.
- **Validity:**
 - Items are reviewed by testing office members and vice managers to maintain content validity.
 - At the end of each module, the end-of-module scores and placement exam scores are analyzed to see if the placement exam has accurately predicted the students end-of-module achievement. **(see 3.3. Comparison of Placement Test Scores and End-of-Term Achievement Averages)**
- **Practicality:**
 - The test is designed to be time-efficient and cost-effective, ensuring smooth administration.
 - Digital scoring systems enhance the speed and objectivity of grading.

4. Describe how the process of level placement assessment is kept secure.

To prevent academic dishonesty and ensure test integrity:

- The test is conducted in a proctored environment (on campus).

- Each student is randomly assigned one of the A or B versions (the same questions but in a different order) of the test.
- Strict ID verification (National ID card or passport) is required before test-taking.
- No external devices or materials are allowed during testing.
- Test questions are rotated periodically to avoid predictability.

5. State how the records of level placement assessment results are stored.

As for the storage of Level Placement Records;

- Test results are securely stored in the SFL drive.
- Only authorized personnel (academic coordinators, assessment officers) have access to these records.
- Students can access their results via **SIS (Student Information System)**, but detailed test data remain confidential.

Verification

Documentation in the report

2.15. Using the CEFR-Principles of Good Practice	3.2. Placement Test Announcement on Website
3.1. Yalova University School of Foreign Languages Placement Exam Test Specifications	3.3. Comparison of Placement Test Scores and End-of-Term Achievement Averages

Verification on site

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Program self-recommendations

A formal and accessible Level Placement Policy Handbook that clearly outlines all steps of the placement process, scoring criteria, cut-off scores, and placement decisions will be created.

Validity will be strengthened through regular statistical analysis. Yearly correlation analyses will be conducted between placement test scores and end-of-module outcomes to provide ongoing evidence of predictive validity. These findings will be archived and summarized in an annual report that is available for internal and external audits.

Written records of item development procedures, including reviewer checklists, feedback logs, and version histories will be kept. Regular test item review sessions will be scheduled with trained faculty and testing officers to ensure ongoing content validity.

Pilot testing of new or revised items will be implemented on a small group of students before inclusion in the actual exam.

The score-to-level conversion table (GSE–CEFR alignment) will be shared on the institutional website or in the student handbook to improve transparency and fairness.

Structured student and proctor feedback will be gathered after each test administration to evaluate clarity, timing, and perceived fairness. This feedback will be used to make data-informed adjustments to test length, difficulty, or interface.

A cloud-based encrypted backup system will be used for secure, long-term storage of placement

records.

Annual training or workshops for faculty and staff involved in test creation, administration, or scoring to ensure alignment with CEFR standards and ethical testing practices will be offered.

Measurement and Assessment Standard 2

Level Progression and Completion

Standard 2: By using quality psychometrical measurement and assessment instruments that are appropriate for the level outcomes, the Language Program can determine if a student is able to progress to the next level and/or has successfully completed the relevant level.

Required responses

1. Describe the level progression and completion processes.

The English Preparatory Program consists of multiple levels including A1-B1+ in accordance with the Common European Framework of Reference for Languages-CEFR. Students are placed at appropriate levels based on a placement test at the start of the academic year. Each level spans one module which lasts eight weeks, and progression to the next level depends on a student's overall performance in that module.

To complete a level and advance, students must meet both of the following criteria:

- Obtain at least 60 out of 100 in the final exam.
- Achieve at least 60 out of 100 as the overall assessment score, which is calculated using results from three components:

Overall assessment includes a mid-exam which is out of 100 points, portfolio work which is out of 100 points, and a final exam which is out of 100 points. 30% of mid-exam, 30% of portfolio work, and 40% of final exam are taken to calculate a student's passing score for each level.

1. Portfolio work

- Two writing quizzes (15 points each)
- A reader quiz (20 points)
- An oral presentation task (20 points)
- Online practice parts of main course book or a progress test instead (30 points).

For main modules, portfolio work consists of two writing quizzes both of which are out of 15 points, a reader quiz which is out of 20 points, an oral presentation task which is out of 20 points, and online practice parts of main course book (Speak Out 3rd Edition) or a progress test both of which are out of 30 points. Students who have original copy of the main course books may either do the online practice parts or take the progress test instead. In this sense, it can be said that the progress test is not a mandatory exam but an elective exam for students in main modules. However, in repeat modules students have to take progress test as they do not have access to online practice parts of the main course book (English File 4th Edition). The exams from the third module of 2024 – 2025 Academic Year were added as samples at the end of this section (Measurement and Assessment Standard 2). The levels of sample exams were chosen randomly, and they are B1 and RA2 (Repeat A2) levels.

a. Writing Quizzes

In writing quizzes, students are asked to write on topics similar to those covered in the main course and writing courses for each module. For A1 module, students are supposed to write paragraphs related to writing sections of A1 main course book (Speak Out 3rd Edition- A2). For A2 and B1 levels, students are supposed to write paragraphs related to a separate writing book (Ready to Write 2). **(see 3.4.A2 Writing Quiz 1 Sample; 3.5. B2 Writing Quiz Sample)** Additionally, in B1+ module, students are required to write essays related to the book Ready to Write 3.

As for how the paragraphs are evaluated, holistic rubric is used for A1 and RA1 levels, while analytical rubric is preferred for A2, B1 and B1+ levels.**(see 3.6. Holistic Rubric Sample; 3.7. Analytical Rubric Sample)** The holistic writing rubric is used to evaluate students' overall writing performance in a comprehensive manner at A1 and RA1 modules. Rather than scoring individual components separately, this rubric assigns a single score based on the overall quality of the writing, considering organization, language use, vocabulary, mechanics, and content relevance.

For A2 and B1 modules, analytic rubrics are used to evaluate student performance. Analytic rubrics evaluate students' writing performance based on six distinct categories, with a maximum total score of 15 points. Each category focuses on specific writing skills critical for paragraph development at the A2 and B1 levels. **(see 3.7. Analytical Rubric Sample)**

For B1+ module, students essay writing rubric is used to assess students' written performance in academic essay types, including opinion, problem-solution, comparison-contrast, and cause-effect essays. It provides a structured, criteria-based approach to evaluating writing across multiple components, with a total score of 20 points per essay. Off-topic responses are automatically assigned a score of 0. **(see 3.8. Essay Writing Rubric)**

b. Reader Quiz

At the beginning of each module, two or three readers are assigned to students. In the sixth week, a reader quiz is conducted regarding the assigned books for each module. There are several types of questions in reader quizzes such as multiple-choice questions, fill-in-the blanks with first letters given, true / false statements, short answer questions, matching characters to descriptions, opinion-based short paragraphs, opinion sentences, chronological event ordering and matching quotes to characters in the book. **(see 3.9. Reader Quiz Sample)**

c. Oral Presentation Task

For main modules, students are required to do in-class presentation at the last week of the module. The presentation topics are prepared in accordance with the unit topics in the main course books (Speak Out 3rd Edition). **(see 3.10. Presentation Task Sample)** Each student is assigned a different topic, and they are supposed to talk about 2 – 5 minutes about their presentation topics. Students may also use visuals or power point slides when making oral presentations if they wish.

For repeat modules, students are supposed to prepare video presentations based on the assigned topics which are related to the main course book (English File 4th Edition). Students are expected to record videos of themselves speaking about their presentation topics in English and upload them to Google Classroom. The assessment of the presentations is done through analytical rubrics which are developed by the material office. **(see 3.11. A1-A2 Levels In-Class Speaking Rubric; 3.12 B2 Presentation Rubric)**

d. Online Practice Parts of Main Course Book or a Progress Test

As previously mentioned, Speak Out 3rd Edition is used in the main modules. The book offers extensive online activities for each unit, covering grammar, vocabulary, reading, listening, writing, and speaking skills. Students who buy the original book can access these online resources. Their online practice results are evaluated by the publisher and reported as a score out of 100. Thirty percent of these scores are recorded by academic advisors and entered into the Student Information System (OBS). In addition, students can choose to take the progress test instead of doing online practice parts of the book. For students who have done both the online activities and taken the progress test, the higher score is entered into the Student Information System (OBS). **(see 3.13. Progress Test Sample)** The progress test consists of two parts: Reading and vocabulary. Each part counts 15 points. In reading part, there is usually a reading passage appropriate to the level of students and some types of questions such as matching questions, true false questions with corrections, and open-ended questions. In vocabulary part, there are some kinds of questions like word completion, using the correct word from a provided word box, suffix addition. The vocabulary section evaluates students' knowledge of word formation, contextual meaning, and specific topic vocabulary related to the units of Speak Out 3rd Edition.

