

INSTITUTIONAL INTERNAL EVALUATION REPORT

ÇANAKKALE ONSEKİZ MART UNIVERSITY

2020

ABSTRACT

1. Abstract

In this section, basic information about the preparation process of Çanakkale Onsekiz Mart University 2020 Internal Evaluation Report is given. In this context, the Institutional Internal Evaluation Report of our university is a significant report in which we follow our performance monitoring and evaluation studies that show our self-evaluation studies together with the level of maturity. Taking into account the increasing number of public and foundation universities today, gaining sustainable competitive advantage in accordance with the superior competitive conditions of industry 4.0, trying to increase the quality of education and training quantitatively and qualitatively, being at the forefront of entrepreneurial and innovative universities, having institutional accreditation and research the Quality Assurance Commission of the Presidency of our University felt the need to create this Institutional Internal Evaluation Report this year with the aim of becoming one of the universities, as it does every year. ÇOMU Institutional Internal Evaluation Report (IIER) prepared annually by the quality assurance commission of our university in order to monitor and evaluate the annual processes of the institution and to be taken as a basis in the Institutional External Evaluation Program / Institutional Accreditation Program / Monitoring Program processes and published on the website of the quality assurance commission of our university in accordance with our transparent administration approach. The purpose of the preparation of this report is to contribute to the recognition of our university's strengths and openness to development and to the improvement processes. With this report, our rectorate strives to explain how it plans and manages its resources and competencies in the quality assurance system, education and training, research and development, social contribution and management system processes in line with its mission, vision and objectives. In this respect, this report of our university is also shared with stakeholders, with the aim of communicating, disseminating self-evaluation studies and the culture of quality assurance. Throughout the preparation process of the report, transparency in the work of the quality commission, process management, training and information meetings were also held. Thus, attempts were set forth to convey how monitoring and improvements are carried out on the basis of processes related to the IIER version 2.1 criteria throughout our university, and what are the strong and open areas for improvement in the internal quality assurance system. This IIER (Self-Evaluation Report) has been prepared with the aim to express Çanakkale Onsekiz Mart University's Quality Assurance, Education-Training, Research-Development, Social Contribution, Institutional Governance quality in line with the feedback obtained from internal and external stakeholders, to increase our quality assurance practices in higher education and to evaluate the strategic requirements that need to be implemented in order to keep up with the rapid changes that take place as well. The strengths and weaknesses revealed by this report are examined by the administration, and necessary updates are made within the means and within the budget by taking actions in this regard. That is why this report is not expected to identify or solve all of its problems, but it is intended to be used as one of the important guides for continuous improvement. Within this framework, the main purpose of this report is to make meaningful contributions to the sustainable competitive advantage of our university by increasing our regional preference through making evaluations in line with aligning our university with the competitive conditions of today and the future. The information submitted in this document covers the academic and administrative units of Çanakkale Onsekiz Mart University. This document has been prepared by the relevant members of the Rectorate's Quality Assurance Commission by taking into account the suggestions of willing internal and external stakeholders.

INFORMATION ABOUT THE INSTITUTION

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Çanakkale Onsekiz Mart University, which was established on July 3, 1992 within the scope of law numbered 3837, started its education life through Çanakkale Education Faculty, Çanakkale Vocational School and Biga Vocational School transferred from Trakya University in the 1992-1993 academic year. In 1993-1994 academic year, Faculty of Arts and Sciences, School of Tourism Management and Hotel Management and Health Services Vocational School of Higher Education, Biga Faculty of Economics and Administrative Sciences, Ayvacık, Bayramiç, Çan, Ezine, Gelibolu and Yenice Vocational Schools Higher Education; in 1994-1995 academic year Institute of Science and Social Sciences, Faculty of Agriculture, Aquaculture, Theology and Engineering-Architecture; in 1995-1996 academic year, School of Health and Faculty of Fine Arts; in 1996-1997 academic year, Gökçeada Vocational School of Higher Education; in 1998-1999 academic year, Gökçeada Vocational School of Higher Education and Physical Education and Sports School; in 2000-2001 academic year Lâpseki Vocational School of Higher Education and Faculty of Medicine commenced their academic education. In 2008-2009 academic year, Gökçeada School of Applied Sciences; in 2009-2010 academic year Foreign Languages School of Higher Education; in the 2010-2011 academic year, the Institute of Educational Sciences, the Institute of Health Sciences, the Faculty of Communication and the Applied Sciences School of Higher Education started academic education and training. Together with Faculty of Architecture and Design, Faculty of Economics and Administrative Sciences (converted to Faculty of Political Sciences in 2016) and Çanakkale Vocational School of Social Sciences and Çanakkale School of Applied Sciences established in 2013, Marine Technologies Vocational School of Higher Education and Faculty of Dentistry established in 2015 with the decision of the Council of Ministers, Biga Faculty of Applied Sciences Faculty of Sport Sciences and finally Faculty of Health Sciences, many academic units were opened in the course of time within structure of our university.

Our main campus is Hüseyin Akif Terzioğlu Campus, located on the 1st km of Çanakkale-İzmir highway. Many faculties, colleges and units of our university are settled in Terzioğlu

Campus. The campus is short of just a few hundred meters from the sea, with its back to Radar Hill, buried in the forests, in a position of very exclusive natural beauty. Our Anafartalar Campus, located in the city center of Çanakkale, essentially hosts the Faculty of Education, State Conservatory. This campus exhibits one of the best examples of the city-university embracement. In our Dardanos Campus, which is another significant campus of our university, we have no school building, and the area attracts notice with its application and practice areas. In addition, the main social facilities of ÇOMU are in this campus. The campus, where the forest and the sea are intertwined, also embodies the remains of the ancient city of Dardanos. Our fourth campus situated in the city center is Sarıcaeli, which is located on the Çanakkale-Bursa Highway. Our Technopark activities and the practices of the Faculty of Agriculture proceed this area. Çanakkale Martyrs, our newly established fifth campus on the Çanakkale-Bursa Highway, houses the Faculty of Theology and İÇDAŞ Congress Center of the Faculty of Theology. Our Faculty of Dentistry in Kepez and some units in the Nedime Hanım campus are located in the city center. In addition, there are Astrophysics Research Center and Ulupınar Observatory on the Radar Hill, which is at the peak of the hillside where Terzioğlu Campus is located. The observatory has a powerful telescope that occupies an important place in world literature. Apart from these, in Biga there is Ağaköy Campus, where Biga Faculty of Economics and Administrative Sciences, Biga School of Applied Sciences and Biga Vocational School of Higher Education are located. In addition, we have campuses in Biga, Ayvacık, Bayramiç, Çan, Ezine (Yahya Çavuş Campus), Yenice, Lâpseki, Gelibolu and Gökçeada, generally established under the name of our Schools of Higher Education and Vocational Schools of Higher Education.

Çanakkale has a special and privileged place in Turkey where we write history as a nation. In a sense, it is the preface of our national struggle and our Republic. Since establishment of our university in 1992, our students have experienced a peaceful and trusting discipleship period in this precious city with this spirit. Besides such a potential, Çanakkale Onsekiz Mart University is an institution that undertakes to carry out activities sensitive to historical, cultural and touristic values such as the Battles of Çanakkale, Assos, Troy, the Dardanelles, Kaz (Ida) Mountains. In addition to education and training, ÇOMU successfully represents our country in the international arena with its research and application activities, and provides new and continuous contributions to our city in social, cultural and scientific aspects. Our University, which has undertaken as a duty to entegrate itself with its city and society, reflect the product of its scientific activities as a quality service, and lead our country to reach more contemporary levels, continues its efforts at full speed for the development of a new and dynamic generation. Our university is growing rapidly with the aim of incorporating students from all over the world, priorly our own students and then Balkan students, within the responsibility and effort of a university worthy of our ancestors, in these lands which changed the streaming of world history and whose significance grows day by day. As ÇOMU, our goal is to be a quality-oriented, constantly developing, researching and innovative university in terms of both staff and students. To this end, efforts are made to ensure the development of our university in the most efficient way with the resources provided and our own revenues raised every year. Developing and also contributing to the development of local dynamics, as ÇOMU, our goal is to become a world university by increasing our institutional performance to higher levels every year, in line with the mission and responsibilities we undertake, with the efforts of academic and administrative staff. As of 31.12.2020, our university provides services in approximately 471.000 m² closed area and 5.000.000 m² open area, including 118.376 graduates, 48.132 students, 2052 international students, 1870 academic staff, and 2.181 (including 4d) administrative staff. There are 23 campuses affiliated to our university of which 9 of them are in the city center and 14 of them are in the districts. As of 31.12.2020, our University continues its academic activities with 1 Postgraduate Education Institute, 18 Faculties, 4 Schools of Higher Education, 13 Vocational Schools Higher Education, 45 Application and Research Centers. In the administrative structure of the Rectorate, there are 8

Departments, 3 University Department Chairs and there are 12 Coordinatorships under the General Secretariat of our University. After the External Evaluation we entered in 2017, all our academic units were asked to do their own strategic plans in line with the Strategic Plan of our University, plan them for five years, consider the Unit Internal Evaluation Reports that they shall prepare every year by making their annual evaluations in the PDCA cycle, especially with the aspects that are open to improvement, as targeted, achieved and open to improvement aspects.

Following the external evaluation process of YÖKAK (Turkish Higher Education Quality Council) in 2016, the The Strategic Plan of our university passed through two important updates, fiistly, during the rectorship of our master Prof. Dr. Yücel ACER as (2018-2022), and then after our master Prof. Dr. Sedat MURAT was appointed as the Rector of Çanakkale Onsekiz Mart University in April 2019 as (2021-2025). Our Honorable Rector has set two new and important goals for our University. The first of these is to become a «Research University Candidate», the second is to accelerate the program accreditation studies in all fields on the one hand, and to receive «Institutional Accreditation» on the other hand. In line with these two important goals, efforts to revise our Strategic Plan covering the years 2018-2022, have proceeded as covering the years 2021-2025. Within this scope, the last two Strategic Plans of our university have been updated through transparent and multi-participant meetings in which participation of all willing internal and external stakeholders were ensured within the framework of corporate governance standards. In particular, the last strategic plan of our university, the new vision, mission, strategic goals and objectives and priority areas of our university; the UN Sustainable Development Goals, the Presidency of Republic, the 11th Development Plan, the targets and performance indicators of CoHE, TUBİTAK (The Scientific & Technological Research Council of Turkey) and YÖKAK (Turkish Higher Education Quality Council) and in line with our esteemed rector's research university target; was professionally redesigned in a period of approximately 9 months between 10.10.2019 and 15.07.2020. Our Rector's Office, especially the performance of our university

Our Rectorate ceaselessly monitors the performance of our university throughout the year, especially under the titles of 'quality assurance, education-training, research-development, management system' by means of CoHE Scorecard (University Monitoring and Evaluation Criteria) Performance Indicators, YÖKAK Performance Indicators, TUBİTAK Entrepreneurial and Innovative Performance Indicators, Strategic Plan Performance Indicators, Research University Candidateship Performance , and in addition to these in addition, by adding measurable performance criteria called 'ÇOMU in numbers' and strives to take the necessary actions instantly with an agile management approach in the areas that need improvement.

Moreover, in addition to the Quality Assurance Policy that our University determined in 2016, the PDCA cycle has been being implemented in all our academic and administrative units as well since 2018. Within this period, the strategic plans, performance indicators and aspects that are open to improvement, prepared by all units in accordance with the strategic plan of our university, are monitored annually. At the end of the year, all our units send their reports to the quality unit of our university and concurrently publish them on their own websites. Our Quality Assurance Commission plans, implements and carries out the necessary improvements and actions to be taken in line with these reports. Thus and so, the quality loop or cycle is closed regularly every year. The UMIS-ÜYBS (University Management Information System) Self-Assessment Program System has been established on our university's web page, and program evaluations were requested from all our units with students until May 2020. In this context, 292 out of 378 associate, undergraduate and graduate programs prepared self-evaluation reports. This important information and data stands out as the most essential indicator that the institutional management and quality assurance policies implemented in our university are spread throughout the institution and that studies are conducted throughout the university regarding program accreditation.

A. QUALITY ASSURANCE SYSTEM

1. Mission and Strategic Goals

Çanakkale Onsekiz Mart University's strategic plan, quality assurance policy and strategic plans are shared with the public on our website. The annual results of our quality studies are also shared with the public. The maturity level of the mission, vision, strategic goals and objectives of Çanakkale Onsekiz Mart University, and the practices covering all units and areas in line with the strategic goals and objectives within the scope of the strategic plan are monitored systematically and in accordance with the internal quality assurance system of the institution, and are evaluated together with the relevant stakeholders and actions are taken.

Appointed in April 2019, our Rector Prof. Dr. Sedat MURAT has set two new and important targets for our University. The first of these is to become a "Research University Candidate". The second is to accelerate the program accreditation studies in all fields on the one hand, and to receive "Institutional Accreditation" actually on the other hand. In line with these two important targets, our Strategic Plan has been revised to cover the years 2021-2025. In this context, the 2021-2025 Strategic Plan of our university has been updated with transparent and multi-participant meetings in which participation of all willing internal and external stakeholders were ensured.

ÇOMU Quality Assurance Policy

Our university aims to be the best university in its region and to become a strong scientific institution of its country and the world, with a quality-oriented, entrepreneurial and innovative university approach. In line with this goal, the following principles have been adopted:

Increasing the academic skills, qualifications and capacity of human resources to conduct effective research,

Increasing the level of satisfaction in education and training levels,

Developing internationalization studies by increasing number of bilateral cooperation agreements between international students who prefer our university and between our university and foreign universities,

Supporting studies on priority and interdisciplinary research areas for R&D studies in research activities,

Raising our university to the top in national and international academic evaluations,

Supporting activities for institutional accreditation,

Developing the institutional culture,

Strengthening relations with our stakeholders and

Improving the quality of the services offered to the society by our university.

In order to implement, monitor and improve this quality assurance policy, the rectorate of our university has determined the following mission, vision, values, strategic goals and strategic objectives, as well as the performance indicators specified in our strategic plan in detail, as stated in the ÇOMU 2021-2025 Strategic Plan. Çanakkale Onsekiz Mart University marches on the way to become a university with high values, with all the gains it has achieved since its establishment in its precious geography. In this context are values are:

Justice and merit

Involvement

Environmental Awareness

Democratic Participation

Freedom of Thought and Expression

Ethical Behavior

Respect for Universal Values

Respect for Diversity

Entrepreneurship, Innovation and Creativity

Accountability

Collaboration, Solidarity and Sharing

Culture of Quality

Integration with the City

Transparency

Owning our History and Geography

Efficiency

Lifelong Learning

Our Mission is highlighted as;

“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 Vision highlighted as;

“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.

Our university has set it as its primary objective to continue its development based on quality awareness. Within this scope, our aim is to work Çanakkale Onsekiz Mart University up into “the best university in its region in terms of entrepreneurship and innovation”.

ÇOMU 2021-2025 Strategic Goals

- G1.Developing R&D, Innovation Activities
- G2.Improving the Quality of Education and Training Activities
- G3. Developing Services for the Utility of Community and Environment
- G4.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.Developing educational 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

Our Quality Assurance Policy, Values, Mission, Vision, Strategic Goals, Strategic Objectives and Strategic Performance Indicators and Strategic Plan aforementioned have been prepared with the participation of all our willing internal and external stakeholders and are publicly shared on all our related websites. Performance indicators of our Strategic Plan are regularly monitored through surveys we have conducted. Their results are presented on our page. Every year, regular meetings are held with the internal and external stakeholders of our university. All of these are constantly updated and published on our quality assurance website (<http://kalite.comu.edu.tr/>). Our strategic plan and targets are in accordance with Article 4 and Article 9 of the United Nations Sustainable Development Goals, as well as Article 561 of our 11th Development Plan. Performance indicators and key performance indicators have been determined in respect of all areas. Monitoring of these indicators is done systematically. Performance indicators are monitored and reported via UMIS-UYBS Self-Assessment System, University Information Management System Institutional Evaluation Analysis, AVES and the web page of Library and Documentation Department. These evaluations are measured by questionnaires. In addition, the latest strategic plan of our university, the new mission, vision, values, strategic goals and objectives and priority areas of our university have been redesigned in line with the UN Sustainable Development Goals, the Presidency of Republic, the 11th Development Plan, the targets and performance indicators of CoHE (YÖK), TÜBİTAK and YÖKAK, as well as the research university target of our esteemed rector. Our Rectorate continuously monitors the performance of our university throughout the year by adding measurable performance criteria called 'ÇOMU in numbers', in addition to COHE Scorecard Performance Indicators, YÖKAK Performance Indicators, TÜBİTAK Entrepreneurial and Innovative Performance Indicators, Strategic Plan Performance Indicators, Research University Candidacy Performance Indicators and instantly tries to take the necessary actions in the areas that need improvement with an agile management approach. Since 2018, the PDCA cycle has been implemented in all our units. In this process, all units annually monitor their strategic plans, performance indicators and aspects that are open to improvement, which they have prepared in accordance with the strategic plan of our university, and performs the necessary improvements. Our Quality Assurance Commission plans and implements the actions to be taken and the improvements to be made in line with the reports received from the units. Thus and so, the PDCA loop or cycle is regularly closed every year. In 2019, the UMIS-ÜYBS Self-Assessment Program System was set-up on our university's web page, and program evaluations were requested from all our units until May 2020. In this context, self-evaluation reports are prepared by sub-committees established by the heads of relevant departments in 378 associate, undergraduate and graduate programs. In our university, **292 programs** in total (associate degree, undergraduate and graduate programs) prepared their self-evaluation report. Within this scope, regarding programs which are defined in UMIS- ÜYBS, **86 out of 101 associate degree programs with a 85% occupancy success rate, 75 out of 97 undergraduate programs with a 77% occupancy success rate, 97 out of 133 master's programs with a 73% occupancy success rate, and 34 out of 47 doctoral programs with a 72% occupancy success rate** completed their self-evaluation reports in a statistically significant way. All of these reports were uploaded to UMIS-ÜYBS and shared on the unit websites. This high occupancy rate in the self-evaluation reports is the most important indicator that quality assurance processes in higher education are internalized in all units and departments of our university, and program accreditation and institutional accreditation studies are carried out. Even our programs that do not have students yet, despite not having any obligation in order to make their preparations more comprehensive and qualified, prepare the strategic plan, unit internal evaluation reports and self-evaluation reports and send them to the quality commission by e-mail. In addition, provided that these e-mails are taken into account, **the rate of self-evaluation reports** prepared at the undergraduate level reaches **85%**.

We have education and training (including distance education), research and development, social contribution and management system policies which have the features deemed to be for quality assurance policy. The effects of these policy statements reflected on practices can also be seen. How the performance indicators are related has been defined above, thus additionally UMIS-UBYS Performance Indicators and except these performance indicators which are evaluated under the name of 'ÇOMU in numbers' are measured every 6 months and improvements are made over the years according to the results obtained herefrom.

Priorly, in the general evaluation made in 2017, it was determined that both the University top management 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 and in the YÖKAK monitoring carried out in December 2020, it was observed that this determination continued with an increasing motivation. In parallel with this determination, it has been understood that we continue our work by ensuring stakeholder engagement at all levels in line with the goal of becoming a research university.

In addition, during the monitoring visit, it has been understood that our quality system was fully established, the quality policy of the Institution was announced and the mission, vision, strategic goals and objectives of ÇOMU were defined in two Strategic Plans covering the years 2018-2022 and 2021-2025 and additionally all units have adopted the strategic plan objectives and monitored their own performance in this line. It has also been observed that these practices are systematic practices, in accordance with the internal quality assurance system of the institution, and the necessary stakeholder engagement in these processes is ensured, and in this context, there were attemptst to strengthen the ties between the business world and our university with various consultancy, training, projects, publications and protocols. It was understood that the PDCA cycle in the Faculty of Medicine was closed annually, thus accreditation was obtained, and serious improvements were made in respect of distance education, the open to improvement aspects of being a 3rd stage health institution of the Faculty of Medicine, which were pointed out in the institutional external evaluation carried out in 2017, were improved. During the monitoring visit, it was determined that the implementation of the unit strategic plans prepared in accordance with the strategic plan of our university and the performance of the implementation were regularly monitored using the necessary performance indicators. In this context, 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. In brief, Our University's Quality Assurance Policy, related processes, mission, vision statements, strategic plan, strategic goal and strategic performance indicators are defined and known by academic and administrative staff and shared visibly within the institution. This information has been determined with the participation of all internal and external stakeholders who support our institution in such a way that specific to our institution. In order to create a sustainable future specific to our university, these guiding implementation plans are regularly measured during the implementation processes and the necessary improvements are made by our Rectorate Quality Assurance Commission. In this sense, the strategic plan culture and tradition of our University is proven by the strategic plan studies carried out many times with the participation of stakeholders in a sustainable manner. In addition, short/medium-long term goals, objectives, sub-objectives, actions and their timing, prioritization, responsible and financial resources covering the current period were planned. While the current strategic plan was being prepared, the previous one was evaluated with the participation of all willing internal and external stakeholders, and accordingly, new performance indicators were determined and annual realization was tracked, discussed in the relevant committees and necessary precautions were taken. This situation can also be monitored in the 2020 Administration Activity Report. Consequently, in this context, the quality assurance policy of our university in higher education is spread throughout the institution, implemented, monitored and constantly improved through the Quality Assurance Commission and the Quality Assurance Office of our Rectorate. It was seen by our quality assurance commission that all the practices carried out in

line with the strategic goals and objectives of our university were monitored and actions were taken by evaluating them together with the stakeholders, in this sense, the PDCA cycle was closed many times and there were systematic, sustainable practices internalized by the relevant units.

