

KAHRAMANMARAŞ SÜTÇÜ İMAM UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
DEDAK ACCREDITATION NEEDS ANALYSIS QUESTIONNAIRE REPORT FOR
FORMER STUDENTS

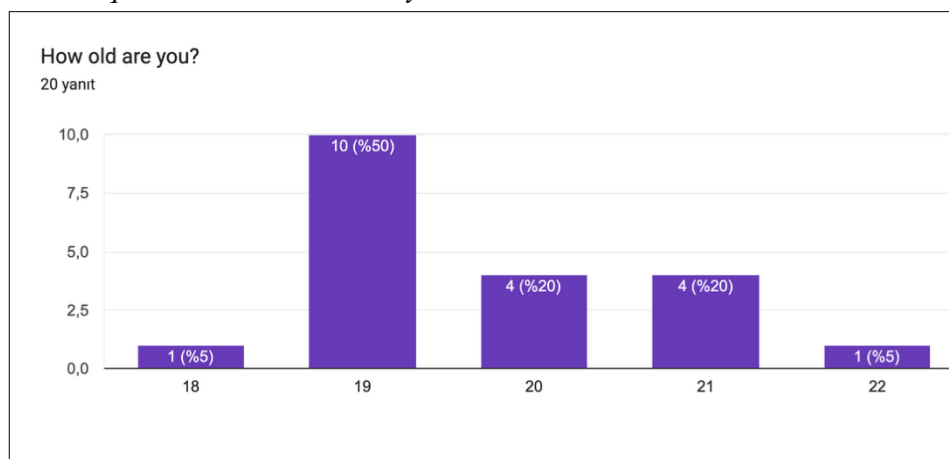
This report is a part of the efforts to improve the quality of education and training at Kahramanmaraş Sütçü İmam University, the School of Foreign Languages. It contains data obtained from a questionnaire administered to former students of the School as part of the accreditation process with the Association for Language Education, Evaluation and Accreditation (DEDAK). In the questionnaire, former students were requested to assess their educational experience at the School from various perspectives, including course materials, instructional processes, assessment methods, and teaching staff. The primary objectives of this data collection are to identify the program's strengths and areas for improvement, better address academic English needs, and provide the necessary stakeholder feedback required for the DEDAK accreditation standards. The data regarding the 15 questions included in the questionnaire and the responses provided for these sections are presented and analyzed sequentially below.

Section 1: Demographic Information

This section examines the demographic profile of the 20 students who participated in the questionnaire. Data in relation to age, gender, and departmental distribution are presented and analyzed below.

Figure 1

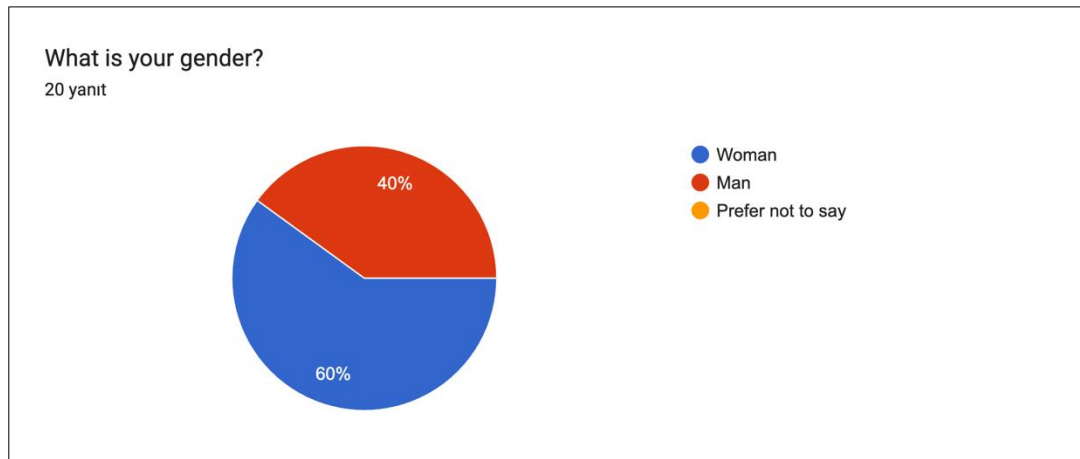
Responses to the question "How old are you?"