2. Mid-exam

It evaluates students' language proficiency through four main sections: listening (20 points), reading (20 points), language in use (40 points), and writing (20 points). **(see 3.14. Mid-exam Sample)** The exam is designed to comprehensively assess students' receptive, productive, and language system skills over a total duration of 110 minutes (for A1 and A2 levels), 120 minutes (for B1 levels) and 160 minutes (for B1+ levels).

Mid exam starts with the listening part. Two audio tracks are used. Each track includes two sections of questions. Therefore, the listening part totally includes four sections. Each of the four listening parts is worth 5 points, totaling 20 points. The listening section is followed by the reading section.

The reading section includes two different texts. There are some question types such as completing matching tasks, true / false questions, and short-answer activities. The reading section measures students' ability to understand main ideas, locate specific information, and interpret details.

After the reading section, the language in use part is presented. In this part, students are required to complete a range of grammar and vocabulary tasks. These include verb form completion, multiple-choice grammar questions, sentence reordering, correct use of articles, phrasal verbs, modal verbs, and vocabulary selection and word formation exercises. The Language in Use section thoroughly evaluates grammatical accuracy, sentence formation, and vocabulary application.

The last part of the mid-exam is the writing section. There are two parts in the writing section. The first part is related to the activities in writing a book (Ready to Write 2 &3), which counts 5 points. The second part is writing a paragraph (in A1, RA1, A2, RA2, B1, RB1 levels) or an essay (in B1+ level) similar to the topics taught in writing courses. While A1, RA1, A2, RA2, B1, RB1 level students do the writing part together with the other sections, B1+ level students take the writing exam separately after they complete the first three parts. B1+ students are given 60 minutes as they are supposed to write essays, which are longer than paragraphs. The writing section is evaluated using the paragraph or essay writing rubric, which focuses on organization, grammar, vocabulary, mechanics, and coherence, with a maximum score of 15 points for paragraph rubric or 20 points for essay rubric (the same rubrics used in the writing quizzes).

3. Final Exam

It evaluates students' language proficiency through five main sections: listening (20 points), reading (15 points), language in use (35 points), writing (15 points), and speaking (15 points). (**see 3.15. Final Exam Sample**) The exam is designed to assess students' receptive, productive, and language system skills over a total duration of 110 minutes (for A1 and A2 levels), 120 minutes (for B1 levels) and 160 minutes (for B1+ levels). Unlike the mid exam, the final exam also includes a speaking section, but the speaking exam is held the day after the written exam. In addition, speaking exams are only applied to students of main modules (A2, B1 and B1+). There is no speaking exam in A1, RA1, RA2 and RB1 modules.

Similar to the mid exam, the final exam begins with the listening part. Two audio tracks are used. Each track includes two sections of questions. Therefore, the listening part totally includes four sections. Each of the four listening parts is worth 5 points, totaling 20 points. The listening section is followed by the reading section.

For the reading section, students read two texts and complete various question types such as matching tasks, gap-filling, true / false questions, and order of ideas. The reading section assesses the ability to locate and interpret relevant information, understand text structure, and extract meaning.

In the language-in-use section, students are required to complete a range of grammar and vocabulary tasks. These include verb form completion, multiple-choice grammar questions, sentence reordering, correct use of articles, phrasal verbs, modal verbs, and vocabulary selection and word formation exercises. The Language in Use section thoroughly evaluates grammatical accuracy, sentence formation, and vocabulary application.

In the writing part, students are supposed to write paragraphs (in A1, RA1, A2, RA2, B1, RB1 levels) or an essay (in B1+ level) similar to the topics taught in writing courses. While A1, RA1, A2, RA2, B1, RB1 level students do the writing part together with the other sections, B1+ level students take the writing exam separately after they complete the first three parts. B1+ students are given 60 minutes as they are supposed to write essays, which are longer than paragraphs. The writing section is evaluated using the paragraph or essay writing rubric, which focuses on organization, grammar, vocabulary, mechanics, and coherence, with a maximum score of 15 points for paragraph rubric or 20 points for essay rubric (the same rubrics used in the writing quizzes).

Additionally, there is a speaking section in the final exam for the main modules (A1, A2, B1, B1+ levels). Speaking exam is administered by a jury consisting of two English instructors the day after the written exam. An average of 10 minutes can be allocated for each candidate. Students may take this exam repeatedly. Students must come to the exams with their student ID and/or national identity card for identity checks before the exam. The exam location and time are announced on the lists before the exam. The questions of the speaking exam are prepared according to the content of Speak Out 3rd Edition. A total of 2 or 3 questions are asked in the speaking exam. Small note papers are given to students so that they can take notes if they wish to use them during the exam. The speaking performances of the students are evaluated out of 15 points by the English instructors in the jury, independently of each other, using an analytical evaluation criterion after the students leave the exam hall. The average of the notes given by the two instructors constitutes the oral presentation exam grade. This grade, expressed out of 15, is forwarded to the class advisor, and the advisor adds the oral presentation exam grade to the student's current final grade and announces the total grade from the Student Information System (OBS).

2. Explain how the level progression and completion instruments align with the learning outcomes by filling out the *Measurement and Assessment-Learning Outcome Equivalency Table* (see *DEDAK Review Standards Verification Handbook Appendix 2*).

3. Explain how the reliability, validity and practicality of the level progression and completion instruments are maintained. Present direct evidence to support this explanation.

Regarding the reliability, validity and practicality of the level progression and completion instruments, the level progression and completion instruments, including mid-exams, final exams, writing quizzes, reader quizzes, progress tests, and portfolio tasks, are developed by two testing coordinators under Measurement and Assessment Unit.

To ensure content validity, learning objectives of each level are carefully reviewed and matched with the exam tasks and question types. All assessment instruments are checked and approved by at least two assistant directors before administration. Additionally, face validity is ensured through review meetings held with academic coordinators and instructors. However, due to limited staffing within the Measurement and Assessment Unit, more advanced statistical reliability procedures (such as item analysis or inter-rater correlation) are not currently applied.

The practicality of module assessments is a priority. Exams are designed to be manageable within the allocated class periods and are structured consistently across levels and terms to ensure familiarity for both instructors and students. Instructions, rubrics, and answer keys are standardized and shared with teaching staff in advance. Additionally, assistant directors and the Measurement and Assessment Unit hold regular meetings to coordinate test preparation, delivery, and evaluation processes, and to discuss areas of improvement. **(see 3.16. Testing Unit Meeting Minute Sample)**

4. State how the measurement and assessment processes for level progression and completion are kept secure.

The security of measurement and assessment processes for level progression and completion is ensured through a combination of physical, digital, and procedural measures applied consistently throughout the academic year. All exam materials, including mid-exams, final exams, quizzes, and progress tests, are prepared and printed in the office of the Measurement and Assessment Unit. Once prepared, exam packs are kept locked in Measurement and Assessment Unit's office and remain confidential until the scheduled distribution time. On the day of the exam, exam related materials such as audio tracks are given to invigilators approximately 30 minutes before the exam starts, under supervision. Exam invigilation guidelines are shared with invigilators on the document of exam assignment. For students, exam guidelines are shared on school website as an announcement. Exam assignment lists, along with detailed invigilation guidelines, are shared with instructors to ensure consistent implementation of proctoring protocols. Students must present valid identification, such as a student ID or national ID, before entering the exam room. After the exams, invigilators submit the exam papers to the class advisors. Once the class advisors have finished evaluating the papers and entered the scores of students on Student Information System (OBS), they submit all related exam documents to the Student Affairs Officer at the end of each module.

5. State how the measurement and assessment results of level progression and completion are stored.

All types of exam documents are archived in a locked room, which is called “archive” for 5 years. Only the secretary of the school of foreign languages has the keys of archive.

