The Impact of On-line Simulation Platform on Training of Evaluation Team Members

Prof. Aslıhan Nasır
Prof. Sina Ercan

Turkish Higher Education Quality Council (THEQC) Members
Turkish Higher Education System

- **129** State Universities
- **74** Foundation Universities
- **5** Vocational Schools of HEIs

Source: istatistik.yok.gov.tr
Turkish Higher Education System

- 2,829,430 Students short cycle
- 4,420,699 Students bachelor
- 394,174 Master students
- 96,199 Doctorate students

7,740,502 : Students (TOTAL)
168,112 : Academic staff
In 2015, Higher Education Quality Board of Turkey was founded as part of the “Higher Education Quality Assurance Regulation”.

In 2017 the Board was reorganized and renamed as the Higher Education Quality Council (THEQC), and this time THEQC became a public entity with administrative and financial autonomy.
THEQC has become the only national body responsible for quality assurance in the Turkish higher education system.

It consists of 13 members, including a student representative.

Three members chosen by the Council of Higher Education General Board,
Three members chosen by the Inter-University Council,
One member chosen by the Ministry of National Education,
One member representing the Vocational Qualification Institution,
One member representing the Health Institutes of Turkey,
One member representing the Scientific and Technological Research Council of Turkey,
One member representing Turkish Accreditation Agency,
One member representing the Union of Chambers and Commodity Exchanges of Turkey,
One student representative.

The primary duties of THEQC are:

- Institutional External Evaluation (IEEP) of HEIs;
- Authorization of national and recognition of international accreditation agencies;
- Dissemination of quality assurance culture in HEIs.
After the training of the evaluators, THEQC forms an evaluation team, and the team makes a site visit to the HEI.

The external evaluation teams prepare Institutional Feedback Reports (IFRs) after their site visits, which are the most valuable output of the institutional external evaluation process.
Institutional External Evaluation Program (IEEP) of THEQC

- IEEP by THEQC evaluates processes of:
  - Quality Assurance Systems
  - Learning and Teaching
  - Research and Development
  - Governance System

- HEIs are required to undergo IEE at least once in every five years.

- IEEP is run by evaluation teams on behalf of the THEQC, and the teams are formed by independent and well-trained as well as experienced members.

- 360° feedback is collected from team leaders via Institutional Self-Evaluation Reports (ISERs) on annual basis.
Training of Evaluators

2016-2017
2016-2017 Evaluator Trainings

By these trainings the evaluators were aimed to;

- Familiarize with the steps of IEEP
- Internalize the standards
- Learn the activities before, during and after the site visits
- Show appropriate behavior towards other team members and members of the HEIs.
2016-2017 Evaluator Trainings

In 2016 256/1341 applicants admitted into evaluator pool

They attended one-day training program composed of a series of conferences and discussion panels.

In 2017 280/2596 applicants added to the evaluator pool
2016-2017 Evaluator Trainings

A *post-training satisfaction survey* was given:

- The majority of attendees had reported that they found the training beneficial with well-described goals and outcomes.
- However, shortage of time allocated for the training, and the improvement need in training materials were declared as the drawbacks of the program.
- Feedbacks from the rectors of the visited HEIs obtained.
- Feedbacks from the team leaders were also taken into consideration.
The Main Shortcomings and Improvement Suggestions were:

- Team members were not familiar with site visit procedures
- Team members came to site visits without reading the ISERs of HEIs
- Team members were not equally familiar with terminology of QA
- Team leaders showed significant variations in how they look at QA process
- Obvious need for mechanisms to eliminate evaluator related variations
Training of Evaluators

2018-2019
2018-2019 Evaluator Trainings

• In 2018-2019 THEQC evaluators training program “Flipped Learning” approach was used,:
  • Face-to-face workshops which were accompanied with e-learning platforms that were integrated to each other.
  • Planning and appropriate re-formatting of the contents of the training for the user-friendly on-line platforms.
Flipped Learning

- The flipped classroom is a blended learning approach which integrates face-to-face and online delivery methods (Partridge, Ponting, & McCay, 2011).

