

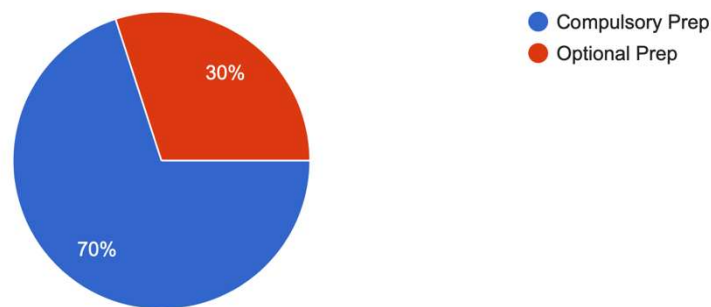
KAHRAMANMARAŞ SÜTÇÜ İMAM UNIVERSITY
2024-2025 YADYO TEACHER EVALUATION QUESTIONNAIRE

The evaluation was conducted by the Professional Development Unit, YADYO, in Kahramanmaraş Sütçü İmam University to gather feedback from teachers about their experiences and reflections on the academic year 2024–2025. The goal is to use this feedback for departmental improvement and planning.

DEMOGRAPHIC INFORMATION

Your Program

10 responses



Number of respondents: 10

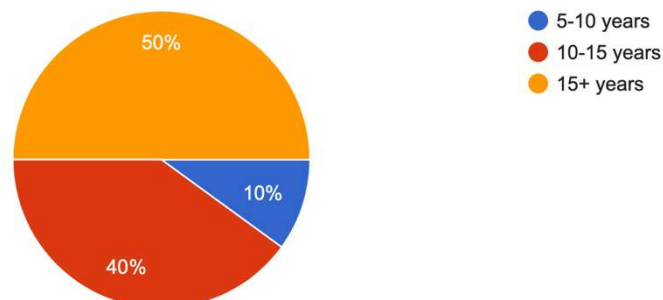
70% (7 respondents) teach in Compulsory Prep

30% (3 respondents) teach in Optional Prep

The majority of feedback in the overall questionnaire comes from teachers in Compulsory Prep programs. This means their experiences and needs might reflect more heavily in the overall data. A significant minority (30%) represent Optional Prep, so their feedback should also be considered but with attention to whether their context differs (e.g., motivation levels of students, attendance issues, curriculum flexibility).

Your experience in teaching

10 responses

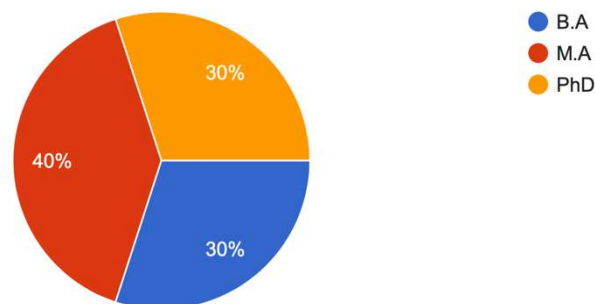


Number of respondents: 10

5–10 years: 10% (1 respondent)
10–15 years: 40% (4 respondents)
15+ years: 50% (5 respondents)

A highly experienced group: 90% of the teachers have 10+ years of teaching experience, and half have more than 15 years. Only one teacher has relatively less experience (5–10 years).

Your education
10 responses



Number of respondents: 10

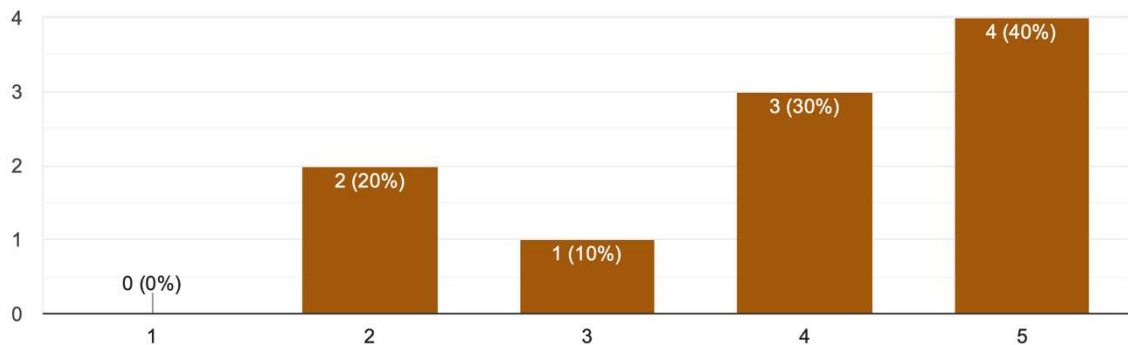
B.A: 30% (3 respondents)
M.A: 40% (4 respondents)
PhD: 30% (3 respondents)