Verification

Documentation in the report

3.4. A2 Writing Quiz 1 Sample	3.11. A1-A2 Levels In-Class Speaking Rubric
3.5. B2 Writing Quiz Sample	3.12 B2 Presentation Rubric
3.6. Holistic Rubric Sample	3.13. Progress Test Sample
3.7. Analytical Rubric Sample	3.14. Mid-exam Sample
3.8. Essay Writing Rubric	3.15. Final Exam Sample
3.9. Reader Quiz Sample	3.16. Testing Unit Meeting Minute Sample
3.10. Presentation Task Sample	

Verification on site

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Program self-recommendations

No recommendations.

Measurement and Assessment Standard 3

Proficiency

(The language proficiency for foreign language preparatory programs that prepare students for an institution of higher learning where the medium of instruction is in a foreign language should be at a minimum level of B1+ in accordance with the Common European Framework of Reference for Languages-CEFR.)

Standard 3: The Language Program assesses the proficiency of the students through psychometrically qualified tests or measurement and assessment instruments. The various instruments used to determine proficiency at different times are consistent in verifying that level achievement is ensured.

Required responses

1. Describe how the proficiency of students that successfully complete the program is determined.

Two methods are implemented to determine the proficiency of students to complete the program. One is completing B2 level successfully, and the other is obtaining a passing score (at least 60 points out of 100 points) in one of the proficiency exams held at the end of fall term and spring

term after completing B1 level successfully. Students who pass B2 level successfully are not required to take a proficiency exam.

2. State the standards for proficiency.

Students who meet the attendance criterion throughout modules and complete B2 level successfully are accepted as proficient to study in their own departments. To be able to succeed in each module, students are required to obtain at least 60 points in level final exam and at least 60 points in overall assessment. Overall assessment includes a mid-exam (100 points), portfolio work (100 points), and a final exam (100 points). 30% of mid-exam, 30% of portfolio work, and 40% of final exam are taken to calculate a student's passing score for each level. Mid-exams include listening, reading, writing and language in use sections. Portfolio work is consisted of a reader quiz (20 points), two writing quizzes (15x2=30 points), a presentation task (20 points), and online practice of the books used in classes (30 points). Final exams include listening, reading, writing, speaking, and language in use sections. **(see 3.14. Mid-exam Sample; 3.15. Final Exam Sample; 3.17. Level Assessment Document Sample)**

Three proficiency exams are held in an academic year. The first is administered before fall term, the second is held in at the end of fall term, and the third is at the end of spring term. The first proficiency exam in an academic year can be taken by any student who have enrolled at School of Foreign Languages. Students who score 60 and over are exempted from English Preparatory Program. Proficiency exam is composed of listening, reading, writing, and language in use items. While writing section is in open-ended form of writing an essay, the other sections include multiple-choice items. Students who are in their second year of preparatory program can take all the proficiency tests during the academic year. Students who are in their first year can take the second and third proficiency test if they complete B1 level successfully, or if they fail in B2 level. **(see 3.18. Proficiency Exam Sample)**

3. Explain how the reliability, validity and practicality of the proficiency instruments are maintained. Present direct evidence to support this explanation.

Proficiency instruments such as level exams, portfolio tasks, and quizzes are prepared by the instructors in Measurement and Assessment Unit. For content validity of the tests, test items are prepared in accordance with the course objectives, and tests are checked by two assistant directors before administering. Face validity of the tests are also assured by the judgments of directors.

For the proficiency tests held in at the beginning of fall term and at the end of fall and spring term, writing sections are checked by two instructors to maintain inter-rater reliability, but correlational analyses between raters are not performed. Other ways to assess reliability have not been able to be performed due to inadequate number of instructors in Measurement and Assessment Unit and their tight schedule.

Practicality of the tests is assessed by the instructors in Measurement and Assessment Unit and assistant directors. The design of the tests, scoring, and administering process are discussed and shared with other instructors.

Assistant directors and Measurement and Assessment Unit members hold regular meetings in order to discuss all the aspects of examination process and take decisions. **(see 3.16. Testing Unit Meeting Minutes Sample)**

4. Describe how the instruments used to determine proficiency at different times are consistent in verifying level achievement.

In proficiency examinations, test items are assumed to be aligned with the B2 level of the CEFR. However, no comprehensive analyses have been conducted to examine the correlation between B2-level students' performance in module assessments and their scores on the proficiency test. This is primarily due to the fact that students who achieve the B2 level are not required to take the proficiency test as an exit assessment.

5. Explain how equivalent external proficiency exams are identified.

To be exempt from the English preparatory program, students must meet the following conditions:

a) Achieve at least the minimum required score on one of the national or international standardized exams recognized by ÖSYM (within the validity period set by the relevant institutions or the Council of Higher Education):

- YDS / E-YDS: 60
- TOEFL IBT: 72 (only results from state institutions are accepted)
- CAE: C
- PTE ACADEMIC: 55

b) Provide proof of having completed their secondary education in a school where the citizens of a country speak the foreign language as their native language.

c) Provide proof of having successfully completed preparatory education or passed a proficiency exam at another higher education institution within the last four academic years. **(see 2.1. Student Handbook 2024-2025)**

6. State the procedures followed to ensure the proficiency exam is kept secure. Explain how records of proficiency exam results are stored.

Before administering exams, exam packs are kept locked in Measurement and Assessment Unit's office. Exam packs and exam related material such as listening tracks are given to invigilators at least 30 minutes before exam start time. Exam invigilation guidelines are shared with invigilators on the document of exam assignment. **(see 3.18. Exam Assignment)** For students, exam guidelines are shared on school website as an announcement. **(see 3.19. Exam Guideline for Students)**

After each proficiency exam, exam packs are gathered in Measurement and Assessment Unit's office to be categorized in optical form check and instructor check. The multiple-choice items in the exams are coded in optical forms, and these optic forms are submitted to the YU Distance Education Unit which has an optical form reader. Upon the completion of reading, scores obtained in optical forms are sent in an Excel Document and optic forms are collected by Testing Unit members to be

stored safely. Meanwhile, writing sections of proficiency tests are assigned to instructors to score according to number of instructors available. Each writing paper is scored according to a rubric by two different instructors. A member of Testing unit records scores on a document and compares them. If the difference between two raters' assigned scores is higher than 3 points for a writing paper, that paper is checked and scored by a member of Measurement and Assessment Unit.

When optical form scores and writing section scores are gathered, they are recorded on an Excel Document, which is kept on assistant directors' computers. The result of proficiency exam is entered on Student Information System (UBS). All optical forms, proficiency exam papers, and module assessment documents are archived in a locked room for 5 years.

Verification

Documentation in the report

2.1. Student Handbook 2024-2025	3.17. Portfolio Sample
3.14. Mid-exam Sample	3.18. Exam Assignment
3.15. Final Exam Sample	3.19. Exam Guideline for Students
3.16. Testing Unit Meeting Minutes Sample	

Verification on site

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Program self-recommendations

Following improvements and changes are intended for the upcoming academic year:

- Proficiency exams are going to be designed to include four skills (listening, reading, writing, and speaking) and language in use.
- Owing to the new design of proficiency exams, two or more sessions are going to be held.
- Reliability and validity of the test scores are going to be measured.
- The number of members in Testing Unit is going to be increased to be able to perform changes mentioned above.
- More instructors should be recruited in order to meet the standards.

Measurement and Assessment Standard 4

Level Documentation

Standard 4: The Language Program maintains written records that document the achievement of the exit level and the learning outcomes at the end of the educational program and makes them readily accessible to students.

Required responses

1. Explain what type of information is stored for program students concerning their level achievement.

At the end of modules, students are not certified with a written document which shows their record in level achievement and the outcomes achieved. However, all the scores obtained from module assessment can be accessed on Student Information System (OBS). The scores which can be viewed on OBS are scores of Mid-Exam, Final Exam, Portfolio, and Proficiency Exam (if taken any). All the exams which are taken by students in modules are achieved for 5 years.

2. Describe what type of information is included in the documentation provided to students.

If students request a document to prove their completion of English Preparatory School, they are given a document of completion of B2 level or of exemption from English Preparatory Program. In the document, the outcomes of the program are not listed, but students' scores can be listed in each level if requested. **(see 3.20. Program Completion Document Sample)**

3. If any of the information stored is not included in the documentation provided to students, explain where it can be accessed.

