

INSTITUTIONAL MONITORING REPORT

ÇANAKKALE ONSEKİZ MART UNIVERSITY

Monitoring Team

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INTRODUCTION

In this report, the evaluations made through the online monitoring visit held on 16 December 2020 are presented in terms of the issues that were indicated as open to improvement in the institutional evaluation of Çanakkale Onsekiz Mart University (ÇOMU) in 2017.

In the report; firstly, the evaluation in respect of the improvement areas that emerged as a result of the previous external evaluation is briefly summarized, then the evaluations of the improvement works that have been or are being carried out are presented, and finally, a brief evaluation is made regarding the distance education applications.

We wish that the results obtained as a result of this institutional monitoring study will guide the dissemination of quality culture and continuous improvement endeavors in the University.



QUALITY ASSURANCE SYSTEM

In the general evaluation made previously in 2017, it was observed that while determining the vision and mission, Institution executed a process in which the engagement of external stakeholders is very limited, however; both the top management of the University and the boards related to the quality management process were determined to establish a quality assurance system at the University in line with the determined mission, vision and strategic goals. In this year's monitoring visit, it has been observed that this assertiveness continued with an increasing motivation. In parallel with this assertiveness, it has been understood that the Institution continues its activities by ensuring stakeholder engagement at all levels in line with its goal of becoming a research university.

In the Report KGB dated 2018, it was emphasized that the strategic objectives of the Institution should be defined more clearly and in line with the actual situation, and that these objectives and the activities carried out at the University should be in parallel. In addition, it was stated that although the Institution had a declared quality policy, there were deficiencies in the internal evaluation processes determined to evaluate the extent to which the Institution has achieved its mission and strategic objectives, and that there were some inadequacies in monitoring performance indicators. During this year's monitoring visit it has been understood that the quality assurance system is fully established. The quality policy of the Institution has been announced and the mission, vision, strategic goals and objectives of ÇOMÜ have been defined in the Strategic Plan covering the years 2018-2022 and the revision of the strategic plan, which shall cover the years 2021-2025, has been initiated. In parallel, it has been understood that all units of the Institution have adopted the strategic plan objectives and monitored their own performances in this means. It has been observed that these practices have been systematic practices, in accordance with the internal quality assurance system of the institution, and the necessary stakeholder engagement in these processes has been ensured.

In this year's monitoring visit, it has been understood that the University's mission definition aims to carry out applied, project-oriented and multi-disciplinary research in scientific studies and to aim at social sciences, especially archeology and tourism, within the framework of its location and historical characteristics of the region. In line with this definition, the University's relations with the business world have improved and applied education has been emphasized.

In this year's monitoring visit it has been observed that, in all processes, including education and training processes, the majority of academic and administrative units operate the "plan - do - check - take action (PDCT) cycle and they regularly monitor the implementation and performance of the unit strategic plans they have prepared in accordance with the University's strategic plan, using the necessary performance indicators. It has been observed that significant progress has been made in the widespread internalization of quality awareness by all units, and various award and honoring mechanisms are being operated in line with the internalization of quality awareness by all units. However, it has been determined that the control-take action dimensions of the PDCA cycle should be operated in all units.

It has been observed that important steps have been taken in the Faculty of Medicine since 2017, the date the institutional evaluation was made, and extensive and sufficient attempts were made within the Faculty to establish quality awareness and achieve the expected outputs. It has been understood that the PUKO cycle was closed annually in the Faculty of Medicine, accreditation was obtained, and serious improvements have been made regarding distance education. It has been understood that the Faculty of Medicine's developmental aspects in respect of being a 3rd stage health institution, which were previously pointed out in the institutional external evaluation carried out in 2017, was improved.

In the monitoring evaluation, it was seen that important efforts were made to include the members of the Quality Commission, all faculty, administrative staff and students, as well as external stakeholders in the quality process and that the quality culture was becoming increasingly widespread in the University.



EDUCATION AND TRAINING

In the general evaluation made three years ago, it was stated that the University started to carry out its educational activities in a way that it followed through the regulations and directives, including the Bologna criteria and the NQF-HETR, but the fact that that adjustment process had not yet been completed in all units was considered as an open area for improvement. In this year's monitoring, it has been observed that compliance with the NQF-HETR process has become widespread in all units of the Institution.

