INSTITUTIONAL INTERNAL EVALUATION REPORT

KIRŞEHİR AHI EVRAN UNIVERSITY

2020

SUMMARY

1. Summary

Kırşehir Ahi Evran University Institutional Internal Evaluation Report has been prepared according to the Institutional Internal Evaluation Report (KİDR) preparation guide (Version 2.1) of the Higher Education Quality Board. Institutional Internal Evaluation Report covers the applications based on the evaluation criteria of 2020 evaluations regarding Higher Education Quality Assurance System and other management systems, which are implemented in the university (the ISO 9001: 2015 Quality Management System, 27001 Information Security Management System, EFQM Excellence Model). The Institutional Internal Evaluation Report can also be considered as the self-evaluation report of Kırşehir Ahi Evran University.

In line with the university's values, mission and the objectives, Institutional Internal Review Report represents how the sources and competencies in the processes of quality assurance system, education, research and development, social contribution and management system are being planned and managed, and how the monitoring and improvements are performed based on the university in general and the processes. It also represents how the stakeholder participation and inclusiveness are ensured in the processes of planning, implementing, monitoring and development, and what the strong and open-to-improvement areas of the internal quality assurance system.

The preparation process of the Institutional Internal Evaluation Report started through requesting for Unit Internal Evaluation Reports from all units at the beginning of the year. The Institutional Internal Evaluation Report of the university was prepared via evaluating the Unit Internal Evaluation Reports by Self-Evaluation Commissions of the university, which were created for the quality assurance system, education, research and development, social contribution and management system processes.

The university self-assessment process is managed by internal assessments made twice a year and including all units, management review and feedbacks from stakeholder evaluation meetings and the satisfaction management system.

INFORMATION ABOUT THE INSTITUTION

Kırşehir Ahi Evran University was established in 2006 with Law No. 5467. To date, it constantly develops with both the increase in student and the administrative-academic staff numbers, and the works on the physical constructions. The university continues its education, research-development and community service activities with the slogan of "*New Turkey's Innovative University*".

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Historical Development

Kırşehir Ahi Evran University was established based on 56th Article of the Institutions of Higher Education Organization Act with Law No. 5467 on 1 March 2006. The language of education is Turkish.

Kırşehir Male Teacher School which was the organizational basis of Kırşehir Ahi Evran University was opened in 1961. The faculty's name and affiliation undergone some changes with time, and it was affiliated to Kırşehir Ahi Evran University which was established on 01.03.2006 with 5467 Law No. Kırşehir Vocational School, which is one of the basic units of the university, started its education life in 1976. Kırşehir Vocational School was affiliated to Gazi University in 1982 and to Ahi Evran University on March 17, 2006. Kırşehir Vocational School was divided into two as Vocational School of Social Sciences and Vocational School of Technical Sciences on February 20, 2014.

The Faculty of Agriculture, which is another unit of the university, was established in 1992, and the Kırşehir School of Health was established in 1996 and was became the Faculty of Health Sciences in 2019. Affiliated to Gazi University, Science and Literature Faculty, and Physical Education and Sports School were established in 1999.

Kaman Vocational School started giving education as a part of Hacettepe University in 1998 and was affiliated to Gazi University with the protocol signed on April 4, 2003. Economics and Administration Faculty of Sciences and Physical Therapy and Rehabilitation School was established connected Hacettepe University in 2000. Affiliated to Gazi University, Mucur Vocational School was established in 2002, and Çiçekdağı Vocational School was established in 2005 while Science Institute and the Social Sciences Institute was established in 2006. These units were later connected to Ahi Evran University.

Kırşehir Ahi Evran University has continued its development with the establishment of new faculties, institutes and schools in last eleven years of its foundation. In this line, the Institute of Health Sciences and Faculty of Medicine were established in 2007, Institute of Natural Sciences and Social Sciences and Health Services Vocational School were established in 2008, while Foreign School of Languages and the Faculty of Architecture were established in 2011. In addition, Neset Ertaş Faculty of Fine Arts were established in 2013, Mucur Vocational School of Health Services were established in 2014, Islamic Sciences Faculty and Kaman Applied Sciences School was established in 2016.

In addition to these academic units, the university has 18 Application and Research Centers and 3 departments affiliated to the Rectorate. The organizational chart of the current academic units of the university is provided in the evidence section.

With the Higher Education Act with some Law and the Law of the provision in Decree Amendment to Making Concerning the Law Article 6, which was published on 05.18.2018

dated and 30425 numbered Official Gazette, Ahi Evran University was amended as **Kırşehir Ahi Evran University.**

Number of Students

The student status of the university is provided on page 79 of the KAEU 2020 Administrative Activity Report.

Number of Academic and Administrative Staff
The academic and administrative staff status of the university is provided on the 70th and 72nd pages of the KAEU 2020 Administrative Activity Report.

Physical Condition

The physical condition of our university is provided on the 15th page of the KAEU 2020 Administrative Activity.

Information and Technological Infrastructure

The technological infrastructure, which is used in seven different campuses of the university, has been decided to be revised in order not to stay behind the technological infrastructure required by the era, and to provide a structure that can take quick action according to the needs and demands of the institution. In this context, via the E-Campus project, which has been worked on and put into operation in 2018, the university, which grows and develops, is aimed to become an important center and prove itself in terms of technology. On account of the project, a new a system room was set up, and by adding two backbone switches on the existing infrastructure, 3 servers in the integrated system architecture, 8 recording servers, 840 TB camera storage system, 75 collecting and edge switches, 410 wireless access device (Wi-Fi), 752 pieces internal/ external and mobile cameras and similar devices and equipment, it was ensured that the corporate network could serve with high capacity. At the same time, TS ISO / IEC 27001: 2013 Information Security Management System Certificate was obtained by writing, monitoring and updating the corporate information in order to prevent to be accessed, changed, revealed, removed or damaged without permission or unauthorized administration, and also, in order to create institutional memory of the knowledge and experience gained by the university.

In addition to these, with the onset of the COVID-19 epidemic in the world and in our country, online education has been implemented in order not to interrupt education and to overcome the epidemic process with the least damage. Kırşehir Ahi Evran University Education, it was decided to use AYDEP Learning Management System, which was developed within the scope of Quality Assurance System for remote education, so that student information, courses, course programs was transferred from Student Information System to AYDEP Learning Management System through web services. After the configuration of the E-Campus project which is served by our department to create technical infrastructure, it was configured to provide service 30 simultaneous online classes being recorded and 50 online classes not being recorded via 218.4 GHz server processor capacity; so that 30% of the offered courses were enabled to be carried out online. With the reason of continuing Covid-19 epidemic, work on increasing the server capacity has been initiated to strengthen IT infrastructure with the aim of offering all the courses live. With the help of wo servers which are compatible with the present system, a backup system which has a total of 48 TB gross capacity was bought to save the live courses. With the new servers, the existing capacity, adding 302.4 GHz processor capacity, has reached a total of 520.8 GHz processor capacity. Along with this capacity increase, allowing 90 simultaneously classes being recorded and 150 simultaneous classes not being recorded, it has been put into use.

After the increase of the live course numbers, Internet speed of Bağbaşı Central Campus which is 450 Mbit is increased to 2000 Mbit with attempts made to the UlakNet, and it has been put into use.

Library Resources

Administrative units of the Library and Documentation Department serve in 5 rooms and approximately 120 m2 closed area, the Central Library serves in a total of 760 m2 area. In the Central Library in the same hall, Periodical publications (30 m2), Internet access (25 m2), Library (250 m2), Study Hall (250 m2) Loans desk (10 m2), Technical Office (50m 2) and Warehouse (30 m2). Outside the hall, there is a study hall with a mind games corner. The Central Library serves with a seating capacity of 200 people.

The Library and Documentation Department has made every effort to carry out its activities in the direction of continuous improvement in order to give all the information services electronically, except for the printed collections, as much as possible, with the aim of supporting education and research activities at the university, which has switched to distance education under pandemic conditions in 2020, due to the coronavirus epidemic that has affected the whole world.

Instead of the cancelled physical training, meetings, seminars and similar activities due to Coronavirus outbreak, online trainings supporting professional, academic and research studies were organized by Ankos Association and publishing companies; with about 150 online trainings during March-June period and 225 online trainings during July-October period, a total of 375 online trainings, our users were supported during the remote educational process.

During the pandemic process, we cooperated with publishers and intermediary companies in the sector, and the users were provided 70 free databases during the March-June period and during July-December period, 50 databases, a total of 120 data bases were opened to trial access.

At the end of the year 2019 the number of books in the library is 53 481, in 2020 after deducting 493 items and 619 books in total which were tranfer to the Dean of the Faculty of Medicine and after adding 4972 printed publications (3933 donated-1039 bought), by the date of 31/12/2020, the total number of printed publications in the Central Library is 57 834 and the number of publications which are on the shelf and open to is 50 818 respectively.

At the end of the 2020, by the department, 1026 e-books on Engineering, published in 2020, were purchased from the Springer publishing and served to the users.

At the end of the 2020, by the department, 450 e-books on Mathematics and Statistics, published in 2019, were purchased from the Springer publishing and put into service.

In this context, in 2020, 58 database services were put into service. 27 of them were supplied by the budget of the university and 31 of them were supplied through ULAKBİM-EKUAL. Today, when access to up-to-data information has huge importance, the university faculty members and students can access to the full texts of thousands of scientific journals through the subscribed online data bases within and outside institutions.

In 2020, 87 printed books which were requested through the Library and Documentation Department Kits Book Request Form by the users and not included in the Central Library were requested from other university libraries and brought, so that the book requests were met.

Through Interlibrary Cooperation and Tracking System (Kitsune), in 2020, 18 books were loaned to other university libraries in line with demands of the users of the other university libraries.

In 2020, 59 thesis requests came through the Library and Documentation Department Thesis request form from our users were met by providing relevant thesis requests from YÖK Thesis.

In 2020, 23 article requests which came via the Library and Documentation Department Article Request Form from the sers were met providing articles from other university libraries.

Mission, Vision, Values and Goals Mission

Becoming a university which is in the light of science, producing research and education, knowledge, technology and service, producing what society for the benefit of the offer, contributing to the local and national development, allowing change and innovation in the line of continuous advancement, have the feelings of national and universal values, people-oriented, sensitive to the environment.

Vision

Being a pioneering university, which is directing to the future inspired by the accumulation of history, culture and art, people-oriented, entrepreneurial, innovative, productive, contributing to the science, open to cooperation, preferred because of the quality educational services, taken as a reference at national and international level, and proud to be a member.

Basic values

Being a university, which is protecting historical and cultural values, adopting the principles of Ahi-Order in the axis of reason, science and morality, prioritizing science, open to innovation and development, solution-oriented, fair, transparent, accountable and having the understanding of participatory management, instill with the awareness of task and responsibility, adopting the principle of quality and efficiency, adopting effective communication as a principle, adopting the principle of institutionalization in management, human-oriented and socially sensitive, accepting differences as wealth, tolerant and liberal, encouraging cooperation and solidarity, open to competition, emphasizing ethical awareness, sensitive to environment.

Purpose and Goals of the universtiy is identified on the pages of 104-114 of the [2017-2021 Kırşehir Ahi Evran University](#) Strategic Plan.

QUALITY ASSURANCE SYSTEM
A. Mission and Strategic Purposes

"In line with the mission and vision included in the Third Strategic Plan of the university, which covers the period of 2017-2021, strategic objectives have been determined and targets and performance indicators have been established for this purpose. The determined goals and targets are regularly evaluated and monitored via the Integrated Quality Management System (ICMS), and improvements are made according to these results. The status of being achieved to the identified objectives and targets is being monitored and evaluated by Quality Committee, and relatively, the commission of Strategic Plan Monitoring and Evaluation Sub-Commission, Process Management Sub-commission, Risk Management Sub-Commission, Quality Assessment and Development Sub-Commision, and Quality Self-Assessment Commissions. Regarding the achievement of objectives all processes, guaranteed via internal control system, work on taking all units of the activities quality

management system under quality management system and making them compatible with Public Internal Control Standards Communiqué has been completed in the university.

In the university, the preparation of the 2022-2026 Strategic Plan has started. In this context, the Strategic Plan Coordination Board was established, and the process was activated by forming the Strategic Plan Preparation Team.

Education Policy, Quality Policy, Research-development Policy, Human Resources Policy, Information Security Policy, University Publishing and Open Access Policy, Social Contribution Policy and the Internationalization policy has been created and it has been enabled to internalized by the university employees and disseminate to all the stakeholders. In the scope of BKYS, the relationship between the policies which has been determined in accordance with the strategic planning objectives and targets has been observed, all the policies support each other. In accordance with the determined policies, the processes have been decided, policies with the annual activity plan have been carried out, monitoring and evaluation has been made. Monitoring, evaluation and resulting performance level has been recorded by BKYS. Continuous improvements have been made on low performances on any field.

Due to the COVID-19 pandemic, the education system across the country has been deeply affected. In order not to interrupt the education-training process at the university, a strategic approach and a holistic understanding and a dynamic management approach to produce solutions have been put forward and updates have been made in the Education-Training Policy for the distance education process. In the first half of 2020, first, the procedures and principles to be followed in distance education were determined, the barrier to access to education, which is the most basic need, has been removed. In this emergency period, the learning management system, Ahi Competence-Based Education Portal (AYDEP), which was previously developed by our university, was put into operation, ensuring that the education is carried out without any interruption. The second half of 2020 has been a period in which new and comprehensive arrangements were made for distance education for our university. In this period, arrangements were made for the establishment of a Quality Assurance System in Education in order to establish a permanent and effective structure in education and to increase the quality of education. For this purpose, the Directive on Quality Assurance System Based on Competence in Education was issued. With this regulation, the Quality Assurance System in Education Coordinator and Support Offices affiliated to this coordinatorship were established within the rectorate for the institutionalization of the quality assurance system. In addition, support commissions have been established in academic units.

In the context of the Social Contribution Policy, KAEU has been decided as the pilot university in the field of agriculture and geothermal by the Council of Higher Education within the scope of regional development-oriented mission differentiation and specialization. In addition, with the initiative of the Council of Higher Education, "Geothermal Advanced Greenhouse Technologies and Production Techniques Joint Application and Research Center" has been implemented under the coordination of our university in cooperation with Ankara and Selçuk Universities.

The vision of the university has been determined to be a national and international university that will contribute to the development of scientific disciplines and policies in education and training activities. The policy in determining research priorities has been determined based on national and international scientific and technological trends, strategic importance and sustainability of research subjects.

In addition to the performance indicators included in the 2017-2021 Strategic Plan, the university has also established performance parameters for the processes within the scope of the quality management

system. The process performance parameters included in the performance indicators followed by the university; identified as key performance indicators. Realizations towards the targets determined by the annual activity plans are monitored. Defined performance indicators determined in accordance with the strategic plan and the realization results of the objectives and targets are monitored and evaluated by the Unit Quality Commissions. Review processes of internal evaluations and management regarding monitoring and improvement are effectively implemented. As a result of monitoring and evaluation, it is ensured that the units make improvements in areas where their performance is low.

Within the scope of BAYS, unit performance reports are received. Findings regarding the performance indicators of the units are included in the annual corporate internal evaluation reports and management review reports.

Improvement studies have been carried out regarding the suggestions and areas open to improvement in the reports of internal and external evaluators. Since 2020, all reports and improvements have been monitored and evaluated through the BKYS application. When necessary, improvements have been made by the units over the system and reviewed by the commissions.

Mission, vision, strategic goals and objectives

Level of Maturity: Implementations realized in line with strategic goals and targets have been monitored and measures have been taken by evaluating them together with stakeholders.

Evidence

1.1.Quality Commission.pdf

1.1.4. Risk Management Subcommittee.pdf

1.1.5.Quality Evaluation and Development Subcommittee.pdf

1.1.6 Quality System Self-Assessment Subcommittee.pdf

1.1.7 Strategic Plan Coordination Board.pdf

1.1.8 Strategic Planning Team.docx 1.1.9.1 Action Plan Performance.png 1.1.9.2 Process Performance.png

1.1.9.3 Risk Performance.png

1.0 Strategic Planning Process.png

1.1.2 Strategic Plan Monitoring and Evaluation Subcommittee.pdf 1.1.3 Process Management Subcommittee.pdf

Quality assurance; education and training; Research and Development; social contribution and management policies

Maturity Level: These policies and related practices are monitored and evaluated together with relevant stakeholders.

Evidence

1.2.1. Quality Policy.pdf

1.2.2. Educational Policy.pdf

1.2.3. Research and Development Policy.pdf

1.2.4 Human Resources Policy.pdf

 1.2.5 Information Security Management System Policy.pdf

1.2.6 Social Contribution Policy.pdf

 1.2.7 Internationalization Policy.pdf

1.2.8 Open Science Policy.pdf

Institutional performance management

Maturity Level: The functionality of performance indicators and performance management mechanisms are monitored in the institution and improvements are made according to the monitoring results.

 Evidence

1.3.6 Student Satisfaction Survey Results.pdf

1.3.1 Internal Evaluation Report.pdf

1.3.2. Management Review Report.pdf

1.3.3. TS EN ISO 9001-2015 AUDIT REPORT.docx

1.3.4. Institutional Monitoring Report 2020.pdf

1.3.5. Employee Satisfaction Survey Results 2020.pdf

1.3.7 Performance Indicators.png

2. **Internal Quality Assurance**

Internal Quality Assurance System of the university has been determined in Working Procedures and Principles Instruction of the University Quality Commission. The quality studies are carried out through Quality Management Coordinator and Education Quality Assurance System Coordinator of the university. In addition to the quality commission of the university, each academic and administrative unit has quality commissions. In addition, some departments in academic units have formed their own quality commissions. The authorities, duties and responsibilities of the Quality Commissions have been clearly defined, and an approach towards diffusion and responsibility has been adopted in the formation of the commissions. Responsibilities (Process, Activity, Risk, Stakeholder, Satisfaction Management, etc.) are distributed among the unit quality commission members. With the distribution of many members and responsibilities in the commissions, the quality culture in the institution is enabled to be widespread and adopted.

The Quality Commission of our university takes an active role in the creation and development of the internal quality assurance system. The Quality Management Coordinator, which is the sub-unit of the Quality Commission, is responsible for the system and process management, and the Education Quality Assurance System Coordinator is responsible for the education-teaching quality system. Both coordinatorships evaluate the results of the activities carried out and use these evaluations in decision-making mechanisms. In addition to the participation of student representatives in quality commissions, it is encouraged to ensure the participation of relevant stakeholders in line with the unit quality commission meeting agendas. The quality commission convenes at determined intervals for planning,

review and evaluation, and monitoring, improvements and realizations continue in a systematic and sustainable manner.

All studies within the scope of the quality management system at the university are carried out within the framework of the PUKO cycle. The scope of all annual plans for the quality assurance system of the university, the processes, mechanisms and units to be carried out are determined in the "Quality Management Guide" based on the calendar year published at the beginning of the year.

