

DEDAK REVIEW STANDARDS VERIFICATION HANDBOOK

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Purpose and Content of the Handbook

When DEDAK is arriving at an accreditation decision, it only takes evidence-based statements into consideration. Any statement not supported by evidence will not be considered. Therefore, the DEDAK Review Standards Verification Handbook is intended to be a guide for the types of evidence that can be presented for each standard. The types of evidence given here is meant to serve as an example. The types of evidence can be increased and varied based on program data.

The purpose of the DEDAK Review Standards Verification Handbook is to provide programs that are in the accreditation process and are preparing the self-study report with a list of evidence and indicators that can be presented for each standard and to serve as a guide. The evidence list given under each standard in the handbook is meant to serve as an example. Besides the types of evidence listed here, depending on the structure and the distinctness of the institution, additional or different evidence can be presented. In the report, evidence must be presented for any action the program states it does. Any statement not supported by evidence will not be considered.

The principle of presenting evidence is, generally speaking, if a statement about an implementation is made, examples of that implementation must be presented; if a statement about a document is made, the document in question must be presented; if a statement about an analysis is made, evidence about the analysis and the decision taken as a result of the analysis must be offered. If any of the evidence concerns stakeholders, then the presentation of a document is not sufficient, the document must also be shared with the stakeholder, be easily accessible to the stakeholder and be available on the web site.

Presentation of the Evidence in the DEDAK Self-Study Report (DSR)

Within the DSR, there are two areas provided under the Documentation heading of each standard to list the evidence as shown below. Any evidence submitted along with the DSR must be listed under the “Documentation in the Report” heading and each hyperlink must link to the evidence file or the web site that constitutes the evidence. All hyperlinks must work when the DSR is submitted and allow access to the associated document or web site.

Under the “Verification on Site” heading, all evidence that cannot be attached to the DSR and can only be presented during the site visit should be listed. Examples of such evidence could be physical items, all exams, documents that cannot be shared due to personnel rights, or information that can be obtained through interviews.

Documentation

Documentation in the Report

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Verification on Site

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Standards and Evidence List

MISSION

Mission Standard 1

Compatibility and Communication of the Mission

Evidence List

- Staff and student handbooks
- Institutional web site
- Promotional materials
- Meeting with management (to demonstrate how the mission is reflected in the management structure and the institution's style)
- Meeting with staff and students (to demonstrate if the mission is reflected in the educational philosophy and the teaching and learning activities)

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

Evidence List

- A defined educational philosophy and approach to language teaching
- Student feedback survey templates and completed examples
- Instructor feedback survey templates and completed examples
- Instructor and student focus group meetings, examples of meeting minutes
- Reporting of the collected feedback, results and action plans
- Documentation concerning the latest needs analysis conducted by the institution in collaboration with other stakeholders
- Collected data and its analysis to develop and/or revise the curriculum
- Meeting minutes from meeting with persons responsible for the curriculum
- Meetings with language program instructors and students
- Interviews/completed surveys with English medium instruction undergraduate and associate degree students and faculty
- Analysis of data collected for needs analysis and reports, evidence and decisions concerning how it has helped develop and/or revise the curriculum
- Implementations/documents that prove the content of the mission meets needs

Curriculum Standard 2

Content and Learning Outcomes

Evidence List

- **Curriculum Equivalency Table (required, see Appendix 1)**
- Syllabus for each level/course that clearly states CEFR aligned learning outcomes
- Termly and weekly lesson plans that list the outcomes for each lesson
- Staff and student handbooks, promotional materials and the institution's web site (if learning outcomes are shared on such platforms)
- Information about lessons provided to students in intensive courses and those that are repeating the same level
- Meeting with persons responsible for the curriculum
- Meetings with language program instructors and students
- Lesson observations

Curriculum Standard 3

Curriculum Design and Instructional Materials

Evidence List

- Written educational philosophy and language teaching approach the curriculum is based on
- List of course books, booklets, supplementary materials, online platforms and other course materials that constitute a course pack that demonstrate the attainment of the learning outcomes
- Example materials for each level
- Information about the course book selection process
- Instructor and student feedback survey templates and documentation of the feedback analysis and steps taken
- Meeting with persons responsible for the curriculum
- Meetings with language program instructors and students
- Lesson observations