In the previous external evaluation, it was seen that the university is moving to a student workload-based credit value (ECTS) system, but the actual workload of students needed to be determined through various assessments and evaluations, and the transition to the ECTS system was not internalized with the same maturity in all units. In this year's monitoring evaluation, it has been observed that the student workload application in all units of the Institution has been systematically monitored and the monitoring results are evaluated together with the stakeholders and actions are taken. It has been determined as a positive side that, workloads (ECTS), weekly course hours, credits and workload distributions are calculated for programs at all levels, efforts are made to internalize them in all units, and efforts are made to spread them throughout the institution with an occupancy of around 80% at the university level, and these efforts tend to continue increasingly.

In the general evaluation made three years ago, it was pointed out that for the evaluation of the extent to which the training programs have achieved the program objectives, there was no mechanism for obtaining information other than the questionnaires, which was an open to improvement aspect. In this year's monitoring, it has been observed that the Institution regularly receives, evaluates and monitors student questionnaires at all levels and in each unit, in line with its strategic objectives and in a sustainable manner. However, an exemplary application of the Institution regarding the "taking action" step of the PDCA cycle based on student feedback has not been observed.

In the general evaluation made three years ago, the fact that internal and external stakeholder engagement was not extended throughout the University in determining the educational objectives of the programs and in the design of the curriculum was pointed out as an open side for improvement. This year's monitoring evaluation demonstrated evidence of stakeholder comments on that issue for a number of programs. The program accreditations received and at the application stage are the most important proof of this. However, there is a need for implementation of control and action studies in order to ensure the criteria for monitoring and updating of the programs in order to make sure that all programs meet their educational goals and meet the needs of students and society.

During this visit, it has been observed that the initiatives initiated by the University in line with the objectives of improving the relations of the University with the Balkan Geography and making ÇOMU a university preferred by the Balkan students, as indicated in the previous institutional evaluation report, blossom forth. It has been stated that agreements were made with the Balkan countries, distance education was given to the students in the distance education process and there has been diploma equivalency. It has been perceived that in the last 5 years, great efforts have been made to recruit students from the Balkan geography (especially Albania), and that 2500-3000 students from 10 Balkan countries are studying at ÇOMU. On the other hand, it has been apparent from the web page of the institution that several international agreements were made. Important steps have been taken towards internationalization, and in line with the target of 10,000 international students, 2052 students from 65 countries have been able to study at ÇOMU. These developments have been considered as positive developments.

In the general evaluation made three years ago, it was considered as an open to improvement aspect that some arrangements should be made to facilitate the mobility of disabled students in different campuses and buildings with the scattered structure of the University. In this year's monitoring, it has been perceived that aiming to increase the level of student satisfaction in educational activities, the University has created an "Equal Opportunity Directive in Education for Students with Special Needs" and has appointed a mentor from the barrier-free ÇOMU unit for each disabled student. Plenty of activities were held at the University, trails, classrooms, toilets, elevators and direction signs for the disabled were completed in many campuses. Efforts are being made to increase library resources for the disabled. All these studies have been considered as positive developments.



In the previous institutional evaluation made in 2017, it was stated that program accreditation studies were initiated in some units of the Institution, but that such studies did not become widespread throughout the institution, as an open side for improvement. In this year's monitoring, it has been revealed that 3 programs (Environmental Engineering, Survey Engineering I. and II. Education and Medicine Faculty) were accredited in 2019, and the accreditation processes in other programs (Food Engineering, Computer Engineering, English Language Teaching) is in progress. It has been stated that accreditation studies are in the preparation stage throughout the units, and that they are preparing the self-evaluation reports of the programs, but an important obstacle at this point is the accreditation fees. This assertiveness seen in the Institution's Top Management on program accreditation has come to the fore as a positive development within the framework of the establishment of the quality assurance system in education and training.