The age distribution of the participants indicates that the largest group is 19 years old with 10 respondents (50%). This is followed by 20-year-olds and 21-year-olds, and each constitute 4 respondents (20%) of the total. The remaining participants include 1 respondent (5%) aged 18 and 1 respondent (5%) aged 22.

Figure 2

Responses to the question “What is your gender?”

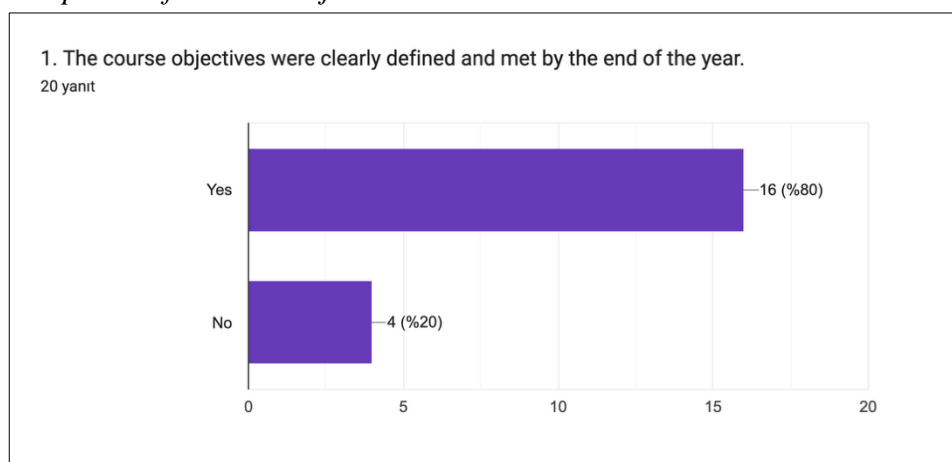


The gender distribution of the participants shows a concentration of female respondents. The largest group consists of those who identify as women, and they represent 60% of the participants (12 former students). Following this, men constitute the remaining 40% of the respondents (8 former students). In addition to age and gender, regarding the departmental distribution, the respondents consists entirely of students from the Translation and Interpretation program, students of which are subject to the Compulsory English Program.

Section 2: Questionnaire Items

This section presents the analysis of 11 Likert-scale questions and an open-ended item designed to evaluate former students’ perception of the School’s English Preparatory Program. These items focus on the program’s effectiveness across key domains, such as the clarity of course objectives, the integration of high-level academic English, the relevance of textbooks and digital infrastructure, the accuracy of assessment methods, and the quality of instructional feedback.

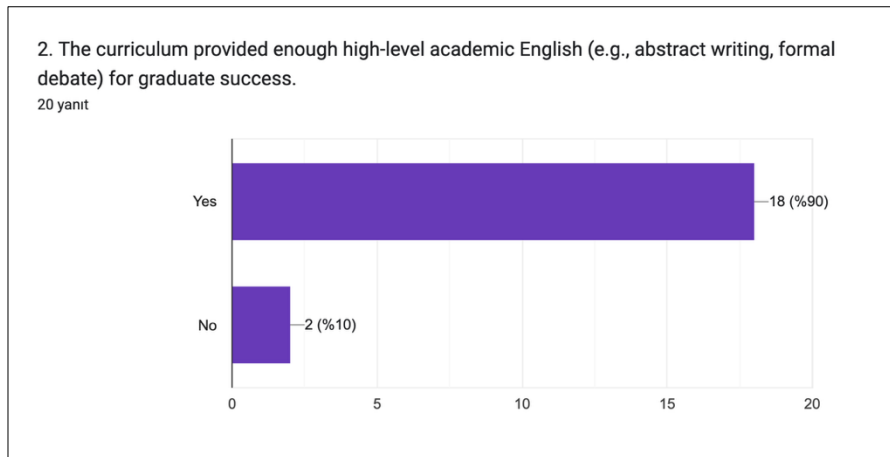
Figure 3
Student Perceptions of Course Objectives



The first item investigates whether former students perceived the course objectives as having been clearly defined and successfully achieved by the end of their academic year. The

