



PROGRAMME ACCREDITATION EVIDENCE REPORT

Vocational School of Technical Sciences

Örnek Lisans Programı

ORN · Bachelor's · Programme Measurement and Continuous Improvement Report

Course

1

Programme outcome

8

Educational objective

3

Report date

2026-09-29

1 / 1

courses measured

24

student-course
measurements

0 / 7

POs at target

1 / 3

PEOs reached

0 / 1

closed PDCA records

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VERIFICATION CODE

1D44-6A48-051A-8236

This report was generated automatically from the programme's locked data. It contains no personal names or student numbers.

1 Executive summary

This report shows how far the **ORN • Örnek Lisans Programı** programme reaches its learning outcomes and educational objectives, based on the locked measurement runs of **1** courses in the programme, graduate and employer surveys and graduate tracking data. The programme has 1 courses; 1 courses have at least one locked run, with a total of 24 student-course measurements.

Of 7 measurable programme outcomes, **0** reached the 70% target. The strongest outcome is PO1 (68.8%); the one with most room to develop is PO4 (34.6%). PO8 is not fed by any course in the programme; a course contributing to this outcome needs to be defined in the curriculum.

Programme educational objectives are measured years after graduation, using graduate and employer data. In the latest tracking period (2020 graduates • 2025 follow-up), **1** of 3 measured objectives reached their target.

7 of the 14 competences of the national qualifications framework (TQF-HE) are met by programme outcomes.

1 improvement records are open in courses; they will be closed once their results are measured in the next locked run.

How to read this report. It first explains what, how and why the programme measures; then come the results for courses, programme outcomes, educational objectives and the national framework. The final sections show the continuous improvement cycle, mapping to accreditation criteria and data safeguards.

2 Programme identity

Institution	Örnek Üniversitesi
Academic unit	Vocational School of Technical Sciences
Programme	ORN • Örnek Lisans Programı
Level	Bachelor's
Courses	1 courses (1 compulsory, 0 elective) • 6 ECTS in total
Defined outcomes and objectives	8 programme outcomes • 3 educational objectives • 14 TQF-HE competences • 5 institutional outcomes
Measurement periods	2025-2026 Spring
Graduate and employer survey	2025 graduates • 38 recent graduates (response rate 59%), 17 employers (response rate 57%)
Graduate tracking periods	2019 graduates • 2024 follow-up, 2020 graduates • 2025 follow-up

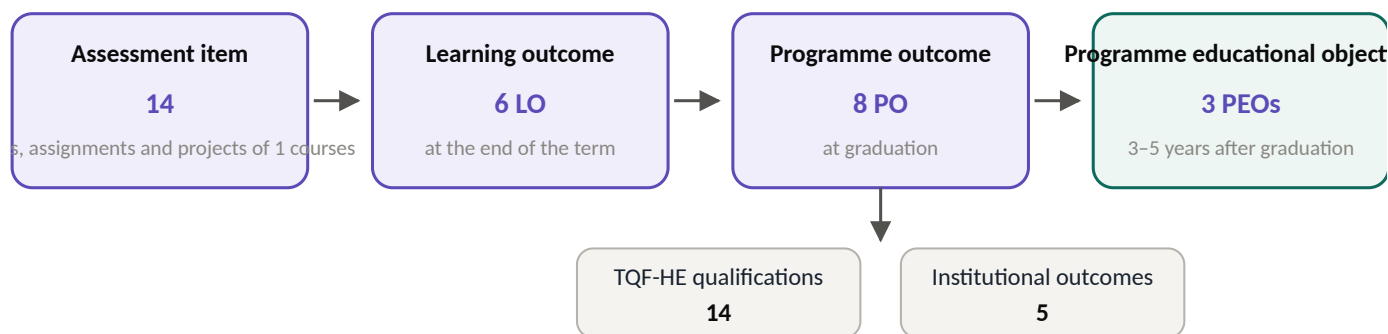
Visibility and personal data. In the programme report, courses appear by code and title; no instructor's name appears. There are no student numbers, individual student scores or individual survey responses. In line with the institution's measurement principle, results show how far the programme and its courses reach their learning outcomes, not the performance of individuals.

3 What do we measure? The programme's outcome chain

The programme defines the competences it expects from its graduates as a four-link chain. **Learning outcomes** (LOs) are measured at the end of each course, **programme outcomes** (POs) at graduation, and **programme educational objectives**

(PEOs) 3–5 years after graduation, in the graduate's working and professional life. Programme outcomes are also mapped to the national qualifications framework (TQF-HE) and the institution's shared outcomes.

