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Higher Education Evaluation And Quality Assurance

STATUS REPORT



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STATUS REPORT



Turkish Higher Education Quality Council

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THEQC President

Foreword

The Turkish Higher Education Quality Council (THEQC) is the agency responsible for the process of implementing internal and external quality assurance systems at HEIs in Türkiye. THEQC carries out activities for the establishment, development, and continuous improvement of the quality assurance systems of HEIs in Türkiye. It also authorises and monitors the activities of national accreditation agencies that provide program accreditation to HEIs, as well as undertaking the recognition of international accreditation agencies.

THEQC was established under the Council of Higher Education (CoHE) on 23 July 2015 for the quality assurance system to be established and strengthened in the field of higher education in Türkiye. Having initiated its external evaluation activities in 2016, it was restructured as per the provisions of the Additional Article 35 added to the 2547 numbered Law on Higher Education with the "7033 numbered Law on Amendment of Certain Laws and Decree Laws for the Development of Industry and Subsidisation of Production," promulgated in the Official Gazette dated 01.07.2017. With this legal regulation, THEQC became a public



legal entity with administrative and financial autonomy and a special budget. Its regulation, amended accordingly, was promulgated in the Official Gazette dated 23.11.2018. THEQC was established to guide HEIs to develop, strengthen and internalise the quality assurance system, a crucial component of the Bologna process, and disseminate a quality culture. THEQC's mission is to strengthen quality assurance systems in higher education to contribute to the continuous development of HEIs and the achievement of universal qualifications by individuals. Its vision is to be an effective and internationally recognised institution in the field of higher education quality assurance.

In line with its mission, THEQC has adopted the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG-2015) as the framework for Türkiye, a member of the European Higher Education Area, and has continued its activities through external evaluation and accreditation programs developed by taking into account the essential characteristics of the Turkish higher education system. As a result of its efforts, THEQC has been a full member of the European Association for Quality Assurance in Higher Education (ENQA) since 2020. Since 3 March 2023, the agency has been registered in the European Quality Assurance Registry (EQAR), one of the responsible bodies for higher education quality assurance in Europe. THEQC is also a full member of the Asia-Pacific Quality Network (APQN), the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), the American Council for Higher Education Accreditation International Quality Group (CHEA/CIQG), and the Association of Quality Assurance Agencies of the Islamic World (IQA). Additionally, THEQC also continues to collaborate with the Higher Education Planning, Evaluation, Accreditation and Coordination Council of the Turkish Republic of Northern Cyprus (YÖDAK), the Azerbaijani Education Quality Assurance Agency (TKTA), the Bosnia-Herzegovinan Agency for the Development of Higher Education and Quality Assurance (HEA), Kazakhstani Hoca Akhmet Yassawi University, the Agency for Quality in Higher Education of the Republic of North Macedonia (AQHE), The Turkish Maarif Foundation, Mauritanian Authority for Quality Assurance of Higher Education (AMAQ-ES), and the National Agency for Quality Assurance in Education and Research of the Republic of Moldova (ANACEC).

THEQC also guides HEIs in the institutional self-evaluation report (ISER) writing process by helping them annually reflect on their institutions' readiness for the Institutional External Evaluation Program (IEEP), Follow-up Program (FuP), Institutional Accreditation Program (IAP), and Mid-term Evaluation Program (MtEP). Evaluations in 2024 were conducted



in accordance with the Institutional Self-Evaluation Report Writing Guide Version 3.2 and the THEQC Evaluation Programs Guide Version 3.1.1. For these evaluation programs, the agency formed teams of independent evaluators to conduct site visits. At the end of the IEEP process, an institutional feedback report (IFR) is written for each institution. The process continues with the FuP, whose output is a follow-up report that assesses whether the areas for improvement in the institution have been addressed. Then, according to the Institutional Accreditation Report (IAR) written after IAP, THEQC grants full accreditation, conditional accreditation, or refuses to grant accreditation to the relevant institution.

HEIs granted accreditation as a result of the IAP are included in the MtEP after two years. This program reviews whether the institution's strengths have been maintained and its areas for improvement have been addressed. After this program, a mid-term evaluation report (MtER) is written. Accordingly, the decisions taken by THEQC are to continue or terminate accreditation in institutions holding full accreditation, or to elevate it to full accreditation or to terminate accreditation in institutions holding conditional accreditation.

Between 2016 and 2024, 196 HEIs were evaluated under the IEEP and 175 of them under the FuP, while 109 of those whose evaluations were completed under the IEEP and FuP were evaluated in the IAP. Out of these 109 HEIs, 16 were evaluated within the scope of MtEP. In 2024, the evaluation processes of five HEIs, four of which are foundation universities, for the IEEP; five HEIs, three of which are state universities, for the FuP; 35 HEIs, 23 of which are state universities, for IAP; and 13 HEIs, 10 of which are state universities, for MtEP were completed.

THEQC is the national authority for authorising and monitoring the activities of national program accreditation agencies in the field of higher education in Türkiye, and for recognising international accreditation agencies. Currently, 25 national accreditation agencies have been authorised by THEQC, while 14 international agencies have been recognised, including one in 2024. As of 2024, 1,776 study programs have been accredited by these agencies in Türkiye.

THEQC publishes the Higher Education Evaluation and Quality Assurance Status Report (Status Report) to inform stakeholders in the higher education system by analysing the findings obtained as a result of its annual activities. The 2024 Status Report is expected to be useful and instructive for all stakeholders of higher education.



Executive Summary

Since its establishment, THEQC has been working on the evaluation of the activities of HEIs in line with their mission, vision and objectives, the recognition, follow-up and authorisation of independent external evaluation and accreditation agencies, and the development and dissemination of quality assurance culture in higher education within the framework of the criteria determined by itself. As a legal obligation, THEQC publishes the Higher Education Evaluation and Quality Assurance Status Report (Status Report) to inform stakeholders in the higher education system by analysing the findings from these annual works. Covering the activities in 2024, this report provides information about the activities of THEQC, shares the findings of internal and external evaluations, and assesses the current state of program accreditation in the higher education system.

THEQC conducts the institutional external evaluation activities at HEIs utilising the institutional external evaluation and accreditation criteria and the Evaluation Programs Guide, which are updated at certain intervals based on the experience THEQC gains from its practices during IEEP, FuP, IAP, and MtEP processes. In the external evaluation process, THEQC asks HEIs to annually write an ISER, which serves as a basis for the external evaluation processes of the institution to recognise their strengths and areas for improvement, monitor their internal evaluation processes, and contribute to their improvement. Institutional external evaluation processes of THEQC are carried out with a holistic perspective under four main headings, namely Leadership, Governance, and Quality, Learning and Teaching, Research and Development, and Service to Society, with 14 criteria and 46 sub-criteria that assess maturity levels. Additionally, THEQC continues to develop and improve its evaluation criteria by following international quality processes and introducing new versions of evaluation documents.

THEQC supports HEIs in establishing their quality assurance systems and encourages them to define their mission and vision in line with their needs. It also helps state universities to develop strategic plans and foundation universities to develop strategic plans or related reports in accordance with the relevant law. THEQC attaches importance to institutions establishing systematic follow-up mechanisms and developing quality assurance systems by taking into account the regional, national and international developments of HEIs to determine whether the indicator targets set by linking the goals and objectives of the strategic plan or



documents developed for five-year periods with quality assurance systems have been achieved.

THEQC first conducts the IEEP in accordance with the Regulation on Higher Education Quality Assurance and the Turkish Higher Education Quality Council, and the Turkish Higher Education Quality Council Institutional External Evaluation Directive. Initiated in 2016, the IEEP is essentially an evaluation process of the internal quality assurance systems of the HEIs with a focus on the continuous improvement approach of the institutions and their strengths and areas for improvement by independent evaluation teams within the framework of the THEQC criteria. At the end of the process, an institutional feedback report (IFR) is written by the evaluation team and published on the official website of THEQC after the approval of the Council. A total of 196 HEIs have been evaluated under the IEEP between 2016 and 2024, including the five institutions in 2024. The percentage of institutions that have undergone the IEEP process has reached 94%.

The FuP has been carried out since 2020 to monitor developments in institutions evaluated under the IEEP. HEIs that underwent the IEEP process are included in the follow-up process in the second year following the evaluation year at the earliest. The FuP aims to evaluate whether the HEI has worked on its areas for improvement and whether its strengths have been maintained. The evaluations carried out by independent evaluation teams culminate in the publication of a follow-up report at the end of the program with the decision of the Council. In 2024, five HEIs were included in the FuP. As of 2024, 175 HEIs have undergone the follow-up process. The percentage of HEIs evaluated in the FuP reached 84% of all HEIs. As a result of the evaluation of the follow-up reports, it is understood that the improvement works proposed in the IFRs have been systematically implemented and the strengths have been maintained.

Initiated in 2020, the IAP is another type of external evaluation carried out by THEQC. Although this program is similar to the IEEP in terms of evaluation criteria, it differs in that there is an accreditation decision at the end of the IAP. As of 2024, 109 HEIs have been evaluated under the IAP. Of these, 72 were granted conditional accreditation, 28 full accreditation, and 9 refusal of accreditation. In 2024, out of 35 HEIs evaluated in the IAP process, 4 were granted full accreditation, 27 were granted conditional accreditation, and 4 were denied accreditation. The percentage of HEIs evaluated within the scope of IAP has reached 52%.



The Commission on Institutional External Evaluation and Accreditation (CoIEEA) analysed the IARs of HEIs evaluated under the 2024 IAP. As a result of the evaluations, it is evident that most institutions that completed the accreditation process have reached a certain level of development in the sub-criteria. However, it is also emphasised that follow-up and continuous improvement processes need to be maintained consistently in order for the Plan-Do-Check-Act (PDCA) cycle to be operated in a holistic manner.

A total of 16 HEIs, which were already granted accreditation under the IAP, were evaluated within the scope of the MtEP. Additionally, 13 HEIs were involved in the MtEP in 2024. Under the MtEP, among these institutions, 5 HEIs with conditional accreditation were granted full accreditation, 7 HEIs with full accreditation were granted continued accreditation, and 1 HEI with conditional accreditation was denied accreditation.

Program accreditation, an important tool in the higher education quality assurance system, is carried out by national and international independent accreditation agencies. The authorisation and follow-up of national accreditation agencies and the recognition of international accreditation agencies are THEQC's responsibilities. THEQC authorises national accreditation agencies for 2 or 5 years, based on 7 criteria aligned with the ESG. It also recognises international accreditation agencies for 5 years, based on 5 criteria aligned with the ESG. These processes are carried out by following the principles and criteria specified in the Guide on the Authorisation, Recognition, and Follow-up of External Evaluation and Accreditation Agencies (Version 2.1).

As of 2024, the number of national program accreditation agencies authorised has reached 25, 1 of which was authorised in 2024. The number of international program accreditation agencies recognised has reached 14 as of 2024, including one new agency and re-recognised agencies. As of 2024, the total number of accredited programs has reached 1,776, including 301 by international accreditation agencies and 1,475 by national accreditation agencies. As of 2024, there are 39 HEIs with 15 or more accredited programs. Of these, 26 are state HEIs, and 13 are foundation HEIs. In general, it can be said that HEIs are motivated to increase the number of program accreditations.

One of the essential stakeholders of the quality assurance system in higher education is the student. THEQC considers student involvement a priority in the development and dissemination of quality culture in HEIs; therefore, it systematically encourages this



involvement. In this context, the THEQC Student Commission continued its activities effectively throughout 2024 to ensure that the quality culture is adopted and sustained among students.

The Commission organised various training, workshops and stakeholder meetings for students throughout the year, aiming to raise student awareness and strengthen student involvement in quality assurance processes. In 2024, two online Quality Ambassador Trainings were organised, and a total of 240 students participated after applications from students from different levels of higher education were assessed. In the Quality Ambassador Workshop organised after these trainings, 86 students took an active role. In addition, 39 students participated in the Entry-level Evaluator Trainings, completed the process, and were entitled to receive a certificate.

The Student Commission continued its information and visibility activities to promote a quality culture. It supported the continuity of the student focus by participating in seminars and stakeholder meetings organised by different institutions throughout the year. The activities carried out throughout 2024 yielded significant gains in ensuring the effective involvement of students in quality assurance processes and raising awareness of quality in higher education. The Commission issued an activity report on the 2024 Student Involvement in the Quality Assurance System in Higher Education. The Quality Ambassador Handbook, first issued in 2022, was updated in 2024 in line with student feedback and suggestions, and published as version 3.0. In addition, 9 students were accepted to the European Students' Union (ESU) Quality Assurance Student Experts' Pool, 4 of whom are members of the THEQC Student Commission.

THEQC closely follows international activities in higher education quality assurance and attaches importance to developing the national system using current approaches at the international level. In this regard, THEQC expands its communication network through memberships in various international umbrella organisations in the quality assurance field and engages in various international collaborations.

One of THEQC's most important achievements is its registration in EQAR. Being a registered agency of EQAR, one of the responsible organisations for higher education quality assurance in Europe, can be considered an important development for the visibility of the national quality assurance system and increasing its validity in the European Higher Education



Area (EHEA). Since 2023, the evaluation reports of the institutions included in THEQC's external evaluation programs have been published on the EQAR official website.

THEQC is also a full member of ENQA, another important umbrella organisation for quality assurance in the EHEA. With this membership, THEQC ensures its own criteria and processes are aligned with the ESG standards through regular external evaluations. Other organisations of which THEQC is a full member are APQN, INQAAHE, CHEA/CIQG and IQA.

Within the scope of internationalization activities, THEQC carries out quality assurance works as per the Framework Action Plan for Cooperation Between the Republic of Türkiye and the TRNC, which is annexed to the Agreement on Economic and Financial Cooperation between the Government of the Republic of Türkiye and the Government of the TRNC in 2022, signed between the Republic of Türkiye and the TRNC. In addition, collaborations with institutions, such as Akhmet Yassawi International Kazakh-Turkish University, AQHE, Turkish Maarif Foundation, AMAQ-ES, ANACEC, and HEA, are maintained. In this context, THEQC completed its preparations to conduct international institutional accreditation activities in the future, in line with the demands of external stakeholders.

In 2024, THEQC developed the International Institutional Accreditation Program (IIAP), one of the important steps in its internationalization vision, and designed its methodology, evaluation criteria, and processes. Designed in line with the ESG standards, IIAP is an external evaluation activity that aims to strengthen quality assurance in HEIs abroad. The program, which evaluates the learning and teaching, research and development, and service to society activities of institutions within the framework of governance, quality, internal evaluation and continuous improvement principles, is positioned as one of the internationalization activities that THEQC attaches importance to. In addition, IIAP was included in the ENQA external evaluation carried out for the renewal process of THEQC's EQAR registration to demonstrate ESG compliance, thereby reinforcing international recognition and credibility.

THEQC organises various events to increase its visibility both nationally and internationally. One of the most important events in 2024 was the International Conference on Quality Assurance and Accreditation, organised in cooperation with Ankara Hacı Bayram Veli University (HBV) on April 25-26. The conference attracted over 1,000 local and foreign participants, including 120 university rectors, senior managers of Turkish HEIs, stakeholders, quality coordinators, THEQC experts, Student Commission members, quality ambassadors,



evaluators, academics, representatives of agencies authorised and recognised by THEQC, and other participants. The conference featured 70 papers, 10 invited speakers, and presentations by an ENQA board member and the EQAR president. Advisers and experts representing THEQC contributed to the conference sessions with their studies on various issues related to quality processes. The roundtable meetings with the representatives of TKTA, YÖDAK and HEA were considered significant for sharing experiences and developing a common vision among institutions. It can be stated that these relations pave the way for new collaborations in the near future. The conference not only reinforced the national quality assurance culture but also served as a crucial platform for the internationalization vision of THEQC by enabling the exchange of knowledge and experience on an international scale.

To increase its international visibility and contribute directly to the discussions in the field of quality assurance, THEQC participated in the European Quality Assurance Forum (EQAF), one of the most important and prestigious international events in quality assurance in higher education, held in the Netherlands in November 2024. THEQC contributed to the Forum, which brings together European HEIs, quality agencies, student unions and academics, through paper presentations. Taking part in the Forum can be considered a noteworthy activity for the Council.

In 2024, THEQC participated in webinars and online meetings organised by international organisations, such as ENQA, INQAAHE, APQN, CHEA/CIQG, European University Association (EUA), and the Global Academic Integrity Network (GAIN). Participants took active roles in working groups on new developments in quality assurance, micro-credentials and research, and quality assurance. As a result of these activities, current trends and good practices in quality assurance, both in Europe and globally, have been closely followed, and the experiences gained have been evaluated to be reflected in the processes. One of the most important tools that reinforces THEQC's international recognition is that its evaluation reports are published on the Database of External Quality Assurance Results (DEQAR). With institutional accreditation and external evaluation reports being regularly uploaded to DEQAR throughout 2024, approximately 37% of HEIs in Türkiye became visible on this platform. DEQAR registration is crucial for the recognition of diplomas and academic degrees in Europe and for student and academic mobility, thereby elevating Türkiye's compliance indicators within the scope of the Bologna process to a higher level.



According to the data obtained from Interpress Reports within the scope of THEQC's media visibility, in 2024, 1,599 news items in total, of which 75 were national, 112 regional, and 1,388 local, including 24 in the TRNC press, were published about THEQC's activities in the print media. A total of 8,240 news items were published on digital news channels, and 159 news items on THEQC's activities were published on television channels. Additionally, THEQC is active on different platforms to reach its stakeholders through its social media accounts.

THEQC also manages the appeal and complaint processes through directives and the relevant commission. The Commission on Complaints and Appeals assesses objections regarding external evaluation activities and the recognition and authorisation of accreditation agencies carried out by THEQC, as well as complaints about its services. THEQC received a total of 388 applications through the quality management information system and CİMER (Republic of Türkiye Presidential Communication Centre), categorised as 12 suggestions, 34 complaints, 182 information requests, 148 requests, and 12 objections.



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Abbreviations Index

Abbreviations	Description
A&HCI	Arts & Humanities Citation Index
MtEP	Mid-term Evaluation Program
MtER	Mid-term Evaluation Report
AMAQ-ES	Mauritanian Authority for Quality Assurance of Higher Education
ANACEC	National Agency for Quality Assurance in Education and Research of the Republic of Moldova
APQN	Asia Pacific Quality Network
AQHE	Agency for Quality in Higher Education of North Macedonia
ARWU	Academic Ranking of World Universities
EHEA	European Higher Education Area
CHEA/CIQG	Council for Higher Education Accreditation/CHEA International Quality Group
CIMER	The Republic of Türkiye Presidential Communication Centre
DEQAR	Database of External Quality Assurance Results
ENQA	European Association for Quality Assurance in Higher Education
EQAF	European Quality Assurance Forum
EQAR	European Quality Assurance Register for Higher Education
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area - 2015
ESU	European Students' Union
EUA	European University Association
EVALAG	Evaluationsagentur Baden-Württemberg (Evaluation Agency)
GAIN	The Global Academic Integrity Network
HBV	Ankara Hacı Bayram Veli University
HEA	Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina
INQAAHE	International Network for Quality Assurance Agencies in Higher Education
IQA	Association of Quality Assurance Agencies of the Islamic World
ISCED	International Standard Classification of Education
IAP	Institutional Accreditation Program
IAR	Institutional Accreditation Report
IEE	Institutional External Evaluation
IEEA	Institutional External Evaluation and Accreditation
IEEAC	Institutional External Evaluation and Accreditation Criteria
IEEP	Institutional External Evaluation Program
QAW	Quality Ambassador Workshop
QAP	Quality Ambassador Training Program
IFR	Institutional Feedback Report
QAMIS	Quality Assurance Management Information System
ISER	Institutional Self-Evaluation Report



TRNC	Turkish Republic of Northern Cyprus
NTU	Nanyang Technological University Rankings
ÖSYM	Centre for Assessment, Placement and Selection
PDCA	Plan-Do-Check-Act
QS	QS World University Rankings
RUR	Round University Rankings
SAR	Self-Assessment Report
SSCI	Social Sciences Citation Index
THE	Times Higher Education
TKTA	Azerbaijan Education Quality Assurance Agency
TÜBİTAK	Scientific and Technological Research Council of Türkiye
TQF	Turkish Qualifications Framework
IIAP	International Institutional Accreditation Program
URAP	University Ranking by Academic Performance
WOS	Web of Science
HEIE	Higher Education Institutions Exam
YÖDAK	The TRNC Higher Education Planning, Evaluation, Accreditation and Coordination Council
CoHE	Council of Higher Education
THEQC	Turkish Higher Education Quality Council
HEIS	Higher Education Information System
HEI(s)	Higher Education Institution(s)



1. INTRODUCTION

Since 2016, THEQC has evaluated its activities in the previous year and published its findings and recommendations for the higher education quality assurance system in a Status Report every year, presenting it to the relevant stakeholders of higher education. This report aims to inform the relevant stakeholders about the activities of THEQC during the year, interpret the current status of the national quality assurance system in the light of the findings obtained as a result of internal and external quality assurance evaluations of higher education institutions, and to give suggestions for the improvement of the system.

The 2024 Status Report includes introductory and general information on THEQC, internationalization activities, general information on stakeholders, information on national and international program accreditation agencies authorised and recognised by THEQC, as well as the findings from the evaluation reports of 5 higher education institutions under the IEEP, 5 under the FuP, 35 under the IAP, and 13 under the MtEP, with detailed analysis for those included in the IAP and MtEP.

THEQC values the involvement of all relevant stakeholders of higher education in quality assurance. In this regard, THEQC also addresses the stakeholder opinions received during the year in the status report to improve its processes. Active involvement of higher education students in quality assurance processes is an important part of the higher education quality assurance system. The activities carried out by the Student Commission throughout 2024, the activities carried out to ensure the active involvement of students in quality assurance processes and to promote quality awareness in higher education, as well as the findings obtained, are also addressed in the report. Within the framework of internationalization activities, THEQC's international activities in higher education quality assurance are also included.

The next section of this report provides general information on THEQC, including its internationalization activities. After the third and fourth sections on institutional self-evaluation and external evaluation processes in detail, accreditation agencies authorised and recognised by THEQC and their assessments are presented. Following the section on student involvement and stakeholder evaluation about THEQC's activities, a holistic conclusion and recommendations derived from all the analyses and assessments are presented.



2. GENERAL INFORMATION

This section first provides a brief and general introduction to THEQC. Then, activities for 2024 are mentioned, followed by activities related to international relations, and the section is concluded with expectations for 2025.

2.1. General Introduction and Overview of 2024

The process of implementing internal and external quality assurance systems in Turkish HEIs, one of the essential components of the Bologna process, is carried out under the responsibility of THEQC. As an administratively and financially independent public institution, THEQC not only conducts institutional evaluations in higher education, but also serves as a regulatory and supervisory umbrella institution for the program accreditation agencies it authorises and recognises. THEQC supports the establishment of internal quality assurance systems to enable HEIs to provide learning and teaching, research and development, and administrative services in accordance with international quality assurance standards. In addition, while THEQC evaluates HEIs that have reached a certain level of maturity in quality assurance works through institutional accreditation, it also conducts the work of authorising national program accreditation agencies and recognising international program accreditation agencies. It also organises various events to raise awareness to spread and internalise the quality culture among individuals and throughout institutions and the entire higher education system.

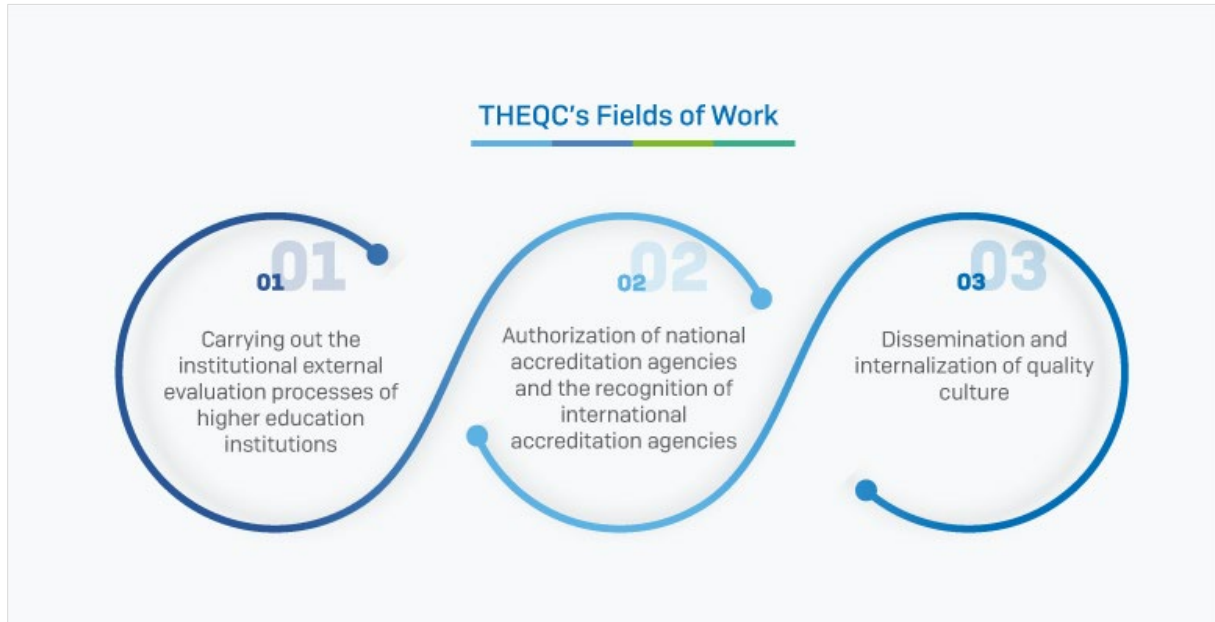


Diagram 1. THEQC's Fields of Work

THEQC carried out the external evaluation processes for 2024 within the framework of Version 3.1 of the Institutional External Evaluation and Accreditation Criteria, Version 3.1.1 of the Evaluation Programs Guide, and Version 3.2 of the Institutional Self-Evaluation Report Writing Guide. In addition to ESG, THEQC also took into account dimensions specific to Türkiye, such as research and development and service to society, and evaluated HEIs holistically in line with 14 criteria and 46 sub-criteria under the headings of "Leadership, Governance, and Quality; Learning and Teaching; Research and Development, and Service to Society".

