

SUPPLEMENTARY REPORT ON QUALITY ASSURANCE IN DISTANCE EDUCATION

ÇANAKKALE ONSEKİZ MART UNIVERSITY

2020



1. Mission and Strategic Goals

Çanakkale18 Mart University, which has undergone significant changes since its establishment in 1992 and was initially established with 12 academic units, as of today, provides service with 50,732 students and 3,000 academic and administrative staff including 4d administrative personnel on an area of approximately 340.000 m2 closed - 5.000.000 m2 open area comprising the Graduate Education Institute including 4 institutes, 18 faculties, 4 colleges, 13 higher education vocational schools, 43 research and application centers.

We are swiftly realizing our objectives in order to become the best university in the region and the Balkans by basing the education and training system on research and practice. We continue our work with great endeavor and care in order to be a Research University and to represent our country in the best way. We are also aware that good planning is extremely important in terms of both using resources more efficiently and institutionalization in order for this growth to be healthy, to be carried out together with continuous development and to build innovations on solid foundations.

In this context, basing on the "Eleventh Development Plan" published in the Official Gazette dated 23.07.2019 and numbered 30840 as well as other top policy documents, it is aimed to carry out studies to develop entrepreneurship in the higher education system, to implement university-industry cooperation projects and policies regarding intellectual, industrial and property rights, to accomplish the digital transformation research program, to disseminate financial literacy education, to give importance to R&D studies and to carry out joint studies with NGOs.

In our University's 2018-2022 Strategic Plan, the strategic goal number 2 has been specified as "Providing Quality Education and Training Activities". The strategic objective 2.2 under this goal includes the expression "Improving the quality of education and training programs". Under this objective, in the strategy numbered 2.2.4. the expression of "opening new distance education programs within the scope of undergraduate and graduate programs" appears.

ÇOMÜ 2021-2025 Strategic Plan has also been prepared in accordance with the objectives set in the development plan, with the ownership of the senior management and with the broad engagement of our internal and external stakeholders at all levels. Our goals that will shape the next 5 years have been determined as developing R&D, innovation and entrepreneurship activities, increasing the quality of education and training activities, developing services for the benefit of society and the environment, improving institutional recognition, and strengthening institutionalization.

Within this scope, our Vision & Mission **have been highlighted** in ÇOMÜ 2021-2025 Strategic Plan as follows:

Our Vision;

"To be a quality-oriented and innovative university"

which trains pioneer and entrepreneurial individuals in their field, produces R&D-oriented, practical, multi-disciplinary and project-based research, develops sustainable relations with its stakeholders.

Our Mission;

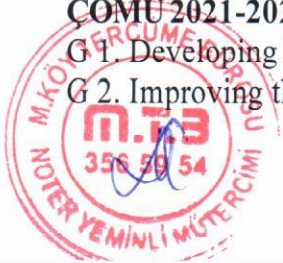
"To be a strong university in the international arena"

which aims quality-oriented development and is research-based with its libertarian, innovative and entrepreneurial aspects..

COMU 2021-2025 Strategic Goals

G 1. Developing R&D, Innovation Activities

G 2. Improving the Quality of Education and Training Activities



- G 3. Developing Services for the Utility of Community and Environment
G 4. Developing Institutional Recognition and Strengthening Institutionalization

ÇOMU 2021-2025 Strategic Objectives

- O1.1. Increasing academic skills, qualifications and capacity to conduct effective research
- O1.2. Developing infrastructure and opportunities for research and innovation
- O1.3. Increasing scientific, entrepreneurial and innovative outputs that generate added value
- O2.1. Improving quality of educational & training activities
- O2.2. Enhancing quality of educational & training activities
- O2.3. Continuously improving the quality of Distance Education activities
- O2.3. Developing the educational and instructive qualities of the instructors
- O2.4. Advancing learning desire, capacity and satisfaction of students
- O3.1. Improving the quantity and quality of community services
- O3.2. Developing sustainable projects and practices for the benefit of the environment
- O4.1. Expanding institutional visibility
- O4.2. Increasing accessibility to scientific outputs
- O4.3. Protecting, developing and maintaining the institutional culture
- O4.4. Improving in-house satisfaction, communication and cooperation

Based on **the decision numbered 01 of the senate meeting numbered 18 dated 20/08/2020**, our university **decided to switch to the 'Combined Education Model'** (40% distance, 60% face-to-face), and **subsequently, based on the decision numbered 03 of the senate meeting numbered 21, dated 08/09/2020**, it has completely switched to **'Distance Education'** with all its possibilities.

As can be seen above, the mission and vision of our university have been updated in our university's 2021-2025 Strategic Plan. Within the framework of this new strategic plan of our university and its goal of being a research university candidate, continuous improvement studies are given great importance in every field. In this context, “within the framework of **“G2. Improving the Quality of Education and Training Activities”**, which is reflected as one of the main strategic goals in the 2021-2025 Strategic Plan of our university, also strategic objectives of O1.2. Developing infrastructure and opportunities for research and innovation, **“O2.2. Enhancing quality of educational & training activities, O2.3. Continuously improving the quality of Distance Education activities, O2.3. Developing the educational and instructive qualities of the instructors, O2.4. Advancing learning desire, capacity and satisfaction of students”** has been taken into consideration particularly in a way to include the distance education processes in the scope of continuous improvement, and our two units that manage this process in this direction, **ÇOMU Distance Education Research and Application Center and ÇOMU Information Processing Department have developed the 'Distance Education Quality Assurance Policy' by taking into account the quality assurance policy and strategic objectives of our university.** The distance education quality assurance policy prepared by the Distance Education Research and Application Center and the IT Department, taking into account the Quality Assurance Policy of our University, is open to all stakeholders. It can be accessed via the following web pages: Information Technologies Department <https://bidb.comu.edu.tr/kalite/uzaktan-egitim-politikamiz> and the Distance Education Research and Application Center <http://comuzem.comu.edu.tr/kalite-guvencesi/comuzem-kalitepolitikasi-r22.html>.