Σ Each link is calculated from the previous one through defined contribution matrices



PO	Programme outcome	Contributing courses	LOs measured
PO1	Alanına ilişkin temel kuramsal bilgileri açıklar.	1	3
PO2	Alanındaki sorunları bilimsel yöntemlerle çözümler.	1	5
PO3	Alanına ilişkin verileri uygun analiz yöntemleriyle yorumlar.	1	4
PO4	Bilgi ve iletişim teknolojilerini alanında etkin olarak kullanır.	1	1
PO5	Bireysel ve ekip çalışmalarında sorumluluk alır.	1	1
PO6	Düşüncelerini yazılı ve sözlü olarak etkili biçimde aktarır.	1	2
PO7	Mesleki ve bilimsel etik ilkelere uygun davranır.	1	1
PO8	Yaşam boyu öğrenme kapsamında kendi öğrenme gereksinimlerini belirler.	0	0

Programme educational objectives

PEA	Educational objective	Target
PEO1	Mezunlarımız, alanlarında kanıta dayalı araştırma yürütür, verileri çözümler ve sonuçlarını raporlar.	70%
PEO2	Mezunlarımız, çok disiplinli ekiplerde etik sorumlulukla çalışır ve etkili iletişim kurar.	70%
PEO3	Mezunlarımız, kendini sürekli geliştirir; lisansüstü eğitim, sertifika ya da mesleki gelişim programlarına katılır.	65%

4 How do we measure? The programme's measurement method

Every programme-level result is obtained by carrying upward the data measured item by item at course level. No programme result is derived from course grades or from surveys alone.

Three layers of evidence for programme outcomes

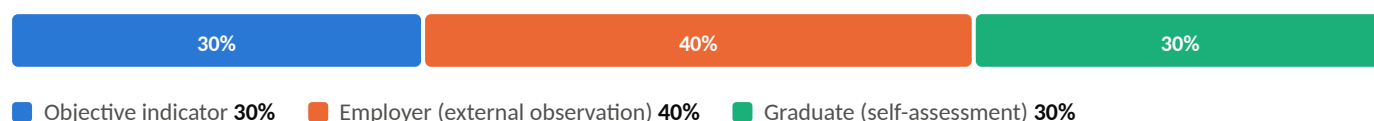


■ Direct in-course measurement **60%** ■ Recent graduate self-assessment **15%** ■ Employer external assessment **25%**

- Course layer (direct).** The publishable LO attainment rates from each course's latest locked run are weighted by the LO × PO contribution level at the time of the run and by the course coefficient. The course coefficient depends on ECTS workload; elective courses enter with a coefficient of 0.70, because not every student takes them.

2. **Survey layers (indirect).** Recent graduates' perceived competence and employers' observations are converted from the five-point scale to a percentage with $(x-1)/4$. Because the most negative answer is 1, $x/5$ is not used; that conversion would inflate results by about 15 points.
3. **Combination and consistency.** Layers are combined with their weights; the weight of a missing layer is distributed proportionally to the others. If layers diverge, the consistency factor $\tau = 1 - (\text{highest} - \text{lowest}) \div 200$ lowers the result, so contradictions such as “good survey, weak measurement” are not hidden.
4. **Direct measurement is required.** A programme outcome measured by no course is not declared from surveys alone.

Three layers of evidence for educational objectives



Educational objectives cannot be calculated from course grades: at the time of measurement the student has not yet graduated. So, years after graduation, objective indicators (employment, graduate study, certification, citations), employer observation and graduate self-assessment are used together. Careless responses are filtered out with reversed items.

5 Why do we measure this way? Rationale of the method

The principles below were set to prevent errors that could produce misleading results at programme level, and they are enforced by the structure of the software.

Principle	Reason	Expectation met
Direct item-level measurement	A course grade mixes different competences into one number; grade-based assessment is considered insufficient in accreditation.	MÜDEK 3.2 · STAR
Dominant weight of direct measurement	Over-reliance on surveys is among the problems accreditation bodies find most often. In this programme, in-course measurement dominates with a weight of 60%.	MÜDEK 3.2
Consistency check across layers	If surveys and measurement do not confirm each other, the result is not shown optimistically; the τ factor reflects the gap in the result.	reliability of evidence
Course coefficient	A 6-ECTS compulsory course and a 3-ECTS elective do not contribute equally.	fairness of weighting
Unmeasured does not count as zero	A course without a locked run or an outcome that cannot be published does not enter as zero; it drops out of the denominator. The result is not artificially lowered.	data accuracy
Separating PEOs from course grades	Educational objectives concern graduates' professional life; they are not derived from course data but measured through graduate tracking periods.	MÜDEK 2.3 · FEDEK 2.3
Locked runs and locked measurement periods	Comparison is meaningful only between frozen data; a locked record cannot be changed and corrections are made with a new record.	MÜDEK 4 · STAR PUKÖ
Instructor safeguard	The programme report shows courses by code; an instructor's name and outcome results are never produced together. Measurement serves the development of the programme, not the assessment of people.	measurement ethics

6 Courses, coverage and course results

All courses of the programme are listed below. “Coefficient” is the course's weight in the programme outcome calculation; “Attainment” is the mean attainment rate of the publishable outcomes in the latest locked run.

