



# AYBU Quality Commission



## ANKARA YILDIRIM BEYAZIT UNIVERSITY

### Internal Institutional Evaluation Report (IIDR) Information Meeting

#### Education and Training

# Evidence Related to Education and Training, and the Nature of That Evidence

- Regulations/Guidelines •

University

Senate/Board of Directors  
Decisions

- Policy Documents •

Strategic Plans •

Operational Plans • Faculty

Board of Directors  
Decisions

- Documents Specifying Procedures  
and Principles (University/  
Faculty/Department) •

Commission Decisions • Meeting Minutes

(Department board, stakeholder,  
advisory board, etc.) •

General official correspondence

- Diameter-Side  
Protocols

- Cooperation Protocols

- To inform  
Their meetings/  
Results of the Events  
Reports

- Activity Reports •

Monitoring  
and Evaluation  
Reports (e.g., Survey  
Evaluation Reports)

- Curriculum Tables • Syllabi

- Course

Learning Outcomes •  
Program

Outcomes • Alignment

Matrices • Learning

Management System Information Packages  
(Bologna) •

Guides •

Workflow Diagrams

- Forms

- Tracking charts

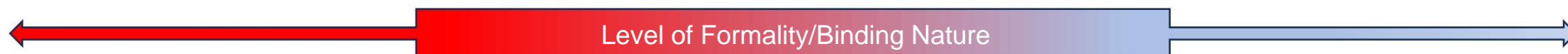
- Checklists

- Corporate  
News

- Website  
screenshots

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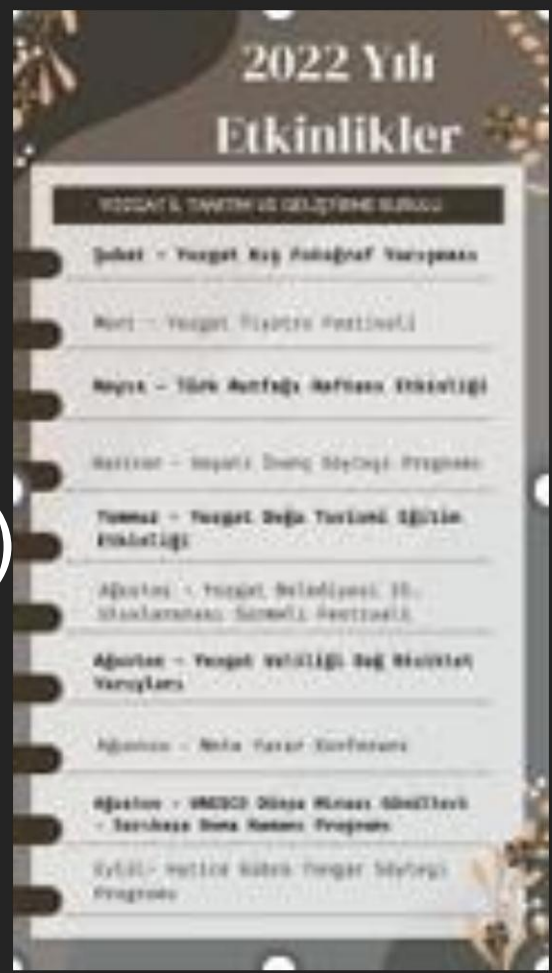
Banners • Web-based  
Systems (such as  
ABS)





Weak

Evidence (Evidence?)