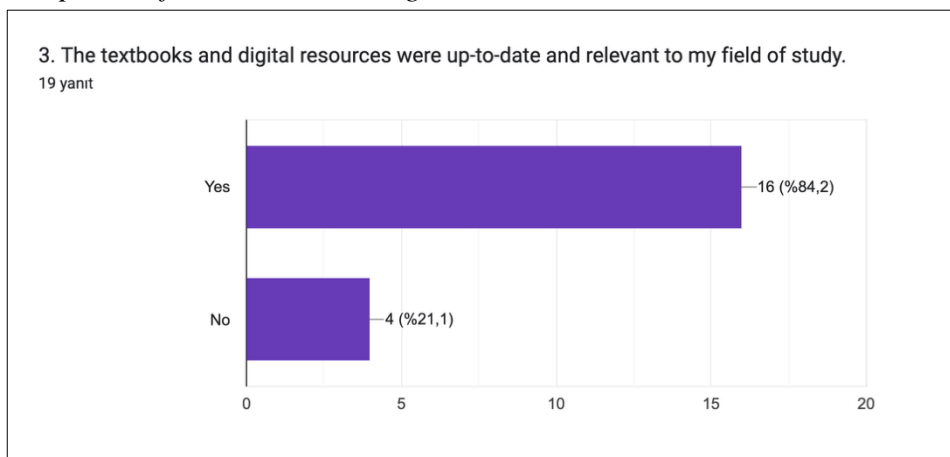
responses from 20 former students are presented in Figure 3. A substantial majority of respondents, 80% (16 students), answered “Yes” to the statement, while 20% (4 students) indicated “No”. This indicates a high level of satisfaction regarding the clarity and fulfillment of course goals during their tenure in the program.

Figure 4
Student Perceptions of Level of Academic English



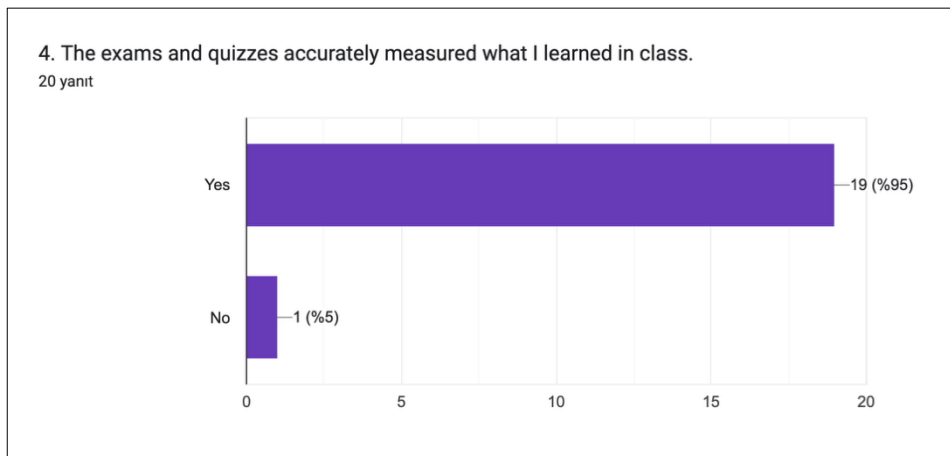
The second questionnaire item evaluated whether former students believe the curriculum provided sufficient high-level academic English for future success. The responses from 20 participants are presented in Figure 4. The responses show a high level of agreement regarding the level of English as 90% (18 students) answered “Yes” to the statement and 10% (2 students) indicated “No.”

Figure 5
Student Perceptions of Textbooks and Digital Resources



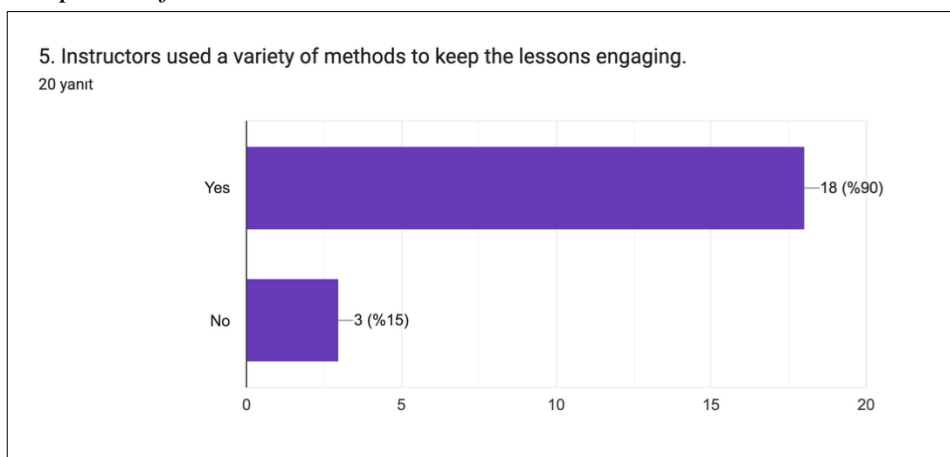
The third questionnaire item assessed the perceptions of former students regarding the relevance and currency of the instructional materials used during their time. The responses from 19 participants are presented in Figure 5. The responses illustrate that a majority of former students (16 students; 84.2%) found the textbooks and digital resources to have been suitable for their needs, whereas several students (4 students; 21.1%) disagreed with this statement.

