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

Higher Education Quality Council
Turkey

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

HISTORICAL EVOLUTION of THEQC

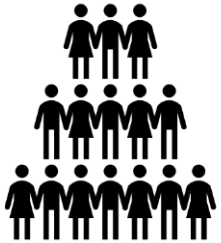
2015

In 2015, Higher Education Quality Board of Turkey was founded as part of the “Higher Education Quality Assurance Regulation”.

2017

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,

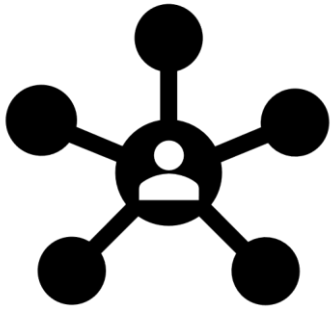
One student representative.

The primary duties of THEQC are:

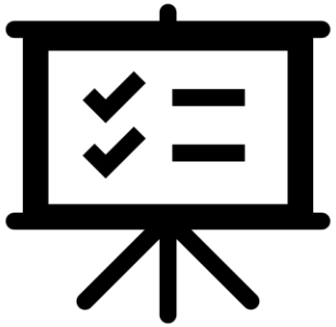
-Institutional External Evaluation (IEEP) of HEIs;

- 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

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

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.

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 - Online Step

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.

2019 Evaluator Training - Online Step

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.

Higher Education Quality Council Turkey

Current university: Not selected
(Change)

Log in

User name or email *

ThisFieldIsRequired

Password *

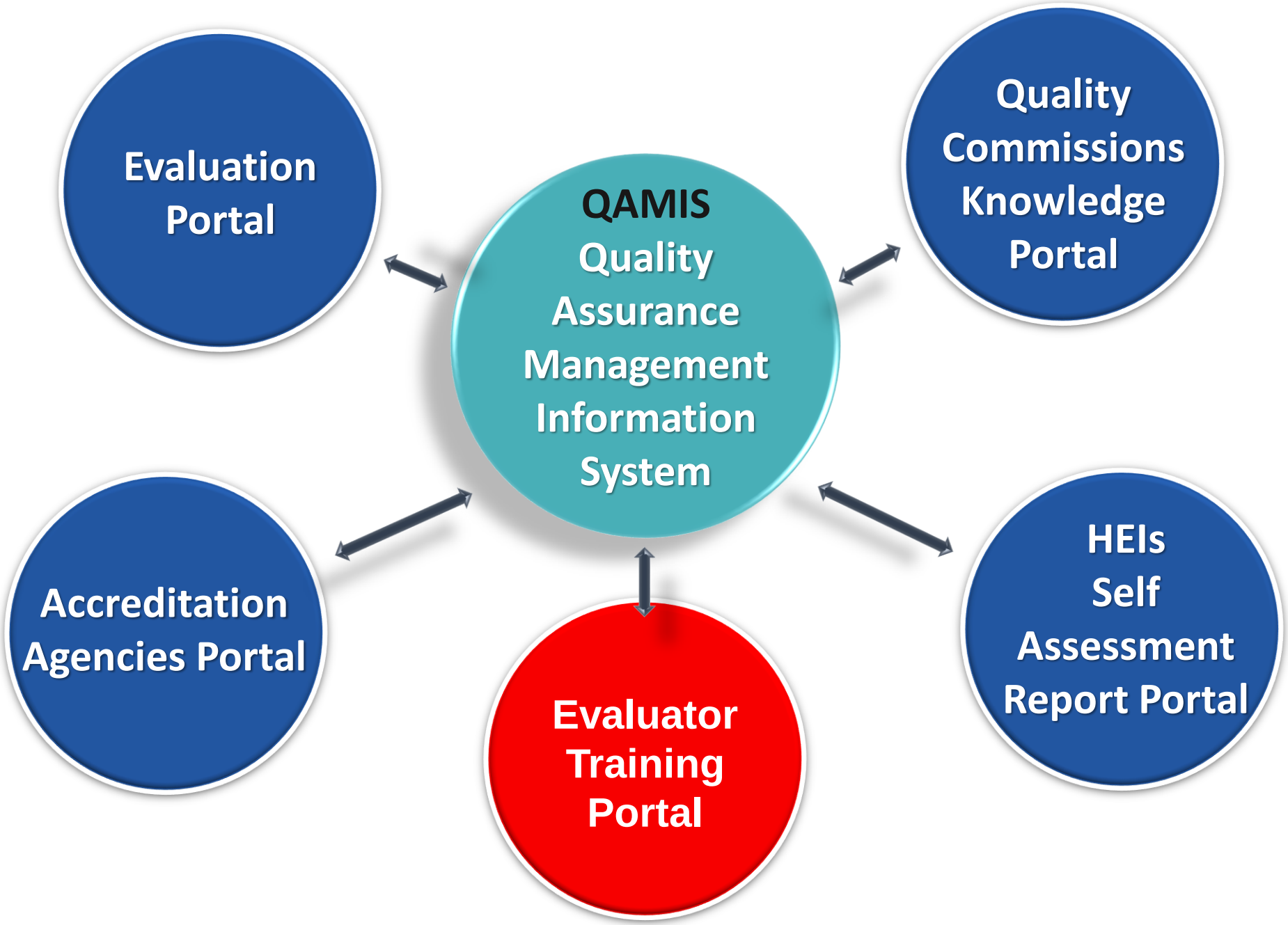
ThisFieldIsRequired

Remember me

Forgot password?

Log in

Higher Education Quality Council Turkey



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

You Completed This Test

ÖN DEĞERLENDIRME TESTI

GERI DÖN

1) "Kurum, misyon ve hedeflerine ulaştığından nasıl emin olmaktadır" sorusunun yanıtı aşağıdakilerden hangisidir?

- Kalite güvencesi süreçleri ve iç değerlendirme süreçlerini kullanarak
- Kurumun misyonu ve hedeflerini belirleyerek
- Kurumun yönetişim / organizasyonel süreçleri ve faaliyetlerini yürüterek
- Yükseköğretimin hızlı değişen gündemi kapsamında kurumun rekabet avantajını koruyabilmesi için sürekli iyileşme faaliyetlerini gerçekleştirerek
- Dış değerlendirme süreçlerine dahil olarak

2) Aşağıdakilerden hangisi yükseköğretim 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 (KİDR)'nin yazım süreci için aşağıdaki ifadelerden hangisi ya da hangileri doğrudur?