In the general evaluation made three years ago, it was evaluated that some unit students far from the Central Campus could not benefit enough from the library services, and that especially the Medical Faculty students, who had to do intensive reading, had difficulties in terms of reading rooms, which was an aspect open to improvement. In this year's monitoring, it has been understood that the electronic resources of the Central Library were increased; however, no evidence has been found that reading rooms have been increased.

In the general evaluation made three years ago, it was pointed out that "student life, career and alumni (graduate) coordinatorship" and "alumni information system" were created at the University, but the graduates were not being followed up enough and their contribution to the development and improvement of education programs could not be ensured and that was as an open to improvement aspect. During the monitoring visit this year, it has been understood that the "Student Life Career and Alumni Coordinatorship" and "Alumni Information System" were established at the University, 3,000 graduates were registered with this system, and 35,000 students were contacted via social media. It has been evaluated that the Institution has made significant progress in communication with alumni and that developments shall carry the Institution to a better point in the coming years.

Diplomas have been given to students who have graduated from the university by electronic signature as of January 2020. Necessary regulation and directive changes have been made on the subject. Student certificate, transcript, student disciplinary document, student course content report and teaching plan reports were forwarded by electronic request. In 2020, graduate activities started to be carried out by the Graduate Education Institute by merger of all institutes. Thesis defenses have started to be made online at the Graduate Education Institute. Undergraduate transfer and international student admissions and evaluations are made and evaluated electronically. All these progresses have been considered as positive developments.

In order to increase the quality of education and training at all levels of the University, the institution has 48 students do doctorates within the scope of the 100/2000 CoHE program. The number of students in this program is a significant number in terms of increasing university-industry cooperation and is one of the prominent positive aspects of the institution.

In the general evaluation made three years ago, the importance of continuing the "training of educators" activities, which would contribute to the development of the education staff, was pointed out. In this year's monitoring, it has been determined that within the scope of the student-centered education activities of the Institution, trainings are provided by the Faculty of Education, Project Coordination Center and Continuing Education Center, where various practices are carried out in order to increase the teaching competence of the instructors and especially on the training of educators.

In the previous external evaluation, it was pointed out that the level of student satisfaction in the academic student counseling system was at the highest level, but there was a need for improvement in the monitoring method established for measuring the level of student satisfaction. In the monitoring carried out this year, it has been observed that the academic counseling practices in the Institution have been systematically monitored and the results of the monitoring activities have evaluated together with the stakeholders, and actions have been being taken, and the PDCA cycle has been adopted and implemented by all units.



RESEARCH AND DEVELOPMENT

In the institutional external evaluation made in 2017, it was pointed out that there are inadequacies in the monitoring and evaluation of research outputs in terms of scientific and social impact under the title of research and development, and that criteria should be developed and used in this direction. During this year's monitoring visit, it has been determined that the research outputs have been given importance in terms of social impact and patents, and the research performance has been monitored by various indicators by the University's Project Coordination Center, BAP unit, Revolving Fund Accounting and Patent Unit. Meanwhile, it has been understood that the performance indicators used in the preparation of documents such as the Strategic Plan, the Annual Report, and the Self-Evaluation Report have been also utilized.

It has been stated that different categories such as "advanced research project, industry cooperation project, instant support project" are defined in SRP (Scientific Research Project -BAP) supports in order to improve the scientific and social effects of research outputs, publication criteria that are required to be met for different categories are set, and the continuity of research support is dependent on the provision of publication criteria. In this context, it has been understood that research supports are provided by the university SRP Unit, SRP supports are increased, congress participation support is also provided, and the criterion of "making a project" has been added to the academic appointment and promotion criteria, on the condition of publishing in quality journals (such as Q1-Q2) thus an impression has been received that in this way the top management constantly endeavors to keep the morale and motivation of the researchers high. The University Administration states that they have started to see the positive results of these efforts, and the major proof of this is that they ranked second after Istanbul University under the title of "invention, utility model and design" in the 2019 University Report Card evaluation with 69 patent applications made in 2019. These developments have been evaluated as significant improvements.