Figure 6
Student Perceptions of Exams and Quizzes



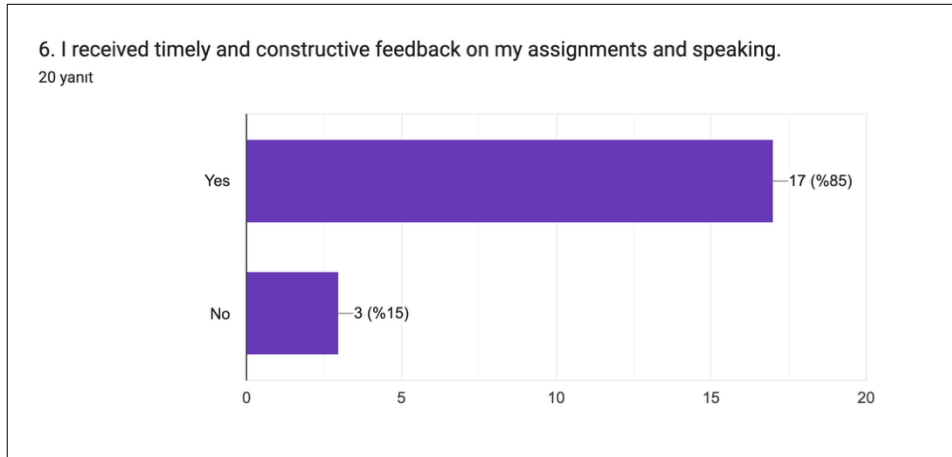
The fourth item investigated whether former students perceived the assessment tools as accurate measures of the content. The responses from 20 participants are presented in Figure 6. The responses illustrate a strong consensus regarding the validity of the program’s assessment methods as 19 students (95%) answered “Yes” to the statement, whereas 1 student (5%) indicated “No.”

Figure 7
Student Perceptions of Instructors



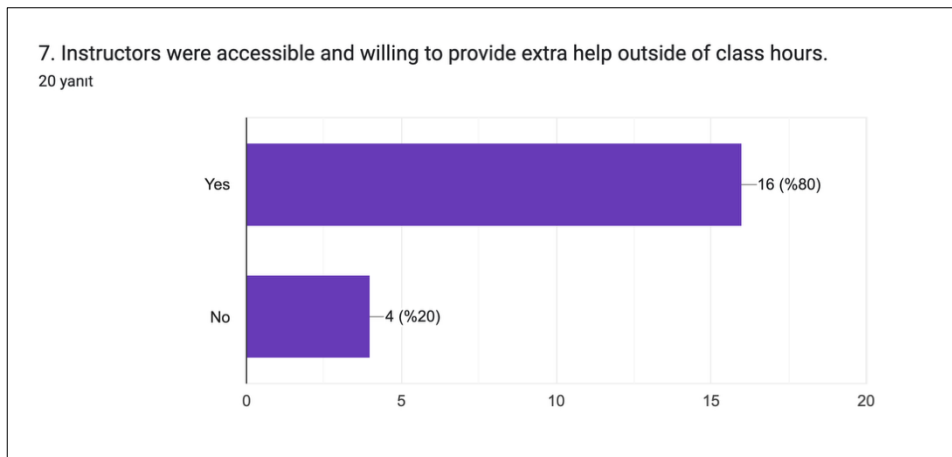
The fifth item investigated whether former students perceived that instructors made use of a variety of methods to keep the lessons engaging. The responses from 20 participants are presented in Figure 7. The responses highlight that a significant majority of former students (18 students; 90%) found the teaching methods to be effective in maintaining classroom engagement, while a small group of respondents (3 students; 15%) indicated “No.” As the total percentage exceeds 100%, it appears that at least one participant selected both response options.