Strong  
The evidence  
Quality

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Relatedness

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Validity and Currency

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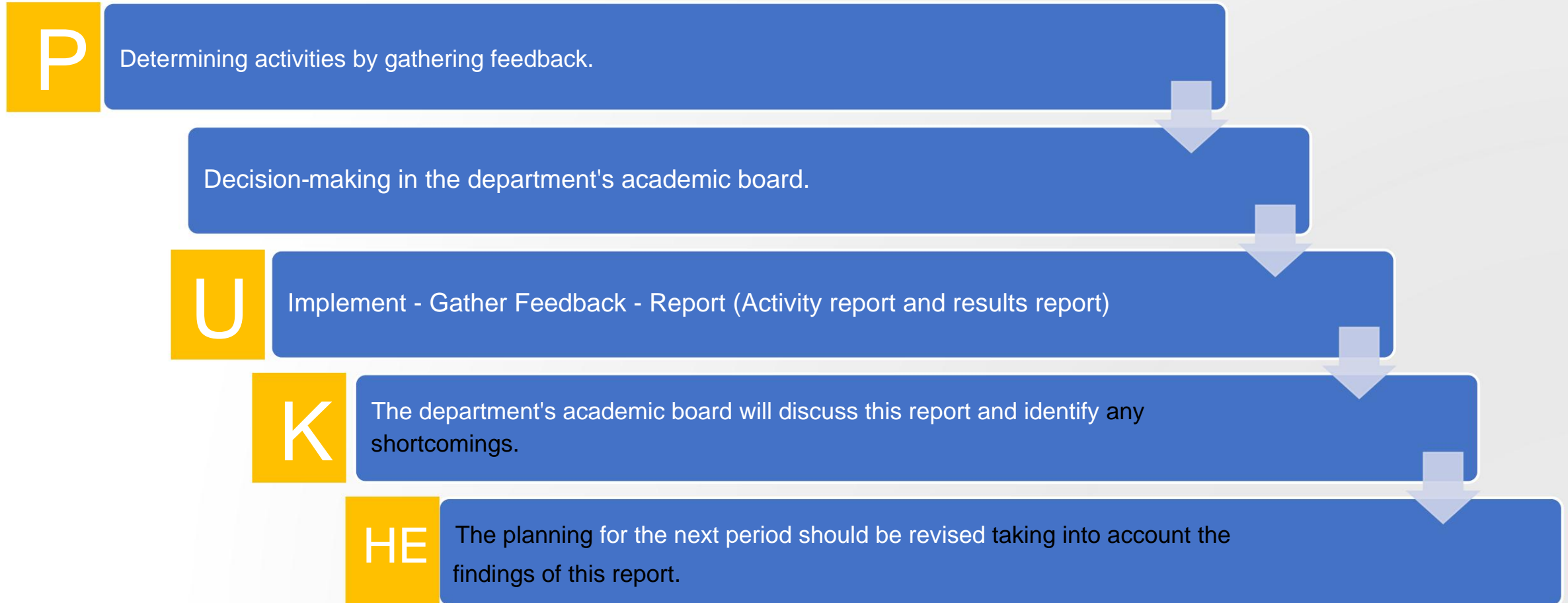
Systematics (Critical for KAP)

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Verifiability

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# PDCA Cycle (Educational Activities)



## B1. Program Design, Evaluation and Updating

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B.1.1. Design and approval of programs

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**B.1.2. Balance of course distribution in the program**

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B.1.3. Alignment of learning outcomes with program outcomes

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B.1.4. Course design based on student workload.

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B.1.5. Monitoring and updating programs

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B.1.6. Management of education and training processes (Assignment of duties in Boards and Commissions, holistic process management in the Learning Management System)

# December 2025 – KAR (Areas for Improvement)

- The low rate **of accredited programs** compared to the number of active programs . • Board and commission meetings regarding program design and updating processes.
  - The minutes do not clearly state **the data on which the decisions are based** (stakeholder opinions, survey analyses, data analyses, etc.) and the decisions are not justified. • In curriculum updates and board decisions, **the reasons for the changes made are not stated. and the stakeholder opinions on which it is based** are not documented with concrete evidence.
- **The ambiguity of the data on which the decisions are based** in the evidence documents (minutes) and the information presented. The digital evidence links **(URLs) are inaccessible.**
- Content deficiencies in the Bologna course **information packages** (in Turkish and English), inconsistencies in the Turkish Qualifications Framework matrix, and the lack of integration with the Sustainable Development Goals. • The relationship between **course learning outcomes and program objectives** is not clearly defined. • Course outcomes **are concentrated at the lower levels of Bloom's Taxonomy (knowledge/comprehension);** higher-level skills such as analysis and synthesis are lacking.

## B.1.2. Balance of course distribution in the program

- Optional/Compulsory balanced distribution
- Balanced distribution across semesters (Distribution according to student ECTS load)
- Balanced distribution within and outside the area.
- Ability to take common courses and courses from other disciplines (With this (Related regulations) • Cultural

Activities Courses **(RSED) (Taking these courses from departments)**

**(List of those who succeeded)**

B.2. Program  
Implementation  
(Student-Centered  
Learning, Teaching,  
and Assessment)

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B.2.1. Teaching methods and techniques

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B.2.2. Measurement and evaluation (performance  
(evaluation, multidimensional, formative/  
summary, reliable/safe)

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B.2.3. Student admission, recognition and crediting  
of prior learning.

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B.2.4. Certification of qualifications and diplomas

# December 2025 – KAR (Areas for Improvement)

- **Process-oriented methods** for measurement and evaluation, such as projects and portfolios.  
**The methods** are inadequate, and emphasis is placed on traditional exams.
- No document has been prepared or evidence provided regarding **which learning outcomes** were achieved by the questions asked in the exams prepared by the faculty members.  
It has been observed that it is not used as such.
- **Measurement and evaluation methods** applied in different units  
lack of standardization.