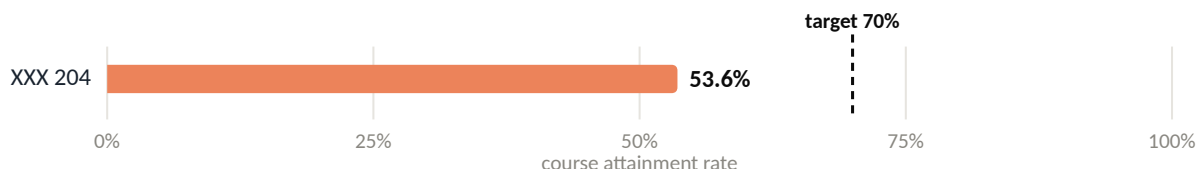
Code	Course	ECTS	Type	Coefficient	Latest run	Run	Attainment
XXX 204	Araştırma Yöntemleri ve Veri Analizine Giriş	6	Compulsory	1.00	2025-2026 Autumn (sample)	2	53.6%

Which course feeds which programme outcome?



The cell is the highest contribution level (0–5) the course gives to that programme outcome. Feeding each column with at least two courses prevents a single course's success from determining the programme result. Outcomes not fed: PO8.

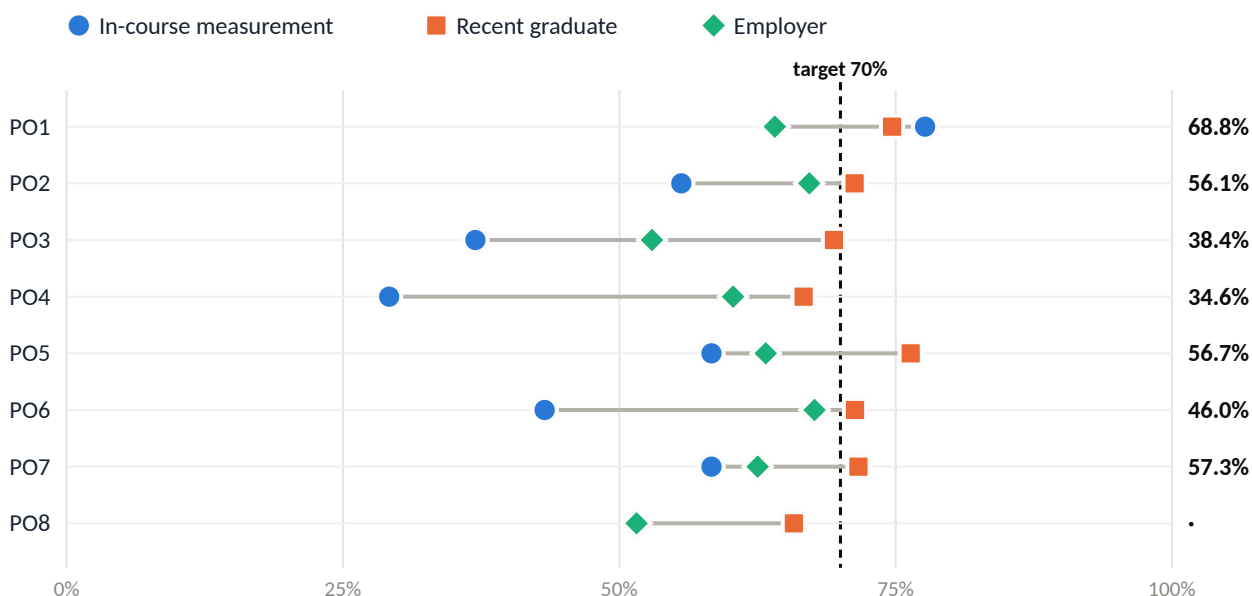
Course attainment rates



Courses below target: XXX 204 (53.6%). In these courses an improvement record is expected for every outcome below target (see the continuous improvement section). Course results show how far a course reaches its learning outcomes; they are not instructor performance and cannot be used for that purpose.