I. Rapor yazım sürecinde kapsayıcılık ve katılımcılık ilkesi benimsenmelidir.

II. Veri yönetiminden çok süreç yönetimi esastır.

III. Raporlama süreci kurum içi eğitim ve bilgilendirme faaliyetleri ile desteklenmelidir.

IV. Kalite kültürünün yaygınlaşması ve içselleştirilmesi adına bir fırsat olarak değerlendirilmelidir.

- I ve IV
- I ve III

Test Results

Test Name	Test Section Name	Correct Answer Count	Wrong Answer Count
Ön Değerlendirme Testi	Ön Değerlendirme Testi	10	15
Değerlendirici Eğitimi Modülleri	Yükseköğretimde Kalite Güvencesi ve Kurumsal Değerlendirme		
Değerlendirici Eğitimi Modülleri	Kurum İç Değerlendirme Raporu		
Değerlendirici Eğitimi Modülleri	Saha Ziyareti Basamakları ve Ziyaret Öncesi Etkinlikler	0	0
Değerlendirici Eğitimi Modülleri	Saha Ziyareti Sırası ve Sonrası Etkinlikler	0	0
Değerlendirici Eğitimi Modülleri	Çıkış Bildirimi ve Kurumsal Geri Bildirim Raporu	0	0
Değerlendirici Eğitimi Modülleri	Davranışsal Boyut ve Etik Kurallar	0	0
Değerlendirici Eğitimi Modülleri	KGBR'nin Sisteme Girilmesi ve Sürece İlişkin Sıkça Sorulan Sorular	0	0
Son Değerlendirme Testi	Son Değerlendirme Testi	0	0

2019 Evaluator Training - Online Step

e-Learning Platform

Click here to read the instruction

Pre-Assessment Test

Completed

Evaluator Training Modules

Final evaluation test

Higher Education Quality Council Turkey

Türkçe | Administration | FARUK ALTUNTAŞ

Home page | About us | External Evaluation | Reports | Accreditation | Internationalization | Contact

EVALUATORS TRAINING MODULES

GET BACK TO TRAINING TOPICS AND TEST

- 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

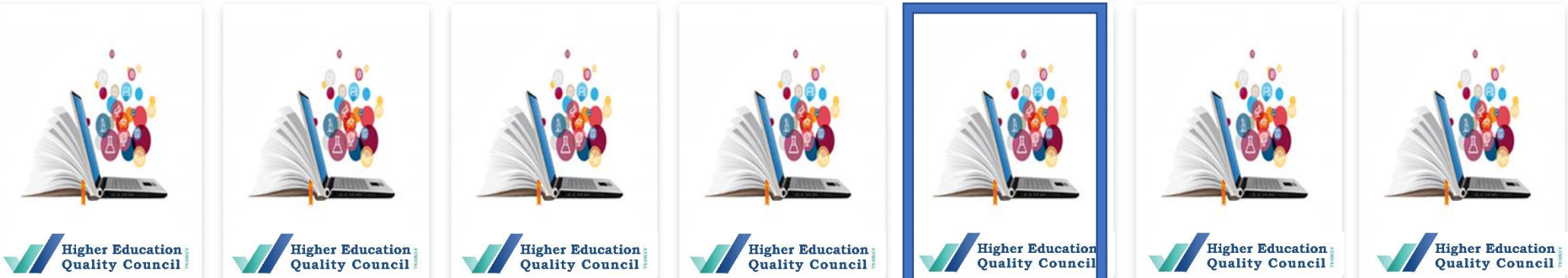
Higher Education Quality Council Turkey

Türkçe | Administration | FARUK ALTUNTAŞ

Home page | About us | External Evaluation | Reports | Accreditation | Internationalization | Contact

EVALUATORS TRAINING MODULES

GET BACK TO TRAINING TOPICS AND TEST



Higher Education Quality Council

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

SITE VISIT FINAL DEBRIEFING AND INSTITUTIONAL FEEDBACK REPORT (IFR)

Presentation (2) | Videos (2)

DisplayPDF 1 / 11

Yükseköğretim Kalite Kurulu

ÇIKIŞ BİLDİRİMİ HAZIRLAMA ve SUNMA

Prof.Dr. Aslıhan NASIR
Yükseköğretim Kalite Kurulu Üyesi

Higher Education Quality Council Turkey

Türkçe | Administration | FARUK ALTUNTAŞ

Home page | About us | External Evaluation | Reports | Accreditation | Internationalization | Contact

EVALUATORS TRAINING MODULES

GET BACK TO TRAINING TOPICS AND TEST

STEPS OF SITE VISIT AND PRE-VISIT ACTIVITIES

Presentation (3) | Videos (3)

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

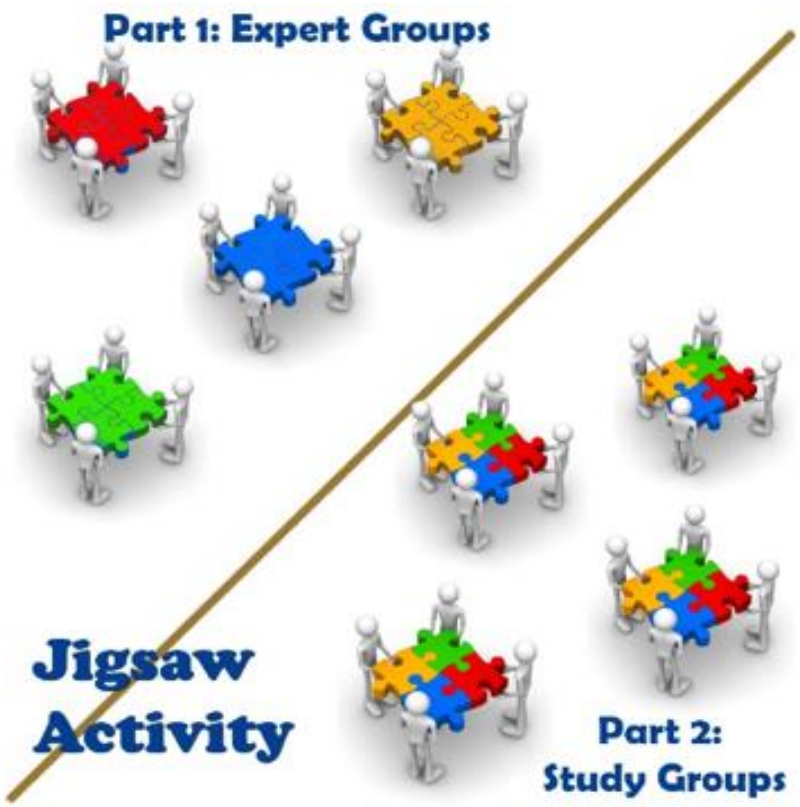
Face To Face Step

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.