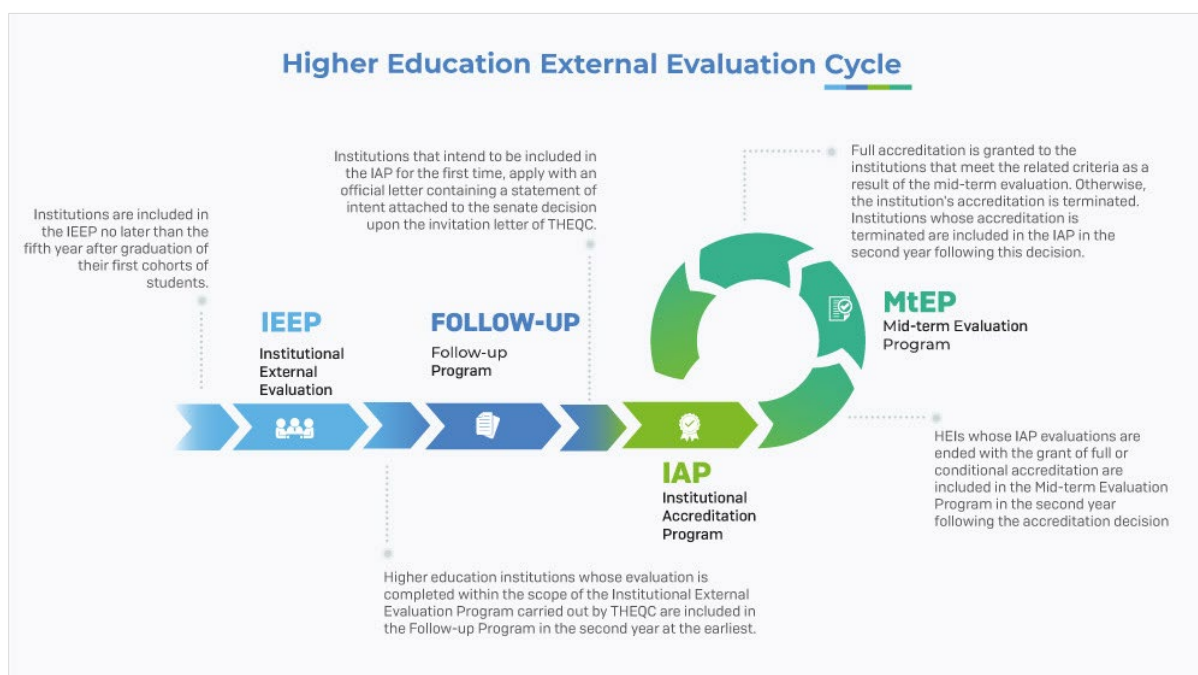


Diagram 2. Higher Education External Evaluation Cycle

As in Diagram 2, THEQC carries out its IEEA activities through four consecutive programs: IEEP, FuP, IAP, and MtEP.

Between 2016 and 2024, THEQC has evaluated 196 HEIs under the IEEP, 175 out of the HEIs evaluated in the IEEP under the FuP, and 109 out of the ones whose evaluations were completed in these two programs in the IAP. In 2024, 35 HEIs completed their evaluation processes in the IAP, 13 in the MtEP, 5 in the IEEP, and 5 in the FuP. Table 1 shows the number of HEIs that completed THEQC's evaluation programs by year and their percentages.

Table 1. The Number of HEIs Included in Evaluation Programs

Evaluation Program	2016-2019	2020	2021	2022	2023	2024	Total	Total Completion Rate (for Türkiye)
Institutional External Evaluation	60	13	13	3	2	5	196	94%
Evaluation Program	2016-2019	2020	2021	2022	2023	2024	Total	Total Completion Rate (for Türkiye)
Follow-up	-	58	44	43	25	5	175	84%
Evaluation Program	2016-2019	2020	2021	2022	2023	2024	Total	Total Completion Rate (for Türkiye)
Institutional Accreditation	-	Full: 6, Conditional: 5, Total: 11	Full: 7, Conditional: 5, Total: 12	Full: 5, Conditional: 25, Total: 30	Full: 3, Conditional: 17, Refusal: 1, Total: 21	Full: 4, Conditional: 27, Refusal: 4, Total: 35	109	52%
Evaluation Program	2016-2019	2020	2021	2022	2023	2024	Total	Total Completion Rate (for Türkiye)
Midterm Evaluation	-	Full: 1, Conditional: 2, Refusal: -	Full: 12, Conditional: 1, Refusal: 1	Full: 13, Conditional: -	Full: 1, Conditional: 2, Refusal: -	Full: 12, Conditional: -	16	8%

2.2. International Relations Activities

Internationalization in the field of quality assurance in higher education is among the strategic objectives of THEQC. Accordingly, 2024 was a year in which THEQC increased its international visibility, strengthened its collaborations, and consolidated its position in the EHEA.

Building on the achievements of 2023, international activities were carried out with the aim of reinforcing Türkiye's recognition as a credible international actor in the field of quality assurance in higher education. In 2024, THEQC maintained its memberships with INQAAHE, APQN and CHEA/CIQG, actively participated in these international networks, and collaborated with various regional organisations, such as YÖDAK and TKTA. In 2024, THEQC continued its ENQA and EQAR memberships, following procedures to renew these memberships. In this respect, significant and concrete steps were taken for internationalization activities. Additionally, THEQC has built on its institutional capacity and expanded the impact of its internationalization initiatives.



2.2.1. ENQA and EQAR Membership Renewal Processes

In 2024, THEQC's international activities focused on the ENQA membership renewal process and the renewal of EQAR registration. For this aim, THEQC wrote a self-assessment report (SAR) for submission to ENQA for the period January-July 2024. Dr Ayşegül Kozak Çakır, Ömer Faruk Yıldız, Züleyha Kol, and Res. Asst. Sena Çatal were involved in the SAR writing process. In the report, THEQC's strengths and areas for improvement are presented, recommendations from previous reviews are elaborated upon, and the agency's compliance with ESG standards is detailed. This report not only fulfilled a requirement of the EQAR renewal process, but also made a valuable contribution to the agency by providing feedback for organisational development.

On 15-17 October 2024, the ENQA review panel conducted a three-day site visit for comprehensive evaluations through sessions with internal and external stakeholders of THEQC. The site visit was important both for the on-site observation of THEQC's compliance with the ESG and for strengthening its status in the European quality assurance system. The ENQA review panel's report will also be used in the EQAR registration renewal process. THEQC will apply for ENQA membership renewal in 2025, and the process will be finalised in July 2025.

2.2.2. A New External Evaluation Program: IIAP

In 2024, THEQC developed the IIAP, one of the important steps in its internationalization vision, and designed its methodology, evaluation criteria, and processes. Designed in line with the ESG standards, IIAP is an external evaluation activity that aims to strengthen quality assurance in HEIs abroad. The program, which evaluates the learning and teaching, research, and service to society activities of HEIs within the framework of governance, quality, self-evaluation and continuous improvement principles, is one of the internationalization activities to which THEQC attaches importance. IIAP has been added as a program to THEQC's external evaluation activities to register ESG compliance by ENQA. Thus, it is aimed to reinforce international recognition and reliability and to ensure that IIAP evaluations can be uploaded to the DEQAR database.



2.2.3. International Events and Collaborations

THEQC organises various events throughout the year to increase its visibility internationally. One of the most important events in 2024 was the 1st International Conference on Quality Assurance and Accreditation hosted by Ankara Hacı Bayram Veli University (HBV) on April 25-26. The conference was attended by 120 university rectors from Turkish HEIs, over 1,000 national and international participants, and many representatives of national and international quality agencies. The event featured 70 papers and 10 invited speakers, as well as various thematic studies presented by THEQC experts, Student Commission members, quality ambassadors, evaluators, quality coordinators from HEIs, academicians, and the agencies authorised by THEQC. In addition to the sessions where THEQC's advisers contributed to the conference with their presentations, roundtable meetings with TKTA, YÖDAK and HEA representatives strengthened the sharing of experiences and the development of a common vision among agencies. The conference not only reinforced the national quality assurance culture but also provided an opportunity to exchange knowledge and experience on an international scale. The conference can be considered an important platform serving THEQC's internationalization vision.

Another event THEQC participated in to increase its international visibility and contribute directly to discussions in the field of quality assurance was the European Quality Assurance Forum (EQAF), one of the largest and most prestigious international events in quality assurance in higher education. THEQC contributed to the Forum, which brought together European HEIs, quality agencies, student unions and academics, through paper presentations in the Netherlands in November 2024. THEQC's experts, student evaluators, and quality ambassadors also contributed to the Forum with papers presented.

An online training meeting for international evaluators, who will participate in the Institutional Accreditation Program, was organised in October, supporting more effective involvement of foreign evaluators in the processes in Türkiye.

In accordance with the protocol between THEQC and TKTA, a TKTA Accreditation Officer visited THEQC in December to exchange information, benefit from experiences, and carry out work-observation activities.



Throughout the year, THEQC participated in webinars and online meetings organised by international organisations, such as ENQA, INQAAHE, APQN, CHEA/CIQG, EUA, and GAIN, taking an active role in working groups on new developments in quality assurance, micro-credentials and research quality assurance. Through these events, the latest trends and best practices in quality assurance at both the European and global levels were closely followed, and the experiences gained were reflected in national processes.

One of the most important tools to strengthen the international recognition of THEQC is its visibility in DEQAR. With institutional accreditation and external evaluation reports being regularly uploaded to DEQAR throughout 2024, approximately 37% of HEIs in Türkiye became visible on this platform. DEQAR registration is crucial for the recognition of diplomas and academic degrees in Europe and for student and academic mobility, thereby elevating Türkiye's compliance indicators within the scope of the Bologna process to a higher level.

2.2.4. Objectives for 2025

2024 was a year in which THEQC's internationalization vision was strengthened with concrete outputs. In the upcoming period, THEQC aims to launch an international institutional accreditation program, organise the international conference every two years, provide guidance to regional quality agencies, such as TKTA and YÖDAK, increase the number of international experts involved in the processes, publish IAP and IEEP reports in English on DEQAR, and support the recognition of joint programs within the framework of the European Approach. In addition, increasing staff mobility and expanding international collaborations are among the key elements of THEQC's 2025 vision.

2024 was a year in which THEQC gained strong momentum in its international relations, deepened its collaborations and made Türkiye a more visible actor in the field of quality assurance in higher education on the European and global scales. 2025 gains importance as a year in which both ENQA and EQAR processes will be completed and new international targets will be concretised.

2.3. Follow-Up of Institutional Indicators

Institutional indicators are tools used to monitor the level of attainment of HEIs' goals and objectives. Quality, measurable and traceable indicators can contribute significantly to



the institutions' development and the systematic and data-based improvement of strategic goals and related processes. THEQC monitors institutional indicators in the context of quality assurance criteria to support the internal and external quality assurance systems of HEIs and contribute to the follow-up and improvement understanding based on information management systems to become an effective part of the Turkish higher education culture. While data on the institutional indicators were obtained from resources such as information published on <http://istatistik.yok.gov.tr> webpage, data entered by the institution itself, data provided by ÖSYM, and various national and international ranking institutions (URAP, THE, WOS, Scopus, etc.) or data calculated by the Council before 2023, a data warehouse consisting of 300 indicators was created through a joint study conducted by CoHE and THEQC for the data preparation for 2023. This work allows data to be collected from a single source and the process to be followed with a common work schedule. Data sources for some indicators changed in this study. HEIs entered 74 indicator values with their evidence into the provided interface, while simultaneously data on other indicators were provided from YÖKSİS, relevant institutions (Ministry of Industry and Technology, TÜBİTAK, ÖSYM, etc.) and websites such as InCites. The data collection process was carried out in two stages through the prepared interface. Data was collected for 70 indicators in the first stage and for 300 indicators in the second stage. In the second stage, the data collected was shared and improvements were made considering feedback. The 300 data collected constitute input for the Institutional Indicator Reports published on the THEQC webpage for 2024. The institutional indicators monitored by THEQC are grouped under the following headings: Information about the institution, quality assurance system, learning and teaching, research and development, service to society and governance system. There are a total of 131 institutional indicators defined under these headings. These indicators are reported through the Quality Assurance Management Information System (QAMIS). Under the Information on the Institution heading, there are 34 indicators related to the physical and structural status of learning, teaching, governance and research areas, as well as the number of students and academics. Under the Quality Assurance System heading, there are 25 defined indicators regarding the realization rates of learning, teaching, research, governance and service to society activities included in the strategic plan of the institution, Türkiye and world university rankings published by URAP, SCIMAGO, THE, QS, RUR, WEBOMETRICS, USNEWS, NTU and ARWU platforms, works aiming at disseminating the quality culture, and the satisfaction rates. There are 32 indicators defined to monitor and improve the learning and teaching activities of universities under the



Learning and Teaching heading. Under the Research and Development heading, there are 26 indicators defined regarding the research and development activities of universities, the projects they carry out, and the number of publications in national and international refereed journals. Institutional indicators monitored by THEQC are also highly important tools for revealing the relations between institutional performance and the maturity of quality assurance processes through quantitative parameters. With these indicators, it is possible to access indicators regarding institutional information and the activities, developments, and sustainability of leadership and quality assurance system, learning and teaching, research and development, and service to society between 2015 and 2024. Institutional indicators are used in external evaluation processes, and institutions can also see the changes in their own performance processes over the years.

2.4. Current Numbers in the Turkish Higher Education System

The current numbers in the Turkish higher education system for 2024-2025 were obtained from the Higher Education Information Management System at <https://istatistik.yok.gov.tr/>. Accordingly, there were 208 HEIs, including 129 state universities, 75 foundation universities, and 4 foundation vocational schools in the Turkish higher education system in the 2024-2025 academic year. 2,853,313 students were studying at the associate's degree level, 3,536,439 students at the bachelor's degree level, 346,668 students at the master's degree level and 98,695 students at the doctoral level.



3. INSTITUTIONAL SELF-EVALUATION PROCESSES

Under the heading of institutional self-evaluation processes, the contributions of THEQC to self-evaluation studies will be summarised, and the ISER feedback reports written by the institutions each year will be analysed.

3.1. Contributions to Self-Evaluation Works

THEQC carries out activities for the improvement and dissemination of quality assurance culture in the higher education system. It encourages the establishment of internal and external quality assurance systems in HEIs, provides guidance to them in this regard and carries out training activities.

The ISERs written annually by HEIs are shared with the public by both the institutions and THEQC. THEQC also guides HEIs in the process of writing their ISERs.

In 2024, training for HEIs on how to write ISERs and an introductory meeting on the THEQC information system were held within the scope of training and awareness-raising activities organised by THEQC between 22-26 January 2024. In this activity, 208 participants learned about the legislative issues, the ISER writing process and the ISER writing calendar.

Between 26 January and 31 March 2024, weekly question-and-answer meetings, a total of 8 sessions, were held online for the quality commissions regarding the ISER writing process, the problems encountered and their solutions. A total of 720 representatives of quality commissions attended the meetings.

3.2. ISER Feedback Reports

THEQC writes ISER Feedback Reports to evaluate the ISERs written and submitted to the Council by HEIs each year. ISER Feedback Reports are written to contribute to the quality of ISER writing processes of HEIs, to improve the use of the THEQC Rubric in the self-evaluation activities of HEIs, to determine the learning needs of quality commissions in HEIs and to provide input to the training of these commissions.



For these purposes, the 2023 ISERs of 35 HEIs included in the IAP in 2024 were reviewed and evaluated by THEQC experts regarding the self- and external evaluation processes and the use of the THEQC Rubric. Feedback was shared with both the institution and the IAP evaluation team. The evaluation was conducted using an ISER feedback form. The evaluation dimensions can be listed as follows:

- The effectiveness of self-evaluation works and stakeholder involvement in the report,
- The inclusiveness, prevalence, clarity and participation of the work of the quality commission,
- Objectivity and evidence-based nature of the institutional self-evaluation processes (scoring of the maturity levels of each criterion through the THEQC Rubric and comparing them with the maturity levels assigned by the Institution),
- Adequacy of improvement work.

These aspects, given in the ISER Evaluation Form, evaluate the maturity level of an institution's self-evaluation report rather than evaluating the maturity level of its internal quality assurance system.

As a result of the measurements and evaluations, it is seen that the most common problem encountered in the ISERs is the assignment of maturity level 4. In selecting this maturity level, the institutions are expected to consider and support with evidence the following key aspects:

- Maturity level 3 has been completed; in other words, practices for a given sub-criterion have spread throughout the institution,
- Existence of systematic follow-up and evaluation, showing evidence that results are analysed and evaluated with stakeholders (analysis reports, survey questions, results, etc.),
- Improvements have been made in the practices related to the sub-criterion, and evidence is presented,
- Reflecting stakeholder views in decision-making mechanisms.



The maturity levels decided by HEIs were also evaluated one by one within the scope of the ISER evaluation work. The scores obtained as a result of the self-evaluation of the institution and the ones obtained in the ISER evaluation study are compared in Table 2.

Table 2. Feedback Score Change for Institutional Self-Evaluation Reports

Main Headings	ISER Score	Feedback Score	Change (%)
Leadership, Governance, and Quality	212.51	188.34	11.38
Learning and Teaching	282.45	252.74	10.52
Research and Development	136.4	124.57	8.7
Service to Society	66.17	57.94	12.5
Total Score	697.53	623.59	10.6

Table 2 shows that the scores obtained as a result of the maturity levels that HEIs decided during their self-evaluation processes decreased by 10.6% within the scope of the ISER feedback study. While the highest difference is 12.5% in the heading 'Service to Society', the lowest difference is 8.7% in the heading 'Research and Development.' Overall, it is seen that the main differences stem from the inadequacy of institutions to provide sufficient evidence in their ISERs and the mismatch between the evidence and the relevant sub-criteria. The lack of sufficient explanations to match the high maturity levels assigned and the inclusion of topics that are not related to the sub-criteria in the text; not guaranteeing the continuity of the PDCA cycle by closing it more than once that would meet the maturity level 5, not guaranteeing the continuity of exemplary practices within the scope of this framework, and not supporting the texts with relevant and compatible evidence can be listed as other reasons for the lower maturity levels in ISER feedback. It is essential for a more successful accreditation process for the institutions that will be included in the IAP to take these score changes into account.



4. INSTITUTIONAL EXTERNAL EVALUATION PROCESSES

In this section, THEQC's IEE processes are discussed in detail. First, external evaluation programs are introduced. Then, the section proceeds with the profiles of the HEIs included in the external evaluation programs and evaluators before ending with the analysis of evaluation reports.

4.1. External Evaluation Programs

In this section, external evaluation programs conducted by THEQC for HEIs are discussed under sub-sections IEEP, FuP, IAP and MtEP.

4.1.1. Institutional External Evaluation Program

IEEP is a process based on peer evaluation by an independent evaluation team and in which each HEI is involved once in five years after graduating its first cohort of students. In this process, the Leadership, Governance, and Quality, Learning and Teaching, Research and Development, and Service to Society processes are evaluated to reveal to what extent HEIs meet the criteria regarding the maturity levels of the PDCA cycle. The report written after the evaluation is presented to the public. HEIs to be included in the program are determined by THEQC, and the team that will carry out the process is selected from the evaluator pool. After reviewing the institution's most recent ISER, the evaluation team conducts a pre-visit and a site visit to the institution. The institutional feedback report (IFR) written after the visits is reviewed by THEQC experts and then shared with the public. As of 2024, digital reporting and monitoring tools are used more intensively in these processes.

4.1.2. Follow-up Program

HEIs are included in the FuP at the earliest in the second year following the completion of the IEEP. The program aims to monitor and evaluate the development and improvement processes in the institution after the IEEP. The FuP focuses in particular on addressing the areas for improvement identified in the IFR. When forming the follow-up team, care is taken to ensure that there are evaluators who have previously served on the same institution's IEEP evaluation team. After completing its work on the ISER, IFR, institutional indicators, and other necessary documentation of the institution, the follow-up team conducts a remote or face-to-



face site visit on a predetermined day. A follow-up report written by the follow-up team is approved and published by THEQC. It is considered that the effective use of online interviews and meetings within the FuP made the interaction with institutions more productive in 2024.

4.1.3. Institutional Accreditation Program

IAP is a process conducted by THEQC in which an independent evaluation team evaluates the level of compliance of institutions with the criteria under Leadership, Governance, and Quality, Learning and Teaching, Research and Development, and Service to Society, taking into account the level of maturity associated with the PDCA cycle in qualitative and quantitative terms. As a result of this evaluation, THEQC makes the accreditation decision for the HEI, and the report is shared with the public.

The steps of the IAP process can be listed as follows:

- Receiving letters of intention from HEIs to be included in the IAP,
- Selection of the institutions to be included in the IAP by the Council,
- Signing the IAP Agreement,
- Writing of ISERs,
- Evaluator training and the formation of evaluation teams,
- Blended site visit,
- Writing of IARs, and
- Consistency work and meetings with team leaders.

After the completion of the IAP processes, THEQC may decide on:

- Full accreditation (for five years),
- Conditional accreditation (for two years),
- Refusal of Accreditation.

The most important feature that distinguishes the IAP from the IEEP is the accreditation decision taken as a result of the evaluation. After the IAP process, it is targeted that HEIs will transform into constantly improving structures, their internal and external quality assurance systems will be strengthened, and their international visibility and credibility will increase. In addition, the accreditation process is expected to guide institutions in realising their mission and objectives.



The 2024 IAP process was carried out by the evaluation teams created by THEQC following the Institutional Self-Evaluation Report Writing Guide version 3.2 and the Evaluation Programs Guide version 3.1.1. As of 2024, transparency in accreditation processes and international alignment have been further strengthened. In addition, the evaluations conducted in 2024 showed that online meetings were used more frequently in communication with institutions, making processes more flexible and accessible. The score distribution in the IAP is as shown in Diagram 3.



Diagram 3. Score Distribution by Main Headings in the Institutional Accreditation Program

4.1.4. Mid-term Evaluation Program

HEIs whose IAP evaluations ended with the grant of full or conditional accreditation are included in the mid-term evaluation process at the earliest in the second year following the accreditation decision taken for them. The main purpose of the mid-term evaluation is to monitor and evaluate the development of quality assurance processes in institutions that have received full or conditional accreditation.

The MtEP may result in these decisions: the continuation of full accreditation, the revocation of full accreditation, the upgrading of conditional accreditation to full accreditation, or the revocation of conditional accreditation.



As of 2024, it was observed that online platforms were used more effectively in MtEP to support institutions' reporting processes, and evaluation teams conducted follow-up and consistency studies through digital tools. In addition, Version 3.1.1 of the Evaluation Programs Guide aimed to increase transparency and international alignment in mid-term evaluation processes. In this context, it was emphasised that institutions should present their continuous improvement activities in an evidence-based manner.

4.2. Profiles of the Institutions Included in External Evaluation Programs

4.2.1. Institutions Included in the Institutional External Evaluation Program

Table 3 shows the 5 HEIs included in the IEEP process in 2024. 4 of these institutions are foundation universities, while 1 is a state university.

Table 3. Institutions Included in the Institutional External Evaluation Program in 2024

	HEI	Type	Region
1	Ankara Medipol University	Foundation	Central Anatolia
2	Fenerbahçe University	Foundation	Marmara
3	Lokman Hekim University	Foundation	Central Anatolia
4	Ostim Technical University	Foundation	Central Anatolia
5	Samsun University	State	Black Sea

4.2.2. Institutions Included in the Follow-Up Program

HEIs in Table 4 went through the FuP process in 2024. 3 of the universities included in the FuP process are state universities, and 2 are foundation universities.

Table 4. Institutions Included in the Follow-Up Program in 2024

	HEI	Type	Region
1	Social Sciences University of Ankara	State	Central Anatolia
2	Antalya Belek University	Foundation	Mediterranean
3	Boğaziçi University	State	Marmara



4	Malatya Turgut Özal University	State	Eastern Anatolia
5	Yüksek İhtisas University	Foundation	Central Anatolia

4.2.3. Institutions Included in the Institutional Accreditation Program

In 2024, 35 HEIs out of all applicants were included in the IAP process that was initiated in 2020, and THEQC took an accreditation decision for them as a result of the evaluations. 23 of these institutions are state universities, and 12 are foundation universities. HEIs included in the IAP are evaluated according to the following criteria:

- Having been evaluated within the scope of IEEP before,
- Completion of the FuP,
- Distribution of state and foundation universities
- Geographical distribution,
- Number of accredited programs,
- Whether it is a research university or a candidate research university, and
- ISER feedback.

Table 5. Institutions Included in the Institutional Accreditation Program in 2024

	HEI	Type	Region
1	Adana Alparslan Türkeş Science and Technology University	State	Mediterranean
2	Aksaray University	State	Central Anatolia
3	Amasya University	State	Black Sea
4	Antalya Bilim University	Foundation	Mediterranean
5	Ardahan University	State	Eastern Anatolia
6	Bayburt University	State	Black Sea
7	Beykoz University	Foundation	Marmara
8	Çankırı Karatekin University	State	Central Anatolia
9	Düzce University	State	Black Sea
10	Eskişehir Osmangazi University	State	Central Anatolia
11	Gebze Technical University	State	Marmara
12	Hakkari University	State	Eastern Anatolia



13	Iğdır University	State	Eastern Anatolia
14	İstanbul Bilgi University	Foundation	Marmara
15	İstanbul Gedik University	Foundation	Marmara
16	İstanbul Gelişim University	Foundation	Marmara
17	İstanbul University - Cerrahpaşa	State	Marmara
18	İzmir Kavram Vocational School	Foundation	Aegean
19	Kastamonu University	State	Black Sea
20	Kırıkkale University	State	Central Anatolia
21	Kırklareli University	State	Marmara
22	Kocaeli University	State	Marmara
23	KTO Karatay University	Foundation	Central Anatolia
24	Maltepe University	Foundation	Marmara
25	MEF University	Foundation	Marmara
26	Muğla Sıtkı Koçman University	State	Aegean
27	Muş Alparslan University	State	Eastern Anatolia
28	Piri Reis University	Foundation	Marmara
29	Sakarya University of Applied Sciences	State	Marmara
30	Sanko University	Foundation	Southeastern Anatolia
31	Siirt University	State	Southeastern Anatolia
32	Sinop University	State	Black Sea
33	Sivas Cumhuriyet University	State	Central Anatolia
34	Tokat Gaziosmanpaşa University	State	Black Sea
35	University of Turkish Aeronautical Association	Foundation	Central Anatolia

4.2.4. Institutions Included in the Mid-term Evaluation Program

The 13 HEIs that were previously granted full accreditation were included in the 2024 mid-term evaluation program. Under the MtEP, among these institutions, 5 HEIs with conditional accreditation were granted full accreditation, 7 HEIs with full accreditation were granted continued accreditation, and 1 HEI with conditional accreditation was denied accreditation.



Table 6. Institutions Included in the Mid-term Evaluation Program in 2024

	HEI	Accreditation Decision in 2022	Accreditation Decision in 2024	Region
1	Ankara University	Conditional	Full	Central Anatolia
2	Çanakkale Onsekiz Mart University	Conditional	Full	Marmara
3	Dokuz Eylül University	Conditional	Full	Aegean
4	Gaziantep University	Conditional	Denial	Southeastern Anatolia
5	Recep Tayyip Erdoğan University	Conditional	Full	Black Sea
6	Selçuk University	Conditional	Full	Central Anatolia
7	Atılım University	Full	Full	Central Anatolia
8	Başkent University	Full	Full	Central Anatolia
9	İstanbul Aydın University	Full	Full	Marmara
10	Karadeniz Technical University	Full	Full	Black Sea
11	Kırşehir Ahi Evran University	Full	Full	Central Anatolia
12	Sakarya University	Full	Full	Marmara
13	Yıldız Technical University	Full	Full	Marmara

4.3. Evaluators

The IEEP, FuP, IAP and MtEP are carried out by carefully selected evaluation teams assigned by THEQC. Evaluation teams consist of academics, administrative staff and students who have received a series of comprehensive training by THEQC and are then included in the evaluator pool. Those who wish to serve as an evaluator in the teams can submit their applications through the application module on the official website of THEQC. Applications are meticulously evaluated by the Commission on Institutional External Evaluation and Accreditation (CoIEEA), and priority is given to candidates with domestic and international experience. After completing the Quality Ambassador Training Program, students are entitled to take part as evaluators by following the necessary processes.

4.3.1. Institutional External Evaluation Program Teams

Within the IEEP, 5 different evaluation teams were formed with 37 evaluators from 37 HEIs. The teams consisted of 24 professors, 2 associate professors, 1 assistant professor, 5



administrative staff and 5 student evaluators. The number of female and male evaluators was intended to be equal in all teams. No observers were assigned by THEQC to the IEEP teams.

4.3.2. Follow-up Program Teams

5 teams were formed for the FuP. The teams included a total of 20 evaluators, 4 evaluators in each team from different HEIs. Of these, 10 were professors, 5 administrative staff and 5 students. No observers were assigned to the FuP teams.