An integrated quality management approach, which includes Higher Education Quality Assurance System, ISO 9001:2015, Law No. 5018 and EFQM criteria, is adopted and implemented in the university. In this context, the BKYS program, which was created and includes the internal quality assurance system, covers the entire quality assurance system and is implemented by all the units. The Quality Assurance System is complied with Strategic Plan and process management, quality action plans and other practices, and a relationship is established with strategic targets. Annual activity plans are prepared by all the units for the purposes included in the strategic plan of the university, process performance targets are determined, and risk assessments are made for the processes and activities of the unit. Annual activity plans are formed through process performance targets and the realization results of the activities which are determined regarding the risk assessment results, the internal evaluation which is made twice a year, the surveys made with the internal and external stakeholders, the management review which is made at the end of the year, and other monitoring and evaluation tools. Findings obtained from monitoring and evaluations are shared with internal and external stakeholders, and necessary measures are taken by making improvement plans for the results. In order to ensure the sustainability of Quality Management System practices, monitoring and evaluations were made online during the COVID-19 pandemic period. In addition to the definitions and practices within the scope of the Bologna Process regarding the education and training processes at our university, activities are carried out within the scope of the competence-based quality assurance system; Institutional Education Management and Planning System (KEYPS) is implemented in the Faculty of Medicine; AYDEP, which was started as a pilot application in the Faculty of Education, has been used in all academic programs in the distance education process. The KAEU Quality Assurance System is constantly open to internal and external evaluation, and the ISO 9001:2015 Quality Management System and ISO 27001:2013 Information Security Management System certificate were renewed in 2020. The quality management system of the university is shared with institutions and organizations, especially universities.

The academic and administrative unit managers of the university take part in the university quality commission and lead the quality studies. The senior executives, especially Rector, lead and manage the quality assurance awareness, ownership and establishment of the internal quality assurance system. Likewise, understanding of leadership and quality culture have been established in all units. An effective communication network has been formed between the academic and administrative units and the management. Establishment of the quality assurance system, monitoring, receiving feedback, improvement activities and internalization of the system are carried out effectively at all management levels.

The effectiveness of the leadership and quality assurance system is monitored by internal evaluation twice a year within the scope of holistic quality management for the unit performance results and is evaluated at the end of the year with the management review meeting. According to the results of monitoring and evaluation, improvement plans are made, and measures are taken. In the university, different applications have been created within the quality management system in order to ensure the unity of the goals of the leaders and employees. It is to ensure that leaders take part in working groups,

especially in commissions. The participation of all employees, together with the leaders, is ensured in the process of activity plans, process and risk management, internal evaluations and management review. The annual rector-student and rector-staff meetings and activities to receive feedback from internal stakeholders contribute significantly to the formation of a quality management system culture. It is among the exemplary practices for the effectiveness of leaders that all feedback received from the BKYS, which is actively used in KAEU, and the Satisfaction Management System, which is a part of this system, reach the relevant leaders, especially the rector. Employee satisfaction survey results provide input for evaluation of the leaders.

Quality Commission

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

Evidence

2.1.1.Quality Commission Working Procedures and Principles.pdf

2.1.2. Qualification-Based Quality Assurance System Directive in Education.pdf

2.1.3 Unit Quality Commission (example).pdf

2.1.4 Unit Commission for Quality Assurance System in Education (example).pdf

2.1.5 Quality Commission Meeting.png

2.1.7 ISO 27001 ISMS Document.jpg

2.1.8 TSE ISO 9001 2015 Certificate.png

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

 Maturity Level: Internal quality assurance system mechanisms are monitored and improved together with relevant stakeholders.

 Evidence

 2.2.1 Performance Indicators.png

 2.2.2.1 Corrective Improvement Actions Report 2020.png

2.2.2.1 Management of Improvement Plans (example) 2020.png

2.2.3 Corporate Training Management System KEYPS.png

2.2.4 Quality Management System Posts.jpg

2.2.5. Information Management System (Quality).jpg

2.2.8 Quality Management System Guide.pdf

2.2.6. Work flow charts - Duties and responsibilities.jpg

2.2.7 AYDEP Report 2020-2021.pdf

 Leadership and quality assurance culture

 Level of Maturity: Leadership practices and their contribution to the development of the quality assurance culture are monitored and related improvements are made.

Evidence

2.3.1 Unit Quality Officer and Representative List.pdf

2.3.2 Quality Commission.pdf

2.3.4. Quality Commission.pdf

2.3.5. Unit Quality Assurance System Commission in Education (example).pdf

2.3.6 Unit Quality Commission (example).pdf

2.3.3 Employee Satisfaction Survey Results 2020.pdf

Stakeholder Participation

The stakeholder analysis at the university was made in the 2017-2021 Strategic Plan and the participation of the stakeholders in the Quality Management System was defined by the Stakeholder Relations Management Procedure. Top management and all units manage internal and external stakeholder relations according to this procedure. Collaboration, participation and sharing with stakeholders is given utmost importance at our university, and activities are carried out in line with the expectations of internal and external stakeholders while making decisions in the processes. Internal and external stakeholder meetings are held at our university at regular intervals, and feedback is received on the quality assurance system, education-training, Research-Development, social contribution and management processes at these meetings. Decisions and feedbacks taken at stakeholder meetings held both by the senior management and throughout the units are guiding in the planning of activities and improvement studies.

The participation of the academic and administrative staff in the process is carried out through unit quality commission memberships. In addition, stakeholder participation is ensured through university sub-commission memberships, working groups, feedback tools within the satisfaction management system (SMS: Satisfaction Management System) and employee satisfaction surveys.

Participation of internal and external stakeholders defined in the university in decision-making and improvement processes is performed via periodically held stakeholder meetings, stakeholder workshops, group meetings, external stakeholder visits, project collaborations, satisfaction surveys, internal and external stakeholder evaluation surveys, course and exam evaluation surveys and active with consultancy services. The reflection of the decisions taken with the stakeholders to the practices is shared via the BAYS system, the corporate website and e-mail. In addition, the university's social media accounts are actively used for informational and promotional purposes. Although the number of face-to-face meetings has decreased due to the epidemic in our country and the whole world in 2020, the meetings continue to be held online using the Meeting Management System.

As a result of the AYDEP system, KAEU was among the first universities to implement distance education practices and the education process was not interrupted. Thus, the relations with academic staff and students, who are internal stakeholders, were continued as they were in the normal education process. The relations with international stakeholders are carried out by the foreign relations office.

Relations with graduate students are included in the process management system and are included in "1.5. Alumni Relations Management" is defined in its main process. In this process, entering the graduate information into the alumni information system, organizing the graduate-student activities by the units and updating the graduate information regularly were determined as sub-processes. The

graduate tracking system has been configured and became functional. In this system, student alumni information, company and consultancy request information are included. The efforts to use the graduate monitoring system more actively has been made. In addition, integration studies are carried out in the Human Resources Office established within the Presidency.

The Talent Gate platform, created by the Presidential Human Resources Office (Cbiko), is a site where active and graduate students can connect with companies registered in the system. In addition, students can see the internship and event activities announced by the companies on this platform and they can apply to these activities in order to improve themselves in the fields they are interested in. A total of 523 students, 455 of whom are active at KAEU, are registered to this system. Again, through the manager information system (yöbis) created by Cbiko, the university students can also reach employment rates in the public sector when they graduate. KAEU is in the 22nd place in terms of job placement in the public sector. In addition, the students who graduated from which departments of the university find more jobs in the public sector and the results are also informed through this platform.

3. Participation 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 made.

Evidence

3.1.1 Stakeholder Relationship Management Procedure.pdf

3.1.2 Stakeholder Relationship Management Process.png

3.1.3 Alumni Relationship Management.png

3.1.4.2017-2021_Stratejik_Plani.pdf

3.1.5. Provincial Coordination Board Meeting.png

3.1.6 Stakeholder Relations Table.pdf

3.1.7.1 Satisfaction Management System Application Form.png

3.1.7.2 Satisfaction Management System.png

3.1.8. Unit Web Page Example.png

3.1.9. University Event Sharing Page.png

3.1.10 Stakeholder Satisfaction Survey Form.pdf

4. Internationalization

According to the Internationalization policy of KAEU;

- Sending students, researchers, administrative staff and faculty members abroad with intellectual property (projects, patents, congresses, conferences, symposiums, etc.) produced by the international cooperation of the university,
- To contribute to the national economy and to increase the competitive power (ranking) of KAEU in the international arena by establishing joint academic programs with stakeholders from abroad and establishing partnerships in research and development,

- To increase the quantity and quality of international students studying at KAEU in order to train voluntary envoys who will build a bridge to peace for Turkey,
- To contribute to the export of Turkey's "positive" image in the international arena through activities such as international students, bilateral cooperation, and international academic events.

In this context, all academic and administrative units within the university carry out their activities in accordance with this policy. The unit that carries out the organization and coordination of this process is the Foreign Relations Office affiliated to the Rectorate. The participation of internal and external stakeholders in determining compatible strategies for the internationalization policy, monitoring and evaluation of the performance indicators and the improvement of feedback are carried out by this office.

Academic support is provided to foreign students by TÖMER and Continuing Education Centers of KAEU. Issues such as exchange programs of international students, researchers and lecturers, employment of foreign academic staff, compliance with the international approach in course curriculum designs, international networks and organizations, joint diploma program activities are carried out in accordance with the internationalization policy.

Management of the Internationalization process of KAEU has been determined in the main process of 2.12. Management of Foreign Relations. As a sub-process, activities are carried out within the scope of Management of Internationalization, Management of National Exchange Programs, Management of Foreign Students and Management of International Stakeholders. The Foreign Relations Office is in charge of the 2.12.1 Internationalization Management process and the office plans and manages its activities in line with this process.

Depending on this sub-process, bilateral agreements are made and renewed by the unit or departments within the scope of Internationalization. Participation in international promotion fairs and internship programs, participation in student and teaching staff exchange programs (Erasmus+, Mevlana, IAESTE, etc.), international scientific events organization/participation, mutual visits within the framework of bilateral agreements and cooperation, and projects are carried out with the support of TÜBİTAK/European Union.

The main funding of the internationalization activities of the university is financed by Erasmus KA103, Erasmus KA107 and Mevlana programs. The total budget of the Erasmus KA103 project allocated to KAEU in the 2019-2020 academic year was determined as 42.850 €, and in the 2020-2021 academic year, it was determined as 92.435 €.

71.01% of the budgets allocated under the Erasmus KA103 program were used in the 2019-2020 academic year. The budget for the 2020-21 academic year is currently being used. Within the scope of the Erasmus KA103 project, this increase in the use of the budget demonstrates the progress in the internationalization activities of the university.

Within the scope of the Erasmus KA107 program, 92,435 € resources were allocated to the KAEU for the years 2018-2020. Due to the restriction of mobility due to the COVID-19 Global Outbreak, the use of the Erasmus KA103 budget has been extended until the end of July 2021. It is seen that the use rate of the Erasmus KA107 program budget as of the end of 2020 corresponds to 79.69%. However, since the use of projects and budgets within the scope of the program will continue until July 2021, this rate is expected to increase even more. KAEU has 54 bilateral agreements in Erasmus KA103 program, 22 protocols in Mevlana program, and 19 bilateral agreements in total with higher education institutions abroad within the scope of Erasmus KA107 program.

KAEU has 23 bilateral agreements with higher education institutions abroad within the scope of the Memorandum of Understanding (MoU). With these programs, many students and lecturers went to higher education institutions abroad, and foreign students and lecturers came to KAEU from higher education institutions abroad.

In 2020, the number of newly registered foreign students in the academic units of the university has reached 702.

In the 2019-2020 Academic Year, the number of students using the ERASMUS KA103 program was 16, and the number of outgoing instructors was 1. The effect of the COVID 19 Global Outbreak had also been great on the low amount of mobility. Examination of the data on internationalization activities shows that physical, technical and financial resources in the KAEU are managed in a way that will support internationalization activities and cover all units. The findings obtained from all these practices are systematically monitored and the monitoring results are evaluated together with the stakeholders, and measures are taken, and resources are aimed to be diversified in line with the needs/demands.

There are plans and defined processes for the monitoring and evaluation of the internationalization performance of the university. In the activity plans prepared according to the processes defined by the Foreign Relations Office, activities such as informing the student and department coordinators through annual meetings, organizing integration programs for incoming students, and preparing integration and promotion programs for outgoing students are carried out according to a certain calendar.

In addition to the activities planned for continuous improvements for the effective use of the budget, effective distribution of the grant within the budget amount, and increasing the incentives of students and academic/administrative staff to the Erasmus program, the meetings with the National Agency are carried out within a calendar.

The performance parameters of the main process of Foreign Relations Management are monitored and evaluated by the relevant office and improvements are made when necessary.

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

4.1.1 Internationalization Policy.pdf

4.1.2 Number of Bilateral Agreements.docx

4.1.3 Kırşehir Ahi Evran University Foreign Student Registration List for 2020 .xlsx

Management and organizational structure of internationalization processes

Maturity Level: The administrative and organizational structure of internationalization processes is monitored and improved.

Evidence

 4.2.1 Organizational Structure of Internationalization.png

4.2.2 Process of Management of Foreign Relations.png

Internationalization resources

Maturity Level: The internationalization resources of the institution are managed by considering the balance between the units.

Evidence

4.3.1 Budget Utilization Rate.docx

Internationalization performance

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

Evidence

4.4.4 Office of Foreign Affairs Management Review Report for 2020.pdf

4.4.2 Process Performance.png

4.4.3 Operational Performance.png

4.4.1 Number of Bilateral Agreements.docx

B. EDUCATION
1. Design and Approval of Programs

B. 1. 1. Design and Approval of Programs

In all programs of KAEU, program qualifications are associated with Turkish Higher Education Qualifications Framework (TYYÇ) qualifications and field qualifications. The design management processes of the programs are available on the website of the departments. Sub-processes are defined. The Education Quality Assurance System Coordinatorship has created a Program Qualifications Framework for the updating of programs of the university and shared it with the academic departments. While determining the program qualifications, the mission-vision of the institution was taken into consideration. Course information packages have been prepared considering the national core program, if any, and criteria (for example, accreditation criteria, etc.), if any. In KAEU, the FR 400 Form is used to update the programs. The form requires the curriculum of the new programs to be based on competency and compatible with the competencies. The form introduces some principles in maintaining the balance of compulsory and elective courses to be included in the curriculum. Curriculum development studies are carried out within the framework of the answers given to the item "The compulsory/elective courses I take are of a quality that will contribute to my professional and personal development" in the Student Satisfaction Survey, which is regularly applied every year by the university.

In KAEU, internal and external stakeholder participation meetings and studies on program design and approval are carried out and monitored. Competence-based education development studies are carried out in associate, undergraduate and graduate programs of the university. Within the scope of Ahi Competence-Based Education Portal (AYDEP), which was implemented in the Faculty of Education and later started to be implemented in all academic units of the university, it was based on gaining the predetermined competencies. In addition, within the framework of these applications, the harmony between the program competencies and the learning outcomes of the courses is taken as a basis, and a competency-based assessment and evaluation model is used.

Quality Assurance System Coordinator in Education (EKGSK) works in coordination with 5 (five) support offices: Curriculum Support Office, Assessment and Evaluation Support Office, System Support Office, Accreditation Support Office, Academic Development Support Office. The Quality Assurance System Coordinator in Education works under the rectorate. It supports educational studies related to the design of the programs of the units through its five support offices. Educational seminars, conferences, panels, educator trainings etc. are organized and carried out. In addition, commissions are directly responsible for the education and training activities of the unit have been formed in all units. These commissions are Curriculum Development Commission, Accreditation Commission, Assessment and Evaluation Commission, Learning and Management System Officer and Program and Examination Commission. These commissions are directly responsible for the education and training activities in the units and play a bridging role between the Education Quality Assurance System Coordinator and the units.

Within the scope of AYDEP, practical and interactive trainings are provided by the support offices at the beginning of the semester to all the instructors, who will teach a course, for the design of the programs. Learning outcomes related to the courses, writing the learning outcomes, associating the learning outcomes with the program competencies, and experts play an active role in the evaluation of the curriculum designs of the courses. These commissions also make corrections and referrals regarding the programs. The program design studies, which are carried out at the beginning of the academic year constitute one of the strengths of AYDEP. In this way, support is received from support offices and experts in the design and approval processes of the programs. The design and approval processes of the programs are systematically monitored and evaluated together with the relevant stakeholders and improved.

B1. 2. Course distribution balance of the program

The program information of the units in the university takes place in the Bologna information system. In this program, there is detailed information on the relationship between program qualifications, admission conditions, transition to a higher level, graduation conditions, program outputs, employment opportunities, curriculum competencies and course outcomes relations. The principles, rules and methods regarding the course distribution of the program are defined. The curriculum structure regards 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 lessons and weekly lesson 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. For example, in the course distribution of the programs carried out in the Institute of Social Sciences, it was ensured that the compulsory courses were determined not to exceed 50% of the total credits, and by increasing the number of elective courses, the courses that would form the source of the thesis study were selected. According to the characteristics of the course, the credit values of the courses were determined by calculating the student workload based on ECTS. In addition, it was announced and shared with the Bologna process on the WEB page.

B1.4. Design based on student workload

ECTS (European Credit Transfer System) calculations are determined by considering the workload of the student, all kinds of work and activities they will do inside and outside the school. For example, in courses such as Teaching Practices and Community Service Practices in the Faculty of Education, our students work hard in the field with our most important external stakeholders such as institutions and organizations in our city and National Education. These activities are taken into account

as the workload of the student in ECTS calculations. The calculated workload of the student is uploaded to the Student Information System. There are internships and practical learning opportunities for all fields. It is evaluated within the framework of sufficient student workload and credit. The quality of the implementation is examined. The diversity that emerges with distance education is also taken into account in the design based on student workload.

B.1.5. Measurement and evaluation system

The institution has a holistic measurement-evaluation system. The decision for individuals to qualify for a qualification is made as a result of the assessment and evaluation activities carried out regarding the competency. The main principles and rules for measurement-evaluation are defined. Learning outcome, curriculum, form of education service (formal, distance, mixed, open), teaching method and measurement-evaluation harmony are observed. There are mechanisms for exam administration and security (formal/online exams, exams for disadvantaged groups).

AYDEP has a module called Measurement and Evaluation. AYDEP, which is used in all units of the university, provides the opportunity to measure and evaluate in accordance with learning outcomes. The assessment and evaluation module in AYDEP provides the opportunity for different traditional and alternative assessment and evaluation methods such as multiple choice, multiple choice, open-ended, fill-in-the-blank. Questions, which are suitable for the type and level of learning outcome are entered, and students are evaluated. Thus, measurement and evaluation activities are carried out in a consistent, transparent, equal and fair manner for all individuals in accordance with pre-determined and announced programs or processes. In this regard, user manuals, application videos and visuals prepared for instructors and students are available on Educational Quality Assurance System Coordinator website of the university.