Students who request a document to prove their completion of English preparatory program are required to submit an application to YU School of Foreign Languages Students Affair. Upon their application, a document concerning the completion of language level is prepared.

Verification

Documentation in the report

3.20. Program Completion Document Sample	
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Verification on site

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Program self-recommendations

In the scope of this standard, a much more detailed documentation of level achievement which lists the outcomes of the level achievement and results of level assessment might be developed. This improvement might enable undergraduate transfer students to document their English level to other universities.

Measurement and Assessment Standard 5

Notification of Students

Standard 5: The Language Program regularly notifies students concerning measurement and assessment instruments and processes, as well as their own performance.

Required responses

1. Explain how the students are informed about the measurement and assessment instruments and the system.

At the beginning of each academic year, an orientation program, which also includes information about measurement and assessment, is held. Students are required to sign an attendance list which is a proof that they have been informed about the system in School of Foreign Languages. If students miss the orientation program, they are also reminded of the system by the instructors at the beginning of each module. Students may find the information about measurement and assessment instruments and the system in Student Handbook on school website, too. Furthermore, at the beginning of each module, Level Assessment Document along with other level related documents is shared on General Announcement Google Classroom by the assistant directors and Section Google Classrooms by instructors. **(see 3.17. Level Assessment Document Sample)**

2. Provide how the following information about the measurement and assessment processes is shared with students:
 - The effect on level advancement or completion of the scores received from the measurement and assessment instruments;
 - The effect on level advancement or completion of indirect factors such as attendance and participation;
 - Proficiency exams, accepted equivalent exams, or other measurement and assessment instruments used to determine proficiency;
 - The processes for receiving feedback on and disputing all measurement and assessment instruments;

The effect on level advancement or completion of the scores received from the measurement and assessment instruments;

- Students may find the detailed information about the effect on level advancement or completion of the scores received from the measurement and assessment instruments on Level Assessment Document shared at the beginning of each module. A simple description of level advancement may also be found on Student Handbook on school website. **(see 2.1 Student Handbook 2024-2025)** In addition, Student Information System (UBS) grade entry panel presents the effect of each measurement as a percentage.

The effect on level advancement or completion of indirect factors such as attendance and participation;

- Students may find the information about attendance on SFL Student Regulations Document on school website. Attendance in the English Preparatory class is compulsory. Students must attend

at least 85% of the lessons for each module. Students who fail to meet this requirement cannot take the final exam for the module and will be marked as absent. Those who are absent twice in the same module will not be allowed to continue in the preparatory program and will be deemed unsuccessful for the year. Additionally, students who accumulate more than 180 hours of absence during the academic year will be unable to continue with the preparatory program and will also be considered unsuccessful.

Participation is not a criterion in measurement and assessment since it is difficult to avoid biased judgments and interpretations owing to lack of tangible instruments.

Proficiency exams, accepted equivalent exams, or other measurement and assessment instruments used to determine proficiency;

- The information about proficiency exams, accepted equivalent exams, or other measurement and assessment instruments used to determine proficiency can be found on SFL Student Regulations Document on school website. **(see 3. 21. SFL Student Regulations Document)** Students are also informed about the above-mentioned in the orientation program at the beginning of academic year.

The processes for receiving feedback on and disputing all measurement and assessment instruments;

- The processes for receiving feedback on and disputing all measurement and assessment instruments are stated on SFL Student Regulations Document on school website. Students may request re-evaluation of their exams by submitting a written or electronic application within five working days following the announcement of the exam results. Objections are reviewed and decided by SFL assistant directors.

- Students are allowed and encouraged to see their marked exam papers to receive feedbacks on their language development. After each exam, instructors share students' exam papers in a confidential setting and give individual feedback to support their language learning process.

3. Describe how all students can monitor their advancement and how students are informed of this process.

All students can track their advancement on Student Information System (UBS). The feedback about their advancement can be given unofficially by the course instructors, too. Students are informed of the process through announcements on SFL official website and on General Announcement Google Classroom.

Verification

Documentation in the report

<p>2.1 Student Handbook 2024-2025</p> <p>3.17. Level Assessment Document Sample</p> <p>3. 21. SFL Student Regulations Document</p>	
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Verification on site

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Program self-recommendations

No recommendations.

STUDENT SUPPORT AND SERVICES

Student Support and Services Standard 1

New Student Orientation

Standard 1: The Language Program conducts a new student orientation, providing students with all relevant information regarding the program.

Required responses

1. Explain how and when the new student orientation is presented and describe the content.

On the first day of the academic year, an orientation session is held in all classrooms for newly enrolled preparatory program students at our university. The information presented during this session is also available in the Student Handbook and can be accessed on the university's website. During the face-to-face session, instructors provide a detailed overview of the content. International students are gathered in a separate classroom and are given the same information in English, adjusted to a level they can understand. **(see 2.1. Student Handbook 2024-2025)**

The orientation covers key topics such as the academic calendar, course content, assessment criteria and passing requirements, modules, summer school, attendance policies, exams and exam regulations, and the Common European Framework of Reference for Languages (CEFR), which forms the basis for English proficiency.

In addition, students are informed about the university's health services, cultural and sports activities, student clubs, accommodation options, nutrition, and transportation. General disciplinary rules are also explained. If students have any questions, they are addressed during the session. The information is also projected on a screen during the presentation. Students are reminded that they can access all this information at any time throughout the year via the university's website.

The aim of the orientation program is to minimize the challenges students may face during their English preparatory education and to ensure a smoother learning experience.

2. State how late-registered students obtain the same relevant information.

A collective orientation program is not held for students who arrive late due to additional placements. This is because only a very small number of students arrive sporadically until December. All orientation content is available on the university’s website, and students can access all necessary information through the online Student Handbook. Students may also contact the Student Affairs Office to receive individual guidance regarding the orientation they missed. This guidance includes important details about the academic calendar, student procedures, and available services.

Late-registered students can also have one-on-one meetings with their academic advisors and program coordinators to receive comprehensive information about the program content, assessment methods, and academic requirements. These meetings offer personalized guidance and help compensate for the orientation they missed.

The university’s social media accounts are regularly updated with announcements and events, providing another channel through which late-arriving students can stay informed. **(see 4.1. Google Classroom Groups ; 4.2. SFL Notification Account on Instagram)**

Verification

Documentation in the report

<p>2.1. Student Handbook 2024-2025</p> <p>4.1. Google Classroom Groups</p> <p>4.2. SFL Notification Account on Instagram</p>	
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Verification on site

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Program self-recommendations

Planning and discussions are ongoing to determine the most suitable orientation method for students who arrive late. Among the considered options is assigning an instructor to provide a face-to-face orientation session in a classroom setting for each new group of incoming students, similar to the orientation conducted on the first day of the academic year. This session would also include guidance on how to overcome challenges related to late enrollment.

As a second option, one of the classroom orientation sessions from the first day of school could be recorded and made available for these students to watch.

The third option under consideration is the preparation of a general orientation video, which can be viewed by both early-arriving and late-arriving students.

The most appropriate method will be decided upon following the necessary meetings.

Student Support and Services Standard 2

Notification of Students

Standard 2: The Language Program provides information concerning all available services to the students.

Required responses

1. Explain how students are informed of the services available to them.

During the orientation program on the first day of school, students are provided with information about the university's services. This information is also made available in written form in the Student Handbook, which can be accessed and downloaded from the university's website. Additionally, students are informed about the channels they should use to follow announcements. On that day, they are instructed to follow the university's Instagram account. For announcements related to courses, course materials, exams, and other notices, students are required to join the YDYO Announcement Group on Google Classroom. Each class also has a separate Google Classroom account created by their academic advisors. All general announcements are shared on this platform as well, ensuring that no important information is overlooked. . **(see 4.1. Google Classroom Groups ; 4.2. SFL Notification Account on Instagram; 4.3. Announcement of the Instagram account on the website)**

Verification

Documentation in the report

4.1. Google Classroom Groups 4.2. SFL Notification Account on Instagram 4.3. Announcement of the Instagram account on the website	
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Verification on site

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Program self-recommendations

Despite all these digital notifications, in order to minimize the risk of any information being overlooked, exam-related announcements can be posted on a bulletin board at the entrance of the university building, where everyone can see them. To gather students' feedback on their access to services and the information dissemination process, periodic surveys can be conducted, and improvements can be made based on the data collected. However, all of these methods will be determined and finalized following the necessary meetings.