Distance education studies of our university continue to be carried out in cooperation with COMUZEM (ÇOMU Distance Education Research and Application Center) and ÇOMU Computer Center. Within the scope of COMUZEM, 7 postgraduate departments continue their activities as distance education, apart from this, in undergraduate departments, in appropriate faculties such as Atatürk's Principles and History of Revolution, Use of Basic Information Technologies, Turkish Language, and Foreign Language especially being in the first place, 12 common courses are given with Distance Education Method. Even before the Covid-19 pandemic, Thesis Defense Exams and Thesis

Monitoring Committee (TIK/TMC) meetings have been able to be held via video conference system. In addition, various certified or non-certified courses are also offered as distance education. While COMUZEM carries out all these activities through Moodle **LMS Open Access E-Learning Portal**, **Adobe Connect** and **UIMS**, our Information Technologies Department conducts distance education course and exam processes through **UIMS and Microsoft Teams, Microsoft Stream and Microsoft Office Forms** during the pandemic. COMUZEM and our IT Department are always there for our students and academic staff with online live support, as well as providing services by e-mail and telephone regarding the technical problems experienced by our students. 200-300 e-mail applications are positively concluded by our Stakeholders per day. Distance education related training, informative presentations and videos are prepared for all our stakeholders (instructors and students) and shared on the relevant web pages and institutional e-mails of our stakeholders. By dint of the feedback given to both of our units, all necessary actions are taken by the relevant technical personnel, and all important administrative decisions within the scope of the feedbacks and CoHE decisions are quickly reflected in the decisions of our university rector and our university's senate within the framework of organizational agility.

DISTANCE EDUCATION CENTER ACTIVITIES

Our center plays an active role in the following activities within structure of our university:

- Carrying out Distance Education Non-Thesis Master's programs online within the structure of our university's institutes,
- Implementing thesis defense exams and thesis monitoring committee meetings within the body of the Graduate Education Institute of our university via video conference system,
- Giving the common compulsory courses at the undergraduate level of our university via distance education,
- Creating infrastructure for seminars and meetings to be held online,
- Opening online certificate programs and creating infrastructure of them

Consequently, within the scope of the strategic plan regarding distance and coeducational education processes, practices covering all units and areas in line with strategic goals and objectives are monitored systematically and in accordance with the internal quality assurance system of the institution. All performance indicators related to distance education processes are monitored systematically and in accordance with the internal quality assurance system of the institution. As a result of unavailable opportunities, especially since the pandemic process of 2020 adversely affected the current situation in our province also meetings could not be held with external stakeholders efficiently, however, since the mature and sustainable practices made to realize the strategic goals and objectives of our university has been adopted by the entire institution, this situation were reflected very positively in the results of the surveys conducted on internal stakeholders and in the student satisfaction surveys. The results obtained are evaluated together with internal and external stakeholders as much as possible under the pandemic conditions and used in decision-making, and actions regarding performance management are taken with the necessary agility. Indeed, this is due to the fact that our university was chosen as the second university that implements "Distance Education" best, and this situation was even reflected in the national news.



Mission, vision, strategic goals and objectives

Maturity Level: The mature and sustainable practices made to realize the strategic goals and objectives within the scope of the strategic plan regarding the distance/co-educational processes have been adopted throughout the institution, the institution has many unique and innovative applications in this regard, and some of these applications are taken as an example by other institutions.

Evidenceⁱ

kanıt 01.pptx kanıt
02.ppt
COMÜ 2021-2025 Stratejik Plan.doc
SENATO KARAR.pdf

Quality assurance, education, research and development, social contribution and management system policies

Maturity Level: In line with the distance education policies, applications which are mature, sustainable that adopted are by the entire institution have been developed. These are taken as a basis in decision-making processes regarding distance education. Among these applications, there are many institution-specific and innovative applications, and some of the applications are taken as an example by other institutions.

Evidenceⁱⁱ

kanıt 001.ppt kanıt
002.pptx
COMUZEM Uzaktan Eğitim Kalite Güvence Politikası.doc
COMÜ Bilgi İşlem Daire Başkanlığı Uzaktan Eğitim Kalite Güvencesi.doc Rİ
MER.docx
UZAKTAN EĞİTİM DE EN BAŞARILI ÜNİVERSİTE.doc
cooid19-e-bulten.doc SENATO
KARARLARI.pdf
Çevrimiçi kariyer günleri.doc Paydaşlara
Yönelik Eğitim.doc

Institutional performance management

Maturity Level: A mature and sustainable institutional performance management has been fully adopted in line with institutional goals for distance education processes. There are institution-specific and innovative applications, and some of the applications are taken as an example by other institutions.