AYDEP automatically calculates the item difficulty and distinctiveness indices of the questions and can decide whether the questions will be usable in the coming years. The institution improves its assessment-evaluation approaches and facilities based on student-instructor feedback. Measurement and evaluation play an important role in education. It is not possible to achieve success in an education without measurement and evaluation. Instructors upload their methods of measurement and evaluation to the Bologna Information System, which is included in the Student Information System.

Design and approval of programs

Maturity Level: The design and approval processes of the programs are systematically monitored and evaluated together with the relevant stakeholders and improved.

Evidence

AYDEP - Ahi Competence Based Education Portal Login Screen.pdf

Quality Assurance System in Education Coordinatorship.png

Level 6 Qualification Framework for Undergraduate Programs.pdf

8th Level Doctoral Programs Qualification Framework.pdf

5TH LEVEL ASSOCIATE PROGRAMS COMPETENCE FRAMEWORK.pdf

7. LEVEL MASTER PROGRAMS COMPETENCE FRAMEWORK.pdf

CURRICULUM SUPPORT OFFICE SPECIFICATION TABLE PREPARATION GUIDE.pdf

Qualification-Based Quality Assurance System Directive in Education_Annex_ek1.pdf.pdf

Course distribution balance of the program

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

Evidence

GRADUATE EDUCATION AND TRAINING REGULATIONS.pdf

BOLOGNA DEFINITIONS.png

AYDEP - Ahi Proficiency Based Education Portal Login Screeni.pdf

Compatibility of course outcomes with program outcomes

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

Evidence

TURKEY HIGHER EDUCATION QUALIFICATIONS FRAMEWORK(TYYÇ).pdf

BOLOGNA.png

program competencies learning outcome relationship.pdf

quality assurance system in education-competencies.png

Course design based on student workload

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

Evidence

europe-credit-transfer-system.pdf student workload calculation.png

Measurement and evaluation system

Maturity Level: Measurement and evaluation practices are followed in the institution and improvements are made in the measurement and evaluation system according to the monitoring results.

Evidence

AYDEP QUALIFICATION BASED ASSESSMENT AND EVALUATION.pdf

ASSESSMENT AND EVALUATION SUPPORT OFFICE.png

2. **Student Admission and Development**

Student admission and registration procedures in all academic units are carried out in accordance with the rules of the relevant legislation and the regulations of Kırşehir Ahi Evran University regarding education and examination. In addition, the following procedures are followed for the development of students.

B.2.1. Student admission and recognition and crediting of prior learning (Knowledge and skills acquired through formal education, non-formal education and free learning)

Defined processes for student admission, recognition and crediting of prior learning: There are student admission requirements customized for different education levels in KAEU. These are:

For the academic departments that provide education at associate and undergraduate level:

- To be a graduate of a high school or high school equivalent vocational school (the equivalence of diplomas obtained from high schools abroad must be approved by the Ministry of National Education),
- To be placed in a program of our university as a result of the exam conducted by the Measurement, Selection and Placement Center (ÖSYM) or to be entitled to take the special talent exam for the relevant program, If the relevant committees deem it necessary, the candidates may be requested a health report or a statement of health status.
- In areas requiring special talent, the scores obtained as a result of the exams created by the relevant committees are also taken into consideration and student admission is ensured.

For the academic departments that provide education at the graduate level;

- Students who took undergraduate education in accordance with the conditions specified in the Graduate Education and Examination Regulations are accepted to graduate programs appropriate to their graduation fields.
- As a result of the preliminary evaluation made in student admission, the candidates who are entitled to take the scientific evaluation exam are announced to the stakeholders.
- Registration of foreign students is completed within the framework of the principles and conditions determined by the relevant legislation and the Senate. In addition, students are accepted through the Foreign Relations Office of KAEU (Erasmus, Farabi and Mevlana). Furthermore, it is also possible to enroll as a special student in all programs at the university.

For the recognition and crediting of students' prior learning, the workflows created by the student affairs department are used considering the relevant legislation and regulations.

Documentation of the use of student workload-based credits in the recognition of prior learning (These documents should bear the key principles in the 2015 ECTS User's Guide): All programs at KAEU have a student workload-based design. Bologna processes cover all programs and are used in all education and training applications. There is a Bologna Coordinatorship at KAEU and there are representatives covering all programs in all academic units. Credits based on student workload are also considered in the recognition of students' prior learning.

Evidence of consistency and continuity of practices with defined processes: Practices at the university are aligned with defined processes, and a few examples of evidence of their continuity are presented below.

Mechanisms for informing stakeholders: Prospective students and registered students are key stakeholders in the context of student admission and development. In this regard, announcements are made on the corporate web pages of the university and related academic units for applications, registrations to the programs etc. For registered students, on any subject that needs to be shared, messages are sent to their mobile phones by using the records in the student information system, messages are sent by e-mail, or in more urgent cases, phone calls are made by the advisors or the staff of the student affairs unit. In addition, messages can be sent to related students about their status and announcements can be made via the student information system.

In addition to standard practices and legislation, evidence for the unique approach and practices developed by the institution in line with its needs: In addition to the standard practices and legislation of the university; in line with their needs, it has developed forms that can provide standardization in the work and procedures to be done, by putting forward a unique approach to student admission and development.

B.2.2.2. Recognition and certification of diplomas, degrees and other qualifications

Criteria for the recognition and certification of diplomas, degrees and other qualifications and defined processes: Procedures for the recognition of diplomas, degrees and other qualifications are defined at the university. The diplomas that the students are entitled to receive from the education levels that they have graduated from are taken into account in the new programs they will enroll in. In this regard, the courses that the student has taken and succeeded before are evaluated according to the exemption procedures and the necessary actions are taken. In addition, for example, in the Faculty of Education, the Pedagogical Formation Education Certificate Program is carried out, and the exemption procedures are carried out considering the previous learning of the students who are entitled to enroll in this program. Moreover, for example, it is aimed to prepare a document on which program proficiency is achieved by our graduates, based on the data obtained from the Ahi Competence-Based Education Project, which was piloted in the Faculty of Education.

Defined processes and current practices to monitor the academic and career development of the students: The academic and career development of students is considered important and tried to be tracked with different practices. For example, statistics in the student information system are used to monitor the academic progress of students. In addition, various activities are organized to support career development.

Criteria applied in the admissions of undergraduate transfer, foreign student exam (YÖS), double major program (ÇAP), minor student groups except for student groups coming with central placement: Criteria applied in the admission of minor students, undergraduate transfer, foreign student exam (YÖS) double major program (ÇAP), (except for student groups coming with central placement) were determined by the authorized boards of the university.

Documents showing that the student workload loan is recognized in exchange programs without the need for any additional work (These documents should bear the key principles in the 2015 ECTS User's Guide): Within the scope of the Bologna process at the university, the student workload loan is recognized in exchange programs without the need for any additional work.

Diploma supplement: Diploma supplement is given in KAEU.

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

INTRODUCTION TO STUDENT INFORMATION SYSTEM.pdf

regulation_yatay_gecis_yönetmeligi_2010.pdf

regulation_vertical_transfer_ regulation_2010.pdf

b2regulation_undergraduate_ve_License_Exam_ regulation _2016.pdf

b2 GRADUATE EDUCATION AND TEACHING REGULATION.

regulation_student_discipline_management_2010.pdf
b2management_student_council_management_2010.pdf

FR-003 Exchange Programs Grade Conversion Form.pdf

FR-004 Course Adjustment Form RV27042018.pdf

FR-006 Course Exemption Application Form.pdf

FR-014 Pre-Registration Student Information Form.pdf

FR-118 Vertical Transfer Course Exemption Application Form.pdf

FR-179 NEGSF Special Talent Exam Entry Application Form.pdf

FR-181 NEGSF Special Talent Exam Entry Document.pdf

FR-182 NEGSF Special Talent Exam Entry Results List.pdf

İA-092-Final Registration Workflow for Associate and Undergraduate Programs.pdf

İA-091-Workflow for Admission of Foreign Students to Associate-Undergraduate Programs.pdf

İA-093-Workflow of Adaptation Procedures for Those Who Have Finalized with Vertical Transfer.pdf

İA-105 Associate Degree Programs Course Exemption Workflow Form.pdf

İA-111-Workflow for Horizontal Transfer to Associate Degree Programs.pdf

İA-109-Common Compulsory Course Exemption Exam Workflow.pdf

İA-113-Associate and Undergraduate Special Students Workflow.pdf

İA-115-Incoming Students Workflow within the Scope of Exchange.pdf

Home - Kırşehir Ahi Evran University STUDENT ANNOUNCEMENT.pdf

ACADEMIC UNIT STUDENT ANNOUNCEMENT.pdf

Certification of qualifications and diploma

Maturity Level: Applications are monitored and defined processes are improved.

Evidence

2_4_1Active Student Affairs Management.pdf

IA-392-Creation-Updating Workflow of Graduate Tracking System.pdf

İA-073-Workflow of Opening a Double Major Program.pdf

İA-074-Workflow of Opening Minor Program.pdf

B22İA-091-Workflow for Admission of Foreign Students to Associate-Undergraduate Programs (1).pdf

İA-113-Associate and Undergraduate Special Students Workflow (1).pdf

B22İA-115-Students Incoming Under the Change Workflow (1).pdf

B22FR-003-Exchange Programs Grade Conversion Form.pdf

YÖ-068 Kırşehir Ahi Evran University Guidelines for Students to Participate in Domestic Scientific Activities.pdf

GRADUATE FOREIGN STUDENTS DIRECTIVE-.pdf

diploma supplement front.pdf

diploma supplement back.pdf

3. Student-Centered Learning, Teaching and Assessment

B.3.1. Teaching methods and techniques (Active, interdisciplinary study, interactive, research/learning focused)

The teaching method is focused on learning, which puts the student in the center, activates and is open to interaction. Practice-based learning approaches, which are suitable for the unique nature of distance and formal education types, put the student in the center, prioritize competence, and encourage interdisciplinary work, have been adopted. Focused on active and effective learning rather than mere knowledge transfer. The learning process has been enriched by using the technological opportunities that cover students of all levels and come to the fore more with the pandemic conditions.

With the Ahi Competence-Based Education Portal developed by KAEU, all these processes are implemented, controlled and necessary precautions are taken and evaluated systematically. For this;

- Practices on active and interactive teaching methods
- In addition to standard practices and legislation; Evidence for unique approaches and practices developed in line with the needs of the institution
  - Considering the importance of competency-based education at the university, instructors/members are encouraged to use effective teaching methods, techniques and tools. With the applications used both in Bologna and in the context of the AYDEP learning management system, it is possible for the instructors/members to determine the appropriate teaching methods and to share them with the students. In this regard, whether the program competencies are achieved or not is monitored by the AYDEP learning management system.
- Practices that encourage interdisciplinary work
  - In order to encourage interdisciplinary studies at the university, studies are carried out to take elective courses from different departments or units.
  - "Expectations for elective courses" are taken through the student satisfaction survey, and studies are carried out through the commission formed to add different elective courses to the curriculum based on expectations and demands. An elective course called "Ahi Culture and Professional Ethics" is taught in all academic units of the university in order to provide cultural depth and give the opportunity to get to know different disciplines.
- learning and teaching center
  - Under the leadership of KAEU Continuing Education Center, training is given in different disciplines. Trainings reach academics, students and citizens through announcements.
  - Through the Turkish and Foreign Language Teaching and Application Center of the university, trainings are planned to improve the Turkish language proficiency of the

foreign students and the foreign language proficiency of the Turkish students, academic staff and citizens. National and international promotional events are announced.

- Certificates and documents of instructors on student-centered teaching
- Practices related to student-centered learning-teaching approach in the content of the program of the instructor training

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

Assessment and evaluation processes are carried out on the basis of competence and performance. Thus, it is aimed to increase and diversify the ability of students to express themselves. In order to achieve this, primarily assessment and evaluation processes at all levels are determined by regulations and directives. Along with the definition of processes, assessment and evaluation methods and techniques suitable for the nature of formal and distance education are determined. Via Ahi Competence-Based Education Portal, assessment and evaluation methods and techniques such as exams, performance assignments, portfolios, etc. are used. The consistency and reliability of these methods and techniques between time and people is ensured through the Assessment and Evaluation Support Office and the Assessment and Evaluation Commissions, which perform their activities under the Coordinatorship of Quality Assurance Based on Educational Competence established at KAEU. In addition, the announcement, implementation, control and compliance with the goals of the improvements are monitored through the Ahi Competence-Based Education Project support offices.

- Defined processes used to assess and evaluate student achievement
  - o There are defined processes for the methods, criteria and tools used in the context of assessment and evaluation at the university. In this regard, rules and methods for the evaluation of students in associate, undergraduate and graduate programs are determined by regulations and directives.
  - o Performance targets are set to reduce objections to exam grades and changing exam grades at the university. It is aimed to evaluate students fairly and reduce errors in grade entry. It also organizes in-service trainings in order to improve the teaching staff's skills in assessment and evaluation.
- Assessment and evaluation methods used to decide whether the course learning outcomes have been achieved
  - o AYDEP Learning Management System is a competency-based application and specification tables can be created by defining "course subject", "learning output" and "objective" for each course. At the same time, with the application, which allows adding questions to measure each learning output, it can also be determined at what level the students have reached the course learning outcomes.
- In addition to standard practices and legislation; evidence for unique approaches and practices developed in line with the needs of the institution
  - o In the field of assessment and evaluation, the instructors share the detailed methods and tools for their courses with the students through the Bologna Information Package and the instructional management system software (such as AYDEP, KEYPS) implemented at KAEU. In this regard, applications for facilitating assessment and evaluation processes are used and online exams are held. In the Bologna Information Package, the learning outcomes of each course regarding the achievement assessment and evaluation method are determined, the method of assessment and evaluation is defined and announced to the students.

B.3.3. Student feedbacks (Course-faculty-staff-program-general satisfaction surveys, request and suggestion systems)

- Defined student feedback mechanisms
    - At KAEU, a satisfaction management system is implemented to meet the expectations and demands of the students, and the application can be accessed through the web pages of the departments. In this framework, the students can easily convey their suggestions, complaints and requests using information technology tools, without time and place restrictions. Within the scope of the Students Satisfaction Management System, corrective and remedial activities are carried out for student suggestions and complaints when necessary.
- Practices regarding improvements made within the scope of student feedback
    - In order to determine the satisfaction levels of the students, valid and reliable scales developed by the KAEU Quality Coordinatorship are utilized, and the results are announced on the website of the university. Feedback is requested from all academic units on items that are low according to the results of the satisfaction survey, and improvement plans are requested regarding the issues that students are not satisfied with. Student requests and wishes are evaluated by the commissions of the relevant unit, and opinions are exchanged with those concerned on taking necessary precautions.
- Examples of students' participation in decision-making mechanisms
    - Participation of our students in decision processes is considered important at our university, and the participation of unit student representatives in quality studies, education-training, social-cultural activities, social responsibility activities and meetings is ensured. In the context of quality studies, student participation is recorded in written reports.
- In addition to standard practices and legislation, evidence for unique approaches and practices developed in line with the needs of the institution
    - Apart from the traditional teaching approach at the university, practices are carried out to improve the learning habits of the students. In this respect, they are encouraged specially to use transitional strategies from teaching to learning through activities such as professional practice, internship. E.g.; Within the Faculty of Education, guidelines have been prepared for the effective and efficient conduct of teaching practice, institutional experience and school experience courses. For these courses, external stakeholder opinion forms based on improvement are used every year.

B.3.4. Academic consultancy

- Defined processes used in the student counseling system
    - KAEU provides consultancy services on subjects such as course selection, course adjustments, credit/ECTS and graduation processes within the framework of the principles specified in the Associate Degree-Undergraduate Education and Examination Regulations, Graduate Education Regulations and the Coordination Services Directive prepared by the Quality Coordinatorship.
- Mechanisms for students' access to counselors
    - Counseling services are provided for the academic and professional needs and development of the university students. In this respect, each student has been associated with a counselor, and counseling hours can be seen at the door of the relevant instructor and through the student information system. Various methods and tools are used to

communicate with students. Advisors can provide notifications/feedbacks to students via short messages, e-mails and in-system messages through the student information system. In addition, alternative online tools (WhatsApp, beep, etc.) that allow quick communication with the students are used by the instructors.

- Evidence for student participation
- In addition to standard practices and legislation, Evidence for unique approaches and practices developed in line with the needs of the institution

Teaching methods and techniques

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

Evidence

AYDEP TEACHING METHODS AND APPLICATIONS.pdf

A.E.U. Continuing Education Center.pdf

Integrated Quality Management System _ Kırşehir Ahi Evran University.pdf

Turkish and Foreign Language Teaching Application and Research Center.pdf

Quantification and consideration

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

Evidence

KAUE_Quality Assurance System Directive Based on Proficiency in Education_post-last amendment.pdf

b3 GRADUATE EDUCATION AND EDUCATION REGULATION.pdf

regulation_preliminary_ve_undergraduate_Exam_regulation_2016.pdf

b32-1 Coordinatorship of Quality Assurance System in Education.pdf

b32AYDEP_Program_Development.pdf

b32 Quality Assurance System Coordinator in Education.pdf

b32 Instructors Provided AYDEP Learning Management System Training - Kırşehir Ahi Evran University.pdf

ASSESSMENT METHOD ACCORDING TO AYDEP STUDENT CHARACTERISTICS.pdf

Student feedback

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

Evidence

FR-473 Student Satisfaction Questionnaire Form.pdf

Yo-013_Ahi_Evran_universitesi_Health_VocationalSchool_Implementation_and_Summer_Internship_Directive.pdf

sb32-1Educational Quality Assurance System Coordinatorship.pdf
sb32AYDEP_Program_DEvelopment.pdf

sb32 Quality Assurance System Coordinator in Education.pdf

sb32 Teaching Staff Provided AYDEP Learning Management System Training - Kırşehir Ahi Evran University.pdf

MANAGEMENT OF STUDENT FEEDBACK.pdf

TEACHING PRACTICE DIRECTIVE.pdf

Academic consultancy

Maturity Level: Academic advisory services are monitored in the institution and improved with the participation of students.