Mission, vision, strategic goals and objectives

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [Kanıt Kurumsal Değerlendirme Analiz.doc](#)
- [Kanıt Sayılarla ÇOMU.docx](#)
- [Kanıt 04.jpeg](#)
- [kanıt 03.doc](#)
- [kanıt 02.doc](#)
- [stratejik-plan-2018-2022.pdf](#)
- [stratejik-plan-2021-2025.pdf](#)
- [2020-idare-faaliyet-raporu.pdf](#)
- [kanıt 01.doc](#)
- [Toplu Kanıt.pdf](#)
- [Uzaktan Eğitimde Kalite Güvencesi.pdf](#)
- [İzleme Kanıt.pdf](#)
- [1796-saglik-hizmet-dispaydas-ust-yazi.pdf](#)
- [2019 YÖK KARNE.pdf](#)
- [Covid 19 e-bülten.pdf](#)
- [Covid 19 pandemi donemi Dersc Değerlendirme Anket Raporu.pdf](#)
- [ÇOMU Performans Göstergeleri.docx](#)
- [Kurumsal Değerlendirme.ppt](#)
- [senato kararları.pdf](#)
- [stratejik plan gzft si için dış paydaş katılımı.pdf](#)
- [Uzaktan Eğitim Anket.pdf](#)
- [comu-kalite-guvence-politikasi.pdf](#)
- [kanıt 5.pptx](#)
- [Akreditasyona Sahip ve Akredite Olacak Programlar.jpeg](#)

Policies of Quality assurance, education and training, research and development, social contribution and management

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [1712-egitimde-puko-dongusu-ornegi-pandemi-surecinde-uza.pdf](#)
- [1713-comu_tip_toplumsal_katki_puko_dongu.pdf](#)
- [1790-arastirma-gelistirme-puko-dongusu.docx](#)
- [kanıt1.doc](#)
- [Toplu Kanıt 1.pdf](#)
- [ÖRNEK PUKÖ 1 v.2.0.pdf](#)
- [yeni öğretim elemanı oryantasyon eğt.pdf](#)
- [kanıt8a.pptx](#)

Institutional performance management

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [Kanıt Kurumsal Değerlendirme Analiz1.doc](#)
- [Kanıt Sayılarla ÇOMU1.docx](#)
- [stratejik-plan-2021-20251.pdf](#)
- [2020-idare-faaliyet-raporu1.pdf](#)
- [Uzaktan Eğitimde Kalite Güvencesi1.pdf](#)
- [2019 KIDR.pdf](#)
- [2019 YÖK KARNE1.pdf](#)
- [ANKET ÖN SONUÇ1.pdf](#)
- [Covid 19 e-bülten1.pdf](#)

- [Covid 19 pandemi donemi Dersc Değerlendirme Anket Raporu 1.pdf](#)
- [ÇOMU Performans Göstergeleri 1.docx](#)
- [Kurumsal Değerlendirme 1.ppt](#)
- [senato kararları 1.pdf](#)
- [Uzaktan Eğitim Anket 1.pdf](#)
- [Örnek İç Kontrol Standartları Eylem Planı v.1.0.pdf](#)
- [Örnek PUKÖ 2 v.1.0.pdf](#)
- [ÖRNEK PUKÖ v.2.0.pdf](#)
- [Verilebilecek Eğitim Listesi.pdf](#)
- [1691-comutf-program-degerlendirme-raporu2020.pdf](#)
- [646-biga-myo-2021-2025-stratejik-eylem-planı.pdf](#)
- [kanıt4.doc](#)
- [kanıt](#)
- [2.doc](#)
- [kanıt](#)
- [3.doc](#)
- [kanıt](#)
- [6.doc](#)
- [kanıt](#)
- [5.doc](#)
- [Toplu Kanıt 2.pdf](#)
- [Kanıt 7.jpeg](#)
- [GRVT1.pdf](#)
- [IAKS1.pdf](#)
- [KHST1.pdf](#)

2. Internal Quality Assurance

Çanakkale Onsekiz Mart University's strategic plan, quality assurance policy and strategic plans are shared with the public on our website. The annual results of our quality studies are also shared with the public. An internal quality assurance system has been established at ÇOMU, and with this system, processes are reviewed and continuously improved. The powers, duties and responsibilities of the Quality Commission are clearly defined, and continuous improvement studies are carried out with a high motivation in order to disseminate the quality culture in the institution. In this regard, posters, communication centers, etc. various sample applications are also available and may be presented as evidence. Detailed information on these issues is also explained in the above title, and more comprehensive Evidence were presented to the relevant external evaluators in December 2020. The quality commission and the quality-oriented organizational structures created to support the commission carry out studies within the scope of systematic and holistic quality management in the institution in line with their powers, duties and responsibilities, and the findings obtained from the practices carried out are monitored and improvements are realized by evaluating the monitoring results. Within this framework, there are seven different commissions. The High Commission's Code of Practice is available. The organizational structure of the commissions, the distribution of work, the distribution of members, the representation of the units respectively, the Advisory Board, the Quality Representatives at the Unit and Department level, and our Internal and External Stakeholder Boards have been determined. Each board held several meetings and events. (<http://kalite.comu.edu.tr/>).

Within ÇOMU, 292 programs have carried out self-evaluation and several additional programs have started to work for accreditation. Internal quality assurance mechanisms and defined processes covering all units and processes of our university are executed systematically within the scope of a holistic quality management approach. The findings

obtained from the implementations are monitored and the results of the monitoring are evaluated together with the stakeholders and improvements are realized. There is also a quality handbook published in this context. Our UMIS system is active in numerous headings. All our academic units have completed their Internal Evaluation Reports for 2019. In addition, 292 academic programs have completed their self-evaluation report for 2019. For the year 2020, all our academic units will complete the Unit Internal Evaluation Reports (IIER) and all our programs shall complete the program self-evaluation reports until the end of June 2021, and shall publish them both on their own web pages and in the UMIS-ÜYBS Self-Evaluation Program Information System. In addition, all requestor departments and programs shall make peer evaluations. In 2020, 4 of our programs had accreditation and 2 of our programs have applied for accreditation. In 2021, it is stipulated that approximately 10 of our programs will apply for program accreditation. Periodic training and information meetings are held in our university, also we can reach our staff via youtube and our own information system by means of explanatory videos. In 2020, meetings including Quality Management and a one-year evaluation of our University were held with the Governorship, District Governors, Mayors, Student Community Heads, Research Center Managers, Business World, Department Heads and Journal Editors. Links to these meetings can be accessed from our university website, as well as from our quality assurance website (<http://kalite.comu.edu.tr/>). Our University Senate and Administrative Board Decisions are published on our website. Improvement studies mentioned in the annual quality reports are examined and reported to the senior management. Each academic and administrative unit closes the PDCA cycle annually. These reports arrive the Quality unit at the end of January of each year.

The institution has a corporate culture and leadership understanding that supports the culture of quality assurance and covers all units and processes, and improvements are made according to the results obtained from the academic, administrative staff and student satisfaction surveys from the activities carried out within this scope. In this context, control and precautionary mechanisms have been arranged in the PDCA cycle of our university, and a transparent and solution-oriented management policy, which can be accessed online 24/7 even during the pandemic, has been determined with an open door policy for all our internal and external stakeholders through RIMER (Rectorate Communication Center). All these practices are not carried out within the scope of holistic quality management in the institution and the results of these practices are monitored through satisfaction surveys.

In brief, the working style and functioning of the Quality Assurance Commission of our University are monitored and related improvements are realized. All processes and practices of our university's Quality Assurance Commission are identified, and they are known by our university staff. Our commission takes an active role in the continuous improvement of the internal quality assurance system and actively supports the program accreditation processes. Within this scope, the relevant academic and administrative units were allocated to the members of the commission. The Commission assesses and evaluates the results of the activities carried out with a survey and this affects the decision-making mechanisms. As of the PDCA cycles, which operations, processes and mechanisms shall be activated on the basis of the calendar year are planned and the flow charts are determined. Responsibilities and powers are defined in assignment descriptions and work flow charts and in the internal control standards action plan. It is specified how the operations, processes and mechanisms given on the basis of the calendar year cover layers such as senior management, faculties, teaching staff, administrative staff, students. All guides related to the management of our university's Quality Assurance processes are shared with all our staff. Internal quality assurance system mechanisms are monitored and improved together with willing internal stakeholders. Quality assurance awareness of the rector and process leaders, ownership and leadership in the establishment of the internal quality assurance system are at an advanced level. There is an effective communication network between the academic and

administrative units and the management. Opportunities for feedback, monitoring, internalization and top management's contribution to these are constantly evaluated. Consequently, our quality assurance commission has seen that the practices carried out in line with the strategic goals and objectives are monitored and evaluated together with the stakeholders and actions are taken, in this sense, the PDCA cycle has been closed several times and there are internalized, systematic and sustainable practices. These processes were also confirmed during the monitoring visit took place in December 2020.

Quality Commission

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [kanıt8.doc](#)
- [Toplu Kanıt 3.pdf](#)
- [Akreditasyona Sahip ve Akredite Olacak Programlar 1.jpeg](#)

Internal quality assurance mechanisms (PDCA cycles, calendar, structure of units)

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [kanıt9.doc](#)
- [Toplu Kanıt 4.pdf](#)
- [Akreditasyona Sahip ve Akredite Olacak Programlar 2.jpeg](#)

Leadership and quality assurance culture

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [ANKET ÖN SONUÇ2.pdf](#)
- [rimer.pdf](#)
- [Uzaktan Eğitim Anket2.pdf](#)
- [TOPLU KANIT 001.docx](#)
- [Akademik Personel Memnuniyet Anketi.docx](#)
- [Ders Değerlendirme Anketi.xlsx](#)
- [Genel Ders Değerlendirme Anketi.docx](#)
- [İdari Personel Memnuniyet Anketi.docx](#)
- [İşveren Memnuniyet Anketi.docx](#)
- [Mezun Memnuniyet Anketi.docx](#)
- [Öğrenci Memnuniyet Anketi.docx](#)
- [Örnek Pandemi Dönemi Ders Değerlendirme Anketi.docx](#)
- [Pandemi Dönemi Ders Değerlendirme Anketi.docx](#)
- [Stratejik Plan Anketi.docx](#)
- [öğrenci memnuniyet20.pdf](#)
- [idari personel memnuniyet anket sonuçları 20.pdf](#)
- [akademik memnuniyet20.pdf](#)
- [Kanıt 10.jpeg](#)

3. Stakeholder Engagement

The participation of stakeholders in all processes and decision-making in the institution is carried out within the scope of holistic quality management in the institution, and the findings obtained from the stakeholder participation practices are monitored and evaluated together with the stakeholders, and actions are taken according to the monitoring results. Our Internal and External Stakeholder lists have been published. All willing internal and external stakeholder opinions are taken and these opinions are evaluated by the top management. Our units carry out some of their academic boards together with their stakeholders. They publish their information regarding these meetings on the web pages of the unit. They also announce their annual PDCA cycle reports on their web pages. Our university has an Alumni Tracking System (<http://omik.comu.edu.tr/>) and academic units can communicate with their graduates as well. Only in 2020, nearly 45 internal stakeholder training and information meetings were held face-to-face or online, and due to the pandemic, no adequate level of external stakeholder meetings were held. Some of our evidence regarding the internal and external stakeholder meetings and feedback are submitted for your information. Participation mechanisms of our university's internal and external stakeholders in decision-making, governance and improvement processes are planned and implemented regularly, and some examples have been uploaded as evidence. In the internal quality assurance system of our university, especially the engagement of academic staff and student stakeholders as well as the engagement of our external stakeholders are attached importance. The results of the meetings are evaluated and the improvements deemed appropriate by the top management are realized. Thus, stakeholder engagement in PDCA layers is tried to be ensured in all relevant processes throughout our university. However, this situation was affected by the Covid-19 pandemic in 2020. In summary, the functioning of stakeholder engagement mechanisms is monitored and related improvements are executed.

Engagement of internal and external stakeholders in quality assurance, education and training, research and development, management and internationalization processes

Maturity Level: The functioning of stakeholder engagement mechanisms is monitored and related improvements are executed.

Evidence

- [TOPLU KANIT 01.docx](#)
- [öğrenci 2020.pdf](#)
- [idari personel 20.pdf](#)
- [akdademik 20.pdf](#)
- [Akademik Personel Memnuniyet Anketi1.docx](#)
- [Ders Değerlendirme Anketi1.xlsx](#)
- [Genel Ders Değerlendirme](#)
- [Anketi1.docx](#) [İdari Personel](#)
- [Memnuniyet Anketi1.docx](#) [İşveren](#)
- [Memnuniyet Anketi1.docx](#) [Mezun](#)
- [Memnuniyet Anketi1.docx](#) [Öğrenci](#)
- [Memnuniyet Anketi1.docx](#)
- [Örnek Pandemi Dönemi Ders Değerlendirme Anketi1.docx](#)
- [Pandemi Dönemi Ders Değerlendirme Anketi1.docx](#)
- [Stratejik Plan Anketi1.docx](#)
- [1749-11122020-tarihli-kalite-gelistirme-imza-tutanagi](#)
- [\(1\).pdf](#) [1749-11122020-tarihli-kalite-gelistirme-imza-](#)
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[tutanagi.pdf](#) [1758-01102020-tarihli-kalite-gelistirme-komisyonu-ve-ko.pdf](#) [kanıt 3.pptx](#)

- [kanıt 4.pptx](#)
- [Önemli Kanıt 1.pdf](#)
- [1796-saglik-hizmet-dispaydas-ust-yazi2.pdf](#)
- [ANKET ÖN SONUÇ22.pdf](#)
- [Covid 19 pandemi donemi DersCDeğerlendirme Anket Raporu12.pdf](#)
- [stratejik plan gzft si için dış paydaş katılımı2.pdf](#)
- [mezun ilişkileri.pdf](#)

4. Internationalization

Students in our university's programs can study at another higher education institution with Farabi, Mevlana, Erasmus student programs in a certain period of their undergraduate education, if they fulfill the required conditions such as foreign language, interview, grade point average and the like. Our university, on the other hand, has several contractual universities on this subject. These are actively accessed by our academic advisors in academic units and on the website of the Foreign Relations Coordinator. In particular, the Erasmus program is a training program of the European Union aimed at encouraging higher education institutions in Europe to cooperate with each other. It provides gratuitous financial support in the form of a grant so that higher education institutions can produce and implement joint projects with each other, and exchange students, administrative and academic personnel. Erasmus is defined as education mobility, for the students of the Higher Education Institution, carrying out one or two semesters of their education in a contractual higher education institution in a European Union member country in an academic year. Our undergraduate students studying in the first year of the academic year in which the exchange will take place can apply for Erasmus learning mobility, however, when the exchange starts, our students should not be the ones of 1st year Students and graduate students in the first year of associate and undergraduate programs cannot take the advantage of this educational mobility activity. Solely students who are in the 1st academic year can apply for it while they are in the first year and go abroad in the 2nd academic year. In order to apply for the Erasmus exchange program, our students must be full-time students enrolled in a higher education program at any of the formal education stages (first, second or third level) within the higher education institution. The cumulative academic grade point average (GPA) of our program students must be minimum 2.00/4.00. During the application periods, our students make their applications via the link published on the website of our University (<http://erasmus.comu.edu.tr/ogrenim-genel-bilgi.html>). In order for our students to apply, there must be an Erasmus Bilateral Agreement valid in the relevant academic year (eg for the 2019-2020 Academic Year) between our department and an EU Higher Education Institution holding an Erasmus University Charter. In addition, our students are able to apply to foreign post-doctoral scholarship programs, Freemover, European Voluntary Service, scholarships given by foreign countries and governments, and Fulbrigh exchange program (<http://iro.comu.edu.tr/>).

The practices made in line with the internationalization policy of the institution are monitored systematically and in accordance with the internal quality assurance system of the institution, and actions are taken by evaluating them together with the stakeholders. We continue our work on internationalization under the following topics: Increasing the number and quality of our students and staff benefiting from Erasmus programs, increasing the number and quality of bilateral cooperation agreements, the number of international students enrolled in our programs, increasing the number of international instructors at our University, joint scientific projects (EU and protocol comprehensive projects), implementation of the University of Bologna criteria in each unit, continuation of the ECTS(-European Credit Transfer System-) label and joint postgraduate diploma programs. Apart from these, our activities and projects regarding particularly the Balkan Countries continued in 2020 as well.

The results and stakeholder views related to the management of internationalization processes in the institution are systematically monitored and actions are taken by evaluating them together with the stakeholders. There are several academic and administrative units that execute these activities involved in ÇOMU. All units contribute to the internationalization policies of our University in good agreement with each other. Our units such as Student Affairs, Personnel, Strategy Departments, TÖMER, Foreign Students Office, Foreign Relations Office carry out this organizational process. Within this scope workshops and meetings devoted to our foreign students are also held. Links to these meetings can be found at (<http://iro.comu.edu.tr/> and <http://kalite.comu.edu.tr/>)

Physical, technical and financial resources in the institution are managed to support internationalization activities and to include all units. The findings obtained from all these practices are systematically monitored and the monitoring results are evaluated together with the stakeholders, and precautions are taken and resources are diversified in line with the needs/demands. Documents and protocols related to this issue are available at the Strategy Department and the Foreign Relations Office. It is carried out with the shares allocated from the central budget. Apart from these, outsourcing is managed with EU project budgets.

There are plans, trainings, defined processes and improvements regarding the monitoring and evaluation of internationalization performance in the institution. Applications are widespread across the university. Within this scope, the annual reports of the Foreign Relations Office are reviewed by the Senior Management and new strategies are determined. For Stakeholder Engagement, the opinions and suggestions of foreign students and instructors are evaluated.

Despite all the difficulties during the pandemic period, we also observe that the fruits of our various initiatives carried out within the scope of our goal to make ÇOMU a university preferred by Balkan students come to be reaped more. Upon the agreements made with the Balkan countries, it can be seen that distance education and courses are offered to our foreign students during the distance education process and that diploma equivalence is also available. Demonstrably, approximately 2500-3000 foreign students from 10 Balkan countries have been educated at ÇOMU. On the other hand, it can be viewed on the website of the institution that numerous international agreements have been concluded. Important steps have been taken towards internationalization and in line with our target of 10,000 international students, 2052 students from 65 different countries are currently studying at ÇOMU, and our university has 22 foreign instructors. Our university has international cooperation agreements with higher education institutions from 32 different countries, and 27 units have Erasmus agreements. Between the years of 2017-2020, at our university, 18 Erasmus KA 2, 1 Erasmus KA 3 and 2 ERASMUS+ YOUTH projects were carried out. Although there has been a slight decrease in our university due to the 2020 pandemic, it can be seen that there is a sufficient level of international student mobility.

Our university has international approaches within the framework of exchange programs, the number of international students, the number of foreign academic staff, the number of international researchers, postgraduate programs teaching in a foreign language, Turkish as a foreign language education programs, education conducted via UZEM (Distance Education Center) and programs in accordance with the requirements of the Bologna ECTS Information Package. Within this framework, our internationalization activities are monitored with various performance indicators and we are trying to develop new policies to improve them, but the Covid-19 pandemic in 2020 had a negative impact on these processes, as it did on our other processes. Our internationalization practices are spread over the relevant units, adopted and in line with our quality policy that we shared in the previous chapters. As a summary, our internationalization practices are monitored and improved according to the results of the monitoring.

The organizational structure of internationalization processes is well established. Efforts are made to manage resources by considering the balance between units, the functioning of the organizational structure and the distribution of resources are monitored and improved. The organizational structuring regarding the management of the processes has been completed therefore it operates transparently and in an effort to spread throughout the university. In brief, the managerial and organizational structure of internationalization processes is monitored and tried to be improved.

Internationalization policy

Maturity Level: The internationalization practices of the institution are monitored and internationalization policies are improved according to the results of the monitoring.

Evidence

- [comu-kalite-guvence-politikasi2.pdf](#)
- [yurtdışıprojeler2.pdf](#)
- [dış ilişkiler koord2.pdf](#)
- [Güncel FSMH Sayısal](#)
- [Verileri_04.02.2021.xlsx Önemli Kant 1.pdf](#)
- [Sayılarla ÇOMU1.docx](#)
- [Uluslararası Ödüller_kanıt.pdf](#)
- [uluslararası anlaşmalarprojelervb.5 kanıt.doc](#)

Management and organizational structure of internationalization processes

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [kanıt.doc](#)

Internationalization resources

Maturity Level: The distribution of internationalization resources is monitored and improved in the institution.

Evidence

- [dış ilişkiler](#)
- [koord.pdf yurt](#)
- [dışıprojeler.pdf 4](#)
- [kanıt.doc](#)
- [Uluslararasılaşma performans.doc](#)

Internationalization performance

Maturity Level: Internationalization activities are monitored and improved in the institution.