Evidenceⁱⁱⁱ

- kanıt 0001.pptx
- kanıt 0002.ppt
- bilgiislemdairebaskanligi.png
- RİMER..docx
- 2019-2020 Memnuniyet.pdf
- ComuzemFaaliyet.pdf
- 2020-12-11 at 11.48.19.jpeg
- 2020-12-11 at 11.49.26.jpeg
- 2020-12-11 at 11.52.35.jpeg
- 2019 YÖK KARNE.pdf
- ÇOMÜ 2019 KİDR.pdf
- ÇOMÜ 2019 YÖKAK Göstergeler Raporu.pdf e-
- bulten.doc
- ÇOMÜ Stratejik Plan.doc
- ÇOMÜ Tüm Paydaşlara Açık Uzaktan Eğitim İstatistikleri.doc



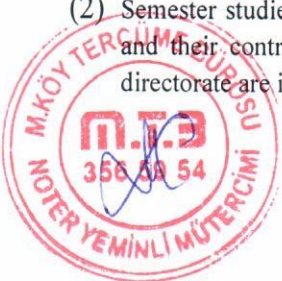
The design of the programs carried out by the institution was made in accordance with the aims and learning outcomes of the curricula. The qualifications of the programs are defined based on the Turkish Qualifications Framework for Higher Education (TQF-HETR). With the participation of the stakeholders, the practices regarding the design and approval of the programs are systematically monitored and actions are taken by evaluating them together with the stakeholders. The educational policy and strategic objectives of the institution are evaluated at the beginning and end of each academic year in each academic unit, together with stakeholder. Our academic units receive internal and external stakeholder opinions and suggestions through meetings and surveys. Necessary regulations are submitted to the University Senate during the year. The goals and outputs of all programs and the practices covering all areas related to their TQF-HETR compliance are systematically monitored and our academic units evaluated them together with their stakeholders and take actions. Particularly in distance education, the process of program design and approval is made with a proposal to CoHE, based on our senate decisions, within the scope of the relevant issues of the legislation. This process is exemplified as follows:

Opening of Distance Education Non-Thesis Master's Programs

- (1) Distance education graduate programs are opened with the recommendation of the Graduate School, the approval of the Graduate School Board, the decision of the Senate and the approval of the Higher Education Council.
- (2) Relevant Departments in the Graduate School of Education, which plan to open a master degree distance education non-thesis program, receive support from UZEM in the process of preparing their application files.
- (3) The design of the course contents of the programs that are planned to be opened or are being carried out is made according to the principles specified in the content and forms developed by UZEM.
- (4) The authorization of academic members (instructors, lecturers) to open courses and upload content in the distance education system is given by UZEM.
- (5) In the process of preparing the application file of the new programs to be opened within the framework of the criteria for opening a graduate program determined by the Council of Higher Education, at least the first four-week syllabus of the course content prepared by the instructor who will conduct the course.
 - a) Online events (live lectures, chat, survey, question-answer, e-exam applications, etc.)
 - b) Offline activities (presentations, documents, videos, assessment-evaluation activities, etc.) are designed and developed and made accessible in the distance education system.
- (6) Following the course content in the prepared application file is uploaded to the distance education system, its suitability is evaluated by UZEM.
- (7) The entire course content is made accessible by the relevant instructor on the distance education system by designing and developing it at least one month before the week it will be applied.

Assessment and Evaluation

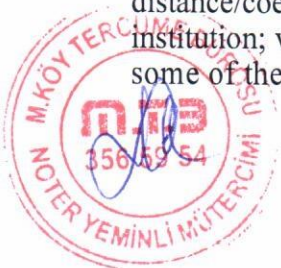
- (1) In distance education programs, at least one midterm and one final exam are held on the dates specified in the academic calendar each semester.
- (2) Semester studies of any course (homework, practice, quiz, midterm exam, etc.) course success measurement methods and their contribution to the success grade are published on UZEYS by the lecturer and the UZEM and Institute directorate are informed about the subject.



- (3) Midterm, quiz, homework and application are made unsupervised, in an electronic environment over UBYS or an infrastructure used by UZEM, which offers an equivalent use, in accordance with the procedures determined by UZEM.
- (4) Final, resit and single-course exams are held as a central exam under supervision in ÇOMÜ units, in accordance with the procedures determined by the Institute's administrative board. However, in cases of emergency (epidemic, etc.), Final exams, resit exams, single course exams, can also be carried out unsupervised by the decision of the Board of Directors of the Institute over UBYS or a technological infrastructure that offers an equivalent use and is used by UZEM.
- (5) The effect of course success measurement methods such as midterm exams or quizzes that replace midterm exams, homework, etc., on general success cannot be more than 20%. The effect of the final exam, which is conducted under supervision or unsupervised by the decision of the Institute administration, for extraordinary reasons (epidemic, etc.), cannot be more than 80% on the overall success.
- (6) In the calculation of the student's success grade, the level of success shown in the semester studies of that course and the grade he received from the final exam at the end of the semester are evaluated by the lecturer/instructor in charge of the course according to the success table determined in the ÇOMÜ Graduate Education Regulations.
- (7) Students who fail the final exams or who cannot attend the exam due to their excuses can take the resit exams of the relevant courses. In the evaluation of the success grade, the resit exam grade replaces the final exam grade.
- (8) Only unsuccessful students who fail the relevant course with a letter grade of FF can take the resit exam.
- (9) Where and how the exams shall be held is decided by the Institute Administrative Board upon the recommendation of UZEM.
- (10) Distance education non-thesis master's program students who have only one course left at the end of their course process are given the right to take a single course exam, provided that they fulfill the attendance requirement, should they apply in writing to the Graduate Education Institute and their request is approved. Students take a single course exam on the dates determined by the institute board of directors.
- (11) In order to be considered successful in a course, the pass mark grade of that course is required to be at least CC.
- (12) A student who fails to prepare his/her project in the semester he/she takes the Project Course and does not submit it to the institute and/or does not take the "Project Defense Exam" is considered unsuccessful in that course.
- (13) Conducting and evaluation of non-central exams is the responsibility of the relevant unit. The application method, place, date, staff and duration of these exams are determined and announced by the unit.
- (14) Organization and conduct of central exams is the responsibility of UZEM. It is essential that the exam questions are prepared and supervised by the academic members conducting the course.
- (15) Works and procedures related to assessment-evaluation are carried out according to the application principles of the relevant unit where the student is registered.