Curriculum Standard 4

Program Length and Structure

Evidence List

- **Termly pass-fail rates of each level in the program (required, for the last two years)**
- **Annual, one and a half-year, and two-year program completion rates of students initially placed in the program in different levels (required, for the last two years)**
- Termly and weekly lesson plans that list the outcomes for each lesson (including the summer term)
- Description of the procedures for incoming students like lateral transfer, late register, horizontal transfer students
- Academic calendar

- Staff and student handbooks, promotional materials and the institution's web site (if program length and structure is shared on such platforms)
- Meeting with persons responsible for the curriculum
- Meetings with language program instructors and students

Curriculum Standard 5

Curriculum Delivery

Evidence List

- The locations where the educational principles, pedagogical approaches, and methods adopted for the delivery of the curriculum are shared
- Example lesson plans
- Lesson observation reports
- Educational content
- Example trainings
- Student feedback
- Examples of evidence-based improvement of teaching-learning
- Meeting notes
- Observed active student participation in lesson observations and learning outcomes appropriate for the delivery of the lesson

MEASUREMENT AND ASSESSMENT

Measurement and Assessment Standard 1

Level Placement System

Evidence List

- Specifications for the level placement exam
- Example level placement exam
- Exam invigilation and marking guidelines for instructors
- Exam guidelines for students
- An example item analysis report to document the reliability and validity of the exams are checked
- Staff and student handbooks, promotional materials and the institution's web site (if the level placement process is shared on such platforms)
- Meeting with persons responsible for measurement and assessment
- Verification that level placement exams and results are stored properly
- Level placement exam results
- Number of appeals to/rates of level misplacement and rates of replacement
- Table of specifications
- Evaluation criteria
- Correlational analyses (between raters, exams)
- Factor analysis

- Internal consistency analyses
- Standardization meetings

Measurement and Assessment Standard 2

Level Progression and Completion

Evidence List

- **Measurement and Assessment-Learning Outcome Equivalency Table (required, see Appendix 2).**
- Specifications for the in-term and end of term level exams (The learning outcomes measured through the exam should be clearly stated)
- Example in-term and end of term level exams
- Exam invigilation and marking guidelines for instructors
- Exam guidelines for students
- An example item analysis report to document the reliability and validity of the exams are checked
- Staff and student handbooks, promotional materials and the institution's web site (if the level progression and completion process is shared on such platforms)
- Meeting with persons responsible for measurement and assessment
- Analysis verifying the reliability and validity of the exams are checked
- Correlational analyses (between raters, exams)
- Factor analysis
- Internal consistency analyses
- In-term and end of term level exams
- In-term and end of term level exams student examples
- Verification that in-term and end of term level exams and results are stored properly
- Term/annual pass-fail rates
- Table of specifications
- Evaluation criteria
- Standardization meetings

Measurement and Assessment Standard 3

Proficiency (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).)

Evidence List

- Staff and student handbooks, promotional materials and the institution's web site (if proficiency/exemption procedures are shared on such platforms)
- Proficiency exam guidelines (The outcomes measured through the exam should be clearly stated)
- A recently administered proficiency exam example
- Exam invigilation guidelines for instructors
- Exam guidelines for students
- An example item analysis report to document the reliability and validity of the proficiency

exam are checked (multiple choice question exams that verify the consistency is controlled should be included)

- Correlational analyses (between raters, exams)
- Factor analysis
- Internal consistency analyses
- Student exam papers that represent the proficiency exam grade intervals
- Rubrics
- Evidence of the language proficiency (example exams, surveys, etc.) of undergraduate and associate degree students that are in undergraduate and associate degree programs in which the medium of assessment is English
- Meeting with persons responsible for assessment design
- Verification that proficiency exams and results are stored properly
- Interviews with English medium instruction undergraduate and associate degree students and faculty
- Proficiency exams
- Proficiency exam student papers
- Dönemlik/yıllık geçme-kalma oranları
- Belirtke tablosu
- Standardizasyon toplantıları

Measurement and Assessment Standard 4

Level Documentation

Evidence List

- Tools/systems used to track student development
- Staff and student handbooks and the institution's web site (if such information is shared on such platforms)
- Template of document given to students requesting a written record of their level achievements
- Meeting with persons responsible for measurement and assessment
- Verification that students' level achievement results are stored properly
- Meeting with students