Evidence

- [4kanıtb.doc](#)
- [Güncel FSMH Sayısal Verileri_04.02.2021b.xlsx](#)
- [Önemli Kant 1b.pdf](#)
- [Sayılarla ÇOMU1b.docx](#)
- [Uluslararası Ödüller kanıtb.pdf](#)
- [dış ilişkiler koord2b.pdf](#)
- [Uluslararasılaşma performans takip.doc](#)

B. EDUCATION & TRAINING

1. Design and Approval of Programs

In the design of our university's programs and educational programs, current local, regional and national needs and goals are taken into account, as well as the institutional goals and priorities of our university. Within this scope, the Higher Education Qualifications Framework has already defined the qualifications required for associate degree education. Assessments are made through our unit website regarding the extent to which the graduates have these qualifications. The goals and objectives of the education program include the knowledge, skills and attitudes that students are expected to acquire, and define the proficiency and competencies expected from the graduate, which can be actively observed in our program outputs. In addition to these, curriculum updates are also made through internal and external stakeholder meetings. Some Evidence regarding this issue was presented at the monitoring meeting held in December 2020. To the extent that these competencies are appropriate for the time allocated to pre-graduate education, appropriate elective courses are also utilized in order to acquire all aspects of the programs, such as relevant competencies, knowledge and skills, as well as appropriate attitudes and behaviors. In addition, this situation is reinforced with technical trips, seminars and conferences held in each of our programs. While the institutional goals and objectives of our program are revealed, the defined national and international standards are compared with the educational goals, objectives or outputs, then some meetings or contacts and internal and / or external stakeholder opinions are taken and sample programs are discussed in department boards or related academic committees, and as a result, by examination of the outputs as such attempts are set to decide whether to make changes and improvements. In this context, our Rectorate and related units are in constant contact with external stakeholders. Thus, current developments are followed in order for the graduates to serve as entrepreneurs and innovative specialists with high communication skills, full of self-confidence, who follow the current developments in the national and international platforms related to the sectors they will work in, as a qualified workforce potential, and it is aimed to train qualified graduates in this direction. Within the scope of achieving the goals of our programs, its mission and educational goals are in line with the career goals and professional expectations that graduates wish to achieve. Within the scope of Bologna criteria and TYYÇ (TQF-HETR), ECTS applications are monitored through the Student Information Management system. 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 engagement. 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 are evaluated them together with their stakeholders and take precautions.

Course outcomes and program outcomes are matched in a clear, understandable, realistic and sustainable way and were internalized in all programs; in this context, there are applications specific to the institution. Within this framework, an application we have prepared is available on our student information system (<https://ubys.comu.edu.tr/>). This application gives out some evaluation results by performing this kind of matching. It is an application open to the evaluation of Internal Stakeholders.

The practices regarding the program structure and balance are monitored systematically in all programs and the monitoring results are evaluated together with the stakeholders, and actions are taken and constantly updated. Course information packages of our programs can be accessed at (<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?culture=null>) and (<http://ebs.comu.edu.tr/default.aspx>). In the distribution of elective and compulsory courses, the principle of maximum 25% elective courses is followed. The contributions of the stakeholders are included in the board meetings and records of the academic units.

The student workload practice applied in all programs is systematically monitored and actions are taken by evaluating the results of the monitoring together with the stakeholders. Workloads (ECTS), weekly course hours, credits and workload distributions of the programs implemented at each level were calculated. In addition, the content and credits of internship, homework, presentation, application/practice and exchange programs have been announced and implemented. ECTS diploma supplement label is given. Workloads are updated in case of need (<http://ogrenciisleri.comu.edu.tr/>).

During the continuum of pandemic, the distance education studies of our University continue to be carried out in cooperation with COMUZEM (ÇOMU Distance Education Research and Application Center) and ÇOMU Information Processing (IT) Department. As a part of COMUZEM, 10 graduate 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, 14 common courses are given with Distance Education Method. Even before the Covid-19 pandemic, Thesis Defense Exams and Thesis Monitoring Committee (TMC) meetings could be held via video conference system. Also, 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 IT Department carries out distance education course and exam processes through UIMS and Microsoft Teams, Microsoft Stream and Microsoft Office Forms during the continuum of pandemic. COMUZEM and our IT Department are always near at hand of our students and academic staff regarding the technical problems experienced by our students with online live support, as well as providing services by e-mail and telephone. Prior to the exams, the exam information forms are shared with the students, limited time is given to the students in the exams and questions are asked in accordance with the system of assessing student achievement in the distance education system. Likewise 200-300 e-mail applications are positively concluded by our Stakeholders per day. Distance education related trainings, 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. Moreover, our university was selected as the second best university in distance education according to the news published on national channels, and the results of our students' satisfaction survey on this issue were presented as evidence herein. By dint of the feedback given to both of our units, all necessary actions are taken by the relevant technical personnel, and all essential administrative decisions within the scope of the feedbacks and CoHE resolutions are quickly reflected in the resolutions of our university rector and our university's senate within the framework of organizational agility. In line with the distance education policies, mature, sustainable and practices adopted 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 held as an example by other institutions. It has also been demonstrated with the evidence at the monitoring meeting held in December 2020 that compliance with the process of TQF-HETR has become widespread in all units of our university, including within the distance education processes, that the student workload application is systematically monitored, and that the monitoring results are evaluated together with the stakeholders and actions are taken. ÇOMU Institutional Evaluation Analysis for programs at all levels such as workloads (ECTS) weekly course hours, credits and workload distributions are calculated, studies are made to internalize them in all units, the quality assurance commission makes the necessary announcements to make the necessary updates every semester, that ECTS Information Packages have an occupancy rate of around 80% at the university level, can also be viewed publicly over the UIMS system in an unencrypted format. That is for as much as many of our programs carry out their studies in this context, they try to get the opinions of internal and external stakeholders in program design.

The major evidence of the aforesaid is the case that number of program accreditations tending to increase and 292 of the 378 programs in our university have prepared the self-evaluation report and sent it to YÖKAK and at the same time published it publicly, which is also a different indicator of the transparency of all our management processes which is also a another indicator that all our management processes operate with transparency. The program accreditations that have been received and are in the application phase are the most significant proof of this. Detailed evidence can be requested from our university in the future on the subject. In this sense, the only obstacle is the high accreditation fees. Workplace surveys are conducted to ensure that all programs meet their educational objectives and respond to the needs of students and society. While the electronic resources of the Central Library are constantly being increased, our rectorate shall carry on work within the budget to increase the number of reading rooms.

Our university 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. In addition, as suggested in the monitoring meeting, our practices have been expanded throughout the university regarding the involvement of our students in quality commissions so that actions can be taken based on student feedback, and a 24/7 accessible RIMER (Rectorate Communication Center) has been developed. Requests and suggestions of our students can also be responded to quickly through this channel. While the level of student satisfaction is at the highest level regarding the academic student counseling system, an assessment and evaluation sub-committee has been established in our quality assurance commission, and improvements are being made in the monitoring method established for measuring the level of student satisfaction through this commission. As a summary, all our practices are systematically monitored and the results of the monitoring are evaluated together with the stakeholders, and actions are taken and whether the PDCA cycle is implemented by all units is followed.

The findings obtained from the practices related to the assessment and evaluation system designed in all programs are systematically monitored and actions are taken by evaluating the results of the

monitoring together with the stakeholders. Apart from the regulations and directives (<http://ogrenciisleri.comu.edu.tr/>) in ÇOMU, there is a system that evaluates the quality of education which is based on questionnaires. This system includes both the instructor and the courses (<https://ubys.comu.edu.tr/>). It evaluates the courses on the basis of learning outcomes as well as course achievements and considers the results below 50% as course improvements of the instructors.

Relevant processes have been announced to the public via the relevant web page. While determining the program qualifications, the mission-vision of the institution was taken into consideration. Course information packages have been prepared by taking into account the national core program and criteria, if any (for example, accreditation criteria, etc.). There are principles and rules on a departmental basis in the structuring of learning outcomes and necessary teaching processes. At the program level, it has been determined by which actions (competence-course-teaching method matrices) qualifications can be made acquired. According to the fields, it is defined in which types of education (formal, co-ed, distance) qualifications can be made acquired. The educational program (curriculum) structure observes the balance of compulsory-elective courses, field-non-field courses, and provides cultural depth and the opportunity to get to know different disciplines. The number of lectures and weekly lecture hours are arranged in such a way that the student can spare time for non-academic activities. The suitability and operability of the course information packages developed within this scope are monitored and related improvements are made. The learning outcomes of the courses (including coeducation and distance education) were defined and the program outcomes and course outcomes were matched. The expression of the acquisitions clearly indicates the stipulated cognitive, affective and kinetic level. ECTS value is shared on the web page and verified by student workload tracking. Practical/applied learning opportunities for internships and professions are available and adequate student workload and credits are considered. The diversity that emerges with distance education is also taken into account in the workload-based design. Programs that are designed and approved in line with defined processes are carried out in accordance with the goals and learning outcomes of the programs. There are legislation, regulations and directives related to assessment and evaluation at our university and they are updated when necessary. In addition, the required proposals for updating all of the programs, prior to the May Senate forwarded to our rectorate after passing through the relevant commissions. The main principles and rules for assessment-evaluation are defined. Learning outcome, educational program (curriculum), form of education service (formal, distance, co-ed, open), teaching method and assessment-evaluation coherence are regarded. There are mechanisms for exam administration and security (formal/online exams, exams for disadvantaged groups). Assessment and evaluation practices are carried out in accordance with these principles and rules throughout our university. In summary, course outcomes are aligned with the program outputs throughout the programs, course information packages are shared, the design and approval processes of the programs are systematically monitored and improved by evaluating them together with the relevant stakeholders. Additionally, our programs that are deemed appropriate to open in 2020 are also attached. Hence, evidence for all these issues in general was also submitted at the monitoring meeting in December 2020.

Design and approval of programs

Maturity Level: Programların tasarım ve onay süreçleri sistematik olarak izlenmekte ve ilgili paydaşlarla birlikte değerlendirilerek iyileştirilmektedir.

Evidence

- [kanıt 7.pptx](#)
- [Önemli Kant 1a.pdf](#)
- [Uzaktan Eğitimde Kalite Güvencesi 1a.pdf](#)

- [İzleme Kanıtı.pdf](#)
- [öğrenci 2020a.pdf](#)
- [comu-kalite-guvence-politikasi2a.pdf](#)
- [Kanıt Kurumsal Değerlendirme Analiz1a.doc](#)
- [2020-idare-faaliyet-raporu1a.pdf](#)
- [rimer1.pdf](#)
- [senato kararları1a.pdf](#)
- [Uzaktan Eğitim Anket2a.pdf](#)
- [Covid 19 e-bülten1a.pdf](#)
- [Covid 19 pandemi donemi DerscDeğerlendirme AnketRaporua.pdf](#)
- [49-11122020-tarihli-kalite-gelistirme-imza-tutanagi \(1\).pdf](#)
- [758-01102020-tarihli-kalite-gelistirme-komisyonu-ve-ko.pdf](#)
- [kanıt3a.pptx](#)
- [kanıt4a.pptx](#)
- [Akademik Personel Memnuniyet Anketi1a.docx](#)
- [Ders Değerlendirme Anketi1a.xlsx](#)
- [Genel Ders Değerlendirme Anketi1a.docx](#)
- [İşveren Memnuniyet Anketi1a.docx](#)
- [Öğrenci Memnuniyet Anketi1a.docx](#)
- [Örnek Pandemi Dönemi Ders Değerlendirme Anketi1a.docx](#)
- [Pandemi Dönemi Ders Değerlendirme Anketi1a.docx](#)
- [kanıt7a.pptx](#)
- [25 kanıt web sayfası.doc](#)
- [örnek birim2.doc](#)
- [paydaş görüşlü öğretim planı güncelleme örneği.pdf](#)
- [açılması uygun görülen programlar.pdf](#)
- [Akredite Programlar Hakkında Detay Bilgiler.jpeg](#)

Course distribution balance of the program

Maturity Level: The course distribution balance is monitored and improved in the programs.

Evidence

[Kant 1a.pdf](#)
[kanıt web sayfaları.doc](#)

Compatibility of course outcomes with program outcomes

Maturity Level: Compatibility of course outcomes with program outcomes is monitored and improved.

Evidence

[kanıt web sayfaları 1.doc](#)

Course design based on student workload

Maturity Level: Student workload is monitored in the programs and the course design is updated accordingly.

Evidence

[kanıt web sayfaları 2.doc](#)

Assessment and evaluation system

Maturity Level: Assessment and evaluation practices are monitored in the institution and improvements are made in the assessment and evaluation system according to the monitoring results.

Evidence

[kanıt web sayfaları 3.doc](#)

2. Student Admission (Matriculation) & Process

Student admissions, nominately matriculation, to our university is made by the Student Affairs Registry Office, together with the required documents, between the dates announced with the academic calendar and the principles determined by the Higher Education Council (CoHE), Student Selection and Placement Center (OSYM) Presidency and the Rectorate. All undergraduate transfers are made in accordance with the provisions of the Regulation on the Principles of Transfer between Associate and Undergraduate Degree Programs in Higher Education Institutions, Double Major, Minor and Inter-Institutional Credit Transfer published in the Official Gazette dated 24/4/2010 and numbered 27561.

Undergraduate transfers between faculties, colleges and departments affiliated to ÇOMU are made in accordance with the Regulation on the Principles of Transfer between Associate and Undergraduate Degree Programs in Higher Education Institutions, Double Major, Minor and Inter-Institutional Credit Transfer as well as the principles accepted by the University Senate. For the calculation of the education period of the students who have made a lateral transfer, the period of time spent by the students in the institution they came from is also taken into account. The period cannot exceed the one specified by law. Given the fact that, while a student at another higher education institution, enrolls in the Business Administration Program with the central placement exam made by OSYM or by undergraduate transfer according to success, they can request exemption from these courses by applying to the student affairs in the first week of the first semester they begin their education regarding the courses they were successful in with a CC in the higher education institution they were priorly registered. The students who request an exemption should approve the courses they had priorly, taking the opinion of the relevant program advisor, and confirms which courses shall be accepted due to equivalence. A student registered thuswise, must complete the courses that belong to the semester prior to the semester to which he/she adjusted and are not exempted. The course(s) that the students previously passed and exempted from in the formal education programs outside the University are converted according to the Evaluation of Exams and Evaluation of Grades included in the 22nd article of ÇOMU Associate Degree-Undergraduate Education, Training and Examination Regulations, then they are added in the calculation of SGPA (semester grade point average) and CGPA (Cumulative grade point average). This time period is deducted from the maximum duration and the student completes the courses in the program within this remaining time. For those who have graduated from any higher education institution, canceled their registration, registered to our university as a result of the exams made by the Measurement, Selection and Placement Center while enrolled in a higher education institution or as a result of special talent exams and who apply for exemption are evaluated by the relevant administrative boards and the exemption request is made, the passmarks

grades of the exempted courses taken are converted into the passmark grades included in the 22nd article of this Regulation. As a consequent, students with a CGPA of 2.00 and above who request to take courses from the upper semester, provided that the total credits of the courses that are exempted from the current semester are at least half of the total credits of that semester in the program; our vocational school board of directors is authorized on the issue of being able to take courses from the next semester together with the courses they have not taken or failed in the previous semesters. In case of applying in the semester in which the exemption decision is taken, upon requesting to take the exempted course(s), the student can retake the course(s). The fact that the student has taken courses from the upper semester does not mean that he / she is in the upper semester. Exemption exams for compulsory courses in the curriculum are also held for English I and II courses at the beginning of each semester. Students who get a passing grade in the said exams are exempted from the relevant course in the curriculum and their grades are recorded on the transcripts of the students. Students with a CGPA of 2.00 and above are also considered achieved in conditionally successful courses. In order to graduate, students are required to complete Associate Degree 120 ECST credits/ Undergraduate 240 ECTS credits. A student's CGPA is his/her graduation grade point average as well. Furthermore;

- a) Provided that students take all the courses, fulfill the attendance requirement, get at least (CC) in all courses and have not received any disciplinary punishment, according to their CGPA, those who ranked the first, second and third of each class of the program/department they are registered in are accepted as honor students and these students are awarded with a certificate of appreciation by the relevant Dean/Directorate at the end of the academic year.
- b) On the condition of taking all courses within the ordinary education period, fulfilling the attendance requirement, getting at least (CC) in all courses and not having received any disciplinary punishments, the students who finish their school in the first place according to the CGPA, are regarded as faculty/school/vocational school high honor students and these students are awarded with a faculty/school/vocational school high honor student appreciation certificate by the Rectorate.
- c) On the condition of taking all courses within the ordinary education period, fulfilling the attendance requirement, getting at least (CC) in all courses and not having received any disciplinary punishments, student/students who graduated from Çanakkale Onsekiz Mart University in the first place according to the CGPA are regarded as Çanakkale Onsekiz Mart University high honor students and these students/students are awarded with Çanakkale Onsekiz Mart University high honor student appreciation certificate by the Rectorate.

ÇOMU 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 the departments' own web pages, on our quality web page and on the student affairs web page. (<http://ogrenciisleri.comu.edu.tr/>).

As of January 2020, diplomas with electronic signature have been started to be delivered to students who have graduated from the university. Necessary regulation and directive changes in respect of the subject have been made. Student certificate, transcript, student disciplinary

document, student course content report and teaching plan reports were referred and forwarded by electronic request. In 2020, all institutes were merged and postgraduate activities started to be carried out as the Postgraduate Education Institute. Thesis defenses have started to be made online at the Postgraduate Education Institute. Undergraduate transfer and international student admissions and evaluations are made and evaluated electronically. The findings obtained from the practices related to the recognition and certification of diplomas, degrees and other qualifications are evaluated. The processes related to these evaluations are defined 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.

In summary, the principles and rules regarding student admission throughout our university have been identified and announced. These principles and rules are consistent with each other as per the relevant legislation, and the practices are transparent. Document requests such as diplomas and certificates are monitored. Previous learning (knowledge and skills acquired through formal, non-formal, distance/co-education and free learning) is recognized and credited. Undergraduate and external transfer opportunities are provided. In parallel with the internationalization policy, mobility supports, student encouraging and educational meetings are organized. All processes are monitored, improved and updates are announced. Approval of qualifications, graduation conditions, graduation decision processes are defined in a clear, understandable, comprehensive and consistent manner and shared with the public. Certification and diploma processes are carried out, monitored and necessary precautions are taken in accordance with this defined process. There are practices related to diploma approval and certification of other qualifications throughout the institution. Applications are monitored and defined processes are improved. In this context, in 2020, under the conditions of the Covid-19 Pandemic, in line with the conditions determined by the Council of Higher Education, the right to freeze the registration and extend the time for up to 2 semesters for our graduate students at the thesis stage was granted with the applications carried out immediately.

Student admission, recognition and crediting of prior learning

Maturity Level: Processes related to student admission, recognition and crediting of prior learning are monitored, improved and updates are announced.

Evidence

[25 adet kanıt web sayfası 1.doc](#)

Certification of qualifications and diploma

Maturity Level: There are internalized, systematic, and sustainable and exemplary practices.

Evidence

◦ [25 adet kanıt web sayfası 2.doc](#)

3. Student-Centered Learning, Teaching and Assessment

All our internal and external stakeholders, especially our students and prospective student friends, can easily access the mission, purpose, goals, detailed curriculum and course contents of Çanakkale Onsekiz Mart University from our program's website and also from the University Information

Management System. In addition, our first year students are informed in detail about how they can access this information in at least one orientation training within the first two weeks of their education. Apart from this, the relevant program advisors convey the curriculum of our program, course monitoring and evaluation criteria to our first and second year students at the beginning of each semester. The mission, purpose, goal and teaching plan of our programs have been prepared by taking into account the current local, regional and national needs and targets, as well as the institutional goals and priorities of our university. How successful the aims and targets of the department and our program determined in previous years in the relevant academic boards, to what extent the education and training programs overlap with the needs of the students, are also evaluated with various internal and external stakeholder meetings organized periodically by our unit managers, unit Bologna coordinator, MEYOK (Vocational School of Higher Education Coordinatorship) and/or our university. Indeed, the Higher Education Qualifications Framework also defined the qualifications required for associate degree education. Assessments are made about the extent to which the graduates have these qualifications via our unit website.

In addition, our program, department and/or unit holds advisory board meetings at least once a year with internal and external stakeholders outside of the academic board meetings. In addition to these meetings, there are surveys conducted by our program as outputs and, apart from these, internal and external stakeholder surveys on the website of our unit, evaluation surveys of the workplaces where our students perform their internships, and graduate student surveys, and the results of these surveys are available through our IT department. Besides these, the academic boards, commission meetings, education and training information package, annual activity reports, annual internal control reports, 5-year strategic plans and this self-evaluation report of our program also contain evidence that the necessary test measurements are made by many different methods. In addition, in order to develop more professional and subjective online test criteria, our program heads actively carry out the necessary studies together with our unit management.