Evidence

Annual Report.png

YÖ-060 Ahi Evran University Associate and Undergraduate Student Counseling Directive.pdf
Kirsehir_Ahi_Evran_Universitesi_2019_ administration_ Activity_ Report.pdf

4. Instructors

B.4.1. Appointment, promotion and assignment criteria

Recruitment and appointment principles and rules for Kırşehir Ahi Evran University Faculty Members are guaranteed by the "Academic Promotion, Appointment Criteria and Scoring Principles Directive". Academic Evaluation Boards of the department of the candidate serve in the evaluation of academic recruitment applications. In addition, the oral exam for associate professorship is obligatory in the recruitment of permanent staff. Equivalency certificate is required for the diplomas or titles obtained by the candidates from foreign countries. Competencies of academic staff are evaluated in line with their qualifications that can serve for the regional development in line with the needs determined by the institution and the objectives of the institution. The activities of recruiting new academic staff to the university are announced by determining the needs in this direction, and the applications are evaluated by the commissions formed by the relevant units and announced transparently.

The expectations of the institution from the faculty members, the duties and responsibilities of the faculty members, the mission and vision are announced and reminded to the faculty members every year via e-mail.

In course assignments, the expertise field (master's and doctorate) of the faculty member is primarily taken into consideration. In the courses with the same field of expertise, the title of the instructor, their experience and student feedback about the instructors are taken as a basis. In addition, the weekly course loads of the instructors are considered in the course assignments. The course load and distribution of the instructors can be seen by announcing the student course schedules on the web sites of the faculties.

In most of the faculties, the curriculum and course contents have been announced, but there are deficiencies in the charts showing the course load of the instructors. Yet, in some faculties, it is announced through the Ahi Competence-Based Education Project (AYDEP), so that, the course load of the faculty members can be tracked.

The workflow is determined with the form created by the quality coordinatorship for the employment of non-permanent foreign lecturers at the university and they are employed accordingly.

*The duties and responsibilities of the Academic Evaluation Board are specified in Articles 5, 6 and 7 of the Promotion and Appointment Directive.

B.4.2. Teaching Competence

Kırşehir Ahi Evran University provides the necessary support to researchers in order to improve the research environment and opportunities. The requests of the academic staff for the project-based research they will carry out in other institutions in the country and abroad are supported and the necessary assignments are made.

Books, periodicals, remote access databases (SciFinder, Scopus, Web of Science, etc.) by the Library and Documentation Department and licensed programs purchased by various departments of KAEU are offered to the staff to contribute to academic studies. However, many in-service trainings (EndNote Program, Turnitin & iThenticate Programs, Web of Science & InCites Programs trainings) to increase the competence of academic staff could not be given in 2020 due to the Covid 19 pandemic.

Two webinars were organized by the Distance Education Research and Application Center of KAEU in 2020, titled "Assessment and Evaluation in Distance Education" and "Course Design in Distance Education". In this period, when lessons and exams were given remotely during the Covid 19 process, the organization of these seminars contributed to the course planning and assessment and evaluation processes of the faculty members in distance education.

With the Covid 19 epidemic, the Ahi Competence-Based Education Project (AYDEP) started to be implemented throughout the university. Via AYDEP, distance education has been more effective and efficient at the university. In order to increase this efficiency, "Training on Determining Program Competencies and Writing Statement Tables" was given by the AYDEP coordinatorship.

A webinar on "Clinical Research and Non-Invasive Clinical Research Clinical Ethics Committee Processes" was organized by the Presidency of the Non-Interventional Clinical Ethics Committee in order to familiarize the faculty members with clinical ethical processes and to minimize the problems they encounter.

The "Intellectual and Industrial Property Rights Management Directive" prepared by the Technology Transfer Office (TTO) has been accepted by the Senate Decision. In this context, it has become easier for the university staff and students, who have patentable inventions, to apply to TTO and follow their processes through TTO.

With the aim of informing the administrative and academic staff and students of the university about intellectual property rights and informing about the application steps in possible patent applications, an online training event was organized in cooperation with KAEU Technology Transfer Office and Quantum Patent A.Ş.

With the cooperation protocol signed between KAEU and Quantum Patent A.Ş., the KAUE Technology Transfer Office, 'Intellectual-Industrial Property Rights' module has been put into operation. With this module, it is aimed that academicians with patentable inventions can apply to the Technology Transfer Office with the 'FR-542 TTO Invention Notification Form' in order to apply for a patent/utility model/brand, and in this process, the application procedures of the personnel with patents have been facilitated.

In KAEU, it is tried to increase the pedagogical and technological competencies of the instructors with these and similar activities.

Incentives and rewards for educational activities

At the university, research performance is monitored on a yearly basis, evaluated by the academic incentive commission and announced transparently. In some of the faculties, not throughout the university, faculty members with academic incentive points are awarded with plaques and certificates of appreciation. An "Academic Development Support Office" was established at the university with the aim of increasing efforts of encouraging and rewarding. New projects will be put into practice with the incentive and rewarding activities planned by the Academic Support Office.

Appointment, promotion and assignment criteria

Maturity Level: The results of appointment, promotion and assignment practices are monitored and measures are taken by evaluating the results of the follow-up.

Evidence

KYS-DŞ-065 Foreign Academic Staff Type Contract Form.pdf

İA-016-Foreign Lecturer Employment Workflow.pdf

KIRŞEHİR AHİ EVRAN UNIVERSITY DIRECTIVE FOR UPGRADE TO FACULTY MEMBERSHIP AND APPOINTMENT.pdf

25_November_2020_dated_instructor_appointment_announcement_first_evaluation_results(1).pdf

teaching competence

Maturity Level: There are practices throughout the institution to improve the teaching competence of the instructors.

Evidence

Course Design in Distance Education_Online Webinar - Kırşehir Ahi Evran University.pdf

Measurement and Evaluation in Distance Education (Online Webinar) - Kırşehir Ahi Evran University.pdf

Ethics Committee Processes for Clinical Trials and Non-Invasive Clinical Trials (Online Seminar) - Kırşehir Ahi Evran University.pdf

Intellectual and Industrial Property Rights Management Directive.pdf

Patent Education Webinar - Kırşehir Ahi Evran University.pdf

AYDEP Program Qualifications Determination and Specification Table Preparation Training - Kırşehir Ahi Evran University.pdf

Incentives and rewards for educational activities

Maturity Level: Incentive and rewarding mechanisms; there are plans to create competency-based, fair and transparent forms.

Evidence

ACADEMIC INCENTIVE ALLOWANCE REGULATION.pdf

Quality Assurance System Coordinator in Education.pdf

A Certificate of Appreciation Was Presented to Our Faculty Members Who Got the Highest Scores in Academic Incentive.pdf

5. Learning Resources

B.5.1.Learning Resources

All faculties, colleges and vocational schools throughout the university are physically adequate to a large extent. Since the Faculty of Health Sciences and the Faculty of Islamic Sciences do not have separate buildings, education is given in the buildings of other departments. Yet, the Faculty of Islamic Sciences has been included in the 2020 investment plan. Classrooms, laboratories and practice classrooms are sufficient to meet all the needs of the students in the buildings. At the end of 2020, 68 Professors, 99 Associate Professors, 311 Assistant Professors, 175 Research Assistants, and 233 Instructors, a total of 886 academic staff work at KAEU. Comparative figures for the last three years are given in Table 1. The number of students per faculty member at the university is approximately 21.

Table 1: 2018-2019-2020 Number of Students and Academic Staff

Year	Number of the students	2017-2018-2019 Öğrenci ve Akademik Personel Sayısı						
		Prof.	Assoc. Prof.	Assis. Prof.	Res. assis.	Inst.	Lect.	Exp.
2018	20.074	47	60	307	166	233	-	-
2019	18.715	60	83	301	170	232	-	-
2020	18.875	68	99	311	175	233	-	-

Counseling hours have been determined for students to reach the instructors easily, and consultancy activities are carried out within the scope of Kırşehir Ahi Evran University Student Counseling Directive. However, because of online education is given instead of face-to-face education in pandemic conditions, students can easily reach their advisors and instructors via telephone, corporate e-mail addresses, the AYDEP system, and related units via the Satisfaction Management System.

The number of printed publications in the university library is 57834, the number of databases open to access is 58, the number of electronic books is 18593, the number of electronic journals is 37911 and the number of electronic books, thesis, conference papers, videos, etc. resources is 6455070. Students and faculty members have wireless internet access on campus. In 2020, the distance education process was supported with 375 online trainings organized by the Library and Documentation Department. In 2020, a total of 120 databases were opened for trial access. Within the scope of the coronavirus measures, warning signs were put in the area where the central library is located and inside the library, and the physical space was rearranged in accordance with the social distance rules. A quarantine section has been created for returned books. In addition to being open to all students between 08.00/19.00 on weekdays, the library was also opened to the service of all university students of the province during the pandemic period. In addition, the construction of the Central Library Building, which will be built on an area of 11327 m2 in 2020, has started.

The university provides internet connection via ULAKNET. Within the scope of the informatics infrastructure of the university, Student Information System, Library Procedure and RF-ID, Scientific Research Projects (BAP) Automation System, EBYS, Integrated Management Information System

(BYBS), AYDEP, Technical Service Tracking, Web Portal Software, Personnel Automation etc. software works through virtual servers. Compliance of the Information Security Management System implemented at the university with the standards of TS EN ISO/IEC 27001:2017 was re-registered in 2020.

The total indoor area of the university is 272470 m2 and the indoor area per student is 14438 m2. The total amount of expenditure per student in 2020 is 8943,89 TL.

Distance Education Center system of KAEU, AYDEP program, became active in the spring semester of the 2019-2020 academic year. All education and training activities has been carried out through the AYDEP system. The student satisfaction survey, which includes education and all other processes, has been conducted once a year and the activities that need to be done in areas open to improvement has been carried out by the departments. Within the scope of the Quality Management System studies carried out at the university, great importance is attached to stakeholder relations and stakeholder opinions are considered in all matters related to the education and training process.

B.5.2. Social, Cultural, Sporting Activities

There are 54 student societies within the university in 2020. The processes related to the establishment and activities of the societies are carried out within the scope of the Student Community Directive. The annual activities of the student societies are monitored by the Department of Health, Culture and Sports of Kırşehir Ahi Evran University. Despite the pandemic conditions, many online conferences, seminars, talks and exhibitions were held at the university in 2020. In 2020, 30 activities were carried out by student societies with the coordination of the Health, Culture and Sports Department. KAEU won the second prize with the short film "Escape" in the Online Visual Content Competition conducted by the New World International Relations Society, TOBB University of Economics and Technology and the Economic Policy Research Foundation of Turkey (TEPAV). Again, two teams consisting of the students of the Department of Mathematics Education of the Faculty of Education and the Department of Computer and Instructional Technologies of the Faculty of Education were entitled to participate in the competition held in the field of Educational Technologies at TEKNOFEST2020, which was held on September 27, 2020, with the projects they prepared. In 2020, 40 events (online conferences, panels, seminars, interviews, etc.) organized by the Press and Public Relations Consultancy were held at the university.

In the Student Satisfaction Survey of the university, questions about satisfaction with social, cultural and sports activities are asked, and the level of satisfaction is evaluated. Activities aimed at improving the obtained results are carried out by each unit.

B.5.3. Facilities and Infrastructures

The capacity of the dormitories of the Credit and Hostels Institution serving the students of Kırşehir Ahi Evran University is 7812 people, and the dormitories could not serve actively due to the online education during the pandemic period. The university has 10 student and staff cafeterias with a daily capacity of 5700 people. In order to provide better quality service to students, Süleyman Türkmani Cafeteria, which has a capacity of 840 people, was opened on February 10, 2020 to serve both regular education and secondary education students. In order to minimize the risk of contamination during the pandemic process, the seating arrangement in the dining halls has been arranged for 2 people and 1.5 m apart.

The students can receive necessary health and support services at the Research Hospital, which is jointly operated by KAEU and the Ministry of Health. Neşet Ertaş Family Health Center affiliated to

the Ministry of Health, located in the central campus of the university, provides health services to the students as well as academic and administrative staff.

The facilities are at a satisfactory level to meet the needs of students and staff. The management of these facilities and infrastructures is carried out by the Department of Health, Culture and Sports. The results regarding use of them are monitored systematically and the results are evaluated together with the stakeholders. In line with the needs and demands, the resources are diversified in accordance with the expectations.

B.5.4. Barrier-Free University

The Disabled Student Unit of the university was established to take the necessary precautions and make arrangements in order to prepare the necessary academic environment for the disabled students studying at the university and to ensure their full participation in the education process. KAEU ranked 5th among 81 universities in the ranking of universities with the most flags in 2019.

Within the scope of the 2020 Barrier-Free University Awards, three more units of the university were awarded with the Orange Flag for "Accessibility in Space". Çiçekdagi Vocational School, Technical Sciences Vocational School and Bağbaşı Campus were awarded with the Orange Flag award within the scope of Barrier-Free University Awards.

B.5.5. Guidance, Psychological Counseling and Career Services

Guidance and psychological counseling services for Kırşehir Ahi Evran University students are provided by the Psychological Support Unit within the Health, Culture and Sports Department. Due to the Covid-19 epidemic in 2020, Distance Psychological Support Service has been started for the students of the university in cooperation with the Psychology Counseling and Guidance Research and Application Center (Ahi-PDRMER) and the Guidance and Psychological Counseling Department. Yet, a conference on "Psychological Resilience in the Days of Corona" was organized by Psychologist Büşra Esra Aydoğan, staff member of the Department of Health, Culture and Sports. In 2020, a total of 113 people received service from the Psychological Support unit along with 213 interviews.

Learning environment and resources

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

Evidence

FR-474 Improvement Work Tracking Form.pdf

B5YÖ-060 Ahi Evran University Associate and Undergraduate Student Counseling Directive.pdf

B5 Library and Documentation Department.pdf

2020 STUDENT SATISFACTION SURVEY ALL UNITS.pdf

Social, cultural, sports activities

Maturity Level: Social, cultural and sports activities are accessible throughout the institution and they are benefited from on the basis of equality of opportunity.

Evidence

KAEu_ogrenci_Communities_Kurulus_ve_isleyis_Yonergesi.pdf

KAEU-Travel-Directive.pdf

KAEU-Communities-Establishment-and-Operation-Directive.pdf

KAEU-Domestic-Bil.-Effective-Participation-Directive.pdf Employee Satisfaction Rate 2020.pdf

SKS_Community_Events_General_Report (5).pdf

Facilities and infrastructures

Maturity Level: The use of facilities and infrastructure is monitored and improved in line with needs.

Evidence

A New Dining Hall Has Been Opened For Our University Students - Kırşehir Ahi Evran University.pdf

b5.2 2020 STUDENT SATISFACTION SURVEY ALL UNITS.pdf

b5.3 Employee Satisfaction Rate 2020.pdf

Barrier-free university

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

Evidence

Our University Received the Barrier-Free University Orange Flag Award - Kırşehir Ahi Evran University.pdf

Psychological counseling and career services

Maturity Level: Psychological counseling and career services are implemented throughout the institution within the scope of the plans.

Evidence

A Conference on Psychological Resilience was Held at Our University in the Days of Corona - Kırşehir Ahi Evran University.pdf

Remote Psychological Support Service Started at Our University - Kırşehir Ahi Evran University.pdf

6. Program Monitoring and Updating

B.6.1. Monitoring and updating program outputs

The institution should periodically review and update its programs to ensure that their programs meet their educational objectives and meet the needs of students and society. It should regularly monitor its graduates.

Quality Assurance System based on Proficiency in Education is implemented in the university. Monitoring and updating of the program outputs are done within the scope of the Quality Assurance System Directive Based on Competence in Education. In the paragraph (b) of Article 5 under the heading of Principles of the Directive, "Continuous improvement in education is essential" and in paragraph (f) "Continuous improvement of programs through monitoring and evaluation is essential". In accordance with these basic principles, the programs and teaching process of the university are constantly monitored and improved. In order to monitor the program outputs, the Education Quality Assurance System Coordinatorship (EKGSK) was established within the university. Under the Coordinatorship, a Curriculum Support Office was established to monitor programs and learning

outcomes, and Assessment and Evaluation Support Office was established to monitor and update learning outcomes. "To carry out the necessary monitoring and guidance studies so that the learning management systems used by the units are competency-based" is one of the main duties of the Curriculum Commission. The Curriculum Support Office provides training to heads of the faculty and program on the relevant topics. In addition, there are Curriculum Development and Evaluation Commissions in academic units, and they provide consultancy services in the development of the programs of the Departments and Departments. The Assessment and Evaluation Support Office is given the task of monitoring and contributing to the development of the assessment and evaluation tools and methods used in the university, in accordance with the content, scope, achievements and learning outcomes of the course. The Assessment and Evaluation Support Office provides trainings and guides to improve learning outcomes. In addition, it evaluates the compliance of the exams with the determined competencies and provides feedback on the correction of the evaluation questions that are not suitable for the learning outcomes or that are not suitable for discrimination and difficulty level as a result of item analysis. Data from AYDEP Learning Management System used in the university is taken as a basis for monitoring learning outcomes. The results of all exams conducted through AYDEP are monitored by the Assessment and Evaluation Support Office, and their success status is analyzed comparatively or independently.

Within the scope of the Process-Based Integrated Quality Management System implemented in the university, there are the upper process of "Managing Education and Training" and the sub-processes related to this process. In this context, there is 1.3 Management of Monitoring and Evaluation of Education process. Dependent on the Management of Monitoring and Evaluation of Education process, there are sub-processes of Management of Monitoring and Evaluation Planning, Management of Monitoring and Evaluation Applications, Management of Evaluation of Course/Internship/Vocational Practices, Sharing of Monitoring and Evaluation Results and Management of Objections. The following performance parameters have been determined in relation to these identified processes:

- Satisfaction level regarding the suitability of the assessment tools to the learning objectives,
- Number of questions corrected/canceled in cases such as item analysis, content validity, typographical errors, etc. after the exam and
- Parameters such as the number of questions per learning objective etc. are annually monitored and reported.

The follow-up of the determined processes is carried out annually based on the data obtained from the student satisfaction surveys. In case of poor performance, improvements and corrections are requested from the relevant units. Survey results guide the monitoring of program outputs and continuous improvement is ensured. The results of the survey are evaluated by the academic boards of the unit/department. Monitoring of program objectives and learning outcomes is carried out in academic units.

B.6.2. Alumni Tracking System

Employment information of graduates such as job placement, continuing education, income level, employer/alumni satisfaction is systematically and comprehensively collected, evaluated and used in corporate development strategies.

Sample Evidence

- Properties of the alumni tracking system

- The qualifications of the graduates and the level of satisfaction with the achievement of the aims and objectives of the program
- Updating studies carried out in the programs within the scope of the graduate monitoring system
- In addition to standard practices and legislation, evidence for unique approaches and practices developed in line with the needs of the institution

In the Vocational School, studies are carried out on the continuous monitoring and updating of the programs. In the Vocational School, the review of the programs is handled at the academic board meetings at the unit/department level at the beginning or end of the semester, updating the programs and courses is handled at the academic boards of the relevant unit within the scope of the Bologna process. Initiative has been given to the departments for the updates of the elective courses. Within the scope of the quality management system in the unit, the upper process of "Managing Education and Training" and the sub-processes related to this process (1.3 Monitoring and evaluation of education) are available. Performance parameters related to these processes are determined annually and process performance realizations are reviewed by the unit quality commissions both monthly and at the end of the year. Continuous improvements are made as a result of these reviews.