Measurement and Assessment Standard 5

Notification of Students

Evidence List

- Tools/systems used to track student development
- Staff and student handbooks and the institution's web site (if such information is shared on such platforms)
- Course description forms or course presentations
- Colleague or self-reflection tool templates (can do statements, student portfolios, etc.)
- Meeting with persons responsible for measurement and assessment
- Meeting with students

STUDENT SUPPORT AND SERVICES

Student Support and Services Standard 1:

New Student Orientation

Evidence List

- Student handbook and the institution's web site (if such information is shared on such platforms)
- A copy of the academic calendar
- A copy of a recently delivered orientation program
- Student focus group meetings (if conducted)
- Meeting with student affairs
- Meeting with students

Student Support and Services Standard 2

Notification of Students

Evidence List

- Staff and student handbooks, the institution's web site, other online platforms
- Student focus group meetings (if conducted)
- Meeting with student affairs
- Meeting with students
- Inspection of the institutional notice boards and surroundings to see how this information is conveyed to the students using physical resources

Student Support and Services Standard 3

Co-Curricular Activities

Evidence List

- Documentation that clearly outlines how each co-curricular activity contributes to the attainment of specific learning outcomes
- Staff and student handbooks, the institution's web site, other online platforms (if such information is shared on such platforms)
- Feedback collected from students about co-curricular activities
- Meeting with student affairs
- Meeting with students
- Inspection of the institutional notice boards and surroundings to see how this information is conveyed to the students using physical resources

Student Support and Services Standard 4

Student Grievances

Evidence List

- Written grievance procedures
- Staff and student handbooks and/or the institution's web site
- Meeting with management
- Meeting with students
- Grievance and response examples

ADMINISTRATIVE CAPACITY

Administrative Capacity Standard 1

Administrative Structure and Mission Alignment

Evidence List

- Staff and student handbooks or the institution's web site
- Meeting with management
- Meeting with staff and students

Administrative Capacity Standard 2

Faculty Positions and Assignment Processes

Evidence List

- **Table of Academic and Administrative Staff (required, see Appendix 3)**
- Staff handbook
- Job descriptions
- Assignments internal candidates are asked to complete during hiring (if present)
- List of programs that support/train the appointed persons and/or candidates before and during assignment
- Meeting with management
- Meeting with staff

Administrative Capacity Standard 3

Notification of Assignment, Responsibility and Rights

Evidence List

- Hand books or the institution's web site
- Job descriptions
- Meeting with management
- Meeting with staff
- Meeting with students

Administrative Capacity Standard 4

Performance Evaluation

Evidence List

- Staff handbook
- Job descriptions
- Appraisal form templates
- Appraisal reports as evidence of performance evaluation
- 360-degree evaluation forms/tools
- Meeting with management
- Meeting with staff

Administrative Capacity Standard 5

Administrative and Managerial Processes

Evidence List

- Handbooks describing the processes
- Copies of institutional and program directives and regulations
- Any type of record for regularly held meetings
- Meeting with management
- Meeting with student affairs
- Meeting with staff
- Meeting with students

Administrative Capacity Standard 6

Protection of Information

Evidence List

- Copies of institutional directives and regulations on the protection of personal data
- Meeting with management
- Meeting with student affairs
- Meeting with other relevant stakeholders (e.g. IT/human resources)

Administrative Capacity Standard 7

Employee Grievances

Evidence List

- Staff handbook
- Copies of institutional directives and regulations on the employee grievance process
- Grievance and response examples
- Meeting with management
- Meeting with staff
- Meeting with human resources

FACULTY

Faculty Standard 1

Qualifications

Evidence List

- **Table of Faculty (required, see Appendix 4)**
- Hiring process documents (with examples)
- Most recent employment ad, job application form template
- A full employee list with all qualifications listed
- Staff handbook
- Meeting with management
- Meeting with human resources
- Meeting with language program faculty members

Faculty Standard 2

Notification of Assignment, Responsibility and Rights

Evidence List

- Job descriptions
- Contract template
- Staff handbook
- Meeting with management
- Meeting with human resources

Faculty Standard 3

Performance Evaluation

Evidence List

- Staff handbook
- Job descriptions
- Appraisal form template
- Instructor evaluation forms completed by students (if a part of the performance evaluation process)
- Example lesson observation records (if a part of the performance evaluation process)
- Any type of record kept for performance evaluation of faculty
- Meeting with management
- Meeting with language program faculty members