Student Support and Services Standard 3

Co-Curricular Activities

Standard 3: The Language Program offers co-curricular activities to its students to support their learning, as well as encouraging and monitoring student participation.

Required responses

1. Provide a list of co-curricular activities offered to students in the last academic year, and state the number of students participating in these events.
2. Describe how these co-curricular activities support learning outcomes.
3. Explain how students are informed of the co-curricular activities and how students are encouraged to participate in these activities.

The Language Program does not offer students any co-curricular activities right now.

Verification

Documentation in the report

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Verification on site

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Program self-recommendations

The planned changes include offering different clubs and extra activities depending on our students' needs.

We can spare a special classroom (an independent learning center) for this purpose by designing and furnishing it appealing to our needs. Some talks about contemporary topics can be hosted in ILC and students take part in them to learn and discuss these topics.

In addition, movie days can be planned once or twice every week. On these days, students watch a movie together and work on activities accordingly with the responsible teacher.

At times scheduled beforehand, students can play language games such as Scrabble and Tabu in English to have some enjoyable time.

In the center, there will also be a little library which contains graded readers for all levels and various textbooks useful for English learning.

Students will be informed of the co-curricular activities on the School of Foreign Languages website and on social media. They can be encouraged to participate in the activities held in ILC by getting extra points for their portfolio assessment.

Student Support and Services Standard 4

Student Grievances

Standard 4: The Language Program has an open, transparent, fair, accessible and ethical written grievance process for student complaints. Students are informed about the process. The Language Program maintains the records of grievances and their resolutions, and ensures their confidentiality.

Required responses

1. Describe the student grievance process.
2. Explain how the grievance process is shared with the students.
3. Describe how all documents related to grievance are stored.
4. Provide a list of grievances and their resolutions for the last academic year.

The Language Program has a general request form on the website for students to write about their requests. However, until now, the management has not received any written complaints from students, so there are not any records of grievances and resolutions. Instead, students have shared their complaints and requests with vice-principals, and they have dealt with these problems nicely. (see 4.4. <https://ydyo.yalova.edu.tr/tr/Icerik/Detay/standart-formlar>)

Recently, there has been an improvement regarding grievances. A QR code is shared in the school building and students can easily scan the code with their mobile phone cameras and write their grievances. These will be directly sent to the SFL e-mail account where each grievance will be taken into account by the school management carefully. Students are informed about the process in the Student Handbook. (see 2.1. **Student Handbook 2024-2025**) The Language Program will maintain the records of grievances and their resolutions by ensuring their confidentiality. With this improvement, the Language Program aims to have an open, transparent, fair, accessible and ethical grievance process for student complaints.

Verification

Documentation in the report

2.1. Student Handbook 2024-2025	
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Verification on site

4.4. https://ydyo.yalova.edu.tr/tr/Icerik/Detay/standart-formlar	
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Program self-recommendations

No recommendations.

ADMINISTRATIVE CAPACITY

Administrative Capacity Standard 1

Administrative Structure and Mission Alignment

Standard 1: The Language Program has the necessary managerial structure to fulfill its stated mission.

Required responses

1. Provide the Language Program's organizational chart.

Our language program is conducted under the umbrella of the School of Foreign Languages and draws upon an easy-to-understand organizational chart that frames the interrelations among distinct academic and administrative units. Our Language Program's organizational chart is available under the **Administration** menu on our institution's website and detailed descriptions of duties, authority and responsibilities are well specified in our Staff Handbook (see [5.1 Organizational Chart](#), [5.2 Staff Handbook](#)).

2. Explain how the managerial structure with the units and positions in it supports the mission.

The managerial structure of Yalova University School of Foreign Languages is attentively designed to guarantee the adequate implementation of our mission, which carries out the goal of endowing students with the language skills they need for achievement both academically and professionally. Not only does this framework ensure the effective and smooth daily running of the program but it is also intended to stand up for strategic planning, development of curriculum, student support, professional development and quality assurance. In order to achieve sustainable progress, collaborative decision-making, accountability, and comply with the objectives with its mission, every single unit and position within the structure has a unique but related function.

Each unit and position in the managerial structure plays a direct role in realizing the program's mission (see [5.1 Organizational Chart](#), [5.2 Staff Handbook](#)). **Director of the School of Foreign Languages** is responsible for providing strategic leadership, guaranteeing compliance with the mission, managing quality assurance, and representing the program in decision-making at university level. **Assistant Directors** are in charge of staff supervision, scheduling, instructional planning, and ensuring educational activities align with the program's learning outcomes as well as other academic operations. They ensure the orderly functioning of the academic units under their responsibility. Two assistant directors in our institution are deemed to share the tasks. Accordingly, apart from the common duties and responsibilities, while Assistant Director 1 is primarily responsible for managing the accreditation and quality process, Assistant Director 2 deals with course scheduling, exam controls and planning of the university compulsory English courses in cooperation with Common Courses Department (ODB) and Distance Learning Center (UZEM). **The secretary of the School of Foreign Languages** assists with the sub-units reporting him/her as the Administrative Affairs Unit. They deal with the implementation of daily operations, manage documentation and communication, and ensure conformity to rules and regulations, all of which facilitate a mission-focused learning environment.

3. If there are units within the university and/or the program that are not part of the organizational chart but contribute to the mission, provide a list and explain the support these units provide.

Although not explicitly shown in the organizational chart, there are a certain number of program-level and university-level units that contribute to the mission. The language program includes academic units named Quality and Accreditation Unit, Curriculum and Materials Development Unit, Testing and Assessment Unit, Professional Development Unit, and Erasmus and Projects Unit (see [5.2 Staff Handbook](#)). The language program also coordinates with Common Courses Department (ODB) for the instruction of compulsory English courses at university level in the main campus and all other remote campuses.

Within the Language Program	Within the University
Quality and Accreditation Unit	Common Courses Department (ODB)
Curriculum and Materials Development Unit	
Testing and Assessment Unit	
Professional Development Unit	
Erasmus and Projects Unit	
Language Courses Unit	

Quality and Accreditation Unit carries out quality processes to ensure that SFL offers language education at international standards. It is responsible for supervising educational activities, developing quality policies by considering students' needs, and managing both national and international accreditation processes (see [5.3 Quality and Accreditation Unit Description](#)).

Curriculum and Materials Development Unit ensures that curriculum reflects the mission's academic and communicative goals by designing and updating the curriculum and materials in line with the CEFR (Common European Framework of Reference for Languages) standards, student needs, and instructors' feedback (see [5.4 Curriculum and Materials Development Unit Description](#)).

Testing and Assessment Unit develops and administers valid and reliable assessment instruments to evaluate students' learning in line with CEFR-aligned outcomes as outlined in the mission. The coordinators in this unit control the preparation, implementation and evaluation procedures of all exams (see [5.5 Testing and Assessment Unit Description](#)).

Professional Development Unit is intended to improve the language teaching methods, techniques and skills of instructors and to ensure the standardization of educational activities. In addition, it plans or delivers in-service training by taking into consideration instructor needs, thus contributing to sustainable development in instructional quality and alignment with educational objectives (see [5.6 Professional Development Unit Description](#)).

Erasmus and Projects Unit is designed as a unit run by instructors with experience in writing project proposals to be funded by TUBITAK and Erasmus+ program. This unit aims to cooperate with educational institutions abroad and to create mobility of teaching and administrative staff, thereby

providing inspections from different perspectives on education methods around the world and contributing to the mission (see [5.7 Erasmus and Projects Unit Description](#)).

Language Courses Unit also contributes significantly to the mission of the Language Program. Although it operates independently from the core administrative structure, this unit plays a vital role in supporting the program’s outreach and language development objectives. The unit organizes General English and TOEFL exam preparation courses for both Yalova University students and members of the public, thereby promoting lifelong learning and strengthening the university’s role in the broader community. The Head of the Language Courses Unit is responsible for student enrollment and assigning instructors from among the existing academic staff, ensuring instructional quality and consistency with the program’s standards. Through these activities, the Language Courses Unit supports the mission by extending access to English language education and fostering academic preparedness within and beyond the university.