The respondents have a varied educational background, with a nearly even split across higher education degrees. Highest Proportion with M.A.: 40% of the respondents hold a Master of Arts (M.A.) degree, making it the most common educational level among this group.

QUESTIONNAIRE RESULTS

1. How satisfied are you with the program provided at the beginning of the term?

10 responses

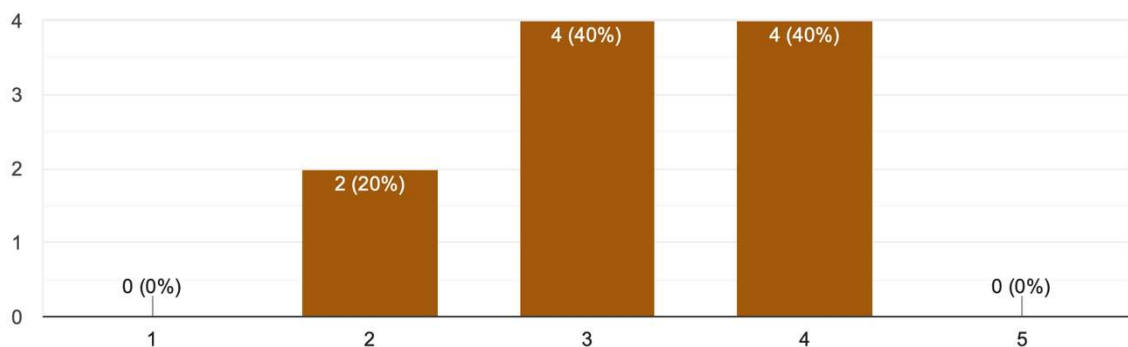


The majority of respondents expressed moderate to high satisfaction with the program. The largest group, 40% (4 respondents), reported being "very satisfied" (rating of 5). 30% (3 respondents) rated their satisfaction as a 4, indicating a high level of satisfaction as well. Only 10% (1 respondent) provided a neutral or moderate satisfaction rating of 3. 20% (2 respondents) gave a rating of 2, indicating some level of dissatisfaction, but no one was completely unsatisfied (rating of 1). Importantly, 0% of respondents rated their satisfaction as 1, meaning no one was completely dissatisfied with the program.

The program generally seems to have been well-received by the participants, with a strong lean towards positive satisfaction. While a small percentage had some reservations, the overwhelming majority found the program to be satisfactory or highly satisfactory.

2. How satisfied are you with the course materials (books) you taught?

10 responses



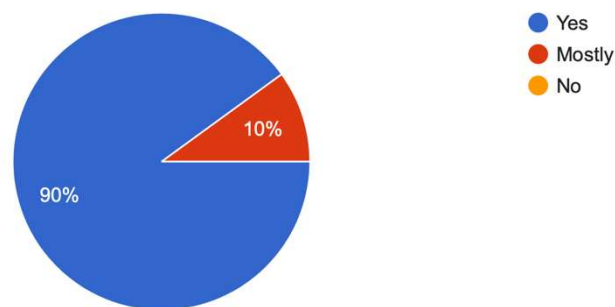
The results indicate a mixed but generally positive to neutral perception of the course materials (books). Notably, no respondents were entirely dissatisfied (rating 1) or entirely satisfied (rating 5). This suggests the materials are neither universally poor nor outstanding. The largest groups of respondents rated their satisfaction as 3 or 4, each accounting for 40% of the total. This means 80% of the respondents fall into the moderate to high satisfaction

categories. 20% of the respondents (2 people) rated their satisfaction as 2, indicating some level of dissatisfaction with the materials.