- Supports diversity in students’ learning pace
- Provides efficient use of class time
- Provides just-in-time and point-of-need assistance
- Provides more active learning opportunities for students
- Promotes development of higher order thinking skills
- Promotes better student-instructor one-on-one interaction
- Increases student responsibility for learning
- Addresses multiple learning styles
- Provides Improvement on lecture material
- Promotes better student engagement and confidence through student-centered learning and collaboration
- Provides easy access to the lesson content
2019 Evaluator Training was updated according to the feedbacks received in previous years. It was designed on the basis of flipped learning. Flipped learning is a learner-centered approach with online and face to face steps.
The evaluators were able to access learning materials such as videos and presentations from anywhere at any time.

Pre-test and post-test were given to the trainees to evaluate the effectiveness of the online environment.

The post-test results were found to be significantly higher.
Quality Assurance Management Information System
Flipped Learning

Online Step

Face To Face Step
2019 Evaluator Training - Online Step

e-Learning Platform

Click here to read the instruction

Pre-Assessment Test
Completed

Evaluator Training Modules

Final evaluation test
1) “Kurum, misyon ve hedeflerine ulaşığında nasıl emin olmaktadır?” sorusunun yanıtı aşağıdakilerden hangisidir?

- Kalite güvenنسي süreçleri ve iç değerlendirme süreçlerini kullanarak
- Kurumun misyonu ve hedeflerini belirleyerek
- Kurumun yönetimi / organizasyonel süreçleri ve faaliyetlerini yürüterek
- Yüksekokulmin hızlı değişen dünyada kısımlarında kurumun rekabet avantajını koruyabilmesi için sürekli yönetim ve faaliyetleri gerçekleştirdiği
- Diğer değerlendirme süreçlerine dahil olarak

2) Aşağıdakilerden hangisi yüksekokulumun kurumlarındaki destek süreçlerinden biridir?

- Kurumsal performans yönetim süreci
- İnsan kaynakları yönetim süreci
- Eğitim öğretim süreci
- Araştırma süreci
- Topluma hizmet süreci

3) Kurum İç Değerlendirme Raporu (KIDR)’nin yazım süreci için aşağıdaki ifadelerden hangisi ya da hangileri doğrudur?

I. Rapor yazım sürecinde kapsayıcılı ve kaliteli olmak üzere benimsenmelidir.
II. Veri yönetiminde çok süreç yönetimini esaslar.
III. Raportama süreci kurum içi eğitim ve bilgi alışverişi ile desteği almalıdır.
IV. Kalite kültürünün yaygınlanması ve içeşteleştirilmesi adına bir fırsat olarak değerlendirilmişdir.

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- I ve III
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2019 Evaluator Training - Online Step

e-Learning Platform
Click here to read the instruction

Pre-Assessment Test
Completed

Evaluator Training Modules

Final evaluation test
EVALUATORS TRAINING MODULES

Quality Assurance in Higher Education and Institutional External Evaluation (IEE)

Institutional Self Evaluation Report (ISER)

Steps of Site Visit and Pre-visit Activities

Activities During and After the Site Visit

Site Visit Final Debriefing and Institutional Feedback Report (IFR)

Behavioral Dimension and Ethical Rules

Common Questions Regarding IFR Process and Entering the IFR into the On-line System
EVALUATORS TRAINING MODULES

1. Quality Assurance in Higher Education and Institutional External Evaluation (IEE)
2. Institutional Self Evaluation Report (ISER)
3. Steps of Site Visit and Pre-visit Activities
4. Activities During and After the Site Visit
5. Site Visit Final Debriefing and Institutional Feedback Report (IFR)
6. Behavioral Dimension and Ethical Rules
7. Common Questions Regarding IFR Process and Entering the IFR into the On-line System
SITE VISIT FINAL DEBRIEFING AND INSTITUTIONAL FEEDBACK REPORT (IFR)

Presentation (2)

Videos (2)

Yükseköğretim Kalite Kurulu

ÇIKIŞ BİLDİRİMİ HAZIRLAMA ve SUNMA

Prof. Dr. Aslıhan NASIR
Yükseköğretim Kalite Kurulu Üyesi
EVALUATORS TRAINING MODULES

