

DEDAK Pilot Initial Accreditation Workshop

Welcome to the DEDAK Pilot Program Initial Meeting

Outcomes for the participants:

- Get an overall understanding of the **DEDAK standards**
- Become familiar with the **accreditation process**
- Understand **how to look at standards**
- Become familiar with the accreditation **culture**

Introductions

Can everyone **introduce themselves**.

Please mention:

- Your name – your responsibility/role

- Relevant background information

Expectations from DEDAK Pilot Program Initial Meeting

- Write the questions you hope to be answered during the workshop today

About DEDAK

Association for Language Education Evaluation and Accreditation



DEDAK?

Turkish Association
for Language
Education Evaluation
and Accreditation

A Mission, Needs, and
Outcomes Based
Accreditation

Based on Peer-Review

Turkish Higher Education Quality Board

- 2005: **The Commission for Academic Assessment and Quality Improvement in Higher Education (YÖDEK)** was established
- 2015: Council of Higher Education abolished YÖDEK and established the **Higher Education Quality Board (YÖKAK)**. YÖKAK **became independent** in January 2018
 - Institutional external assessment,
 - Registration of external assessment and accreditation bodies,
 - Increasing awareness of quality culture and dissemination of quality assurance practices.
- Developed a **quality assurance scheme**: Universities submit a self study report every year, site visit by peer reviewers every 5 years
- Same system now developed for **English Preparatory Programs - Started with 9 pilot** programs

CONTEXT – Programmatic Accreditations

- **First** Local Program Accreditation started in **2003** – **MÜDEK** (Engineering): Authorized by ENAAE to award EUR-ACE Label & is a Full Member Signatory of the Washington Accord
- Total of **13 Local Programmatic Accreditations** now, 10 recognized by the Turkish Higher Education Quality Board
- **DEDAK** will apply for recognition by the Quality Board within **2019**

DEDAK's PURPOSE

The purpose of DEDAK is to raise the quality of language education to international standards by

setting local quality standards in language education,

carrying out assessment and accreditation activities,

conducting training sessions and creating training opportunities in different areas related to language programs,

training and increasing the number of site reviewers throughout the country by organizing trainings/workshops given by experienced reviewers,

providing training that detail how quality standards can be achieved.

DEDAK: FOUNDATION AND HISTORY

October
2012

- Idea born by the elected founders of the Foreign Language Schools Directors Council