Within the scope of quality studies, student representation is provided, and students' opinions are taken into account. In the Vocational School, especially the elective course pool is created considering the suggestions of the sectors employing graduate students. Since receiving stakeholder opinions is considered important within the scope of the Quality Management System, attention is given to hold regular meetings and put the decisions taken at the meetings into practice. Annual surveys are applied to the stakeholders and the results of the surveys are utilized in the program update. The surveys are secured by publishing them on the web pages. Within the respect of Ahi Competence-Based Education Project (AYDEP), pre-determined learning outcomes are followed by automation-supported processes, and by creating proficiency-based exam question pools to measure learning outcomes, it is ensured to reach expected competencies/achievements.

6.2. Alumni Tracking System

There is an Alumni Tracking System for the graduates of the university. Within the scope of the Quality Management System, the upper process of Managing Education and Training includes 1.5 Alumni relations management process, performance monitoring sub-process.

KAEU has an alumni-tracking system that is currently being used within the university. Through this system, students create their CVs by entering information such as their education status, courses they have attended, foreign language knowledge and certificates they have. Companies can also be included in this system. Thus, information sharing is ensured between the employer and the graduate.

At KAEU, the university has another alumni-tracking system that has been prepared within the scope of the e-campus project, but it is not active yet. In this system, students can create their CVs. Companies can log in to this system and leave job postings. Students can apply to relevant job postings through the system. In addition, students can request consultancy services through the system.

Career Planning Application and Research Center (KPUAM) was established in the university. There are two different platforms, Talent Gate and Career Gate, which are monitored by this center and that the university is in constant contact with the Presidential Human Resources Office. This database contains information about students and companies. Companies can publish their job, internship and event requests through this platform. Announcements found appropriate by the KPUAM Center are approved and students are allowed to apply for these requests. Students can complete internships in places determined by the Presidency.

A Career Planning representative was requested from all academic units of the university. So that, each unit will be able to monitor its graduates more efficiently.

The activities to be carried out by the institution are as follows:

- Interviews with İş-Kur and SSK will be conducted to determine whether the students find a job after graduation.
- In particular, companies registered with the Chamber of Industry and Commerce will be contacted and they will be registered in the Alumni Tracking System of the university. So that, an increase in employer-graduate associations will be ensured.
- İş-Kur will provide the active and graduate students with online and face-to-face trainings such as CV preparation and career selection.
- Alumni meeting days will be organized online or face-to-face.

Monitoring and updating program outputs

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

Evidence

FR-400 Curriculum and Course Contents Form.pdf

B6KAUE_Directive on Quality Assurance System Based on Competence in Education_post-last amendment.pdf

b61 2020 STUDENT SATISFACTION SURVEY ALL UNITS.pdf

REPORT 2020-2021.pdf

besyokaliteActivityReport.pdf

health sciencequalityActivityReport.pdf

1st TERM REPORT FOR THE YEAR 2020.pdf

Alumni tracking system

Maturity Level: There are graduate monitoring system applications throughout the programs in the institution.

Evidence

1_ Internship Application Form (1).pdf

2_ E-campus Graduate Tracking System (1).png

3_ Career Gate (1).png

4_ Active Graduate Tracking System (1).png 5_

Talent Gate (1).png

FR-468 Stakeholder Relations Table.pdf

FR-473 Student Satisfaction Questionnaire Form (1).pdf Alumni Information System.pdf

1_5 Alumni Relations Management Process and Performance Parameter Definition Form.pdf

C. RESEARCH AND DEVELOPMENT

1. Research Strategy

C.1.1. Research policy, objectives and strategy of the institution

In the 2017-2021 Strategic Plan of Kırşehir Ahi Evran University, 4 basic policies, which are the basis of the university's goals, objectives and strategies for the next 5 years, and which will shed light on the future of the university, are as follows:

- To be a university that pioneers social development by making a multi-faceted contribution to regional development, To be among the universities that prioritize quality in education and have national and international accreditation,
- To be a university with an institutional structure that manages its facilities and resources effectively and efficiently,
- To be a university that contributes to science, art and technology at national and international level through ethical rules and qualified research.

In line with the 4 basic policies determined in the strategic plan, Kırşehir Ahi Evran University "being a university, which is doing research and education in the light of science, producing information, technology and services, presenting what they produce for the benefit of society, contributing to local and national development, realizing change and innovation in line with continuous evolution, internalizing national and universal values, human-centered and sensitive to environment" as a mission, and it aims to be a university that plays a role in the development of the country by contributing to research and regional development.

The determined strategic plan targets are aimed at completing the deficiencies necessary for regional and therefore country development. Academic units and Application and Research (UYGAR) Centers of the university continue their activities towards the research strategy and goals of the university. In addition, the research policy of the university was determined in 2019, and regional development was widely included in both the strategic plan and the research policy.

Apart from the academic units of KAEU and UYGAR Centers, after being selected as a Pilot University in agriculture and geothermal field by YÖK, "Pilot University Agriculture and Geothermal Coordinatorship" and "Pilot University Health Coordinatorship" also carry out activities towards regional development goals through projects. These activities are closely related to the local, regional and national development goals expressed in the "Regional Development National Strategy (2014-2023)" and the "Eleventh Development Plan (2019-2023)". For 2 Pilot University Coordinatorship, additional goals have been determined and kept on being realized.

In accordance with the research policy of the university, the Institute of Science and Social Sciences encourages students to participate in research processes through postgraduate theses on science, research infrastructure, regional development and social problems. The results of the research activities carried out at the university are evaluated by the "Scientific Research Projects Coordinatorship" (BAP), and the research infrastructure has been increased day by day. The Research and Application Laboratory (AHİLAB) undertakes important tasks in achieving the goals of research strategy and policy by meeting the analysis needs of the university academics, as well as the R&D projects that it carries out. It provides multi-faceted contribution to regional development with the soil analysis service it provides to the regional farmers. In addition, the Technology Transfer Application and Research Center (TTO) encourages the academics to respond to regional needs and contributes to new R&D projects and to transfer the results of these projects to the industry. It plays a role in the generation of new ideas and

cooperation between the public-university-industry by serving the academic staff in our university according to their fields of activity.

C.1.2. Management and Organizational Structure of Research and Development Processes

Kırşehir Ahi Evran University manages all research and development activities in accordance with the "Managing Research, Development and Application" upper process. The main and sub-processes related to the upper process have been determined, and the university's academic units, related administrative units, BAP Coordinatorship, Pilot University Coordinatorships, UYGAR Centers and TTO constitute the research and development ecosystem of theuniversity. Within the mentioned ecosystem, research and development processes are carried out and the units carry out their activities in coordination. In addition, research and development activities (pilot university projects) that will support regional development are managed according to the main and sub-processes connected to the 'Regional Development-Oriented Specialization and Managing Mission Differentiation' upper process, and the research ecosystem is expanded day by day with the projects carried out.

All of the application, evaluation, execution and finalization processes of the research projects supported by Kırşehir Ahi Evran University's own resources and external resources are carried out by the BAP Coordinatorship over the "BAP Automation System (BAPOS)". In order to carry out these processes, there are workflows on the "Integrated Management Information System" (BYBS). In addition, the execution of Pilot University projects is carried out through BAPOS and the coordination of the projects is provided by the "Pilot University Agriculture and Geothermal Coordinatorship" and "Pilot University Health Coordinatorship".

It contributes to research and development activities by announcing the calls of TTO, TÜBİTAK, KOSGEB, Development Agency and EU projects within the research ecosystem to the academicians of the university. In addition, in 2020, TTO prepared and implemented the Intellectual-Industrial Property Rights (IPR) Management Directive for the protection of the inventions of the university staff (academic, administrative) and students, and established the KAEÜ FSMH Evaluation Board. In this way, the first step of the commercialization process of these products was taken by patenting and protecting the products obtained from the research and development activities carried out at the university.

C.1.3. Relationship of Research with Local/Regional/National Development Goals

The examination of the relationship between the research and development activities carried out within the university and local, regional and national development goals demonstrates that it highly compatible with the 11th Development Plan. When research related to development goals are evaluated within the quality management system, they are managed with the main and sub-processes determined under the upper processes of "Regional Development-Oriented Specialization and Mission Differentiation" and "Managing Social Contribution".

KAEU provides academic support to regional and local development-oriented research carried out by its academic units, UYGAR Centers and Pilot University Coordinators, and also contributes to the process with different projects carried out within its own body. The projects carried out by the university being the pilot university in the field of agriculture and geothermal are carried out by the academicians of the Faculty of Agriculture, Faculty of Medicine, School of Physical Therapy and Rehabilitation. The opening of "Traditional and Complementary Medicine (GETAT) UYGAR" within the Faculty of Medicine and the BAP project named "Development of Analytical Methods for Chemical Analysis of Some Thermal Waters in the Central Anatolia Region" are among the examples of good practice in terms of both regional development and social contribution.

Within the scope of the pilot university focused on regional development, the project topics that the university carries out in cooperation with other sectors are as follows:

- Clustering Project in Thermal Greenhouses,
- Roughage Production Project,
- Walnut Focused Process and Development Project,
- Geothermal Source Rehabilitation Center (JEOKAREM/GETAT) Project,
- Athlete Health Research,
- Application and Thermal Rehabilitation Center (SAUTER) Project.

The projects carried out by the Agricultural Application and Research Center (AHİTUAM) are as follows:

- Wheat production and demonstration project,
- Seed, mycelium, compost and mushroom production project,
- Vermicompost R&D and Production projects.

In addition, soil analysis services provided by AHİLAB to the regional farmers and new projects carried out in the field of service provide support for development.

When the "Managing Social Contribution" upper process is evaluated, social benefits are provided with various projects such as UYGAR Centers, Ahi-Order culture research, documentation of Anatolian folk culture and folk music culture and activities for transferring it to future generations. Educational activities are also designed by Kırşehir Ahi Evran University Continuing Education Center (AESEM), taking into account the expectations of the city and society.

Research policy, objectives and strategy of the institution

Level of Maturity: Practices related to research policy, strategy and objectives are followed in the institution and measures are taken according to the results of the follow-up.

Evidence

Pilot Health Coordinatorship Web Site.jpg

Pilot Projects Started to be Implemented in the Field_Haber.pdf

AHİLAB website.jpg

TTO website.jpg

Kırşehir Ahi Evran University BAP Coordination Unit.pdf KAEU_2017-

2021_STRATEJiK_PLANI_DoRDunCu_YIL(2020)__VALUE_REPORT.pdf

Central Research and Application Laboratory 2020 Process Monitoring Results.pdf

4.1 Performance Parameters.pdf

Eleventh Development Plan.pdf

Regional Development National Strategy 2014-2023.pdf

PO-003 Kırşehir Ahi Evran University Research and Development Policy.pdf Ahi_Evran_universitesi_2017-2021_Stratejik_Plani_ArGe.pdf

Management and organizational structure of research and development processes

Maturity Level: Results related to the management of research and development processes in the institution and the functionality of the organizational structure are monitored and precautions are taken.

Evidence

KAUE BAP Directive.pdf KAUE BAP Directive.pdf

KAEU TTO Regulation.pdf AHİLAB Regulation.pdf

KAEU GETAT Regulation.pdf

KAEU Agricultural Application and Research Center Regulation.pdf BAPOS.jpg

BYBS Entry Portal.pdf

Kırşehir Ahi Evran University FSMH-Directive.pdf

Relationship of research with local/regional/national development goals

Maturity Level: Research outputs are monitored in the institution and the results of the follow-up are improved in relation to local, regional and national development goals.

Evidence

AESEM Course List.pdf

Exhibitions opened by Anatolian Folk Arts Application and Research Center in 2020.jpeg

KAEU Application and Research Centers List.jpg

KAUE Regional Development Oriented Mission Differentiation and Specialization Program.pdf KAUE TUAM Regulation.pdf

KAUE_GETAT_Regulation.pdf Eleventh_Development_Plan.pdf

2. Research Resources

C.2.1. Research resources

There are UYGAR centers established to support research in the university, research laboratories, application areas (greenhouses, land, etc. space and facilities) and technical equipment of the units,. AHİLAB, one of the UYGAR centers, has the technical and physical equipment to meet the research and analysis needs of all academicians and stakeholders.

The center continues its activities in an area of approximately 3000 m2. An accredited Soil Analysis Laboratory serving the region operates within the center. In addition, the devices within the Central Research and Application Laboratories (AHİLAB), which consists of three main sections: Cultural-Natural Heritage Documentation and Analysis Laboratory, Spectroscopic Analysis and Measurement Laboratory, ensure that research and development activities are carried out within the framework of a central organization.

In addition, there is a venlo type greenhouse with an automation system, built on an area of 1400 square meters equipped with advanced technology, and a greenhouse management and operation building built on an area of 600 square meters, and a hangar facility under construction within the scope

of the 1500 square meter forage production project. Agricultural practice lands, laboratory and tool equipment park belonging to the university are used.

In addition, Physical Therapy and Rehabilitation Center with 38-bed, operated within the framework of usage protocols with the Ministry of Health, could not meet the need, a 146-bed hospital was built with the acceptance of three health projects.

C.2.2. University resources (BAP)

KAEU provides support to research projects within the budgetary possibilities. In 2020, the following types of projects were supported within the scope of BAP.

Rapid Support Projects (Projects with A4 code): These are short-term and small-budget research projects that can be realized with the existing research infrastructure of the units. In 2020, 72 projects were supported with a total budget of 300,144,99 TL.

Research Infrastructure Development Projects (C1 coded projects): These are the projects prepared to improve the research infrastructure of the university. In 2020, 2 projects were supported with a total budget of 58,071.93 TL.

C.2.3. Orientation to non-university resources (Support units, methods)

KAEU provides support to research projects within the budgetary capacity. In 2020, the following types of projects were supported within the scope of BAP.

Rapid Support Projects (Projects with A4 code): These are short-term and small-budget research projects that can be realized with the existing research infrastructure of the units. In 2020, 72 projects were supported with a total budget of 300,144.99 TL.

Research Infrastructure Development Projects (C1 coded projects): These are the projects prepared to improve the research infrastructure of the university. In 2020, 2 projects were supported with a total budget of 58,071.93 TL.

C.2.3. Orientation to non-university resources (Support units, methods)

Our university attaches special importance to increasing the amount of external funding. From this point of view, collaborations are developed and managed as a separate process with the main national institutions that finance scientific research projects, development agencies that finance regional projects, unions, and project offices.

Faculty members are encouraged to apply for projects to institutions such as TÜBİTAK, TAGEM, European Union, Ministry of Development, KOP, AHİKA etc. that provide R&D financing other than BAP. It is ensured that various project proposals, especially R&D projects, which can be realized in cooperation with the university and different sectors, are evaluated and project applications are made to relevant institutions and organizations with the consultancy of expert lecturers. In this context, a total of 6,122,300,00 TL budget was provided from external sources in 2019, while this amount was 9,758,000,00 TL in 2020.

TTO is a unit that provides support to the units where research and development activities are carried out within the university. It is in constant cooperation with academicians and industrialists in order to increase R&D activities at the university and to ensure that the results obtained from these are brought together with regional stakeholders. In this context, jointly with the TTO and Kırşehir Organized Industrial Zone Directorate, a module has been prepared that includes both the information

about the academicians' fields of work and the materials produced by the industrialists in Kırşehir. With this module, TTO aims to increase the number of applications, especially for projects supported within the scope of university-industry cooperation.

In addition, academicians and industrial organizations are visited to discuss possible collaborations. Entrepreneurship and incorporation issues are encouraged by the TTO through the use of outsourced projects in the Kırşehir region within the scope of the negotiations.

KAEU continues joint activities with stakeholders such as Public University-Industry Cooperation (KUSI) and Konya Plain Project (KOP) under the BAP Coordination.

With the protocol signed with Konya Agriculture and Food University, a joint research program has been established and joint project proposals from both universities continue to be received.

Within the framework of the Public University-Industry Cooperation (KUSI) project of the Ministry of Science, Industry and Technology, under the coordination of the Provincial Directorate, the delegation consisting of KOSGEB, TSE, AHİKA, TTSO and University representatives hold informative meetings with industrialists and business people operating in the Organized Industrial Zone and the region at regular intervals.

KAEU became a member of Konya Plain Project Universities Union (UNIKOP) in 2016. In this context, project proposals were requested from the relevant units and Regional Development Themed projects were submitted to the Ministry of Development through the KOP. 2 accepted projects are in progress. In addition, 4 TÜBİTAK supported and 1 TAGEM supported projects continue to be carried out.

In order to realize the aim of "Pioneering Local and Regional Development in Cooperation with Stakeholders" in 2017-2021 Strategic Plan of the university; In 2019, a total of 42.000.000,00 TL support was provided to 8 projects given by the Ministry of Development in the field of Agriculture and Geothermal, and these projects continue in 2020.

C.2.4. Doctoral programs and postdoctoral opportunities

Kırşehir Ahi Evran University offers a total of 18 programs (Biology, Molecular Biology and Genetics, Physics, Chemistry, Mathematics, Animal Science, Agricultural Biotechnology, Field Crops, Horticulture, Turkish Language and Literature, History, Curriculum and Instruction, Educational Administration, Business Administration, Classroom). Education, Social Studies Education, Physiotherapy and Rehabilitation, Infectious Diseases and Clinic) provides doctoral education to 99 students, 3 of whom are foreign students. In 2020, 4 students graduated from these programs. Compared to the previous year, the number of doctoral students increased by 86% in 2020. Post-doctoral researchers who want to take part in national projects carried out by faculty members within the university are also offered the opportunity to do research, with their monthly payments covered by this project. The Physiotherapy and Rehabilitation Doctorate Program opened within the Institute of Health Sciences is carried out to support the trained human resources needed by the JEOKAREM project carried out within the scope of pilot projects.

Research resources

Maturity Level: The adequacy and diversity of research resources are monitored and improved in the institution.

Evidence

Bap 2020 Budget Distribution Between Units.jpg 2020

Pilot University Budget.pdf

2020 Project Budgets.pdf Soil Analysis Laboratory.jpg

AHiLAB Introduction Brosur.pdf

KAEU will be the production base of medicinal and edible mushroom species.pdf

Cultural Heritage Documentation and Analysis Laboratory.jpg

University resources (BAP)

Level of Maturity: In order to continue the research and development activities of the institution, the resources within the university are provided by considering the research strategy and the balance between the units.

Evidence

Internal Resources (BAP BUDGET DISTRIBUTION).xlsx

KAEU Scientific Research Projects Directive.pdf

Bap 2020 Budget Distribution Between Units.jpg

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

Maturity Level: The institution monitors and improves the use of non-university resources in research and development activities.