In all our units, as long as the pandemic conditions allow or outside the pandemic conditions, annual meeting with internal stakeholder commission members, annual meeting with external stakeholders, annual internal stakeholder survey, annual external stakeholder survey, annual graduate survey, biannual student course evaluation survey, evaluation of the success of the students in the courses twice a year with the instructor course evaluation form, meetings with the education-training and internship commissions, academic board meetings, all meetings and meetings organized by the unit management, participation in the meetings of MEYOK and/or other commissions of our university, strategic plan and commissions for creating internal control reports, annual reports, job descriptions and work flow charts as well as constantly updating these matters are under the monitoring responsibility of the head of the department and the program advisor and the unit manager. Also, performance indicators and department evaluation surveys are updated annually. In addition to these, strategic plan surveys are conducted every 5 years. In this context, our programs have set forth as their essential goals to continue their development based on quality awareness and to achieve continuous improvement and in this way to be able obtain program accreditation. The most basic proof of this is the fact that at our university, 292 of our 380 programs have prepared self-evaluation reports thereby each of them carried out a self-evaluation each year internalizing the quality and continuous improvement studies in higher education. Our programs prepare SWOT analyzes and PDCA cycles within scope of these reports and endeavor to update them with stakeholder engagement. Evidence received from some units regarding these topics was submitted in the monitoring program held in December 2020 and is also annexed to this report.

As it is seen, ÇOMU ensures that students reach the goals and learning outcomes of the programs during their education. It has also adopted a student-oriented and competency-based approach in the assessment and evaluation processes. The findings obtained from teaching methods and techniques (Active, interdisciplinary study, interactive, research/learning-oriented), up-to-date, interdisciplinary study that provides active and interactive student participation in learning-teaching processes, and research/learning and student-oriented teaching approach applications are systematically monitored

and evaluated together with the stakeholders, and actions are taken according to the results of the monitoring. Studies are carried out to make student participation in classes not only in the form of listen-understand-take notes, but also in the form of learning-teaching lectures with direct student involvement.

Interdisciplinary interactive elective courses and applications are included in our programs. Practices are made on the teaching of our instructors and especially on the training of trainers. The findings obtained from the practices carried out to improve the teaching competence of the instructors of the institution are systematically monitored and actions are taken by evaluating the monitoring results together with the stakeholders. Several practices have been carried out within the education faculty, project coordination center and continuing education center regarding the training of trainers. (<http://egitim.comu.edu.tr/>, <http://proje.comu.edu.tr/>, <http://sem.comu.edu.tr/>).

Midterm exams, midterm make-up exams, final exams and make-up exams are held at our university. Moreover, a summer school may be opened for some related courses upon request of our students. In addition, the workload and performance of our students are actively monitored in the ECTS Information Package and UIMS Student Information System according to the Bologna system, and the exam load can be changed according to their weight. Our exams are as follows:

- a) **Midterm Exams / Visas:** They are held at least once for each course. The midterm exam program is organized by the administration in the first four weeks of each semester by taking the opinion of the instructors responsible for the courses, and the dates are announced accordingly. Midterm exam grades are announced at least two weeks before the final exams
- b) **Semester-end / Final Exams:** They are held within two weeks after the education period of at least fourteen weeks. A final exam is given for each course. Students who do not attend the final exam are considered unsuccessful in that course and are given FF as an achievement grade. The schedule of the final exams is determined by the University Senate by taking the suggestions of the units. Final exam schedules are prepared by the dean's office and school directorates and they are announced at least two weeks before the exams. A make-up exam is not opened for the final exam.
- c) **Make-up Exams:** In respect of students who do not attend the midterm exam due to a justified and valid excuse and who certify their situation within one week after the exam, provided that their excuses are accepted by the relevant administrative boards, the midterm exams that the student does not attend are held in writing on the date determined by the instructor in that semester. For students who do not take the make-up exam for any reason, any other make-up exam shall not be opened.
- d) **Resit Exams:** Those who fail in the final exams can take the resit exams for the courses they failed. Those who do not take the resit exam are considered unsuccessful and an extra exam is not opened for these students. Resit exams are held in the third week following the end of the final exams. Any make-up exams shall not be opened for resit exams.

Other than these, our unsuccessful students are still given 3 different exam rights:

- a) **Single- Course Exam:** It is the exam utilized by students who have completed four semesters and are able to graduate but cannot pass only one course or who have completed all courses but have not had a CGPA of 2.00.
- b) **Three- Course Exam:** Bir, iki veya üç dersten girilen 2010 ve öncesi girişli öğrencilerin yararlandığı sınavdır. It is the exam for students who are 2010-registered and before and can be taken for one, two or three courses.
- c) **Additional Exams:** Our students who are at a position to graduate at the end of the maximum education period are given two additional exams for all the courses they fail (**letter graded as FF-FD-YS**).

Students who cannot reduce the total number of courses that must be achieved in order to graduate to five at the end of these exams are dismissed from the university. In general, all

exam results are announced on the website of Çanakkale Onsekiz Mart University Student Information System by the related instructor of the course within fifteen days. Exam documents are kept for three years following the announcement of the exam results. Students who exceed the absenteeism limit in courses are deemed not to attend that course, they are not taken to the exams and they are considered unsuccessful in that course. Students are also considered absent during the periods covered by the health reports accepted by the relevant boards. The grade is determined by the relevant instructor by taking 40% of the average of the grades taken from the midterm and mid-term activities, and 60% contribution of the final or resit exam grade, and the students are informed in the first two weeks of the education. The instructor of the course considers the success grades of the students for each course over 100 points, and the final grade of the course is evaluated in the form of a letter and coefficient grade in accordance with the success grade evaluation table, as in the table below: For each course, the success grades of the students are considered over 100 points, and the semester-end success grade of the course is in the form of a letter and coefficient in accordance with the success grade evaluation table submitted by the instructor of the course as in the table below:

90-100 Points - AA (Coefficient 4.0, ECTS grade A) 85-
89 Points - BA (Coefficient 3.5, ECTS grade B) 80-84
Points - BB (Coefficient 3.0, ECTS grade B) 70-79 Points
- CB (Coefficient 2.5, ECTS grade C) 60-69 Points - CC
(Coefficient 2.0, ECTS grade C) 55-59 Points - DC
(Coefficient 1.5, ECTS grade D) 50-54 Points - DD
(Coefficient 1.0, ECTS grade E) 40-49 Points - FD
(Coefficient 0.5, ECTS grade F)
1-39 Points - FF (Coefficient 0, ECTS grade FX)
Sufficient - YE (Coefficient -, ECTS grade S)
Unsufficient - YS (Coefficient -, ECTS grade U)
Absentee/Not Applicable - DS (Coefficient 0(For credit courses), ECTS grade NA)

Accordingly, students who get one of the

- a) (AA), (BA), (BB), (CB) or (CC) grades, he/she is deemed to have succeeded in that course.
- b) (DC) or (DD) grades, he/she is deemed to have succeeded in that course “conditionally”.
- c) (FD) and (FF) grades, he/she is deemed to have failed in that course.
- d) In the absence and success evaluations of non-credit courses and internships, (FE) deemed as sufficient, (YS) deemed as unsufficient, (DS) deemed as absenteeism.
- e) As a result of taking an exam that he/she does not deserve to take, his/her grade is cancelled.

The grades (YE) and (YS) taken from the common compulsory courses specified in sub-paragraph (ı) of the first paragraph of Article 5 of the Law No. 2547 and (DS) grades taken

from non-credit courses are not taken into account in the calculation of the weighted grade point average; however, the equivalent of (DS) in credit courses is accounted as 0.00. In order to be considered successful in a course, in addition to the other requirements, it is necessary to get at least 50 points from the final or resit of that course, Those who do not get this score are considered unsuccessful (FD and below) regardless of their grade point average. Thus, the success of our students is monitored with the "Term/Semester Grade Point Average (SGPA)" and "Cumulative Grade Point Average (CGPA)" values calculated with the grades they have taken from the courses and the credits of the courses according to the 22nd article of our university's exam regulations. SGPA is obtained by dividing the sum of the product of the credits of each of the courses they have taken in a semester and the products of the grades taken from these courses by the total credits of the same courses, on the other hand the CGPA is obtained by dividing the sum of the product of the credits of each of the courses taken in all the semesters and the grades taken from these courses by the total credits of all courses. In accordance with the new Çanakkale Onsekiz Mart University Associate-Undergraduate Education and Examination Regulations published in the Official Gazette dated 27/09/2016 and numbered 29840, the following provision applies for students registered in 2014 and later: "A student is considered conditionally successful if he/she has received one of the grades (DC) or (DD) and his/her GPA is 2.00 and above; he/she is considered conditionally unsuccessful, if he/she has received one of the grades (DC) or (DD) and his/her GPA is below 2.00."

In summary, the findings obtained from mature applications of student-centered assessment and evaluation in all programs such as including homework, projects, and alternative measurement methods and techniques, including distance internship applications, even in distance education, to which the system necessarily and immediately passed on due to the Covid-19 Pandemic, are systematically monitored and the results are evaluated together with the stakeholders and actions are taken. The results of the surveys for these, examples of applications and practices and senate decisions are also submitted as evidence in the annex. The course learning outcomes and learning acquisitions of our students are evaluated for each course at the end of each semester. Thus, our students have the chance to assess both the course and the instructor and to test to what extent they have turned these outcomes into acquisitions. They are allowed to express their opinions about the course. This information is seen, monitored and necessary improvements are made by our instructors. Course-instructor-program-general satisfaction surveys, relevant survey results with upgraded demand and suggestion systems are monitored and necessary improvements are carried out under the coordination of top management.

In all programs, the findings obtained from the practices related to receiving feedback from all student groups (consisting of different tools with validity and reliability) are systematically monitored and actions are taken by evaluating the results of the monitoring together with the stakeholders. As stated above, our survey system has been collecting data over UIMS for the last two years and these data are evaluated by our instructors and related academic units. (<https://ubys.comu.edu.tr/>).

Advisors are in charge of approving students for internship place, formation of internship evaluation and oral exam commission, registration renewal, approval of course add-drop processes and students to follow the program they are registered as well as guiding in the solution of their problems related to education-teaching studies and university life.

The program has undertaken the responsibility of following the success of the students, providing consultancy services, developing and monitoring their qualifications. Evaluation and monitoring of student achievement is accepted as an indicator of achieving the objectives aimed in teaching. Success is evaluated by monitoring the general averages on the basis of individual exam grade and class. At the same time, the advisor instructor has to inform, direct and follow the students on every subject starting from the first year.

On the other hand, the instructors who are advisors try to guide the students and receive support, not only through internship, registration renewal, course registration or course counseling, but also by

establishing friendly relations with them, just like a mentor or coach they endeavour to guide them and they get support. In addition, all instructors have close relationships with students and guide them. This way of communicating easily with the instructors and receiving support also increases the motivation of our students and considerably affects their satisfaction levels. The findings obtained from the practices carried out in the institution regarding academic consultancy are systematically monitored and the results of the monitoring are evaluated together with the stakeholders and actions are taken. An academic advisor (instructor/academic member) is appointed for each class, and our students follow the issues related to their courses through the agency of their advisors until they graduate. It is also possible to communicate via UIMS. The consultancy system is well implemented in academic units.

The institution should be fair and open in all processes related to the recruitment, appointment, promotion and course assignment of faculty members. Öğretim elemanlarının eğitim-öğretim yetkinliklerini sürekli iyileştirmek için olanaklar sunulmalıdır. Orientation training is given to newly appointed personnel to the institution, and efforts are made to expand this method throughout the institution. In-service trainings are provided for the individual development of our instructors by our Project Coordination Center, Technopark, ÇOBİLTUM, ÇOMUZEM, BAP and Foreign Relations Coordinator, Library Documentation Department and Information Processing Department units. The scope of these trainings can be literature search from databases, publishing in SCI indexed journals, writing projects, content development in distance education, and training of the educator, information communication technologies and the like. In order to increase the quality of education at all levels of the university, 48 students receive doctorates within the scope of the 100/2000 CoHE program. The number of students in this program is also have significance in terms of increasing university-industry cooperation.

The teaching method is student-active and interactive learning-oriented. Among all types of education (formal, distance, coed), appropriately to the nature of that type of education, student-centered, competency-based, process- and performance-oriented interdisciplinary, integrative, case/practice-based approaches that prioritize learning are included. The focus is on deep learning, student interest and commitment rather than knowledge transfer. Formal education processes are enriched with the opportunities offered by technology and approaches such as flipped learning and project-based learning, covering associate, undergraduate and graduate students. Continuity of assessment and is provided by multiple exam opportunities, some of them are process-oriented (formative), homework, project etc. thereby output-based evaluation is made Exam methods suitable for course outcomes and types of education (formal, distance, mixed) are planned and implemented. Participation of students in research processes is supported by curricula, methods and approaches. The implementation and control of all these processes and taking the necessary precautions are systematically evaluated. Throughout the programs, student-centered teaching method techniques are applied in line with defined processes. Student-centered practices are monitored and improved with the engagement of relevant internal stakeholders. Some information and documents that will constitute evidence for the data in this field are presented as evidence in the performance indicators and previous titles.

Teaching methods and techniques

Maturity Level: Student-centered practices are monitored and improved with the engagement of relevant internal stakeholders.

Evidence

[yaklaşık 30 adet web sayfası kanıt.doc](#)
[Kanıt 1c.pdf](#)
[senato kararları a.pdf](#) [Uzaktan](#)
[Eğitim Anketi a.pdf](#)
[Covid 19 pandemi donemi Değerlendirme Anket Raporu a.pdf](#)
[Uzaktan Eğitimde Kalite Güvencesi a.pdf](#)
[öğrenci 2020b.pdf](#)

Assessment and evaluation

Maturity Level: Student-centered assessment and evaluation practices are followed and improved with the engagement of relevant internal stakeholders.

Evidence

[yaklaşık 30 adet web sayfası kanıt 1.doc](#)

Student feedback

Maturity Level: In all programs, practices regarding receiving student feedback are monitored and improved based on student involvement. Feedback results are reflected in decision making processes.

Evidence

[öğrenci 2020c.pdf](#)
[Kurumsal Değerlendirme Analiz c.doc](#)
[2020-idare-faaliyet-raporu a.pdf](#)
[Kanıt c.pdf](#) [kanıt](#)
[7c.pptx](#)
[yaklaşık 30 adet web sayfası kanıt 2.doc](#) [Genel](#)
[Ders Değerlendirme Anketi a.docx](#) [Öğrenci](#)
[Memnuniyet Anketi a.docx](#)
[Örnek Pandemi Dönemi Ders Değerlendirme Anketi a.docx](#)
[Pandemi Dönemi Ders Değerlendirme Anketi a.docx](#)

Academic consultancy

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

[yaklaşık 30 adet web sayfası kanıt 3.doc](#) [örnek](#)
[birim.doc](#)

4. Instructors/Academic Members

Human resources management strategies are planned according to the norm staff numbers and assignment criteria created by the units within the personnel department and strategy department of our institution thus their follow-up is carried out by our rectorate and general secretariat. Wages and additional course fees of the program instructors are covered from the budget of the units, while the revenues of the revolving fund are covered from the Rectorate's Revolving Fund budget. The salaries of academic members are calculated by

referring to civil servants Law no. 657 and Law No. 2547 on academic staff salary calculation procedures. Additional course fees of instructors are regulated in accordance with the Additional Course Procedures and Principles of Law No. 2547. In order for the academicians to continue their professional development, the annually participation of the academicians in national and international scientific meetings is supported. Our academic staff who participate in Scientific Events on behalf of our university are provided with national and international event participation support once a year, provided that they participate with a notice. A maximum of one academician can benefit from support per notice. However, with the Law Amending the Higher Education Personnel Law, which entered into force on 14 November 2014, a positive improvement in the salaries of Academic Members and Assistants has provided an essential incentive to attract and maintain qualified teaching staff in our country. Our academicians have the opportunity to obtain additional income and equipment through their TUBITAK and BAP/SRP projects. In addition, some of the program lecturers contribute to scientific studies with Scientific Research Projects (BAP) of our university, and some of them contribute to scientific studies with projects with industry partnerships. Also, some of the program instructors contribute to scientific studies with the Scientific Research Projects (BAP/SRP) of our university, and some with projects with industry partnerships. In addition, based on the Academic Incentive Allowance Regulation, which entered into force with the decision of the Council of Ministers on 14 December 2015, our academic members receive academic incentive allowances for their academic activities such as projects, research, publications, designs, exhibitions, patents, citations, notifications and academic awards they have received. Books are purchased from the library on a regular basis, in line with the requests of the academic members and their assistants, and opportunities to accessing scientific publications is expanded by increasing the number of scientific databases to which members are registered.

At Çanakkale Onsekiz Mart University, academic members are appointed and promoted in accordance with the "Assignment and Application Principles for Academic Cadres". The principles in question were published on the University's <http://www.comu.edu.tr/atama-kriterleri> web page under the title of "Application for Çanakkale Onsekiz Mart University Academic Staff, Extension of Term of Office and Performance Evaluation Criteria" thereby new criteria have entered into force as of 2020. Within this framework, in general, criteria are regarded and applied such as academic members to conduct research at a universal level in the field they work, to transfer these researches to national and international information sharing environments, and thus to contribute to the scientific world, by organizing local, national and international scientific meetings, both to exhibit their own work and to enable researchers from other disciplines to exhibit their work and contribute to the creation of a scientific discussion environment.

- A- In order to apply for professor cadres;** Promoting to professorship and appointments of them are carried out according to the conditions defined in Article 26 of the Law No. 2547. In addition to these, the relevant basic field conditions determined by the University are sought.
- B- In order to o apply for associate professor cadres;** Promoting to associate professorship and appointments of them are carried out according to the conditions defined in Article 26 of the Law No. 2547. In addition to these, the relevant basic field conditions determined by the University are sought.
- C- In order to apply for Doctoral Academic Membership Cadres;** Promoting to Doctoral Academic Membership and appointments of them are carried out according to the conditions defined in Article 26 of the Law No. 2547. In addition to these, the relevant basic field conditions determined by the University are sought.

D- APPOINTMENT TO DOCTORAL ACADEMIC MEMBERSHIP CADRES FOR FIRST TIME

- 1) To have managed at least 1 article in a peer-reviewed journal scanned by international indexes within the scope of doctorate or proficiency in art thesis and also to have published at least 1 publication with the quality of a scientific article in peer-reviewed journals, provided that they are not produced from doctoral or post-graduate theses,
- 2) To have received at least 400 points from the academic effectiveness assessment and to receive at least 50% of these points from the specifications between 1 and 12 of the academic effectiveness assessment. For reassignment: Taking into account the activities carried out during the completed appointment period;

Furthermore;

- 1) To receive a total of at least 150 points for a 2-year term time extension, a total of at least 225 points for a 3-year term time extension, or 300 points for 4-year term time from the academic effectiveness assessment. To have received at least 65% of these points from specifications between 1 and 12 of the academic effectiveness assessment as well as at least 15% of them from specifications between 20 and 23 of the academic effectiveness assessment.
- 2) To have made at least 1 article in a peer-reviewed journal scanned by international indexes.

IN ORDER FOR APPOINTMENT TO THE CADRE OF ASSOCIATE PROFESSORSHIP:

- 1) Having received at least sixty-five (65) Points from a central foreign language exam determined by the Higher Education Council or an equivalent Points from a foreign language exam accepted by the Higher Education Council, provided that the associate professorship is related to a certain foreign language (for example: English Language Education, English Language Literature, French Language Literature) to archive this exam in another foreign language and to score at least sixty-five (65) points or an equivalent points from a foreign language exam whose international validity is accepted by the Higher Education Council (up-to-date foreign language exam equivalence table consented by CoHE shall be considered valid).
- 2) To have received 500 points from the specifications between 1 and 12 of the assessment of academic effectiveness after the doctorate. and to spend at least 50% of these Points in grades 1-5 of the academic effectiveness evaluation and to have received at least 50% of these points from specifications 1-5 of the academic activity assessment (specifications 1-7 for the basic field of Fine Arts),
- 3) Taking or to have taken charge in a scientific project*,
- 4) To have received at least 1000 Points in total,

IN ORDER FOR APPOINTMENT TO THE PROFESSOR CADRE:

- 1) After receiving the title of associate professor, as the main work of professorship, to publish an original work based on application studies in the relevant field of science or international research, provided that the main work is an article, the work should be published in journals within the scope of SCI, SCI-Expanded, SSCI, ESCI or AHCI,

- 2) To have received at least 700 Points from the specifications between 1 and 12 from the assessment of academic effectiveness for post-associate professorship and to have at least 50% of these points from 1-5 specifications of the academic activity assessment. (specifications 1-7 for the basic field of Fine Arts),
- 3) Taking or to have taken charge in a scientific project*,
- 4) To have attended at least 2 scientific meetings/demonstrations in his/her field of science after

associate professorship and have made presentation therein.

- 5) To have received at least 1500 points in total, **or instead of the aforesaid criteria**, to have once again met the criteria for associate professorship developed by the Interuniversity Board, which was in effect from the date of receiving the title of Associate Professor to the date of application to the professor position.

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, and assignments etc. of academic education-teaching cadre/staff). Our academic appointment and promotion criteria are implemented by taking into account the declared merit and fairness as stated above. (<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 performance of the lecturing cadre can be monitored through annual activity reports and appointment-promotion criteria (<http://personel.comu.edu.tr/mevzuatlar/akademik-kadro-atama-kriterleri.html>).