7 Programme outcome attainment

The chart below shows the three layers of evidence side by side for each programme outcome; the value on the right is the final result after combining the layers and applying the consistency factor. The closer the layers, the more consistent the evidence.



PO	In-course	Recent graduate	Employer	Combined	τ	Final	Status
PO1	77.7% 3 LO	74.7% n 38	64.1% n 16	73.8%	0.932	68.8%	🟡 Level 2 · near target
PO2	55.6% 5 LO	71.3% n 37	67.2% n 16	60.8%	0.922	56.1%	🟠 Level 1 · needs development
PO3	37.0% 4 LO	69.4% n 38	52.9% n 17	45.8%	0.838	38.4%	🔴 Below target
PO4	29.2% 1 LO	66.7% n 36	60.3% n 17	42.6%	0.813	34.6%	🔴 Below target
PO5	58.3% 1 LO	76.4% n 37	63.2% n 17	62.3%	0.910	56.7%	🟠 Level 1 · needs development
PO6	43.2% 2 LO	71.3% n 34	67.6% n 17	53.6%	0.860	46.0%	🔴 Below target
PO7	58.3% 1 LO	71.6% n 37	62.5% n 16	61.4%	0.934	57.3%	🟠 Level 1 · needs development
PO8	· 0 LO	65.8% n 38	51.6% n 16	·	0.929	·	⚪ Not measured

Survey source: 2025 graduates · 38 of 64 graduates (response rate 59%) and 17 of 30 employers reached (response rate 57%) responded.

Interpretation by outcome

- **PO1** is 1.2 points below target (68.8%).
- **PO2** is 13.9 points below target (56.1%).
- **PO3** is 31.6 points below target (38.4%). Because the layers diverge, the result is lowered by $\tau = 0.838$.
- **PO4** is 35.4 points below target (34.6%). Because the layers diverge, the result is lowered by $\tau = 0.813$.
- **PO5** is 13.3 points below target (56.7%).
- **PO6** is 24.0 points below target (46.0%). Because the layers diverge, the result is lowered by $\tau = 0.860$.
- **PO7** is 12.7 points below target (57.3%).
- **PO8** could not be measured because no course feeds it.

Gap between self-assessment and measurement. For PO2, PO3, PO4, PO5, PO6, recent graduates rate themselves at least 15 points more competent than in-course measurement shows. This shows that self-assessment alone is not sufficient evidence; the system therefore gives direct measurement the dominant weight and reflects the divergence through the τ factor. **Employer observation.** For PO3, PO4, PO6, employers find graduates at least 15 points more competent than in-course measurement shows; these competences may be strengthened at work, and reviewing the assessment instruments of the related courses is recommended.

Learning outcome attainment levels (second indicator)

In addition to the weighted mean, the 6 publishable learning outcomes in the courses' latest locked runs are grouped into levels by the share of students passing the threshold. Reporting both indicators together makes visible the distribution a mean can hide.

2

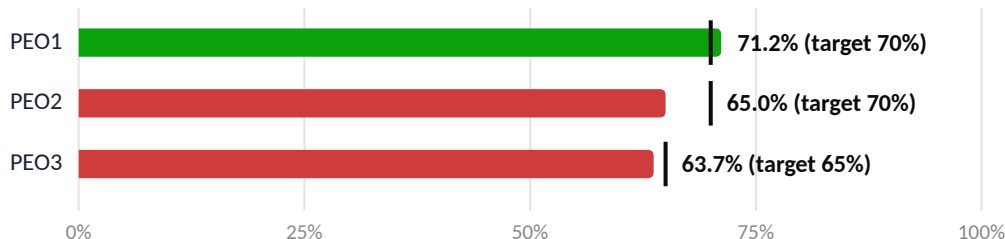
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■ Level 3 · target reached **2** · 33%
 ■ Level 2 · near target **0** · 0%
 ■ Level 1 · needs development **1** · 17%
 ■ Below target **3** · 50%