2019 Evaluator Training - Face to Face Step



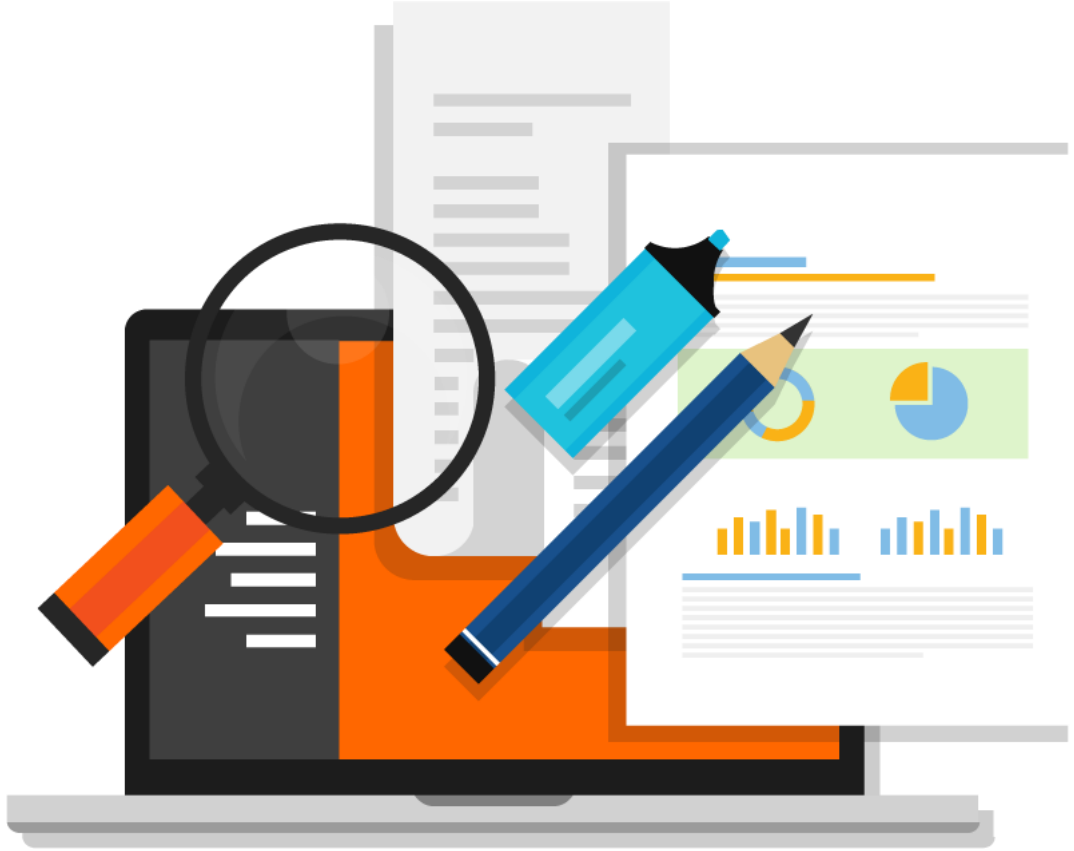
JIGSAW

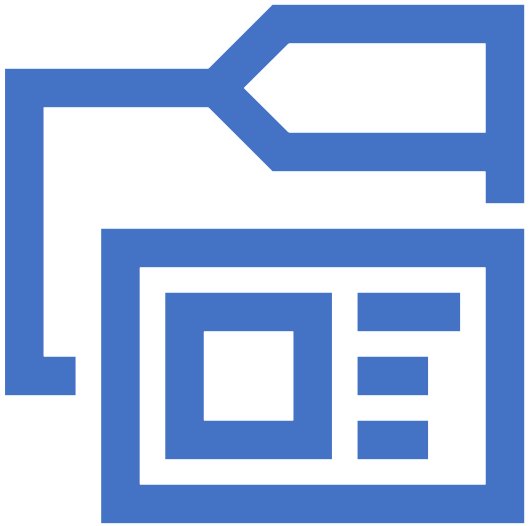
This was the first activity in the face to face environment. Jigsaw technique aims to peer learning. The evaluators discussed the topics between each other. It makes evaluators dependent on each other to succeed.

2019 Evaluator Training - Face to Face Step

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

Higher Education Quality Council Turkey

Türkçe | Administration | FARUK ALTUNTAŞ

Home page | About us | External Evaluation | Reports | Accreditation | Internationalization | Contact