Evidence

2020 KOP Budget.docx

2020 R&D General Budgets.pdf

Doctoral programs and postdoctoral opportunities

Maturity Level: Doctoral programs and post-doctoral opportunities are carried out in line with and supporting the research policy, objectives and strategies of the institution.

Evidence

FTR_Mufretedat_ve_Ders_icerikleri_(Doctorate).pdf

3. Research Competence

C.3.1. Developing the research competence of faculty members

The Academic Development Support Office (AGDO) was established in order to support the professional/academic development of the academic staff and related administrative personnel of the university and to facilitate their adaptation. A screening study was conducted by the office for the development needs of the personnel, and training programs were prepared for the areas needed.

Recruitment and appointment principles and rules for Kırşehir Ahi Evran University Faculty Members are guaranteed by the "Academic Promotion, Appointment Criteria and Scoring Principles Directive". The academic evaluation board (ADEK) in the unit to which the candidate belongs is

responsible for the evaluation of academic recruitment applications. An oral exam for associate professorship is required when assigning to associate professorship. Equivalency certificate is required for the diplomas or titles obtained by the candidates in foreign countries. Competencies of academic staff are evaluated in line with the needs and objectives determined by the institution.

Kırşehir Ahi Evran University provides the necessary support to researchers to improve the research environment and opportunities, and aims to expand the scope of the support every year. Domestic travel allowance support for scientific activities is provided by the relevant units. In addition, the demands of the academic staff for the research they will carry out in institutions in Turkey and abroad are supported.

15 lecturers participated in the project writing training of TUBITAK in order to improve the research competence of the academic staff.

Books, periodicals, remote access database (SciFinder, Scopus, Web of Science, etc.) are purchased and many in-service trainings (EndNote, IThenticate, Tumitin, Proquest, Literature Search Techniques and Practice Research Tips certified training seminar, Quality Article Writing Techniques Training etc.) were organized by the Library and Documentation Department to increase the competence of academic staff.

In addition, trainings are given throughout the year for the interests of researchers from different departments. For example, experimental animals course, project writing course and biostatistics course were organized at the Faculty of Medicine. In addition, patent training was organized within the body of TTO for the academic staff of our university to gain competence in intellectual and industrial rights.

Project announcements are made once a year by Kırşehir Ahi Evran University Agricultural Application and Research Center (AHİTUAM) and the production projects of the teaching staff are supported. Infrastructure support is also provided for research projects.

The adequacy and effectiveness of the support and provided facilities are measured and monitored through database usage statistics and satisfaction surveys conducted within the scope of Kırşehir Ahi Evran University Quality Management Coordination studies.

C.2.3. National and international joint programs and joint research units

KAEU carries out many activities in order to improve the competencies of the instructors. In this context, it has 54 bilateral agreements in the Erasmus KA103 program, 22 protocols in the Mevlana program, and 19 bilateral agreements in total with higher education institutions abroad within the scope of the Erasmus KA107 program through the Foreign Relations Office. It has 23 bilateral agreements with higher education institutions abroad within the scope of the Memorandum of Understanding (MoU).

Via these programs, many of the teaching staff went to higher education institutions abroad, and foreign students and lecturers came to the university from higher education institutions abroad. For example, the number of students who went abroad using the ERASMUS KA103 program in the 2019-2020 Academic Year was 16, and the number of outgoing lecturers was 1. The COVID 19 Global Outbreak also had an impact on the low number of staff mobility.

Developing the research competence of faculty members

Level of Maturity: In the institution, practices aimed at improving the research competence of the academic staff are followed and measures are taken by evaluating the results of the follow-up together with the lecturers.

Evidence

YÖ-073 Kırşehir Ahi Evran University Quality Assurance System Directive Based on Competence in Education (2).pdf

KAUE_Online project writing training participant list.pdf

AHİTUAM Projects in progress.pdf

2020_Employee Satisfaction Survey Results_Akademik.pdf

AHİ EVRAN UNIVERSITY AGRICULTURAL APPLICATION AND RESEARCH CENTER REGULATION.pdf

FR-517 Agricultural Application and Research Center (AHİTUAM) Project Support Agreement.docx

library_education.docx

library_egitimleri2.docx

library_egitimleri3.docx

FOLLOWING DOMESTIC AND INTERNATIONAL R&D DEMANDS OF TEACHERS 2020.docx

web_of_science_publication numbers.jpg

National and international joint programs and joint research units

Maturity Level: Joint programs and joint research activities are carried out at the national and international level throughout the institution.

Evidence

İA-401 TTO Awareness and Training Activities Workflow.pdf İA-402 TTO Intellectual and Industrial Rights Services Workflow.pdf

İA-403 TTO Project Support Workflow.pdf

İA-405 TTO University Industry Cooperation Application Workflow.pdf

internal and external denominators.docx

4. Research Performance

C.4.1. Instructor performance evaluation

Academic staff performance of KAEU is evaluated according to the following criteria:

1. Considering the criteria in Directive on Promotion and Appointment to Faculty Members of the university,
2. Within the scope of the quality management system, at the end of each year, the outputs of academic studies such as articles, papers, books, projects, etc., completed by the academic staff of the university throughout the year, are requested from the relevant data units,
3. Academic incentive points obtained by academic staff under the titles of projects, research, publications, designs, exhibitions, patents, citations, notifications and awards considering the current "Academic Incentive Allowance Regulation" published in the Official Gazette dated 17/1/2020 and numbered 31011.

C.4.2. Evaluation of research performance and improvement based on results

Considering the data used in C.4.1.the performance evaluation of instructors, evaluation of research performance is carried out to monitor performance on an annual basis. Within the scope of the study, measures will be taken to ensure performance-based improvement.

C.4.3 Research budget performance

In KAEU, the establishment of research infrastructures in order to keep up with the current technological developments and increasing the capacities of the existing ones are provided by the Scientific Research Projects Coordinatorship, Pilot University Coordinatorship and Application Research Centers. The Central Research and Application Laboratory provides services for scientific research, examination, experimentation and analysis of academics and students from universities in our university and in the surrounding provinces. Since KAEU is a pilot university in the field of agriculture and geothermal, scientific research in this field is also supported by the Pilot University Coordinator. In 2020, research and development expenses and scientific and technological research expenses amounted to 5,463,000 TL. 42,001,868.010,92 TL has been allocated for 88 projects in 2020 by the BAP unit of the university.

Instructor performance evaluation

Maturity Level: Mechanisms established to monitor and evaluate the research and development performance of academic staff are used throughout the institution.

Evidence

KAEU_2020_AKADEMIK_TESVIK_ITIRAZ_SONRASI_PUAN_TABLOSU.pdf

YÖ-062 Instruction for Promotion and Appointment to Faculty Members.pdf

AHi_EVRAN_uNiVERSiTESi_2020_YILI_PERFORMANS_PROGRAMI.pdf

kirsehi_ahi_evran_kriter.pdf

Monitoring and improving research performance

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

Evidence

BAP Commission Decision.doc

R&D Process Monitoring.pdf

Evaluation of research budget performance

Maturity Level: Mechanisms for evaluating research budget performance are used throughout the institution.

Evidence

KIRsEHiR_AHi_EVRAN_uNiVERSiTESi_2020_YILI_PERFORMANS_PROGRAMI.pdf

2020 R&D General Budgets.pdf

D. SOCIAL CONTRIBUTION

1. Social Contribution Strategy

1.1. Social contribution policy, objectives and strategy

Social Contribution Policy of KAEU; "Kırşehir Ahi Evran University, in addition to carrying out cultural and artistic activities that strengthen local and regional development with the awareness of social responsibility, produces projects that activate the resources of the region with its applied studies, is based on adult education to increase environmental awareness, health and sports awareness, and cooperates all these with its stakeholders. It has been determined as an educational institution that has adopted a social contribution policy that manages with a common mind.".

The unit activity plans are being prepared in line with the above-mentioned Social Contribution Policy of the university and the strategic purpose of Pioneering Local and Regional Development in Cooperation with Stakeholders. In addition, the unit goals are determined according to the performance parameters of the "Managing Social Contribution" upper process, which is included in the process management system.

In cooperation with the 1.0 Stakeholders, included in the 2017-2021 strategic plan of KAEU, its goals for leading local and regional development have been determined within the scope of social contribution.

The strategic goals within the scope of social contribution are as following:

Target 1.1. Three new projects or activities will be carried out for the effective use of potential energy resources in the region.

Target 1.2. Ten large-scale national and one international projects will be carried out for the development of regional agriculture and animal husbandry.

Target 1.3. In order to train the qualified human resources needed by the region on a sectoral basis, two new departments/programs will be opened annually.

Target 1.4. Every year, five activities will be held to promote and develop the natural, historical and cultural values of the region.

Target 1.5. Every year, two protocols will be signed with local and regional institutions and organizations to provide training, research, consultancy and technical services in needed areas.

Implementations made in line with the social contribution policy, objectives and strategy of the university are monitored and shared with relevant stakeholders.

D.1.2. Management and organizational structure of social contribution processes

The management and organizational structure social contribution processes of KAEU have been determined within the management system in line with the Social Contribution Policy. The social contribution governance model is specified in our process management system. Since 2017, KAEU has been determined as the top process of "Managing Social Responsibility" within the social contribution process management system. This upper process has been updated as "Managing Social Contribution" since 2019. Management of Social Responsibility, Management of Cultural and Artistic Activities, Management of Environmental Awareness, Management of Health and Sports Activities and Management of Stakeholder Relations are managed as sub-processes depending on the Managing Social Responsibility process. All academic units, our Application and Research Centers, and the Department of Health, Culture and Sports are responsible for our top process of Managing Social Contribution.

Social contribution policy, objectives and strategy

Maturity Level: Social contribution policies, targets and strategies are followed in the institution and improved by being evaluated with relevant stakeholders.

Evidence

PO-007 Kırşehir Ahi Evran University Social Contribution Policy (1).pdf

Strategic_Plan_106-108.pdf

Soil Analysis Service.pdf Process Relations Chart.jpg

Management and organizational structure of social contribution processes

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

Evidence

Social_Contribution_Ust_Process.jpg Social_Contribution_Processes.jpg

2. Social Contribution Resources

D.2.1. Resources

In the execution of Social Contribution activities, physical, technical and financial resources of KAEU are used together with human resources. The faculty members of the Faculty of Medicine of the university provide health services for the community in the only state hospital in the province within the framework of the joint use protocol with the Ministry of Health. On the campuses of the university, there are halls, recreation areas, stadiums, training fields, athletics track, venues etc. for sports, arts, social and cultural events, they are made available for social contribution activities. Attention is given to diversify the social contribution resources in line with the social contribution strategy and to use them effectively and in a balanced way. In addition, activities for social contribution are carried out within the scope of the pilot university and resource support is provided.

Resources

Maturity Level: The institution manages its social contribution resources by considering the social contribution strategy and the balance between the units.

Evidence

Emergency Health Service Stations Allocation Protocol.pdf

Co-Use Protocol_Annex_SB-KAUE CO-USE PROTOCOL.pdf

Opening a Young Office (Protocol)_Annex_Youth Office Protocol.pdf

Protocol_Annex_FTR Usage Agreement.pdf

SEAB Protocol_Annex_Protocol.pdf

D. Social Contribution Performance

D.3.1. Monitoring and improving social contribution performance

The monitoring and evaluation of the university's strategic goals for social contribution is carried out by the Strategic Plan Monitoring and Evaluation Subcommittee. In addition, performance parameters have been determined in the Management of Social Contribution and Pilot University processes, and annual monitoring is carried out and the realization results are evaluated. Within the scope of the satisfaction management system, improvement studies are carried out by taking the expectations and demands of different segments of the society. Within the scope of quality action plans, process performance targets for social contribution are set and monitored annually. In addition, social contribution activities targets are set and monitored in the activity plans. The data obtained are used within the framework of improvements in social contribution activities. Due to the pandemic conditions that started in 2020 and continue, some of the social contribution targets have not been fulfilled or the desired improvements have not been made yet.

Monitoring and improving social contribution performance

Maturity Level: Social contribution performance is monitored in the institution and improved by being evaluated with relevant stakeholders.

Evidence

2020 MYS Proof of Improvement.jpg

5.5 Managing Social Contribution Process Monitoring.jpg

5.2 Managing Social Contribution Process Monitoring.jpg

5.1 Managing Social Contribution Process Monitoring.jpg

Our Prophet and Child" Panel Was Held.png

Assist. Prof. Güneş DİNÇ AKBULUT (2 ACTIVITIES).docx

Assist. Prof. Mehmet Fatih Alpay (3 events).docx

Assist. Prof. Sanem SARIBAŞ (2 ACTIVITIES).docx

Assist. Prof. Süleyman ERSOY (1 EVENT).docx

Assist. Prof. Anıl ÖZÜDOĞRU (1 activity).docx

Assist. Prof. Belkız UYAR (3 ACTIVITIES).docx

Assist. Prof. Ekin ÇELİK (2 ACTIVITIES).docx

Unit's Social Contribution Process Parameter Monitoring Form.jpg

Social Contribution Sub-Processes.jpg

Social Contribution Main Processes.jpg

E. MANAGEMENT SYSTEM

E.1. Structure of Management and Administrative Units

E.1.1. Management model and administrative structure

KAEU has adopted being human-oriented as its basic management approach. As a requirement of the approach, participation, transparency and accountability in management processes are the basic principles.

The university has realized its structuring for quality processes within the framework of the Quality Assurance Regulation published by the Council of Higher Education in 2015. As a result of its efforts in this context, it became the first state university in Turkey to receive the ISO 9001:2015 Quality Management System Certificate with all its units. At KAEU, all processes, including education, research and development, and social contribution processes, are carried out in accordance with the procedures and workflows determined in the context of the quality management system.

Internal Control System studies at the university are carried out within the framework of the provisions of the Law No. 5018 and secondary legislation. Internal Control Standards Compliance Action Plan has been prepared within the framework of the provisions. In order to monitor and evaluate this plan, expenditure units of the university prepare an Internal Control Standards Compliance Action Plan Realization Report every six months in order to determine whether the expenditure units have taken the actions determined in the plan within the scope of the relevant legislation. These reports, prepared by the expenditure units, are consolidated by the Strategy Development Department and sent to the Ministry of Treasury and Finance by preparing the "Internal Control Monitoring and Evaluation Report". In addition, an Action Plan for Improvement is prepared for the units to fulfill the foreseen actions in order to complete the deficiencies seen in this report, and it is announced to the units that have not completed their actions with the approval of the top manager. As of 2020, success rate was in 85% of the actions included in Internal Control Standards Compliance Action Plan of the university.

With the implementation of the Quality Management System at KAEU in 2015, the efforts to coordinate the Internal Control and Quality Management System gained momentum. The coordination of the Internal Control System and the Quality Management System has also been determined as a target in the 2017-2021 Strategic Plan. Risk management, management of activity plans, process management, performance management and document management modules, which are components of Internal Control Systems, are also available in the Quality Management System, and the two systems are integrated and coordinated in the Integrated Management Information System application. Job descriptions, processes and work flow charts, procedures, guidelines and instructions, etc. has been prepared to better explain the Internal Control System and Quality Management System to the users. These documents are available in the Quality Management Coordinator's Integrated Management Information System application.

E.2. Process management

Mission, vision, objectives, targets and performance indicators have been determined in the Strategic Plan of KAEU. At the university, a process-based quality management model is implemented, and activity plans for processes and processes are associated with the goals and objectives determined in the strategic plan. Determined processes are monitored and evaluated by the quality commission and quality officers of the units under the coordination of the Quality Management Coordinator.

As of 2020, 1.6. The Management of Distance Education process has been established affiliated to upper process of Management of Education which is in KAEU Quality Management System. With the Senate Decision dated 24.03.2020 and numbered 2020/04, the Ahi Competence-Based Education Project (AYDEP) Coordinatorship was established and the Quality Assurance System Directive Based On Competence in Education was established. With the Covid-19 epidemic, as of March 30, 2020, hybrid education has been implemented in all academic units at the university, and as a result, distance education has been started in all theoretical courses except for practical courses determined to be implemented face-to-face by the academic units. In distance education, the AYDEP Learning Management System application, which is developed within the scope of the Quality Assurance System is used, and within this scope, student information, courses and course schedules are transferred to the

AYDEP Learning Management System via web services over the Student Information System. With the technical infrastructure of the university, 100 parallel synchronous sessions can be held simultaneously, and 200 students can participate in each session. At the same time, in the AYDEP Learning Management System, where asynchronous education processes can be carried out, the instructors and students can continue their education processes regardless of time and place. With its resources, the university can also conduct online exams without any problems. Kırşehir Ahi Evran University carries out the exams according to Procedures and Principles to be Followed in Conducting Lessons Through Distance Education in Natural Disasters, Epidemics and Emergency Situations. Options such as online exams and performance assignments are utilized here.

Monitoring and evaluating the strategic plan is an indispensable element in terms of both the successful implementation of the plan and the establishment of the principle of accountability. Monitoring refers to an iterative process in which quantitative and qualitative data are collected and analyzed continuously and systematically before and during the implementation in order to monitor the progress made according to the objectives and targets. In this context, the "Strategic Plan Monitoring and Evaluation Subcommittee" was established by the Strategy Development Department. The strategic plan is monitored and evaluated every six months. The report, which is prepared according to the results of the monitoring and evaluation, is submitted to the Presidency of Strategy and Budget every year.

The performance indicators and data received from the responsible expenditure units for the monitoring of 16 targets under the five strategic objectives selected for 2020 in the 2017-2021 Strategic Plan shows that the rate of reaching the target was 65%. In the time period when the Strategic Plan actions should have started, the take universities off in March 2020 with the Covid-19 pandemic and work on distance education prevented the planned actions from taking place. Due to the variability of external environmental factors and the pandemic experienced, this result achieved in the fourth implementation year of the Strategic Plan is considered successful.

Performance parameter definition and monitoring forms and process management charts were created in line with the work of the Process Management Commission for the measurement, evaluation and continuous improvement of corporate performance within the scope of the Quality Management System during the year. A strategy that is planned and implemented in line with the opinions of the Quality Management Coordinator and Process Management Commission is followed in order to coordinate all process owners and monitor the processes.

The process management model being implemented in the university attracted the attention of other universities and public institutions, and various information meetings were held to promote the model used.

Management model and administrative structure

Maturity Level: The practices regarding the management and organizational structure of the institution are monitored and improved.