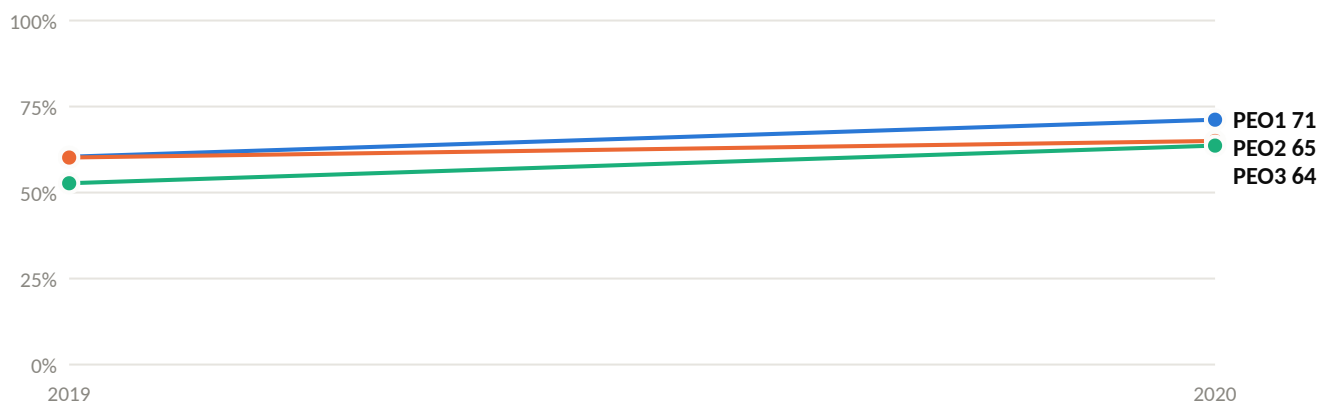
8 Attainment of programme educational objectives

Educational objectives describe what graduates achieve in their professional life a few years after graduation. Latest locked tracking period: 2020 graduates · 2025 follow-up.



PEA	Objective	Employer	Alumni	Result	Target	Change	Status
PEO1	65.0%	73.3% n 15	74.5% n 23	71.2%	70%	+10.7	✓ Level 3 · target reached
PEO2	61.0%	65.0% n 15	69.0% n 23	65.0%	70%	+4.8	✗ Below target
PEO3	57.0%	68.3% n 15	64.1% n 23	63.7%	65%	+10.9	✗ Below target