October 2016

- The Association was founded

June 2017

- First General Assembly with Members

June 2018

- Main Policies, Procedures, and Regulations Shared

September
2018

- Draft Accreditation Standards Shared

November
2018

- Accreditation Standards Finalized – Focus Group Meeting

December
2018

- Reviewer Training

February
2019

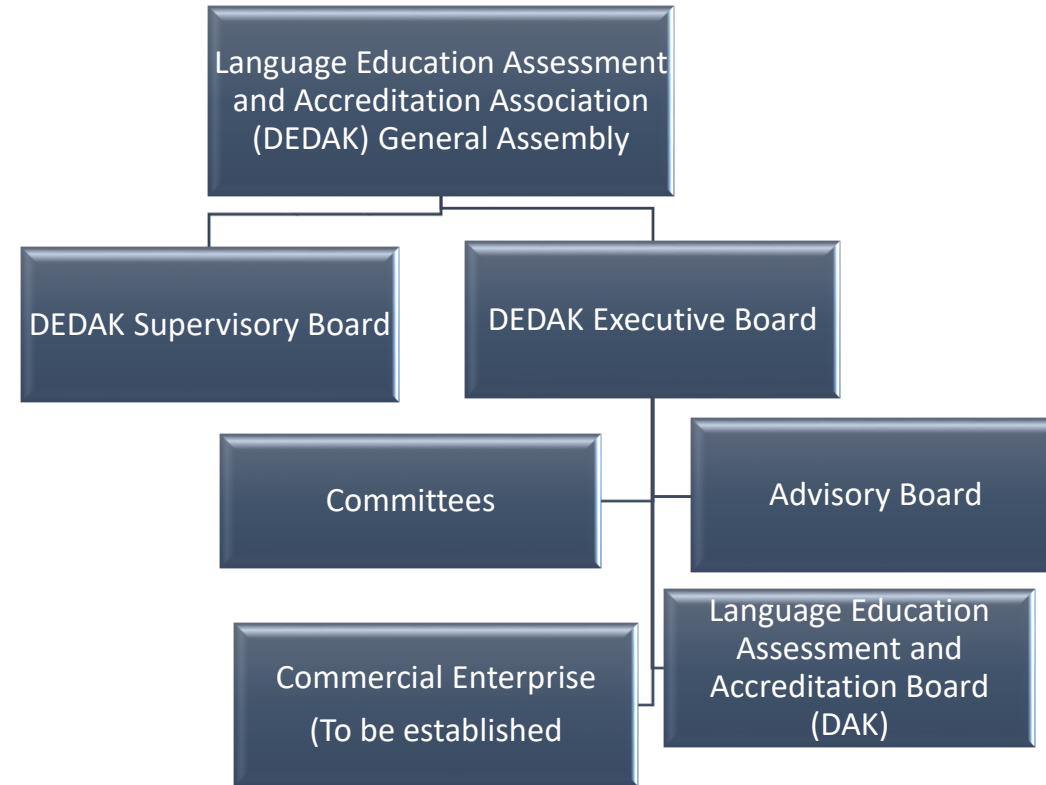
- 2 Pilot Programs Chosen



OUR VALUES

- **Transparency and accountability**
- **Fair and professional service**
- **Confidentiality and trustworthiness**
- **Continuous development and life-long learning**
- **Sustainable quality**
- **Respect for differences**
- **Critical reflection**
- **Honesty and Ethical Values**
- **Inclusiveness**
- **Culture of evidence**
- **Student and learning centeredness**

Organizational Chart



Requirements of the Higher Education Quality Board

- Alignment with **ESG** (Standards and Guidelines for Quality Assurance in the European Higher Education Area) standards.
- Alignment with **Turkish Higher Education Qualifications Framework**.
- Establishment of a **commercial enterprise**.
- **Independence**
- **Appropriate funding and resources**
- **Trained reviewer team**
- Inclusiveness (also in terms of stakeholders)
- Procedures and systems for **continuous development and review**
- Necessary **regulations**
- **Transparency**
- Guidelines for **Code of Ethics and Conflict of Interest**
- Procedures for **complaints**
- Relevant **standards**
- **Guides and Handbooks**
- **External review** process
- **Exit level** to be pre-determined for EMI – outcome assessment based on this level



Strengths

- Wide representation - **Inclusive**. Well supported by peers (43 members: 16 cities and 32 universities – state/private ratio 21/22).
- The criteria and processes were developed by taking **local conditions and regulations** into consideration.
- **Members experienced in the language accreditation processes** of internationally renowned bodies like CEA and EAQUALS.
- DEDAK members that have participated in the **CEA reviewer workshops**.
- **Mission and Learning Outcomes based**.
- Not prescriptive in general: **Open to differences**.
- **Support from CEA**.
- Members with a **background in educational sciences**.
- Engin Ayvaz: **Former chair of the commission of CEA**, founding chair of DEDAK and current member (resigned as chair due to relocating to the USA).
- Nergis Uyan: Executive board member of DEDAK and is a **Board of Trustees member of EAQUALS**.
- Didem Mutçalıoğlu: Chair of DEDAK – **Completed WSCUC accreditation Assessment Leadership Academy**.
- **Formatting of the criteria**: With guiding questions and explanations for each area– similar to the format used by CEA.
- **Grant and support** from the US Embassy.



Prepared Documents

- **DEDAK Quality Standards** – Received feedback from members & focus groups
- **DEDAK Charter**
- **DEDAK Operational Policy**
- **DEDAK Accreditation Fundamentals of Implementation Policy**
- **DEDAK Candidate Selection Commission Policy**
- **DEDAK Accreditation Standards Principles Policy**
- **DEDAK Quality Policy**
- **DEDAK Ethical Rules Handbook**

What is next?