Teams > Mars Univercity

Mars Univercity

Click here to read t

COMPLETE REPORT

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

BACK

Criteria			Evaluator Point
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.	4 KANIT 0 ÖNCEKI YILLAR	**3.4. Öğrencinin Kabulü ve Gelişimi, Tanıma ve Sertifikalandırma** Öğrencinin kabulü ile ilgili tüm süreçlerde açık ve tutarlı kriterler uygulanmaktadır. Lisans Öğrencileri için ÖSYM'nin düzenlediği merkezi yerleştirme usul ve esaslarına uygun olarak öğrenci alımı yapılmaktadır. Lisansüstü programlar için öğrenci alımı Yükseköğretim Kurumu tarafından belirlenmiş mevzuat çerçevesinde ÖSYM'nin yapmış olduğu merkezi sınav puanları esas alınarak yapılmaktadır. Merkezi yerleştirmeyle gelen öğrenci grupları dışında kalan yatay geçiş, YÖS, ÇAP, yandal öğrenci kabullerinde uygulanan kriterler yönetmeliklerle sınırlandırılmış ve bu usül ve esaslara uygun olarak öğrenci kabulü gerçekleştirilmektedir. Üniversitemiz akademik birimleri program yeterlilikleri çerçevesinde ders yüklerini belirlerken uluslararası üniversitelerdeki ders ve kredi sayılarını dikkate almaktadır. Bu sayede öğrenci hareketliliğinden faydalanmak isteyen öğrenciler dönem kaybetmeden eğitim ve öğretim hayatlarına devam etmektedirler. http://mevzuat.adanabtu.edu.tr/tr/detay.aspx?pageId=2 Adana BTÜ bünyesinde öğrenim gören öğrenciler, bazı derslerden belirli yönetmelikler çerçevesinde muaf olabilirler. Başka bir kurumda alınan dersin içeriğinin ve kredisinin Adana BTÜ 'de verilen dersin içeriğine uygun olması ve ilgili Fakülte Yönetim Kurulu tarafından onaylanması durumunda, öğrenci bu dersten muaf tutulabilir. Ön Lisans ve Lisans Eğitim-Öğretim ve Sınav Yönetmeliği'nin 3.bölümünde "Yatay ve Dikey Geçişler, Mezuniyet Derecesi ve Diplomalar, İntibak ve Sertifika Programları başlığı altında belirtilen çerçeve dikkate alınarak fakültemizde önceki formal öğrenmeleri tanınmaktadır. http://mevzuat.adanabtu.edu.tr/tr/detay.aspx?pageId=4. Yeni öğrencilerin kuruma/programa uyumlarının sağlanması için her eğitim öğretim yılı başında oryantasyon eğitimi düzenlenmektedir. 2018 yılı Ekim ayı içerisinde Mühendislik öğrencilerine oryantasyon programı düzenlenmiştir. https://bolumyonet.adanabtu.edu.tr/muhfakUpload/haber/doc/Oryantasyon%20Programi_19092018.pdf	-

Açıklama yazınız...

0

5) Teaching Staff

BACK

Yükseköğretim Kalite Kurulu

INSTITUTIONAL FEEDBACK REPORT

ADANA ALPARSLAN TÜRKEŞ BİLİM VE TEKNOLOJİ ÜNİVERSİTESİ

Evaluation Team

DR. ÖĞRETİM ÜYESİ FARUK ALTUNTAŞ (TEAM LEADER)

PROF. DR. EMET GÜREL (ACADEMİC EVALUATOR)

DOÇ. DR. ERHAN ÇALIŞKAN (ACADEMİC EVALUATOR)

PROF. DR. KAMİL GÜREL (ACADEMİC EVALUATOR)

PROF. DR. ŞERİFE İPEK KARAASLAN (ACADEMİC EVALUATOR)

DAİRE BAŞKANI SALİH ZİYA ARIMAN (ADMİNİSTRATİVE 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:

Competency on higher education quality assurance	**Previous experiences as evaluator**	**Experiences in different accreditation agencies**	**Having served in quality commissions of HEIs**