In the general evaluation made three years ago, the development of criteria for the monitoring and evaluation of research outputs in terms of scientific and social impact was considered as an aspect of the institution that is open to improvement. In this year's monitoring, the efforts to ensure that the research outputs are for social benefit have been considered very positively and it has been seen that they should continue increasingly.

It has been understood that significant improvements have been made in the development and evaluation of the research competence of the academic members in the institution. It was learned that visits were organized to the business world with Technopark in order to bring the business world and academicians together, trainings were given to the instructors in this direction, important collaborations were developed, especially with the food (dairy) sector, and Technopark endeavored to encourage the instructors to develop products. The fact that a Facebook station will be established in Technopark has been noted as an important development. In addition, it has been stated that an important capacity has been created in the Technopark in terms of game programs.

In the field of energy, cooperation with Balıkesir University, by benefiting from the support of the South Marmara Development Agency, has been considered a positive development. Similarly, the fact that Kale Aviation Company and the Physics Department shall initiate joint research has been considered as an important development. It was expressed that graduate education was organized in the factories of Kale Group and Doğaş Company, that the demands of environmental industrial organizations were answered with the non-thesis master's programs opened. All these are considered as positive developments in respect of enhancing the research potential of the Institution.

It has been perceived that surveys were applied to evaluate the research competency of the instructors, the performance of the academic members has been started to be monitored through Avesis and UBYs, the number of publications, citations, projects, patents and inventions have been monitored dynamically, and the appointment and promotion criteria updated in 2020 has been used as another monitoring mechanism. All these have been considered as positive developments.

In the previous institutional external evaluation, it was stated that "in the framework of the strategic plan of the Institution, efforts to promote research and development activities that can generate value and turn into social benefit should be focused on areas that are compatible with academic priorities, rather than in all research areas". In this year's monitoring evaluation, it has been understood that academic priorities have

started to be established in the newly prepared ÇOMU 2021-2025 Strategic Plan and research has been directed to these areas. The best example of this beginning is the determination of the research topics and scopes of the postgraduate theses in line with the needs of the industrial institutions established in Çanakkale. Ayrıca, 2021-In addition, it has been emphasized that during the preparation of the 2021-2025 Strategic Plan, academic priorities are being established according to the needs of the 11th Development Plan, the Regional Development Agency and other regional institutions. It has been stated that although there are significant developments in receiving research support from national sources, the desired level of international support is not yet at the desired level, and support is aimed at several times the current situation under the title of international support.

In the previous institutional evaluation, the ratio of the number of faculty members/research assistants to be approximately 2/1 was found to be insufficient and the low number of research assistants was pointed out as an aspect open to improvement. In the evaluation made this year, it has been clearly revealed that there has been a reverse development; with 979 faculty members and 390 research assistants, it has been observed that the ratio has been reversed and has appeared to be 3/1. Although there is a relatively balanced situation among the academic members, it is seen that for Institution, increasing the number of research assistants is an aspect open to improvement.

In the previous institutional review, the need for regular review of research performance and the Institution's adequacy in meeting research objectives was highlighted as an area for improvement. In the monitoring evaluation made this year, it has been understood that significant developments were recorded in this aspect, the Institution's Strategic Plan has continued its renewal efforts in this context, and the key performance indicator specific to the Institution has been presented as the number of patents. The rapid increase in the number of patent applications of ÇOMU has been regarded as an important development. In the context of this information, it has been observed that the Institution evaluates its own research performance with limited criteria. According to YÖKAK data, the annual number of publications of the institution in the SCI, SSCI and A&HCI indices is 380 based on the year 2017. The publication rate per academic member in the same indexes is 0.4. No significant improvement confirmed in these criteria compared to 2017.

In the previous institutional evaluation, the diversification, increase and dissemination of international cooperation, especially scientific publications, was pointed out as an aspect open to development. In the monitoring evaluation made this year, it has been seen that international initiatives have increased especially in the field of education, the University has international cooperation agreements with higher education institutions from 32 different countries and 27 units have Erasmus agreements. Apart from these, 18 Erasmus KA 2, 1 Erasmus KA 3 and 2 ERASMUS+ YOUTH projects were carried out at the university between 2017-2020. It can be seen that there is a sufficient level of international student mobility in the institution. However, it has been observed that there is still not enough cooperation at the point of internationalization in the field of research. It has been perceived that various information meetings are held to encourage Research Centers and academic staff to use non-university funds, and the Foreign Relations Coordinatorship operates to receive research support abroad. After all, in order for the Institution to achieve the expected internationalization in the field of research, the improvement of the necessary organizational structure and the management of the related processes has been considered as an area open to development.