4.3.3. Institutional Accreditation Program Teams

In 2024, 35 evaluation teams were formed within the scope of IAP. A total of 268 evaluators from various HEIs took part in the evaluation teams formed. Approximately 50% of the evaluators were female, and 50% were male. In the teams, there were 174 professors, 13 associate professors, 7 assistant professors, and 4 lecturers, of whom 6 academics were international evaluators. Additionally, 35 administrative staff and 35 students were assigned to the evaluation teams. 16 staff were assigned as THEQC observers to the 2024 IAP evaluation teams.

4.3.4. Mid-term Evaluation Program Teams

In 2024, 13 different evaluation teams were formed for the 13 institutions evaluated under the MtEP. A total of 73 evaluators took part in the evaluation teams formed. 45% of these evaluators were female, and 55% were male. In the teams, there were 43 professors, 2 associate professors, 1 assistant professor, 1 lecturer, 13 administrative staff and 13 students. In these evaluation processes, observers assigned by THEQC accompanied the teams on site visits.

4.4. Evaluation of Reports

This sub-section analyses the evaluations of the reports written by THEQC in the external evaluation programs for HEIs.

4.4.1. Evaluation of Institutional Accreditation Reports

35 HEIs were involved in the MtEP in 2024. Of these institutions, 4 received full accreditation, 27 conditional accreditation and 4 denied accreditation. Table 7 presents the



ISER preliminary evaluation scores, team evaluation scores, post-consistency work scores, and final scores of the institutions based on which final decisions were given, as well as the accreditation decisions.

Table 7. 2024 Institutional Accreditation Program Indicators

HEI	ISER Score	Team Score	Final Score After Consistency Work	Accreditation Decision
University A	768 / 312	596 / 236	524 / 204	Conditional Accreditation
University B	681 / 268	594 / 228	526 / 204	Conditional Accreditation
University C	774 / 306	606 / 248	555 / 216	Conditional Accreditation
University D	645 / 268	472 / 172	470 / 172	Refusal of Accreditation
University E	634 / 242	613 / 246	529 / 192	Conditional Accreditation
University F	660 / 250	574 / 218	538 / 210	Conditional Accreditation
University G	786 / 314	657 / 276	575 / 232	Conditional Accreditation
University H	770 / 316	588 / 242	538 / 222	Conditional Accreditation
University I	594 / 240	561 / 232	549 / 220	Conditional Accreditation
University J	654 / 264	570 / 212	517 / 206	Conditional Accreditation
University K	698 / 298	582 / 252	520 / 212	Conditional Accreditation
University L	535 / 200	530 / 200	493 / 178	Refusal of Accreditation
University M	628 / 232	531 / 210	501 / 186	Conditional Accreditation
University N	883 / 378	566 / 244	523 / 216	Conditional Accreditation
University O	694 / 290	634 / 250	545 / 216	Conditional Accreditation
University P	845 / 326	718 / 292	683 / 280	Full Accreditation
University Q	781 / 310	673 / 274	634 / 262	Conditional Accreditation
University R	626 / 240	593 / 236	504 / 220	Conditional Accreditation



University S	787 / 308	635 / 238	547 / 196	Conditional Accreditation
University T	710 / 288	640 / 254	527 / 216	Conditional Accreditation
University U	755 / 304	604 / 242	566 / 222	Conditional Accreditation
University V	838 / 310	715 / 288	694 / 282	Full Accreditation
University W	547 / 236	533 / 232	522 / 204	Conditional Accreditation
University X	762 / 320	736 / 308	609 / 228	Conditional Accreditation
University Y	865 / 374	781 / 324	772 / 320	Full Accreditation
University Z	681 / 266	541 / 200	502 / 204	Conditional Accreditation
University AA	647 / 244	590 / 254	541 / 214	Conditional Accreditation
University BB	750/306	635 / 280	527 / 228	Conditional Accreditation
University CC	927 / 390	804 / 316	704 / 290	Full Accreditation
University DD	747 / 316	764 / 358	600 / 252	Conditional Accreditation
University EE	794 / 314	569 / 212	504 / 174	Conditional Accreditation
University FF	664 / 268	531 / 200	493 / 182	Refusal of Accreditation
University GG	701 / 276	592 / 236	564 / 216	Conditional Accreditation
University HH	644 / 284	650 / 236	644 / 232	Conditional Accreditation
University II	672 / 320	626 / 290	489 / 206	Refusal of Accreditation

The CoIEEA analysed the IARs of HEIs evaluated under the 2024 IAP. It is observed in most of the institutions, which completed the accreditation process, that the studies carried out under "Leadership, Governance, and Quality", "Learning and Teaching", "Research and Development" and "Service to Society" have reached a certain level of maturity. However, it is apparent that follow-up and continuous improvement processes need to be maintained consistently for the PDCA cycle to be operated holistically.

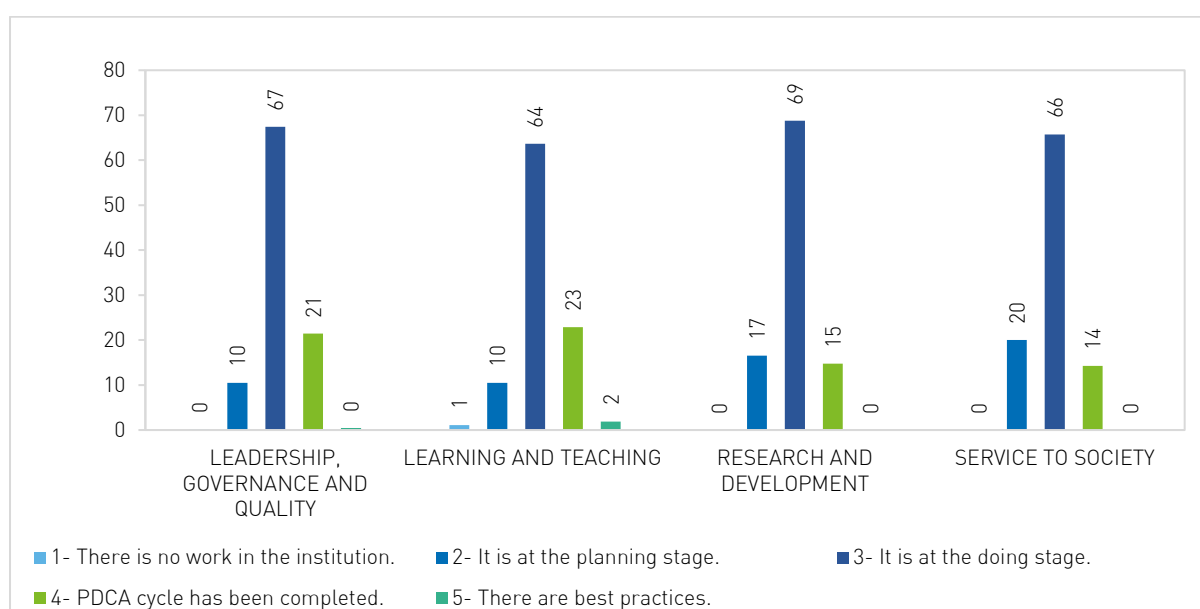


Diagram 4. Maturity Levels in the Institutional Accreditation Reports by Main Headings

Under the main heading "Leadership, Governance, and Quality", 11% of the institutions are in the planning phase, 67% have spread the practices through the institution, although follow-up and improvement mechanisms are not mature, and 22% have completed the PDCA cycle. At the maturity level 5, there are no indicators available yet. These results point to the need for further structuring of the quality assurance systems under this main heading.

Under the main heading "Learning and Teaching", it is seen that 1% of the institutions do not have any planning, 10% are in the planning phase, 64% are in the doing phase of the processes, 23% have completed the PDCA cycle, and 2% have best practices. It is understood that institutions made significant progress in this area; however, follow-up and improvement processes need to be further developed.

Under the main heading "Research and Development", it is observed that 16% of the institutions are at the planning phase and 69% are at the doing phase. The percentage of PDCA cycle completion is evaluated at 15%. It is understood that there have not been examples of best practice in this main heading yet. These results indicate that improvement efforts in research and development processes should be accelerated.

The sub-criteria under the "Service to Society" main heading indicate lower levels of maturity compared to those under the other three main headings. It is seen that 20% of the institutions are at the planning phase and 66% are at the doing phase. The completion



percentage of PDCA cycles is 14%. The lack of best practice examples also shows that PDCA cycles have not been repeatedly completed. This situation reveals the need for significant follow-up and improvement in the service to society processes.

4.4.1.1. Leadership, Governance, and Quality

All 35 IARs written in 2024 were examined, and the maturity levels of the institutions' quality assurance systems were discussed separately, considering the THEQC criteria. In this context, the analysis of the IARs was conducted as follows:

1. Evaluation of the maturity levels in the Status Report according to the percentages determined for each criterion by compiling the frequencies of the maturity levels determined for the sub-criteria of 14 criteria,
2. Evaluation of the strengths and the areas for improvement of the main headings,
3. Comparison of quality assurance systems' maturity levels of institutions accredited for two and five years.

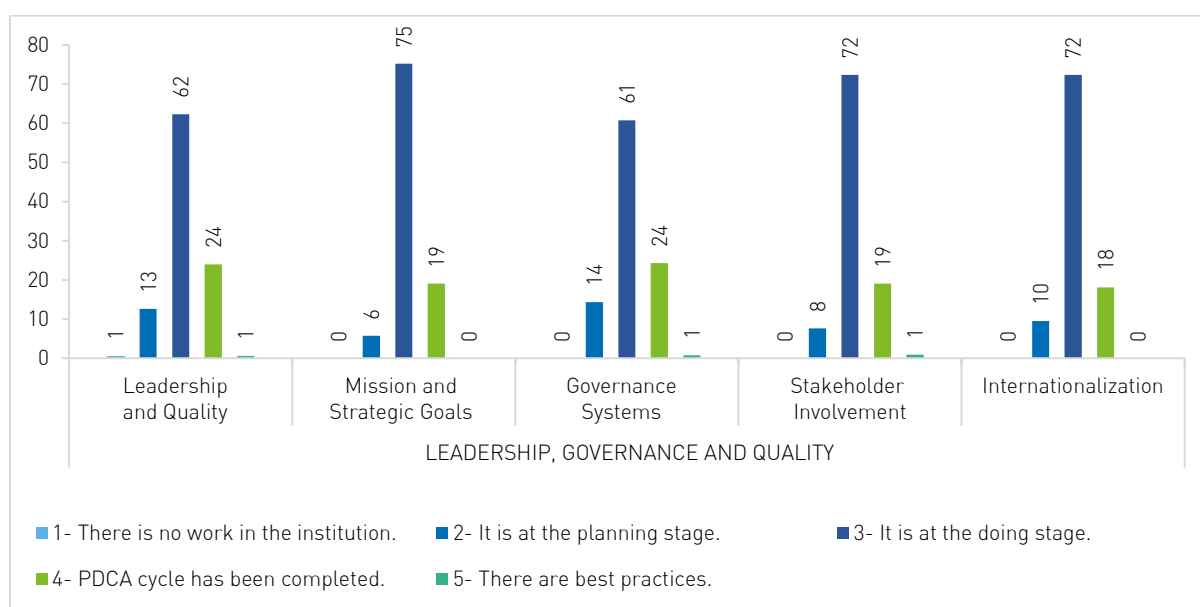


Diagram 5. Maturity levels of the criteria under the Leadership, Governance, and Quality main heading

Institutions are expected to adopt a governance model that will support institutional transformation processes, demonstrate effective leadership approaches, establish internal quality assurance systems and integrate quality culture into their organisational structures. There are 18 sub-criteria of the Leadership and Quality, Mission and Strategic Goals,



Governance Systems, Stakeholder Involvement, and Internationalization criteria under the Leadership, Governance, and Quality main heading, based on which institutions are evaluated. The maturity levels of these criteria are shown in Diagram 5.

4.4.1.1.1. Leadership and Quality

The data show that the institutions should have a governance model to enable institutional transformation, utilise leadership approaches, create internal quality assurance mechanisms and internalize the quality assurance culture. In this criterion, the majority of institutions (62%) are still at the doing phase, about 24% completed the PDCA cycle; however, about 1% are still at the planning phase. The fact that best practice examples are found at 1% indicates that institutions should continue their efforts to mature their quality assurance systems.

4.4.1.1.2. Mission and Strategic Goals

According to the Mission and Strategic Goals criterion, institutions should determine quality assurance policies as part of their strategic management, develop strategies to implement these policies and share them with the public. The data show that about 6% of the institutions are at the planning phase, 75% are at the doing phase, and 19% completed the PDCA cycle. In this area, there is no institution that has reached maturity level 5. Monitoring and improvement activities need to be systematised to align performance indicators with strategic objectives.

4.4.1.1.3. Governance Systems

The institutions should have a system to manage financial, human and information resources and processes to ensure the achievement of their strategic objectives in qualitative and quantitative manners. The data show that about 61% of institutions are at the doing phase, 24% completed the PDCA cycle, and 14% are still at the planning phase. In this area, examples of good practices are found at %1. Therefore, it is understood that follow-up and improvement activities should be given importance.

4.4.1.1.4. Stakeholder Involvement

The institutions should establish and manage the necessary systems to receive and respond to the feedback of their internal and external stakeholders to ensure their



involvement in strategic decisions and processes, and to use them for decision-making. The data show that about 72% of institutions are at the doing phase, 19% completed the PDCA cycle, and 8% are still at the planning phase. In this area, examples of good practices are found at %1. It emphasises that institutions should develop follow-up and improvement strategies by giving importance to stakeholder involvement.

4.4.1.1.5. Internationalization

The institutions should manage their processes, form the organizational structure and monitor and evaluate periodically results in accordance with their internationalization strategy and objectives. The data show that about 72% of institutions are at the doing phase, 18% completed the PDCA cycle, and 10% are still at the planning phase. This reveals the need for more widespread and mature practices in the field of internationalization.

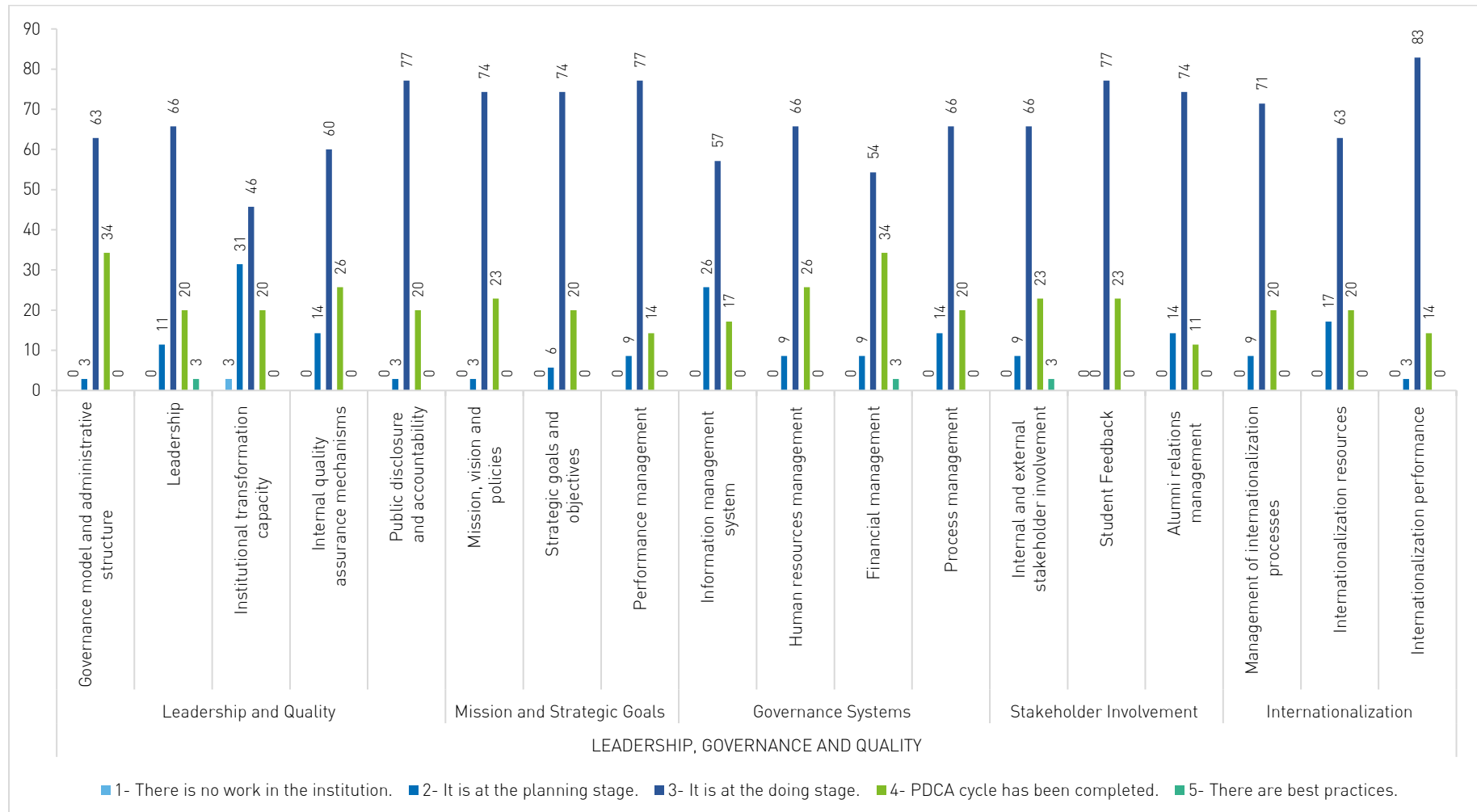


Diagram 6. Maturity levels of the sub-criteria under the Leadership, Governance, and Quality main heading

4.4.1.2. Learning and Teaching

For the Learning and Teaching main heading, institutions included in the IAP are evaluated using 18 sub-criteria under Program Design, Evaluation and Update, Implementation of Programs (Student-Centred Learning, Teaching and Evaluation), Learning Resources and Academic Support Services, and Teaching Staff criteria. The fulfilment levels of these criteria are presented in Diagram 7.

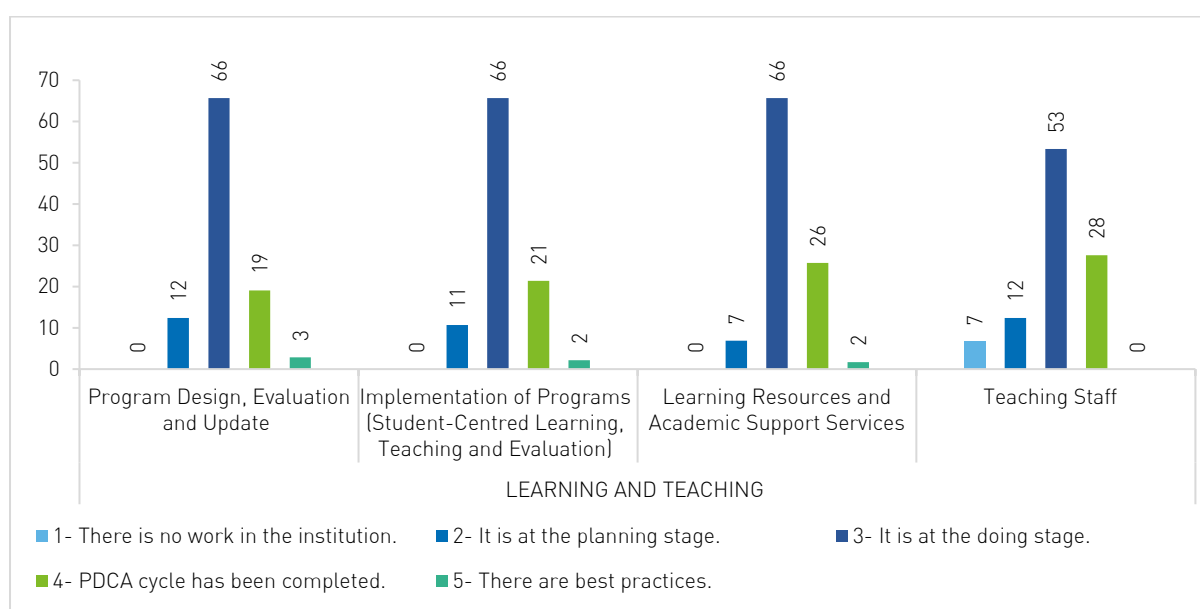


Diagram 7. Maturity levels of the criteria under the Learning and Teaching main heading

4.4.1.2.1. Program Design, Evaluation and Update

Under this criterion, institutions are required to align their curricula with the Turkish Qualifications Framework (TQF) and to periodically evaluate and update them. Diagram 7 shows that 66% of the institutions are still at the doing phase, and mechanisms for follow-up and continuous improvement of these processes exist at approximately 19% of the institutions. While the institutions at the planning phase are approximately 12%, those with a best practice are 3%. There is no institution where no QA work has been carried out. These data show that follow-up and improvement activities should be increased with stakeholder involvement for this sub-criterion.



4.4.1.2.2. Implementation of Programs (Student-Centred Learning, Teaching and Evaluation)

Institutions should aim to produce qualified graduates by applying student-centred and competency-based teaching methods. Under this criterion, approximately 66% of institutions are in the doing phase, and 21% completed follow-up and improvement processes. The percentage of institutions at the planning phase is 11%. While there is no institution that has not yet conducted QA work, 2% demonstrate the best practice examples. These data point to the need to develop follow-up and continuous improvement mechanisms in the area of implementation of programs.

4.4.1.2.3. Learning Resources and Academic Support Services

Institutions need to have sufficient learning resources and academic support services to achieve their objectives. According to the data, about 66% of institutions are at the doing phase, while 26% have completed the PDCA cycle. While approximately 7% of the institutions are at the planning phase, the percentage of those that have demonstrated the best practice examples is 2%. There is no institution that has not yet conducted QA work. These results suggest that follow-up and improvement mechanisms in the field of learning resources and academic support services should be expanded.

4.4.1.2.4. Teaching Staff

The institutions should be fair and transparent in all the processes pertaining to the recruitment, appointment, promotion and teaching assignments of the teaching staff. Diagram 8 shows that 53% of institutions are at the doing phase, and about 28% have completed the PDCA cycle in 2024. The percentage of institutions at the planning phase is approximately 12%, and that of institutions where there is no QA work is 7%. There is no best practice example from any institution for this criterion. It appears that institutions should give importance to the dissemination of their practices throughout the institution, as well as follow-up and improvement activities.

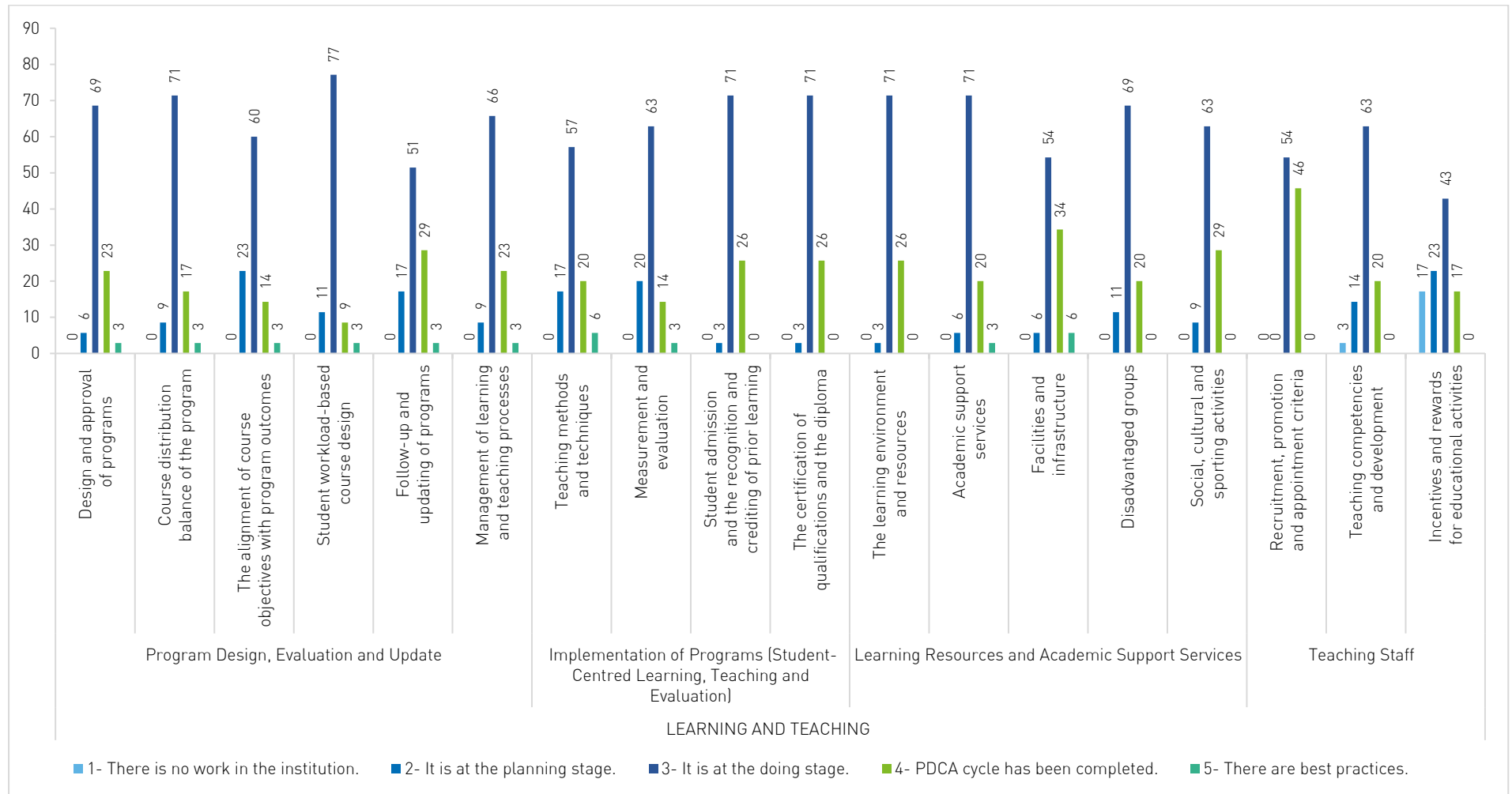


Diagram 8. Maturity levels of the sub-criteria under the Learning and Teaching main heading



4.4.1.3. Research and Development

Under the Research and Development heading, there are three criteria, namely the Management of Research Processes and the Research Resources, Research Competence, Collaborations and Supports, and Research Performance, and seven sub-criteria. The institutions' research methods and resources, competence, collaborations with other institutions, support received and research performances were evaluated through the sub-criteria. The progress status of the institutions for the criteria is shown in Diagram 9.