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

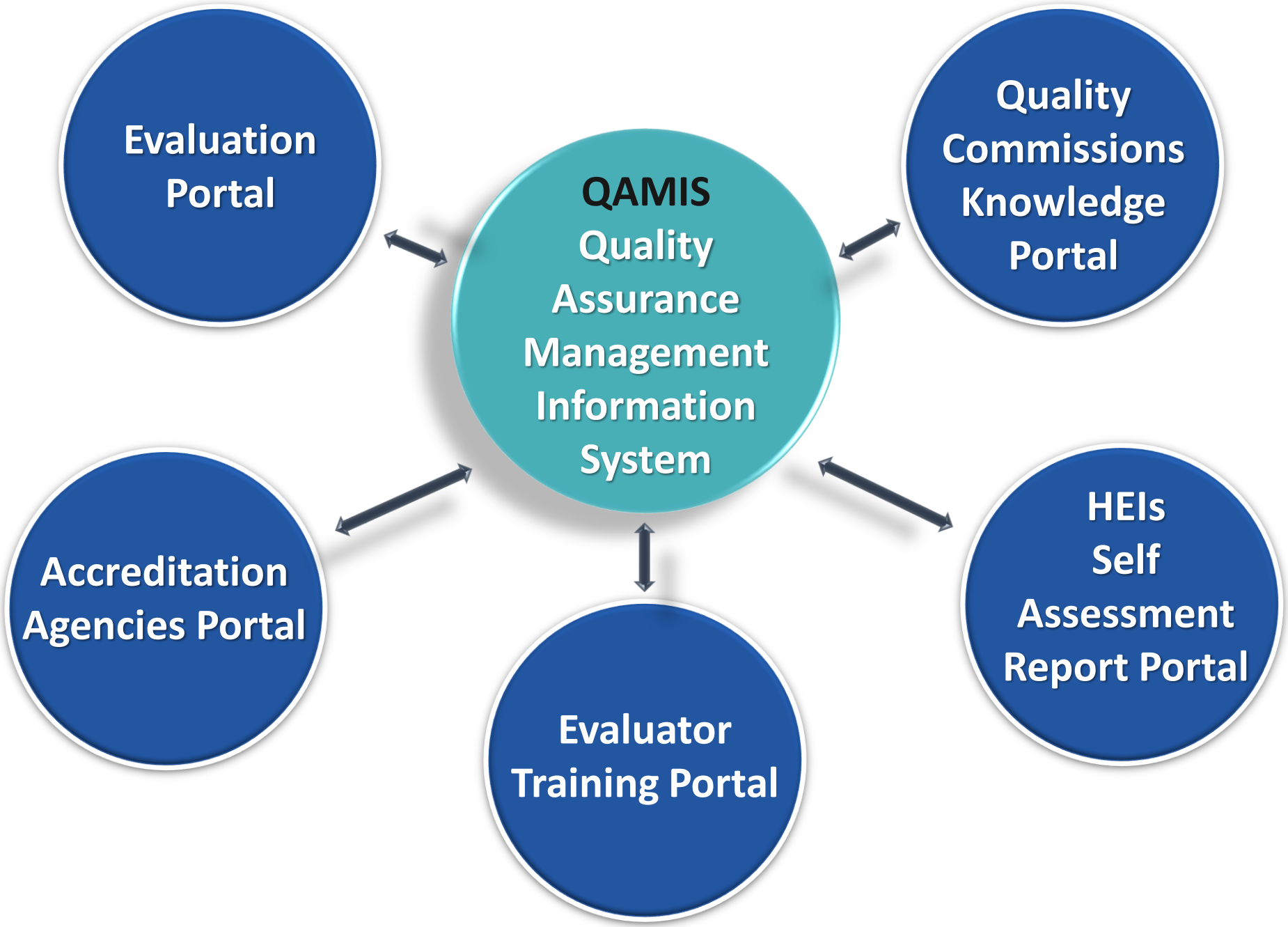
ACHIEVEMENTS of EVALUATORS' TRAINING

- **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.**

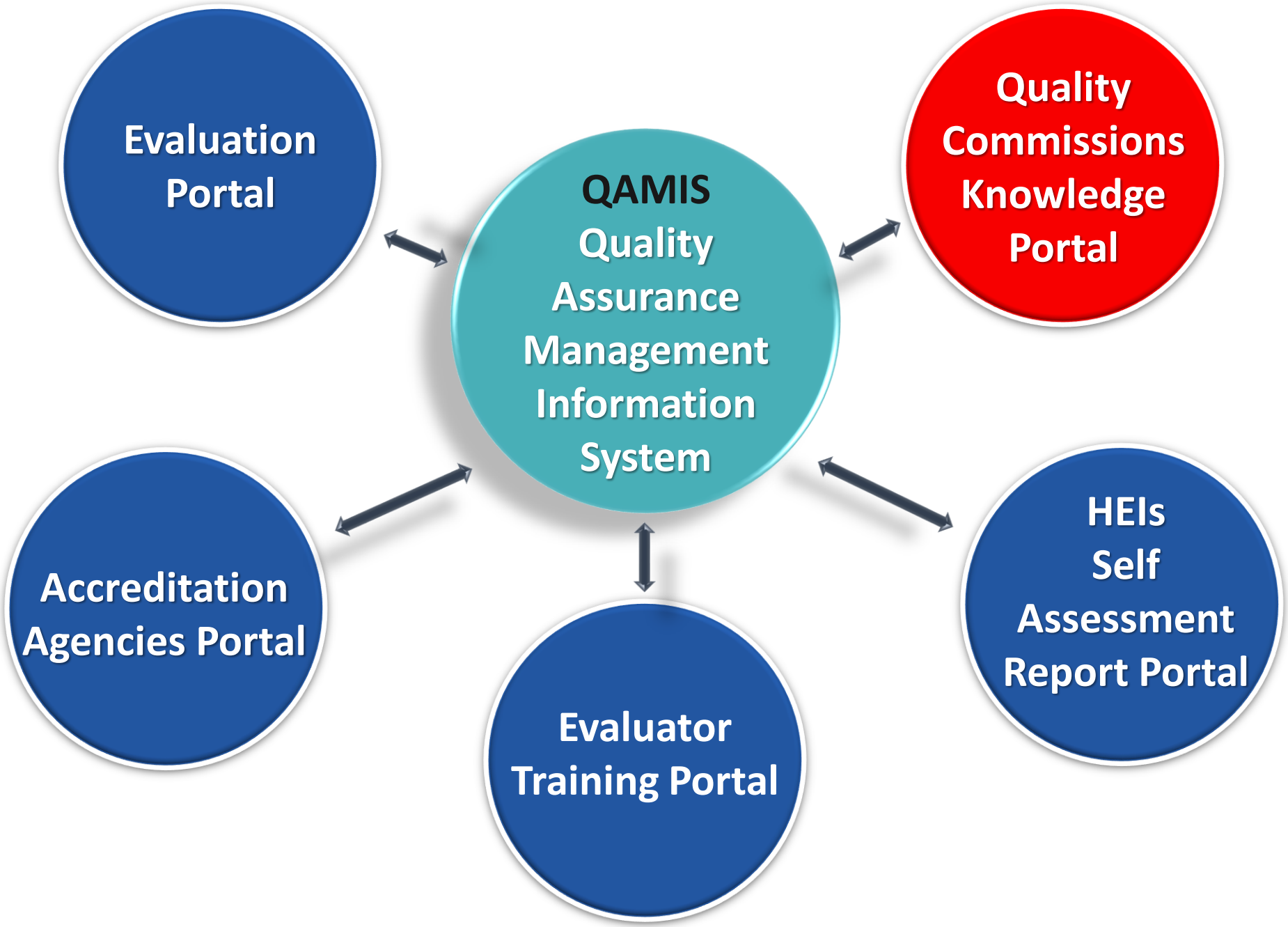
Quality Assurance Management Information System-QAMIS

- Several interfaces for different users, including;
  - HEIs
  - External evaluation trainees
  - External evaluation teams
  - Accreditation agencies
  - The members of THEQC