Evidence

AHİ EVRAN UNIVERSITY 2017-2021 STRATEGIC PLAN.pdf

KIRŞEHİR AHİ EVRAN UNIVERSITY 2017-2021 STRATEGIC PLAN FOUR YEAR(2020) EVALUATION REPORT 04.02.2021-transformed.pdf

OŞ-001 KAUE Academic Organization Structure (2).pdf

OŞ-002 KAEU Administrative Organization (1).pdf

PO-002 Kırşehir Ahi Evran University Quality Policy.pdf

Process management

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

Evidence

AYDEP 2020-2021 Academic Year Fall Term Report.pdf

AYDEP Presentation to Bingöl University Senate.png

FR-177 Meeting Minutes Form (SYK) 2021.docx

Quality System Presentation to Gendarmerie and Coast Guard Academy.png surecSemasi.jpg

Process Management Parameter Monitoring.pdf

AYDEP Presentation to Uşak University Senate Members.png

YÖ-071 Kırşehir Ahi Evran University Procedures and Principles to be Followed in Distance Education in Cases of Natural Disaster, Epidemic and Emergency.pdf

YÖ-073 Kırşehir Ahi Evran University Quality Assurance System Directive Based on Proficiency in Education.pdf

Introduction of AYDEP to the President of YÖK.png

2. Management of Resources

E.2.1. Human Resources Management

Human resources management at the university is basically carried out in accordance with the Higher Education Law No. 2547, the Higher Education Personnel Law No. 2914, the Civil Servants Law No. 657, the Labor Law No. 4857, and the Regulation on the Procedures and Principles to be Applied in Recruiting Workers for Public Institutions and Organizations. During the Recruitment Management process, the Personnel Department makes staff planning, taking into account the needs that may arise every year in line with the organization's work on manpower planning and personnel policy, and requests from the units. As a result of these studies, the problems that may be encountered in the supply of human resources are minimized. Orientation activities and in-service trainings are organized in order to increase the knowledge and skills of the academic and administrative personnel employed by our institution, to increase their contribution to the workforce and to ensure their harmony in the working environment.

For the first time, open (KPSS-EKPSS-2828 SK. SHÇEK-3713), open re-application (Court decision and Re-Application with Resignation) or transfer appointment is used in the employment of administrative personnel. In these appointments, the criteria specified in the personnel requests section of the Ministry of Family, Labor and Social Services General Directorate of Labor Public E-Application system are used.

All of the personnel were trained by the Personnel Department on "diction, official correspondence rules, computer use, higher education legislation, university administrative organization, effective communication, behavior, protocol rules, corporate culture, belonging, etc.". Our personnel are promoted to higher titles within the merit system by conducting promotion and title change exams on different dates.

Academic personnel recruitment is carried out in accordance with the legislation, in line with the demands of the relevant unit or departments, and the transfer of minimum staff and norm staff to the units is carried out by the Rectorate of our University, and the transfer of non-normative staff to the units is carried out by posting an announcement in line with the permissions given by the Higher Education Council. The criteria for the personnel to be recruited to the institution are determined and announced by the university in the recruitment of academic personnel.

Within the scope of Education Management, "PR – 016 In-Service Training Procedure" has been published and this procedure is aimed at ensuring the adaptation of the academic and administrative staff of Kırşehir Ahi Evran University to the institution, ensuring that they learn the current and/or changing work-flow as soon as possible, corporate culture and belonging. It has been prepared in order to develop the university's sense of competence, to increase the morale and motivation by enabling them to reach the level of competence that will reach the University's goals and to gain the knowledge, skills and behaviors required by their duties, to determine the educational principles, planning principles, evaluation methods and other issues to be applied in order to prepare them for higher positions.

Within the scope of the improvement works, with the "Procedures and Principles to be Complied with Regarding Personnel Jobs and Transactions", which we have published regarding the authorization procedures of the personnel in the units using the Web-Based Personnel Affairs Program, the area of authority is gradually expanded to ensure that the information is stored and put into service in a faster and safer way.

10 in-service trainings were planned for 2020 in order to improve working peace and therefore increase the personnel satisfaction rate, and 2 in-service trainings were held due to the Global Epidemic Coronavirus Disease (COVID-19). The planning of the trainings that could not be held for Academic and Administrative staff in 2020 due to the Global Epidemic Coronavirus Disease (COVID-19) has been added to the 2021 activity plan.

In order to improve the working peace and to measure the satisfaction level of the personnel, surveys are conducted regularly for our employees every year. As a result of the Employee Satisfaction Survey conducted with the participation of 477 personnel between 25.11.2020-03.12.2020 for 2020, the satisfaction rate was determined as 3.77. In the survey, in which questions about each field of activity are included, feedback on the results is made and the follow-up is made through the Integrated Management Information System application and it is regularly checked with improvement activities.

In addition, according to the results of the survey in which the satisfaction of the academic and administrative staff was evaluated by the Higher Education Quality Board (YÖKAK); In the research conducted among 88 state universities, the average of academic staff satisfaction in Turkey is 71.52 percent, while administrative staff satisfaction is 68.56 percent. While our university was ranked 33rd in the academic staff satisfaction category with a satisfaction rate of 74.8 percent, it was ranked 18th in the administrative staff satisfaction category with a satisfaction rate of 77 percent. With these data, the university is above the Turkey average in terms of both academic and administrative staff satisfaction.

E.2.2. Management of financial resources

KAEU is a special budget administration that receives treasury assistance. Services to be provided/received in line with the strategic plan are included in the Performance Program according to the priority order determined, and meticulous attention is paid to achieve the targets set in the program. The corporate budget, which is consolidated in line with the budget proposals of the spending units in accordance with the Strategic Plan and Performance Program, is presented to the Presidential Strategy

and Budget Department by the Rectorate. The expenditure of the allocated budget appropriations is planned with the Detailed Financing Program and the appropriations are released to the spending units on a quarterly basis according to their needs. Strategy and Budget Directorate automation systems (e-budget, MYS, BKMYBS, KBS, Ka-Ya, YBS etc.) are used in budget preparation and implementation processes and accounting implementation processes.

It is planned by associating the current year's budget figures with the objectives and targets in the Performance Program in order to ensure the management and effectiveness of financial resources. Expenditures are made in this direction and it is measured whether the targets set at the end of the year have been achieved. Coordinated work is given importance between senior management and units in order to use resources effectively and efficiently. In order to ensure that the appropriations given by the budget are used in accordance with the standards; with the 7th standard of the Public Internal Control Standards Control Activities Standards, work-flow charts based on process control have been prepared by each unit to include the control of the previous transaction. In accordance with the principle of segregation of duties in the Control Activities Standards, the execution, implementation and control of account transactions are carried out by different persons. Business and transactions within the limits stipulated by the legislation by the Strategy Development Department are subject to preliminary financial control. business and transactions outside the limits specified in the legislation are subject to preliminary financial control according to the criteria specified in the expenditure transactions circular. In addition, in order to ensure that the appropriations are used effectively, efficiently and in accordance with the legislation, a circular of expenditure transactions is prepared and put into practice at the beginning of the fiscal year.

The spending units spend the appropriations allocated to them in accordance with the procedures and principles determined in the budget implementation communiqués pursuant to the Public Financial Management and Control Law No. 5018. However, in the relevant budget year, in case of a need for a new service other than planning, inadequacy of the allocated appropriation or urgent needs such as compulsory consumption expenditure, appropriation is provided by the Presidency's Strategy and Budget Department through the Strategy Development Department upon the requests of the spending units. Additional appropriation needs within the relevant budget year are met through net financing, appropriation against own income, in-budget transfer or additional appropriation of the Presidency Strategy and Budget Department.

A significant part of the budget allocated to the university is spent on increasing physical facilities as well as personnel expenses. On the other hand, an important part of the budget is used to support the social, cultural and academic development of students, which is the purpose of existence of universities. In addition, projects within the scope of the pilot university are given priority in the distribution of expenditures.

Necessary care is taken to ensure that the movable properties of the university are recorded within the framework of the provisions of the Movable Property Regulation and used effectively and efficiently in the relevant fields. Responsibility for the management of movable resources rests with the registrars. Registrar are responsible for acquiring, using and controlling movables effectively, economically, efficiently and in accordance with the legislation, ensuring that their records are kept in a transparent and accessible manner in accordance with the principles and procedures specified in this regulation, and sending the movable property management account to the relevant authorities. The registrars fulfill this responsibility through the realization officer, the movable properties control officer and the movable registration authorities in a way that does not cause any delay. In line with the principle of healthy and proper management of movable records, ensuring accountability and transparency,

movable transactions are carried out with the Movable Property Registration and Management System (TKYS) program developed and put into use by the Ministry of Treasury and Finance. In order to avoid repetitions in device purchases under the responsibility of the university, controlled procurement is ensured with the help of the TKYS program. In addition, this program facilitates the accountability of the university administrators in accordance with the principle of transparency. Movable properties consolidated officer in charge of Strategy Development Department; It is responsible for preparing Movable Property Final Account Statement and Movable Account Completion Statement of the university by consolidating the Movable Property Account Statements obtained from the Movable Property Registration Authorities, who are responsible for all movable property records of the expenditure units.

The real properties that are owned, managed or used by our university are recorded in accordance with the provisions of the "Regulation on the Registration of Real Properties belonging to Public Administrations" and the relevant summary tables are prepared. The real properties have been registered with the studies carried out for the effective, economic and efficient use of the immovables. In the first study, the real properties whose value is determined were recorded in the accounting records with their cost values, and for other real properties, commissions were established and price determination was made over the current value. These real properties are classified as those with title deed in the name of the university and those allocated to the university and recorded in the accounting system. The real properties are allocated to the relevant units with the appropriate opinion of the university administration and their use is ensured.

In order to use all the immovable resources in the inventory of our university, care is taken to make plans suitable for the common use of the same immovable properties by different units in line with the needs of the units. In addition, the immovable properties under the ownership, management and use of the university are leased to third parties or allocated to other public institutions in line with the relevant provisions of the State Tender Law No. 2886 in order to use them more effectively and efficiently. In addition, the lands owned by the university are presented to the public interest in order to construct facilities such as dormitories and social areas that students can benefit from, with the Build-Operate-Transfer model in accordance with the relevant legislation, and corporate benefits and financing are provided. Again, the lands under the use of the university are prevented from being idle by being used as research, application and trial areas according to the needs of different academic units.

Human Resources Management

Level of Maturity: Human resources management practices are monitored in the institution and improved by being evaluated with the relevant internal stakeholders.

Evidence

Law No. 657.pdf

Law No. 2547.pdf

Law No. 2914.pdf

Employee Satisfaction Rate 2020.docx

REGULATION ON THE PRINCIPLES OF THE PROCEDURE TO BE APPLICABLE IN APPLICATION OF WORKERS TO PUBLIC INSTITUTIONS AND ORGANIZATIONS.pdf

PO-004 Kırşehir Ahi Evran University Human Resources Policy.pdf

PR-015 Human Resources Management Procedure.pdf

PR-026 Recognition, Appreciation and Honor Procedure RV01.pdf

YÖ-062 Kırşehir Ahi Evran University Instruction for Promotion and Appointment to Faculty Members.pdf

In-Service Training 2020.pdf

Management of financial resources

Maturity Level: The management processes of financial resources are monitored and improved in the institution.

Evidence

The 2020 economic classification comes in.pdf

2020 economic classification goes.pdf

2020 operating results table.pdf

Balance Sheet of the Year 2020.pdf

KIRŞEHİR AHİ EVRAN UNIVERSITY 2020 ADMINISTRATIVE ACTIVITY REPORT.pdf

KIRSEHIR AHI EVRAN UNIVERSITY 2020 PERFORMANCE PROGRAM.pdf

tkys.png

Process List.jpg

3. Information Management System

E.3.1. Integrated information management system

The implementation of the Integrated Quality Management System in our institution aims to gather the corporate culture under a common roof, while ensuring the collection and recording of the institution's retrospective information and data. In addition, by integrating the software used in our university with each other; It has been ensured that information is received and transferred to the systems that will process the data without spoiling its integrity and singularity.

The software used in the university are listed below:

1. Within the scope of the Integrated Management System (Quality Management System, Strategic Plan Management, Administration Activity Management, Student Societies Management, Manager Reporting Software, Alumni Tracking System etc.)
2. Electronic Document Management System (EBYS)
3. Student Information System
4. Personnel Personnel System
5. Dining Hall Automation System
6. Library Databases and Applications
7. Ahi Competence-Based Education Project (AYDEP)
8. Corporate Training Management and Planning System (KEYPS)
9. Scientific Research Project Process Management System (BAPOS)
10. Additional Courseware

11. Career Center Management
12. BESYO Special Talent Exam Software
13. Web Portal of the University
14. Foreign Student Application System
15. Business Demand Tracking Software

It has been decided to revise the informatics infrastructure used in 7 different campuses of our university in order not to stay behind the technological infrastructure required by the age, and to have a structure that can take quick action according to the needs and demands of the institution. In this context, it is aimed that our university, which has grown and developed with the E-Campus project, which was started and completed and put into operation in 2018, is an important center that also proves itself in terms of technology. A new system room was established with the project, 2 backbone switches, 3 servers in integrated system architecture, 8 recording servers, 840 TB camera storage system, 75 collection and edge switches, 410 wireless access devices (wifi) on the existing infrastructure, 752 indoor/outdoor and mobile cameras etc. devices and equipment were added to enable the corporate network to serve with high capacity.

In addition to these, with the onset of the COVID-19 epidemic in the world and in our country, online education has been started in order not to interrupt the education and training processes and to overcome the epidemic process with the least damage. Kırşehir Ahi Evran University decided to use the AYDEP Learning Management System, developed within the scope of the Quality Assurance System in Education, in distance education, and within this scope, student information, courses and course schedules were transferred to the AYDEP Learning Management system via web services over the Student Information System. By configuring the technical infrastructure created in the E-Kampus project to serve the distance education process, a server processor capacity of 218.4 GHz and 30 classes can be opened with simultaneous course registration and 50 classes without course registration. It was ensured that most of them were carried out in the form of distance education as live lessons. Due to the continuation of the COVID-19 epidemic, the server capacity was increased in order to strengthen the informatics infrastructure so that all classes could be held as live lessons, and a backup system with a gross capacity of 48 TB was purchased to record the lessons to be held live, with two physical servers compatible with the existing system structure. With the new servers purchased, 302.4 GHz processor capacity was added to the existing capacity, reaching a total processor capacity of 520.8 GHz. With this capacity increase, all classes can be held live. The virtual server infrastructures established for distance education and the number of live lessons are given in the table below.

Virtual Server Infrastructure Established for Distance Education

Sanal Sunucular	2019-2020 Bahar	2020-2021 Güz
Number of Aydep Application Server	2	2
Number of Aydep Database Servers	1	1
Number of Aydep Exam Servers	2	2
Number of Aydep Live Lesson Presenters	10	20

Number of Classes Opened Simultaneously	30	50

Weekly Live Classes in 2019-2020 Spring Semester

WEEK	number of the classese	participating the course	taking the course	%
08-week	555	10.566	22.690	%46,57
09-week	2.240	35.875	87.509	%41,00
10-week	2.495	39.271	102.547	%38,30
11- week	2.166	31.475	91.507	%34,40
12- week	2.211	33.048	95.721	%34,53
13- week	2.484	27.392	107.704	%25,43
14- week	2.380	23.270	103.250	%22,54
15- week	1.825	15.320	81.982	%18,69
16- week	1.018	6.898	43.268	%15,94
17- week	209	2.048	6.435	%31,83
18- week	217	1.715	5.542	%30,95
TOTAL	**17.800**	**226.878**	**748.155**	**%30,32**

Weekly Live Classes in the 2020-2021 Fall Semester (05 October 2020 – 12 January 2021)

WEEK	N. Class.	N.Sts.P.	N.Sts. Tak. C.	Percent
01-week	3.947	97.594	163.825	%59,57
02- week	4.253	115.344	181.829	%63,44
03- week	4.255	118.552	190.683	%62,17
04- week	1.822	53.213	85.866	%61,97
05- week	4.937	128.618	217.180	%59,22
06- week	4.470	129.765	200.826	%64,62
07- week	4.080	113.454	182.547	%62,15
08- week	4.260	112.601	187.989	%59,90
09- week	2.448	39.628	84.719	%46,78
10- week	4.386	106.123	189.738	%55,93
11- week	4.276	116.220	191.417	%60,72
12- week	4.296	122.933	194.505	%63,20
13- week	3.607	100.478	166.446	%60,37
14- week	4.341	120.806	197.351	%61,21
15- week	1.056	26.460	51.051	%51,83
total	**56.434**	**1.501.789**	**2.485.972**	**%60,41**

In the 2019 - 2020 Spring Term, 17,800 live lessons were held over the AYDEP system, and around 230,000 students attended these classes. In the 2020 - 2021 Fall Semester, additional servers were added

to the informatics infrastructure so that all theoretical courses, common courses and practical courses can be conducted via distance education, and the informatics infrastructure was strengthened, thus providing the opportunity to conduct all classes live. During this period, 56434 live lessons were held over the AYDEP system and 1501789 students attended these lessons.

With the increase in the number of live lessons, the internet speed of the Bağbaşı Central Campus of KAEU, which was 450 Mbit, was increased to 2000 Mbit as a result of the initiatives made by ULAKNET.

E.3.2. Information security and reliability

User access authorizations and network access authorizations are defined on servers in order to prevent unauthorized or unauthorized access and modification of corporate information. User passwords are encrypted in databases and access to databases is based on authorization. In this way, while the relevant persons access the data from authorized computers, LOG records of these accesses are also kept. There are firewalls for the access and security of all information systems. In addition, ISO 27001:2017 Information Security Management System Certificate was obtained in order to disclose, destroy and prevent damage to data, and to put the knowledge and experience gained by the university in writing to create institutional memory, to follow up and update them.

As of June 2020, within the scope of the implementation of the Law on Protection of Personal Data No. 6698, a working team was formed to prepare a data inventory at the university, and data were entered into the VERBIS system.

Integrated information management system

Maturity Level: The integrated information management system is monitored and improved in the institution.

Evidence

BGYS-PR-011 Communication Procedure Rev.0.docx

BGYS-TB-008 Current Document Table_2019.docx Data Processing Process.pdf

FR-282 Information Processing Department Request Periods Data Form.docx

PO-005 Kırşehir Ahi Evran University ISMS Policy.pdf

Information security and reliability

Maturity Level: Practices aimed at ensuring information security and reliability in the institution are monitored and improved.

Evidence

2021_ISO_27001 Information Security Certificate.pdf

243663 High Commission for Determination of Data Inventory.pdf

244742 KVKK Working Team Letter and List.pdf

FR-528 CC Personnel Confidentiality Agreement.docx

FR-529 CC Information Systems Confidentiality Agreement.docx ISMS EXTERNAL AUDIT REPORT.docx

4. Support Services

E.4.1. Suitability, quality and continuity of services and goods

Procurement of goods and services needed by our university; It is carried out within the framework of the Public Procurement Law No. 4734, the Public Procurement Contract Law No. 4735 and other relevant legislation. In addition to the ease of use and continuity of the support services to be purchased during the procurement process, the technical specification is prepared by taking into account the reasonable price and the service quality to be provided by the supplier company. The technical specifications, quality and other required standards of the work (goods and services) subject to the tender are clearly determined by the technical specification. The technical specification is the basis in the hands of the officials during the purchasing and acceptance process. In the process of purchasing goods and services, the job description is realistic, the approximate cost is determined accurately, the market research is carried out meticulously, and the inspection and control processes in the delivery process are carried out in line with the criteria set by the legislation. In addition, in order to ensure the conformity of the goods and services received, control organizations are established to assist acceptance, if deemed necessary. The continuity of these services is ensured by the service and support agreements made with the supplier within the framework of the standards stipulated by the Quality Management System.