In summary, while there's a portion of users who are not entirely pleased, the majority find the course materials to be acceptable, ranging from moderately satisfied to quite satisfied. There's no strong consensus on the materials being either excellent or very poor.

3. Were you able to complete the program on time?

10 responses

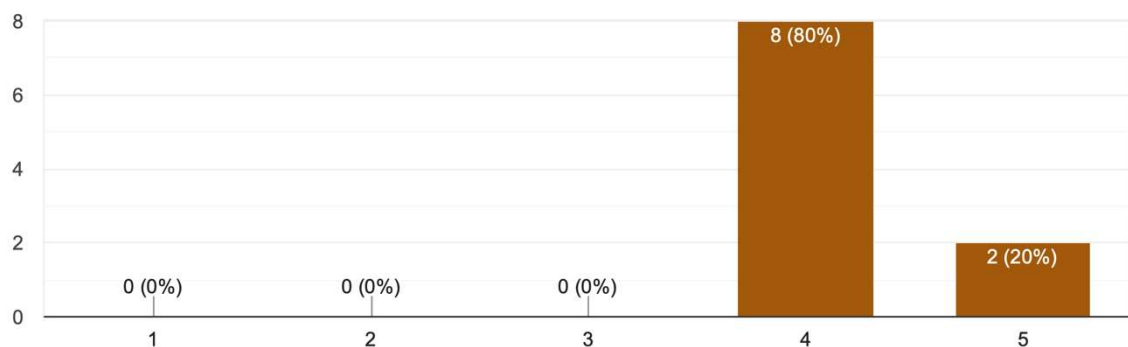


A significant majority of respondents, 90%, indicated that they were able to complete the program on time. This is a very strong positive indicator regarding the program's pacing, manageability, or the participants' ability to meet deadlines. A small fraction, 10%, responded "Mostly," suggesting they were largely on track but might have encountered minor delays or completed some aspects slightly behind schedule. Crucially, 0% of respondents answered "No," meaning not a single person reported being entirely unable to complete the program on time.

The data strongly suggests that the program is structured in a way that allows participants to successfully complete it within the given timeframe, or that the participants themselves are highly capable of adhering to the schedule. This is a very positive outcome for the program's design and execution.

4. How effective were the teaching strategies and tools available to you (e.g., multimedia, labs, online platforms)?

10 responses

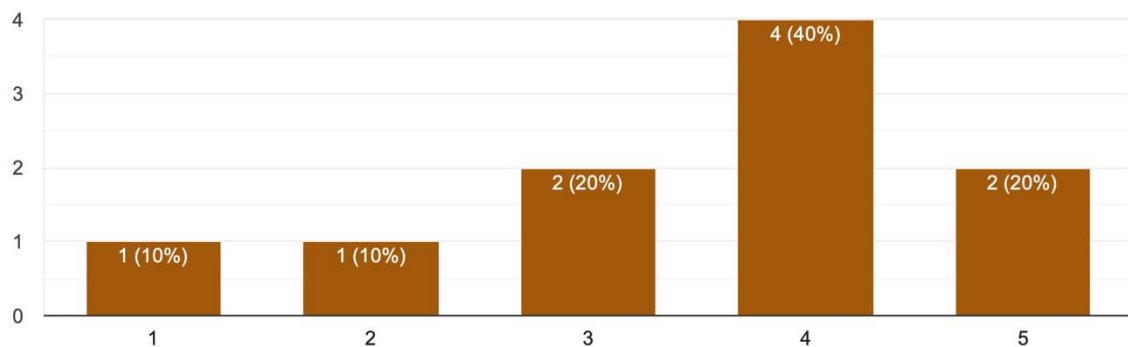


The results indicate an overwhelmingly positive perception of the teaching strategies and tools provided. The vast majority of respondents found the teaching strategies and tools to be effective. 80% (8 respondents) rated them as a 4, indicating a high level of effectiveness. 20% (2 respondents) rated them as a 5, signifying "very effective." Crucially, no respondents rated the effectiveness as 1, 2, or 3. This means that no one found the strategies and tools to be ineffective or even moderately effective; everyone perceived them as at least highly effective.