# Program Implementation (Student-Centered Learning, Teaching, and Assessment)

## **B.2.2. Measurement and**

**evaluation:** • Competency and

performance-based • Student

feedback • Feedback to students (during the process and after exams)

**Exam security mechanisms •**

Exam implementation guidelines

## **Reliable measurement and evaluation methods**

• Evidence for the use of **multidimensional** measurement and evaluation methods • Evidence for formative and summative assessment • **Graded rubrics** (assessment criteria) for measuring performance

• **Detailed answer keys for summative assessment tools •**

Sharing assessment criteria in course syllabi

# B.2.2. Measurement and evaluation:

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- Ankara Yıldırım Beyazıt University Associate Degree and Undergraduate Education and Training Regulations • Directive on Education, Training and Examination Practices for Students with Disabilities • Official documents regarding the planning/implementation/evaluation of examinations
- ...Faculty/Department Examination Implementation Guidelines • Sample Answer Keys/Rubrics/Evaluation Criteria • Matrix of course learning outcomes and exam questions • Documents related to the archiving of exam papers • Exam Analyses (Success rates in questions and corrective teaching plan/implementation/evaluation, etc.)

# Student Achievement Analysis for Remedial Instruction (Formative Intervention)

## 2025-26 Güz Dönemi Örnek Sınav Analiz ve Sonrasında (Yapılmış/Planlanmış) Düzeltici Öğretim (Remedial Teaching)

**Amaç:** Bu etkinliğin amacı [redacted] dersinde anlaşılmayan konuları belirlemek ve öğretici bir etkinlik ile düzeltici öğretim yapmaktır.

[redacted] dersinde öğrencilerin %50'den daha az başarı gösterdikleri sorular belirlenmiştir: Parts of speech (sözcük türleri) ve error correction (özne-yüklem uyumu, noktalama, zamir uyumu konuları ile alakalı) (2 soru). Bu sorulardan *Part of Speech* konusu üzerinde etkinlik yapılmış ve diğer soru olan "Hata Düzeltme" etkinliği için 18.12.2025 tarihli 13. Hafta için etkinlik planlanmıştır. Bu amaçla şu basamaklar takip edilmiştir.

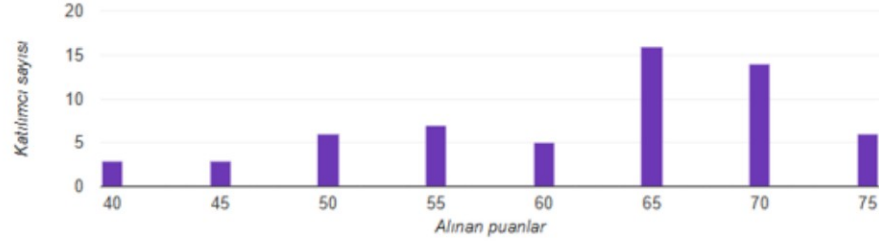
1. Sınava giren 80 öğrenciden 54 öğrencinin herbir sorudan alınan puanları bir Excel'e girilmiş ve herbir sorunun başarı oranı belirlenmiştir. (Ek 1).
2. Bir çalışma kağıdı ile düzeltici etkinlik yapılmıştır. (Ek 2)
3. Bir başarı testi ile öğretim sonrası durum tespit edilmiştir (Ek 4). Test sonuçlarına göre sınavda %30 olan başarı (75 puanlık bir test üzerinden 61,83 ortalama ile) %82,7'ye yükselmiştir (Ek 3). Final sınavında aynı tip soru ile ayrıca ilgili konu test edilecektir .