Suitability, quality and continuity of services and goods

Maturity Level: Mechanisms that ensure the suitability, quality and continuity of services and goods are monitored and improved by receiving feedback from relevant stakeholders.

Evidence

State Tender Law No. 2886.pdf

Public Procurement Law No. 4737.pdf Survey Analysis Form.pdf

IT Department Supplier Company Evaluation Form.pdf

Administrative Financial Affairs Supplier Evaluation Form.pdf

IMID Supplier List .pdf

Public Procurement Contracts Law.pdf

Supplier evaluation form sks.pdf

Supplier Evaluation Form.pdf

Construction and Technical Department Supplier Evaluation Form.pdf

5. Public Disclosure and Accountability

E.5.1. Informing the public

All activities, including the education-training programs and research-development activities carried out by our university, are announced on the corporate WEB page and social media addresses. In this context, activities related to both education and research and management processes are regularly published and presented to the public. Within the framework of Law No. 5018, the institution's financial statistics and reports are shared with the public in an understandable and complete manner, in accordance with the principle of transparency.

Some of the information shared with the public are as following:

- Strategic Plan
- Administration Activity Reports
- Corporate Financial Status and Expectations Report Performance Program
- Investment Monitoring and Evaluation Report
- All financial statements showing the income and expenses of our university
- Project supports within the scope of BAP
- Institutional Internal Evaluation Report Academic Staff Planning/Announcements

Apart from this, our University Rector Prof. Dr. Vatan KARAKAYA constantly informs the public about the goals and activities of our institution through social, visual and written media, and invites local and national press representatives at regular intervals to inform them about university activities and projects. In addition, current information about our university and ongoing projects are announced through our university magazine, project promotion videos, and oral and written press statements published periodically by the Press and Public Relations Consultancy. Our institution, as a requirement of its responsibility towards society, shares up-to-date data on all of its activities with the public on our University's WEB site, both by reporting and by corporate announcement.

The impartiality and objectivity of all information shared with the public through our university, WEB page and printed documents; It secures the data obtained through the information systems it uses within the framework of the relevant legislation, by passing it under the control of hierarchical management levels. The work and transactions carried out by our university are carried out within the framework of Service Standards and are shared with the public in accordance with the principles of transparency and accountability.

Within the scope of quality and internal control studies, the deficiencies identified as a result of internal and external evaluations are eliminated and the efficiency of the management system is ensured. The tables that will be prepared by public administrations within the scope of "Procedures and Principles for Submitting Public Administration Accounts to the Court of Accounts and Notification of Accounting Units and Accounting Officials" and "General Management Accounting Regulation" and presented to the public are available on our University Strategy Development Unit WEB page (sgdb.ahievran.edu.tr). It is regularly updated and shared with the public. In addition, information requested by other persons or institutions is provided in accordance with the principle of accountability and transparency within the framework of the Law on Access to Information No. 4982 and relevant legislation.

Rector-student meetings are organized with the participation of students from all units in each academic year, and the feedback from students is evaluated at the highest level.

Public information and accountability

Maturity Level: Public disclosure and accountability mechanisms of the institution are monitored and improved in line with stakeholder views.

Evidence

Law no. 5018 article_7-8.pdf

general management accounting regulation article 313.pdf

Information shared with the public and channels of sharing this information.png

Kirsehir Ahi Evran University Facebook Account.png

Kırşehir Ahi Evran University News Archive.png

Kirsehir Ahi Evran University Official Instagram Page.png

Kırşehir Ahi Evran University Youtube Channel.png

MYS INTRODUCTION PORTALI[1].pdf

A Field Visit was made to our university by the YÖKAK Monitoring Team.pdf

TSE Quality Management System Certificate of our University has been renewed.pdf

RESULT AND EVALUATION QUALITY MANAGEMENT SYSTEM

Strengths

- The existence of an internalized quality culture covering all units in the university
- Existence of an Integrated Quality Management System that is used effectively
- Rectorate and senior management taking an active role in the establishment of the quality management system and the formation of a quality culture
- Defining the policies regarding all processes of the university
- Existence and effective functioning of university quality commission and unit quality commissions
- Being a university that has ISO 9001:2015 Quality Management System certificate with all its units
- Integration of the Quality Management System with the Public Financial Management and Control Law No. 5018
- Obtaining ISO 27001:2013 Information Security Management System conformity certificate
- Ownership of the Quality Management System by all leaders and adoption by all units
- Establishing the Quality Assurance System Coordinatorship in Education and the offices affiliated to this coordinatorship, ensuring the education system
- Existence of a Strategic Plan, in which the Mission, Vision, Values and Basic Policies that support the Quality Management system are determined
- Quality-oriented sub-committees and a strong consultancy service are provided in addition to the Quality Commission established to manage quality processes.
- High level of completion of the Plan-Do-Check-Act (PUKÖ) cycle and cycles in studies on quality processes
- Open and accessible information sharing environments on quality processes, required by the Quality Management System, on the WEB pages of all units
- Having and using the Integrated Quality Management Information System (ICMS) automation, which is used in the process, activity, performance and reporting processes towards the strategic goals and objectives of our university, and its effective use
- Effective use of the Satisfaction Management System

Aspects Open to Improvement

- Failure to apply Leader performances, which are monitored for unit performance realizations, for individual Leadership evaluation
- Lack of stakeholder participation in all processes at the desired level
- Ineffective use of the established graduate monitoring system

EDUCATION AND EDUCATION

Strengths

- The institution has received awards and documents at different levels on barrier-free university subjects.
- Encouraging and supporting students and academic staff applying to exchange programs and increasing the number of those benefiting from exchange programs over the years.
- Having programs with high occupancy rates
- Conducting regular orientation activities for students
- Gradual increase in student satisfaction
- Execution of education programs with a competency-based education approach
- The education and training environments are adequately equipped and functional.
- Using a strong learning management system in the education process
- Having a strong infrastructure with qualified software and hardware in distance education
- Diversity and easy access to physical and virtual learning resources
- Presence of journals with high impact factor scanned in the indexes of the institution
- Having sufficient and competent academic staff in academic programs
- The high number of teaching staff per student
- Having programs that are preferred and easy to find a job upon graduation
- Having programs that meet the needs of the sector and society
- Having strong infrastructure and programs supported by projects for the health sector
- High dormitory capacity to accommodate students

Aspects Open to Improvement

- Lack of accredited programs
- Inadequate trainer training programs for academic staff
- Insufficient laboratory facilities for scientific research of the Faculty of Medicine
- Inadequate physical space and laboratory facilities of a university hospital.
- Insufficient diversification of graduate programs in line with needs.
- Continuing the construction of a comprehensive library building that they can benefit from in the education-teaching and research process.
- Organizing events for the training of instructors.
- Failure to implement the performance evaluation system of the teaching staff for the education-training processes.
- Absence of accredited unit/program.

RESEARCH AND DEVELOPMENT

Strengths

- Execution of projects and programs for regional development-oriented specialization areas
- Having an accredited soil analysis laboratory for the needs of the region
- Having a Geothermal Advanced Greenhouse Technologies and Production Techniques Joint Application and Research Center, which was established in partnership with Turkey's well-established universities and is the first in its field
- Presence of centers (GETAT, SAUTER AND JEOKAREM) where research is carried out in the field of health

- Existence of project studies to increase the agricultural diversity and development of the region
- Having a central laboratory where data analyzes are made for different research.
- Being a Pilot University in the fields of agriculture and geothermal within the scope of Regional Development-Oriented Mission Differentiation and Specialization

Aspects Open to Improvement

- Limited Scientific Research Project (BAP) or Faculty budgets allocated within the scope of R&D
- The low number of project applications made for the purpose of obtaining funding from external sources
- The effectiveness of the Application and Research Centers is not at the expected level
- Lack of necessary editorial offices in the processes of sharing scientific studies on international platforms
- Insufficient physical and technical infrastructure for scientific studies carried out within the Faculty of Agriculture.
- The number of projects carried out with external stakeholders is not at the desired level.
- Lack of research and development infrastructure (human resources, equipment, funds) at the desired level.

SOCIAL CONTRIBUTION

Strengths

- Having a Continuing Education Center where different types of certificate programs are carried out for the personal and professional development of the stakeholders.
- Realizing scientific, artistic and cultural activities for the values of the region and having a course on Ahi-Order Culture in the curriculum of all programs
- Conducting national/international research and documentation studies that will shed light on the historical and cultural past of the region
- Centers where studies on national and local values are carried out (Ahilik Culture Research and Application Center, Anatolian Folk Arts Research and Application Center, Fatma Bacı Women's Studies Research and Application Center, Anatolian Turkish Music Research and Application Center)

Aspects Open to Improvement

- The lack of social contribution studies and projects at the desired level
- Ensuring the diversity of resources for social contribution.
- Increasing the participation of stakeholders in social contribution activities, taking into account the pandemic process.
- The level of awareness of our faculty and students towards social contribution is not at the desired level

MANAGEMENT SYSTEM

Strengths

- Having a strong and functional document management system for the business and functioning of the institution
- Having a pleasant working environment

- Having ISO 27001 Information Security Management System.
- Having strong corporate belonging among its employees
- Conducting regular orientation and in-service training activities for employees
- Having a strong IT infrastructure in which the data needed by different units are used in an integrated way

Aspects Open to Improvement

- Insufficient national and regional recognition of our university
- Lack of performance evaluation system of academic and administrative personnel.
- Insufficient number of administrative personnel in the units
- Failure to implement a rewarding system that encourages academic studies
- The absence of a system to measure the leadership characteristics and competencies of corporate managers.
- Lack of a system for employee performance appraisals.
- Failure to make the appreciation, recognition and reward system a corporate culture.
- Lack of facilities and infrastructure to meet the social and cultural needs of employees and students (shopping, restaurant, hairdresser, etc.).

Institutional Feedback Report measures taken to eliminate the aspects that are open to improvement, if any, stated in this report, improvements and progress achieved as a result of the activities carried out

Aspects Open to Improvement	Improvement Studies
	Our Integrated Management Information Systems (BYBS)
Ineffective use of the established graduate monitoring system.	Career Center application was created. This application is managed by our Career Planning Application and Research Center. With this application, it is aimed to carry out activities such as Consultancy Requests, Firms, Job Postings and Consultancy. The management of alumni relations is managed as 1.5.- Alumni Relations Management Main Process.
Diversification of graduate programs in line with needs.	Studies are carried out to diversify the graduate programs of our university. In particular, new graduate programs have been opened within the scope of the pilot university.
Strengthening the physical and educational infrastructures of some units.	After 2018; Neşet Ertaş Faculty of Fine Arts, Faculty of Medicine, School of Physical Therapy and Rehabilitation, Islamic Sciences Faculty building is about to be completed. (40%), the construction of the Central Library continues. (%2) For technological infrastructure; Transfer of IP Phone Number Blocks to Our Own Switchboard, License Plate Recognition System Automation, Live Broadcasting System,

	Establishment of Cloud System, E-Campus Project, Public Net Infrastructure Preparation, license agreement between Microsoft and our University, Quality Assurance in Education Project studies have been completed.
Increasing the number of students and lecturers participating in international collaborations and exchange programs.	In order to increase the number of students and faculty members participating in international collaborations and exchange programs, a beer integration program was organized in September for students who have just started our university in the 2019-2020 academic year. Within the scope of the integration days, Erasmus+, Mevlana and Farabi Exchange Programs were introduced to all departments of faculties, colleges and vocational schools by the Foreign Relations Office of our University, and students were informed about the Foreign Relations Office and its functioning. An introductory meeting was also held for academic staff and administrative staff in order to encourage participation by promoting international collaborations and exchange programs.
Lack of a comprehensive library building that they can benefit from in the education-teaching and research process.	A high-level protocol was signed between the Rector of our University, Prof. Dr. Vatan Karakaya, and Mehmet M. Kasapoğlu, Head of the Ministry of Youth and Sports, Spor Toto Organization, on July 6, 2018, for the construction of our library building. After the signing of the protocol, after the completion of the physical, technical and material procedures, the library building, which will be built on an area of 11,327 m², started on September 29, 2020 for the library building located in the Central Campus of our University. It is planned that the construction of the Central Library building will be completed by the end of 2022 within the scope of the tender and the central library will be put into service in the same period.
Organizing events for the training of trainers.	Academic Development Support Office was established under the Rectorate of our University with the legislative change to establish a Qualification-Based Quality Assurance System in Education. Through this office, in-service studies for the professional and personal development of our university's academic staff are planned. At least two comprehensive training activities are

	planned for the training of academic staff in 2021. In 2019, new academicians were given training of instructors.
Evaluation of the performance of the education staff for the education-teaching processes.	Accreditation Support Office was established within the Rectorate of our University with the legislative amendment to establish a Qualification-Based Quality Assurance System in Education, and Accreditation Commissions were established in academic units. As a policy, studies will be carried out for the accreditation of programs that meet the necessary conditions in all academic units. Lack of financial resources for accreditation is the main reason for the delay.
Increasing the number of accredited units/programs.	For distance education, it was considered as a process, 1.6- Management of Distance Education was determined as the Main Process and the performance parameters of the process were established. Our education policy has been redefined according to the distance education process. Our Distance Education Application and Research Center has established its processes and has become more effective. Ahi Competence-Based Education Project (AYDEP) Coordinatorship has been established and is involved in the distance education process. A Quality Assurance System in Education has been established, the directive of this system and the Coordinatorship unit to manage the system have been established. All feedback regarding distance education is received and feedback is provided through our Satisfaction Management System.
Distance education applications.	TTO applied to the TÜBİTAK 4007-Science Festival Support Program in December 2019, and the science festival project was accepted with the title of 'The Land of the Ahi's is Celebrating with Science'. While applying for the project, Kırşehir Governorship signed a cooperation protocol with Kırşehir Municipality and Kırşehir National Education Directorate. Due to pandemic conditions, the project has been postponed to May 2021 and will be carried out on the postponed date. Neşet Ertaş Faculty of Fine Arts Özbağ Carpets Project
The number of projects carried out with external stakeholders is not at the desired level.	In order to make our Application and Research Centers more effective, within our Quality Management System, covering all our units

	(Departments in Academic Units); Our Process Management, Activity Plans, Risk management and other practices also include our Application and Research Centers. It takes part in the external and internal evaluation processes of our centers and improvements are made according to the evaluation results.
Support from external sources is not at the expected level.	Technology Transfer Office (TTO) is in a position to be described as an interface that supports research and development activities in our university and region. For this reason, it can receive support from outside sources from time to time. Support received by TTO from external sources In 2020, 4007-Science Festival Project funding support from TÜBİTAK, consultancy support from Quantum Patent A.Ş., company information support from Kırşehir Organized Industry Directorate (Cooperation between university and industry) To make it easier, a database of academician-firm matching was created). Apart from this, the needs of the TTO are met by the rectorate units, and in this context, it is planned to meet the resource needs of the TTO from the income to be obtained from the commercialization of the patent applications. In addition, necessary meetings with the "Ahiler Development Agency" were made by our TTO manager in order for the TTO personnel to specialize, as well as for the university personnel and students to have knowledge or specialization in certain subjects such as project writing, entrepreneurship, incorporation and FSMH. In this context, positive meetings were held with Ahiler Development Agency in order to financially support the trainings to be held in the upcoming period in order to finance the trainings we planned.
Lack of research and development infrastructure (human resources, equipment, funds) at the desired level.	We continue to improve our research and development infrastructure in terms of human resources and physical facilities.
The systems established to monitor the research and development performance are not at the desired level.	With the 4.0 Managing Research and Development upper process, research and development performances are monitored.
Increasing stakeholder participation in social contribution activities.	In line with our 5.0 Managing Social Contribution upper process, the 5.5- Stakeholder Relationship Management upper process has

	been created and all our units are held responsible for this process. Our process; 5.1- Management of Social Responsibility, 5.2- Management of Cultural and Artistic Activities, 5.3- Management of Environmental Awareness, 5.4- Management of Health and Sports Activities, 5.5- Management of Stakeholder Relationships manages social responsibility and ensures the participation of stakeholders.
Increasing the awareness level of our faculty members and students towards social contribution.	Depending on the 5.0 Managing Social Contribution upper process, the 5.5- Stakeholder Relations Management upper process has been created and all units are held responsible for this process. Within the scope of this process, all of the units carry out their activities in order to increase the awareness level of the academic staff and students about social contribution.
The absence of a system to measure the leadership characteristics and competencies of corporate managers.	Although there is no individual system for the competencies of the unit managers, the performances of the units are measured by our Quality Management System practices. The target setting and activities of the units are managed by the leaders, and the performance results are matched with the leader. Our efforts to create a leadership evaluation process continue.
Lack of a system for employee performance appraisals.	The performance evaluation process of our employees was created and a trial application was carried out in 2018. Paste. As a result of the required legal legislation and the objections of the unions to the process, the implementation was not continued. We continue to work on reducing the activity plans to individual activities within the BYBS.
Decreased financial resources compared to previous years, failure to make planned investments.	Continuous improvements are made in order to increase financial resources by generating and saving both budget and additional income.
Failure to make the appreciation, recognition and reward system a corporate culture.	KYS-PR-026 Recognition, Appreciation and Honoring Procedure has been established and according to this procedure, Appreciation, recognition and rewarding practices are carried out.
Lack of facilities and infrastructure to meet the social and cultural needs of employees and students (shopping, restaurant, hairdresser, etc.).	Continuous improvements are made to meet the social and cultural needs of employees and students. In this context; Our canteens and Central Cafeteria have been improved and a new Cafeteria has been opened.

Carrying out activities that will increase the level of institutional belonging of the students.	With the Student Satisfaction Surveys conducted regularly every year, data on the satisfaction levels and belonging of our students are collected. The collected data are analyzed and necessary improvement studies are carried out. The level of satisfaction at our university has increased steadily in four years, and the satisfaction rate, which was 2.72 in 2017, increased to 2.99 in 2020. Thus, an increase of approximately 15% was achieved in the level of student satisfaction.
As a requirement of the Quality Management System, All improvement plans and improvement activities, realization proofs in Strategic Plan, Process Management, Risk Management, Activity Plans, Satisfaction Management and other fields are included in our Integrated Quality Management System (ICMS). The Quality Management System is designed to provide the PUKO cycle and applications are made accordingly.	