- Quality Assurance in Higher Education and Institutional External Evaluation (IEE)
- Institutional Self Evaluation Report (ISER)
- Steps of Site Visit and Pre-visit Activities
- Activities During and After the Site Visit
- Site Visit Final Debriefing and Institutional Feedback Report (IFR)
- Behavioral Dimension and Ethical Rules
- Common Questions Regarding IFR Process and Entering the IFR into the On-line System
STEPS OF SITE VISIT AND PRE-VISIT ACTIVITIES

https://www.youtube.com/watch?v=mPM3sHR3XTA
2019 Evaluator Training - Online Step

e-Learning Platform
Click here to read the instruction

Pre-Assessment Test
Completed

Evaluator Training Modules

Post-Assessment Test
Flipped Learning

Online Step

Face To Face Step
Face-to-face Training Process Design & Implementation

- Started with a Jigsaw session including separation and then rejoining of the group members.
- Group discussions on sample cases and problem solving.
This was the first activity in the face to face environment. Jigsaw technique aims to peer learning. The evaluators discussed the topics between each other. It makes evaluators dependent on each other to succeed.
CASE STUDY

This was the second activity in the face to face step. The case study method is a learning technique in which the evaluators have faced a particular problem from real world.
• **Face-to-face training goals were:**
  • Formation of consensus among team-members
  • Improving the IFR consistency
  • Internalization of the evidence-based evaluation
  • Report authenticity
  • More reliable evaluations
WELCOME TO MARS UNIVERSITY 😊
From the ISER to the IFR Activity

- Mars University with anonymized ISER and IFR from a real institutional visit was uploaded in the test copy of the THEQC’s on-line evaluation system
Mars University

Click here to read the complete report. Selections include:
- Self-Evaluation Report
- Indicators
- Annex 2 Form
- Send Draft Report
- IFR

EVALUATION FORM SELECTION

- Education

1) Program Design and Approval
2) Continuous Monitoring and Updating of Programs
3) Student-Centered Learning, Teaching and Evaluation
4) Student Admission and Improvement, Recognition and Certification
5) Teaching Staff
4) Student Admission and Improvement, Recognition and Certification

The institution must set out a list of open criteria for student admissions, and consistently and permanently employ the predetermined and published rules relating to the recognition and certification of degrees, diplomas and other qualifications.

3.4. Öğrencilerin Kabulü ve Gelişim, Tanımı ve Sertifikalanmasına

Öğrencilerin kabulü ile ilgili tüm süreçlerde açık ve tatlı tavrınenteselyatmaktadır. Lisans Öğrencileri için ÖSYM’nin düzenlediği merkezi yenteleme testi ve esaslarla uygun olarak öğrenci alınmaktadır. Lisansüstü programına ilişkin öğrenci alanı Yükseköğretim Kurulu tarafından belirlenen mevzuat çerçevesinde ÖSYM’nin yapmış olduğu merkezi uyum testi sonucunda alınan öğrenciler yerleştirilmiştir. Merkezi yerleştirme ile riyet eden öğrenci grupları işe alınan öğrencilerin yol tarzı geçmek, YÖS, ÇAP, rıza ve öğrenci kabulünde uygun olan kriterler üzerinde durulmuştur ve bu test ve esaslarla uygun olarak öğrenci kabulü gerçekleştirilmektedir. Üniversitemiz akademik bakanlık program yöneticileri öğrencilerin dışarıda belirlenen tercihlerine uyanıcı bir üniversiteyi ve kariyer planına diküne alınmaktadır. BU sayede öğrenci hareketliğinin%faydalı%i olarak içeren gençlerin désir etmektedir.


Yeni öğrencilerin kurs-tarzında sertifikaların sağlanması için her eğitime eğitimin yeteri bir başarı öğrenci-şarın hedeflenmesi 2018 yılı için ayrı bir mevzuat Nihayetindeki öğrencilerin programı düzenlenmiştir.