Design and Approval of the Programs

Maturity Level: Sustainable and mature practices regarding the design and approval of distance/coed programs with the engagement of stakeholders have been adopted throughout the institution; within this scope the institution has several specific and innovative applications and some of these applications are taken as an example by other institutions.



Evidence^{iv}

- [senato kararları..pdf](#)
- [Programların Tasarımı Onay13 Kanıt.doc](#)

Assessment and Evaluation

Maturity Level: In distance/coed programs, the assessment and evaluation system, designed in line with institutional goals and sustainably, has been adopted throughout the institution. The institution has several specific and innovative applications within this scope, and some of these applications are taken as an example by other institutions.

Evidence^v

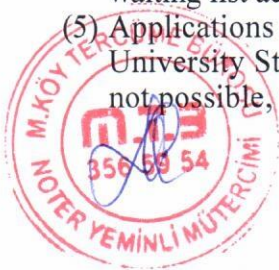
- [8.9.2020 tarihli senato kararı.pdf](#)
- [Ölçeme ve Değerlendirme 3 Kanıt.doc](#)

2. Student Admission and Development

ÇOMÜ has set clear criteria for student admissions, defined and published application principles for the recognition and certification of diplomas, degrees and other qualifications. (<http://ogrenciisleri.comu.edu.tr/>). Recognition and crediting of student admission and prior learning (Knowledge and skills acquired through formal education, non-formal education and free learning) as well as findings from practices related to student admission, the recognition and crediting of prior learning are systematically monitored and evaluated together with the stakeholders, and actions are taken according to the results of the monitoring. All processes are defined and the problems that arise in the applications are evaluated by the Senate with the proposals of the relevant academic units. Stakeholders are informed by means of the departments' own web pages, on our quality web page and on the student affairs web page. (<http://ogrenciisleri.comu.edu.tr/>). The findings obtained from the applications regarding the recognition and certification of diplomas, degrees and other qualifications are evaluated. These evaluations and related processes are identified and announced on the web pages. There are regulations for placement and applications in terms of central placement, undergraduate and external transfer, double major, minor, exchange programs, erasmus+ etc. (<http://ogrenciisleri.comu.edu.tr/>). Although stakeholder opinions are important in this regard, their contributions are limited, especially since external stakeholders do not have sufficient technical knowledge.

Quotas, Evaluation of Applications and Student Admission

- (1) Within the scope of the Council of Higher Education resolution, the quota and conditions for students to be admitted to Distance Education Non-Thesis Master's Programs are announced before the beginning of the academic year, with the proposal of the EABD/EASD presidency, the decision of the Institute Board and the approval of the Senate.
- (2) In order to apply to the distance education non-thesis master's program, candidates are required have an undergraduate diploma (a bachelor's degree) approved by the EABD/EASD and acknowledged by the Graduate School(Institute) Administrative Board.
- (3) The success evaluation grade in the admission of students to the distance education non-thesis master's program is made according to the undergraduate graduation grade among the candidates who apply to the distance education program.
- (4) Candidates equal to the number of announced quotas are published on the Institute website for final registration. Should the quota from the main list not filled, registration is taken from the waiting list according to the success order on the announced day and time.
- (5) Applications are made by uploading the necessary documents to the Çanakkale Onsekiz Mart University Student Information System on the dates specified in the academic calendar, and if not possible, they are sent to the Graduate Education Institute by mail or e-mail.



- (6) The admission results of the Distance Education Non-Thesis Master's programs are finalized by the decision of the Graduate School Administrative Board and announced on the Graduate Education Institute website.
- (7) The registrations of the candidates who are entitled to be students are made on the dates specified in the Academic Calendar.
- (8) Documents/Papers required for final registration are announced on the institute website together with the "Application Calendar".
- (9) Candidates complete their final registration by submitting the required documents for registration to the Graduate School of Education in due time or uploading them to the Student Information System. Candidates who do not fulfill their final registration within the deadline lose their right to register, regardless of their excuses.
- (10) Students who complete the final registration process must register for the course between the re-registration dates specified in the academic calendar.

Diploma

- (1) The graduation of the student who is successful in the term project evaluation presentation and/or exams and delivered a Spiral Bound project and an electronically recorded CD to the institute within two months following the term project evaluation presentation and/or exam date, is discussed at the Graduate School Administrative Board. The student is entitled to receive a non-thesis master's degree with the decision of the Graduate School Administrative Board. Otherwise, graduation procedures are not carried out.
- (2) On the non-thesis master's diploma, the approved name of the program in the EABD/EASD branch followed by the student is written.
- (3) Graduation date, diploma number and T.R. identification number is also written. Along with the diploma, a transcript of the courses taken throughout the program is submitted to the graduate.