Higher Education Quality Council Turkey



Higher Education Quality Council Turkey



Quality Commissions Knowledge Base

Enter the word you want to search for

Topics

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

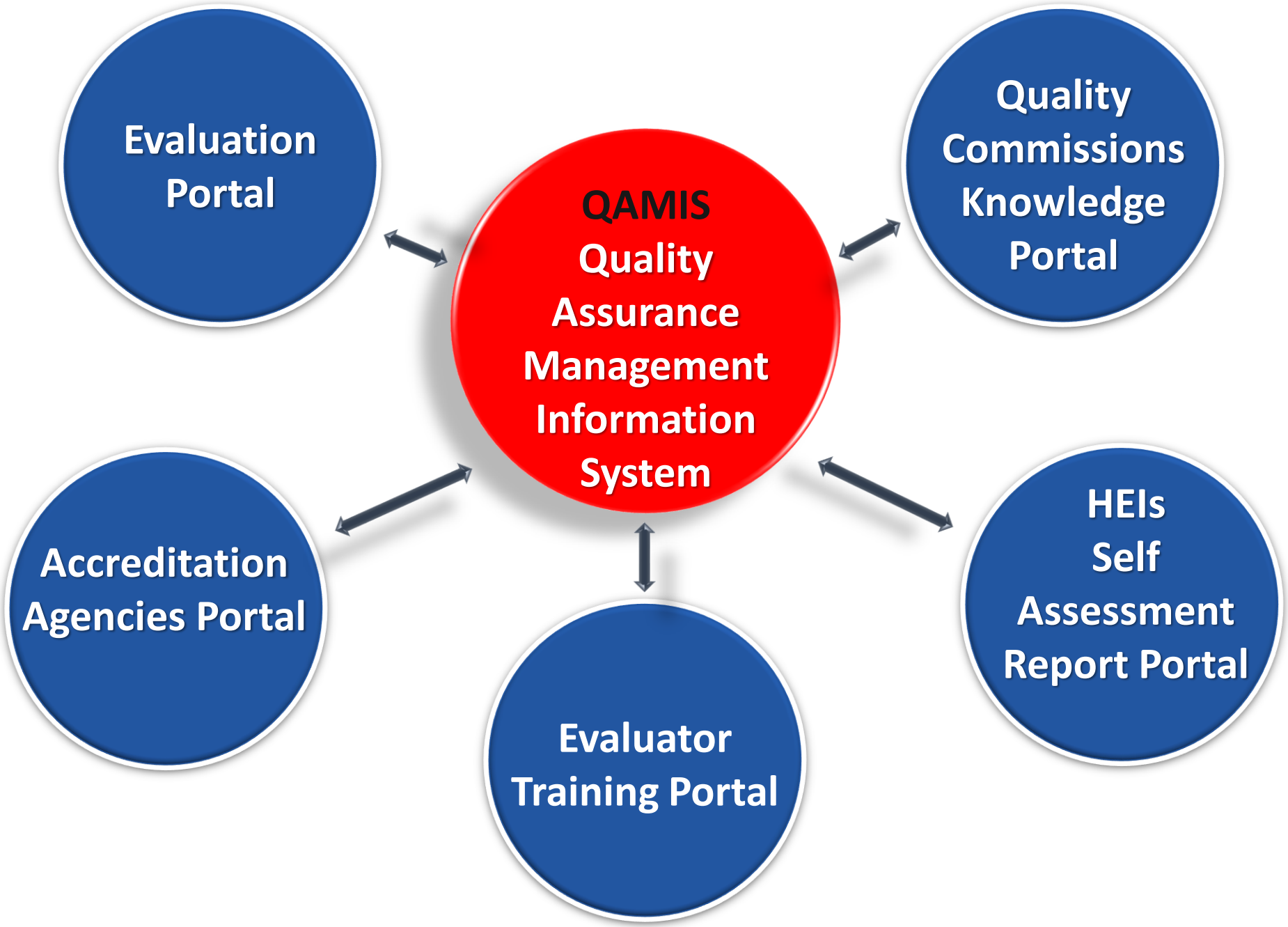
Education Policy

More Help?

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

FORUM PAGE

Higher Education Quality Council Turkey



Higher Education Quality Council Turkey

Current university: Not selected
(Change)

Log in

User name or email *

ThisFieldIsRequired

Password *

ThisFieldIsRequired

Remember me

Forgot password?

Log in

Dashboard

Refresh

November 6, 2019 - November 13, 2019

Definitions

Indicators

Indicators Answer

Sources

Transfer Types

Language Definitions

Evaluation Form

Self-Evaluation Form Help And Proof

Terms

Authorization for University Evaluation and Indicator Forms

Processes

Process Dates

External Evaluation

Reports

Evaluator Applicants

Term 2019 Değerlendirme

Search...

Application Status

Applied, Accepted, Rejected, Evaluator

Accepted Title

Select

Title	Name	Surname	Active Email	Institution Nar	Application St	Attend Me
Prof. Dr.	Abdi	Kükner	kukner@itu.edu	İstanbul Teknik U	Evaluator	
Prof. Dr.	Abdulbaki	Güneş	abdulbakigune	Yüzüncü Yıl Üniv	Evaluator	
Genel Sekreter \	Abdullah	YÜKSEL	yuksel72@gma	BATMAN ÜNİVER	Evaluator	
Doç. Dr.	Abdullah Sinan	Güler	a.sinan.guler@r	Mimar Sinan Gü	Applied	
Prof. Dr.	Abdurrahim	Özgenoğlu	aozgen@atilim.	Atılım Üniversite	Evaluator	
Daire Başkanı	Abdurrahman	BOZDAŞ	lamel_98@hotr	Kırıkkale Univers	Evaluator	
Prof. Dr.	Abdüllatif	Tüzer	atuzer@hotma	Muş Alparslan Ü	Applied	

Pretest/Posttest Result Report

Term 2019 Değerlendirme

Search...

Title	Name	Surname	Pretest Sc	Pretest Ce	Pretest W	Pretest St	Lasttest S	Lasttest C	Lasttest V	Lasttest
Prof. Dr.	Abdi	Kükner	52	13	12	Completed	0			Not Com
Prof. Dr.	Abdulbaki	Güneş	0			Not Compl	0			Not Com
Genel Sekre	Abdullah	YÜKSEL	64	16	9	Completed	72	18	7	Complet
Prof. Dr.	Abdurrahir	Özgenoğlu	48	12	12	Completed	0			Not Com
Daire Başka	Abdurrahm	BOZDAŞ	56	14	11	Completed	80	20	5	Complet
Prof. Dr.	Adnan	Özcan	80	20	5	Completed	80	20	5	Complet
Prof. Dr.	Adnan	Görür	0			Not Compl	0			Not Com
Prof. Dr.	Adnan	ÖZEL	0			Not Compl	0			Not Com
Prof. Dr.	AFSUN EZEL	ESATOĞLU	72	18	7	Completed	72	18	7	Complet
Prof. Dr.	Ahmet	Yıldız	64	16	9	Completed	68	17	8	Complet
Dr. Öğretim	Ahmet	Kaplan	0			Not Compl	0			Not Com
Prof. Dr.	Ahmet	Aran	72	18	7	Completed	0			Not Com
Doktora	Ahmet	EŞMECİ	0			Not Compl	0			Not Com
Prof. Dr.	Ahmet	DOĞANAY	72	18	7	Completed	76	19	6	Complet

"2019 Değerlendirme - 2018"

Evaluation Term

Teams of

Term 2019 Değerlendirme

+ Create Team

University Not Action | University Not Confirm | Ethic Form Not Accepted | No Task Performed | Duty Accepted | Duty Not Accepted