Trend across graduate cohorts

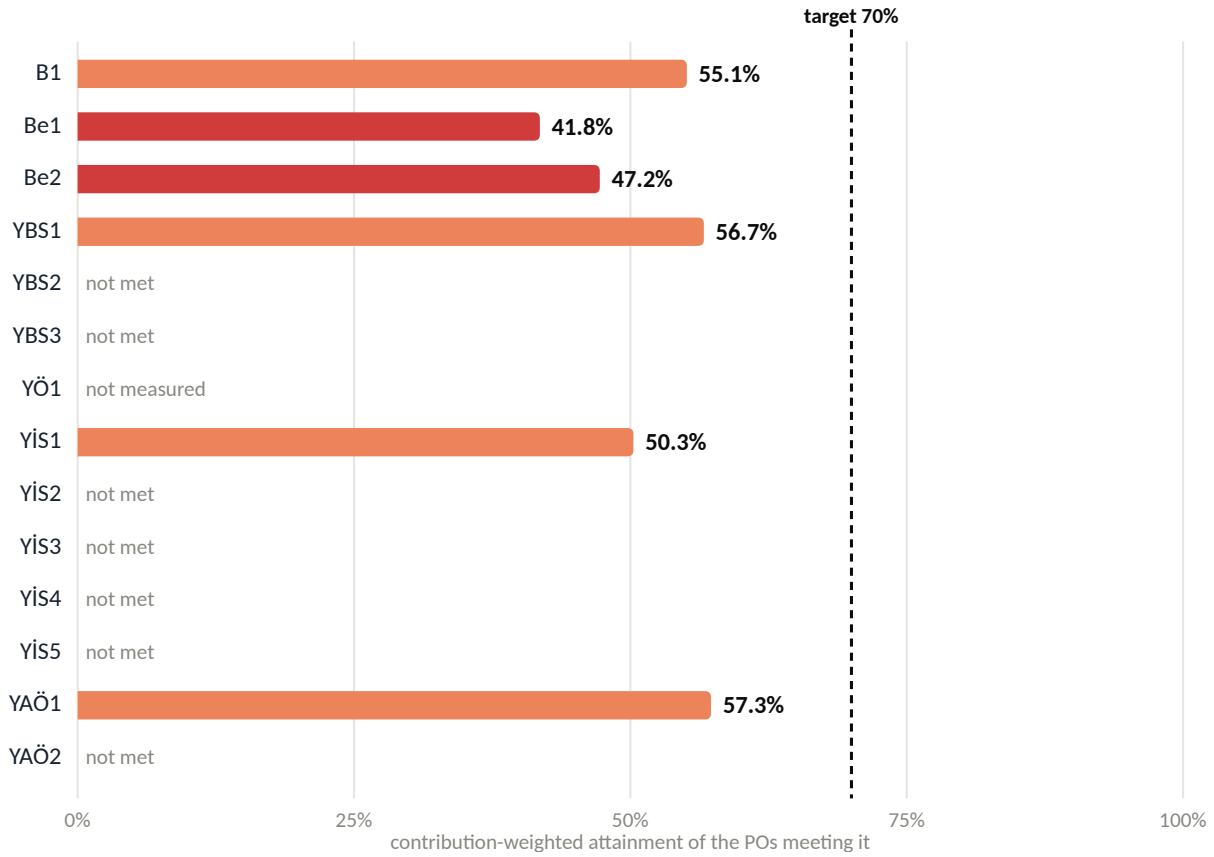


The horizontal axis is the graduation year; each point is that cohort's result in its tracking period. The trend should be read rather than a single period: steady growth across successive cohorts shows that curriculum improvements reach graduates.

Each objective has its own target; the vertical line in the chart is that objective's target. The “Objective” column comes from verifiable indicators such as employment, graduate study, certification and citations.

9 National qualifications framework (TQF-HE)

Programme outcomes are mapped to the competences of the Turkish Higher Education Qualifications Framework at the relevant level. This section answers two questions: is every national competence met by at least one programme outcome, and at what level are the outcomes meeting it measured?



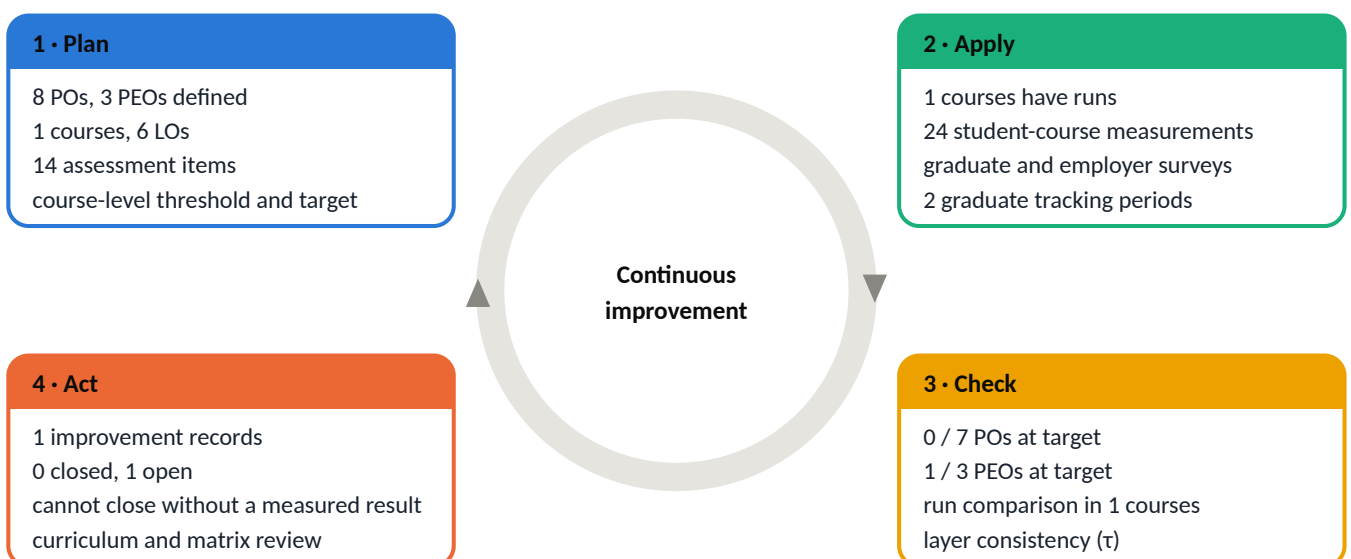
Code	Category	Qualification	POs meeting it	Attainment
B1	Knowledge · Theoretical	Ortaöğretimde kazanılan yeterliliklere dayalı olarak alanındaki güncel bilgileri içeren ders kitapları, uygulama araç-gereçleri ve diğer kaynaklarla desteklenen ileri düzeydeki kuramsal ve uygulamalı bilgilere sahip olmak.	PO1, PO4	55.1%
Be1	Skills · Applied	Alanında edindiği ileri düzeydeki kuramsal ve uygulamalı bilgileri kullanabilmek.	PO2, PO3, PO4	41.8%
Be2	Skills · Cognitive	Alanında edindiği ileri düzeydeki bilgi ve becerileri kullanarak verileri yorumlayabilmek ve değerlendirebilmek, sorunları tanımlayabilmek, analiz edebilmek, araştırmalara ve kanıtlara dayalı çözüm önerileri geliştirebilmek.	PO2, PO3	47.2%
YBS1	Competence · Ability to work independently and take responsibility	Alanı ile ilgili ileri düzeydeki bir çalışmayı bağımsız olarak yürütebilmek.	PO5	56.7%
YBS2	Competence · Ability to work independently and take responsibility	Alanı ile ilgili uygulamalarda karşılaşılan ve öngörülemeyen karmaşık sorunları çözmek için bireysel ve ekip üyesi olarak sorumluluk alabilmek.	·	·
YBS3	Competence · Ability to work independently and take responsibility	Sorumluluğu altında çalışanların mesleki gelişimine yönelik etkinlikleri planlayabilmek ve yönetebilmek.	·	·
YÖ1	Competence · Learning	Alanında edindiği ileri düzeydeki bilgi ve becerileri eleştirel bir yaklaşımla değerlendirebilmek, öğrenme gereksinimlerini belirleyebilmek ve öğrenmesini yönlendirebilmek.	PO8	·