Recognition and certification of diplomas, degrees and other qualifications

Maturity Level: The findings obtained from the practices related to the recognition and certification of diplomas, degrees and other qualifications obtained through distance/coed procedures are systematically monitored and evaluated together with the stakeholders, and actions are taken according to the monitoring results.

Evidence^{vi}

- Yeterliliklerin Tanınması 3 kanıt.doc
- Senato Kararı.pdf

3. Student-Centered Learning, Instructing and Assessment

Based on the **decision numbered 01 of the senate meeting numbered 18 dated 20/08/2020**, our university **decided to switch to the 'Combined Education Model' (40% distance, 60% face-to-face)**, and **then, based on the decision numbered 03 of the senate meeting numbered 21, dated 08/09/2020**, it has completely switched to **'Distance Education'** with all its possibilities. Our university's senate has taken all the necessary actions in the above-mentioned senate meetings in order to make student-centered learning, measurement and evaluation in distance and combined education, and to approach this situation more sensitively, especially in pandemic conditions.



Implementation of Distance Education

- ## Conducting Lessons

- (b) The recording of the academic year.

(7) Asynchronous learning materials are uploaded to UZEYS weekly by the instructor who gives the course.

(8) Students attend the instructions to be held synchronously through a virtual classroom provided by UZEM at the intervals specified in the weekly curriculum.

(9) Students can access weekly lecture notes in digital format via UZEYS, which they can download to their personal computers.

(10) The live class process is recorded by the instructor, and the students who take the course can access the course recordings on the internet page of the course in the distance education system later on. These archives are kept accessible throughout the semester until the course grades are announced.

(11) At the beginning of the semester, the instructor gives preliminary information to the students who take the course on how and when they will access the distance education system by e-mail and text message. When entering the system, students use the student number, e-mail account and password that has been given by Çanakkale Onsekiz Mart University during registration to the program.

(12) The compatibility of the content of distance education courses with distance education techniques and the execution of the process are coordinated by the Graduate Education Institute and UZEM. Upon request of the Institute, training and technical support regarding the use of these communication tools is provided to the academic members and students by UZEM.

Assessment and Evaluation

(1) In distance education programs, at least one midterm and one final exam are held on the dates specified in the academic calendar each semester.

(2) Semester studies of any course (homework/assignments, practice/applications, quiz, midterm exam, etc.) course success measurement methods and their contribution to the success grade are published in UZEYS by the academic member giving the course so that the UZEM and Institute directorate are informed about the subject.

(3) Midterm, quiz, assignment and application/practice are held unsupervised, in an electronic environment over UIMS or an infrastructure used by UZEM, which offers an equivalent use, in accordance with the procedures determined by UZEM.

(4) Exams can be held in the form of an online exam consisting of multiple choice, open-ended, fill-in-the-blank, true-false questions or as homework/assignment submission, in line with the instructor's preference.

(5) Exam dates are announced to students on the UZEM website.

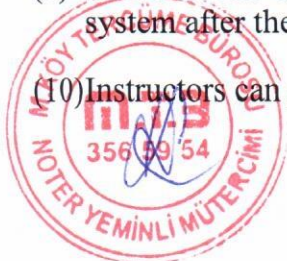
(6) The directives regarding the implementation of the exams are shared with the students prior to the exams. Illustrated information notes help students prepare for exam applications.

(7) A flexible exam application duration is implemented thereby considering the special circumstances of the students.

(8) Students can take the exams by accessing the pages of their courses on the UZEM website.

(9) Students can access their exam results and homework/assignment evaluations through the system after the exam.

(10) Instructors can give feedback to students at the end of the exam.



Student Feedback

- Students can reach the instructor who gives the course through the education management system and UIMS.
- Each student can reach system administrators on the education management system.
- Students can use e-mail, forum and message systems as feedback mechanisms.
- Instant replies are given to messages sent by students via the instant message section of the educational management system.
- In line with the requests from the students, updates regarding the courses can be made with the approval of the instructor.
- Students are able to reach information technology and UZEM by e-mails and phones.
- 200-300 mails are concluded daily.
- The IT Department has live student support online.
- Instructors and students are constantly informed if required.

Instructing methods and techniques (Active, interdisciplinary study, interactive, research/learning focused)

Maturity Level: Mature practices/applications regarding teaching methods and techniques carried out in line with institutional purposes and sustainably in distance/co-educational processes have been adopted throughout the institution, the institution has several and innovative practices/applications within this scope, and some of these practices/applications are taken as an example by other institutions.

Evidence^{vii}

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- [kanıt 2.ppt](#)
- [dersve_o1_dev-eklemepdf.pdf](#)
- [Uzem.pdf](#)
- [Sınav Oluşturma.doc](#)
- [kariyer günleri.doc](#)
- [Paydaşlara Açık Uzaktan Eğitim İstatistikleri.doc](#)
- [ComuzemFaliyet.pdf](#)
- [SENATO.pdf](#)

Assessment and evaluation (such as using alternative measurement methods and techniques differentiated according to the characteristics and learning levels of the students)

Maturity Level: Findings obtained from mature practices related to student-centered assessment and evaluation in distance/coed programs are systematically monitored and actions are taken by evaluating the results of the monitoring together with the stakeholders.