Common Courses Department (ODB) offers all departments of our university compulsory courses in English and Turkish, including Foreign Language I-II. These courses are designed in accordance with higher education requirements and are delivered by instructors of School of Foreign Languages to support the development of academic and linguistic competencies of students. “Foreign Language I-II” courses are managed and coordinated by a designated coordinator (one of the assistant directors) from the School of Foreign Languages (see [5.8 Organizational Chart of ODB](#)), ensuring consistency in instructional quality and alignment with institutional goals and the mission.

Verification

Documentation in the report

5.1 Organizational Chart	5.5. Testing and Assessment Unit Description
5.2 Staff Handbook	5.6. Professional Development Unit Description
5.3. Quality and Accreditation Unit Description	5.7. Erasmus and Projects Unit Description
5.4. Curriculum and Materials Development Unit Description	5.8. Organizational Chart of ODB

Verification on site

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Program self-recommendations

Further improvements on the organizational chart should be discussed and redrafted.

No proof for Language Courses Unit exists, so it should be done.

The data about the academic units should be improved on the English version of the website.

Administrative Capacity Standard 2

Faculty Positions and Assignment Processes

Standard 2: Individuals are appointed to the positions identified on the Language Program’s organizational chart in accordance with their appropriateness and their competencies. The Language Program provides support for the development of and/or the obtainment of the necessary qualifications for these positions.

Required responses

1. Explain the assignment process for positions on the organizational chart.

The assignment process for positions on the organizational chart is done with a structured and transparent approach. While the Director and the Secretary of the School of Foreign Languages are appointed directly by the University Rector, other academic and administrative positions within the program are filled through internal promotion or open calls, depending on the role. Candidates are expected to meet predefined qualifications, such as an MA degree in the relevant field, relevant experience in teaching or academic coordination, and where applicable, professional development certificates related to curriculum development, assessment, or other relevant areas.

Accordingly, Assistant Directors are appointed by the Director from among instructors who have previously coordinated or contributed significantly to academic units. The assignment decisions are proposed by the Director and subsequently approved by the Rectorate. All assignments are formalized through official appointment documents and communicated via the university internal information system. The current Assistant Directors are the instructors who have previously served as coordinators (see [5.9 Board Meeting Decision 30.09.2020](#); see [5.10 Coordinator Assignment Letter](#)). In a similar vein, for roles such as unit coordinators and academic instructors working within specific units, the assignment process involves open calls announced during regularly held academic staff meetings (see [5.11. Academic Meeting Record January 2023](#)). Interested candidates are evaluated by the Board of School based on their academic qualifications, relevant experience, and demonstrated competencies. Final decisions are documented and formalized in respective Board meeting decisions (see [5.9. Board Meeting Decision 30.09.2020](#)). Finally, newly assigned coordinators are announced in the following academic staff meetings (see [5.12 Academic Meeting Record February 2023](#)).

2. State the competencies of the personnel and explain why they are appropriate for their respective assignments by filling out the *Table of Academic and Administrative Staff* (see DEDAK Review Standards Verification Handbook Appendix 3).

The personnel assigned to positions within the Language Program are assumed to possess necessary educational qualifications, field-specific expertise, and relevant experience for their roles in the organizational chart. The Table of Academic and Administrative Staff (see [5.13. Appendix 3](#)) provides detailed information on instructors’ competencies. Accordingly, based on the organizational chart, one of the current coordinators of the Testing and Assessment Unit holds a Master’s in ELT and has over twelve years of teaching experience in higher education. Similarly, the other coordinator, who

also holds an MA degree and has over fifteen years in higher education, including two years in assessment design and management, attended testing and assessment training programs as part of in-service trainings in 2023 and 2025, respectively. It can also be seen that the coordinator of the Curriculum and Materials Development Unit, who has more than ten years of experience in higher education, has both an MA and a Ph.D. in Curriculum and Instruction, and recently attended a training on syllabus design as part of professional development. Considering other academic positions in the program, Appendix 3 shows the detailed information related to field-specific background, experience and training.

3. Describe how the program provides support for pre-service and in-service training to the assigned persons and/or candidates in order to fulfill their duties.

The program supports both pre-service and in-service development to ensure that staff in relevant roles can effectively fulfill their duties. As for pre-service training, newly assigned instructors receive orientation sessions and are mentored by their predecessors and assistant directors. Also, the instructor handbook is shared with all instructors. Concerning in-service training, academic staff voluntarily participate in external professional development activities such as workshops, webinars, and ELT conferences throughout the academic year. Attendance at these training sessions is encouraged and supported by the program. Upon application, conference participation fees and travel expenses are covered by the Rectorate budget allocated to the program. The invitations and detailed information about these academic events are essentially announced via WhatsApp channel and e-mail groups by the management (see [5.14. Email Invitation](#); see [5.15. WhatsApp PD Workshop Calendar](#)). Additionally, pursuant to collaboration with the publishers, assistant directors, coordinators or contributors of academic units attend certified training programs provided by publishing houses (see [5.16. Oxford University Press Training 2023](#)).

Verification

Documentation in the report

5.9. Board Meeting Decision 30.09.2020	5.13. Appendix 3
5.10. Coordinator Assignment Letter	5.14. Email Invitation
5.11. Academic Meeting Record 2023	5.15. WhatsApp PD Workshop Calendar
5.12. Academic Meeting Record February 2023	5.16. Oxford University Press Training 2023

Verification on site

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Program self-recommendations

Documentation is needed for appointment process.

Instructor Handbook should be available on the institutional website.

The program aims to provide targeted in-service training opportunities in line with evolving educational trends and accreditation requirements.

Recent evidence of training is needed for new coordination (website news)

A Professional Development archive or calendar is needed.

Administrative Capacity Standard 3

Notification of Assignment, Responsibility and Rights

Standard 3: The Language Program has written, current job descriptions for the positions described in the organizational chart and these descriptions are accessible to all stakeholders.

Required responses

1. Explain how the duties and responsibilities of faculty that have administrative positions are shared.

The duties and responsibilities of school members assigned to administrative roles (Director, Assistant Director, Secretary and her team, Unit Coordinators) are clearly defined in written job descriptions that outline the scope of their main duties, responsibilities, authority, reporting lines and expected contributions. These descriptions are reviewed periodically and revised when needed. Upon appointment, each individual receives their job description from the Director or the administrative office. In addition to individual notification, all job descriptions are kept on shared Google drive folder accessible to academic staff, and a printed version is also available in the administration office. Job descriptions are included in the Staff Handbook (see [5.2. Staff Handbook](#)) and available on the website (see [5.17. Job Descriptions on Website](#)), ensuring that expectations and responsibilities are transparent and accessible to all stakeholders.

Title of position	Job description (Yes/No)	Where it is accessible
Director	Yes	Staff Handbook
Assistant Director	Yes	Staff Handbook
Head of Curriculum Unit	Yes	Staff Handbook
Heads of Testing Unit	Yes	Staff Handbook
Head of Professional Development	Yes	Staff Handbook
Head of Erasmus and Projects Unit	Yes	Staff Handbook
Secretary of the School	Yes	Staff Handbook
Personnel and Correspondence Officer	Yes	Website
Student Affairs Officer	Yes	Website
Administrative and Financial Affairs Officer	Yes	Website
Property Registration and Control Officer	Yes	Website
Cleaning Staff	Yes	Website

Verification

Documentation in the report

5.17. Job Descriptions on Website	
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Verification on site

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Program self-recommendations

Job descriptions should be available on the shared Google Drive and AS printed copies in designated rooms within the school.

Staff Handbook should be shared on website.

Job descriptions should be prepared separately for each member of staff.

Administrative Capacity Standard 4

Performance Evaluation

Standard 4: The performance evaluation process for individuals in the Language Program organizational chart is systematic, defined and accessible to those individuals.

Required responses

1. Describe the performance evaluation process for individuals in the organizational chart. Explain how this process is administered systematically, fairly and in accordance with the job descriptions.
2. Describe how the individuals in the organizational chart are made aware of the performance evaluation standards and procedures, and how the results are shared.