Our instructors/academic members contribute to these processes by participating in internal stakeholder meetings.

The implementations of encouraging and rewarding the educational cadre of the institution are carried out in a fair and transparent manner, taking into account the competencies of the educational cadre. In addition, in order to encourage SCI indexed publications, our BAP/SRP unit gives support more and more to our faculty members who are committed in this field and covering all fields. In order to appreciate the performance of the educational cadre at ÇOMU and to honor our prelectors, awards are given once a year specific to those who publish most, receive most citations, complete most projects, make most patents, projects and inventions. All data are monitored and evaluated over ÇOMU-AVESIS (COMU- Academic Data Management System).

Practices are carried out on the teaching of our instructors and especially on the training of trainers. The findings obtained from the practices carried out to improve the teaching competence of the faculty members of the institution are systematically monitored and actions are taken by evaluating the follow-up results together with the stakeholders. Many practices have been carried out within the education faculty, project coordination center and continuing education center regarding the training of trainers. (<http://egitim.comu.edu.tr/>, <http://proje.comu.edu.tr/>, <http://sem.comu.edu.tr/>).

Practices and implementations are carried out on the instruction of our instructors and especially on the training of educators. The findings obtained from the practices carried out to improve the instructing 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 implementations have been carried out within the education faculty, project coordination center and continuing education center regarding the training of educators. The institution should be fair and open in all processes related to the recruitment, appointment, promotion and course assignment of educational cadre. It should offer opportunities to continuously improve the education and training competencies of the instructors. Orientation training is provided to newly appointed personnel to the institution, and efforts are made to expand this method throughout the institution. In-service trainings are provided for the personal development of our instructors by our Project Coordination Center, Technopark, ÇOBİLTUM, ÇOMUZEM, BAP and Foreign Relations Coordinator, Library Documentation Department and

Information Processing Department units. The scope of these trainings can be literature search from databases, publishing in SCI indexed journals, statistical analysis, project writing, content development in distance education, training of educators, information communication technologies and so on. In addition, orientation training has been commenced to be given to new instructors.

The processes and criteria for the appointment, promotion and assignment of educational cadre are determined and open to the public. The relevant processes and criteria are of a nature to ensure equality of opportunity by considering academic merit. Instructor course load and distribution balance is shared transparently. The expectations of the institution from the academic members were observed in the processes secured by job descriptions, work flow charts, public service standards table and internal control standards table. There are systematic training of educator activities (courses, workshops, lectures, seminars, etc.) and an instructing-learning center structuring that shall undertake / implement this for all instructors to learn and use interactive-active teaching methods and distance education processes. The pedagogical and technological competencies of the instructors are enhanced. The findings obtained from the teaching competence development practices are monitored and the results of the monitoring are examined together with the educational cadre and actions are taken.

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, course assignments etc. of education-instructing cadre). The results of appointment, promotion and assignment practices are monitored by means of our performance indicators (Institutional Evaluation Analysis, ÇOMU in Numbers, Strategic Plan Surveys, Activity Reports, Internal Unit Evaluation Reports and Self-Evaluation Reports).

Appointment, promotion and assignment criteria

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

[yaklaşık 30 adet web sayfası kanıt 4.doc](#)

Instructing Competence

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [yaklaşık 30 adet web sayfası kanıt 5.doc](#)
- [Sayılarla ÇOMU b.docx](#)
- [öğretim elemanı oryantasyon eğt.pdf](#)

Incentives and rewards regarding educational activities

Maturity Level: Incentive and reward practices are monitored and improved.

Evidence

[yaklaşık 30 adet web sayfası kanıt 6.doc](#)

5. Learning Resources

Resources such as classrooms, laboratories, workshops, libraries, studios; textbooks, online books/documents/videos are of appropriate quality and quantity, are accessible and presented to students' information/use. The learning environment and the use of resources are monitored and improved. Within this framework, our central laboratory ÇOBİLTUM started our study of inventory taking, fixture monitoring and evaluation of them throughout our university within the scope of quality studies. In addition, there is a variety of learning resources in distance education and it is presented in detail in the related report. Our university has a learning management system that can fully meet the needs of face-to-face and distance education, user-friendly, ergonomic, simultaneous and asynchronous learning, enriched content development, assessment and evaluation and in-service training opportunities. These are continuously monitored and improved and are enclosed with Evidence. Learning environment and resources tend to advance student-student, student-instructor and student-material interaction. Monitoring and improvement is carried out in regards of the development and use of learning resources. Learning resources are managed in all relevant units of our university to provide accessible learning resources in appropriate quantity and quality. The findings obtained from all these practices are systematically monitored and the monitoring results are evaluated together with the stakeholders, and actions are taken and resources are diversified in line with the needs/demands. In this context, the resources of our Central Library are enhanced every year. We consider requests particularly for the purchase of digital resources. Ayrıca okuma alanlarının genişletilmesi kapsamında bütçe dahilinde çalışmalar yürütülmeye başlanması planlanmaktadır. In addition, in respect of expanding the reading areas it is planned to commence work and studies within the budget. There is open access to all our resources. Surveys are also applied to our internal stakeholders on the library. (<http://lib.comu.edu.tr/>). The aspects of our library that are waiting for improvement are sent to quality@comu.edu.tr regularly and are also announced on the web page.

In all units of our university, social, cultural and sports activities in appropriate quantity and quality are managed institutionally (supports are provided to carry out, there is an administrative organization, etc.). The findings obtained from all these practices and applications are systematically monitored and the monitoring results are evaluated together with the stakeholders, and actions are taken and resources are diversified in line with the needs/demands. In this context, necessary investments are made and continue to be made. Evidence of this is also available in the attached presentation. Especially for our students, new activity and sports areas and building improvements have been made, and necessary steps have been taken for the necessary infrastructure works for a barrier-free community. Our sports teams participated in different organizations in 2019-2020, but 2020 was a challenging year due to the covid-19 pandemic (<http://sks.comu.edu.tr/spor-sube-tanitim.html>). There are 156 student societies at ÇOMU, and 420 activities were carried out in the academic year of 2019-2020. However, in 2020, there was a significant disruption in these activities due to the pandemic. (<http://sks.comu.edu.tr/kultur-sube/ogrenci-topluluklari.html>). As a student-oriented university, we try to support all communities. Community founding proposals are made by the agency of our Senate.

In all units of our university, physical resources and spaces are managed integrally in order to provide facilities and infrastructure of appropriate quality and quantity. The results regarding the use of all facilities and infrastructures are systematically monitored and the monitoring results are evaluated together with the stakeholders, and actions are taken and resources are diversified in line with the needs/demands. Facilities for students at our university (dining hall, dormitory, technology-equipped study areas, social areas, etc.) are in number and quality to meet the needs of our students. Maximum effort is made to keep these facilities up-to-date with the number and

to- day equipment. Depending on the increase in the number of students, the opportunities are also advanced. The quality of these services is questioned through surveys conducted (<http://kalite.comu.edu.tr/questionnaires.html>). Barrier-free university implementations and practices at our university cover all units. Our directive for students with special needs has been published up to this time (<http://ogrenciisleri.comu.edu.tr/mevzuat.html>). In this context, there are 52 students in our university. These students use their representation rights. Each of our students has a mentor from the barrier-free ÇOMU unit. A considerable number of events were held in 2019 and 2020. After all; track roads, classrooms, buildings, building entrances, toilets, elevators and direction signs have been completed on campuses. The management of learning resources throughout the institution is carried out by considering site-specific conditions, accessibility and balance between units. In this context, there are also, exam facilities with Braille alphabet and library resources with accessibility facilities, and building environment infrastructure development studies for our disadvantaged students thus Detailed Evidence for these is available in the attached presentation. These practices are guaranteed upon our equal opportunity in education directive and detailed evidence is presented for your information as proof in the annexed presentation. We are also increasing library resources. In this context, we carry out the necessary updates within our potentials and within our budget. Accessible University applications are also made for newly completed buildings. In addition, requests are received and fulfilled at the meetings held by the relevant unit coordinator and the Rector's Office, and efforts are made to provide in-campus access opportunities (<http://ekb.comu.edu.tr/>).

Our students and graduates are monitored through our Student Life, Career and Alumni Relations Coordinator. In addition, under the coordination of this unit and our Rectorate, elective courses have been started to be included in all our programs under the name of career management specific to the own fields of students. As can be seen in the above titles in which academic consultancy and mentoring practices are conveyed, the appropriate quality and quantity of academic consultancy, guidance, psychological consultancy and career services provided in all units of our University are managed holistically.

The results of these services are systematically monitored and the monitoring results are evaluated together with the stakeholders, and actions are taken and resources are diversified in line with the needs/demands. These studies are carried out by the Administrative Department of Health, Culture and Sports (<http://sks.comu.edu.tr/>) and by the Student Life, Career and Alumni Relations Coordinatorship (<http://omik.comu.edu.tr/>). Within this scope, the relevant psychological counseling unit also visits each unit of our university during the semester. Adaptation and orientation studies to university life are also carried out for our students, and psychological consultancy activities are also provided during the pandemic. The relevant evidence is given in the attached web page links as evidence.

Based on the decision numbered 01 of the senate meeting numbered 18 dated 20/08/2020, our university decided to switch to the 'Composed 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. In our university, especially in 2020, several online events, conferences, congresses and seminars have been organized arising out of Covid-19 pandemics.

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>.

Even before the Covid-19 pandemic, Thesis Defense Exams and Thesis Monitoring Committee (TİK) meetings has 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 UBYS, 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 trainings, 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. Our university, between the dates 23.3.2020-30.4.2020; has adjusted very rapidly to the process through distance education, with a total of 8300 synchronous lessons of which 1660 lessons per day, the participation of 29843 students in synchronous lessons, 7470 online assignments, and the participation of 1800 faculty members in synchronous lessons. In the 2020-2021 fall semester, between 5.10.2020-5.11.2020; a total of 7983 synchronous lessons, of which 1590 lessons per day, participation of 32451 students in synchronous lessons, 13750 online assignments, share of 58317 course materials per week occurred. In the evaluation of students, the application options (homework, project, research, e-exam) determined by CoHE are left to the preference of the instructors. In the research project and homework options, the instructors analyzed the home-assignments security using the Turnitin program. Instructors using the Online Exam (e-exam) took security actions 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 has been required to sign an honesty letter before the

exam. The institution has managed the pandemic process very well and has given the lessons synchronously or asynchronously without any problems. It has been learned that the Departments of Information Processing and Student Affairs provide 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 were being 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 to evaluate the success of the Institution in accessing UIMS during the distance education process and connecting to the live lessons, 650,000 questionnaires were answered for the courses, thereby 64% of them stated the Institution's success level as "very good" and 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%. As a result of these; as presented on the institution's website, ÇOMU ranked second among universities in our country in the ranking of the most successful universities in distance education. Our University's Computer Center Department also carries out studies in coordination with ÇOMUZEM and provides technical support when necessary. In addition, our University's IT Department has ISO 27001 Information Security Management System accreditation and has applied for ISO 9001 2015 Quality Management System certification. Within the scope of the strategic plan, the practices covering all units and areas in line with the strategic goals and objectives regarding the distance and coeducational education processes 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.

As a result, monitoring and improvement is carried out for the development and use of learning resources, all relevant mechanisms are monitored, activities are diversified in line with needs/demands, and efforts are made for continuous improvement.

Learning environment and resources

Maturity Level: Monitoring and improvement is carried out for the development and use of learning resources.

Evidence

- [birim örneği dahil 35 adet kanıt web sayfası 1.doc](#)
- [Sunum Kanıt 1.pdf](#)

Social, cultural, sports activities

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [Sunum Kanıt 2.pdf](#)
- [birim örneği dahil 35 adet kanıt web sayfası 2.doc](#)

Facilities and infrastructures

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [birim örneği dahil 35 adet kanıt web sayfası 3.doc](#)
- [Sunum Kanıt 3.pdf](#)
- [Sayılarla ÇOMU d.docx](#)
- [Kurumsal Değerlendirme Analiz d.doc](#)
- [2020-idare-faaliyet-raporu d.pdf](#)

Barrier-free university

Maturity Level: Barrier-free university practices are monitored and improved by taking the opinions of disadvantaged groups.

Evidence

- [birim örneği dahil 35 adet kanıt web sayfası 4.doc](#)
- [Sayılarla ÇOMU 4.docx](#)
- [Sunum Kanıt 4.pdf](#)
- [2020-idare-faaliyet-raporu d1.pdf](#)

Psychological consultancy and career services

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [birim örneği dahil 35 adet kanıt web sayfası 5.doc](#)
- [kanıt 7dn.pptx](#)

6. Monitoring and Updating Programs

In order to educate members of profession with sufficient professional equipment, who have adopted the principle of continuous improvement and lifelong learning, and who have the qualifications required by the era and the future, the missions of our university and the missions of our programs are updated and continuously improved as stated above. These missions were adopted by taking the opinions of internal and external stakeholders, and taking into account regional, national and global developments, they were consulted and updated with all stakeholders when necessary. While determining the program mission goals, objectives and curriculum, the program consultant invites the relevant department head, unit manager, academic staff and program students to a meeting, and a meeting is organized where the opinions of internal stakeholders are taken first. Then, in line with the meetings held with external stakeholders and requests from the industry, program mission and goal were updated in accordance with the unit and institution. Within this framework, all necessary studies have been carried out to enrich our education and training content, to make it more up-to-date, more understandable, more balanced, more entertaining and more suitable for business life, by taking the opinions of both our current students and our graduates. In this context, the necessary performance indicators and evaluation surveys have been created and they are applied at these meetings held and/or periodically to the relevant parties as a printout or via our unit website. In addition, while updating the education plans at the associate degree level, they are subject to another examination by the MEYOK (such as Vocational Schools Coordination and Legislation Committee). If it is to be repeated, the general purpose of our programs is to educate qualified graduates who will work in the efficient execution of production and service activities of public and private sector enterprises and organizations, and who can operate with contemporary, present and future technology. Within this scope, our programs aim to serve our graduates as entrepreneurs and innovative specialists with high communication skills, full of self-confidence, who follow the current developments in the national and international platforms related to the sector in which they will work, as a qualified workforce potential. In this line, students are given theoretical information to increase their knowledge in order to plan the work order that will make the best use of information and technology, and students are prepared for business and professional life with applied courses. Likewise in many of our units, there are bilateral cooperations and protocols within the framework of university-industry cooperation. Also, our Rectorate's Quality Assurance Commission has internal and external stakeholder advisory boards. The ECTS distribution of these courses is constantly monitored, if possible, within the framework of the legislation. As it can be understood, our units have taken into account the mission of the institution in structuring the educational objectives, and the evaluations expressed in interviews or meetings with all stakeholders at different times and reflected in various surveys have been discussed and these objectives have been updated within the framework of continuous improvement studies. Links to news related to all these are also included as evidence.

Our university periodically reviews its programs to ensure that its programs meet the educational objectives and meet the needs of students and society. At our university, the outputs of all programs are monitored systematically (annual and periodically at the end of the program period) and in line with institutional purposes (education-training policy and objectives). These monitoring results are evaluated together with the stakeholders and updates are made. Defined processes have been announced for the programs to be monitored (<http://ogrenciisleri.comu.edu.tr/>). It is also monitored by annual activity reports and internal evaluation reports of the Institution (<http://kalite.comu.edu.tr/>). We have a system that monitors the course achievements of the programs (<https://ubys.comu.edu.tr/>) : Their results are also published (<http://kalite.comu.edu.tr/>). The social contribution of

the program monitoring and updating studies (<http://omik.comu.edu.tr/>) is monitored by the graduate monitoring coordinatorship In order to apply for accreditation, the Quality Commission holds meetings including all academic units (<http://kalite.comu.edu.tr/>). English preparatory classes is done through the School of Foreign Languages. (<http://ydyo.comu.edu.tr/>). In all programs of our university, graduates are monitored systematically and in line with institutional purposes (education-training policy and objectives), and actions are taken including all units and programs according to the results of the monitoring. In this context, our alumni relations coordinators work in each of our units. Our alumni tracking system has been active since 2017 (<http://omik.comu.edu.tr/>). Several activities were carried out during the year. As stated in the above titles, it can be seen that academic consultancy and psychological consultancy practices are systematically monitored at our University, and actions are taken by evaluating the results of the monitoring with the stakeholders, and the PDCA cycle is adopted and implemented by all units Additionally, since the establishment of the "Student Life Career and Alumni Coordinator" and the "Alumni Information System", approximately 3,500 graduates have been registered with this system, and on the other hand, more than 35,000 students have been contacted via social media. In this sense, the necessary Evidence was also presented at the monitoring meeting in December 2020 and also uploaded to the report as presentation and web pages.

In summary, at ÇOMU, all these are also monitored systematically and officially through educational activities, regulations and directives and improvement decisions for them are taken the senate meetings following the necessary updates are passed by our legislation commission then they are implemented.

Within the scope of Bologna criteria and TQF-HETR, ECTS applications are monitored through the Student Information Management system. For each program and course (formal, distance, coed, open) the program objectives and learning outcomes are monitored as planned. The operation and results of this process are evaluated together with the stakeholders. Statistical indicators related to education and training (courses opened each semester, number of students, success levels, feedback results, course diversity, lab practice, undergraduate/graduate balances, number of disengagements/reasons, etc.) are monitored and discussed periodically and systematically, are evaluated, compared, and the development of quality education continues. There is a program accreditation planning: promotion and implementation, the institution's accreditation strategy is specified, and within this scope, 292 programs have prepared self-evaluation reports and plenty of them have commenced their preparations to apply for program accreditation. The satisfaction of graduates is evaluated and used in institutional development strategies. Mechanisms for monitoring and updating program outputs are operated throughout the programs. Program outputs are monitored by these mechanisms and updated by taking the opinions of relevant stakeholders. There are graduate tracking system applications throughout the programs in the institution. Alumni tracking system applications are monitored and updates are made in line with the needs.

Monitoring and updating program outputs

Maturity Level:Program outputs are monitored by these mechanisms and updated by taking the opinions of relevant stakeholders.

Evidence

- [kanıt 4b.pptx](#)
- [paydaş görüşlü öğretim planı güncelleme b.pdf](#)
- [Sunum Kanıt 6.pdf](#)
- [birim örneği dahil 35 adet kanıt web sayfası 6.doc](#)

Alumni Tracking System

Maturity Level: Alumni tracking system applications are monitored and updates are made in the programs in line with the needs.

Evidence

- [birim örneği dahil 35 adet kanıt web sayfası](#)
- [7.doc](#) [Sunum Kanıt 7.pdf](#)

C. RESEARCH AND DEVELOPMENT

1. Research Strategy

During the preparation process of the 2021-2025 Strategic Plan, academic priorities have been established according to the needs of the 11th Development Plan, the Regional Development Agency and other regional institutions. The vision of our university is **to be a “quality-oriented and innovative university”** which trains pioneers and entrepreneurs in its field, produces R&D-oriented, practice-oriented, multi-disciplinary and project-based research, and develops sustainable relations with its stakeholders.

Our university has set it as its primary goal to continue its development based on quality awareness. In this context, our aim is to make Çanakkale Onsekiz Mart University “the best university in its region in terms of entrepreneurship and innovation”. Within this scope, our strategic goals and strategic objectives that stand out in our strategic plan are presented below for your information, and our evidence on how these objectives shall be measured and what the results for 2020 are present in our attached evidence file. On the other hand our key performance indicators are the number of Web Of Science publications, projects and patents.

In our University's 2021-2025 Strategic Plan, "G1."Developing R&D and Innovation Activities" is included as a strategic goal, and in line with this goal, strategic targets and performance indicators have been determined and published with stakeholder engagement. While determining these targets, the UN Development Goals and the 11th Development Plan were taken as an example, and with the participation of internal and external stakeholders in the meetings, the opinions of all willing stakeholders were also asked. Our University, which takes research as focus point, distinguishes itself from other universities in the same position by making a difference with the Technopark, where powerful and important projects are implemented. At the same time, our University is making important breakthroughs in renewable energy with the effect of location and regional factors. Within the scope of the Southern Marmara Development Agency's (GMKA) Financial Support Program for the Development of Industrial Infrastructure in 2019, The "Protothinks Çanakkale Design and Prototype Development Center" project, which is executed by Çanakkale Technopark and in which Çanakkale Onsekiz Mart University and Çanakkale Special Provincial Administration take part as participators, is planned to be put into service in 2021. The Center is of great importance in terms of technological developments as it is the "First Design and Prototyping Center of the Region". Autocad and Solidworks Programs, Assisted Design Computers, CNC Laser Cutting Machine, CNC Press Brakes, Welding Machine, Hydraulic Tilting (guillotine) Scissors, Column Drill Workbench, Compressor machinery-equipment shall take place in Protothinks Design and Prototype Development Workshop, which shall serve many entrepreneurs in our region, especially Çanakkale Technopark entrepreneurial companies. All early stage, SMEs and companies working in the field of design-production, academicians and students in the region will be able to receive technical support on the subjects of prototype and design development.