This data strongly suggests that the teaching strategies and tools (such as multimedia, labs, and online platforms) utilized in the program were exceptionally well-received and contributed significantly to the learning experience. This is a very positive finding, indicating that these resources are a strong asset to the program.

5. How would you rate overall student engagement in your classes?

10 responses

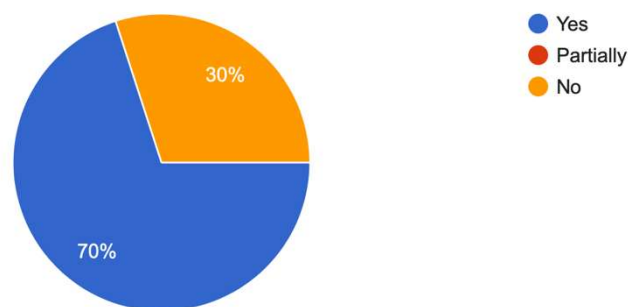


The results for student engagement show a varied but generally positive distribution. The highest percentage of responses, 40%, indicated a high level of student engagement (rating of 4). This suggests that in many classes, engagement is perceived as strong. Another 20% of respondents rated engagement as very high (rating of 5). 20% of respondents reported a moderate level of engagement (rating of 3). There are also instances of lower engagement, with 10% rating it as 1 and another 10% rating it as 2. This means 20% of respondents perceive engagement as relatively low.

While a good portion of the classes seem to experience high to very high student engagement (60% combined for ratings 4 and 5), there's also a noticeable segment (20% for ratings 1 and 2) where engagement is perceived as low. This suggests that student engagement is not uniformly high across all classes, and there might be areas where strategies to boost engagement could be beneficial.

6. Did students meet your expectations in terms of performance and learning outcomes?

10 responses

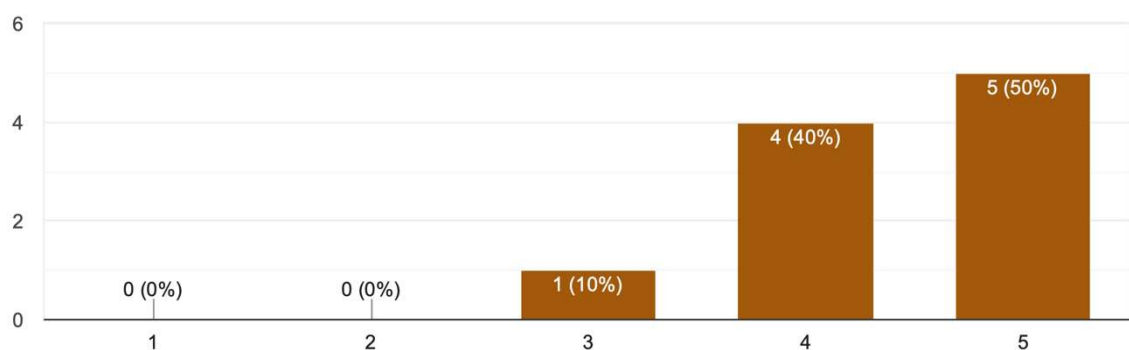


The results indicate that a significant majority of the respondents (70%) felt that their students successfully met their expectations regarding performance and learning outcomes. This is a positive indicator for the effectiveness of the teaching and the students' grasp of the material.

However, a notable minority of 30% reported that students did not meet their expectations. This suggests that while overall performance might be good, there's a substantial portion of students (or classes) where performance and learning outcomes are falling short of what was anticipated. This could point to areas where students might need additional support, or where teaching strategies might need adjustment to better align with desired outcomes for all students.

7. How satisfied are you with the administrative support provided this term?

10 responses

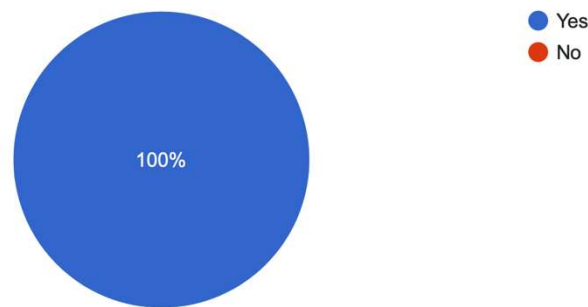


The results indicate a predominantly high level of satisfaction with the administrative support provided this term. The vast majority of respondents (90%) rated their satisfaction at either a 4 or 5. 50% (5 respondents) were "very satisfied" (rating of 5), which is the highest possible rating. 40% (4 respondents) were also highly satisfied with a rating of 4. Only a small minority, 10% (1 respondent), expressed a neutral or moderate level of satisfaction (rating of 3). Crucially, no respondents rated their satisfaction as 1 or 2, meaning there was no reported dissatisfaction with the administrative support.