5) Teaching Staff
INSTITUTIONAL FEEDBACK REPORT

ADANA ALPARSLAN TÜRKEŞ BİLİM VE TEKNOLOJİ ÜNİVERSİTESİ

Evaluation Team

DR. ÖĞRETİM ÜYESİ FARUK ALTUNTAŞ (TEAM LEADER)

PROF. DR. EMET GÜREL (ACADEMIC EVALUATOR)

DOÇ. DR. ERHAN ÇALIŞKAN (ACADEMIC EVALUATOR)

PROF. DR. KAMIL GÜREL (ACADEMIC EVALUATOR)

PROF. DR. ŞERİFE İPEK KARAŞLAN (ACADEMIC EVALUATOR)

DAİRE BAŞKANI SALİH ZİYA ARIMAN (ADMINISTRATIVE EVALUATOR)

RUMEYSA GÜZEL (STUDENT EVALUATOR)

2019
The Moderator & Attendant Profile of the Evaluators Training

IEE Training was performed by 8 moderators from THEQC’s members

536/3937 who meet the following criteria were found eligible for the trainings:

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<th>Previous experiences as evaluator</th>
<th>Experiences in different accreditation agencies</th>
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The Strengths of the Evaluators’ Training

The overall beneficialness of the face-to-face training was the strength of this activity.

The participants appreciated the presence of rich and high-quality visual and printed materials during the training the most.
Aspects to Improve in Evaluators’ Training

- To increase the duration of the reportedly effective training to two days,
- To increase the number of detailed, diversified and realistic sample cases,
- To shorten the video clips
The Impact of the Evaluators’ Training Program

The participants gave their feedbacks on increasing the time for training and requesting the earlier sharing of the materials prior to training.

Many of the participants found the step by step simulation of the “from the ISER to the IFR activity” as the most constructive and positive aspect of the face-to-face training.

Most common advantages of this training were reported to be the gathering of the different approaches and experiences around the table and training activities encouraging active participation and team work.

The mean values of participants changed from 62.25/100 for pre-test to 70.16/100 for post-test.
ACHIEVEMENTS of EVALUATORS’ TRAINING

• The main challenge of first IEEP applications was improving the engagement of the evaluators and minimizing the individual variations in running the process.

• Rich content of the on-line learning platform, the implementation of learner centered education methods such as flipped classroom, simulation of the real site visit via the virtual Mars University called “From ISER to IFR Activity”, and active group working during training, altogether provided a superior satisfaction and engagement of the trainee evaluators.

• This in turn provided a more standardized and productive site visits.
Quality Assurance Management Information System-QAMIS

• Several interfaces for different users, including;
  • HEIs
  • External evaluation trainees
  • External evaluation teams
  • Accreditation agencies
  • The members of THEQC
QAMIS
Quality Assurance Management Information System

- Evaluation Portal
- Quality Commissions Knowledge Portal
- Accreditation Agencies Portal
- HEIs Self Assessment Report Portal
- Evaluator Training Portal
Quality Commissions Knowledge Base

Topics

- Quality Assurance System
- Education Processes
- R&D Processes
- Social Contribution Processes
- Institutional Management System
- Internationalization
- Institutional External Evaluation

Highlights

- Student-Centered Teaching, Measurement and Evaluation
- What is the Quality Assurance System?
- Design and Approval of Programs
- Monitoring and Updating programs
- Education Policy

More Help?

You can ask your questions through the titles on the forum page.

© Higher Education Quality Council
QAMIS
Quality Assurance Management Information System

- Evaluation Portal
- Accreditation Agencies Portal
- Quality Commissions Knowledge Portal
- HEIs Self Assessment Report Portal
- Evaluator Training Portal
Log in

User name or email *

ThisFieldIsRequired

Password *

ThisFieldIsRequired

☐ Remember me

Forgot password?