Çanakkale Onsekiz Mart University took its place among the top 50 universities according to the 2018 TÜBİTAK Entrepreneurial and Innovative University Index. According to the 2019 ranking made by URAP, our University ranks first among the universities in the Thrace region. On the other hand, according to the 2019 ranking made by URAP, Çanakkale Onsekiz Mart University ranks 30th among state universities in Turkey. At the 7th Technology Development Zones and R&D Centers Award Ceremony organized by the Ministry of Industry and Technology, our University's Technopark ranked 44th among 54 universities in the 2018 Technology Development Zones performance index results. Furthermore, by conducting a widespread impact analysis at our University, priority is given to projects and collaborations that

meet national, international and regional needs. There are many success stories in our university, from social sciences to applied sciences. Our university, in the 2021-2025 Strategic Plan, attaches importance to the creation and implementation of projects that produce added value in industry-university cooperation, under the guidance of the Eleventh Development Plan. In order to increase research capacity and entrepreneurship, academicians and especially doctoral students shall be supported and increasing the activities with incubation centers shall be prioritized. At the same time, industry-integrated education is provided in undergraduate and associate degree programs, which shall enable our students to adapt to business life after university more easily and offer career advantages. In this way, our students have the opportunity to turn their theoretical knowledge into practice before the end of their education life.

ÇOMU carries out studies on its priority and successful research areas. These areas are; Biotechnology, Environment, Genetics, Food and Agriculture, Polymer, Materials Sciences, Nanotechnology, Marine, Aquaculture and Fisheries Technology, Physics, Astrophysics, Aerospace Sciences, History, Archeology Tourism, Health Tourism, Elderly Care, Design, Informatics, Software and Robotic Technologies, Balkans and Immigration, Renewable (Solar, Wind, Geothermal) Energy and Technologies, Entrepreneurship, Innovation. It tries to carry out more studies such as projects, publications and doctoral programs by receiving very serious support in these areas.

Our research outputs in 2020 reached the highest level with the institutional accreditation and the target of being a research university candidate set by our Rectorate throughout the institution. Practices and applications related to the research policy, strategy and objectives adopted by all units in the institution are systematically monitored and actions covering all fields and programs are taken according to the results of the monitoring. ÇOMU hopes to be a university focused on technological products and innovation and more focused on R&D qualified and project-oriented studies. Within this framework, it has also initiated studies to become a "Research University" candidate for nomination. The strategic plan has also been renewed in this context.

At our university, the results and stakeholder views related to the management of research and development processes are systematically monitored and actions are taken by evaluating them together with the stakeholders. The management of the Research and Development processes is carried out by the commissions established under the presidency of the Rector, and the committees formed by the application and research center directors. In this sense, our various key indicators and achievements are presented in the annex. Research performance is monitored with various indicators by Technopark, TTO, ÇOBİLTUM, Project Coordination Center, BAP unit, Revolving Fund Accounting Office, Patent Unit, Quality Assurance Commission and Quality Assurance Office at our university, where it is significant to monitor the research outputs in terms of social impact and patents. Concurrently, while collecting data, performance indicators used in the preparation of documents such as Institutional Evaluation Analysis, ÜBYS, ÇOMU in Numbers, Strategic Plan Performance Indicators, Annual Report, CoHE University Report Card, YÖKAK Performance Indicator, IIER, and Self-Evaluation Reports are also utilized.

In order to improve the scientific and social effects of research outputs, different categories such as "advanced research project, industry cooperation project, rapid support project" are defined in BAP/SRP project supports, publication criteria that should be provided for different categories have been set and the continuity of research support has been linked to the fulfillment of the publication criteria and SCI indexed publications have been increased and supported. Research supports were given by the BAP Unit of the university, especially on the condition of publishing in quality journals (such as Q1-Q2), BAP supports were increased and congress participation support was provided, and the criterion of "writing a project" was added to the academic appointment and promotion criteria thus the top management endeavours to keep the morale and

motivation of the researchers high.

In order to bring the business world and academicians together, visits to the business world are organized together with Technopark, and in this line trainings are given to the instructors. Also, important bilateral university-industry collaborations and protocols have been developed with the leaders of the health, pharmaceutical, energy and food sectors such as Istanbul Provincial Health Directorate, Polifarma Pharmaceuticals and Uluova Milk Inc. Technopark's efforts to encourage its instructors to develop products continue increasingly. In addition, a Facebook station is being installed in our Technopark. This is due to the fact that Technopark also has an important capacity in terms of game programs. Also, projects are carried out in the context of the protection of marine animals and similar natural life around the Çanakkale Bridge.

On the other hand in the field of energy, the project titled “Renewable Youth Energy/RE-YOU Operation”, which has been prepared by the South Marmara Development Agency (GMKA) in partnership with Balıkesir University (BAÜN) and Çanakkale Onsekiz Mart University (ÇOMU) and has been deemed worthy of support within the European Union Instrument for Pre-Accession Assistance (IPA), is being put into practice. This project, which will last for 36 months and is described as the biggest in the field of energy education in the region, is a critical one aiming to provide unemployed youth between the ages of 18-29 in TR22 South Marmara Region with the necessary qualifications to be employed in the renewable energy sector and to increase the employment of unemployed youth in companies and institutions in the field of renewable energy. Including 40 engineers and 40 technicians, each from the renewable energy system, 480 (Balıkesir-240 people, Çanakkale-240 people) unemployed new graduates between the ages of 18-29 who graduated from the Faculty of Engineering, Faculty of Arts and Sciences and Higher Education Vocational Schools of both universities (electricity, energy, electronic technology, electronics and automation, machinery, etc.) will receive renewable energy systems training and after the training program they will be included in the internship program that will last for 2 months in businesses operating in the field of renewable energy. In order for both universities to become the Authorized Certification Body of Continuing Education Centers, during the operation program process, accreditation applications will be made to the Vocational Qualifications Authority and TÜRKAİ, and both institutions will be authorized. After becoming an Authorized Certification Body for Continuing Education Centers, it will have the authority to conduct professional competency exams in the field of renewable energy and issue a professional qualification certificate. Since there is no Authorized Certification Body in the field of Renewable Energy in Turkey, the structure to be established within the universities in Balıkesir and Çanakkale is a first in Turkey.

An accredited Global Wind Organization (GWO) training center will be established at the Continuing Education Centers of both universities and then basic safety trainings in the field of wind energy will be given. The trainings that will be given to the participants during the program will continue to be carried out by the lecturers to be appointed by the universities within the Continuing Education Centers of the Universities after the Operations Program. Shooting of spot films and broadcast on news channels will be ensured in order to spread the project and promote renewable energy employment opportunities in the region. In addition, during the determination of the project participants, in order to facilitate reaching the target group, it will be possible to make nationwide announcements by broadcasting them in the period when the applications will start to be received. Apart from the training content included in the operation, workshops, awareness-raising and public information activities, and regional conferences will be held in the field of renewable energy in order to advance spread of the operation and its advantages.

Similarly, Yaşak Makina and Kale Aero Aviation Company and FEF Physics Department initiate joint research due to the fact that in the factories of Kale Group and Doğtaş Company, postgraduate graduate education is organized for industry within the scope of university-industry cooperation. By means of outstanding projects carried out, bilateral collaborations and the Non-Thesis Master's programs opened, the demands of environmental industrial organizations are answered, meaningful benefit is provided for scientific and social contribution, and it sets an example for other universities in this regard. Graduate theses and research projects are carried out in line with the needs of industrial institutions established in Çanakkale. In general, all these are processes based on continuous improvement that are difficult and demanding to realize in increasing the research potential of a public institution. These achievements of the Rectorate of our University, on the other hand, express how valuable the road covered is and how the results of our process improvement studies are obtained.

There are 1870 academic staff at our university, of which 980 are lecturers and 390 are research assistants. Our ratio of faculty members to research assistants is 3/1. The Web of Science publication rate per faculty member increased compared to previous years and became 0.65. Questionnaires are applied to evaluate the research competency of all our teaching staff, and the performance of academic staff is monitored through AVESİS and ÜBYS. The number of publications, citations, projects, patents and inventions are followed dynamically, and the appointment and promotion criteria updated in 2020 are used as another monitoring mechanism. Likewise, several trainings such as project writing for instructors in Turkey and abroad, patent application, publishing in SCI indexed journals, off-campus access and literature search using databases, training of the educator, content preparation in distance education, orientation, quality assurance, ÜBYS/UMIS training are begun to be given by our units such as Faculty of Education, Faculty of Medicine, Biga MYO ÇOBİLTUM, Technopark TTO, Project Coordination Center, Continuing Education Center, Distance Education Center, 45 Application and Research Centers, Library and Documentation Department, Information Processing Department, Quality Assurance Commission, Quality Assurance Office, on the other hand upon the strategic goals set by each unit and department in their own strategic plan, the number of publications naturally increased. In this context, our efforts to ensure that the research outputs are for social utility will continue increasingly with a higher motivation, with our Respectable Rector Professor Doctor Sedat MURAT's agile, transparent and participatory management approach and quality leadership.

According to 2018 data, our university ranked second among state universities in Turkey with a total of 69 patents. In 2019, 35 more patent applications were filed. 50 patent applications are planned in 2020. However, due to the Covid-19 pandemic, our rapid rise in patent applications has unfortunately been interrupted. In 2020, academicians of our university received 29 international and 3 TUBITAK awards, excluding academic publication incentive awards for their scientific studies. In 2020, 20 invention notifications, 1 international utility model, 8 national and 6 international patent applications were made from our university. The total number of domestic and international patent applications of our university is 50 and the total number of invention notifications is 86. The total number of national patents and utility models of our university is 35, the number of international patent and utility model applications is 15, and the number of trademark applications is 1. While the number of Web Of Science publications of our university is 631 solely in 2020, 470 of them were published in SCI, SSCI, AHCI and about 100 of them were published in Q1 journals. Actions are being taken to take actions such as awarding Q1 category publications with a significant monetary incentive through BAP, increasing the number of databases, and training faculty members on publications in SCI indexed journals, database usage and statistical analysis. The number of Web of Science citations of our university in 2020 is close to 500. While the number of companies in our technopark is 52, the number of companies in

our technopark of the faculty members of our university is 23. We have 604 BAP projects in 2020, of which 241 were submitted in 2020. In addition, in 2020, our university has 35 TÜBİTAK projects, 11 of which were admitted in 2020. While our university had 23 active EU projects in 2020, 5 EU projects were completed in 2020. After all, our total number of completed EU projects has reached 67. In addition to these, our university had 1 UN supported, 1 UDAP supported, 1 GMKA supported, 1 foreign Mission supported, 6 Erasmus and Erasmus+ supported projects in 2020. Apart from these, Çanakkale Onsekiz Mart University (ÇOMU), which participated in the OFEED 2020 African Innovation Week International Fair, where 694 inventions from 27 countries were exhibited, organized with the support of the International Federation of Inventors' Union (IFIA), entitled to receive 9 medals, including 1 grand prize, 2 gold, 4 silver and 2 bronze medals as a result of the evaluations made by the international jury. Participating in ISIF'20 International Invention Fair, which was held with the support of the Ministry of Industry and Technology, Turkish Patent and Trademark Office, International Federation of Inventors' Association (IFIA), World Intellectual Property Organization (WIPO), European Patent Office (EPO) and Turkish Technology Team Foundation, our university was entitled to receive 8 medals, including 1 gold, 2 silver and 5 bronze medals as a result of the evaluations made by the international jury. (<https://www.comu.edu.tr/haber-20338.html> - <https://www.comu.edu.tr/haber-20232.html>). As it can be understood from all this, continuing to increase and being encouraged, our university has research and development activities that can be transformed into social and scientific contributions, even under pandemic conditions, Demonstratively, our university has reached the maximum number of 631 publications within the Web of Science index in a year in 2020 for the first time since its establishment.

The research outputs of our university increase systematically in relation to local, regional and national development goals and are regularly monitored in accordance with the internal quality assurance system of the institution, and the results of monitoring are evaluated together with the stakeholders and actions are taken.

Our university carries out projects in the fields of chemistry, which is among the priority sectors in the 11th Development Plan, agriculture, defense industry, tourism, augmented reality, micro/nano/opto electronics and biotechnology, which are among the priority development areas. It also carries out studies in line with the "United Nations Sustainable Development Goals". Within this scope, meetings are held and stakeholder opinions are also taken. (<http://kalite.comu.edu.tr/>). It is ensured that our university can produce value and turn it into social utility in line with its research policy, objectives and strategy, activities in the field of research and adoption by stakeholders was ensured through mature practices; the institution has many unique and innovative applications and some of these applications are taken as an example by other institutions. Our research policy, goals, strategy and priority research areas throughout our university were determined during the preparation of the 2021-2025 Strategic Plan, in which our stakeholders also participated. These are in compliance with the mission of our university and guide research decisions and activities. The priorities and the research approach of our university includes; its relationship with the education function, the research performance expected from the faculty members, the type of management adopted for research and development, research support units and development goals, institutional research preferences, leading research focuses of the institution, centers of excellence, especially the research emphasis to be declared and in application processes as well, these superior centers, which are more agile compared to other units, come to the forefront. In this context, our research policy is implemented in a known, adopted and reliable manner by the employers of our institution. The approaches adopted regarding research management, how the motivation and guidance function is designed within our Rectorate, how short and long-term goals are defined clearly and precisely, the research management team and job descriptions have been determined; applications are developing in the direction of these institutional preferences. The effectiveness and success of research management is monitored and continuously improved. The relationship of research with local/regional/national

development goals, its socio-economic-cultural contribution as well as the level of national and international competition, awareness, continuity and ownership by the stakeholders of the institution are managed. Local, regional and national development impact of research outputs on goals are evaluated and related improvements are implemented.

There are practices carried out in line with the defined research policy, strategy and objectives throughout the university and practices related to research policy, strategy and objectives are monitored in the institution and actions are taken according to the results of the monitoring.

In this context, internalized, systematic, sustainable and exemplary practices we have and also our reference evidence as conveyed above are available. Throughout our university, the management and organizational structure of research and development processes are implemented in the direction of institutional preferences, the results related to the management of research and development processes and the operability of the organizational structure are monitored and measurements are taken. Across the university, research is carried out by taking into account local, regional and national development goals and changes, research outputs are monitored and the results of the monitoring are improved in respect of local, regional and national development goals. Also in this context, internalized, systematic, sustainable and exemplary practices we have, some of which are exemplified above, are available.

Research policy, objectives and strategy of the Institution

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [tüba-tübitak ödülleri kanıt \(1\).pdf](#)
- [Uluslararası Ödüller kanıt 1.pdf](#)
- [açılması uygun görülen programlar2.pdf](#)
- [Güncel FSMH Sayısal Veriler.xlsx](#)
- [yurt dışı projeler 2bc.pdf](#)
- [dış ilişkiler koord2bc.pdf](#)
- [comu-kalite-guvence-politikas.pdf](#)
- [stratejik-plan-2021-2025 2.pdf](#)
- [2020-idare-faaliyet-raporu cv.pdf](#)
- [akdademik 20a.pdf](#)
- [Kanıt 11.jpeg](#)
- [Kurumsal Değerlendirme Analiz dz.doc](#)
- [Kanıt Sayılarla ÇOMU 4.docx](#)
- [Sunum Kanıt 01a.pdf](#)
- [wos.doc](#)
- [birim örneği dahil 11 adet kanıt web sayfası.doc](#)
- [ÇANAKKALETEKNOPARK ÇOMU KALİTE VERİLER.pdf](#)

Management and organizational structure of research and development processes

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [Sunum Kanıt01.pdf](#)
- [Sayılarla ÇOMU a1.docx](#)
- [birim örneği dahil 11 adet kanıt web sayfası 1.doc](#)

Relationship of research with local/regional/national development goals

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [Sunum Kanıt 01ab.pdf](#)
- [wos1.doc](#)
- [birim örneği dahil 11 adet kanıt web sayfası 2.doc](#)

2. Araştırma Kaynakları

The institution, apart from BAP resources, aimed to use resources such as TUBITAK, EU, and GMKA effectively for its research and development activities budget. Research resources are physical, technical, and financial. Research resources in the institution are managed in a way that supports priority research areas and covers all units/fields. The findings obtained from all these practices are systematically monitored and the monitoring results are evaluated together with the stakeholders, and actions are taken and resources are diversified in line with the needs/demands. Additional resources are created from the general budget for Research and Development infrastructure and development (<http://strateji.comu.edu.tr/>). Within the framework of the research, there are protocols with many public institutions and the private sector. Our research budget is monitored in the CoHE University Report/Score Card and increased every year. The number of students in the COHE PhD 100 / 2000 Scholarship Program is 48. In-university resources of the institution are managed in an accessible way that supports priority research areas. The findings obtained from all these practices are systematically monitored and the monitoring results are evaluated together with the stakeholders, and actions are taken and resources are diversified in line with the needs/demands. Approximately 4.5 million TL was transferred to BAP resources for Research and Development infrastructure and development. Approximately 4 million TL of this was spent on R&D activities. Total Financial Values of External Support Projects are as following: 315,525.00 TL (UDAP) and 10,162,321.00 TL (TÜBİTAK), and the ReYOU project has a total budget of 12 million euros as well. Through our Revolving Fund Accounting Office, a total of 95,580 TL was provided to 4 projects in the Foreign Supported projects of 4 industrial organizations. Total Budget of Foreign Supported (TUBITAK) Projects completed during the year is 1,643,956.00 TL. Apart from these, UN supported projects: 32.500 euro, Erasmus and Erasmus+: 186.805 euro, Foreign Mission (Embassy etc.) Supported Projects: 3331.33 euro. Apart from these, there are support from foreign projects and there are efforts to multiply alternatives. By means of these expenditures, projects in both our priority areas and other areas were supported (<http://arastirma.comu.edu.tr/>). There are guidelines and application principles for the effective use of these resources. Our Foreign Relations Coordinatorship is working on the realization of post-doctoral research, and we also have academic staff who benefit from this. The institution has plans and practices regarding the use of non-university resources and methods and support units, and necessary improvements are being made. External resources are the supports provided by institutions such as UN, EU, Foreign Mission, TUBITAK, GMKA, Projects and Protocols Implemented with Industrial Organizations. Among these supports, those abroad are followed by the foreign relations coordinatorship (<http://iroproje.comu.edu.tr/comu-39-de-yurutulen-uluslararasi-projeler.html>). Domestic supports are followed by BAP (<http://arastirma.comu.edu.tr/>). In addition, Teknopark, ÇOBİLTUM and Project Coordination Unit (<http://proje.comu.edu.tr/>) work as a support unit. Various training and information meetings are held in order to further encourage our University's Application and Research Centers and our academicians to use non-university funds, and the Foreign Relations Coordinatorship tries to operate more actively in order to receive research support abroad, and actions are taken in this context. Our ratio of academic members to research assistants is 3/1. Actions are being taken to

take actions such as awarding Q1 category publications with a serious monetary incentive through BAP/SRP, increasing the number of databases, and training faculty members on publications in SCI indexed journals, database usage and statistical analysis.

The outputs of doctoral and post-doc programs that are compatible with and support the research policy, goals and strategies of the institution are regularly monitored, and the results of the monitoring are evaluated together with the stakeholders and actions are taken. As of 2020, the number of our graduate students is 4603. The number of doctorate students is 672, the number of graduate students is 3931, and the number of postgraduate distance education students is 478. The number of our PhD graduates is 494 in total. All data can be accessed from the Institutional Evaluation Analysis link (<https://ubys.comu.edu.tr/>). We do not have a post-doctoral program, and there are students who apply to pos-doc programs from different universities and their outputs are monitored by our foreign relations coordinator.

Our university's physical, technical and financial research resources are compatible and sufficient with its mission, goals and strategies. Diversity and adequacy of resources are constantly monitored and improved. There are projects, conference participation, travel, expert invitation supports, personal funds, awards to increase motivation and competitive promotion criteria to develop research potential. Üniversite içi kaynakların yıllar içindeki değişimi izlenmekte ve iyileştirilmektedir. The changes in university resources over the years were monitored and improved. In line with the mission and goals, orientation to non-university resources is supported. Support units working for this purpose are known to researchers. Application processes for doctoral programs are online. The number of registered students and graduates and the development trends have increased over the years and are being followed. In addition, new doctoral programs are opened. The institution's inbreeding policy is transparent within the framework of merit and equity. There are graduate programs in line with and supporting research policy, goals and strategies at our university. Especially the postgraduate education programs carried out in Kale and Doğtaş companies and the postgraduate theses made for the needs of the industry can be given as examples. In order to continue the research and development activities of the university in line with its research strategy, meetings and trainings are held that encourage the use of non-university resources. The use of non-university resources in research and development activities is monitored and improved. In these processes, there are efforts looking after a balance between the units, but priority areas of the university were emphasized. To summarize, the definitions and units necessary for the use and distribution of internal and external resources for research, the adequacy and diversity of research resources have been created at our university, and the practices are systematically monitored and there are continuous attempts for improvements.

Research resources

Maturity Level: The institution monitors and improves the adequacy and diversity of research resources.

Evidence

- [Dış İlişkiler Koordinatörlüğü Verileri.docx](#)
- [BAP TUBİTAK Projesi Verileri.docx](#)
- [2020-idare-faaliyet-raporu c1.pdf](#)
- [birim örneği dahil 12 adet kanıt web sayfası.doc](#)
- [Sayılarla ÇOMU a2.docx](#)
- [Sunum Kanıt a2.pdf](#)
- [2019 YÖK KARNEa12.pdf](#)

University resources (BAP/ SRP)

Maturity Level: The use and distribution of in-university resources are monitored and improved within the institution.