Evidence^{viii}

- [08.09.2020 tarihli karar.pdf](#)
- [uzaktanogretimsurecleri.png](#)



Student feedbacks (Course-academic member-program-general satisfaction surveys, request and suggestion systems)

Maturity Level: Mature practices regarding receiving student feedback, which are carried out in line with institutional purposes and sustainably for distance/co-educational processes, have been adopted throughout the institution, and the institution has several specific and innovative applications/practices within this scope, and some of these applications/practices are taken as an example by other institutions.

Evidence^{ix}

- [2019-2020 Memnuniyet..pdf](#)
- [UZAKTAN EĞİTİM DE EN BAŞARILI ÜNİVERSİTE..doc](#)
- [kanit 1.pptx](#)
- [bilgiislem.png](#)
- [rimer.docx](#)
- [COMUZEM İLETİŞİM.doc](#)

4. Academic Members/Instructors

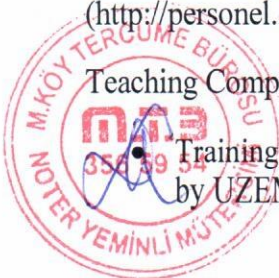
The following issues are of great importance regarding both all academic member and students: technical and pedagogical competencies of the instructors for distance/co-educational processes, user manuals and videos prepared by the Information Technologies Department and COMUZEM, sending all necessary online documents to the e-mails of the instructors, providing online education, trainings organized by COMUZEM within the scope of increasing the competencies of the instructors providing distance education, and the 24/7 service of the Information Technologies Department to enhance the competencies of both students and academics in the relevant field and the application of an open door policy. Especially in this sense, continuity is ensured in the development of competencies, and these activities are monitored by the relevant units and our rectorate, feedback is taken into account, and a continuous improvement-oriented system is developed by operating the decision mechanism when necessary. The institution acts fairly and openly in all processes related to the recruitment, appointment, promotion and course assignment of faculty members. Various opportunities are offered to continuously improve the education and training competencies of the instructors. Appointment, promotion and assignment criteria defined for all areas of the institution and known by the stakeholders are applied and used in decision-making (recruitment, appointment, promotion of education-teaching staff, and course assignments, etc.). However, the results of these practices are unable to be monitored. Our academic appointment and promotion criteria have been announced and implemented. (<http://personel.comu.edu.tr/mevzuatlar/akademik-kadro-atama-kriterleri.html>). Defined criteria are identified for the instructors who come to the institution to lecture externally.

(<http://personel.comu.edu.tr/>). The findings obtained from the practices carried out to improve the teaching competence of the academic members of the institution are systematically monitored and actions are taken by evaluating the monitoring results together with the stakeholders. Several applications have been made within the education faculty, project coordination center, continuous education center, and distance education center and information technology department regarding the training of educators.

(<http://egitim.comu.edu.tr/>, <http://proje.comu.edu.tr/>, <http://sem.comu.edu.tr/>). The distance education performance of the education cadre can be followed through UIMS and Microsoft teams. In addition, it can be monitored with annual activity reports and appointment-promotion criteria. (<http://personel.comu.edu.tr/mevzuatlar/akademikkadro-atama-kriterleri.html>).

Teaching Competence

• Trainings for instructors who teach or will teach in the distance education system are organized by UZEM:



- The training provided includes the following topics:
 - Introduction to the learning management system
 - Access to the course page Asynchronous resource sharing
 - Use of student access mechanisms through forums, messages and similar means
 - Use of the concurrent course system
 - Evaluating the exam results and notifying the student
- Apart from face-to-face training, informative texts and videos are shared with the instructors through the distance education system.

Example of Education Given to Instructors: Learning Resources

- In distance education non-thesis master's programs, live classes are carried through the Adobe Connect system.
- In distance education non-thesis master's programs, the sharing of asynchronous resources, the implementation of exams and the organization of student groups are managed through the Moodle teaching management system.
- There is a possibility of diversity in the resources shared through the teaching management system (video, presentation, book, article, document, picture, survey, etc.).
- Students can also access posts academic members via UIMS.
- Students utilize the library services of our University free of charge and online
- Shared resources (video, presentation, book, SCORM, etc.) are provided to the access of students throughout the semester.

Our academic members contribute to these processes by attending the internal stakeholder meetings.

Teaching competence (Active learning, assessment and evaluation, innovative approaches, material development, competence acquisition and quality assurance system)

Maturity Level: Sustainable and mature /applications regarding the development of teaching competencies of the instructors involved in distance/co-ed processes in line with institutional purposes have been adopted throughout the institution; and the institution has several specific and innovative practices/applications within this scope, and some of these practices/applications are taken as an example by other institutions.

Evidence^x

- Öğretim Elemanlarına Yönelik Eğitim.doc
- uzaktanogretimsurecleri-5.png
- ders-ve-o İ dev-eklemepdf.pdf
- UzemKilavuz.pdf



- [Sınav Oluşturma ve Sınav Güvenliği.doc](#)
- [Öğretim Elemanlarının Kalite Güvencesi Eğitimleri.doc](#)
- [uzaktanogretim.png](#)
- [örnek.doc](#)

5. Learning Resources

While COMUZEM carries out its activities through Moodle LMS Open Access E-Learning Portal, Adobe Connect and UIMS, our Information Technologies Department manages distance education course and exam processes through ÜYBS and Microsoft Teams, Microsoft Stream and Microsoft Forms during the pandemic. In this sense, student access to presentation, word, pdf, video and similar learning resources is effectuated through the websites of these programs with their own username and password and with the course code. Instructors and students are directed to online trainings for the use of the relevant programs, and user manuals are sent to their e-mails by. In addition, students have the opportunity to access many databases and online books through our library with their off-campus access passwords.