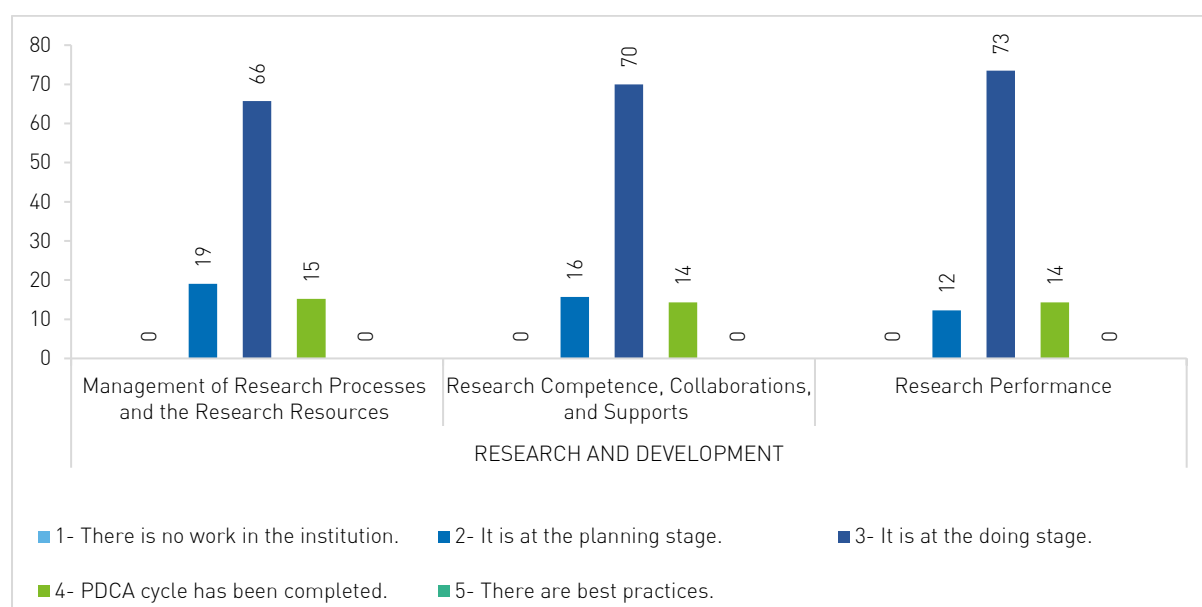


Diagram 9. Maturity levels of the criteria under the Research and Development main heading

4.4.1.3.1. Management of Research Processes and the Research Resources

The institutions should manage their research activities in a way that is aligned with their academic priorities determined within the framework of their strategic plan, as well as the local, regional and national development objectives, adding value and transforming their activities into social benefits. They should provide the required physical infrastructure and financial resources for research activities and enable their effective use. For this criterion, approximately 66% of institutions are at the doing phase, and 15% have completed follow-up and improvement processes as of 2024. 19% of the institutions are at the planning phase. There are no best practices in this area yet. It is understood that institutions should attach importance to follow-up and improvement activities.



4.4.1.3.2. Research Competence, Collaborations and Supports

The institutions should give opportunities (training, collaborations, supports, etc.) to teaching staff and researchers to maintain and improve their scientific research competence. For this criterion, approximately 70% of institutions are at the doing phase, and 14% have completed follow-up and improvement processes as of 2024. It is understood that 16% of the institutions are at the planning phase. It can be stated that the doing phase should be upgraded to the checking phase, characterised by follow-up and improvement work.

4.4.1.3.3. Research Performance

Research performance is considered a critical indicator to measure the academic achievements and scientific contributions of institutions. According to 2024 data, the majority of institutions (73%) are at the doing phase for research performance. Therefore, the current practices need to be integrated into follow-up and continuous improvement processes. It is understood that approximately 14% of the organisations have closed the PDCA cycle. On the other hand, 12% of the institutions are at the planning phase. Institutions need to develop systems for measuring and evaluating research performance and aim for follow-up and continuous improvement activities.

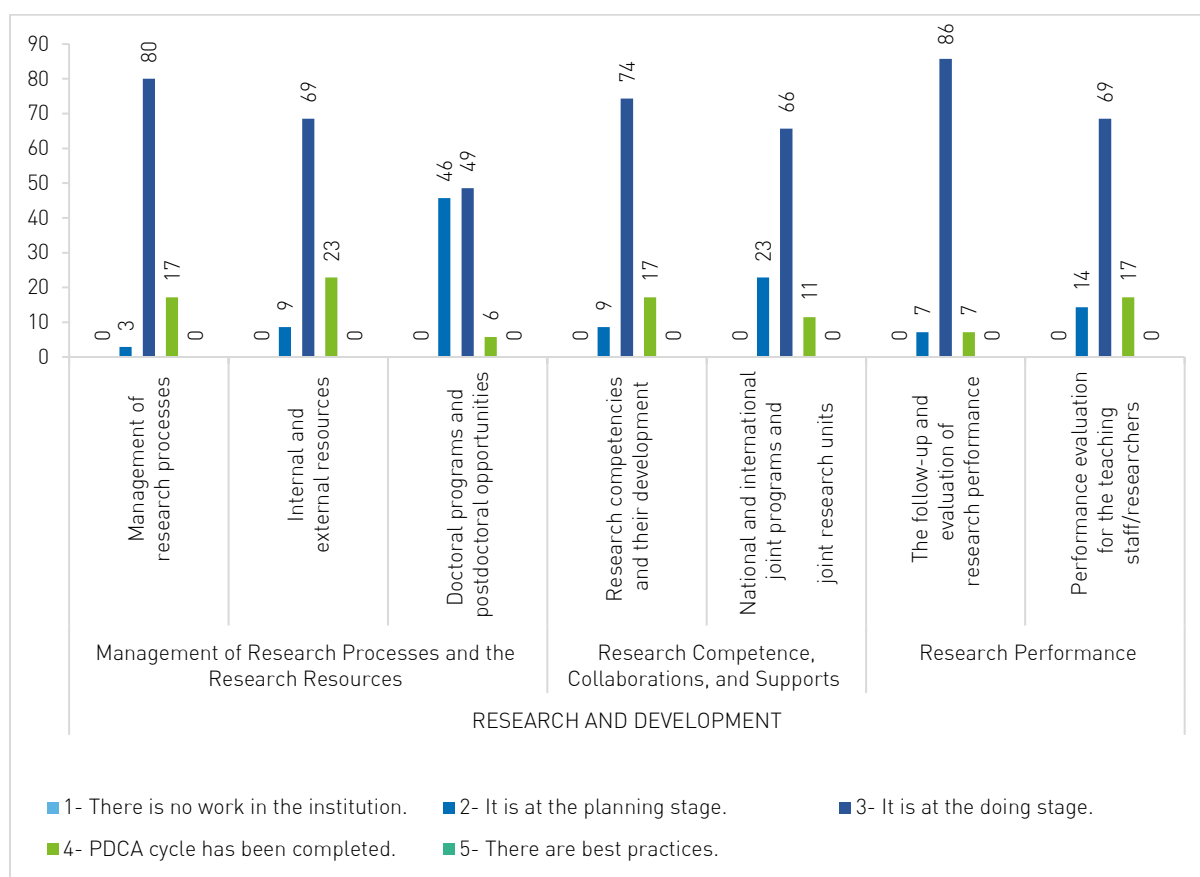


Diagram 10. Maturity levels of the sub-criteria under the Research and Development main heading

4.4.1.4. Service to Society

The Service to Society main heading is evaluated through three sub-criteria under two criteria, namely the Management of Service to Society Processes and the Service to Society Resources, and the Service to Society Performance. Within the scope of these criteria, the service to society activities of institutions are evaluated. The fulfilment levels of these criteria are shown in Diagram 11.

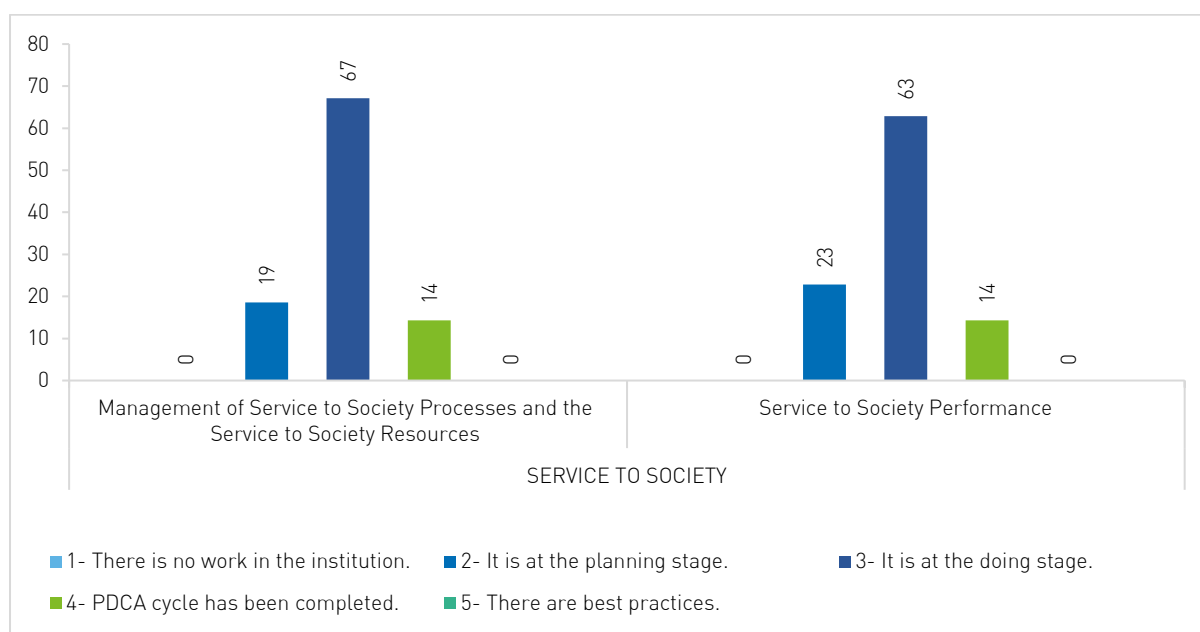


Diagram 11. Maturity levels of the criteria under the Service to Society main heading

4.4.1.4.1. Management of Service to Society Processes

In the scope of the management of service to society processes sub-criterion, the institutions should carry out their service to society activities in accordance with their objectives and strategies and in line with the local, regional and national development goals. This sub-criterion also includes the establishment of an appropriate organisational structure for the management of the service to society processes. According to 2024 data, it is understood that 77% of the institutions are at the doing phase in these processes, 14% have completed the follow-up and improvement processes, and 9% are at the planning phase. For this sub-criterion, it is observed that while all institutions have initiated QA work, none currently demonstrate best practices. This situation shows that follow-up and improvement processes are not sufficiently carried out in the management of service to society processes and the organisational structure.

4.4.1.4.2. Resources

The institutions should have the required physical, technical and financial resources of suitable quality and quantity and enable their effective use to maintain their service to society activities. According to 2024 data, it is understood that 57% of the institutions are at the doing phase, 14% have completed follow-up and improvement processes, and 29% are at the planning phase. There is no example of best practice for this sub-criterion. These data



show that more effort is needed for the follow-up and improvement of service to society resources.

4.4.1.4.3. Follow-up and Improvement of Service to Society Performance

The institutions should periodically monitor and continuously improve the activities they maintain in line with their service to society strategy and objectives. According to the 2024 data, 63% of the institutions are at the doing phase. While follow-up and improvement processes have been completed in 14% of the institutions, 23% are at the planning phase. These data reveal that there are significant gaps in follow-up and improvement of service to society performance.

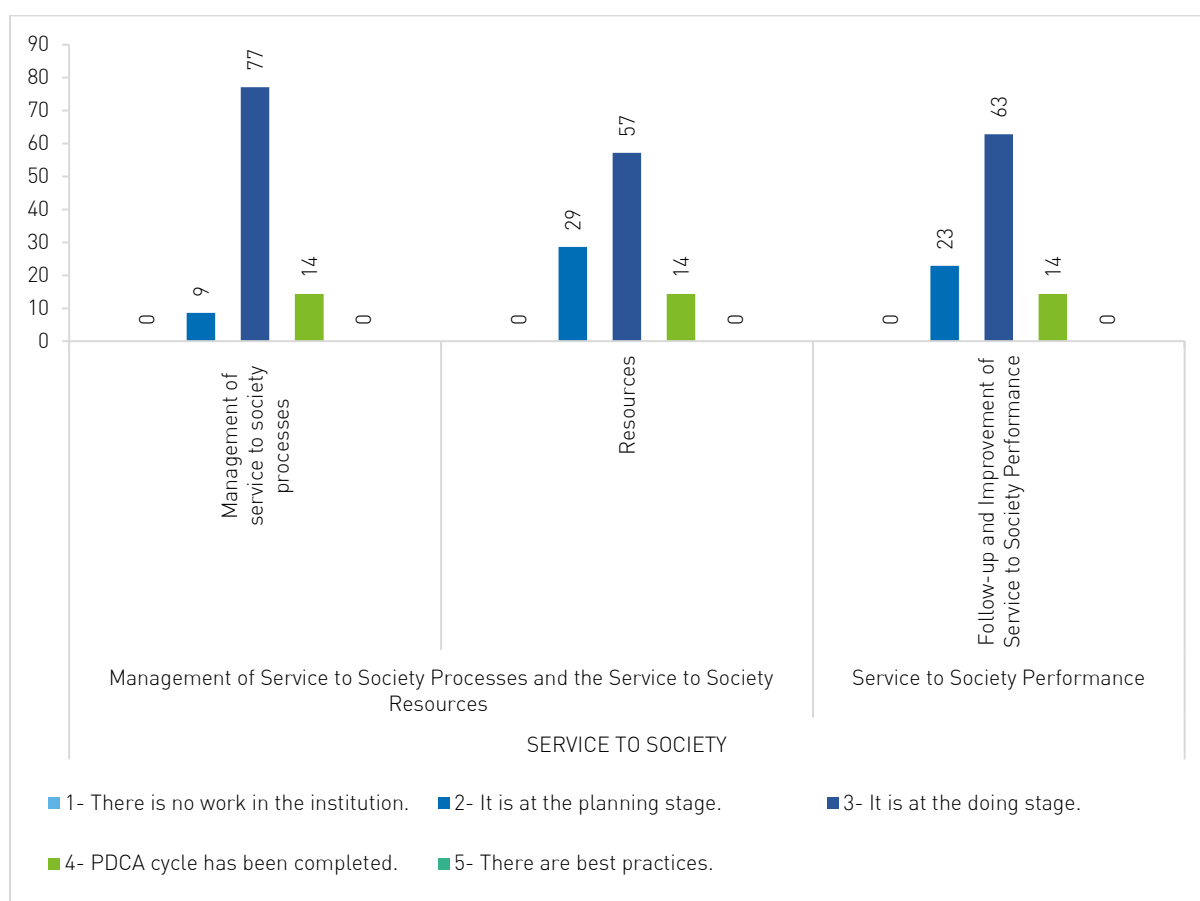


Diagram 12. Maturity levels of the sub-criteria under the Service to Society main heading



4.4.1.5. Areas for Improvement and Strengths

The 2024 IARs of 35 HEIs, which resulted in 4 refusals, 4 full accreditations, and 27 conditional accreditations, were analysed, and the strengths and areas for improvement for HEIs holding full and conditional accreditations are presented under four main headings.

While creating these tables, maturity levels 1, 2, and 3 were considered areas for improvement, and maturity levels 4 and 5 were considered strengths. It should be noted that there is no comparison between the HEIs with conditional and full accreditation.

The tables show the common strengths and areas for improvement and the number of HEIs with full and conditional accreditation that have them under the main headings of Leadership, Governance, and Quality, Learning and Teaching, Research and Development, and Service to Society.

Table 8. Strengths and Areas for Improvement in HEIs with Conditional Accreditation

		Areas for Improvement	Strengths
Leadership, Governance, and Quality	Leadership and Quality	110	25
	Mission and Strategic Goals	69	12
	Governance Systems	87	21
	Stakeholder Involvement	70	11
	Internationalization	74	7
Learning and Teaching	Program Design, Evaluation, and Update	137	25
	Implementation of Programs (Student-Centred Learning, Teaching and Evaluation)	90	18
	Learning Resources and Academic Support Services	105	30
	Teaching Staff	64	17
Research and Development	Management of Research Processes and the Research Resources	73	8
	Research Competence	49	5
	Research Performance	22	5
Service to Society	Management of Service to Society Processes and the Service to Society Resources	47	7
	Service to Society Performance	25	2



When Table 8 is evaluated, it is understood that the strengths of conditionally accredited institutions remain limited. It is clear that institutions need to operate the CA cycle rather than the PD cycle.

Table 9. Strengths and Areas for Improvement in HEIs with Full Accreditation

		Areas for Improvement	Strengths
Leadership, Governance, and Quality	Leadership and Quality	4	16
	Mission and Strategic Goals	5	7
	Governance systems	5	11
	Stakeholder Involvement	4	8
	Internationalization	3	9
Learning and Teaching	Program Design, Evaluation, and Update	9	15
	Implementation of Programs (Student-Centred Learning, Teaching and Evaluation)	5	11
	Learning Resources and Academic Support Services	6	14
	Teaching Staff	4	8
Research and Development	Management of Research Processes and the Research Resources	5	7
	Research Competence	3	5
	Research Performance	-	4
Service to Society	Management of Service to Society Processes and the Service to Society Resources	5	3
	Service to Society Performance	2	2

When Table 9 is evaluated, it is understood that institutions with full accreditation have completed PDCA cycles in more sub-criterion than institutions with conditional accreditation. These institutions should elevate their follow-up and improvement activities to a systematic and sustainable structure. First of all, they should work on their areas for improvement to make them their strengths. In terms of strengths, they should give importance to re-completing PDCA cycles so that they can demonstrate best practices for sub-criteria.

4.4.1.6. Comparison of the Average Maturity Levels in Accredited Institutions

The average maturity levels of fully and conditionally accredited institutions in the 2024 IAP were compared and analysed for each criterion.

A comparison of the average maturity levels of the criteria under the heading of Leadership, Governance, and Quality among the accredited institutions is presented in Diagram 13. Although it is observed that follow-up and improvement activities continue in all criteria in fully accredited institutions, it is seen that they have completed the PDCA cycle for the Stakeholder Involvement and Internationalization sub-criteria. This suggests that institutions with full accreditation have established more robust implementation mechanisms. On the other hand, it is seen that the maturity levels in all criteria are lower in conditionally accredited institutions than in fully accredited institutions. In addition, it is seen that institutions have completed the planning phase for the Mission and Strategic Goals, Governance Systems and Internationalization criteria and are now working on the doing phase. It should be emphasised that institutions with conditional accreditation should strengthen implementation mechanisms.

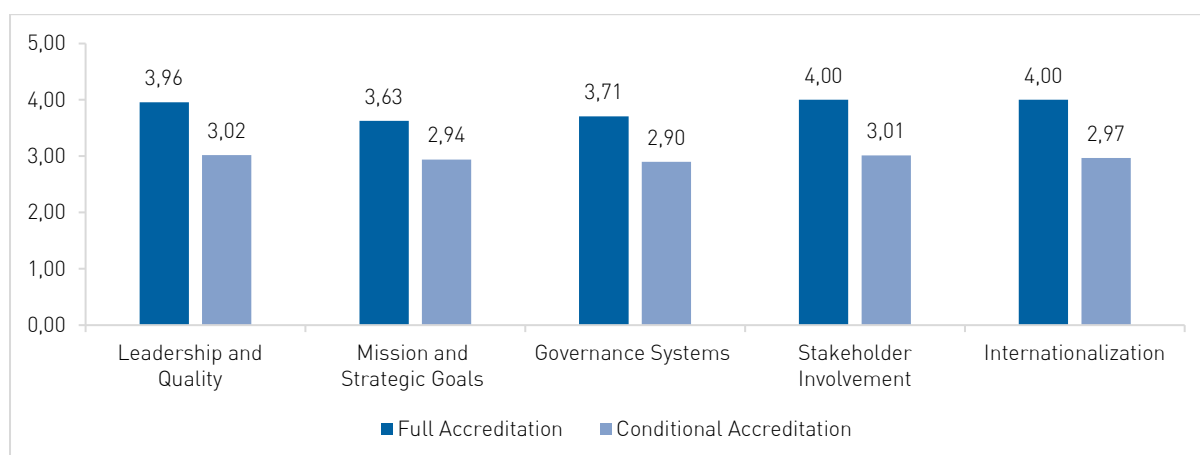


Diagram 13. Comparison of Maturity Levels of Leadership, Governance, and Quality Processes in Institutions with Conditional and Full Accreditations

A comparison of the average maturity levels of the criteria under Learning and Teaching among the accredited institutions is presented in Diagram 14. In general, fully accredited institutions have higher maturity levels than conditionally accredited institutions for each criterion. This shows that these institutions focus more on follow-up and improvement in this process. Institutions with conditional accreditation still keep developing

their processes; therefore, their practices need to become widespread throughout the institutions.

For the criterion of Implementation of Programs (Student-Centred Learning, Teaching and Evaluation), it can be said that the PDCA cycles are completed by making follow-up and improvements in institutions with full accreditation. In institutions with conditional accreditation, it is seen that the practices are spread throughout the institution, and follow-up and improvement works are more focused. It is seen that the institutions with conditional accreditation completed the planning phase and focused on implementation work for the Teaching Staff criterion.

In this respect, it is evaluated that institutions with full accreditation can complete the PDCA cycle by attaching importance to follow-up and improvement activities. On the other hand, institutions with conditional accreditation should improve their work for follow-up and continuous improvement by spreading their practices throughout the institution.

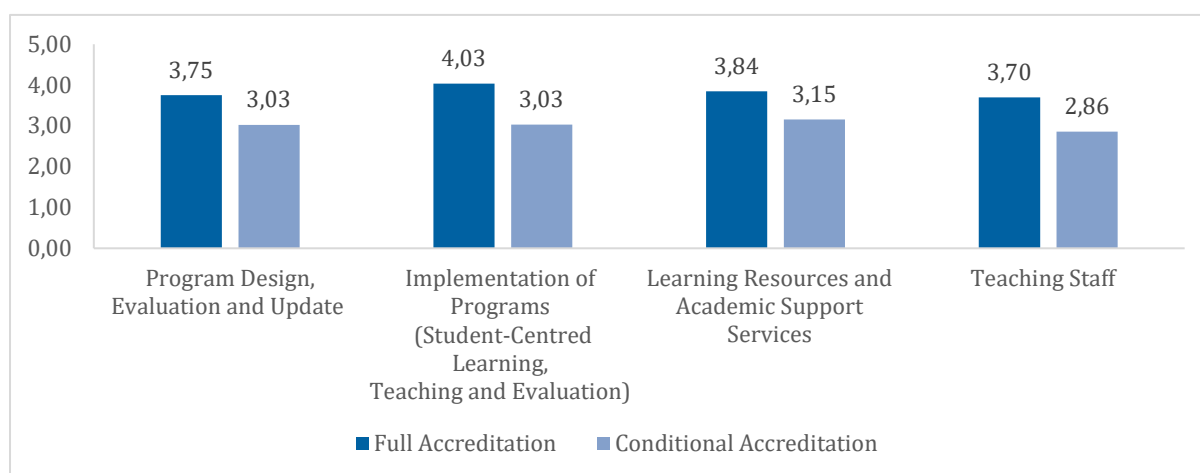


Diagram 14. Comparison of Maturity Levels of Learning and Teaching Processes in Institutions with Conditional and Full Accreditations

A comparison of maturity levels of Research and Development processes in accredited institutions is presented in Diagram 15. Accordingly, it is understood that in institutions with conditional accreditation, all sub-processes are at doing phase, which means that there are ongoing QA works to disseminate them throughout the institution. In institutions with full accreditation, it is seen that the practices are already completed and disseminated throughout the institution. In this case, follow-up and improvement activities are emphasised.

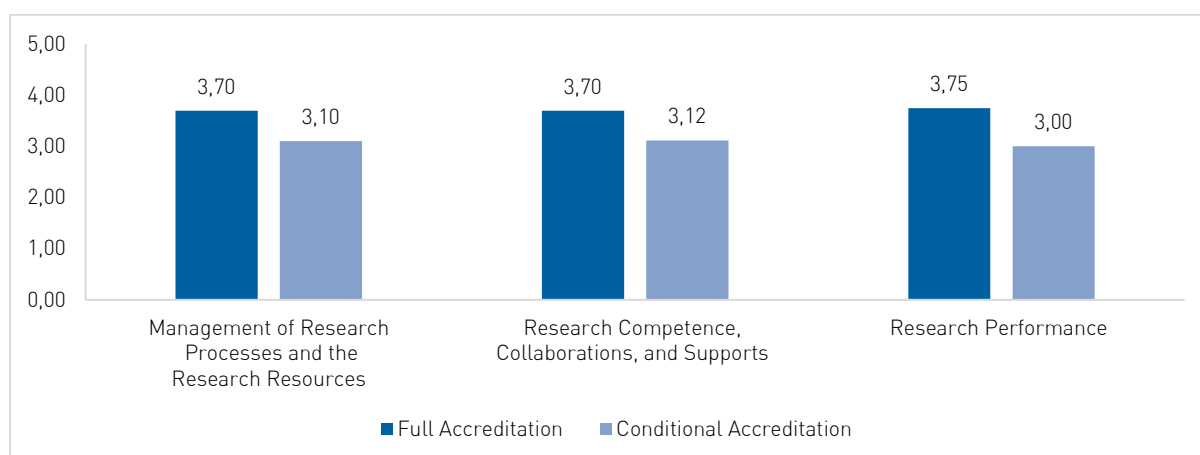


Diagram 15. Comparison of Maturity Levels of Research and Development Processes in Institutions with Conditional and Full Accreditations

A comparison of maturity levels of service to society processes in accredited institutions is presented in Diagram 16. It can be emphasised that in institutions with full accreditation, practices are carried out for service to society processes, efforts to disseminate the QA work throughout the institution are ongoing, and there are partial follow-up and improvement works.

Institutions with conditional accreditation are either at the planning or the doing phases. It is seen that the average maturity level is between 2 and 3 for the Management of Service to Society Processes and the Service to Society Resources, and the Service to Society Performance. Therefore, follow-up and improvement mechanisms have not yet been established, and the PDCA cycle has not been closed. While institutions with conditional accreditation have made progress in their service to society performance, they need to focus more on follow-up and continuous improvement processes. In general, it is observed that the service to society processes are at lower maturity levels in all institutions compared to those of other main headings; therefore, this area should be considered an area for improvement. It can be said that institutions with full accreditation have partial follow-up and improvement activities.

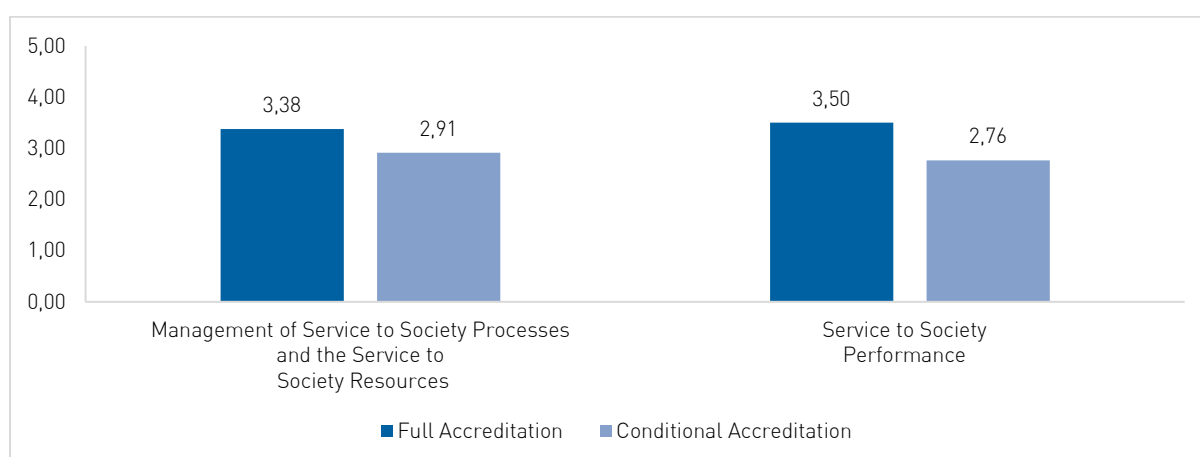


Diagram 16. Comparison of Maturity Levels of Service to Society Processes in Institutions with Conditional and Full Accreditations

4.4.1.7. Institutional Accreditation Program Evaluation Consistency

The maturity of the quality assurance processes of institutions is also analysed by the THEQC experts through reports (especially the IARs and the previously written IFRs, the ISERs) and alternative evidence to determine the consistency of the evaluations made by the IAP teams. Consistency analyses are conducted in three stages:

In the first stage, a THEQC expert and a Council member review the report separately. In the second stage, the evaluations of the expert and the Council member are compared through a panel and a common attitude is achieved in consistency work. In the last stage, if deemed necessary, the IAR and consistency evaluations are negotiated with the team leaders and final evaluations are made.