Actions	Name	Team Members	Send University	Completed
Actions	Adana Alparslan Türkeş Bilim ve Teknoloji Üniversitesi	Mesut GÜNER, Emet Gürel, Kamil GÜREL, Şerife İpek KARAASLAN, Salih Ziya ARIMAN, Rumeysa GÜZEL	✓	✓
Actions	Alanya Alaaddin Keykubat Üniversitesi	Sermin ÖRNEKTEKİN, Erol Nezih Orhon, Gökhan Hakkı Alpaslan, S. Seyhun Topbaş, Sezgin AYAN, Yasemin Kilit aklar	✓	✓
Actions	Ataşehir Adıgüzel Meslek Yüksekokulu	F N Can Simga Mugan, Muharrem Tuna, Musa Özata, NECİP ŞİMŞEK, İsmail DURAK	✓	✓
Actions	Avrasya Üniversitesi	Musa Eken, Ahmet Arif Ergin, ALPTEKİN ERKOLLAR, Hakan DAL, Sergül Duygulu, AYŞEGÜL OKSAL	✓	✓
Actions	Bartın Üniversitesi	Sultan Taşcı, Ahmet DOĞANAY, İbrahim Taner OKUMUŞ, Maviş Emel Kulak Kayıkcı, Remzi ALTUNIŞIK, Dilber SARIKAYA, Alp AYDAN	✓	✓

Indicator Reports

Create Report

Universities ABDULLAH GÜL ÜNİVERSİTE

Select Year 2018, 2017, 2016, 2(

Indicator	2015	2016	2017	2018
1- Institutional Information				
1- Number of Units				
1- Number of Faculties	0	1	7	7
2- Number of Institutes	3	3	3	3
3- Number of Academies	2	2	2	2
4- Number of Vocational Schools	0	0	0	0
5- Number of Central Research Laboratories	0	1	1	1
6- Number of Research Centers	5	8	8	8

Universities: ABDULLAH GÜL ÜNİVERSİTESİ

Main Indicator: 3- EDUCATION

Year: 2018, 2017, 2016, 2015

Sub Indicator	2015	2016	2017	2018	2018 Puan
3- EDUCATION					
	Programların Tasarımı ve Onayı Abdullah Gül Üniversitesi (AGÜ), Türkiye'de ilk vakıf destekli devlet üniversitesi modeli ile 21 Temmuz 2010 tarihinde kurulmuş ve ilk öğrencilerini 2013-2014 akademik yılında almıştır. AGÜ'de kuruluşundan itibaren	***C.1. Programların Tasarımı ve Onayı*** Üniversitemizde mevcut lisans ve lisansüstü programlarına 2016 yılında Moleküler Biyoloji ve Genetik (MBG) lisans programı eklenmiştir. Dünyadaki ve Türkiye'deki örnek programlar incelenerek, bu alanda gelecek	Üniversitemiz, toplumsal fayda üretme 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	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	

Definitions
External Evaluation
Reports
Indicator Reports
Self Evaluation Reports
Monitor University
Monitor by Years
Self-Evaluation Reports
Self-Evaluation Evidance Report
Overall Evidence Number
ISER Completion Rate
ISER-IFR Criteria Grading
ISER-IFR Criteria Grading Charts
External Evaluation

Evaluation Form	
EDUCATION	
Program Design and Approval	
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.	• Institutional Documents ○ Annex_3.1 AGU_Institutional_Learning_Outcomes.pdf ○ Annex_3.2 Program_Records_Template_EN.pdf ○ Annex_3.3 Program_Records_Template_TR.pdf ○ Annex_3.4 Course_Catalogue_Template.pdf
Continuous Monitoring and Updating of Programs	
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.	• Evidence for Improvement ○ Annex_3.6 Survey Term-long Internship.pdf ○ Annex_3.7 Course_Load_Calculation.pdf ○ Annex_3.8 Alumni_Tracking_Meeting.pdf ○ Annex_3.5 Updated_EED_Curricula.pdf
Student-Centered Learning, Teaching and Evaluation	
The institution must design and run its programs in a way to encourage active student participation in	• Institutional Documents ○ Annex_3.15 Dining_Survey.pdf

Evaluation Completion Rates

2018

Search...

Name	Completion Rate	Completion Percentage
ABDULLAH GÜL ÜNİVERSİTESİ	20 / 20	% 100
ACIBADEM MEHMET ALİ AYDINLAR ÜNİVERSİTESİ	20 / 20	% 100
ADANA ALPARSLAN TÜRKEŞ BİLİM VE TEKNOLOJİ ÜNİVERSİTESİ	20 / 20	% 100
ADIYAMAN ÜNİVERSİTESİ	20 / 20	% 100
AFYON KOCATEPE ÜNİVERSİTESİ	20 / 20	% 100
AFYONKARAHİSAR SAĞLIK BİLİMLERİ ÜNİVERSİTESİ	0 / 20	% 0
AĞRI İBRAHİM ÇEÇEN ÜNİVERSİTESİ	20 / 20	% 100
AKDENİZ ÜNİVERSİTESİ	20 / 20	% 100
AKSARAY ÜNİVERSİTESİ	20 / 20	% 100
ALANYA ALAADDİN KEYKUBAT ÜNİVERSİTESİ	19 / 20	% 95

- Definitions
- External Evaluation
- Reports
  - Indicator Reports
  - Self Evaluation Reports
    - Monitor University
    - Monitor by Years
    - Self-Evaluation Reports
    - Self-Evaluation Evidance Report
    - Overall Evidence Number
    - ISER Completion Rate
    - ISER-IFR Criteria Grading
    - ISER-IFR Criteria Grading Charts
  - External Evaluation

Universities ABDULLAH GÜL ÜNİVERSİ **Year** 2018 All Universities Search

Üniversite	QUALITY ASSURANCE SYSTEM										
	Quality Policy		Duties, Responsibilities and Activities of Higher Education Quality Committees		Stakeholder Participation		Program Design and Approval		Continuous Monitoring and Updating of Programs		S C Le Tea Ev
	Self	External	Self	External	Self	External	Self	External	Self	External	Self
ABDULLAH GÜL ÜNİVERSİTESİ	4	0	0	0	0	0	3	0	2	0	4
ADANA ALPARSLAN TÜRKEŞ BİLİM VE TEKNOLOJİ ÜNİVERSİTESİ	3	3	3	3	3	2	4	3	4	3	0