- Establishment of a **commercial enterprise**
- Establishment of **DAK** and **sub committees**
- Application for **approval from the Higher Education Quality Board**



DEDAK Accreditation Overview of the process (Pre Visit – Visit – Post Visit)

Process for the Institutions

Eligibility Application (November)

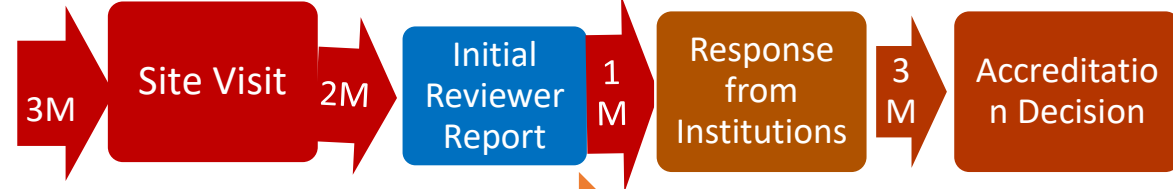
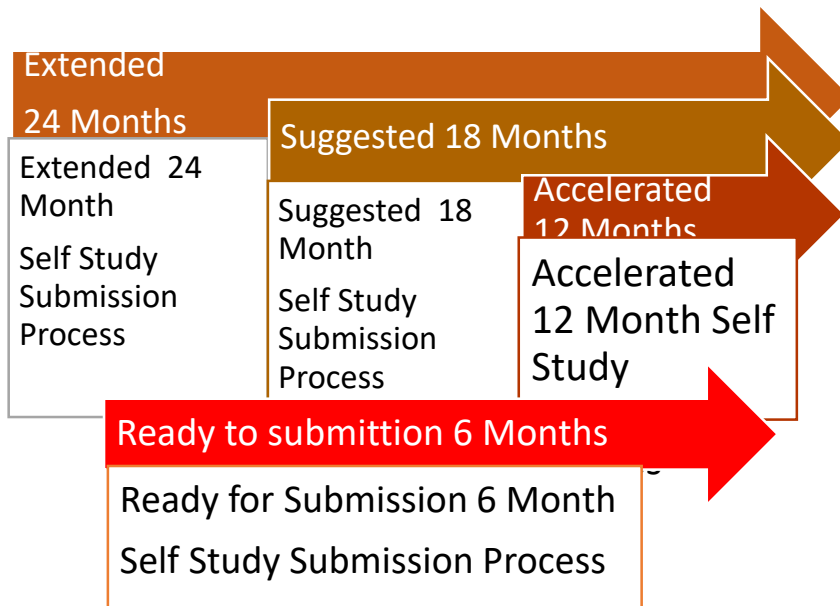


Eligibility Approval (February)



Workshop Participation (March)

After Workshop Participation



For Pilots – the process will be accelerated

Accreditation Timeline for Institutions

	Suggested Timeline		Extended Timeline		Accelerated Timeline	
	Month	Year	Month	Year	Month	Year
Eligibility Application	Oct	2018	Oct	2018	Oct	2018
Eligibility Decision	January	2019	January	2019	January	2019
Workshop Participation	February	2019	February	2019	February	2019
Self Study Report Submission	August	2020	February	2021	February	2020
Site visit	Dec	2020	May	2021	May	2020
Initial Review Report	Feb	2021	July	2021	July	2020
Response to the Initial Review Report	March	2021	August	2021	August	2020
Accreditation Decision	June	2021	November	2021	November	2020

	Ready for Submission Timeline	
Month	Year	Year
Eligibility Application	Oct	2018
Eligibility Decision	January	2019
Workshop Participation	February	2019
Self Study Report Submission	August	2019
Site visit	Dec	2019
Initial Review Report	Feb	2020
Response to the Initial Review Report	March	2020
Accreditation Decision	June	2020