Evidence

- [birim örneği dahil 12 adet kanıt web sayfası](#)
- [1.doc BAPT Projesi Veri.docx](#)
- [2020-idare-faaliyet-raporu c2.pdf](#)
- [Sayılarla ÇOMU a3.docx](#)
- [Sunum Kanıt a3.pdf](#)

Orientation to non-university resources (Support units, methods)

Maturity Level: In the institution the use of non-university resources in research and development activities are monitored and improved.

Evidence

- [birim örneği dahil 12 adet kanıt web sayfası 3.doc](#)

Doctoral programs and postdoctoral opportunities

Maturity Level: In the institution outputs of doctoral programs and postdoctoral opportunities are regularly monitored and improved

Evidence

- [birim örneği dahil 14 adet kanıt web sayfası.doc](#)

3. Research Competence

At our university, seminars, workshops and conferences are organized in order to maintain and improve the research competence of the academic staff. Within structure of our university, applications for the evaluation and development of the research competence of the academic staff are carried out in a way that involves all fields. Appointment and Promotion criteria are applied (<http://personel.comu.edu.tr/mevzuatlar/akademik-kadro-atamakriterleri.html>). The events can be accessed from the link (<http://proje.comu.edu.tr/>). At our university, multiple research activities and practices such as national and international in-house and inter-institutional joint programs and joint research units, participation in research networks and establishing collaborations are carried out in a way that involves all fields (<https://www.comu.edu.tr/arastirma-merkezleri>). ÇOMU conducts joint studies with laboratories and research centers of other universities to support its research infrastructure. Academic members are able to draw advantage from these opportunities. (<http://merkezlab.comu.edu.tr/>).

There are 1870 academic staff at our university, of which 980 are lecturers and 390 are research assistants. Our ratio of academic members to research assistants is 3/1. CoHE Ph.D. 100/ 2000 Scholarship Program Number of Students is 48. Actions are being taken through actions such as awarding Q1 category publications with a significant amount of monetary incentive through BAP/SPR, increasing the number of databases, and providing training to academicians on publications in SCI indexed journals, database usage and statistical analysis. The Web Of Science publication rate per academic member increased compared to

previous years and became 0.65. In this context, essential improvements are made in the development and evaluation of the research competence of all our faculty members. Questionnaires are applied to evaluate the research competency of the academic staff, and the performance of the academic staff is monitored through AVESİS and UIMS, also, the number of publications, citations, projects, patents and inventions are monitored dynamically, and the appointment and promotion criteria updated in 2020 are used as another monitoring mechanism. Likewise, trainings such as writing projects at home and abroad for instructors, patent applications, publishing in SCI indexed journals, off-campus access and literature search by using databases, training of the educator, content preparation in distance education, orientation, quality assurance, ÜBYS/UMIS training commenced to be given by our units such as Faculty of Education, Faculty of Medicine, Biga MYO ÇOBİLTUM, Technopark TTO, Project Coordination Center, Continuing Education Center, Distance Education Center, 45 Application and Research Centers, Library and Documentation Department, Information Processing Department, Quality Assurance Commission, Quality Assurance Office, on the other hand, the number of publications inevitably increased upon the strategic goals set by each unit and department in its own strategic plan. The ratio of researchers with doctorate degrees and the overlap of the studies with the research objectives are monitored by the relevant departments and the Graduate Education Institute. Systematic activities such as training, seminars, meetings, workshops and project markets are carried out in order to improve the research and development competence of academic staff. Mechanisms to encourage inter-institutional collaborations, interdisciplinary initiatives and joint ventures to create synergy exist and are effective. In this regard, the examples given in the first title are the most meaningful outputs. There are joint networks and research groups such as the Adim Universities Union and the Trakya Universities Union. At our university, practices aimed at improving the research competency of the academic staff are monitored, and the results of the monitoring are evaluated together with the academic members and actions are taken. In addition, although the national cooperation is sufficient in our university, the necessary practices for increasing the joint programs and joint research activities at the international level are encouraged, monitored and evaluated with the relevant stakeholders and efforts are made to improve them.

Developing the research competence of academic members

Maturity Level: In the institution, practices aimed at improving the research competence of the academic members are monitored and actions are taken by evaluating the results of the monitoring together with academic members.

Evidence

- [birim örneği dahil 14 adet kanıt web sayfası 1.doc](#)

National and international joint programs and joint research units

Maturity Level: In the institution, in-house and interinstitutions joint programs and joint research activities at national and international level are monitored and improved by evaluating them with relevant stakeholders.

Evidence

- [birim örneği dahil 14 adet kanıt web sayfası 2.doc](#)

4. Research Performance

There are 1870 academic staff at our university, of which 980 are lecturers and 390 are research assistants. Our ratio of academic members to research assistants is 3/1. CoHE Ph.D. 100/ 2000 Scholarship Program Number of Students is 48. Actions are being taken through actions such as awarding Q1 category publications with a significant amount of monetary incentive through BAP/SPR, increasing the number of databases, and providing training to academicians on publications in SCI indexed journals, database usage and statistical analysis. The Web Of Science publication rate per academic member increased compared to previous years and became 0.65. In this context, essential improvements are made in the development and evaluation of the research competence of all our faculty members. Questionnaires are applied to evaluate the research competency of the academic staff, and the performance of the academic staff is monitored through AVESİS and UIMS, also, the number of publications, citations, projects, patents and inventions are monitored dynamically, and the appointment and promotion criteria updated in 2020 are used as another monitoring mechanism. Likewise, trainings such as writing projects at home and abroad for instructors, patent applications, publishing in SCI indexed journals, off-campus access and literature search by using databases, training of the educator, content preparation in distance education, orientation, quality assurance, ÜBYS/UMİS training commenced to be given by our units such as Faculty of Education, Faculty of Medicine, Biga MYO ÇOBİLTUM, Technopark TTO, Project Coordination Center, Continuing Education Center, Distance Education Center, 45 Application and Research Centers, Library and Documentation Department, Information Processing Department, Quality Assurance Commission, Quality Assurance Office, on the other hand, the number of publications inevitably increased upon the strategic goals set by each unit and department in its own strategic plan.

According to 2018 data, our university ranked second among state universities in Turkey with a total of 69 patents. In 2019, 35 more patent applications were filed. 50 patent applications are planned in 2020. However, due to the Covid-19 pandemic, our rapid rise in patent applications has unfortunately been interrupted. In 2020, academicians of our university received 29 international and 3 TÜBİTAK awards. In 2020, 20 invention notifications, 1 international utility model, 8 national and 6 international patent applications were made from our university. The total number of domestic and international patent applications of our university is 50 and the total number of invention notifications is 86. The total number of national patents and utility models of our university is 35, the number of international patent and utility model applications is 15, and the number of trademark applications is 1. While the number of Web Of Science publications of our university is 631 solely in 2020, 470 of them were published in SCI, SSCI, AHCI and about 100 of them were published in Q1 journals. Actions are being taken to take actions such as awarding Q1 category publications with a significant amount of monetary incentive through BAP, increasing the number of databases, and training faculty members on publications in SCI indexed journals, database usage and statistical analysis. The number of Web of Science citations of our university in 2020 is close to 500. While the number of companies in our technopark is 52, the number of companies in our technopark of the faculty members of our university is 23. We have 604 BAP projects in 2020, of which 241 were submitted in 2020. In addition, in 2020, our university has 35 TÜBİTAK projects, 11 of which were admitted in 2020. While our university had 23 active EU projects in 2020, 5 EU projects were completed in 2020. After all, our total number of completed EU projects has reached 67. In addition to these, our university had 1 UN supported, 1 UDAP supported, 1 GMKA supported, 1 foreign Mission supported, 6 Erasmus and Erasmus+ supported projects in 2020. As it can be understood from all this, continuing to increase and being encouraged, our university has research and development activities that can be transformed into social and scientific contributions, even under pandemic conditions. Demonstratively, our university has reached the maximum number of 631 publications within the Web of Science index in a year in 2020 for the first time since its establishment.

ÇOMU carries out its research activities through ÇOMU AVESİS, assessment / evaluation is made

through annual activity reports, IIER and surveys, subsequently, endeavors to take actions for necessary improvements. In order to monitor and evaluate the research and development performance of the academic members, practices comprising all fields are regularly monitored and actions are taken by evaluating the results of the monitoring together with the stakeholders. Infrastructure opportunities required to increase research performance are developed, the shares allocated to projects are increased, and practices honoring researchers are carried out to increase their performance. Practices and applications for the monitoring and evaluation of research performance in the institution are carried out in a way that involves all fields and units (including research centers). Whether research activities achieve their goals or not is monitored by looking at how they close the PDCA cycle. Meetings are held on how to make necessary improvements by examining self-evaluation reports. There are practices related to monitoring and evaluating the research budget performance of the institution. Research budgets are supported by the general budget and the shares transferred to the BAP/SPR. Over the years, the budgets allocated by considering the increasing needs have also increased. In 2019, an increase of 15-20% was achieved compared to the previous year. In 2020, efforts were made to keep this situation at the same level as a precautionary measure, since our university hospital was declared a pandemic hospital due to the covid-19 pandemic. However, despite this, approximately 4.5 million TL was transferred to BAP resources in 2020. Approximately 4 million TL of this was spent on R&D activities so considering that this figure in R&D activities in 2019 is around 3.5 million TL, it is seen that although almost the same resource was transferred as last year, 500 thousand TL more resources were used compared to the previous year therefore the budget and research resources were properly planned and managed.

The research performance of each academic member (researcher) is monitored through AVESİS. Related processes are directed by the Quality Assurance Commission, BAP Unit, Foreign Relations Coordinator, Graduate Education Institute and Project Coordination Center. Research performance is monitored and evaluated on a yearly basis and used in line with institutional policies. Outputs, group mean values and scatter are shared transparently and can be viewed on our institutional evaluation analysis and academic data management system page. It has been ensured that performance evaluations are systematic and permanent. In order to clinch this, additional indicators named ÇOMU with Numbers have been added. The research activities of our university are monitored, evaluated, compared with the goals on an annual basis, and the reasons for deviations are discussed at the relevant commission and board meetings and necessary precautions are taken. The internal awareness of the focus areas of the institution, its awareness outside the university, international visibility, the analysis of the claims of expertise, compliance with the targets are systematically analyzed. Performance-based incentive, reward and recognition mechanisms are used. Competition with competitors is performed, benchmarking with selected institutions is made. In this context, efforts are made to provide the necessary performance increase for institutional accreditation and research university candidacy. Thus, it is ensured that performance evaluations are systematic and permanent. Changes in the research budget over the years, its share in the total budget, and changes in the components of the appropriation from the government/national competitive funds/international competitive funds are monitored. These are also detailed in the CoHE Reportcard and monitored through it. The consistency of these aspects with the mission and goals of the institution, successes / failures are evaluated and endeavors are made to internalize continuous improvement processes throughout the institution. In summary, the research and development performance of the academic members is monitored and evaluated together with the academic members and improved.

Üniversitemizin araştırma performansı izlenmekte ve ilgili paydaşlarla değerlendirilerek iyileştirilmektedir. Üniversitemizin araştırma bütçe performansı izlenmekte ve iyileştirilmektedir.

Academic member performance evaluation

Maturity Level: Öğretim elemanlarının araştırma-geliştirme performansı izlenmekte ve öğretim elemanları ile birlikte değerlendirilerek iyileştirilmektedir. The research and development performance of the academic member is monitored and evaluated together with them and improved.

Evidence

- [birim örneği dahil 15 adet kanıt web sayfası.doc](#)

Monitoring and improving research performance

Maturity Level: Research performance is monitored in the institution and improved by evaluating with relevant stakeholders.

Evidence

- [birim örneği dahil 15 adet kanıt web sayfası 1.doc](#)

Evaluation of research budget performance

Maturity Level: Research budget performance is monitored and improved in the institution.

Evidence

- [birim örneği dahil 17 adet kanıt web sayfası](#)
- [1.doc 2019 YÖK KARNEb12.pdf](#)
- [2020-idare-faaliyet-raporu e2.pdf](#)

D. SOCIAL CONTRIBUTION

1. Social Contribution Strategy

The practices related to the social contribution policy, objectives and strategy adopted by all units at our university are systematically monitored and actions covering all fields and programs are taken according to the results of the monitoring. One of our strategic goals is to enhance the quality of health services for the benefit of society. (<http://hastane.comu.edu.tr/>). In addition, support is provided to local development by making trainings needed by the society and joint projects with the industry. Considerable number of activities are carried out in the fields of Agriculture, especially olive, cheese and dairy products, livestock (<http://comusam.comu.edu.tr/>) besides, tourism (<http://turam.comu.edu.tr/>), archaeology (<http://sualti.comu.edu.tr/>) and history (<http://beuam.comu.edu.tr/>) in the Çanakkale region. Progress has been made in the field of health and especially in the care of the elderly. Intensive activities for disadvantaged groups are offered (<http://cokamaclimerkez.comu.edu.tr/>). Training is given through the continuing education center (<http://sem.comu.edu.tr/>). Projects for women, children and youth are carried out (<http://kam.comu.edu.tr/>, <http://comucem.comu.edu.tr/>). In addition to this, regional contributions are taken into consideration in environmental and earthquake issues. (<http://daum.comu.edu.tr/>, <http://cevsam.comu.edu.tr/>). We also deal with our sensitivity to the World we live in. (<http://dekum.comu.edu.tr/>). Our other research and application/practice centers as well as our activities can be accessed at (<https://www.comu.edu.tr/arastirma-merkezleri>).

In summary, our university's social contribution policy expresses the institution's approach as a holistic one. We have a general quality policy that deals with issues of Social responsibility (free services; contribution to social and cultural life, contribution of the university to city life; promotion and popularization of science to the society, education with or without a budget, seminars

and social responsibility projects), knowledge and technology transfer (contracted research, consultancy, service, project to industry; contracted research, consultancy, service, project to public institutions; participation in policy development, sharing expertise), entrepreneurship, innovative companies, intellectual property, patents, trademarks, facility management (rental income, laboratory services, etc.), training within the framework of continuing education and lifelong learning, courses, certificates, diplomas and other institution-specific issues, and then summarizes their place in the institution, objectives, strategies, mechanisms, organizational structure, annual budgets or rates, trend over the years and development framework. Our mechanisms for monitoring and comparing indicators with objectives are monitored by our relevant units whose web addresses are annexed. Objectives and strategies have been determined in line with the policy. At our university, social contribution policies, objectives and strategies are monitored and improved by being evaluated with relevant stakeholders. In addition, the results and stakeholder views related to the management of social contribution processes at our university are monitored systematically and in accordance with the internal quality assurance system of the institution, and actions are taken by evaluating them together with the stakeholders. Social Contribution processes are followed by our strategy department. In order to continue its social contribution activities, the institution should have physical, technical and financial resources of appropriate quality and quantity and should ensure the effective use of these resources.

Toplumsal katkı politikası, hedefleri ve stratejisi

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [2019 YÖK KARNE 3a.pdf](#)
- [rimer 6.pdf](#)
- [Kurumsal Değerlendirme 4a.ppt](#)
- [Covid 19 e-bülten4a.pdf](#)
- [Sosyal Sorumluluk Faaliyeti Verileri.xlsx](#)
- [BİİBF_Ek.pdf](#)
- [BİİBF_UstYazi.pdf](#)
- [egitim_ek.pdf](#)
- [Eğitim.pdf](#)
- [EZİNE_MYO_EK_\(1\).pdf](#)
- [EZİNE_MYO_ust_yazi.pdf](#)
- [GSF.pdf](#)
- [GSF_Ek.pdf](#)
- [MimarlıkveTasarım_Ek1.pdf](#)
- [MimarlıkveTasarım_Ek2.pdf](#)
- [MimarlıkveTasarım_UstYazi.pdf](#)
- [Kampus Kullanım Alanları.docx](#)
- [SKS Verileri.docx](#)
- [Sunum Kanıt a5.pdf](#)
- [comu-kalite-guvence-politika.pdf](#)
- [stratejik plan-2021-2025 2.pdf](#)
- [2020-idare-faaliyet-raporu_g2.pdf](#)
- [15 adet kanıt web sayfası.doc](#)

Management and organizational structure of social contribution processes

Maturity Level: The results related to the management of social contribution processes and the operability of the organizational structure in the institution are monitored and actions are taken.

Evidence

- [15 adet kanıt web sayfası 1.doc](#)

2. Social Contribution Resources

In order to maintain our university's social contribution activities, physical, technical and financial resources in appropriate quality and quantity are provided by considering the balance between units, and data on the use of resources are regularly monitored through our Quality Assurance Office. In addition, a share is allocated from the annual general budget for our relevant centers. Public and private sectors can also support these activities. In summary, efforts are made to create resources within and outside the university, and social responsibility projects and social responsibility activities are carried out with and without budget. The activities carried out by our university in line with its social contribution strategy and objectives are periodically monitored by our Quality Assurance Office, and efforts are made to continuously improve it within the framework of meetings held with the relevant units and our Rectorate. Our university's social contribution policy has institutionalized the management and organizational structure of the institution's social contribution processes. The management and organizational structure of social contribution processes are compatible with the social contribution policy of the institution, job descriptions have been determined. The functionality of the structure is monitored and related improvements are carried out. At our university, the results related to the management of social contribution processes and the functionality of the organizational structure are monitored and precautions are taken.

Sources

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [15 adet kanıt web sayfası 2.doc](#)

3. Social Contribution Performance

In this context, one of the best evidence is that our university hospital serves as a pandemic hospital, graduate programs carried out in cooperation with university-industry and scientific research prepared by these programs. There are also practical courses for students to realize social responsibility projects in the education faculty and medical faculty of our university. The number of social responsibility activities carried out by the academic staff of our university, with or without a budget, is approximately 50. Likewise, if social responsibility projects under the supervision of the faculty members of our university, carried out by students with or without a budget are added, this number reaches approximately 250 projects. Annual Training Hours of our university centers such as SEM, TÖMER, and Lifelong Learning Center are approximately 500 hours. In addition, the annual number of people receiving training in centers such as SEM, TÖMER and Lifelong Learning Center is approximately 900. Compared to previous years, it has been determined that there has been a significant increase in these data of our university this year. There are plans, defined processes and practices for the monitoring and improvement of social contribution performance throughout our university, and by our relevant units which are responsible for improvement meetings are held. Additionally, improvements are monitored through meetings held under the Presidency of the Rector throughout the year. Meetings are held with our internal and external stakeholders and feedback is received. (<http://kalite.comu.edu.tr/>). Some of our social contribution activities are social responsibility projects with and without a budget, and the resources allocated for them can be internal and external supported. In addition, our academic members also carries out social projects for our students. Apart from this, the scholarship and

accommodation coordinator, our student life career and alumni relations center, our barrier-free community unit, our psychological support unit and the social market at our university also support our students, who are internal stakeholders. In addition, resources (financial, physical, human power) allocated to other social contribution activities are determined, shared and institutionalized through our research centers and academic units, and these are monitored and evaluated. Especially the medical faculty hospital of our university and the oral and dental health center of our faculty of dentistry can be examples of these resulting from the fact that our university hospital has undertaken a serious social responsibility as a pandemic hospital. In addition to these, our university strives to manage its social contribution resources by considering the social contribution strategy and the balance between units, especially in priority areas. The adequacy and diversity of social contribution resources throughout the institution are monitored by our Quality Assurance Office and efforts are made to improve it at the meetings held in coordination with the relevant units and our Rectorate and Quality Assurance Office. In this context, there are also quality, process and social contribution meetings held in our medical faculty and university hospital. At our university, the level of realization and performance of social contribution targets are monitored; monitoring mechanisms and processes are implemented and meetings are held within the scope of improvement. Consequently, the social contribution performance at our university is monitored by our quality assurance commission and quality assurance office, and is improved after being evaluated with the relevant internal stakeholders.

Monitoring and improving social contribution performance

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [Sosyal Sorumluluk Faaliyeti Verileri 1.xlsx](#)
- [Performans Göstergeleri 2020 2a.docx](#)
- [SKS .docx](#)
- [stratejik plan2021-2025 2.pdf](#)
- [2020-idare-faaliyet-raporu](#)
- [h2.pdf 15 adet kanıt web sayfası 3.doc](#)

E. ADMINISTRATIVE SYSTEM

1. Administration and Structure of Administrative Units

The findings obtained from the practices related to the management model and administrative structure covering all units and areas of the institution are systematically monitored, the opinions of the stakeholders are taken, and the monitoring results are evaluated together with the stakeholders, and actions are taken and updates are made in line with the needs/requests

The management/administrative model and organizational chart at ÇOMU are given in Figure 2. The policy and strategic objectives of the institution regarding management and administrative areas are included in its strategic plan (<http://kalite.comu.edu.tr/dokumanlar.html>). The implementations of these policies are available in all areas and can be viewed on the web pages of all our administrative units. Meetings are held under the chairmanship of the Rector or the relevant unit manager for stakeholder engagement. In our university, all processes and all applications are defined to cover all units and fields, and applications are carried out in line with the processes. Process performance results are monitored through IIER, Self-Assessment Reports, Internal Control Standards Action Plan, Public Service Standards Table, Job Descriptions, Workflow Charts, Strategic Plan Performance Indicators, Annual Reports, COHE Scorecard, Institutional Performance System through ÜBYS, and ÇOMU in Numbers and used in decision making. There is also a quality manual for the management of the process.