MANAGEMENT SYSTEM

In the institutional external evaluation, the fact that the University had not yet established the planning performance related resource allocation to the desired extent was pointed out as an area open to development. During the monitoring visit this year, it has been seen that the physical, technical and financial resources are managed in a sustainable way in line with the corporate objectives (social contribution targets and strategy), and the relevant practices of the institution are appropriate and valid. The distribution of all resources, especially financial resources, on the basis of research performance has been noted as a considerable development.

In the previous external evaluation, the issue of developing non-integrated automation programs in a way that allows integration and instant performance evaluation was determined as an open area for improvement. In the monitoring conducted this year, it has been perceived that in 2018, the University switched to an information system integrated with the University Information Management System (UIMS) which was established by the University and that the system, which includes 35 modules, is working efficiently.

As stated in the Education and Training Section, the function of the established Alumni Information System needs to be expanded. It has been evaluated that stakeholder engagement to be achieved in this way is important in terms of quality process management.

In the previous institutional external evaluation carried out in 2017, the need to improve the sports opportunities provided to students was pointed out. During this year's visit, it has been gathered that an outdoor sports field was created next to the Faculty of Engineering, the Indoor Sports Hall of the Faculty of Education was put into use, a fitness center and an archery field were established, tennis courts were built on the Terzioğlu Campus, carpet field and basketball court were brought to Ezine Vocational School of Higher Education, open-air sports fields were built in Yenice Vocational School of Higher Education, a swimming pool and sauna were built in Dardanos Campus, and improvements were made in the beach and sports areas of Dardanos Campus. These developments have been evaluated as extremely positive developments.

In the institutional external evaluation carried out in 2017, the inadequacy of the administrative staff was identified as a phenomenon that was felt in almost all units and increased the workload. During the monitoring visit this year, it has been determined that there has been no positive development in the number of administrative personnel and that the number has decreased. However, it has been learned that the institution tried to overcome the problem of personnel shortage by the centralization of accounting-related transactions and the digitalization of many processes.



DISTANCE EDUCATION

By the end of 2019, the Covid-19 virus pandemic period started in the world and in our country in March 2020, and the decision regarding universities to switch to distance education was announced by CoHE. In this process, ÇOMU decided to switch to the 'Composed Education Model' (40% distance, 60% face-to-face) in line with the 01 numbered decision of the Senate meeting numbered 18 dated 20/08/2020, and subsequently depending 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. The institution, through distance education, between 23.3.2020 and 30.4.2020, adapted to the process very quickly with the following numbers;

- A total of 8300 synchronous lectures, including 1660 lectures per day,
- Attendance of 29843 students to synchronous lectures
- 7470 online assignments
- Attendance of 1800 academic members/instructors to synchronous lectures

Through the 2020-2021 fall semester, the following number between 5.10.2020-5.11.2020 were recorded:

- 7983 synchronous lectures in total, 1590 lectures per day Attendance of 32451 students in
- synchronous lectures
- 13750 online assignments
- sharing of 58317 course materials per week

In the evaluation of students, the application options (homework, project, research, e-exam) determined by YÖK were left to the preference of the instructors. In the research project and homework options, the instructors analyzed the assignment security using the Turnitin program. Instructors using the Online Exam (e-exam) took security measures such as creating student-specific exam papers, mixing questions and mixing options in online exams. In addition, the instructors were given the opportunity to access log information records at a certain date and time interval, and they were able to monitor information such as which student completed the exam, at what date and at what time, and which options were changed. Students were required to sign an honesty text before the exam. The institution managed the pandemic process very well and gave the courses synchronously or asynchronously without any problems. It has been gathered that the Departments of Information Processing and Student Affairs provided technical support to students 24 hours a day during the distance education process.