The Site Visit

2 full and 1 half day

Aim: to seek for verification and evidence

Pre-determined schedule – pre-defined components

If needed, the schedule can be adjusted to meet needs – for further verification

Meetings & Observations

The Exit Meeting

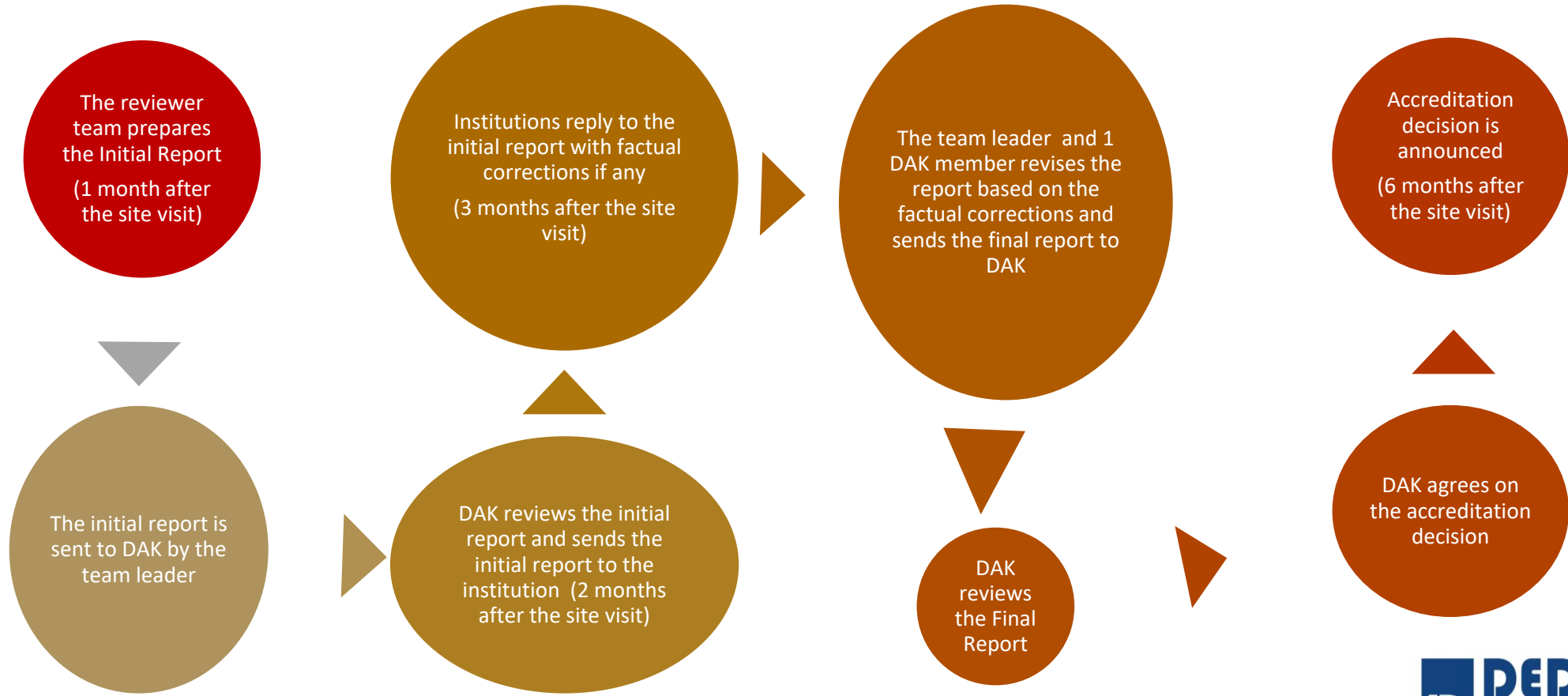
Reviewers are not the decision makers: The eyes and ears of DAK

The exit meeting does not give away clues about the accreditation decision: The decision will be made after a 6 month process made up of different steps