Code	Category	Qualification	POs meeting it	Attainment
YİS1	Competence · Communication and social	Alanı ile ilgili konularda ilgili kişi ve kurumları bilgilendirebilmek; düşüncelerini ve sorunlara ilişkin çözüm önerilerini yazılı ve sözlü olarak aktarabilmek.	PO5, PO6	50.3%
YİS2	Competence · Communication and social	Alanı ile ilgili konularda düşüncelerini ve sorunlara ilişkin çözüm önerilerini nicel ve nitel verilerle destekleyerek uzman olan ve olmayan kişilerle paylaşabilmek.	·	·
YİS3	Competence · Communication and social	Toplumsal sorumluluk bilinci ile yaşadığı sosyal çevre için proje ve etkinlikler düzenleyebilmek ve bunları uygulayabilmek.	·	·
YİS4	Competence · Communication and social	Bir yabancı dili kullanarak alanındaki bilgileri izleyebilmek ve meslektaşları ile iletişim kurabilmek (Avrupa Dil Portföyü B1 Genel Düzeyi).	·	·
YİS5	Competence · Communication and social	Alanının gerektirdiği en az Avrupa Bilgisayar Kullanma Lisansı İleri Düzeyinde bilgisayar yazılımı ile birlikte bilişim ve iletişim teknolojilerini kullanabilmek.	·	·
YAÖ1	Competence · Field-specific	Alanı ile ilgili verilerin toplanması, yorumlanması, uygulanması ve sonuçlarının duyurulması aşamalarında toplumsal, bilimsel, kültürel ve etik değerlere sahip olmak.	PO7	57.3%
YAÖ2	Competence · Field-specific	Sosyal hakların evrenselliği, sosyal adalet, kalite kültürü ve kültürel değerlerin korunması ile çevre koruma, iş sağlığı ve güvenliği konularında yeterli bilince sahip olmak.	·	·

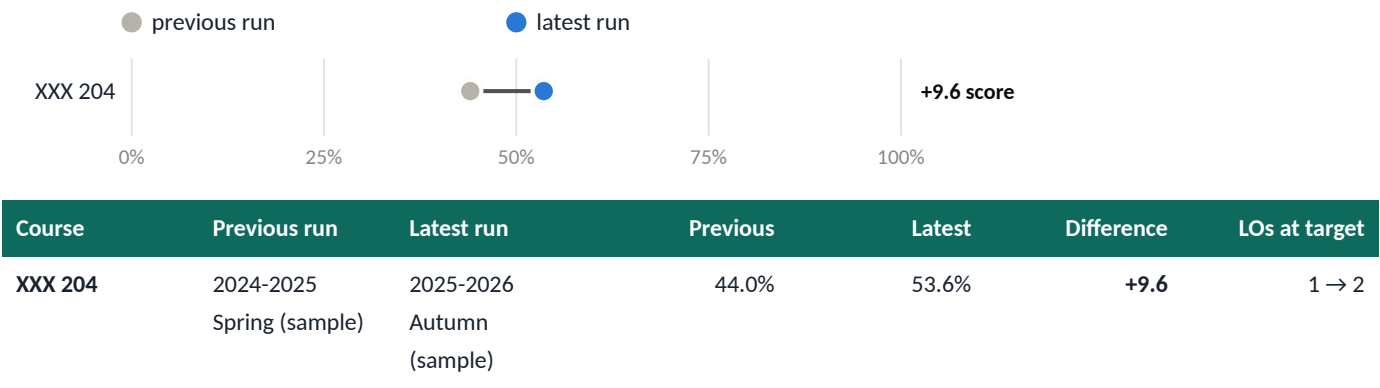
7 of 14 competences are met by programme outcomes. For unmet competences, the PO × TQF-HE matrix should be reviewed or a new programme outcome defined.