Figure 8
Student Perceptions on Receiving Feedback



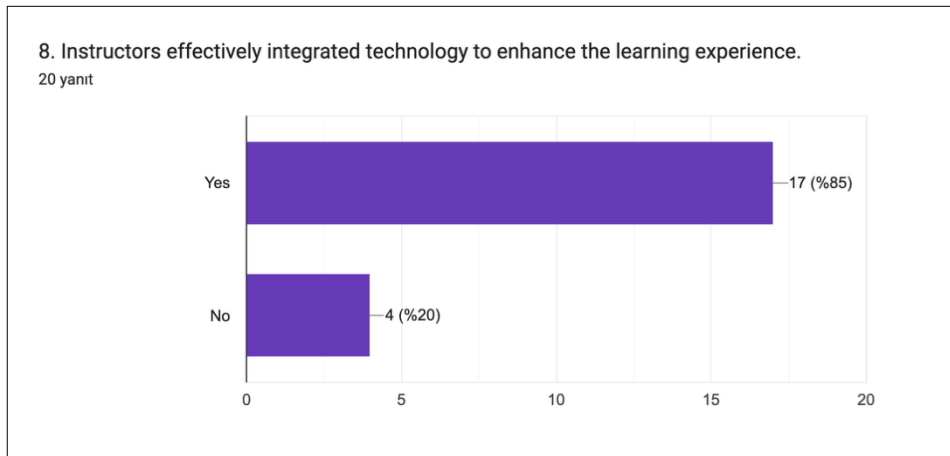
The sixth questionnaire item investigated the perceptions of former students regarding the quality and punctuality of the feedback provided by instructors. The responses from 20 participants are presented in Figure 8. The data indicate that a substantial majority of former students (17 students; 85%) felt they received timely and constructive guidance during the program, while several former students (3 students; 15%) indicated “No.”

Figure 9
Student Perceptions of Instructor Accessibility



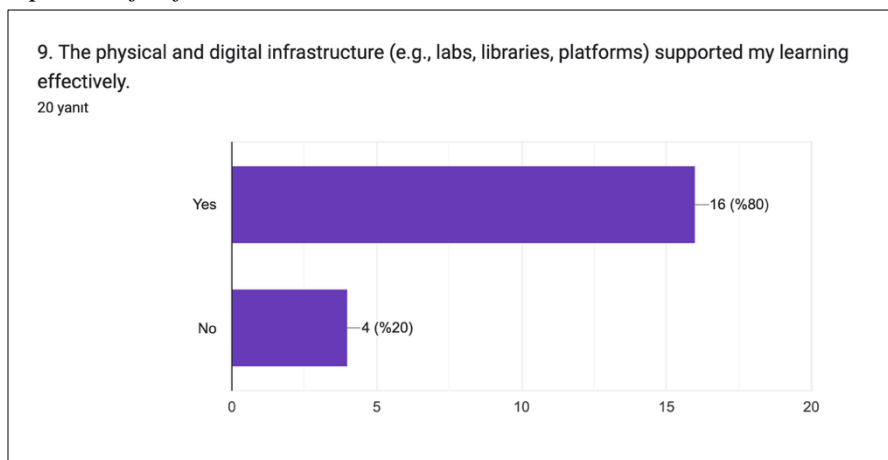
The seventh questionnaire item evaluated the perceived accessibility of the teaching staff and their willingness to offer additional support to students outside of instruction. The responses from 20 participants are presented in Figure 9. Respondents indicate that a majority of former students (16 students; 80%) perceived their instructors as having been available for extra help, though a group of respondents (4 students; 20%) indicated “No.”