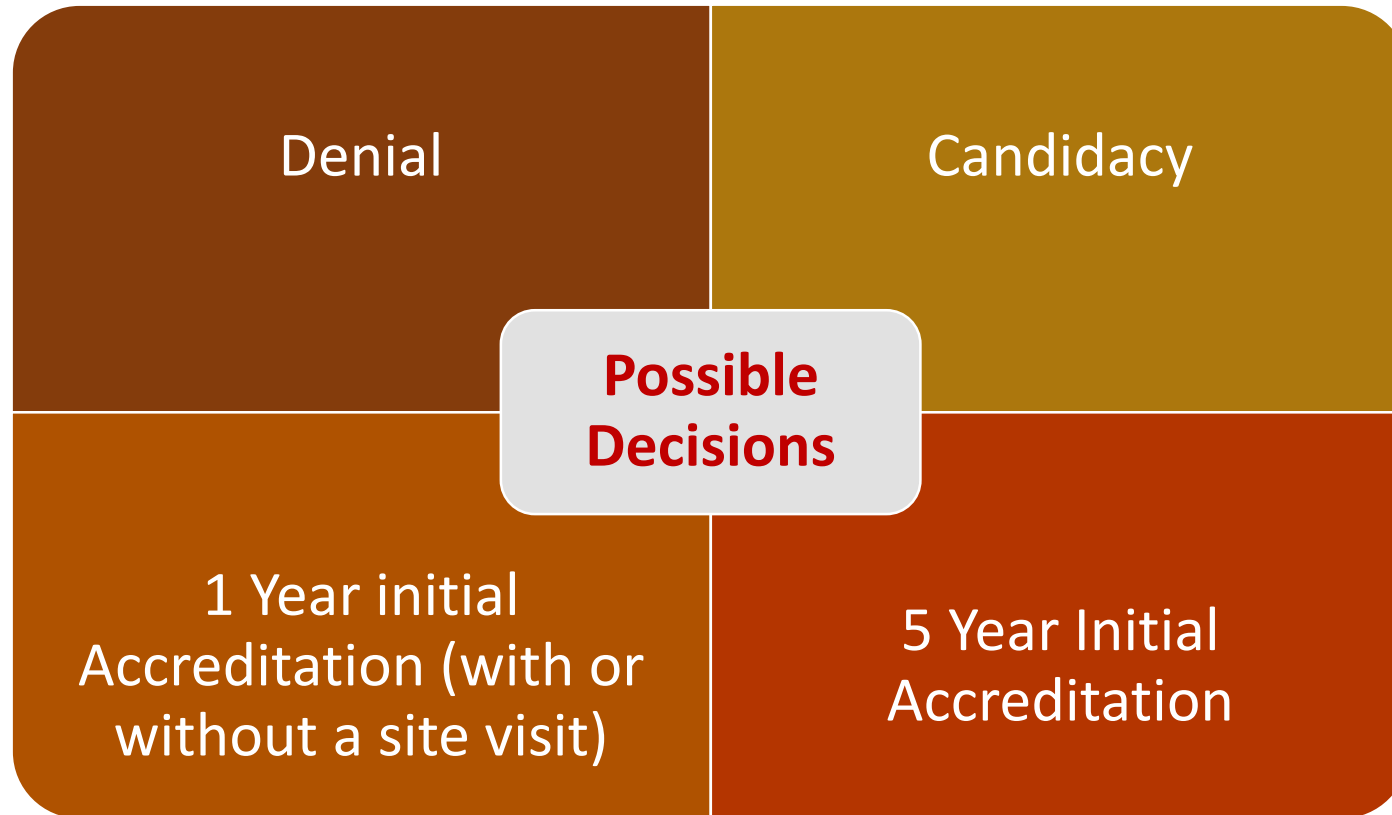
DAK makes the decisions

Exit meeting: Thank you and Wrap up

After the Site Visit



Possible Decisions



Accreditation Decisions

Accreditation Board determines whether a site is “accreditation worthy”:

- There is no “magic number” or “magic formula”
- Board determines areas of compliance and non-compliance
- Looks at breadth and depth of deficiencies
- Decides whether deficiencies can be remedied within a short period of time, or whether the deficiencies are larger and more systemic
- Accreditation is not a punishment system; goal is not to find problems but to determine holistic compliance with the standards