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<td>Sultan Taşçı  Ahmet DOĞANAY  İbrahim Tamer OKUMUŞ  Maviş Emel Kulak Kayıncı  Remzi ALTÜNEL  Dilber SARKAYA  Alp AYDAN</td>
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### Indicator Reports

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<tbody>
<tr>
<td>Indicator</td>
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<td>2016</td>
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<td>1- Number of Units</td>
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<td>2- Number of Institutes</td>
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<td>3- Number of Academies</td>
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<td>4- Number of Vocational Schools</td>
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<td>5- Number of Central Research Laboratories</td>
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<td>Sub Indicator</td>
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<td><strong>3. EDUCATION</strong></td>
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<tr>
<td>Programların Tasarımı ve Onayı</td>
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<tr>
<td>Abdullah Gül Üniversitesi (AGÜ), Türkiye'de ilk vakti destekli devlet üniversitesi modeli ile 21 Temmuz 2010 tarihinde kurulmuş ve ilk öğrencilerini 2013-2014 akademik yılında almıştır. AGÜ'de kuruluşundan itibaren</td>
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<tr>
<td>C.1. Programların Tasarımı ve Onayı</td>
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<tr>
<td>Üniversitemizde mevcut lisans ve lisansüstü programlarına 2016 yılındaki Moleküler Biyoloji ve Genetik (MBG) lisans programı eklenmiştir. Dündayak ve Türkiye'deki örnek programlar incelenerek, bu yıllarda gelenek</td>
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<tr>
<td>Üniversitemiz, toplumsal fayda üzerine hedefi kapsamında, iş ve sanayi dünyası, yerel yönetimler ve sivil toplum kuruluşları ile arama ve danışma toplantıları ile eğitim ve araştırma hedeflerini belirlemeyi önemsemektedir. Benzer biçimde, eğitim ve araştırma alt</td>
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<tr>
<td>Institutional learning outcomes of our university, which produced its first graduates in 2018, have been revised, simplified and updated since its establishment in line with the outputs of workshops and search conferences which were carried out with the participation</td>
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<tr>
<td>EDUCATION</td>
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<td>-----------</td>
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<tr>
<td><strong>Program Design and Approval</strong></td>
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<tr>
<td>The institution must have defined processes for the design and approval of the programs it runs. The programs must be designed in line with the objectives, including the targeted learning outcomes. The competencies offered by the program must be defined and announced to the relevant stakeholders in a way to encompass the related competencies stated in Turkish Higher Education Qualifications Framework.</td>
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<tr>
<td><img src="annex_links" alt="List" /></td>
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<tr>
<td><strong>Continuous Monitoring and Updating of Programs</strong></td>
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<tr>
<td>The institution must monitor its stakeholders, and revise and update its programs on a regular basis to ensure that the programs ultimately reach their educational objectives and answer the needs of the students and society.</td>
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<td><img src="annex_links" alt="List" /></td>
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<tr>
<td><strong>Student-Centered Learning, Teaching and Evaluation</strong></td>
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<tr>
<td>The institution must design and run its programs in a way to encourage active student participation in learning, teaching, and evaluation processes.</td>
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<td><img src="annex_links" alt="List" /></td>
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## Evaluation Completion Rates

### 2018

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<thead>
<tr>
<th>Name</th>
<th>Completion Rate</th>
<th>Completion Percentage</th>
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<tr>
<td>ABDULLAH GÜL UNIVERSITY</td>
<td>20 / 20</td>
<td>% 100</td>
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<tr>
<td>ACIBADEM MEHMET ALİ AYDINLAR UNIVERSITY</td>
<td>20 / 20</td>
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<td>ADANA ALparslan Terrace and Technology University</td>
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<tr>
<td>ADIYAMAN UNIVERSITY</td>
<td>20 / 20</td>
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<tr>
<td>AFYON Kocatepe University</td>
<td>20 / 20</td>
<td>% 100</td>
</tr>
<tr>
<td>AFYONKARAHISAR Healthcare University</td>
<td>0 / 20</td>
<td>% 0</td>
</tr>
<tr>
<td>AGRI Ibrahim ÇEŞEN University</td>
<td>20 / 20</td>
<td>% 100</td>
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<tr>
<td>Akdeniz University</td>
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<td>% 100</td>
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<tr>
<td>Aksaray University</td>
<td>20 / 20</td>
<td>% 100</td>
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<tr>
<td>ALANYA ALEADDIN KEYKURAT UNIVERSITY</td>
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<td>Üniversite</td>
<td>QUALITY ASSURANCE SYSTEM</td>
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</tr>
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<td>-----------</td>
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<td>Quality Policy</td>
<td>Duties, Responsibilities and Activities of Higher Education Quality Committees</td>
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<td>ABDULLAH GÜL Üniversitesi</td>
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<td>ADANA ALPARSLAN TÜRKÇEĞİ BİLİM VE TEKNOLOJİ Üniversitesi</td>
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### Strengths in Institutional Feedback Report