It has been understood that before the Covid-19 pandemic, the institution gave the common courses (Ataturk's Principles and History of Revolution, Use of Basic Information Technologies, Turkish Language, Foreign Language) that were ordinarily given in undergraduate programs through the Distance Education Research and Application Center, in some faculties deemed to be appropriate, using the system infrastructure prepared by the center. In addition, it has been observed that 6 non-thesis master's programs are actively carried out through the same center. During the pandemic process, all courses are conducted at "lms.comu.edu.tr" and are also supported by using Microsoft Teams software.

In the student satisfaction survey conducted for the evaluation of the Institution's success in accessing UBYS and connecting to live lessons in the distance education process; While 650,000 questionnaires were answered for the courses, 64% evaluated the success level of the Institution as "very good", 80% as "good" and "very good". The level of success in sharing the materials (books, slides, etc.) suitable for the course objectives was again evaluated as "very good" at a rate of 64%. Consequently, as presented on the Institution's website, ÇOMU ranked second in the ranking of the most successful universities in distance education among the universities in our country. In the light of these data, it has been evaluated that ÇOMU successfully carried out and managed distance education during the pandemic process.



CONCLUSION AND EVALUATION

In the monitoring evaluation, it has been observed that the quality policy of the Institution was reviewed, and in this context, the vision and mission of the Institution and its quality objectives were re-formed. It has been determined that this formation has been announced in all units and has created a serious awareness. It has been understood that the new mission adopted by the Institution has been defined in accordance with its geographical region and the quality policy has been shaped. All these are seen as promising improvements for the development of the Institution.

In the evaluations made according to the external evaluation findings made in 2017, concrete developments has been determined in the following areas:

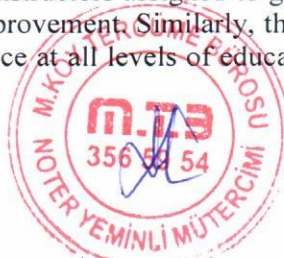
- It has been understood that there are attempts to internalize quality awareness in all units of the Institution.
- In line with the Institution's goal of becoming a research university, stakeholder engagement at all levels has been increased.
- The university's relations with the business world have improved and applied education has been emphasized.
- All units started to implement the unit strategic plans, which were prepared in accordance with the strategic plan of the University.
- It has been understood that the Faculty of Medicine has improved the aspect of being 3rd stage health institution which was open to development
- The initiatives initiated by the University in line with the objectives of improving its relations with the Balkan geography and making ÇOMU a university preferred by Balkan students have yielded results.
- Significant progress has been made in program accreditation and a determination in this area has been observed in the Senior Management.
- The fact that serious efforts are made to ensure that the research outputs are for social benefit has been evaluated positively.
- The distribution of financial resources on the basis of research performance has been noted as a significant development.
- It has been observed that Biga VSHE continues its cooperation with the business world progressively, and the Institution gains momentum by ensuring the participation of external stakeholders in both education and research fields.
- It has been learned that many processes are centralized and digitalization of several processes is carried out at the University.

Along with these positive developments, it has been evaluated that the following issues continue as aspects of the Institution that are open to improvement:

- It has been determined that the control- act (taking action/measures) dimensions of the PDCA cycle should be operated in all units.
- It has been observed that the Institution needs to develop practices related to the "taking action" step of the PDCA cycle based on student feedback.
- It has been evaluated that the Institution has made significant progress in communication with alumni and that progress shall carry the Institution to a better point in the coming years.
- Although there is a balanced situation among academic members up to a point, the need to increase the number of research assistants continues.
- It has been observed that the number of quality publications of the University is not at the desired level and tends to decrease.
- It has been evaluated that the institution's internationalization efforts in the field of research are not yet at an efficient level.

Although it was not indicated in the external evaluation made in 2017, the absence of defined rules in the selection and invitation procedures of the instructors assigned to give lectures to the Institution from outside has been determined as an area open to improvement. Similarly, the lack of support by the SRP unit in order to provide students with research competence at all levels of education has been identified as an open aspect for improvement.

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