Likewise, our Faculty of Medicine has TEPDAD accreditation, and the Quality Point of our Faculty of Medicine Hospital is 90. Our university has a management system to ensure that all of its human resources, financial resources and movable and immovable resources are used effectively and efficiently. In particular, the new vision of our rectorate, his active agile, transparent, fair, qualified, participatory quality leadership technique as well as institutional accreditation and research university candidacy played a major role in enhancing institutional performance and realizing strategies.

Based on the decision numbered 01 of the senate meeting numbered 18 dated 20/08/2020, our university decided to switch to the 'Composed 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. In our university, especially in 2020, several online events, conferences, congresses and seminars have been organized arising out of Covid-19 pandemics.

Even before the Covid-19 pandemic, Thesis Defense Exams and Thesis Monitoring Committee (TİK) meetings has 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 UBYS, 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 trainings, 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. Our university, between the dates 23.3.2020-30.4.2020; has adjusted very rapidly to the process through distance education, with a total of 8300 synchronous lessons of which 1660 lessons per day, the participation of 29843 students in synchronous lessons, 7470 online assignments, and the participation of 1800 faculty members in synchronous lessons. In the 2020-2021 fall semester, between 5.10.2020-5.11.2020; a total of 7983 synchronous lessons, of which 1590 lessons per day, participation of 32451 students in synchronous lessons, 13750 online assignments, share of 58317 course materials per week occurred. In the evaluation of students, the application options (homework, project, research, e-exam) determined by CoHE are left to the preference of the instructors. In the research project and homework options, the instructors analyzed the home-assignments security using the Turnitin program. Instructors using the Online Exam (e-exam) took security actions 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 has been required to sign an honesty letter before the exam. The institution has managed the pandemic process very well and has given the lessons synchronously or asynchronously without any problems. It has been learned that the Departments of Information Processing and Student Affairs provide 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 were being 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 to evaluate the success of the Institution in accessing UIMS during the distance education process and connecting to the live lessons, 650,000 questionnaires were answered for the courses, thereby 64% of them stated the Institution's success level as “very good” and 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%. As a result of these; as presented on the institution's website, ÇOMU ranked second among universities in our country in the ranking of the most successful universities in distance education.

In this context, the followings have been adopted regarding our university's management model and administrative structure (institutional approach, traditions, preferences within the framework of legal regulations); decision-making mechanisms, checks and balances, taking into account the boards and commissions and the ability to act independently, representation of internal and external stakeholders, the projected management model, the comparison with implementation, the steps taken for institutionalization by making the model systematic and continuity.

There are organizational charts, job descriptions, work flow processes and they reflect the truth, and these have been published in all units of the institution and the operation has been made known by the stakeholders. The management model and organizational structure of our university operate in a way to include the whole of the units and fields, and practices related to management and organizational structuring are monitored and improved. All these processes related to the management of quality assurance in higher education are internalized throughout our university. The processes and sub-processes of all activities (including distance education) are identified. Those who are responsible for the processes, workflow, management, ownership are written and internalized by the institution. There is evidence that process management is successful. A continuous process improvement cycle has been established. Process management mechanisms in the institution are monitored and improved by evaluating with relevant stakeholders, and this situation has been internalized.

Management model and administrative structure

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [2020-idare-faaliyet-raporu 1c.pdf](#)
- [comu-kalite-guvence-politikasi 1d.pdf](#)
- [İzleme Kanıt 1.pdf](#)
- [kanıt 7d.pptx](#)
- [Sayılarla ÇOMU 1c.docx](#)
- [Sunum Kanıt 1b.pdf](#)
- [stratejik plan2021-2025 1d.pdf](#)
- [örnek birimler dahil 40 adet kanıt web sayfası 1a.doc](#)

Management of Process

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [örnek birimler dahil 40 adet kanıt web sayfası 2a.doc](#)
- [Sunum Kanıt 2b.pdf](#)

- [senato kararları a7.pdf](#)
- [Covid 19 pandemi donemi Değerlendirme Anket Raporu 3a.pdf](#)
- [Uzaktan Eğitim Anket aa.pdf](#)
- [Uzaktan Eğitimde Kalite Güvencesi a7.pdf](#)
- [universitemizinuzaktanogretimistatistikleri-49.png](#)

2. Management of Resources

Although the number of faculty members has increased compared to the previous year, it has been determined that there is a need for further increase in the number of administrative personnel, faculty members and research assistants. For this, it is essential for us to reach our objectives, especially in the areas where it is needed, to realize the demands for additional cadre and staff. Apart from these, it has been determined that there is a need for the employment of qualified medical secretaries and administrative staff, especially in the medical faculty hospital and oral and dental health practice center of our university and it has been seen that 83 administrative staff recruitment announcement has been made for our faculty of dentistry. Indeed, it has been seen that a more appropriate distribution of instructing staff should be implemented in the programs and that department secretariats should be established at the associate degree level. In the process of fulfilling the shortage of qualified administrative personnel, especially there are attempts to centralize accounting-related transactions and many workflows and processes are solved through UMIS with digitalization.

There are practices in compliance with the human resources processes in line with the human resources policy and strategic goals of our university within the framework of the norm cadre, and some results have been obtained from these practices. In addition, relations with trade unions are maintained and collective bargaining conditions are applied. Necessary mechanisms for human resources management are secured by regulations. All practices such as recruitment, assignment, promotion, in-service training of public officials are carried out in accordance with the provisions of the legislation. (<http://imid.comu.edu.tr/> and <http://personel.comu.edu.tr/>). Unions also take active roles in all kinds of rights and needs of our personnel. In the mean time, all these monitored by making surveys. (<http://kalite.comu.edu.tr/anketler.html>).

There are rules and processes related to academic and administrative personnel. These are published on our relevant and evidenced websites and are known to all our staff. Our practices are as fair, qualified, participatory, agile and transparent as possible within the scope of the relevant legislation, our possibilities and our budget, as required by our quality and corporate governance standards in higher education. Training, performance and merit are the primary criteria and the key objectives for increasing competencies. Methods and mechanisms have been developed to identify and monitor employee (academic-administrative) satisfaction/complaints/suggestions, practices are carried out and their results are evaluated. Human resources management practices are monitored at our university and improved by evaluating them with relevant internal stakeholders. We have internalized, systematic and sustainable practices.

It has been determined that more budget and resources are needed for research resources and quality assurance practices in order to reach our institutional vision, with our objectives of generalizing quality processes, institutional accreditation, program accreditation and research university candidacy at our university. Especially in terms of quality, although all processes of the institution have been adopted, it has been seen that the only and most essential resource needed from now on is to increase the financial resources for quality assurance and research and development processes in order to increase the quality perception of all stakeholders. At our university, all resources, especially financial resources, are distributed on the basis of

research performance. It has been seen that the physical, technical and financial resources of our university are managed in a sustainable way in line with the institutional objectives (social contribution goals and strategy), and the relevant practices of the institution are appropriate and valid. Studies have been carried out to improve the physical and sports facilities provided to our students, and some of them are still continuing. In this context, 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, an archery field were established, tennis courts were built in the Terzioğlu Campus, and Ezine Higher Educational Vocational School was provided with a carpet field and basketball court, the new building and landscaping of Biga Higher Educational Vocational School was made to be completed in 2021, open-air sports fields were built in Yenice Higher Educational Vocational School, a swimming pool and sauna were built in Dardanos Campus, and betterments were made in the beach and sports areas of Dardanos Campus. Furthermore, while In addition, in 2019, the ratio of profit/loss to total turnover of our medical faculty hospital was - 56%, in 2020 it improved by +40% and became -16% despite the covid-19 pandemic.

In accordance with the strategic objectives of our university, there are practices related to the management of financial resources according to defined processes and some results have been obtained from these practices. For the management of financial resources, departments of strategy and administrative financial affairs manage the effective use of resources, taking into account the strategic objectives of the institution. A financial portrait is prepared by taking into account the development and growth of the university, the shares allocated from the budget each year, and other income and expenses. Our university has an integrated information management system that periodically collects, stores, analyzes and uses the necessary information and data to ensure the effective management of administrative and operational activities. Processes are also systematically monitored by our Quality Assurance Commission and Quality Assurance Office by using indicators such as Self-Assessment Report, UIMS Institutional Evaluation System, ÇOMU in Numbers and YÖKAK Performance Indicators, and CoHE University Report Card, and suggestions are presented to the Rector and Vice-Rectors for improvement activities, on the other hand in this process, the opinions of internal stakeholders related to the processes are taken when necessary, and applications carried out by partners such as the Adim Universities Union or the Trakya Universities Union are also examined if needed, and the opinion of CoHE is taken if required.

Evaluating from a financial point of view, basic income and expense items are defined and monitored over the years. Total Current Budget (income) = State education contribution (all income from the central budget and not from activities in the research and development category) + student income (all income from students: 1st and 2nd education, non-thesis master's, summer school, services/fees, food- accommodation fee, etc.) + research incomes (incoming from the state within the central budget + national allocation - non-competitive projects-) + national competitive research supports + international research support [special account, revolving fund, from the foundation or otherwise accounted for] + income from social contributions (medicine, dentistry, etc.) health services income of faculties [revolving fund or otherwise accounted] + knowledge and technology transfer / projects / applications of faculties of engineering, architecture, etc. income [revolving fund or otherwise accounted] + adult education/lifelong education income + rental income + income from laboratory/experiment/measurement etc. [special account, revolving fund, foundation or otherwise accounted] + donations (non-state, conditional or unconditional) source transferred to the university) is monitored in detail and then correlated with the institution profile.

In case of any deficiencies, errors and similar situations in these processes, the performance of all processes is improved and the performance of all processes is monitored together with evidence in CoHE report card and YÖKAK Performance Indicators.

The practices regarding the management of financial resources throughout the institution are carried out in line with the processes defined in accordance with the provisions of the relevant legislation. The management processes of financial resources are monitored and improved in the

institution. Efforts are made to increase the budget in the process by avoiding wasting public resources, reducing costs, increasing efficiency and performance, and requesting additional budget. Maximum effort is made to improve all processes and manage the entire process related to the budget with a better study and research plan each fiscal year by our Rectorate.

Human resources management

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [örnek birimler dahil 40 adet kanıt web sayfası 3a.doc](#)
- [Sayılarla ÇOMU 2c.docx](#)
- [Sunum Kanıt3b.pdf](#)
- [2020-idare-faaliyet-raporu 2c.pdf](#)
- [kanıt 1a.pptx](#)
- [öğrenci 2020aa.pdf](#)
- [idari personel](#)
- [20aa.pdf](#)
- [akdademik 20aa.pdf](#)

Management of financial resources

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [2020-idare-faaliyet-raporu 3c.pdf](#)
- [örnek birimler dahil 40 adet kanıt web sayfası 4a.doc](#)
- [Sayılarla ÇOMU 3c.docx](#)
- [Sunum Kanıt4b.pdf](#)

3. Information Management System

This system, which consists of 35 modules in an information system integrated with the University Information Management System (UBYS/UIMS established by our university, works efficiently and the performance indicators of our university are monitored through the Institutional Performance Evaluation Monitoring System through this system. In addition, performance tracking criteria called 'ÇOMU in Numbers' are applied with additional indicators. Efforts are being made to expand the function of the Alumni Information System. It is known that the participation of graduates in our processes is important in terms of quality process management. The results of the integrated information management system that supports all processes at our university and its use are systematically monitored, stakeholder opinions are received, and actions are taken by evaluating the monitoring results together with the stakeholders, and updates are made in line with the needs/requests. Our integrated information management system has been established and is operational. (<https://ubys.comu.edu.tr/>). There are active studies in 35 different modules on this system. Evaluation analysis of e-signature, personnel, imid, strategy, education information system and institutional data is done effectively. BAP unit operates over AVESIS. During the year, the BAP unit will also be integrated into this full system. In addition, the UMIS-Self-Assessment module offered to us by YÖKAK was also activated and 292 program self-evaluation reports were prepared. In addition to this, the Institutional Evaluation System is also used by our Quality Assurance Office and other related units through UIMS. This is because the data here are published publicly in line with our principle of participatory management and transparency, and are also followed up by our relevant stakeholders, and relevant improvements are made in direction of the necessary suggestions. Data on important activities and processes of our university are collected, analyzed, reported and used for strategic management. The Information Management System used by academic and administrative units is integrated and feeds the quality management processes. The integrated information management system that supports the basic processes (education and training, research and development, social contribution, quality assurance) throughout our university is operated by the UIMS Institutional Evaluation System and the UMIS-ÜYBS system. In this context, information management systems at our university are constantly monitored and improved by our Department of Information Processing and related stakeholders. It is also seen that these processes are systematically internalized by all our academic and administrative staff within the institution.

Our University's Computer Center Department also carries out studies in coordination with ÇOMUZEM and provides technical support when necessary. In addition, our University's IT Department has ISO 27001 Information Security Management System accreditation and has applied for ISO 9001 2015 Quality Management System certification. Within the scope of the strategic plan regarding distance and coed 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. 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.

There are integrated applications and practices to ensure institutional information security and reliability at our university, and face-to-face or online trainings are provided to all academic

and administrative personnel in this field by our IT Department, and positive results are obtained from these practices. In this context, meetings and seminars are regularly organized by the Information Processing/ Information Technologies Department (<http://bidb.comu.edu.tr/>). This is due to the fact that our IT Department should guarantee the availability, quality and continuity of the support services it receives from outside.

In summary, Information Management System security, confidentiality and reliability are ensured at our university. All relevant mechanisms are monitored and improved through our IT Department and Rectorate. Considering the digitalization of all educational interaction during distance education process, reliability, security and confidentiality actions have been taken for the accessing of content such as student information, course registrations, exams and discussion platform records. Applications for ensuring information security and reliability at our university are monitored and improved. All these practices have been internalized by all our relevant internal stakeholders.

Integrated Information Management System

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

[örnek birimler dahil 40 adet kanıt web sayfası 5a.doc](#)

Bilgi güvenliği ve güvenilirliği

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [örnek birimler dahil 40 adet kanıt web sayfası 6a.doc](#)

4. Support Services

In order to ensure the quality of all services and goods outsourced at our university, close cooperation is carried out with the suppliers, the performance and satisfaction of the suppliers are systematically monitored, evaluated together with the stakeholders and necessary actions are taken. Administrative Financial Affairs, Health, Culture and Construction works are carried out by our Departments. The institution should publish information about all its activities, including education-training programs and research-development activities, in a clear, accurate, up-to-date and easily accessible manner, and inform the public. The institution should have approaches that can measure and evaluate the efficiency of the management and administrative staff and ensure their accountability. In this sense, the procurement process, eligibility and quality criteria of the services procured from outside our university are defined and implemented by the relevant commissions and units. During the process, performance and satisfaction checks are carried out and related improvements are made. Mechanisms that ensure the suitability, quality and continuity of outsourced support services and goods are operated throughout our university. This mechanisms that ensure the suitability, quality and continuity of services and goods at our university are monitored and improved by receiving feedback from relevant stakeholders. As a result, these processes are carried out in an internalized and systematic manner.

Suitability, quality and continuity of services and goods

Maturity Level: There are internalized, systematic, sustainable and exemplary practices.

Evidence

- [örnek birimler dahil 40 adet kanıt web sayfası 7a.doc](#)

5. Public Disclosure and Accountability

At our university, the findings regarding the activities of public disclosure are monitored, stakeholder opinions are taken, and actions are taken by evaluating the results of the monitoring together with the stakeholders. The public is informed through our university's home page, Press and Public Relations Unit, ÇOMU Newspaper, ÇOMU News, ÇOMU TV and ÇOMU Radio (Kampüs FM), social media accounts of our University, and feedback is received from these sources. Results have been obtained from the practices and implementations carried out in line with the principles and processes adopted by the institution in order to be accountable, and steps are taken to improve these results. Throughout our university, informing the public is adopted as a principle through our relevant unit directorates and/or our Rectorate, how to use which channels is designed announced as accessible, and all information steps are taken systematically.

The institution's web page provides accurate, up-to-date, relevant and easily accessible information, and the necessary mechanism is in place to ensure this. Survey findings can be seen in respect of the facts that the concepts of institutional autonomy and accountability complement each other. Internal and external accountability methods are designed in accordance with the principle of transparency with an open and participatory management approach. Strategic plan, self-evaluation and IIER reports, annual reports and performance indicators are shared publicly in all our units, and necessary improvements are made. The processes are carried out within the framework of the announced calendar, the responsible persons are clear based on the documents published by our quality assurance office. Improvements are made within the framework of feedback received from internal stakeholders. Our university's relations with its external stakeholders, local governments, other universities, public institutions, non-governmental organizations, industry and local people are identified and monitored. It operates public disclosure and accountability mechanisms in line with its identified processes. Briefly, public disclosure and accountability mechanisms of our university are monitored and improved in line with stakeholder opinions.

Maturity Level: The institution's public disclosure and accountability mechanisms are monitored and improved in line with stakeholder opinions.

Evidence

- [örnek birimler dahil 40 adet kanıt web sayfası 8a.doc](#)

CONCLUSION AND EVALUATION

When the quality assurance policy of our university was reviewed, it was understood that the mission, vision and quality targets of our university were updated with the engagement of stakeholders and the new vision, mission and quality targets were compatible with each other. Our strategic plan and all of our related processes have been announced to our internal and external stakeholders, adopted by our staff, and all of our academic and administrative units have updated their strategic plans according to this process, they have also determined performance indicators suitable for the conditions, thereby creating a serious awareness, thus internalizing quality awareness in all units of our university. Unit strategic plans, which are prepared in line with the strategic plan of our university, are monitored in all units and necessary improvements are realized. It is also obvious that the new mission adopted by our university is defined in accordance with its geographical region and strengthens our quality assurance policy. Within the framework of our goal of being a research university candidate, there were efforts to increase engagement of

stakeholder despite all adverse conditions. However, it was observed that a sufficient number of external stakeholder meetings could not be held in 2020. The relations established by our university with the business world were improved and applied education was emphasized. It is seen that the open to development aspects of being a 3rd stage health institution regarding the Faculty of Medicine have been improved. It has been understood that we have focused on our work within the framework of our aim to improve our relations with the Balkan geography and to make ÇOMU a preferable university by Balkan students. In addition, it has been noticed that the situations that our Rectorate, where significant progress has been made in institutional accreditation and program accreditation, demonstrates a quality leadership with a transparent, fair, agile and participatory management style that attaches importance to merit, and makes significant performance and effort to ensure that studies in priority areas are carried out and research outputs are for social benefit and also the fact that financial resources are distributed on the basis of research performance also motivate academic staff in scientific projects and publications. It has been observed that our university continues to develop cooperation with the business world and gains momentum in this field. Plenty of processes have been centralized and the necessary digitalization has been achieved at the University, and it has been observed that our staff quickly adapt to these processes. It has been seen that raising the quality assurance processes of our university in higher education one more bar is in direct proportion to increasing the budget and number of academic staff. In this context, improvement suggestions that should be made within our university are submitted for your information as follows:

As stated in the monitoring report, our practices have been increased in the PDCA cycle in terms of control and action. Rimer is one of our most significant examples of this. In addition, the care is taken to operate the PDCA cycle from all our academic units by updating and publishing our PDCA cycles throughout the institution and this process is monitored and improved by updating the self-assessment reports, IIER, annual reports, internal control standards action plan, public service standards table, job description and work flow charts throughout the organization and monitoring the PDCA cycle process. It has been understood that actions should be taken to increase stakeholder engagement and to make it more widespread throughout the institution. Although developments have been made in communication with graduates in particular, it has been seen that this output should be raised to a higher bar in the coming years. It has been observed that department heads and unit managers can take a more active role in the implementation of the PDCA cycle by owning more of the quality processes.

Although there have been significant developments in receiving research support from national sources, it has been thought that the desired level of international support has not yet been achieved, and that differentiation strategies should be followed to improve the current situation under the title of international support. Particularly, it has been seen by the fact that the number of qualified research assistants and instructors should be increased in departments and programs that are needed, target accreditation and come to the fore as a priority area. In addition, it has been found that there is a need for more staff in the process of assigning academic staff who have completed their doctorate, and studies on cadre allocation in this field are required.

It has been determined that orientation practices for new academic staff should be further expanded throughout our university. It was seen that the number of quality publications of the university was not at the desired level and should be increased, so it was thought that the actions taken for this should be developed in a way that would enable more academic staff to benefit from it throughout the university. It has been seen that the internationalization efforts and Santez projects in the research area are not at a sufficient level in terms of quantity, on the other hand the number of our patents should be increased even more. It has been seen that new policies should be developed for the invitation and selection procedures of the instructors assigned to give external lectures to our university from our country or from abroad, it has been observed that the number of foreign instructors and students in our university should be increased and that more academic staff from our university should work with foreign universities. Also it was resolved on necessity of negotiations regarding the issues of providing project training to students at all levels of education, especially in order to gain research competence, increasing the number of students

performing projects and the provision of various supports by the relevant units.