4.4.2. Evaluation of the Mid-term Evaluation Reports

In 2024, the MtERs of HEIs included in the MtEP were analysed through the institutional external evaluation and accreditation criteria. Although it is seen that accredited institutions reached a certain level of maturity in the processes carried out under the main headings "Leadership, Governance, and Quality", "Learning and Teaching", "Research and Development" and "Service to Society", improvement activities continue to be an area that requires more effort.

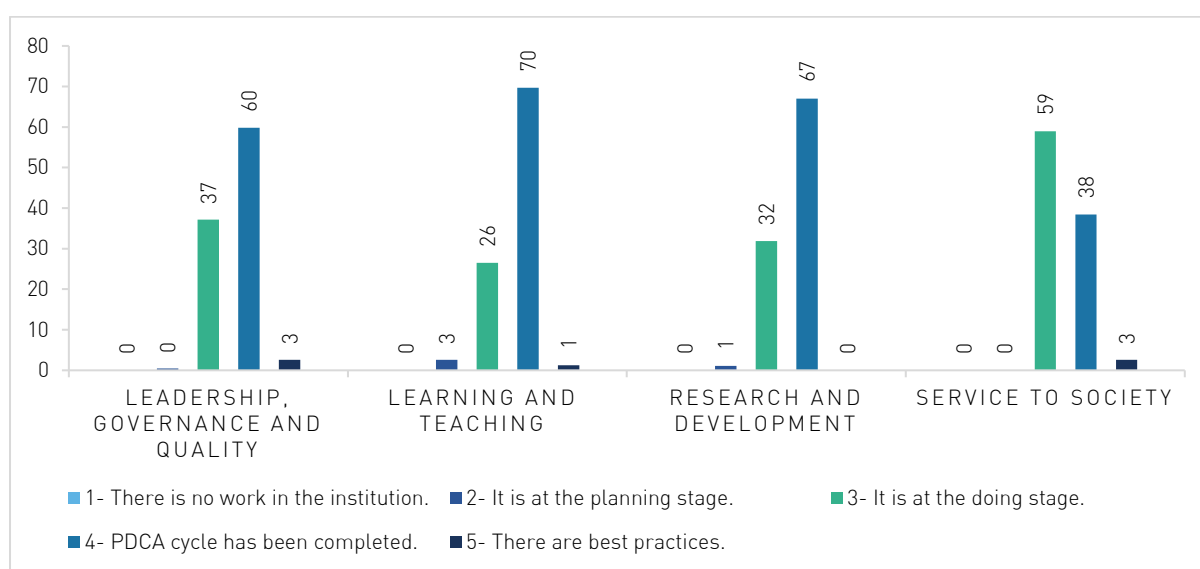


Diagram 17. Maturity Levels in the Mid-term Evaluation Reports by Main Headings

The data obtained from the MtERs reveal that 37% of the institutions are at the doing phase, while 60% have completed the PDCA cycles of the sub-criteria under the "Leadership, Governance, and Quality." There is no institution where no work has been carried out or is at the planning phase. In addition, 3% of the institutions demonstrate best practice examples. These results indicate that significant progress has been made in structuring the quality assurance system, and more than half of the institutions have completed their PDCA cycles for this main heading.

Under the main heading "Learning and Teaching", 26% of the institutions are at the doing phase, 70% have completed their PDCA cycles, and 3% are at the planning phase. In addition, 1% of them demonstrate best practices. There is no institution where no work has been carried out. As a result, institutions have largely completed their PDCA cycles.

Under the main heading "Research and Development", it is evident that 32% of the institutions have disseminated their practices throughout the institutions, and 67% have completed the PDCA cycles. There are almost no institutions at the planning phase under this main heading. These results suggest that efforts to expand follow-up and improvement mechanisms in research and development processes are on the rise and should be expanded by other institutions, too.

For the main heading "Service to Society", while 59% of the institutions are at the doing phase of the processes, 38% have completed the PDCA cycle. While it is understood that there



are best practices in 3% of the institutions, it is seen that all institutions have planned their processes. These results suggest that the maturity levels of service to society processes should be supported by efforts to complete the PDCA cycle and that follow-up and improvement efforts should be expanded.

4.4.2.1. Leadership, Governance, and Quality

All 13 MtERs completed in 2024 were examined and the maturity levels of the institutions' quality assurance systems were discussed separately considering the THEQC criteria. In this context, the assessment of MtERs was carried out through three different approaches: Firstly, the frequencies of the maturity levels determined for the sub-criteria of the 14 criteria in the Status Report were compiled, then the maturity levels were assessed according to the percentages determined on the basis of criteria. Secondly, strengths and areas for improvement were assessed under the main headings, and thirdly, the maturity levels of the quality assurance system in fully and conditionally accredited institutions were compared.

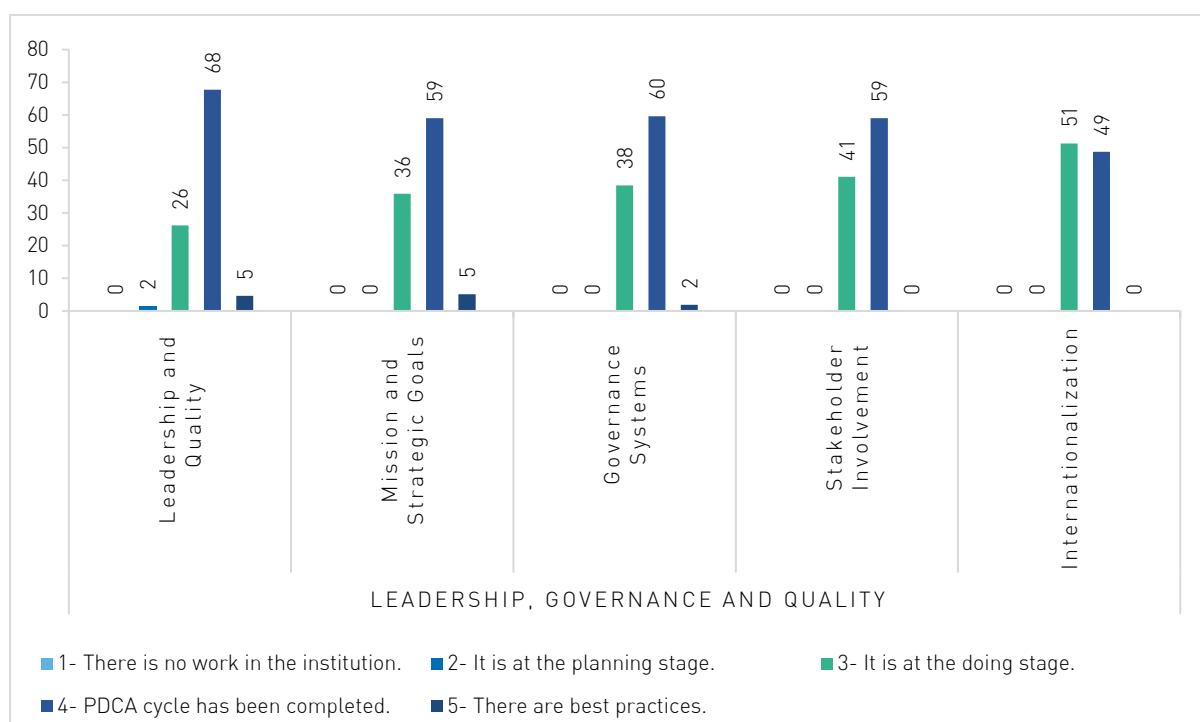


Diagram 18. Maturity levels of the criteria under the Leadership, Governance, and Quality main heading

The institutions should have a governance model to enable institutional transformation, utilise leadership approaches, create internal quality assurance mechanisms



and internalize the quality assurance culture. There are 18 sub-criteria of the Leadership and Quality, Mission and Strategic Goals, Governance Systems, Stakeholder Involvement, and Internationalization criteria under the Leadership, Governance, and Quality main heading, based on which institutions are evaluated. The fulfilment levels of these criteria are presented in Diagram 18.

4.4.2.1.1. Leadership and Quality

The indicators in Diagram 18 show that 68% of institutions have completed the PDCA cycle, while 26% are at the doing phase. The percentage of institutions at the planning phase is 2%. It is understood that best practices are available at 5% of the institutions. There is no institution where no work has been carried out. It is understood that the institutions have made the relevant planning. These results suggest that institutions have reached a significant level of maturity in their leadership and quality processes compared to other processes; however, follow-up and continuous improvement efforts need to be maintained.

4.4.2.1.2. Mission and Strategic Goals

In the "Mission and Strategic Goals" criterion, it is seen that the institutions are at the planning phase. It is understood that 59% of the institutions have completed the PDCA cycle, 36% of them are at the doing phase, and 5% of them demonstrate best practices. These data show that significant progress has been made in implementing the strategic goals; however, follow-up and improvement processes need to be further strengthened.

4.4.2.1.3. Governance systems

The data show that 60% of the institutions completed the PDCA cycle, while 38% are at the doing phase. 2% of the institutions demonstrate best practices. It is understood that all institutions operate their processes in accordance with their plans. These results suggest that governance systems should emphasise continuous follow-up and improvement mechanisms.

4.4.2.1.4. Stakeholder Involvement

The institutions should establish and manage the necessary systems to receive and respond to the feedback of their internal and external stakeholders to ensure their involvement in strategic decisions and processes, and to use them for decision-making. Diagram 18 shows that all institutions have completed their planning processes, and 41% of



the institutions have spread their practices throughout the institution. It is seen that the PDCA cycle has been completed in 59% of the institutions. Maturity level 5 has not been demonstrated yet in institutions. Institutions should focus on completing the PDCA cycle and pay attention to follow-up and continuous improvement activities.

4.4.2.1.5. Internationalization

Under the "Internationalization" criterion, 49% of institutions have completed the PDCA cycle, while 51% are at the doing phase. The indicators show that institutions have prepared their plans for internationalization processes and have reached a certain level of maturity in terms of institution-wide internationalization. It is seen that less than half of the institutions have completed the PDCA cycle. Therefore, the need for more effective follow-up and continuous improvement of processes is emphasised.

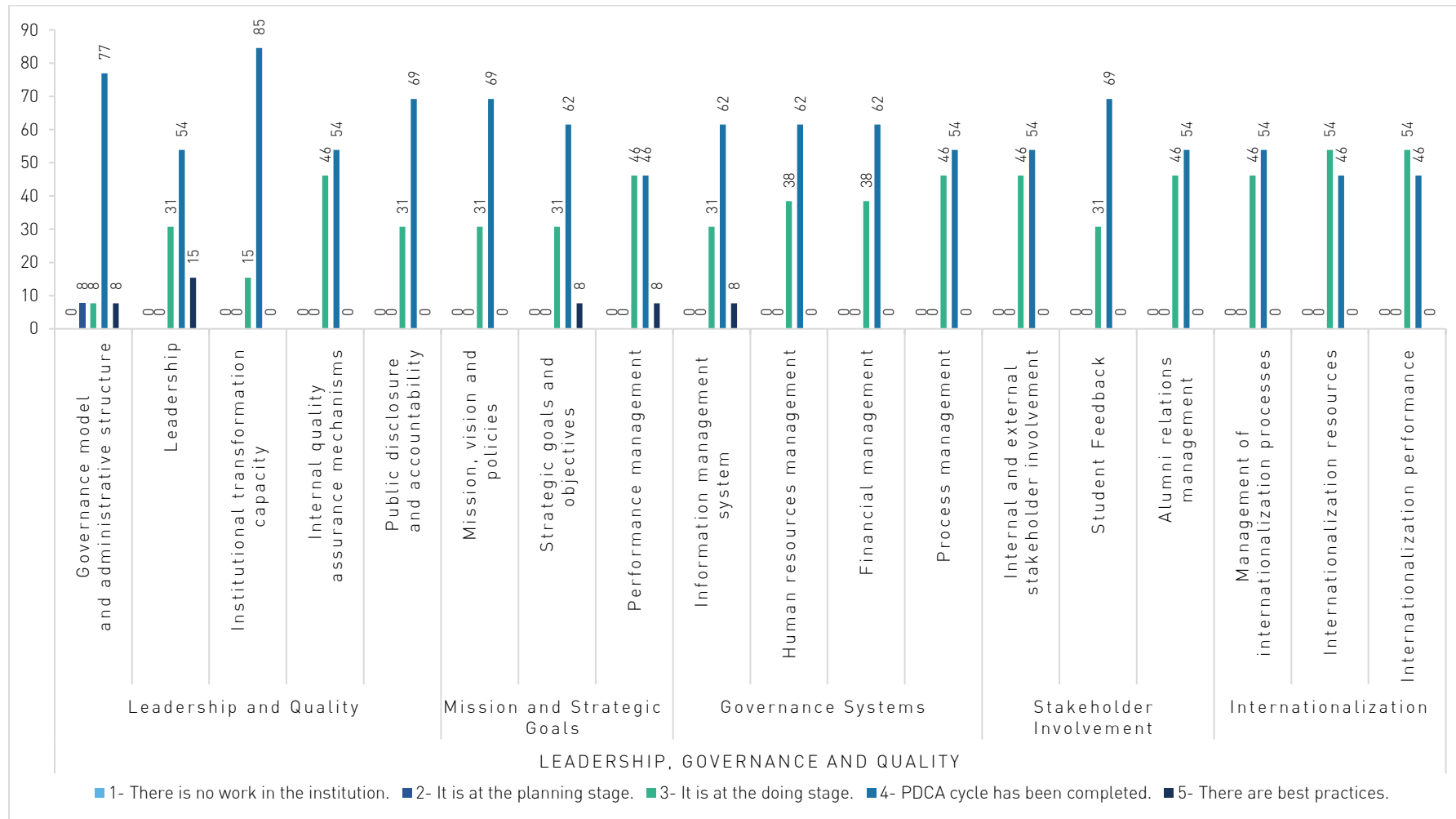


Diagram 19. Maturity levels of the sub-criteria under the Leadership, Governance, and Quality main heading

4.4.2.2. Learning and Teaching

For the Learning and Teaching heading, institutions included in the MtEP were evaluated using 18 sub-criteria under Program Design, Evaluation and Update, Implementation of Programs (Student-Centred Learning, Teaching and Evaluation), Learning Resources and Academic Support Services, and Teaching Staff criteria. The evaluation findings are presented in Diagram 20.

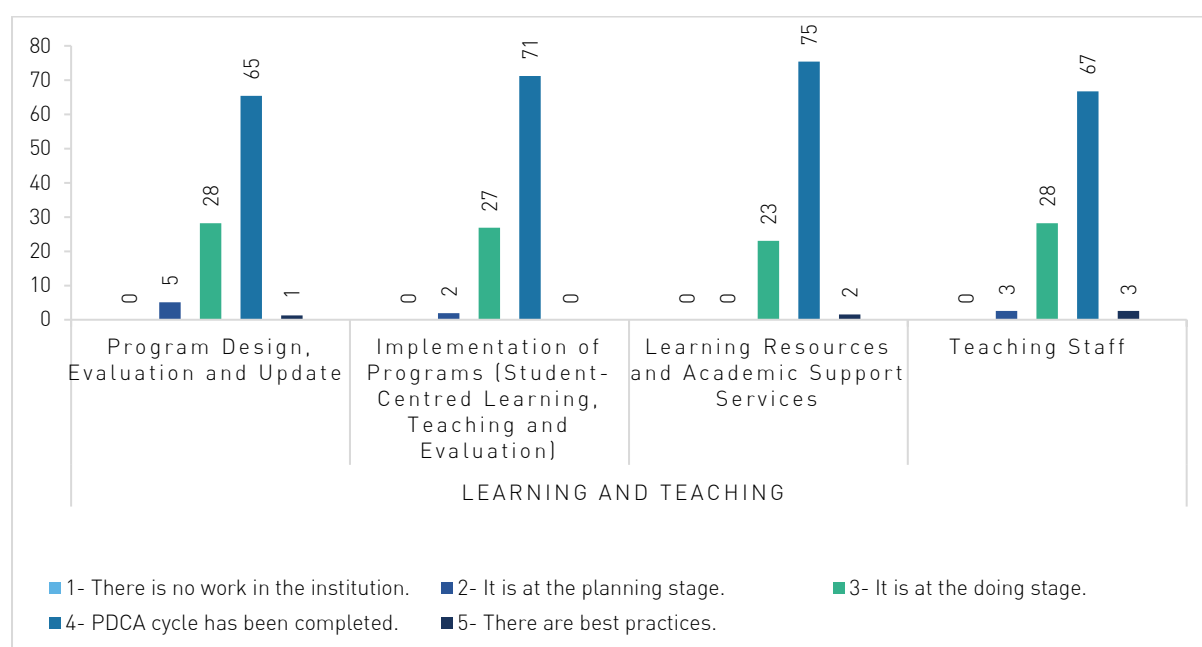


Diagram 20. Maturity levels of the criteria under the Learning and Teaching main heading

4.4.2.2.1. Program Design, Evaluation and Update

Institutions are required to align their curricula with the TQF and periodically evaluate and update them. Diagram 20 shows that 65% of institutions have completed the PDCA cycle, while 28% are at the doing phase. The percentage of institutions at the planning phase is 5%. 1% of the institutions demonstrate best practices. These results show that institutions are trying to close the PDCA cycle in the process of designing and updating programs; however, there are also institutions that remain at the planning phase.



4.4.2.2.2. Implementation of Programs (Student-Centred Learning, Teaching and Evaluation)

Institutions should aim to produce qualified graduates by applying student-centred and competency-based teaching methods. Under this criterion, 27% of institutions are at the doing phase, while 71% completed the PDCA cycle. The percentage of institutions at the planning phase is 2%. There are no institutions where no work has been carried out or where there is a best practice. These data indicate that while there has been significant progress in implementation of programs, there is a need to further disseminate practices across the institutions and to further develop follow-up and continuous improvement mechanisms.

4.4.2.2.3. Learning Resources and Academic Support Services

Institutions need to have sufficient learning resources and academic support services to achieve their objectives. Diagram 20 shows that 75% of institutions have completed the PDCA cycle, while 23% are at the doing phase. It is also evident that best practices are available in 2% of the institutions in this criterion. It is understood that all institutions have completed the planning phase. These results suggest that follow-up and improvement mechanisms in the criterion of learning resources and academic support services have increased to a significant level; however, they need to be further expanded.

4.4.2.2.4. Teaching Staff

The institutions should be fair and transparent in all the processes pertaining to the recruitment, appointment, promotion and teaching assignments of the teaching staff. Diagram 20 shows that 67% of institutions have completed the PDCA cycle, while 28% are at the doing phase. The percentage of institutions that are at the planning stage and that demonstrate best practices is 3%. No institution is at the planning phase, and all of them have implemented some work for this criterion. Practices for the teaching staff criterion need to be disseminated throughout the institutions, and follow-up and continuous improvement mechanisms need to be further developed.

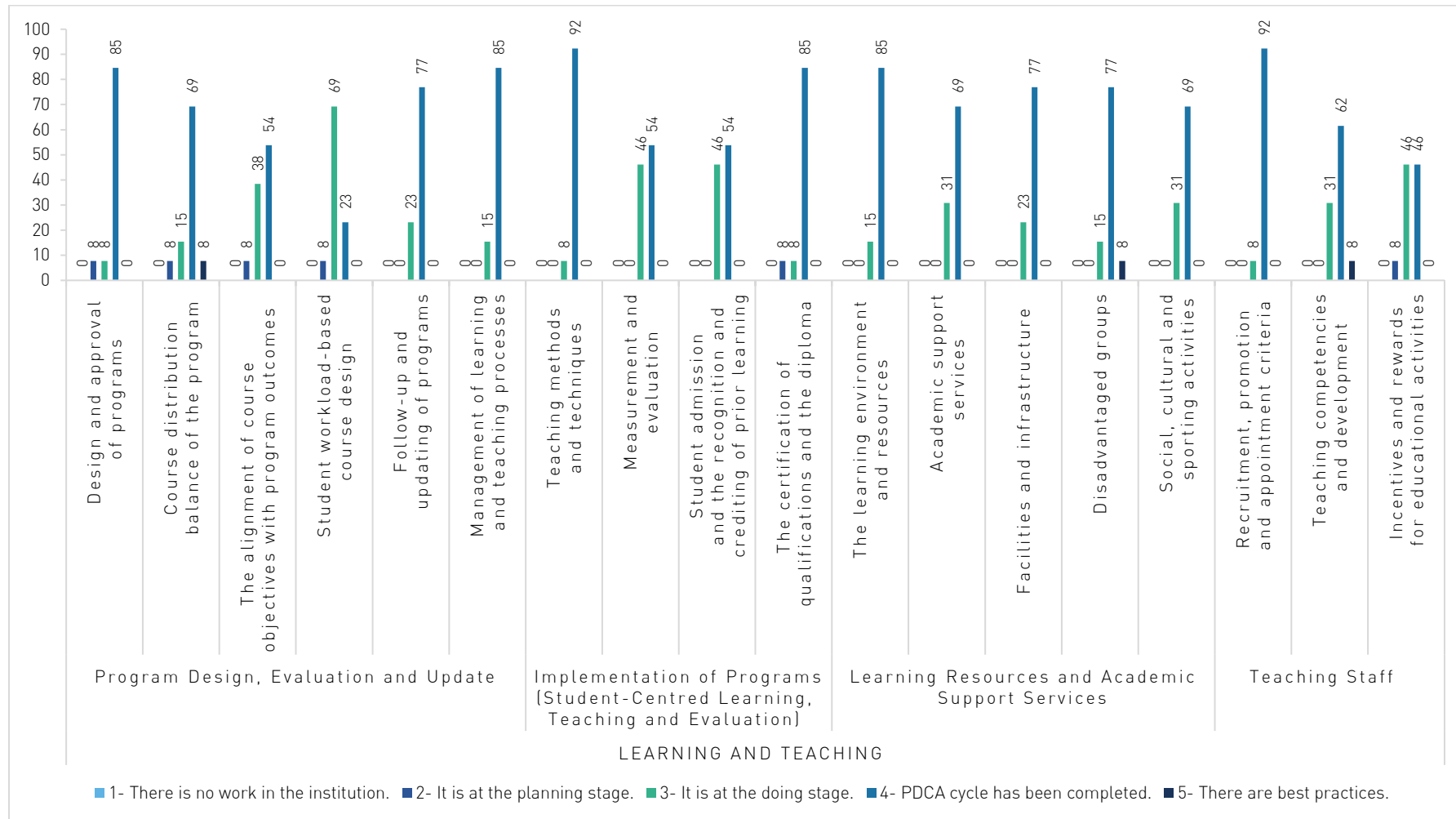


Diagram 21. Maturity levels of the sub-criteria under the Learning and Teaching main heading

4.4.2.3. Research and Development

Under the Research and Development heading, there are three criteria, namely the Management of Research Processes and the Research Resources, Research Competence, Collaborations and Supports, and Research Performance, and seven sub-criteria. The institution's research methods and resources, competence, collaborations with other institutions, support received and research performances are evaluated through the sub-criteria. The status of the institutions in terms of relevant criteria is seen in Diagram 22.

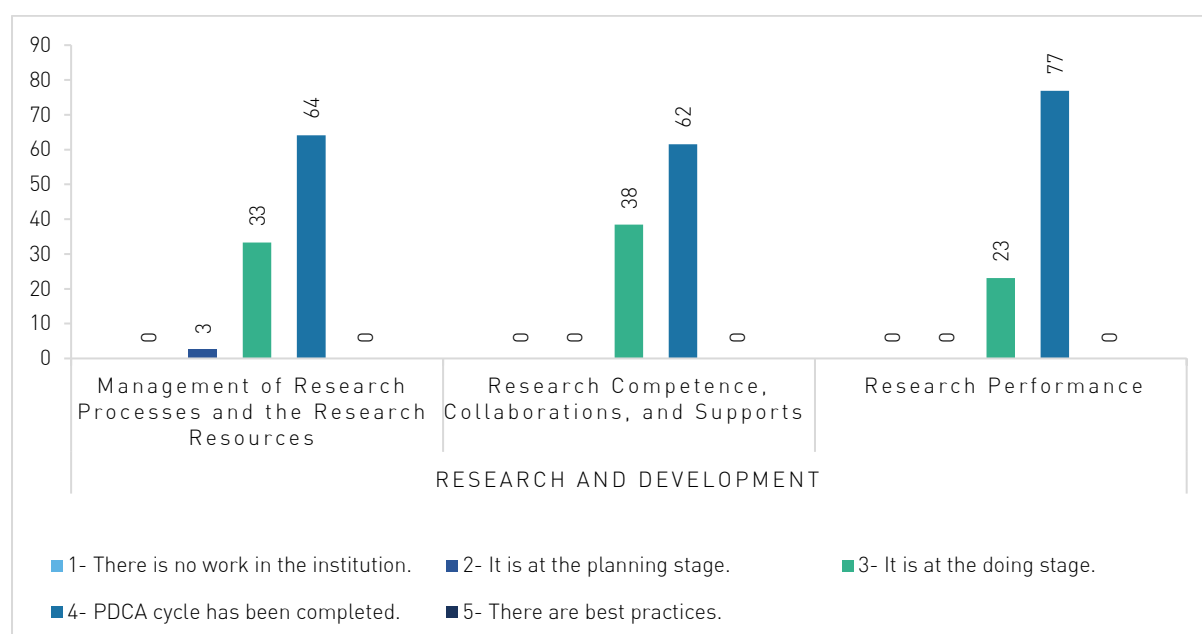


Diagram 22. Maturity levels of the criteria under the Research and Development main heading

4.4.2.3.1. Management of Research Processes and the Research Resources

The institutions should manage their research activities in a way that is aligned with their academic priorities determined within the framework of their strategic plan, as well as the local, regional and national development objectives. They should provide the required physical infrastructure and financial resources for research activities and enable their effective use. Diagram 22 shows that 64% of institutions have completed the PDCA cycle, while 33% are at the doing phase. There are also institutions at the planning phase. There is no institution where there is no QA work or where best practices are demonstrated. This shows that a significant level of maturity has been reached in the management of research process and the research resources.



4.4.2.3.2. Research Competence, Collaborations and Supports

The institutions should give opportunities (training, collaborations, support, etc.) to teaching staff and researchers to maintain and improve their scientific research competence . Diagram 22 shows that 62% of institutions have completed the PDCA cycle, while 38% are at the doing phase. Although it is evident that institutions attach importance to planning, it is understood that they have not yet demonstrated best practices that signify the completion of PDCA cycles multiple times. Institutions need to increase the number of their practices disseminated throughout the institutions and to enhance the level of follow-up and improvement activities.

4.4.2.3.3. Research Performance

Research performance is a critical indicator to measure the academic achievements and scientific contributions of institutions. The indicators presented in Diagram 22 show that there are no examples of maturity levels 1, 2 and 5, 77% of the institutions have completed the PDCA cycle, and 23% are at the doing phase. It can be stated that institutions focus on developing their strengths and that institutions successfully carry out follow-up and improvement processes for this sub-criterion.