Figure 10
Student Perceptions of Instructors’ Technology Integration



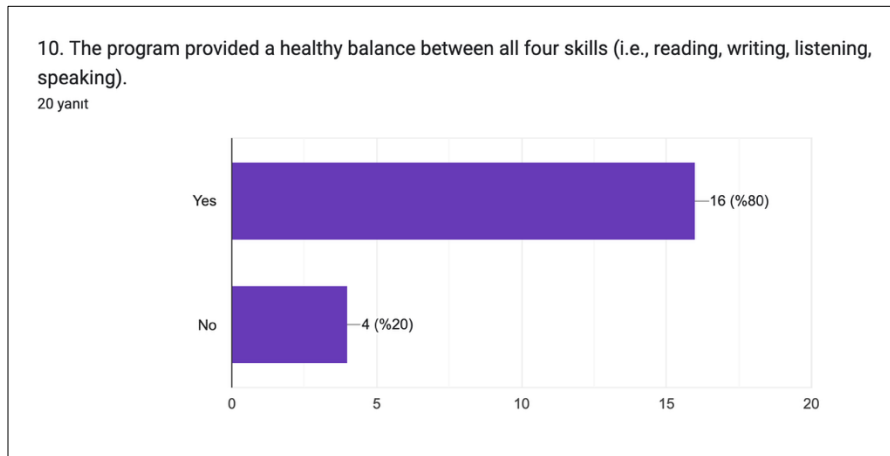
The eighth questionnaire item assessed whether former students believed their instructors effectively integrated technological tools to enhance the overall learning experience during the program. The responses from 20 participants are presented in Figure 10. The results highlight a high level of satisfaction with the digital pedagogical approaches employed since 17 students (85%) answered “Yes” to the statement, although there were 4 students (20%) who selected “No.” As one participant selected both response options, the total percentage exceeds 100%.

Figure 11
Student Perceptions of Infrastructure



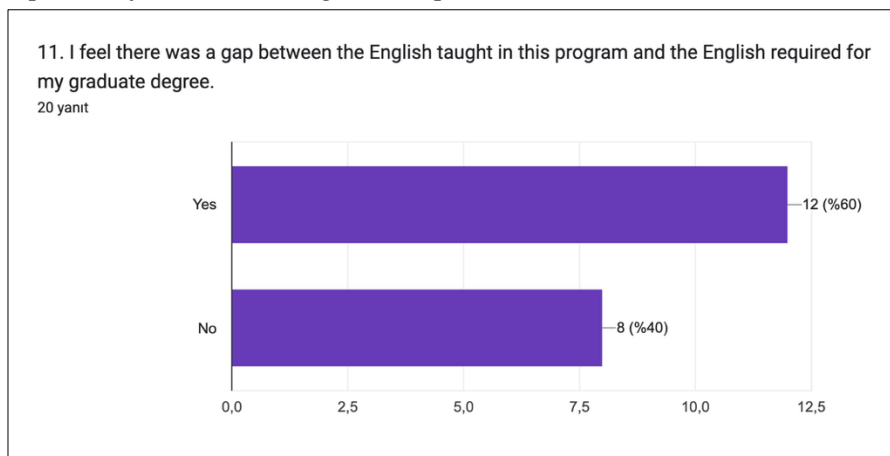
The ninth questionnaire item evaluated the perceived effectiveness of the School’s physical and digital infrastructure in supporting learning. The responses from 20 participants are presented in Figure 11. The data show that a majority of former students (16 students; 80%) perceived the infrastructure as having effectively supported their education, whereas a group of respondents (4 students; 20%) did not agree with the statement.

Figure 12
Student Perceptions of Skills Balance



The tenth questionnaire item investigated whether former students perceived the program as having provided a healthy balance between the four primary language skills. The responses from 20 participants are presented in Figure 12. The data illustrate a high level of satisfaction regarding the integration of these skills since 80% (16 students) answered “Yes” to the statement and only several (4 students; 20%) indicated “No.”

Figure 13
Student Perceptions of Academic English Preparedness



The eleventh questionnaire item evaluated the perceived alignment between the English language instruction provided in the program and the specific linguistic requirements of the former students’ subsequent undergraduate studies. The responses from 20 participants are presented in Figure 13. As the data illustrate, a majority of participants (12 students; 60%) perceived that there was a gap between the instruction provided and their academic needs, whereas 8 students (40%) selected “No” and thus indicated that they felt the curriculum sufficiently helped them transition to their fields.

The final section of the questionnaire included an open-ended item for former students to share additional feedback regarding the program. While the majority of participants indicated they had no further comments, one specific suggestion emerged for the integration of social and

cultural activities, such as movie days themed around specific holidays like Christmas and Halloween, to further engage students within the learning environment.