There are no existing performance evaluation criteria for individuals in the organization chart.

Verification

Documentation in the report

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Verification on site

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Program self-recommendations

The academic organizational chart of Yalova University School of Foreign Languages will be updated to be implemented starting from the 2025-2026 academic year within the scope of

continuous improvement studies. Job descriptions will be determined for newly created academic coordinators, and existing job descriptions will be updated for the coordinators that will continue. In addition to job descriptions, performance evaluation criteria will be determined for individuals in the organization chart. Academic staff appointed to these positions will be notified of their duties together with their job descriptions and performance evaluation criteria.

Administrative Capacity Standard 5

Administrative and Managerial Processes

Standard 5: The Language Program has administrative and managerial processes that guide operations.

Required responses

1. Describe the type of existing documentation concerning administrative and managerial processes and where they are kept.

In our university and school of foreign languages, correspondence related to management is generally carried out using the electronic document system used by the university itself. Course assignments managerial documents and similar related documents can be accessed through this system. In addition, documents such as wet signed minutes etc. are filed and archived by the school secretary and administrative staff.

2. Explain how the administrative and managerial processes are updated.

Updates in administrative and managerial processes are made in accordance with the relevant legal regulations. These updates and the organizational chart of our school and the relevant job descriptions are available on the web page of our school under the "Administration" section with the update dates. **(see 5.1. Organizational Chart)**

3. State how the managerial processes within the Language Program are kept in alignment with laws, regulations and directives.

The management, functioning and boards of our school are shaped according to the higher education law numbered 2547. The appointment of the school director is carried out by the rector, and the administrative processes in our school are carried out within the framework determined by this law.

Verification

Documentation in the report

5.1. Organizational Chart	
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Verification on site

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Program self-recommendations

No recommendations.

Administrative Capacity Standard 6

Protection of Information

Standard 6: The Language Program organizes, archives and secures all student, staff, financial, program and contractual information. This information is shared in accordance with the rules and regulations as stated in relevant legal articles and directives.

Required responses

1. State how the listed items below are organized, archived and protected in accordance with the Act on the Protection of Personal Information.

- Student related information
- Staff related information
- Financial information
- Contracts/protocols
- Information related to the Program like exams, materials etc.
- Other

Documents related to the students are in the student information system (UBS). Only authorized personnel at the university can access this system.

Personnel documents in our school are physically kept in the relevant unit of the school administration for up to a certain number of years, after which they are kept on the system (ÜBYS). Again, only authorized persons can access these documents when necessary.

Financial documents belonging to correspondence with external institutions are on the electronic document management system together with their cover letters. Apart from these, university staff salaries and remuneration documents are kept in the accrual department under the secretariat of the college.

The exams of the previous years are kept in the archive room of our college in accordance with Article 6 of Yalova University Document Management and Archive Services Directive. **(see 5.18. Yalova University Document Management and Archive Services Directive)** Again, as required by Article 15 of the same directive, a Sorting and Destruction Commission is formed, and the destruction of the expired documents is carried out.

Verification

Documentation in the report

5.18. Yalova University Document Management and Archive Services Directive	
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Verification on site

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Program self-recommendations

No recommendations.

Administrative Capacity Standard 7

Employee grievances

Standard 7: The Language Program has an open, transparent, fair, accessible and ethical process concerning employee grievances. Employees are informed of the process. All documentation related to the process are stored and treated confidentially.

Required responses

1. Describe the employee grievance process.
2. Explain how the grievance process is shared with employees.
3. Describe how the documentation related to grievances is stored.

Lecturers are recommended to be open to complaints and recommendations. Academic and administrative staff of our school can forward all their complaints, thanks or suggestions as feedback to our school by these procedures.

Academic and administrative staff can officially communicate their complaints to the management by using the wishes, suggestions and complaints section of the university's information system (ubs.yalova.edu.tr). The system provides a tracking number for the complaints submitted. Updates related to the complaint can be tracked through the tracking number.

Faculty members can submit their complaints through <https://www.cimer.gov.tr/>.

Verification

Documentation in the report

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Verification on site

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Program self-recommendations

No recommendations.

FACULTY

Faculty Standard 1

Qualifications

Standard 1: Faculty members in the Language Program have the qualifications and competencies commensurate with their assignments.

Required responses

1. Describe the hiring and evaluation process for all faculty members employed by the Language Program.

All academic staff working in the SFL are recruited as a result of written and oral examinations following the evaluation of the applications submitted in response to the open call for academic staff in accordance with the criteria established by the SFL and the Rectorate. A sample of the recruitment announcement and the evaluation procedure are attached (**See 6.1. Öğretim Elemanı Alım İlanı, 6.2. YDYO Öğretim Elemanı Başvuru Formu, 6.3. YDYO Öğretim Görevlisi Ön Değerlendirme Formu, 6.4. YDYO Öğretim Elemanı Sınav Sonucu Değerlendirme Formu, 6.5. Öğretim Elemanı Etik Sözleşme, 6.6. YDYO Öğretim Elemanı Sınav Sonucu Değerlendirme ÖRNEK).**

The documents proving the language skills of the academic staff are available in the personnel file prepared for each employee (**6.7. Personel Özlük Dosyaları**).

The recruitment procedures and requirements for foreign academic staff are provided in the attached files (**6.8. İlk defa çalıştırılacak yabancı uyruklu öğretim elemanlarına ilişkin bilgileri gösterir tablo; 6.9. Yabancı uyruklu öğretim elemanı sözleşme ÖRNEK**).

2. Fill out the *Table of Faculty* for all teaching staff in the Language Program (see DEDAK Review Standards Verification Handbook Appendix 4).

Table of Faculty form has been filled in for all academic staff and is attached. (**see 6.10. DEDAK Review Standards Verification Handbook Appendix 4**)

Verification

Documentation in the report

5.2. Staff Handbook 6.1. Öğretim elemanı alım ilanı 6.2. YDYO Öğretim elemanı başvuru formu 6.3. YDYO öğretim görevlisi ön değerlendirme formu 6.4. YDYO öğretim elemanı sınav sonucu değerlendirme formu 6.5. Öğretim elemanı etik sözleşme	6.6. YDYO öğretim elemanı sınav sonucu değerlendirme ÖRNEK 6.7. Personel Özlük Dosyaları 6.8. İlk defa çalıştırılacak yabancı uyruklu öğretim elemanlarına ilişkin bilgileri gösterir tablo 6.9. Yabancı uyruklu öğretim elemanı sözleşme ÖRNEK 6.10. DEDAK Review Standards Verification Handbook Appendix 4
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Verification on site

6.11. https://personel.yalova.edu.tr/tr/Duyuru/Detay/31-aralik-2023-tarihli-ve-32416-sayili-resmi-gazetede-yayimlanan-ogretim-uyesi-ve-ogretim-elemanilani-2 6.12. https://personel.yalova.edu.tr/tr/Icerik/Detay/on-degerlendirme-yabanci-dil 6.13. https://personel.yalova.edu.tr/tr/Icerik/Detay/ogretim-elemanibasvuru-formu	6.14. https://personel.yalova.edu.tr/tr/Icerik/Detay/ilk-defa-calistirilacak-yabanci-uyruklu-ogretim-elemanlarina-iliskin-bilgileri-gosterir-tablo-2 6.15. https://personel.yalova.edu.tr/tr/Icerik/Detay/nihai-sonuc-yabanci-dil 6.16. https://personel.yalova.edu.tr/tr/Icerik/Detay/etik-sozlesme
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Program self-recommendations

No recommendations.

Faculty Standard 2

Notification of Assignment, Responsibility and Rights

Standard 2: All faculty employed by the Language Program have contracts and written job descriptions. The job descriptions are accessible to staff.

Required responses

1. Explain how the job descriptions and contracts are shared with faculty members.

All instructors working at SFL can access their yearly renewed contracts through UBS and access their service information by obtaining a service certificate through UBS. Required service certificates are available in personnel files (**see 6.7. Personel Özlük Dosyaları, 6.9. Yabancı uyruklu öğretim elemanı sözleşme ÖRNEK, 6.8. İlk defa çalıştırılacak yabancı uyruklu öğretim elemanlarına ilişkin bilgileri gösterir tablo**).