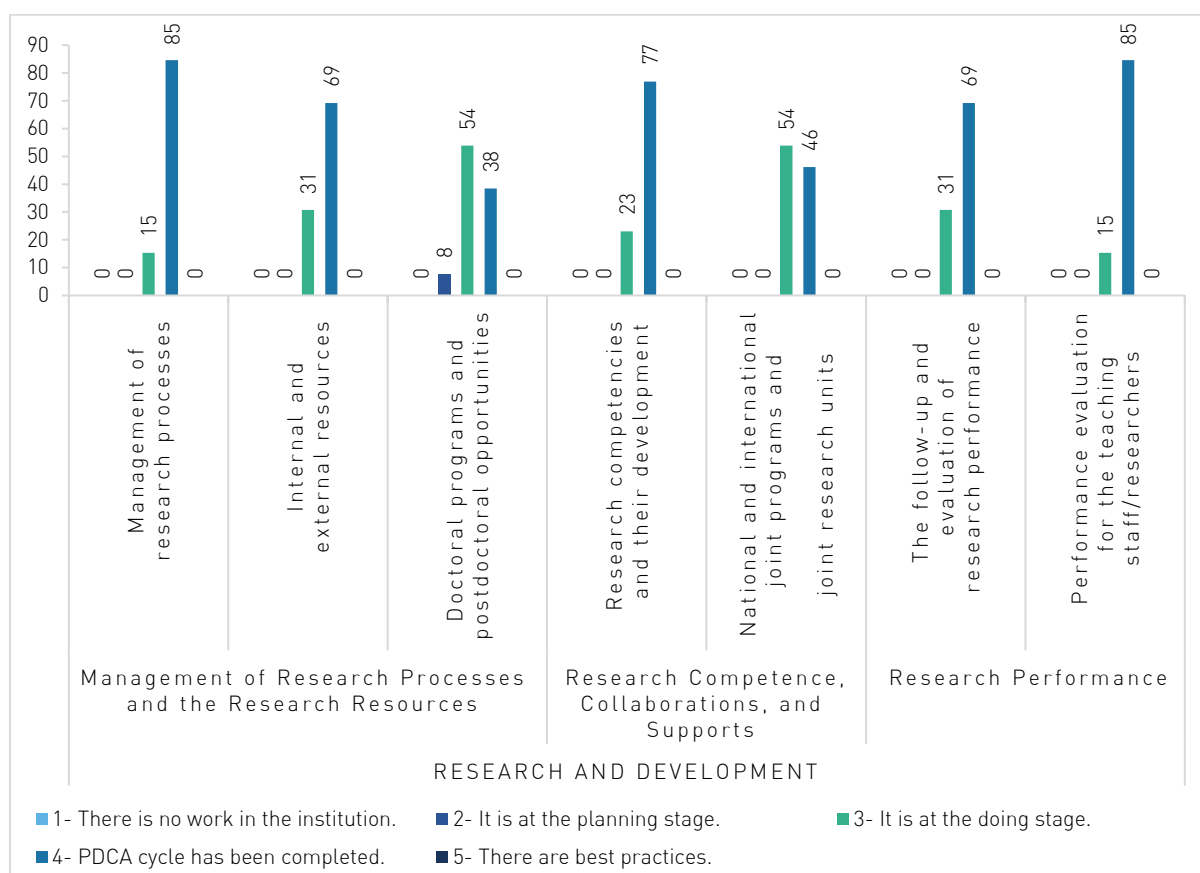


Diagram 23. Maturity levels of the sub-criteria under the Research and Development main heading

4.4.2.4. Service to Society

The Service to Society heading is evaluated through three sub-criteria under two criteria, namely the Management of Service to Society Processes and the Service to Society Resources, and the Service to Society Performance. It can be stated that all institutions are operating planning processes for these sub-criteria. The evaluation of institutions' service to society activities is shown in Diagram 23.

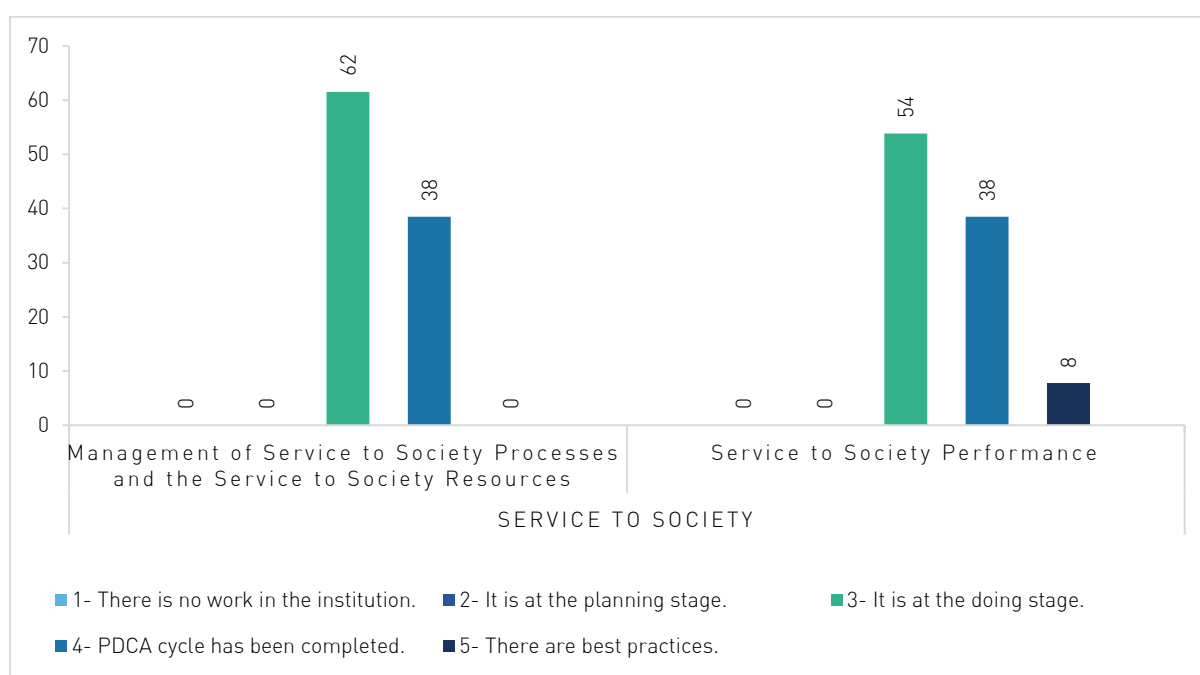


Diagram 24. Maturity levels of the criteria under the Service to Society main heading

4.4.2.4.1. Management of Service to Society Processes and the Service to Society Resources

In the scope of service to society strategy, the institutions should carry out their service to society activities in accordance with their objectives and strategies and in line with the local, regional and national development goals. In addition, a sound organisational structure must be in place to effectively implement these strategies.

Institutions should have the required physical, technical and financial resources of suitable quality and quantity and enable their effective use to maintain their service to society activities. Diagram 24 shows that 38% of institutions have completed the PDCA cycle, while 62% are at the doing phase. Although most institutions have reached a certain level of maturity in establishing quality assurance systems, they still need to work on completing the PDCA cycle.

4.4.2.4.2. Follow-up and Improvement of Service to Society Performance

Service to society performance is evaluated by periodic follow-up and continuous improvement of the activities carried out by institutions in line with the strategies and objectives they set. Diagram 24 shows that 38% of institutions have completed the PDCA cycle,



while 54% are at the doing phase. It is understood that 8% of the institutions have completed PDCA cycles more than once and have best practices. These data reveal that a general level of maturity was reached in follow-up and improvement of service to society performance; however, the ongoing QA work should be enhanced with follow-up and continuous improvement activities.



Diagram 25. Maturity levels of the sub-criteria under the Service to Society main heading



5. AUTHORISED AND RECOGNISED ACCREDITATION AGENCIES

In this section, the overall status of the national accreditation agencies authorised by THEQC and the international accreditation agencies recognised by THEQC is presented. The activity reports of these agencies and assessments on their follow-up programs are also discussed.

5.1. General Information

National and international independent accreditation agencies carry out program accreditation activities of HEIs on a voluntary basis in Türkiye. THEQC was first organised and entitled to carry out the authorisation processes of independent external evaluation agencies under the Higher Education Quality Assurance Regulation published in the Official Gazette dated 23.07.2015 and numbered 29423. Later, the Article 35 added to the Law numbered 2547 on Higher Education with the 7033 numbered Law on Amendment of Certain Laws and Decree Laws for the Development of Industry and Subsidisation of Production, published in the Official Gazette dated 1.07.2017 and numbered 30111, authorised THEQC to carry out authorisation activities.

THEQC authorises national accreditation agencies for 2 years or 5 years based on 7 criteria in line with ESG 2015. It recognises international accreditation agencies for 5 years, taking into account 5 criteria in line with the ESG. These processes are carried out by following the principles and criteria specified in the Guide on the Authorisation, Recognition, and Follow-up of External Evaluation and Accreditation Agencies (Version 2.1).

Accreditation information of programs accredited by accreditation agencies authorised or recognised by THEQC is presented in the Higher Education Programs and Quotas Guide used for student placements after the Higher Education Institutions Exam (YKS-HEIE). In addition, within the scope of the efforts for harmonisation with the EHEA, the primary condition for higher education programs to be granted the right to use the TQF logo on their graduation certificates is that the relevant program is accredited by accreditation agencies authorised or recognised by THEQC, as of 23 December 2021.



Additionally, CoHE's Principles on the Opening and Execution of Graduate Education Programs issued on 29 February 2024 to increase the quality of graduate education and strengthen the quality-oriented approach in higher education stipulate that "universities wishing to open a doctoral program must have at least one program accredited." As the principles encourage HEIs to move towards program accreditation, they also offer multidimensional contributions, such as spreading a QA culture in higher education, improving the quality of research, increasing international recognition and strengthening institutional accountability.

5.2. Authorised Accreditation Agencies

As of the end of 2024, 25 national accreditation agencies are holding the Quality Evaluation Authorisation Certificate. The names, authorisation periods, and registration date ranges of these agencies are shown in Table 10.

Table 10. National Accreditation Agencies with Quality Evaluation Authorisation Certificate

	National Accreditation Agencies	Authorisation Period (year)	Registration Date Range
1	The Association for Language Education, Evaluation and Accreditation (DEDAK)	2	15.09.2023-15.09.2025
		2	15.09.2021-15.09.2023
2	The Association for Accreditation of Dentistry Education Programs (DEPAD)	2	11.03.2024-11.03.2026
		2	11.03.2022-11.03.2024
		2	11.03.2020-11.03.2022
3	The National Society of Assessment and Accreditation of Pharmacy Education (ECZAKDER)	5	26.12.2020-26.12.2025
		2	26.12.2018-26.12.2020
		2	25.12.2014-25.12.2016
4	Industrial Designers' Society of Turkey (ETMK)	5	21.12.2024-21.12.2029
		2	21.12.2022-21.12.2024
5	The Association for Evaluation and Accreditation of University Programs in Mathematical, Natural and Social Sciences (FEDEK)	5	09.04.2023-09.04.2028
		5	09.04.2018-09.04.2023
		3	09.04.2015-09.04.2018
		2	01.02.2013-01.02.2015



		2	26.08.2010-26.08.2012
6	Association for Evaluation and Accreditation of Nursing Education Programs (HEPDAK)	5	25.12.2023-25.12.2028
		5	25.12.2018-25.12.2023
		2	25.12.2016-25.12.2018
		2	25.12.2014-25.12.2016
7	Islamic Sciences Accreditation Agency (IAA)	2	15.09.2023-15.09.2025
		2	15.09.2021-15.09.2023
		2	11.09.2019-11.09.2021
8	The Communication Research Association (ILAD)	2	19.01.2022-19.01.2027
		2	31.01.2020-31.01.2022
		2	31.01.2018-31.01.2020
9	Association for Accreditation of Architectural Education (MIAK)	2	17.11.2023-17.11.2025
		2	17.11.2021-17.11.2023
10	Association for Evaluation and Accreditation of Engineering Programs (MUDEK)	5	01.02.2023-01.02.2028
		5	01.02.2018-01.02.2023
		5	01.02.2013-01.02.2018
		5	16.11.2007-16.11.2012
11	Association for Evaluation and Accreditation of Teacher Education Programs (EPDAD)	5	30.03.2022-30.03.2027
		2	31.01.2020-31.01.2022
		2	31.01.2018-31.01.2020
		2	15.10.2014-15.10.2016
12	Association for Landscape Architecture Education and Science (PEMDER)	2	08.04.2024-08.04.2026
		2	08.04.2022-08.04.2024
		2	08.04.2020-08.04.2022
13	Association of Evaluation and Accreditation of Health Sciences Programs (SABAK)	5	31.01.2020-31.01.2025
		2	31.01.2018-31.01.2020
14	Social Sciences, Humanities, and Basic Sciences Accreditation and Rating Association (STAR)	5	08.07.2024-08.07.2029
		2	08.07.2022-08.07.2024
		2	08.07.2020 - 08.07.2022
	Sport Sciences Association (SPORAK)	2	19.01.2024-19.01.2026



1 5		2	19.01.2022-19.01.2024
		2	08.01.2020-08.01.2022
1 6	Design and Planning Accrediting Association (TAPLAK)	5	25.05.2024-25.05.2029
		2	25.05.2022-25.05.2024
1 7	Association for Evaluation and Accreditation of Medical Education Programs (TEPDAD)	5	28.03.2022-28.03.2027
		5	28.03.2017-28.03.2022
		2	28.03.2015-28.03.2017
		2	28.03.2013-28.03.2015
		1	30.11.2011-30.11.2012
1 8	Tourism Academicians Association (Tourism Education Evaluation and Accreditation Board) (TUADER)	5	19.01.2024-19.01.2029
		2	25.05.2022-25.05.2024
		2	31.01.2020-31.01.2022
		2	31.01.2018-31.01.2020
1 9	Turkish Psychologists Association (TPD)	5	23.06.2021-23.06.2026
		2	06.02.2019-06.02.2021
		2	26.08.2012-26.08.2014
		2	26.08.2010-26.08.2012
2 0	Turkish Psychological Counselling and Guidance Association (TürkPDR)	2	21.12.2024-21.12.2026
		2	21.12.2022-21.12.2024
2 1 1	The Association for the Evaluation and Accreditation of Veterinary Institutes and Programs (VEDEK)	5	19.12.2024-19.12.2029
		2	19.12.2022-19.12.2024
		5	19.12.2017-19.12.2022
		2	19.12.2015-19.12.2017
		2	19.12.2013-19.12.2015
		2	02.02.2012-02.02.2014
2 2 2	The Association for Evaluation and Accreditation of Agricultural Engineering Educational Programs (ZIDEK)	5	08.07.2024-08.07.2029
		2	08.07.2022-08.07.2024
		2	08.07.2020 - 08.07.2022
2 3	Association for Evaluation and Accreditation of Vocational Education Programs (MEDEK)	2	21.08.2023-21.08.2025



24	Association for Evaluation and Accreditation of Physiotherapy and Rehabilitation Education Programs (FTR-AD)	2	18.09.2023-18.09.2025
25	Association for Evaluation and Accreditation of Midwifery Education Programs (EPDAK)	2	03.09.2024-03.09.2026

Among the national agencies, DEPAD, ETMK, PEMDER, STAR, SPORAK, TAPLAK, Türk-PDR, VEDEK and ZİDEK applied for re-registration, and their Quality Evaluation Authorisation Certificates were extended starting from 2024. In addition, EPDAK was granted a Quality Evaluation Authorisation Certificate at its first application in 2024.

Table 10 shows that of the 25 national accreditation agencies with Quality Evaluation Authorisation Certificate, 11 of them, corresponding to 44%, have a registration period of 2 years and 14 of them, corresponding to 56%, have a registration period of 5 years.

5.3. Recognised Accreditation Agencies

For the accreditation decisions made by international accreditation agencies to be included in the Higher Education Institutions Examination (YKS) Higher Education Programs and Quotas Guide by CoHE, these agencies must be recognised by THEQC. As of the end of 2024, a total of 14 international accreditation agencies have been recognised by THEQC. The names, recognition periods, and recognition date ranges of these agencies are shown in Table 11.

Table 11. International Accreditation Agencies Recognised by THEQC

	International Accreditation Agencies	Recognition Period (Year)	Recognition Date Range
1	Accreditation Agency for Study Programs in Engineering, Informatics, Natural Sciences and Mathematics (ASIIN)	5	19.08.2020-19.08.2025
2	Accreditation Commission for Education in Nursing (ACEN)	5	11.11.2020-11.11.2025
3	Aviation Accreditation Board International (AABI)	5	27.01.2021-27.01.2026
4	European Association of Establishments for Veterinary Education (EAEVE)	5	18.08.2021-18.08.2026



5	Independent Agency for Accreditation and Rating (IAAR)	5	20.10.2021-20.10.2026
6	The Accreditation Agency in Health and Social Sciences (AHPGS)	5	08.07.2020 - 08.07.2025
7	Agency for Quality Assurance (AQAS)	5	03.04.2024-03.04.2029
		5	03.04.2019-03.04.2024
8	Association to Advance Collegiate Schools of Business (AACSB)	5	03.04.2024-03.04.2029
		5	03.04.2019-03.04.2024
9	Foundation for International Business Administration Accreditation (FIBAA)	5	03.04.2019-03.04.2024
		5	03.04.2024-03.04.2029
10	International Accreditation Council for Business Education (IACBE)	5	08.01.2020 -08.01.2025
11	The Accreditation, Certification and Quality Assurance Institute (ACQUIN)	5	21.12.2022-21.12.2027
12	The Accreditation Board for Engineering and Technology (ABET)	5	26.04.2023-26.04.2028
13	Accreditation Commission for Education in Nursing (ACEN)	5	24.07.2024-24.07.2029
14	Evaluation and Accreditation of Quality Language Services (EAQUALS)	5	26.04.2023-26.04.2028

5.4. Evaluation of Accreditation Agencies' Follow-up Reports

The follow-up process for the agencies authorised by the Council is carried out annually based on the calendar year. The Council appoints a follow-up official to each agency within one month from the date of authorization. For the authorised agencies, by the end of February of each calendar year, a follow-up report on accreditation agencies is written by the follow-up official, taking into account the site visits and activity report, and submitted to the Council.

The prominent themes in the 2024 follow-up reports can be listed as follows:

- The 2024 follow-up reports state that the processes related to ethical rules in agencies are carried out with pre-defined and declared rules. Reports state that the people who were involved in the activities of the agencies signed a Statement of Confidentiality and Code of Ethics, and many agencies received written



statements to avoid conflict and/or coincidence of interest for the members of the evaluation team before the evaluations.

- It is observed that some agencies assigned their general assembly/board of directors members also to their decision-making bodies/commissions/committees (Appeals and Complaints and Consistency Commissions, etc). For the transparency and impartiality of the process, the members of the general assembly/board of directors of the agency must not influence the evaluation decision. It is identified as an area for improvement in the reports.
- In addition, the fact that some agencies do not have student stakeholders in the designated committees is listed as one of their common aspects as an area for improvement.
- Agencies need to expand their evaluator pool, especially by increasing the number of administrative and student evaluators. The number of academic evaluators should be increased according to the diversity of programs and study fields.
- The follow-up reports include the information that some agencies did not write thematic reports or develop strategic plans.
- The program accreditation evaluation periods specified in the legislation of some agencies exceeded their timelines, and the process was prolonged. The reports stated that the timeframes set out in the legislation of the agencies should be adhered to, except for exceptional circumstances.

5.5. Statistics on Accredited Programs

Diagram 26 presents the data on accredited programs at the bachelor's degree level in Türkiye between 2018-2024. ^{1,2}

¹Data for the years 2018-2023 were compiled from the 2024 Higher Education Programs and Quotas Guide published by ÖSYM.

²The 2024 data were obtained from the THEQC database.

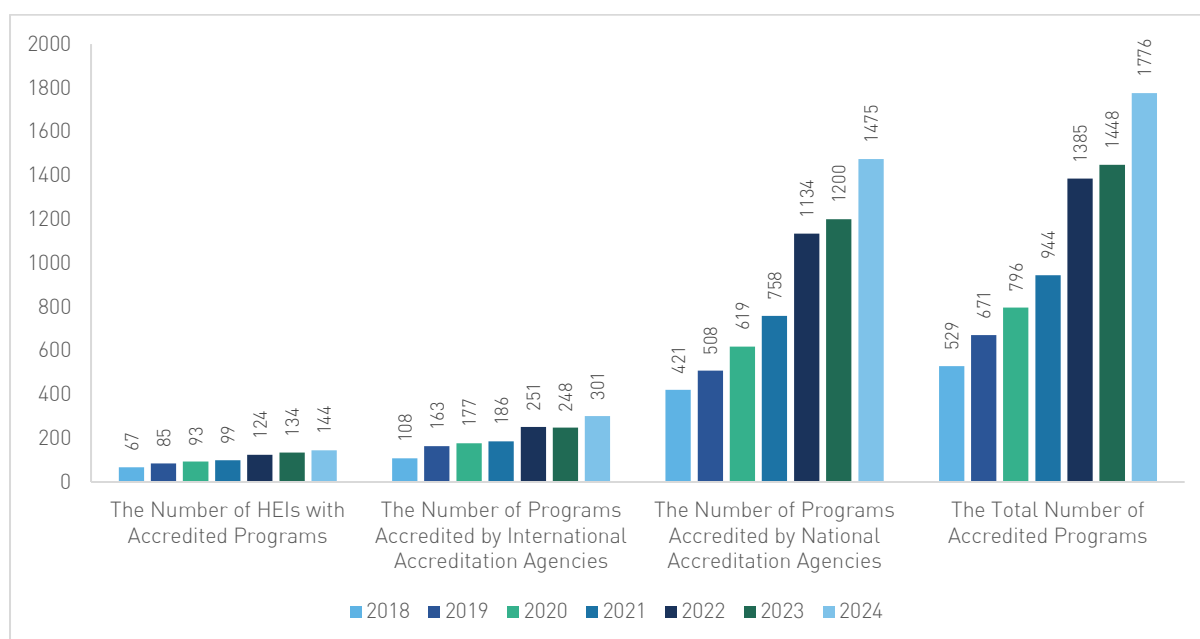


Diagram 26. The Number of Accredited Programs (2018-2024)

Diagram 26 shows a steady increase in the number of accredited programs and institutions with accredited programs over the years. In 2024, the ratio of accredited bachelor's degree programs to all bachelor's degree programs was 19% $(1,741/9,060)^3$; the ratio of accredited associate's degree programs to all associate's degree programs was 0.5% $(35/7,214)^4$. In addition, the number of institutions with accredited programs increased significantly in 2024, compared to 2018 and 2023. The experience gained from the institutional external evaluation programs carried out by THEQC shows that institutions that increased the number of accredited programs have developed quality assurance systems and internalised quality processes, thereby succeeding in spreading this culture throughout their institutions. Therefore, it is necessary to expand accreditation activities in higher education institutions and to encourage accreditation agencies that will operate in different fields.

³⁴ Additional data were retrieved from the CoHE Management Information System, specifically from the Number of Academic Units by Type 2024-2025 statistics.

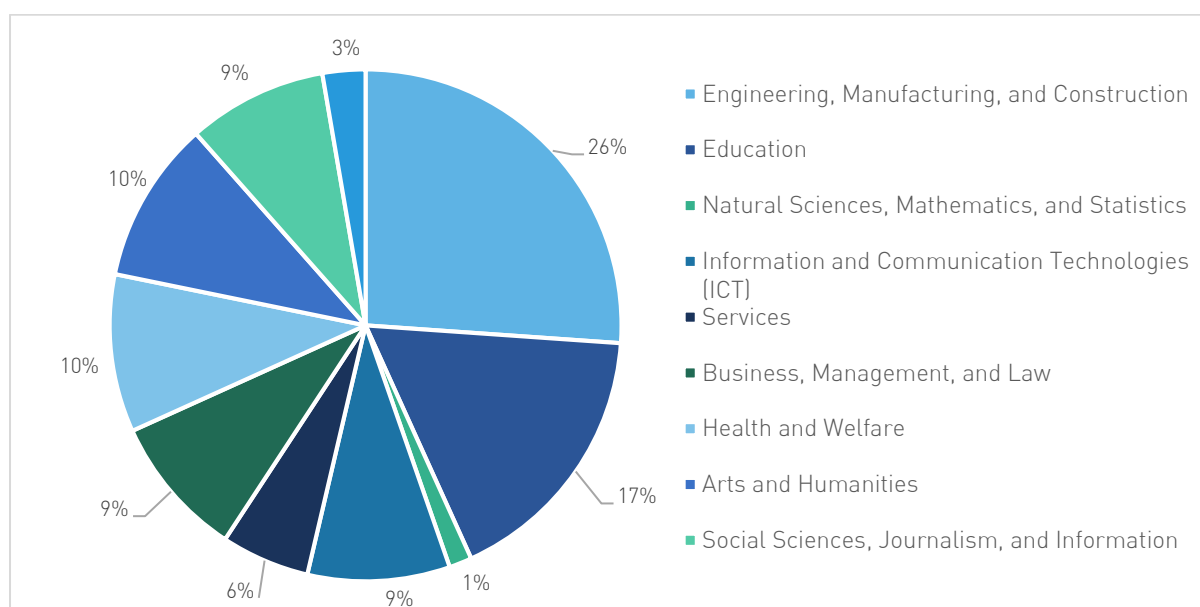


Diagram 27. Field-Based Program Accreditations in 2024

2024 accreditation numbers according to ISCED-F field-based classification are given in Diagram 27. Regarding the number of accreditations by field, the percentage of engineering, manufacturing and construction reached 26%; education 17%; natural sciences, mathematics and statistics 1%; information and communication technologies (ICT) 9%; services 6%; business, management and law 9%; health and welfare 10%, arts and humanities 10%; social sciences, journalism and information 9%, and agriculture, forestry, fisheries and veterinary medicine 3%.

While Table 12 was created considering program accreditation agencies that carry out accreditation activities by following ISCED-F 2013 field-based classification, accreditation agencies that carry out accreditation activities for a single program were considered in the creation of Table 13.



Table 12. 2024 Field-Based Accreditation Numbers According to ISCED-F 2013 Classification

Field Name ⁵	2024
Engineering, Manufacturing and Construction	456
Education	298
Information and Communication Technologies (ICT)	26
Natural Sciences, Mathematics and Statistics	156
Services	113
Business, Management and Law	159
Health and Welfare	181
Arts and Humanities	180
Social Sciences, Journalism and Information	154
Agriculture, Forestry, Fisheries and Veterinary Medicine	53
Total	1776

Table 13. The Number of Program-Based Accreditations Between 2018 and 2024

Program Name	2018	2019	2020	2021	2022	2023	2024
Medical Education	29	31	41	41	45	54	54
Pharmacy	10	12	14	14	20	23	23
Veterinary Medicine	6	9	10	10	14	13	15
Psychology	14	24	25	26	28	36	41
Architecture	8	7	6	9	24	38	32
Total	67	83	96	100	131	164	165

Program-based accreditation numbers in Table 13 show that the number of accreditations in medical education, pharmacy, veterinary medicine, psychology and architecture programs was 54, 23, 15, 41 and 32 in 2024, respectively.

Table 14 shows that the number of HEIs with 15 or more accredited programs in 2024 is 39. 26 of them are state universities, and 13 are foundation universities.

⁵ The ISCED-F 2013 field-based groupings presented in Table 12 constitute a system within the International Standard Classification of Education (ISCED) developed by UNESCO. This system is used to make education programs and qualifications comparable worldwide. [https://ec.europa.eu/eurostat/statisticsexplained/index.php?title=International_Standard_Classification_of_Education_\(ISCED\)](https://ec.europa.eu/eurostat/statisticsexplained/index.php?title=International_Standard_Classification_of_Education_(ISCED)).