DEDAK Standards and the Self Study Report at a Glance

DEDAK STANDARDS

8 Standard areas, 26 Sub-headings

- Mission
- Curriculum
- Measurement and Evaluation
- Student Support Services
- Administrative Capacity
- Faculty
- Facilities, Equipment and Supplies
- Continuous Improvement



Standards Format

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

<i>Name of the Document</i>	<i>Link to the Document</i>

- **Verification on site**

<i>Name of the Document</i>	<i>Where to find</i>

Program self-recommendations

Describe the planned changes within the Language Program under this standard.

Context

The Language Program has a clear mission that is shared with program employees as well as current and potential external stakeholders. The mission statement summarizes in broad terms the educational goals of the program, as well as other purposes. The mission statement serves as the principal guide for:

- administrators, to determine if decisions affecting the program or institution are appropriate,
- faculty and staff, to determine if activities carried out within the institution are appropriate,
- prospective students and the stakeholders, that have a stake in their choices to determine if the program's services are appropriate,
- stakeholders, to determine if the program has achieved its aims.

The mission statement is shared with all stakeholders through open access, the student handbook, the employee handbook, and other written documents. Because the mission statement forms the basis for all decisions affecting the program, the statement is periodically evaluated and updated in accordance with developments and changes in the program.

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

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.
2. List the methods/sources/data/tools that are used to determine the curricular needs of the program
 - data collected from program students (student surveys, student focus group meetings, etc.)
 - analysis of data collected from students that have successfully completed the program
 - analysis of data collected from institutional graduates
 - analysis of data collected from departmental faculty members
 - analysis of data collected from language program faculty members
 - other (specify)
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.

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.
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.

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.
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.

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).
2. Explain how the program structure and the designated length of time are suitable for the achievement of the learning outcomes.
3. 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.
4. 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.
5. State where the academic calendar (start date, term/module lengths, hours per week, exam dates, etc.) of the Language Program is made available.

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.
2. Explain the level placement standards.
3. Explain how the reliability, validity, and practicality of the level placement instruments are maintained. Present direct evidence to support this explanation.
4. Describe how the process of level placement assessment is kept secure.
5. State how the records of level placement assessment results are stored.

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.
2. Explain how the level progression and completion instruments align with the learning outcomes.
3. Explain how the reliability, validity and practicality of the level progression and completion instruments are maintained. Present direct evidence to support this explanation.
4. State how the measurement and assessment processes for level progression and completion are kept secure.
5. State how the measurement and assessment results of level progression and completion are stored

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.
2. State the standards for proficiency.
3. Explain how the reliability, validity and practicality of the proficiency instruments are maintained. Present direct evidence to support this explanation.
4. Describe how the instruments used to determine proficiency at different times are consistent in verifying level achievement.
5. Explain how equivalent external proficiency exams are identified.
6. State the procedures followed to ensure the proficiency exam is kept secure. Explain how records of proficiency exam results are stored.

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

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

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

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.

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.

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.

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

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.
2. State the competencies of the personnel and explain why they are appropriate for their respective assignments.
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.

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

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.

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

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

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

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.

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.

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

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.
2. Describe how the areas for development concerning professional competence and skills of the faculty are determined and how their development is monitored.
3. Describe the new faculty orientation program: its content and how and when it is presented.

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

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 during the last cycle of review and the follow-up actions and improvements based on these decisions.

1. Curriculum/Teaching Program
2. Measurement and Assessment
3. Student Support and Services
4. Other areas (specify)

Other Details

- Official Application: The form will be sent to you – needs to be signed by the rector and head of the department
- Preferred Timeline to be sent with the application
- An accreditation coordinator to be determined: will be the contact and the responsible person from the institution
- All “documents in reports” hyperlinked both within the text and the documents in reports list
- Report to be submitted both with an email and usb

Questions

- Answering the questions yet not answered

Thank you!

Questions and Comments?