Learning Resources

Maturity Level: Accessible learning resources of appropriate quantity and quality in all units of the institution for distance/co-educational activities are managed sustainably in line with institutional goals; and the institution has several specific and innovative practices/applications within this scope, and some of these practices/applications are taken as an example by other institutions.

Evidence^{xi}

- [Öğrenme Kaynakları 7 Kanıt.doc](#)

Barrier-free university

Maturity Level: The findings obtained from the barrier-free distance/co-education practices/applications provided in all units of the institution are systematically monitored and actions are taken by evaluating the results of the monitoring together with the stakeholders.

Evidence^{xii}

- [Engelsiz ÇOMÜ Öğrenci Birimi Eğitimde Fırsat Eşitliği Yönergesi.doc](#)
- [Engelsiz Üniversite.ppt](#)

Guidance, psychological counseling and career services

Maturity Level: Guidance, psychological counseling and career services in quality and quantity in line with the distance/co-education services provided in all units of the institution are managed in a sustainable manner in line with institutional goals; the institution has several specific and innovative applications within this scope, and some of these applications are taken as an example by other institutions.

Evidence^{xiii}

- [Rehberlik ve Psikolojik Danışmanlık 5 Kanıt.doc](#)

6. Monitoring and updating the programs



In the institution, the outputs of all programs are monitored systematically (annual and periodically at the end of the program period) and in line with institutional goals (education-training policy and goals). These monitoring results are evaluated together with the stakeholders and updates are made. In addition, the teaching plans are updated in the May Senate of each year when necessary. Defined processes for monitoring the programs have been announced. They have been announced on the website of the Department of Student Affairs (<http://ogrencisleri.comu.edu.tr/>) They are also monitored through annual activity reports, Institution internal evaluation reports and self-evaluation reports. (<http://kalite.comu.edu.tr/>). We have a system that monitors the course achievements, Bologna data and performances of the programs. (<https://ubys.comu.edu.tr/>) Their results are also publicly released. The social contribution of the program monitoring and updating studies is monitored by the graduate tracking coordinatorship. (<http://omik.comu.edu.tr/>) In order to apply for accreditation, the Quality Commission holds meetings covering all academic units. (<http://kalite.comu.edu.tr/>). English preparatory education is carried out through the School of Foreign Languages. (<http://ydyo.comu.edu.tr/>). Some of our practices and applications given in evidence have been taken as an example by some other higher education institutions.

Monitoring and updating program outputs (including language education programs in preparatory schools)

Maturity Level: Sustainable monitoring of all distance/coed program outputs in line with institutional goals is ensured; and the institution has several specific and innovative practices/applications within this scope, and some of these practices/applications are taken as an example by other institutions.

Evidence^{xiv}

Programların İzlenmesine Yönelik kanıt 10 Kanıt.doc SENATO
KARAR..pdf



1. Structure of Management and Administrative Units

The processes required for the healthy functioning of the distance education system and its integration with formal processes have been described in detail in the previous chapters. The necessary human resources and organizational structure in academic and administrative terms have been provided at a sufficient level and efforts are carried through to strengthen our cadre within the scope of continuous improvement.

Process Management

Maturity Level: The process management model, which is compatible with the strategic goals and covers all areas, has been adopted and assured throughout the institution with sustainable and mature practices and applications; in this regard, the institution has several specific and innovative applications and practices and some of them are taken as an example by other institutions.

Evidence^{xv}

- [kanıt 0.ppt](#)
- [kant 0.pptx](#)
- [mezun.ppt](#)
- [e-bülten.doc](#)
- [Uzem faaliyet.pdf](#)
- [2019-2020 Memnunyt.pdf](#)
- [2019 Göstergeler Raporu.pdf](#)
- [2019 KARNE.pdf](#)
- [Uzaktan Eğitim Anket.pdf](#)
- [kararlar.pdf](#)
- [Stratejik Plan.doc](#)
- [UZEM Uzaktan Eğitim Kalite Güvence Politikası.doc](#)
- [Bilgi İşlem Daire Başkanlığı Uzaktan Eğitim Kalite Güvencesi.doc](#)
- [Sınav Güvenliği.doc](#)
- [Engelsiz ÇOMÜ.ppt](#)
- [kariyer gün.doc](#)
- [Öğretim Elemanı Eğitim.doc](#)
- [Kalite Güvencesi Eğitimleri.doc](#)
- [2020-12-11 a.jpeg](#)
- [2020-12-11 at.jpeg](#)
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- [Uzm.pdf](#)
- [ornek.doc](#)
- [rmer.docx](#)

2. Information Management System

Information security and reliability

- UZEM has previously been accredited by obtaining a quality certificate in this regard. All personal data recorded digitally by the IT Department during the distance education process are stored, processed and preserved within the scope of the Personal Data Protection Law No. 6698 and within the framework of international academic and ethical standards.



- Only authorized instructors and students can access course information and content within the scope of distance education.