Table 14. Institutions with 15 or More Accredited Programs

	Institution	Foundation/State	Number of Accredited Programs
1	Atatürk University	State	75
2	Ege University	State	60
3	Sakarya University	State	53
4	İstanbul Gelişim University	Foundation	49
5	Erciyes University	State	44
6	Gazi University	State	40
7	İstanbul Technical University	State	38
8	Yıldız Technical University	State	37
9	Başkent University	Foundation	36
10	İstanbul Medipol University	Foundation	36
11	Ankara University	State	35
12	Hacettepe University	State	34
13	İstanbul University	State	34
14	Yeditepe University	Foundation	33
15	Bursa Uludağ University	State	28
16	Muğla Sıtkı Koçman University	State	28
17	Trakya University	State	28
18	Dokuz Eylül University	State	27
19	Çukurova University	State	26
20	İstanbul Aydın University	Foundation	26
21	Ondokuz Mayıs University	State	26
22	Karadeniz Technical University	State	24
23	Çanakkale Onsekiz Mart University	State	23
24	Atilim University	Foundation	22
25	Manisa Celâl Bayar University	State	22
26	Fırat University	State	20
27	Middle East Technical University	State	20



28	Bartın University	State	19
29	İstanbul University - Cerrahpaşa	State	19
30	Zonguldak Bülent Ecevit University	State	19
31	Eskişehir Technical University	State	18
32	İzmir University of Economics	Foundation	18
33	İstanbul Beykent University	Foundation	17
34	Maltepe University	Foundation	17
35	Özyeğin University	Foundation	17
36	Sakarya University of Applied Sciences	State	16
37	Altınbaş University	Foundation	15
38	Haliç University	Foundation	15
39	İstanbul Kültür University	Foundation	15

Table 15 shows that there are 27 HEIs whose ratio of the number of accredited programs to the total number of associate's and bachelor's degree programs was 30% and above in 2024. 9 of them are state universities, and 18 are foundation universities.

Table 15. Institutions Where the Ratio of the Number of Accredited Programs to the Total Number of Associate's and Bachelor's Degree Programs Is More Than 30%⁶

	Institution	Foundation/ State	Accreditation Rate (%)
1	Sabancı University	Foundation	100
2	Ibn Haldun University	Foundation	100
3	Özyeğin University	Foundation	74
4	Sakarya University	State	62
5	Yıldız Technical University	State	55
6	Koç University	Foundation	50
7	Yeditepe University	Foundation	49
8	Abdullah Gül University	State	46
9	Atilim University	Foundation	43

⁶The accreditation rate was calculated by dividing the number of accredited bachelor's degree and associate's degree programs of universities affiliated with CoHE by the total number of active programs.



10	Erciyes University	State	43
11	TOBB ETU University of Economics and Technology	Foundation	43
12	İstanbul Technical University	State	41
13	MEF University	Foundation	40
14	Çağ University	Foundation	38
15	Sanko University	Foundation	38
16	Gazi University	State	37
17	Ege University	State	37
18	TED University	Foundation	35
19	Işık University	Foundation	33
20	İzmir University of Economics	Foundation	33
21	Maltepe University	Foundation	32
22	İzmir Institute of Technology	Foundation	32
23	Middle East Technical University	State	32
24	İstanbul Gelişim University	Foundation	32
25	Başkent University	Foundation	32
26	Altınbaş University	Foundation	31
27	Atatürk University	State	31



6. STUDENT INVOLVEMENT

Established on 1 October 2019, to ensure that higher education students in Türkiye become a part of the quality assurance system, THEQC Student Commission has implemented a comprehensive set of activities and practices to increase student involvement in quality assurance processes in the Turkish higher education system and to guide these processes more effectively. The Commission carried out activities to encourage student involvement, promote a quality culture, and help HEIs develop a sustainable understanding of quality, thanks to its activities throughout 2024. In this direction, trainings, workshops, seminars and various activities were organised by students' quality societies in HEIs. Students were supported to participate more effectively in quality processes through these activities.

6.1. Commission Activities

In 2024, the Student Commission wrote its annual activity report, including various trainings, workshops, seminars, stakeholder meetings, and student activities organised by students' quality societies, which proves that it effectively fulfilled its duty to help students internalise and disseminate the quality culture determined by the Council.

6.1.1. Trainings

In 2024, the Student Commission carried out the Quality Ambassador Training Program (QAP) with wide participation. This training program is a series of online interactive training organised to encourage student involvement in the quality assurance system, increase the visibility of students in the higher education system, and disseminate the quality culture.

Through these training activities, students gain basic knowledge and skills related to evaluation processes and higher education quality assurance processes. Table 16 shows the activities carried out interactively on an online platform in the scope of Quality Ambassador Training Program-1 and Quality Ambassador Training Program-2 in 2024.



Table 16. Training Activities Organised by the Student Commission

	Activity Date	Activity Name	Event Organiser	Mode
1	11-12 March 2024	Quality Ambassador Training- 1 - (QAT'24)	THEQC STUDENT COMMISSION	Online
2	18-19 March 2024	Quality Ambassador Training- 2 - (QAT'24)	THEQC STUDENT COMMISSION	Online

The first training was held on 11-12 March 2024, and the second on 18-19 March 2024. The training sessions were organised under the coordination of the Academic Coordinator of the Student Commission, and the moderator duties in the classes were undertaken by the members of the Commission. Prior to the training, the Academic Coordinator of the Commission conducted a moderator training for the members to develop effective communication skills.

Table 17. Distribution of Students Applying for QAP'24

Training Dates	11.03.2024-12.03.2024 (1st Training)		18.03.2024-19.03.2024 (2nd Training)		Total
	Female	Male	Female	Male	
Associate's Degree	147	49	74	28	298
Bachelor's Degree	395	173	303	132	1003
Master's Degree	37	27	27	17	108
PhD	21	8	14	8	51
Total	600	257	418	185	1460

Table 17 shows that 857 students applied for the first training and 603 for the second one. A total of 1,460 applications were received from different levels of education and institutions for the training organised twice. After evaluating the applications in terms of criteria such as region, gender, age and level of education, a total of 430 students were invited to participate in the training. Data on the level of education and gender distribution of the students are presented in Table 18.



Table 18. Distribution of Students Participating in QAP'24

Training Dates Level of Education \ Gender	11.03.2024-12.03.2024 (1st Training)		18.03.2024-19.03.2024 (2nd Training)		Total
	Female	Male	Female	Male	
Associate's Degree	7	3	25	11	46
Bachelor's Degree	77	48	138	72	335
Master's Degree	5	9	11	8	33
PhD	1	-	8	7	16
Total	90	60	182	98	430

Among the 430 invitees shown in Table 18, 240 students participated in the training. As a result of the exams and evaluations made after the training, the successful participants were determined by the Student Commission and were entitled to receive a certificate of participation. Table 19 shows the distribution of students who successfully completed QAP'24.

Table 19. Distribution of Students Who Successfully Completed QAP'24

Training Dates Level of Education \ Gender	11.03.2024-12.03.2024 (1st Training)		18.03.2024-19.03.2024 (2nd Training)		Total
	Female	Male	Female	Male	
Associate's Degree	3	2	11	1	17
Bachelor's Degree	40	30	78	35	183
Master's Degree	2	3	7	7	19
PhD	-	-	6	3	9
Total	45	35	102	46	228

Table 19 shows that female students in terms of gender and bachelor's degree students in terms of level of education predominantly participated and were successful. In addition, students from 84 out of 208 HEIs in Türkiye participated in the training and achieved success. The 228 students who were entitled to receive certificates of participation include students studying in 93 different programs. These numbers, on the one hand, reflect the



diversity of the HEIs and programs in which they are studying and, on the other hand, reveal the scope of the training process.

In 2024, a total of 4 days and 20 hours of training were organised between two different date intervals in virtual classrooms, and each lasted two days. The training included information about the duties and processes of THEQC and the THEQC Student Commission, the introduction of the THEQC Rubric, institutional evaluation processes and experience sharing, as well as an assignment and achievement exam. Following the training, feedback surveys were sent to the participants to assess the clarity and effectiveness of the training and the overall satisfaction level of the participants. Data on participants' feedback is shown in Diagram 28.

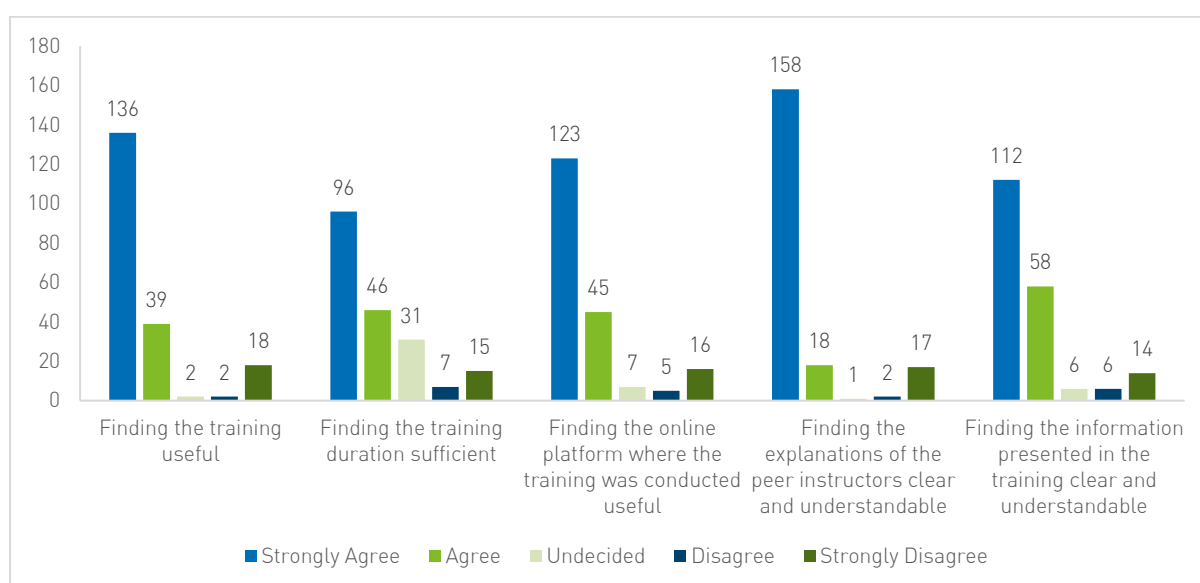


Diagram 28. QAP'24 Feedback Survey Results

As a result of the feedback survey conducted at the end of the training, the majority of the participants found the training useful, evaluated the peer trainers' explanations as clear and understandable, and described the online platform as useful. At the same time, a significant proportion of the students who participated in the training made a positive assessment of the clarity and comprehensibility of the information presented in the training and the duration of the training.



6.1.2. Workshops

Students participating in the Quality Ambassador Training Program gain basic knowledge and skills on quality assurance processes in higher education and develop their analysis, reporting and group work competencies through workshops organised within the program. In the first phase, quality ambassadors receive basic information through THEQC Quality Ambassador Training and are registered in the evaluator pool. They then develop their skills in analysis, reporting, and group work through workshops. Candidates whose performances are deemed appropriate are recommended as evaluator candidates by the Student Commission. After completing the entry-level training, the candidates gain competence in evaluation methods and report writing and take on the role of student evaluators, contributing to higher education quality assurance.

The Student Commission organised an online and interactive "Quality Ambassador Workshop (QAW'24)" on 2 May 2024, to prepare students who successfully completed the QAP for the THEQC 2024 Evaluator Training. As a result of the assessments made by the Commission, it was decided to invite 163 students to the workshop among 228 students who successfully completed QAP'24 and were entitled to receive a certificate. Of the 163 students invited to the workshop, 86 participated in the event. The workshop consisted of seven modules and was conducted in five virtual classrooms. Training for peer trainers was also organised to prepare the Commission members for the workshop. Eighty-six students, who became successful in the workshop and were studying in 49 different programs at 53 different HEIs, were awarded certificates of participation with the decision of the Commission. This data reveals that students from different HEIs and programs in Türkiye are interested in quality assurance processes.

The overall upward trend in students' participation in QAW by years is shown in Diagram 29, in addition to the number of different HEIs and the total number of students studying there between 2021 and 2024. Between 2023 and 2024, an increase in the number of programs in which the students participating in the workshop are enrolled is presented.

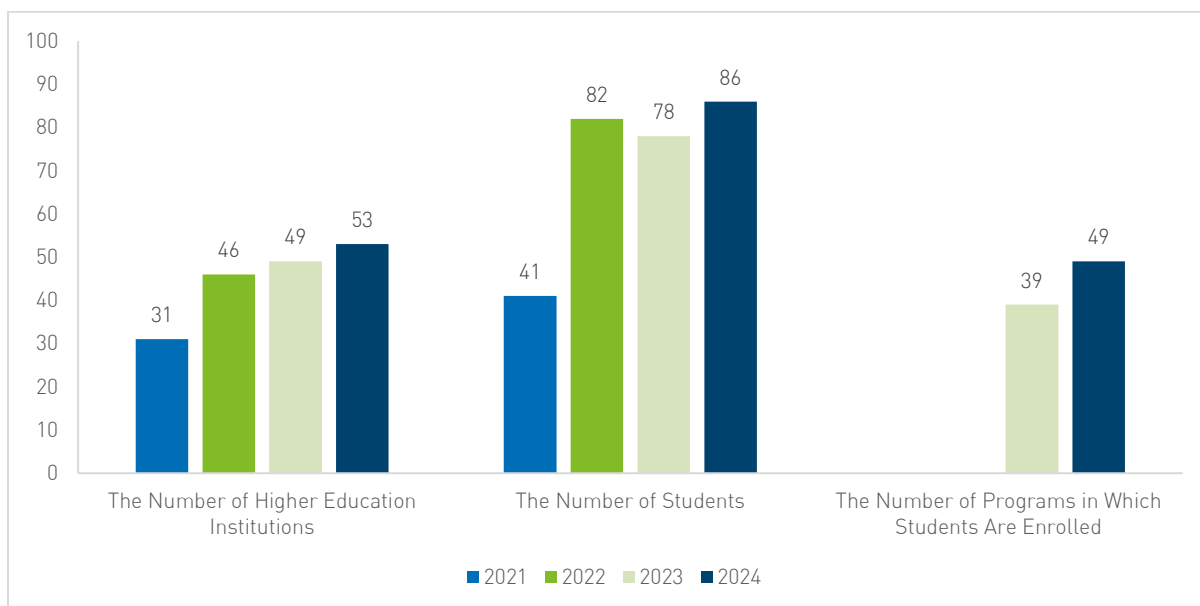


Diagram 29. Student Participation in QAW Between 2021-2024

Considering the diversity in HEI types, departments and institutions of the participating students, it is observed that the quality assurance system in Türkiye is increasingly being internalised by students and that this awareness has been on a general upward trend over the years.

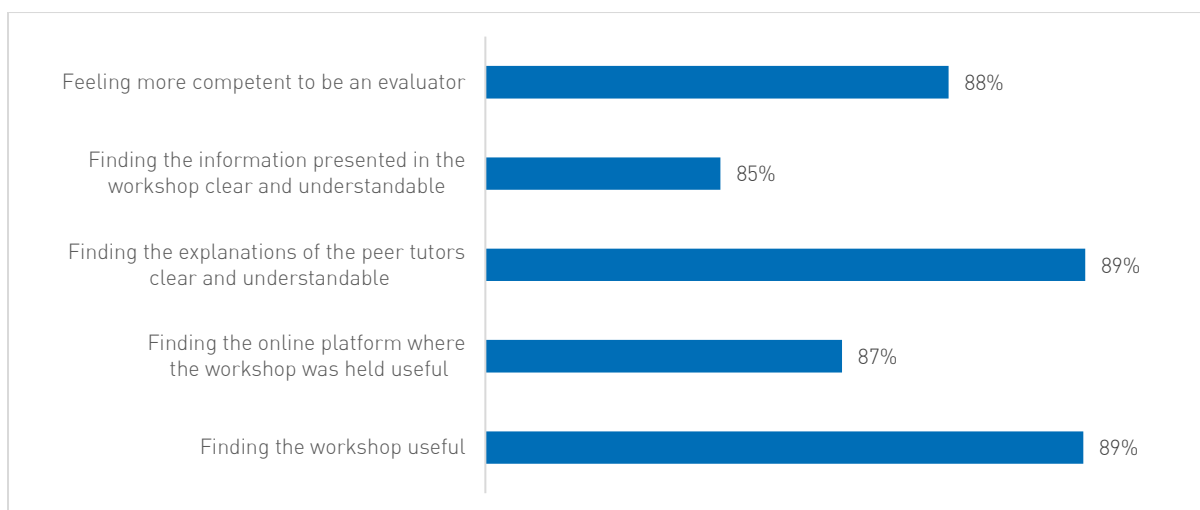


Diagram 30. QAW'24 Feedback Survey Results

The survey questions on the horizontal axis in Diagram 30 were answered positively by the participating students at 85-90%. These results reflect the effectiveness and efficiency of the QAW and the interest of the participants in the process.



To increase the knowledge, skills and experience that a THEQC evaluator should have to serve in THEQC's institutional external evaluation programs, "Entry-Level Training for Higher Education Students" was organised for students who successfully completed the QAW'24 held by the Commission and received a certificate of participation. In the first stage, students who successfully complete the Quality Ambassador Workshop and are entitled to receive a certificate of participation are identified by the Student Commission. These students are then evaluated based on criteria, such as their QAW performance, peer trainer's recommendation, gender, regional distribution, HEI, and educational level, to determine who will be invited to the entry-level evaluator training organised annually by THEQC.

A total of 61 students from 33 different HEIs, who successfully completed the QAW'24 and were entitled to receive a certificate of participation, were selected and invited to the 2024 Entry-Level Evaluator Training. The training was conducted online in four modules on 26 August 2024. Table 20 shows the number and distribution of students who participated in the training and were entitled to receive certificates of participation.

Table 20. Participants of the 2024 Entry-Level Evaluator Training

Number of Students	Invitees		Participants	
	Female	Male	Female	Male
Associate's Degree	3	0	2	0
Bachelor's Degree	36	11	19	7
Master's Degree	3	3	2	4
PhD	3	1	4	1
Total	45	16	27	12

A total of 61 students from 33 different HEIs were invited to the training, and 39 students, including 2 associate's degree, 26 bachelor's degree, 6 master's degree, and 5 PhD students, successfully completed the training and were entitled to receive a certificate of participation.

Upon completion of the training, a Site Visit Readiness Exam was administered online between 27 and 31 August 2024. Students who participated in the Entry-Level Evaluator Training, successfully completed it and were entitled to receive a certificate of participation,



were invited to the 2024 Applied Site Visit Preparation Training organised at Gazi University on 03 September 2024, İstanbul Technical University on 05 September 2024, and Ege University on 10 September 2024, taking into account the regional distribution. The training, conducted in three different cities, aimed to ensure knowledge sharing between new and experienced evaluators. The training covered topics such as site visit simulations, report review and writing, ISER analysis, site visit preparations and IAR writing. Members of the THEQC Student Commission and student evaluators also participated in the program, gaining hands-on experience through group work and case studies. These interactive activities demonstrate the importance of the student perspective in higher education quality assurance.

6.1.4. Publications

The Student Commission prepared a handbook for the first time in 2022 to inform higher education students about the quality assurance system and quality efforts in Türkiye. In 2023, the Quality Ambassador Handbook (For Higher Education Students) version 2.0 on the THEQC website. In 2024, it was updated again, and version 3.0 was published on the website. Version 3.0 of the Handbook was issued in line with student feedback and suggestions received at seminars. Updates to the Handbook have added clearer guidelines on quality assurance processes, included new case studies and revised accreditation procedures.

In addition, the 2024 Activity Report for Student Involvement in the Quality Assurance System in Higher Education was written within the scope of the Student Commission's duty to "write an activity report on the work carried out by the Commission during the relevant year and present it to the Council at the end of the year."

6.1.5. Stakeholder Meetings, Seminars and Conferences

The Student Commission actively participated in national and international stakeholder meetings throughout 2024. In this respect, it has carried out various activities aimed at strengthening and promoting the role of student involvement in the Turkish higher education quality assurance system.

The Commission attended the International Conference on Quality Assurance and Accreditation organised by THEQC on 25-26 April 2024. Additionally, the Commission's academic coordinator and a Commission member participated in the "Students' Quality Societies Share Their Experience-II" event organised by Tekirdağ Namık Kemal University on



22 November 2024 for students' quality societies to be aware of each other's activities and to share their experiences.

According to the results announced on 17 June 2024, nine membership applications from Türkiye were accepted into the ESU Quality Assurance Experts' Pool, which currently lists 92 students from 30 different countries. Thus, 2 students from Türkiye succeeded in becoming members of the pool in 2020, 8 in 2021, 10 in 2022, 9 in 2023, and 9 in 2024. Among the 9 Turkish students listed in the pool, 4 are members of the THEQC Student Commission. On 27 June 2024, members of the Student Commission participated in the Introduction to the Quality Assurance Experts' Pool Training organised by ESU for members who were selected to the Quality Assurance Student Experts' Pool for the first time and whose terms of office were extended. By actively participating in the events and trainings organised by the Pool, THEQC Student Commission closely follows the developments in the European higher education quality assurance system and uses this information to improve its work on the Turkish higher education quality assurance system.

On 15-18 September 2024, ESU organised a training in Warsaw for newcomers and continuing members of the Pool. The theme of the training, which was also attended by a member of THEQC Student Commission, was "The Role of Students in Quality Assurance Systems". In addition, a Student Commission member participated in the online training organised by the German accreditation agency EVALAG (Evaluationsagentur Baden-Württemberg) on 7 October 2024 for members of the Pool. This training was also given for members of the ESU Quality Assurance Student Experts' Pool.

On 16 October 2024, the THEQC President, the ENQA delegation, the Student Commission's academic coordinator and the Commission members attended the review meeting organised within the scope of the 2024 ENQA site visit to THEQC.

The Commission participated in national and international quality assurance events and shared its knowledge and experience with the public. Thus, it contributed both to raising awareness and strengthening interaction with stakeholders.



6.2. HEIs' Student Involvement Activities

In addition to the work of the Student Commission, HEIs carried out various activities to disseminate the quality assurance culture and increase student involvement. These activities have been monitored by THEQC through official channels since 2021. Information on quality assurance practices organised with students in institutions in 2024 and related activity types are presented in Table 21.

Table 21. Quality Assurance Practices with Student Involvement in HEIs

Activity Type	Number of Activities
Seminar	287
Feedback/Opinion Survey	47
Student Stakeholder Meeting	150
Conference/Symposium	106
Workshop	130
Focus Group Discussion	25
Total	745

Based on the data obtained from 118 HEIs, Table 21, shows that 287 seminars, 47 feedback and opinion/suggestion surveys, 150 student stakeholder meetings, 106 conferences/symposiums, 130 workshops and 25 focus group discussions were held in 2024 regarding quality assurance processes.

In addition, students work part-time in the quality coordinator's office at 38.1% of these institutions, according to the information obtained from the HEIs. In 23% of the institutions, self-evaluation teams consisting of internal stakeholders are established, and student evaluators are included in these teams. 74% of these institutions provide evaluator training to students who will take part in self-evaluation teams. 15% of the institutions have a quality commission consisting solely of students in their units/faculties/graduate schools.

In line with these results, HEIs are expected to encourage and support students through various involvement methods to ensure more active involvement of students in quality assurance works, and continue their practices for this aim.

6.2.1. Students' Quality Societies

Higher education quality societies are networks established to increase cooperation among HEIs, share best practices and spread quality culture among students in line with the objectives set by THEQC. The Quality Societies Unit, one of the sub-units of the THEQC Student Commission, is responsible for guiding students' quality societies, keeping the national list of quality societies up-to-date, following their work and organising activities in cooperation with them.

The number of students' quality societies operating in 152 different HEIs in January 2024 reached 164 by December 2024. Here, the number of students' quality societies and the increasing trend are interpreted as the dissemination of quality culture among students. This upward trend is shown in Diagram 31.

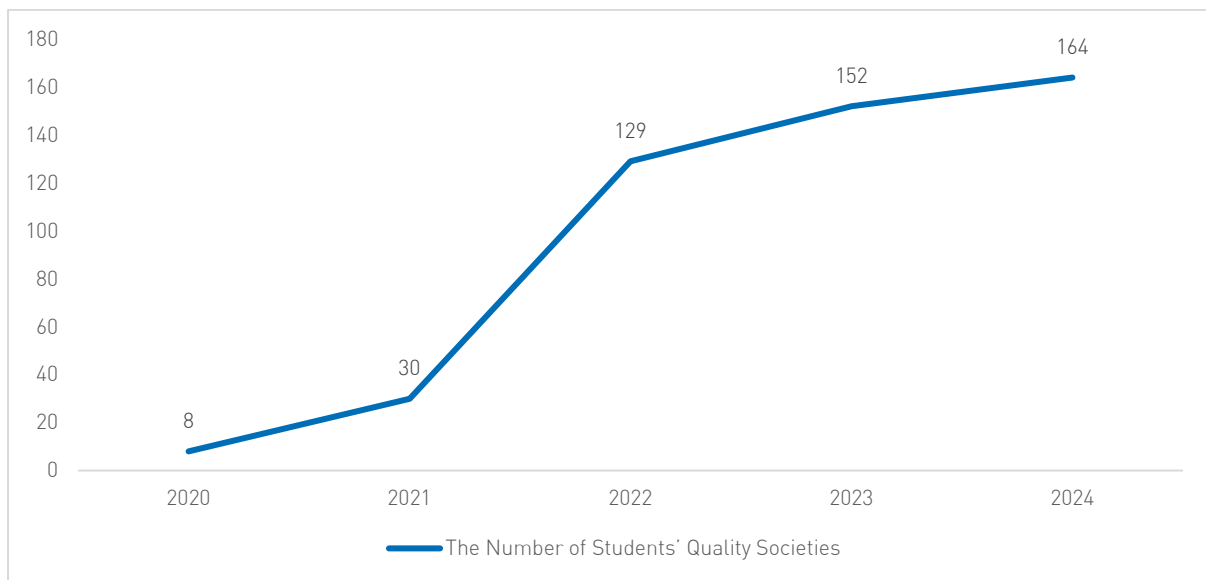


Diagram 31. The Number of Students' Quality Societies

In light of all this information and statistics, it is evident that student involvement in quality assurance processes in HEIs in Türkiye is gaining importance and increasing every year. Student involvement is encouraged through the Student Commission's information and activity posts on social media accounts. Students are integrated into quality assurance processes through activities, such as training sessions, workshops, publications, conferences, stakeholder meetings and student societies.



7. EVALUATION OF THEQC'S ACTIVITIES BY STAKEHOLDERS

7.1. Media and Online Visibility

According to the data obtained from Interpress Reports within the scope of THEQC's media visibility, 1,599 news items in total, of which 75 were national, 112 regional, and 1,388 local, including 24 in the TRNC press, were published about THEQC's activities in the print media in 2024. A total of 8,240 news items were published on digital news channels, and 159 news items on THEQC's activities were published on television channels.

THEQC's social media accounts were used as an effective instrument for communication with the public and stakeholders. As of the end of 2024, the number of followers on X (previously known as Twitter) reached 27,832. THEQC's English X account, which broadcasts in English simultaneously with the Turkish account and was launched in 2020 to increase international visibility, has 791 followers. There was a 26.13% increase compared to the previous year with 2,330 followers on the LinkedIn account, which also offers Turkish and English content. On the YouTube platform, the number of subscribers was 601 as of the end of 2024. As of the end of 2021, an official account was created on Instagram to increase access to the young target audience. By the end of 2024, the number of Instagram followers reached 5,429, representing an increase of 29.29% compared to the previous year.