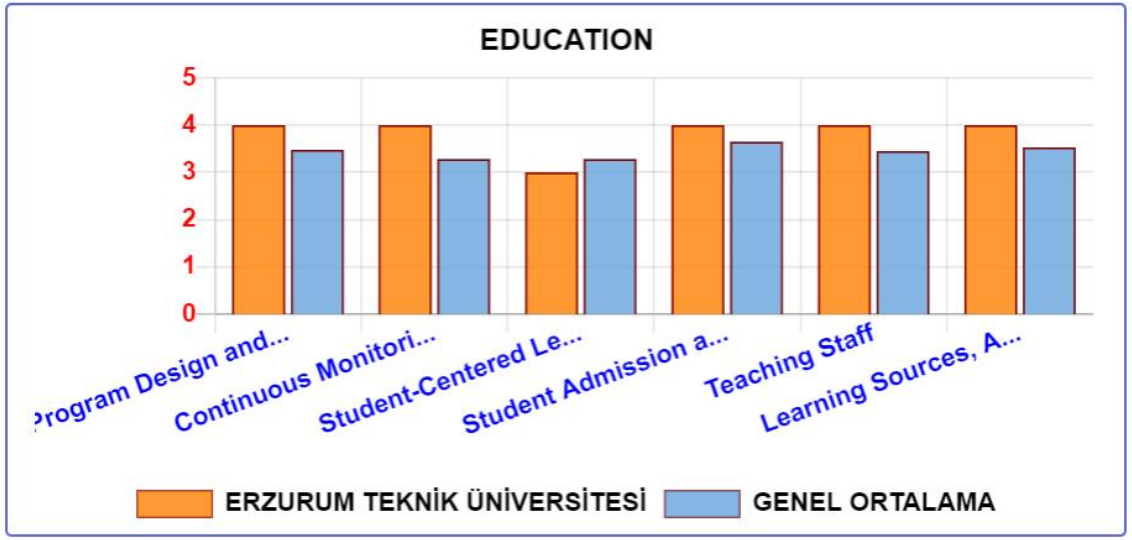
- Definitions
- External Evaluation
- Reports
  - Indicator Reports
  - Self Evaluation Reports
    - Monitor University
    - Monitor by Years
    - Self-Evaluation Reports
    - Self-Evaluation Evidance Report
    - Overall Evidence Number
    - ISER Completion Rate
    - ISER-IFR Criteria Grading
    - ISER-IFR Criteria Grading Charts
  - External Evaluation
- Universities
- Announcements

2019 Değerlendirme

ISER IFR

- ADANA ALPARSLAN TÜRKEŞ BİLİM VE TEKN
- ALANYA ALAADDİN KEYKUBAT ÜNİVERSİT
- ALANYA HAMDULLAH EMİN PAŞA ÜNİVER
- ARDAHAN ÜNİVERSİTESİ
- ATAŞEHİR ADIGÜZEL MESLEK YÜKSEKOKU
- AVRASYA ÜNİVERSİTESİ
- BARTIN ÜNİVERSİTESİ
- BAYBURT ÜNİVERSİTESİ
- BEZM-I ÂLEM VAKIF ÜNİVERSİTESİ
- BİRUNİ ÜNİVERSİTESİ
- BİTLİS EREN ÜNİVERSİTESİ
- ÇANKIRI KARATEKİN ÜNİVERSİTESİ
- ERZURUM TEKNİK ÜNİVERSİTESİ
- FARUK SARAÇ TASARIM MESLEK YÜKSEK
- FATİH SULTAN MEHMET VAKIF ÜNİVERSİTI

QUALITY ASSURANCE SYSTEM | EDUCATION | RESEARCH AND DEVELOPMENT | ADMINISTRATIVE SYSTEM



Universities

ABDULLAH GÜL ÜNİVERSİTESİ

Strengths | Areas for Furth

Strengths in Institutional Feedback Report

Universities	Year		
ABDULLAH GÜL ÜNİVERSİTESİ	2016	**Quality Assurance System**	□ Kurumun, vizyon, misyon, stratejik hedefler ve performans göstergelerini, programların açılması ve tasarımını, organizasyon şemasını çok sayıda iç ve dış paydaşın katıldığı etkinlikler (arama konferansları, çalıştaylar ve birçok şehirde yaptırılan anketler) sonucunda "ortak akıl ve kalite" anlayışla belirlemesi □ Uluslararası yükseköğretim kalite kültürünü takip eden ve katkı veren, tecrübeli ve dinamik bir üst yönetimin olması □ Üst yönetimin, kalite güvence sisteminin kurulması ve uygulanmasına yönelik kararlılığı ve desteği □ Operasyonel kademeden stratejik kademeye kadar tüm akademik ve idari kadroda güçlü bir kurum kültürü ve memnuniyeti olması, kurum misyon ve vizyonunun benimsenmesi ve kalite güvence sistemi oluşturma çabalarına özverili bir şekilde katılmaları □ Kurumun eğitim, araştırma, yönetsel faaliyetlerin planlanmasında iç ve dış paydaşların görüşlerini alması □ Kurumun ulusal sıralama kuruluş listelerinde yer alma başarısı ve uluslararası sıralama kuruluş listelerinde yer

Universities

ABDULLAH GÜL ÜNİVERSİTESİ

Strengths | Areas for Furth

Areas for Further Development in Institutional Feedback Report

Universities	Year		
ABDULLAH GÜL ÜNİVERSİTESİ	2016	**Quality Assurance System**	□ Kalite süreçlerinin tüm akademik ve idari birimlerde yaygınlaştırılması, kurum kültürü haline getirilmesi □ Kurumun, araştırma, eğitim, yönetim düzeni ve topluma katkı süreçleri ile idari ve yönetsel süreçlerin tümünde işletilen kendine özgü ölçme, izleme, değerlendirme ve iyileştirme sistematiği olsa da, yazılı ve tanımlı "Sürekli İyileştirme Döngüsünü" 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 aşamalarının açık olarak ifade edilmesi □ Birimler tarafından hazırlanan/hazırlanacak olan stratejik planların kurumun stratejik planıyla ilişkilendirilmesi
		Education	□ Program Çıktılarının TYYÇ ile ilişkilendirilmesi, sonuçlarının ölçülmesi, değerlendirilmesi ve web üzerinden kamuoyuna açıklığının sağlanması □ Ders AKTS kredilerinin iş yüküne 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

Higher Education Quality Council
Turkey