The job description of the staff is detailed in the Instructor Handbook, which is available to all staff on the website. The Instructor Handbook is attached (**see 5.2. Staff Handbook**).

Verification

Documentation in the report

5.2. Staff Handbook 6.7. Personel Özlük Dosyaları 6.8. İlk defa çalıştırılacak yabancı uyruklu öğretim elemanlarına ilişkin bilgileri gösterir tablo	6.9. Yabancı uyruklu öğretim elemanı sözleşme ÖRNEK
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Verification on site

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Program self-recommendations

No recommendations.

Faculty Standard 3

Performance Evaluation

Standard 3: The Language Program evaluates the performance of faculty members in a fair, transparent, multi-directional and systematic approach.

Required responses

1. Explain the performance indicators that are used.
2. State how faculty members are informed about the performance evaluation process.
3. Describe the steps taken to ensure the performance evaluation is fair, transparent, impartial and systematic.
4. Explain how the principles of privacy and confidentiality concerning the results of the performance evaluation are maintained.

There are no defined performance indicators. Also, there isn't a performance evaluation process.

Verification

Documentation in the report

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Verification on site

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Program self-recommendations

Performance evaluation criteria will be determined by the SFL director, deputy directors and the accreditation commission, and these criteria, process and decisions regarding the confidentiality of the process will be shared with all staff.

Faculty Standard 4

Professional Development

Standard 4: The Language Program plans and conducts in-service trainings and professional development activities.

Required responses

1. Explain how the in-service activities are determined, planned and made available.

Our school organizes and offers in-service training activities concerning teaching, testing, and teacher development in several ways. If the school plans to arrange a teacher trainer, teachers' needs are asked before this arrangement. The areas for development concerning professional development are determined through the data collection instruments such as a survey (**see 6.17. Instructor Survey**). In this survey, the teachers are asked to choose the areas that they would like to join an in-service training. Also, the teachers are asked to give their opinions on how this training should be conducted face-to-face or online. After this data collection process, the school tries to arrange a seminar, a webinar, or a meeting with a teacher trainer to conduct the training session.

2. Describe how the areas for development concerning professional competence and skills of the faculty are determined and how their development is monitored.

There is also another way that has been used for teacher development. The teachers working at our school are also MA or PhD students in different fields of study. These teachers can make a presentation on a topic that will help their colleagues in their career development and classroom teaching. These presentations can be made easily when all the staff are available such as module breaks or the beginning of academic year etc. The photos taken in one of these meetings can be seen in **6.18. Meeting Photo**.

3. Describe the new faculty orientation program: its content and how and when it is presented.

The new faculty orientation programme includes the necessary things that a new teacher needs to know. This orientation is usually conducted as a meeting with the new teachers when they officially start working at our school. Therefore, there is not a definite time for this meeting. It is held whenever a new teacher is hired, and the orientation program is carried out by one of the assistant directors. The content of the orientation program can be seen in the Staff Handbook (**see 5.2. Staff Handbook**). Also, if the teachers have further questions about their working conditions, annual leave/maternity leave/excused leave, etc. they can ask and learn the details in this meeting.

Verification

Documentation in the report

<p>5.2. Staff Handbook</p> <p>6.17. Instructor Survey</p> <p>6.18. Meeting Photo</p>	
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Verification on site

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Program self-recommendations

As seen above, our institution gives importance to the in-service training and professional development. However, some suggestions can be made to improve these activities. Firstly, there is not a professional development office at our institution. These activities are planned and conducted by assistant directors. An office should be founded, and the members of this office should determine the needs of teachers, arrange the teacher trainer/presenter, announce the date and time, and evaluate the training/meeting after it is held. Secondly, there should be a monitoring process to see the benefits of these types of activities. Professional development office should monitor teacher's development on a specific topic or skill that has previously been presented. Finally, it is known that finding a teacher trainer or inviting a professional for a meeting is not always easy and convenient for state universities due to financial or bureaucratic reasons. This challenge can be overcome by encouraging schools' own teachers to make presentations, workshops, or activities to promote professional development. It is not always necessary to find an outsource. If all these activities are carried out in a planned and organized way, they will be much more useful and meaningful for teachers.

FACILITIES, EQUIPMENT AND SUPPLIES

Facilities, Equipment and Supplies Standard 1

Facilities, Equipment and Supplies

Standard 1: The Language Program has the necessary infrastructure, workspace, resources, technology and equipment to achieve its mission and goals.

Required responses

1. Enter the requested numbers.

- 391 average number of students per term over the last 12 months
17,5 average number of students per classroom
27 number of available permanent classrooms
50,44 square meters per permanent classroom
26 number of classrooms used during peak student enrolment time over the last 6 months
41 number of administrators and staff
26 number of workspaces for administrators and staff
839,36 workspaces for administrators and staff in square meters
30+1(foreigner) number of full-time faculty
21 number of workspaces for full-time faculty
743,73 workspace for full-time faculty in square meters
None number of part-time faculty
None number of workspaces for part-time faculty
None workspace for part-time faculty in square meters
None number of learning support centers
None learning support centers in square meters
 Other

2. Describe how the program ensures that areas, equipment and materials are of sufficient size and number; are accessible to the authorized personnel; and are clean, safe and secure.

Our School of Foreign Languages regularly conducts needs analyses to ensure that the physical spaces and material resources are of adequate size, number, and equipment to support language teaching. The classrooms are appropriately sized to accommodate the number of students and are equipped with modern educational technologies (smartboards, projectors, internet access, etc.).

All teaching materials and equipment are organized in a way that ensures only authorized personnel have access, and dedicated material rooms are assigned to instructors. Shared spaces and classrooms are cleaned daily by the cleaning staff. Security is provided by security personnel at the building entrances and security cameras throughout the campus. Additionally, fire and emergency equipment is checked regularly, and maintenance and repair operations are documented.

In this context, regular monitoring, evaluation, and improvement processes are carried out to ensure that the physical environment remains accessible, safe, hygienic, and sustainable.

3. List the equipment, material and supplies available for use in the Language Program.

At Yalova University School of Foreign Languages, the following equipment, materials, and resources are available to support language education:

- Projectors
- Smartboards
- Computers
- Internet access and Wi-Fi
- Printed textbooks and supplementary materials
- Access to digital education platforms
- Sound systems
- Library resources (printed and digital)
- Photocopy and printing devices

These resources are utilized to support both instructors and students in effectively engaging in the language learning process. **(see 7.1. 2024 Annual Activity Report)**

Verification

Documentation in the report

7.1. 2024 Annual Activity Report	
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Verification on site

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Program self-recommendations

At Yalova University School of Foreign Languages, a continuous improvement approach has been adopted to enhance the quality of physical infrastructure and material management. In this regard, the technological equipment in the current classrooms (smartboards, sound systems, computers) will be updated with more advanced devices. One of the primary goals is to establish a well-equipped language laboratory where students can develop their listening and speaking skills.

To evaluate the efficiency of physical spaces, equipment, and materials, regular surveys will be conducted with students and instructors. Based on the feedback obtained, improvements will be implemented. These suggestions aim to contribute to the development of the current situation and the sustainability of quality assurance.

The feasibility of the planned changes will be assessed in accordance with the university’s overall strategic plans and budgetary capabilities.

CONTINUOUS IMPROVEMENT

Continuous Improvement Standard 1

Continuous Improvement

Standard 1: The Language Program continuously reviews the program components and implements improvements based on indicators.

Required responses

Explain the review process and the indicators/tools used during the process for the areas indicated below. Describe how the process and the results are shared with the respective stakeholders. State the decisions taken in the last review cycle and the practices and improvements related to these decisions by filling out the *Program Review Table* (see DEDAK Review Standards Verification Handbook Appendix 5).

1. Curriculum/Teaching Program
2. Measurement and Assessment
3. Student Support and Services
4. Teaching, Learning and Curriculum Delivery
5. Administrative Practices
6. Others (please specify)

Verification

Documentation in the report

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Verification on site

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Program self-recommendations

The Language Program continuously reviews the program components, but as it is not in written form, it cannot be documented now.

It is planned to make the necessary changes according to required responses by filling out the *Program Review Table* (DEDAK Review Standards Verification Handbook Appendix 5).