This data strongly suggests that the administrative support provided this term was highly effective and well-received by the respondents. The services are perceived as extremely helpful, with very little, if any, negative feedback. This is a significant strength of the program or institution.

8. Were there opportunities for professional development this term (workshops, training, etc.)?

10 responses

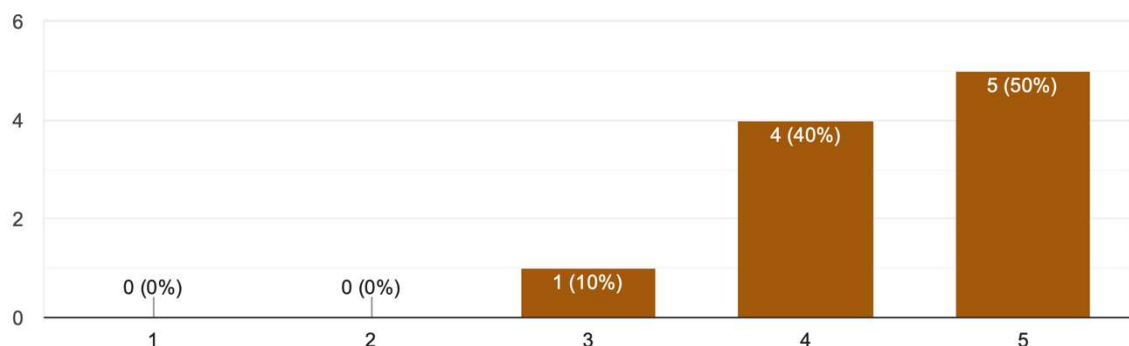


The results are exceptionally clear and overwhelmingly positive. Every single respondent (100%) confirmed that opportunities for professional development, such as workshops and training, were available this term. This indicates a strong commitment to supporting the continuous learning and growth of the individuals surveyed. There were absolutely no responses indicating a lack of professional development opportunities.

This is a significant strength of the Professional Development Unit of the institution. It suggests that professional development is consistently provided and accessible to all participants, which is crucial for fostering ongoing skill enhancement and career growth.

9. How effective were the assessment methods (e.g. tests, exams, assignments) used this term in evaluating student learning?

10 responses



The results indicate a very high perceived effectiveness of the assessment methods used this term in evaluating student learning. The vast majority of respondents (90%) rated the assessment methods as highly effective (a rating of 4 or 5). 50% (5 respondents) found them to be "very effective" (rating of 5). 40% (4 respondents) found them to be highly

effective (rating of 4). Only a small minority, 10% (1 respondent), rated the effectiveness as neutral or moderate (rating of 3).Crucially, no respondents rated the effectiveness as 1 or 2, meaning no one found the assessment methods to be ineffective.

This data strongly suggests that the tests, exams, and assignments employed were highly successful in accurately measuring student learning outcomes. This is a significant positive aspect of the program, indicating that the methods used for evaluating students are well-regarded and considered effective by the respondents.

10. Any additional comments or suggestions for the department

Thanks.

As students seem to be fed up with tests and exams, we might eliminate mid-module exams. In this way, we might apply only one end-of-module exam for each module.

This comment, provided as an additional suggestion for the department, focuses on a specific change to the assessment structure. The commenter notes that "students seem to be fed up with tests and exams" and suggests eliminating "mid-module exams" and instead applying "only one end-of-module exam for each module."

This suggestion highlights a potential area of student dissatisfaction regarding the frequency or burden of assessments. The comment reflects a perception that students are experiencing "exam fatigue." This could be due to the sheer number of assessments, the pressure associated with multiple tests throughout a module, or a feeling that constant testing hinders deeper learning.