<table>
<thead>
<tr>
<th>Universities</th>
<th>Year</th>
<th>Quality Assurance System</th>
</tr>
</thead>
</table>
| ABDULLAH GÜL ÜNİVERSİTESİ | 2016 | - Kurumun, vizyon, misyon, stratejik hedefler ve performans göstergelerini, programların açılışı ve tasarımını, organizasyon şemasını çok sayıda iç ve dış paydaşın katıldığı etkinlikler (arama konferansları, çalıştaylar ve birçok şehirde yapılan anketler) sonucunda "ortak aklı ve kalite" anlayışa belirlemesi
- Uluslararası yüksekokğretil kalite kültürünü takip eden ve katkı veren, tecrübeli ve dinamik bir üst yönetim olması
- Üst yönetimin, kalite güvence sisteminin kurulması ve uygulanmasına yönelik kararlılığı ve desteği
- Operasyonel kademe den stratejik kademe kadar tüm akademik ve idari kadroda güçlü bir kurum kültür ve memnuniyeti olması, kurum misyon ve vizyonunun benimsenmesi ve kalite güvence sistemi oluşturma çabalarına özerkili bir şekilde katkıları
- Kurumun eğitim, araştırma, yönetim faaliyetlerinin planlanmasında iç ve dış paydaşların görüşlerini almaması
- Kurumun ulusal sıralama kuruluş listelerinde yer alma başarısı ve uluslararası sıralama kuruluş listelerinde yer alma başarısı.

<table>
<thead>
<tr>
<th>Universities</th>
<th>Year</th>
<th>Quality Assurance System</th>
</tr>
</thead>
</table>
| ABDULLAH GÜL ÜNİVERSİTESİ | 2016 | □ Kalite süreçlerinin tüm akademik ve idari birimlerde yaygınlaştırılması, kurum kültürü haline getirilmesi  
□ Kurumun, araştırma, eğitim, yönetim düzeni ve topluma katkı süreçleri ile idari ve yönetisel süreçlerin tümünde işletilen kendine özgü ölçme, izleme, değerlendirme ve iyileştirme sistemiği olası da, yazılı ve tanımlı “Sürekli İyileştirme Dongusunu” oluşturup işletmesi  
□ Kalite güvence sisteminde yer alan ölçme, izleme ve değerlendirme çalışmalarından elde edilen geribildirimlerin süreçlerin iyileştirilmesi için kullanılması  
□ Kurum stratejik planındaki süreçler arası ilişkilerin, kontrol ve önlem alma aşamlarının açık olarak ifade edilmesi  
□ Birimler tarafından hazırlanan/hazırlanacak olan stratejik planların kurumun stratejik planıyla ilişkilendirilmesi |
|                     |      | □ Program Çıktılarının TYYÇ ile ilişkilendirilmesi, sonuçlarının ölçülmeleri, değerlendirme ve web üzerinden kamuoyuna açıklığının sağlanması  
□ Ders AKTS kredilerinin is yükine uygun belirlenmesi ve
Quality Assurance Management Information System—QAMIS

- Facilitates procedures
- Enables monitoring of the improvements over the years for HEIs
- Reduces the work load of different users
- Generates an “online platform” for the evaluators and the quality commission members of HEIs
- Engaging the stakeholders’ members in using the system to enter more solid, genuine and reliable information owing to its well-structured and automated architecture
- Improving the performances of all of the parties in institutional external evaluation process