Sorular→	A	B	C	D	E	F	G	H	I
	Subject-Verb Agreement (SV)	Conjunctions	SVA	Sentence Types	Parts of Speech	Part of Speech Terminology	Punctuation	Rewriting	Error Correction
	10	10	9	8	7	2	9	5	8
	6	7	9	1	5	6	7	3	10
	10	8	9	11	5	6	7	5	11
	10	7	9	10	9	4	8	5	12
	10	8	9	13	5	4	8	4	6
	10	9	9	1	3	1	5	4	4
	10	10	9	13	8	3	7	7	14
	8	8	7	3	1	0	6	5	6
	9	10	9	12	9	6	9	5	10
	9	8	6	0	0	0	3	4	8
	10	10	9	3	9	0	7	4	4
	10	10	8	11	8	10	9	5	14
	7	10	7	6	7	8	6	5	10
	10	10	9	11	5	4	9	4	10
	9	7	7	5	7	0	5	4	8
	10	9	9	11	9	5	14	3	10
	8	7	4	6	6	1	3	4	8
	7	0	6	4	0	1	4	0	6
	4	10	7	5	6	0	5	4	0
	9	8	7	0	2	0	3	2	8
	10	10	9	13	9	6	8	5	10
	8	10	7	0	0	0	7	4	12
	8	8	7	8	4	2	6	4	8
	9	10	9	11	0	4	10	5	14
	8	10	7	7	5	2	8	3	12
	5	5	7	10	6	2	2	3	0
	9	10	7	7	7	2	8	4	2
	10	10	9	12	8	5	7	5	14
	10	9	8	12	8	2	6	4	14
	10	8	8	11	8	4	8	5	8
	10	10	6	3	5	4	7	4	0
	10	7	7	5	0	4	3	3	14
	6	7	9	12	5	3	3	0	0
	9	7	8	0	3	0	7	3	10
	10	10	10	11	8	3	9	4	10
	4	9	5	5	5	3	6	3	3
	10	10	10	13	7	5	8	5	0
	8	10	6	9	2	1	6	4	12
	10	10	10	10	10	10	10	5	16
	9	8	5	4	4	1	8	3	2
	10	8	8	10	7	3	5	3	8
	9	9	7	8	6	4	8	4	6
	10	10	10	15	9	10	10	5	18
	10	8	7	6	6	3	4	3	10
	4	9	5	5	3	0	5	3	4
	8	8	8	12	5	4	5	5	4
	10	9	9	15	8	3	7	4	14
	9	8	10	9	7	2	3	3	2
	10	8	9	9	6	4	6	5	14
	10	10	8	10	6	2	6	3	14
	7	10	7	10	4	2	5	4	10
	10	9	7	11	7	2	6	4	4
	7	8	7	5	0	1	4	3	8
	10	6	10	2	6	4	10	5	12
	8.76	8.59	7.85	7.67	5.46	3.11	6.57	3.94	8.31
Alınan P/Toplam Puan	8.8/10	8.6/10	7.9/10	7.7/15	5.5/10	3.1/10*	6.6/10	3.9/5	8.3/20*

## Ek 3. Test Soruları ve Değerlendirme ¶

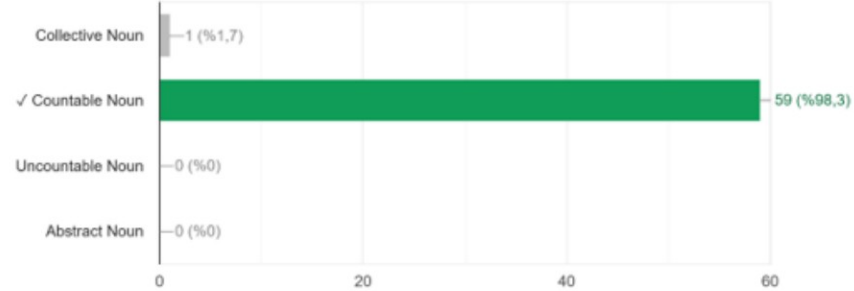
Ortalama  
61,83/75 puanOrtanca değer  
65/75 puanAralık  
40 - 75 puan

Toplam puan dağılımı



What type of word is the underlined word? I bought three new books for the trip.

59 / 60 doğru yanıt



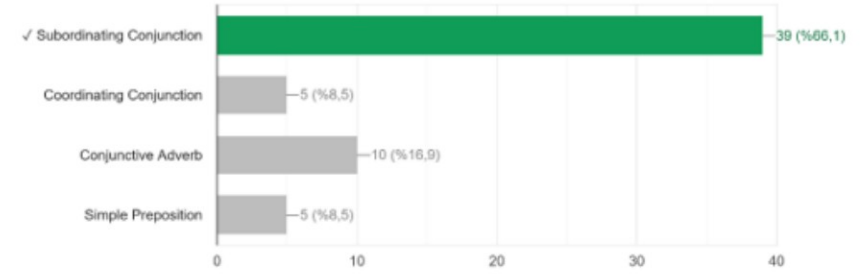
What type of word is the underlined word? The baker kneaded the dough.

54 / 59 doğru yanıt



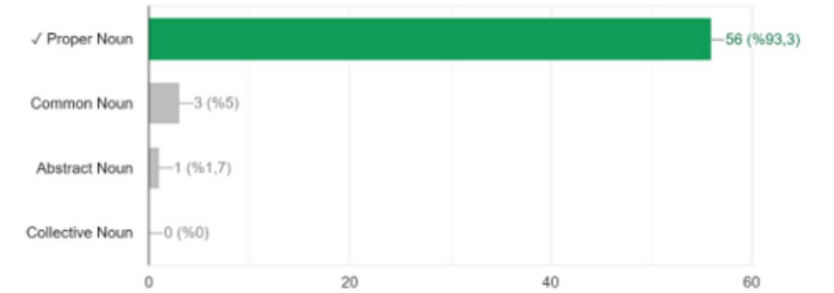
What type of word is the underlined word? We waited in the hall until the doors opened.

39 / 59 doğru yanıt



What type of word is the underlined phrase? We are meeting outside the main gate of Central Park.

56 / 60 doğru yanıt



What type of word is the underlined word? The baby giggled uncontrollably.

49 / 59 doğru yanıt