10 Continuous improvement: PDCA at programme level

The programme runs improvement at two levels: at course level a record is opened for every learning outcome below target and its result is measured; at programme level, PO, PEO and TQF-HE results feed the review of the curriculum, contribution matrices and assessment plans.



Change from term to term in courses



The statistical significance of course-level change is given in each course's own accreditation report, per outcome, with the noise margin and effect size.

Improvement records of courses

XXX 204 • LO5 2026-09-27

o open • awaiting result

FINDING

ÖÇ5 kazanım oranı %9,5, hedef %70.

MEASURED RESULT

9.5% → 13.0% • Cannot be distinguished

DECISION

Makale eleştirisi için değerlendirme ölçütleri (rubrik) derste paylaşıldı; 12. haftaya ek uygulama eklendi.

Cycle rule. The system does not allow an improvement record to be closed without a result run linked. Open records will be closed with next term's measurement.

11 Mapping to accreditation criteria

The table below shows which section of this report provides evidence for which accreditation expectation. Detailed course-level evidence (item mapping, rubrics, rater agreement, per-outcome noise margin) is in each course's own accreditation report.

Evidence	MÜDEK	MİAK	FEDEK	STAR	Report section
Process for determining that PEOs are achieved	2.3	.	2.3	educational objectives	8
Periodic measurement of PO achievement	3.2	level display	3.2	by outcome component	7
Evidence of achievement at graduation	3.3	graduate competence	3.3	level of achievement	7
Dominance of direct measurement	3.2	rationale of method	3.2	mainly student work	4
Relationship of the curriculum to outcomes	3.1 • 5	programme structure	3.1	curriculum	6

Evidence	MÜDEK	MİAK	FEDEK	STAR	Report section
Alignment with the national framework	3.1	.	3.1	TQF-HE	9
Continuous improvement and closed cycle	4.1 · 4.2	renewal	4.1 · 4.2	PDCA closed at least once	10

Criterion numbers are based on MÜDEK Evaluation Criteria 3.0, MİAK Accreditation Conditions 2025, FEDEK Evaluation Criteria 3.3 and the STAR Evaluation Criteria Directive 1.7. The current texts should be verified before the self-evaluation report is prepared. The same evidence can also be used for the education and continuous improvement criteria of the YÖKAK Institutional Accreditation Programme.

12 Safeguards and data integrity

Immutable record	Course results come from locked score runs, educational objective results from locked graduate tracking periods and survey results from locked survey periods. Later corrections do not change locked records.
Audit log	Every action, including score entry, runs, approvals, survey uploads and report downloads, is written to an audit log that cannot be deleted. The download of this report has also been recorded.
Protection of personal data	The report contains no student numbers, student or graduate names, individual scores or individual survey responses. Results below the minimum group size are not shown.
Instructor safeguard	Measurement results do not measure an instructor's individual performance; an instructor's name and outcome results never appear in the same report. This is ensured not by a permission setting but by the absence of such a function in the software.
Use of artificial intelligence	Scores, student data, survey responses and results are never sent to AI. AI may only suggest wording for definition texts; a suggestion does not enter the data until the user accepts it.
Verification code	1D44-6A48-051A-8236 · generated from the programme's locked data at the time of the report; every report taken from the same data carries the same code.

13 Terms

Programme outcome (PO)	A competence a graduate is expected to have on completing the programme.
Programme educational objective (PEO)	The achievement a graduate is expected to reach in professional life a few years after graduation.
Course coefficient	The course's weight in the programme outcome calculation; set by ECTS workload and whether the course is compulsory or elective.
Evidence layer	Measurement of an outcome from different sources: direct in-course measurement, recent graduate and employer surveys.
Consistency factor (τ)	A factor that lowers the result when layers diverge: $1 - (\text{highest} - \text{lowest}) \div 200$.
Attainment rate	The share of the class passing the attainment threshold on a learning outcome.
Attainment level	Attainment rate grouped into levels (Levels 3, 2, 1 and below target).
TQF-HE	Turkish Higher Education Qualifications Framework.

Locked run	The frozen calculation result of the data at a given moment; improvement is measured between two locked runs.
PDCA	Plan, Do, Check, Act: the continuous improvement cycle.