Faculty Standard 4

Professional Development

Evidence List

- Staff handbook
- Lesson observation template
- Feedback form template, analysis of the feedback and records of follow-up activities
- A copy of the most recent orientation
- A list of the most recent professional development (PD) activities and written instructor reflections concerning these activities
- All platforms on which PD activities are announced
- Meeting with management
- Meeting with the Professional Development unit
- Meeting with language program faculty members

FACILITIES, EQUIPMENT AND SUPPLIES

Facilities, Equipment and Supplies Standard 1

Facilities, Equipment and Supplies

Evidence List

- Equipment maintenance logs
- All health and safety documents
- Building plans
- Inspection of the institution
- Emergency procedure warnings
- Meeting with relevant persons, if available (e.g. workplace health and safety unit)

CONTINUOUS IMPROVEMENT

Continuous Improvement Standard 1

Continuous Improvement

Evidence List

- **Program Review Table (required, see Appendix 5)**
- Explanation of the continuous improvement loop
- Explanation of the collected evidence/indicators
- Evidence from the latest improvement loop
- Improvement and Control examples
- Feedback form templates completed by students, faculty and other stakeholders and the evaluation of the collected data
- Focus group meeting minutes (both with faculty and students)
- The institution's most recent strategic plan
- Strategic meeting minutes examples
- Meeting with management
- Meeting with language program faculty members
- Meeting with persons responsible for measurement and assessment
- Meeting with persons responsible for the curriculum
- Meeting with the Professional Development unit

APPENDICES

Appendix 1. Curriculum Equivalency Table

Prepare the table below with column headers in Excel format and present it as an evidence document for Curriculum Standard 2 along with your self-study report. You may add as many rows to the table as you like. If you have an equivalency table with similar content for the program, you can present that instead.

Level	Skill/Knowledge Area	Program Content/Material	Learning Outcome

Appendix 2. Measurement and Assessment-Learning Outcome Equivalency Table

Prepare the table below with column headers in Excel format and present it as an evidence document for Measurement and Assessment Standard 2 along with your self-study report. You may add as many rows to the table as you like. If you have an equivalency table with similar content for the program, you can present that instead.

Level	Skill/Knowledge Area	Assessment Implementation	Learning Outcome

Appendix 3. Table of Academic and Administrative Staff

Prepare the table below with column headers in Excel format and present it as an evidence document for Administrative Capacity Standard 2 along with your self-study report. You may add as many rows to the table as you like. If you have a table with similar content for the program, you can present that instead.

Name	Role/Position	Education/Certifications	Past Work Experience	Date of Joining the Position	Professional Development Activities in Last 2 Years

Appendix 4. Table of Faculty

Prepare the table below with column headers in Excel format and present it as an evidence document for Faculty Standard 1 along with your self-study report. You may add as many rows to the table as you like. If you have a table with similar content for the program, you can present that instead.

Name	Type of Contract (permanent, hourly paid, etc.)	Education/Teaching Certificate	Past Work Experience	Hiring Date	Professional Development Activities in Last 2 Years

Appendix 5. Program Review Table

Prepare the table below with column headers in Excel format and present it as an evidence document for Continuous Improvement Standard 1 along with your self-study report. You may add as many rows to the table as you like. The first row is given as an example.

Area	Area Specifically Reviewed	Data/Feedback Source	Data/Feedback Received	Meeting Data and Improvement is Discussed	Improvement Planned	Implementation Date/Timeline	Responsible Party	Current Status	Evidence of Implementation	Implementation Results and Further Action
Curriculum	Curriculum Level 4 Pacing	Student and Instructor Surveys / Pass-Fail Data of XX Academic Year (with hyperlink to the document)	Student/Instructor Surveys: Level 4 Pacing Too fast. Pass Fail Data: Level 4 fail rates are higher compared to other levels	Program Review Meeting 2023 March: (with hyperlink to the minutes)	Increase Level 4 weekly hours from 20 to 25 hours a week.	2023-24 Academic Year	Curriculum Office and Planning Office	Implemented as of 2023 - 24 Academic Year	2023-24 Teaching Hours and class schedules (with hyperlink to the document)	Results are tracked. Feedback from students and instructors as well as pass-fail data for 2023-24 will be discussed in the program review meeting in April 2024