- Our University's Department of Information Technologies has been certified with TS EN ISO 27001:2013 Information Security Management System since 2018. In addition, our department has started TS EN ISO 9001:2015 Certification studies. The main theme of TS EN ISO 27001:2013 Information Security Management System includes the following issues: Demonstrating that information security management is provided within human, infrastructure, software, hardware, user information, organization information, third party information and financial resources in Çanakkale Onsekiz Mart University Information Processing Department, ensuring risk management, measuring information security management process performance and ensuring the regulation of relations with third parties on information security-related matters.

In this line, the purpose of our BGYS/ISMS Policy covers:

- To protect the information assets of Çanakkale Onsekiz Mart University Information Technologies Department against all kinds of threats that may occur knowingly or unknowingly, from inside or outside, to ensure accessibility to information as necessary through business processes, to meet legal requirements, to work towards continuous improvement.,
- To ensure the continuity of the three basic elements of the Information Security Management System in all activities carried out:
 - **Confidentiality:** Preventing unauthorized access to important information,
 - **Integrity:** Demonstrating the accuracy and integrity of the information.
 - **Accessibility:** Demonstrating the accessibility of information when necessary by those with authorization,
- To deal with the security of not only the data kept in electronic environment, but also all data in written, printed, oral and similar media.
- To raise awareness by giving Information Security Management trainings to all personnel, to report all actual or suspicious vulnerabilities in Information Security to the ISMS Team and to ensure that they are investigated by the ISMS Team
- Preparing, maintaining and testing business continuity plans,
- To determine the existing risks by making periodic evaluations on Information Security, to review and follow the action plans as a result of the evaluations,
- To prevent all kinds of disputes and conflicts of interest that may arise from contracts,
- To meet business requirements for information accessibility and information systems.

Information security and reliability

Maturity Level: The security and reliability of information within the distance/co-education processes have been adopted and secured with sustainable and mature practices/ applications and in this regard, the institution has several specific and innovative applications and practices and some of them are taken as an example by other institutions

Evidence^{xvi}

- COMÜBİDBİLGİGÜVENLİĞİVEKALİTE.doc
- WhatsApp Image 2020-12-15 at 18.03.52.jpeg



evidence 01.pptx
 evidence 02.ppt
 COMU 2021-2025 Strategic Plan.doc
 SENATE DECISION.pdf
 * evidence 001.ppt
 evidence 002.pptx
 COMUZEM Distance Education Quality Assurance Policy.doc
 COMU IT Department Distance Education Quality Assurance.doc
 RİMER.docx
 THE MOST SUCCESSFUL UNIVERSITY IN DISTANCE EDUCATION.doc
 covid19-e-bulten.doc
 SENATE DECISION.pdf
 Online career days.doc
 Stakeholder Education.doc
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 infoprocesdepartment.png
 RİMER.docx
 2019-2020 Satisfaction.pdf
 ComuzemActivity.pdf
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 2020-12-11 at 11.49.26.jpeg
 2020-12-11 at 11.52.35.jpeg
 2019 CoHE REPORTCARD.pdf
 * Senate resolutions.pdf
 Approval of Design of Programs 3 Evidence.doc
 * Senate resolution dated 8.9.2020.pdf
 Assessment and Evaluation 3 Evidence.doc
 * Recognition of Qualifications 3 evidence.doc
 Senate resolution.pdf
 * Evidence 1.pptx
 Evidence 2.ppt
 Lecture-assignment-additionpdf.pdf
 Uzem.pdf
 Exam Creation.doc
 career days.doc
 Distance Education Statistics Open to Stakeholders.doc
 ComuzemActivity.pdf
 SENATE.pdf
 * Resolution dated 08.09.2020.pdf
 distanceeducationprocesses.png
 * Satisfaction.pdf
 THE MOST SUCCESSFUL UNIVERSITY IN DISTANCE EDUCATION.doc
 evidence 1.pptx
 infoproces.png
 rimer.docx
 COMUZEM CONTACT.doc
 * Education for Teaching Staff.doc
 distance educationprocesses-5.png
 Lecture-assignment-additionpdf.pdf
 Uzemguide.pdf
 * Learning Resources 7 Evidence.doc
 * Barrier-Free COMU Student Unit Equal Opportunity Directive in Education.doc
 Barrier-Free University.ppt
 * psychological counselling and guidance evidences5.doc
 * Evidence 10 Evidence for Monitoring Programs.doc
 SENATE RESOLUTION.pdf
 * evidences0.ppt
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 graduate.ppt
 e-bulletin.doc
 Uzem activity.pdf
 2019-2020 Satisfaction.pdf
 2019 Indicators Report.pdf
 2019 KARNE.pdf
 Distance Education Survey.pdf
 decisions.pdf
 Strategic Plan.doc
 UZEM Distance Education Quality Assurance Policy.doc
 Department of Information Technologies Distance Education Quality Assurance.doc
 Exam Security.doc
 Barrier-Free COMU.ppt
 career day.doc
 Instructor Education.doc
 Quality Assurance Training.doc
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 lectureandassignmentaddedpdf.pdf
 uzem.pdf
 example.doc
 rmer.docx
 * COMU BIDB INFORMATION SECURITY AND QUALITY.doc
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This is to certify that the above
 translation from Turkish in to *English*
 is correct and authentic with the original
 Translator Officially Sworn by
 Public Notaries and Courts
 Tülay Yavuz



I endorse that this translation hereby has been made
 from *Turkish* *English* TULAY YAVUZ, daughter
 of Necip and one of the employees of MECIDIYEKÖY
 TRANSLATION BUREAU, at the address of
 Büyükdere Cad. No 60/4 Mecidiyeköy / İstanbul