7.2. Evaluation of Training Activities

Throughout 2024, THEQC carried out various activities to develop a culture of quality assurance and to enhance the competencies of evaluators and quality commissions. The first activity of the year was the Higher Education Quality Commissions Training Meeting held online on 24-25 January 2024. In this meeting, informative meetings and practical sessions on institutional self-evaluation, accreditation processes and follow-up work were organised for HEIs' quality commission members.

In the second half of the year, the Entry-Level Evaluator Training was held online on 26 August 2024 to prepare the new evaluator candidates for the THEQC processes. This was followed by face-to-face Evaluator Trainings in three different cities in September 2024. While maintaining the online interaction experience gained during the pandemic, physical sessions



were also organised in İstanbul, Ankara and İzmir in 2024 to meet the increasing demand of participants for face-to-face meetings. This practice enabled the participants to interact more effectively in group work and increased the efficiency of the applied sessions.

The last event of the year was the Training Meeting for International Evaluators held on 25 October 2024. In this online meeting, content to support international evaluators' adaptation to THEQC's quality assurance system was presented. Thus, a hybrid model combining online accessibility and face-to-face interaction was adopted in the training sessions held throughout 2024.

Data from the surveys administered after the training sessions show that the activities were generally evaluated very positively. The average ratings given by the participants are as follows:

Overall, I found the training helpful: 4.5 / 5

I think the training achieved its purpose: 4.4 / 5

The duration of the training was sufficient: 4.2 / 5

The platform chosen for the training was appropriate: 4.2 / 5

Training materials were clear, understandable and sufficient: 4.3 / 5

After the training, I feel more competent in external evaluation, accreditation, and follow-up processes: 4.3 / 5

These results show that the participants agreed that the training achieved their objectives to a great extent and that the content and presentation style met their expectations. The relatively lower rating for "The duration of the training was sufficient" reveals that some participants felt that the duration of the sessions was short.

When the answers given to the open-ended questions are analysed, it is seen that the majority of the participants characterised the training as useful, instructive and practical. The competence of the trainers, the clarity of the presentations and the organisation of the materials shared were the most frequently cited strengths. It was stated that group work and sharing of case studies supported learning, and especially in face-to-face sessions, participants shared more experiences with each other. Among the areas for improvement are the duration and intensity of training. Some participants requested longer sessions, while



others suggested reducing the intensity of content and spreading it more evenly over time. In addition, some of the participants also mentioned technical and connection problems experienced in online sessions. It was also noted that having participants with different experience levels in the same training affected the pace of some sessions. Therefore, providing short preparatory materials to align the level of prior knowledge would be useful.

Overall, THEQC's educational activities in 2024 were highly successful in terms of both participation and satisfaction levels. The hybrid structure combining online and face-to-face components enhanced interactive learning environments while increasing accessibility. While the results of the quantitative analysis numerically confirm the effectiveness of the training, qualitative feedback reveals that the programs continue to evolve in a way that is responsive to participant expectations. In the upcoming period, it is recommended to increase the number of sessions customised for different participant profiles, further strengthen the technical infrastructure and increase the number of face-to-face workshops. The continuity of training activities remains the most tangible indicator of THEQC's contribution to the development of human resources in the quality assurance ecosystem.

7.3. Evaluation of the Evaluation Teams

The opinions of stakeholders participating in the processes are monitored with a 360-degree evaluation approach to ensure continuous improvement of THEQC's evaluation programs. In this respect, evaluators, team leaders and institution managers/directors (rectors) share their observations on the processes using a Likert-type (1-5) scale; team members also rate THEQC's process management. In 2024, the responses received from each stakeholder were analysed in a holistic framework that reflects perspectives of both the evaluator and the evaluated together. In the scale, 4-5 was considered positive, 1-2 negative, and 3 neutral; negative statements, such as "could not use time effectively", were interpreted as negative signals when they received high scores.

In the 2024 period, the breakdown of responses by evaluation channel is as follows: Evaluator to Evaluator (N=1,071), Team Leader to Evaluator (N=213), Evaluator to Team Leader (N=212), Rector to Evaluator (N=116), Rector to Team Leader (N=26), Evaluator to THEQC (N=233) and Team Leader to THEQC (N=35). This distribution makes it possible to read both the internal dynamics of the team and the external observations of the institutions in a



comparative manner. However, it also reveals the need to establish mechanisms to overcome limited participation.

Table 22. Participation Rates in 360-Degree Evaluation Survey

360-Degree Evaluation Survey	Total	Participation (N)	Participation Rate (%)
Evaluator to THEQC	359	233	64.9
Evaluator to Team Leader	359	212	59.1
Team Leader to THEQC	59	35	59.3
Evaluator to Evaluator	1976	1071	54.2
Rector to Evaluator	359	116	32.3
Rector to Team Leader	59	26	44.1
Team Leader to Evaluator	359	213	59.3

The 2024 results show that the strengths reported in 2023 have largely been maintained, with room for improvement in some areas. These findings can be mainly summarised as follows:

- Team cohesion and communication were high in all feedback. Cohesion scores are recorded as 95% for Evaluator to Evaluator, 96% for Team Leader to Evaluator, and 90% for Evaluator to Team Leader. In 2023, the "strongly agree" rate for the statement "worked in harmony with team members in online and face-to-face processes" was approximately 80%, while in 2024, this rate hovered between 70 and 78% across teams.
- Strong perceptions of impartiality and fairness persist this year: Team Leader to Evaluator (98.7%), Evaluator to Evaluator (95.3%), and Evaluator to Team Leader (93.2%). From the Rectors' perspective, these rates stand at 89.7% for Rector to Evaluator and 92.6% for Rector to Team Leader.
- Indicators regarding adherence to the site visit schedule by evaluation teams are in the 94% range; specifically, Rectors rated Evaluators at 94.0% and Team Leaders at 88.9%.
- The culture of refraining from making comparisons with other institutions is well-established within the teams; negative response rates (scores of 1–2) range between 0.4% and 2.0%. However, in the Rector to Evaluator channel, the negative



rate is higher compared to others, standing at 6.0%; it was emphasised in 2023 that this issue requires greater focus in training.

- In intra-team evaluations, levels of prior knowledge and preparedness are strong, ranging between 92% and 95%. From the perspective of Rectors, however, this stands out as an area for improvement, with scores of 83.9% for Rector to Evaluator and 88.9% for Rector to Team Leader.
- Regarding time management, the agreement rate (4–5) for the negatively worded item was 17.2% for Evaluator to Evaluator, 13.7% for Team Leader to Evaluator, and 21.1% for Evaluator to Team Leader. In the Rectors' perception, this rate is 14.5% for Evaluators, whereas it reached 40.7% (N=59) for Team Leaders, pointing to a significant risk area.

7.3.1. Evaluator-Related Findings

Peer feedback (Evaluator to Evaluator) revealed a team cohesion rate of 95.1%, with high scores also recorded for communication with the institution and question quality. However, time management stands as an area for improvement at 17.2%, pointing to practical areas such as report writing, task sharing, and session time management. In the Rector to Evaluator channel, evaluators' cohesion, impartiality and communication skills with the institution are found to be positive. At the same time, prior knowledge and preparedness continue to be an area for improvement at 83.9%, as in 2023.

7.3.2. Team Leader-Related Findings

While the Evaluator to Team Leader channel indicates high satisfaction with leadership attitudes and an overall positive sentiment of 93.1%, time management emerges as a relatively notable area for improvement at 21.1%. Similarly, in the Rector to Team Leader findings, attitudes regarding team management remained positive, whereas time management stood out as a significant area for improvement at 40.7% (N=59). It was noted in 2023 that the contribution of some team members to report writing processes remained limited, and the 2024 data has confirmed this observation. In this context, the need to clarify task allocation within the Guide and methodology has once again come to the forefront.



7.3.3. Findings Related to THEQC Processes and Resources

In 2024, the support provided by THEQC throughout the process was perceived positively, with rates of 86.6% for Evaluator to THEQC and 97.1% for Team Leader to THEQC. Regarding practices, Evaluators agreed with the statement "guidance regarding the institution" at a very high level of 95.4%, whereas this rate was 85.7% among Team Leaders. Conversely, "guidance for the team" was rated very high at 97.1%. The comprehensibility of materials and attachments was rated at 100% by Team Leaders and 91.9% by Evaluators. While a need for updating the Evaluation Portal content to align with processes was noted in 2023, the 2024 results indicate progress in team usage, though a continued need for simplification and exemplification remains from the institutional perspective.

7.3.4. Key Themes in Open-Ended Responses

Open-ended responses focused heavily on site visit planning, training scope, portal/system usage, time management, and the organization of evidence. Similar themes were observed in 2023; in particular, suggestions regarding the efficient use of site visit duration and requesting additional evidence via the information management system were reiterated. In 2024, these suggestions are of a nature that can be improved through standard workflows and Guide updates.

The 2024 findings reveal that the institutional approach regarding team cohesion, communication, and impartiality is well-established and strong; however, improvements are needed in focus areas revolving around prior knowledge and time management. Specifically, Team Leaders' time management (40.7% negative) and Evaluators' prior knowledge of the institution (83.9% positive) stand out as priority areas for improvement from the Rectors' perspective.

Overall, the 2024 data demonstrates that the THEQC evaluation ecosystem has matured, stakeholder satisfaction remains high, and targeted minor interventions could significantly elevate prior knowledge and time management indicators in 2025.

7.3. Requests, Suggestions and Complaints

The appeals and complaints process includes objections regarding external evaluation activities and the recognition and authorisation of accreditation agencies carried out by THEQC



and complaints about its services. In this regard, the Appeals and Complaints Directive was developed, and the Commission on Appeals and Complaints was established under that directive.

The main purpose of the process is to provide services in an open and accountable manner, to be fair in decision-making and to secure the rights of stakeholders in line with THEQC institutional goals and values. Upon notification of the appeal or complaint to the Council, the process is managed through the Quality Management Information System and CIMER. A total of 388 applications were received through the system and CIMER. As shown in Diagram 32, these are categorised as: 12 suggestions, 34 complaints, 182 information requests, 148 requests, and 12 appeals.

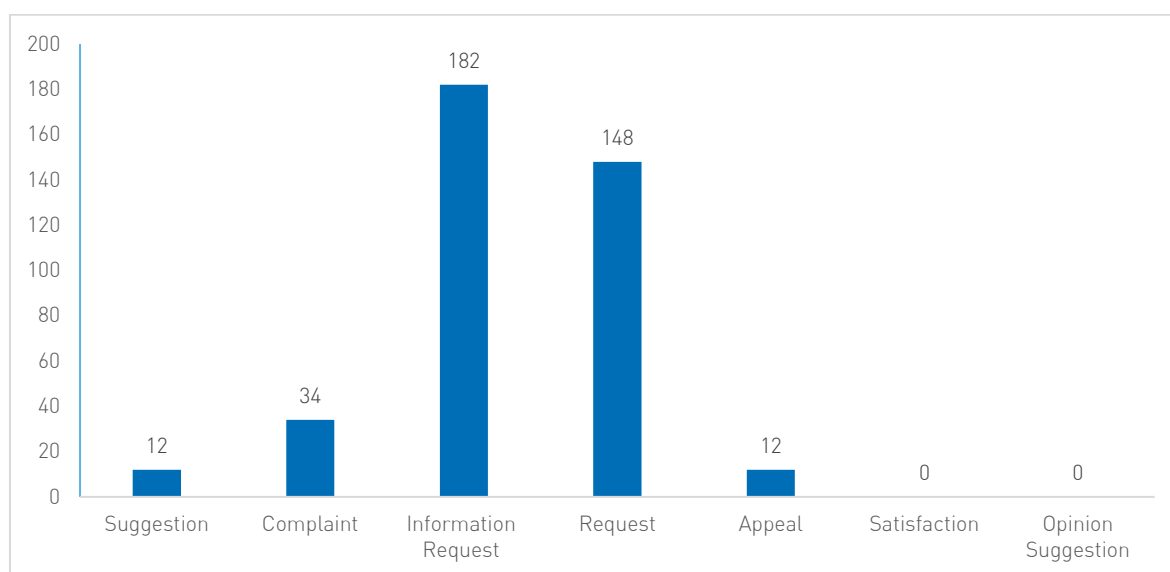


Diagram 32. Requests, Suggestions and Complaints



8. CONCLUSION AND RECOMMENDATIONS

8.1. Conclusion

Since its establishment, THEQC has been working on the evaluation of the activities of HEIs in line with their mission, vision and objectives, the recognition, follow-up and authorisation of independent external evaluation and accreditation agencies, and the development and dissemination of quality assurance culture in higher education. THEQC expands its field of activity and increases its visibility by prioritising internationalization. It is registered with EQAR, one of the responsible bodies for higher education quality assurance in Europe, and has achieved visibility in DEQAR. Along with ENQA (the umbrella organisation for QA in the EHEA), it is a full member of APQN, INQAAHE, CHEA/CIQG, and IQA.

Between 2016 and 2024, 196 HEIs were evaluated under the IEEP, 175 under the FuP, 109 under the IAP, and 16 under the MtEP. In 2024 specifically, evaluation processes were completed for 5 institutions in IEEP, 5 in the FuP, 35 in IAP, and 13 in MtEP. As the competent authority for authorising and monitoring national agencies and recognising international agencies, THEQC has authorised 25 national agencies and recognised 14 international agencies as of 2024. Through these agencies, a total of 1,776 programs have been accredited in Türkiye as of 2024.

THEQC prioritises stakeholder involvement, especially students, in developing and disseminating a quality culture. In 2024, a consistent increase was observed in student involvement in QA processes. A large number of students from different HEIs gained basic knowledge and skills on quality processes and took active roles in evaluation processes. The increase in the number of quality societies and the broadening of their range of activities has embedded the quality culture more strongly at the student level. On the other hand, it must be noted that student involvement mechanisms are not adequate in some institutions, and feedback systems are not equally effective in every institution.

The Status Report, written in accordance with the legislation, is an analysis that serves as a primary and reliable source of statistical and analytical information, offering recommendations on activities for improving quality processes based on all data collected from THEQC's external evaluations. The annually written Status Report allows THEQC to



periodically analyse its EQA processes at the end of each cycle. It is easily accessible to stakeholders and the public via the THEQC website.

Findings regarding the external evaluations of HEIs under IEEP, FuP, IAP, and MtEP can be summarised under 4 main headings:

8.1.1. Leadership, Governance, and Quality

Findings regarding the 5 HEIs included in the IEEP in 2024 indicate that they are generally in the doing phase concerning the sub-criteria of the Leadership, Governance, and Quality main heading. These institutions are expected to establish monitoring and continuous improvement mechanisms and complete their PDCA cycles to mature their quality assurance systems.

Regarding the 5 HEIs included in the FuP in 2024, it is observed that the process of establishing an effective and integrated information management system has not yet been completed across all institutions. Although progress has been recorded in disseminating quality culture throughout the institution, this culture has not yet been fully internalised. It has been determined that stakeholder involvement is not operated systematically, and monitoring and improvement processes in these areas need to be pursued more resolutely.

In the 35 HEIs included in the IAP in 2024, the transition from the planning phase to the doing phase has become evident. Despite visible developments in monitoring and continuous improvement mechanisms, it is understood that they have not yet been effectively established in all institutions. Furthermore, examples of best practices remain limited.

According to MtER data regarding this main heading, 37% of the institutions evaluated in 2024 are in the doing phase, 60% have completed their PDCA cycles, and 3% have reached the best practice level. It is observed that all institutions are continuing their activities within their plans. These results indicate that institutions have reached a significant level of maturity in structuring and internalising quality assurance systems and have strengthened their sustainable quality management approaches.

Overall, the necessity emerges for HEIs that underwent evaluation processes in 2024 to structure leadership, governance, and quality assurance systems in a holistic manner and to strengthen monitoring, checking, and continuous improvement mechanisms.



8.1.2. Learning and Teaching

It is observed that the 5 HEIs included in the IEEP in 2024 are generally in the doing phase regarding criteria under the Learning and Teaching main heading, and they continue their efforts to integrate learning and teaching processes with the quality assurance system. However, it has been determined that student-centred learning and measurement and evaluation approaches are not fully institutionalised in these institutions, and monitoring and continuous improvement cycles need to be completed.

Regarding the 5 HEIs included in the FuP in 2024, it is understood that significant progress has been recorded in program design, evaluation, and update processes; however, the monitoring and evaluation processes of teaching resources and academic support services are not yet being conducted systematically. While examples of best practices regarding the measurement of student learning outcomes are increasing, there are areas for improvement in linking these practices with quality assurance systems.

It has been determined that the 35 HEIs included in the IAP in 2024 are largely at the doing level, and the rate of institutions completing the PDCA cycle is approximately 24% under this main heading. It is observed that awareness at the institutional level has increased in program design and implementation processes, but continuous monitoring and improvement mechanisms have not yet matured.

The MtER data indicate that the majority of institutions operate the PDCA cycle, while very few are in the planning phase. These results reveal that improvements and student-centred approaches have become widespread in learning and teaching processes in the vast majority of institutions.

Overall, it emerges that HEIs evaluated in 2024 have strengthened their quality assurance understanding in learning and teaching processes; however, they need to continue their efforts towards institutionalising student-centred learning, measurement and evaluation, and monitoring systems.

8.1.3. Research and Development

Regarding the 5 HEIs included in the IEEP in 2024, it was observed that institutions are generally in the planning and doing phases under the Research and Development main



heading, and their research policies are in the process of institutionalization. Although basic mechanisms regarding the management of research processes have been established, it was determined that the PDCA cycle is not fully operational.

For the 5 HEIs included in the FuP, developments have been recorded in the effective use of research resources, increasing the rates of externally funded projects, and expanding cooperation networks. However, it is understood that there are limitations in monitoring research outputs via performance indicators and integrating the results into quality assurance processes.

It has been determined that approximately 15% of the 35 HEIs evaluated in the IAP have completed the PDCA cycle, approximately 70% are in the doing phase, and the remainder are at the planning level. In 2024, it was concluded that while institutions strengthened their research infrastructures and an increase was observed in the number of projects and publications, there is a need to develop regular monitoring of research performance and continuous improvement processes.

According to MtER findings, a significant portion of institutions have completed the PDCA cycle in research and development processes and have made progress in aligning research policies with their strategic plans. However, there are areas for improvement in monitoring research performance indicators and integrating outputs into quality assurance mechanisms.

The 2024 findings indicate that while quality assurance awareness regarding research and development processes has increased in HEIs, there is a need to strengthen systematic monitoring, impact analysis, and improvement mechanisms.

8.1.4. Service to Society

It is observed that the 5 HEIs included in the IEEP in 2024 are generally in the doing phase, and the number of institutions that completed the PDCA cycle is limited. Although progress has been recorded in the planning and execution of service to society activities, there is a need to develop systematic mechanisms for monitoring and evaluating the results of these activities.



Regarding the 5 HEIs included in the FuP, it is understood that projects are being conducted in the fields of regional development, social responsibility, environment, and culture. However, it has been determined that deficiencies persist in measuring the impact of these projects and aligning them with institutional strategic plans.

Of the 35 HEIs evaluated in the IAP, it is observed that 14% have completed the PDCA cycle, approximately 65% are in the doing phase, and approximately 21% are at the planning phase. These findings indicate that while awareness regarding the field of service to society is increasing, the processes have not yet reached the desired level of maturity.

According to the 2024 MtER results, a significant portion of institutions have moved to the doing and monitoring phases in the field of service to society, and the rate of institutions completing the PDCA cycle under this main heading has increased. However, it is necessary to conduct impact analyses of service to society activities, associate them with performance indicators, and operate resource management processes systematically.

Overall, it emerges that HEIs evaluated in 2024 have increased their awareness levels regarding service to society activities; however, there is a necessity to strengthen process follow-up, conduct impact analyses, and reinforce resource management systems.

8.2. Suggestions

8.2.1. Policy Developers and Decision-Makers

It is of great importance that the decisions taken by THEQC regarding its quality assurance activities are internalised by HEIs to ensure the development of the higher education system. Institutions are expected to improve their areas for improvement identified in external evaluation reports, maintain their strengths, establish follow-up and continuous improvement mechanisms, and complete their PDCA cycles.

To create a qualified workforce within the scope of quality assurance work, staff recruitment has been carried out and is ongoing under the Regulation on THEQC Experts, issued with legal arrangements for employing experts and assistant experts. In addition to decisions taken to meet personnel needs, steps must also be taken to increase THEQC's physical capacity.



It is considered crucial to make maximum use of developing information technologies in establishing and developing quality assurance systems. In this context, meeting THEQC's infrastructure and IT personnel needs is seen as vital, particularly regarding the utilisation of artificial intelligence programs in sustaining quality processes, conducting sound evaluations, and assessing reports.

It is important to conduct a primary study and share it with the public to systematically and comprehensively collect employment information such as HEI graduates' employment, continuing education, salary satisfaction, and employer/alumni satisfaction.

THEQC recommends the improvement of incentive mechanisms for the budgets and human resources of state HEIs that receive full accreditation within the scope of the IAP. Additionally, the necessity of giving priority in scientific research projects to the academic staff of state and foundation universities with full accreditation should be discussed. Furthermore, providing financial support to cover the program accreditation expenses of HEIs applying for program accreditation is recommended.

Although significant steps are taken for CoHE, THEQC and VQA to cooperate more effectively to place higher education qualifications with program accreditation in the TQF and to simplify the process, the necessary work should continue to complete the process.

To internalise quality processes, disseminate quality culture, and ensure sustainability in HEIs, staff working in institutional quality coordinators' offices should be incentivised and supported. It is necessary to provide training or experience transfer opportunities to enable them to make high-quality contributions to the processes.

8.2.2. Higher Education Institutions

The senior managers of HEIs must take ownership of practices aimed at strengthening internal quality assurance systems and disseminating quality culture, and they must lead these efforts. Follow-up and continuous improvement mechanisms should be established in HEIs to complete the checking and acting phases of the PDCA cycle, which emerged as a result of THEQC evaluations. These mechanisms should be supported by an integrated information management system that works with all information systems in the institution. HEIs should make more effective use of academic staff, administrative staff and students who have passed the training processes of THEQC in their internal quality assurance processes. The



participation of these staff and students in quality commissions should be prioritised. Quality assurance work executed only by a certain person or group constitutes an important obstacle to the development of a quality culture in HEIs. In this context, it should be ensured that quality assurance works are widespread in HEIs. To prevent the changes in the governing body from negatively affecting the quality culture work, processes should be defined and scheduled. HEIs need to continuously monitor and improve their internal quality assurance system, not only when they are involved in external evaluation processes.

The participation of stakeholders, who hold a crucial place in the quality assurance system, must be ensured in every stage of activities—primarily governance and quality assurance, as well as learning and teaching, research and development, service to society, and other activities. For this reason, the perception of stakeholder involvement should not be limited to only surveys. Practices should be developed to ensure and increase student involvement in the quality assurance system. The fact that students' quality societies formed within HEIs are voluntarily established and their number is rapidly increasing is a positive development. The representation of these societies in decision-making mechanisms should be strengthened, and expert academic adviser support should be provided for quality assurance work.

Events such as conferences, seminars, workshops, congresses, panels, etc., to ensure that students at all program levels learn about quality assurance processes should be organised; the work of the THEQC Student Commission should be followed, and cooperative activities should be carried out with THEQC to ensure student involvement in the processes. ISERs written annually by HEIs should be written with a participatory and inclusive approach. It should be ensured that the self-evaluation works carried out within the scope of ISERs are objective. Evidence for follow-up and improvement in ISERs, in particular, should be strengthened. In the design of higher education programs, the implementation of student-centred learning and performance-based evaluation approaches that are based on learning outcomes should be increased. Artificial intelligence components should be included in the courses. Follow-up and improvement mechanisms of programs should be strengthened, stakeholder involvement should be ensured more effectively in the design, follow-up and updating processes. In light of program updates, the competencies of teaching staff should be continuously improved, teaching excellence centres should be established for this purpose, and support processes and mechanisms should be developed.



Senior managers/directors of HEIs should support and encourage departments and programs to increase the number of program accreditations and program diversity. Experience gained and best practices encountered in the accreditation processes should be disseminated throughout the institution. In non-accredited programs, self/peer evaluation works should be carried out. Integration of micro-credential programs into the institution's programs should be ensured, and opportunities to produce and operate such programs on an institutional basis should be increased. Recognition processes of prior learning acquired by students through non-formal education, formal education, or informal learning should be strengthened. Performance indicators related to learning and teaching processes should be monitored with reliable and objective methods, compared with peer institutions, and improvement suggestions should be practised. To increase the efficiency of learning and teaching processes, a traceable relationship should be established between research and development processes and learning and teaching processes. Intra-institutional and inter-institutional cooperation and experience-sharing processes should be strengthened.

Creative/innovative training activities of teaching staff should be encouraged and rewarded. The use of artificial intelligence systems should be promoted among teaching staff. It should be ensured that creative/innovative training activities are included in the assignment and promotion criteria. Distance education systems should be implemented holistically, considering all their components and stakeholders. Courses or programs to be carried out by distance or blended means should be designed in a way specific to distance education. In addition to the teaching methods, training and arrangements regarding measurement and evaluation methods should also be amended, and institutions should be able to monitor and manage this change within a remote measurement and evaluation system. Distance education competencies of faculty members should be developed in learning and teaching processes beyond digital literacy skills. In this process, the use of learning management systems, digital content production, student-centred distance education methods, alternative assessment approaches, copyright and ethics in digital learning tools and products should be emphasized. Senior managers of HEIs are expected to implement practices that will strengthen the institutional belonging of academic and administrative staff and students. Furthermore, mechanisms regarding training, incentives, and rewards for administrative staff must be implemented.



While strong mechanisms exist in HEIs for monitoring research performance, efforts must be undertaken to evaluate follow-up results and ensure the continuity of improvement activities. Research budgets of HEIs are expected to be monitored and improved over the years according to priority areas. Mechanisms should be put into practice to increase the competencies of teaching staff for research and development. Student involvement in research and development activities should be increased. The links between research and development activities and the institution's leadership, governance, quality, learning and teaching, and service to society systems should be strengthened, and efforts in these areas should be encouraged.

HEIs should determine their service to society policies and objectives and create a budget and establish appropriate organisational structures in line with them. Mechanisms should be established and developed to monitor and improve service to society activities.

8.2.3. Accreditation Agencies

Accreditation agencies should develop and share their strategic plans, which include goals, objectives and performance indicators, with the public. The realisation levels of performance indicators should be monitored periodically, and action plans should be developed to eliminate the problems that arise in this context. In order to operate this process effectively, internal quality assurance systems should be developed. Accreditation agencies should continuously improve their evaluator competencies in order to strengthen their objective evaluation practices and establish mechanisms to ensure the consistency of evaluation results. While accreditation agencies announce their evaluation decisions, they should also publish their accreditation evaluation reports for transparency. Particular attention should be paid to consistency in accreditation decisions. Within the internationalization works, accreditation agencies should carry out works such as membership, cooperation, and international accreditation of programs.

Accreditation agencies should have sufficient human resources to ensure the effectiveness of accreditation processes, and the variety and competencies of evaluators should be increased. In this context, they need to conduct evaluator training, increase the number of evaluators in their pool and keep them updated. It should be ensured that the sub-units of accreditation agencies are composed of different people.



The use of digital information management systems should be expanded in order to benefit from digital archiving in program accreditation activities.

Newly-established or soon-to-be-established accreditation agencies are expected to carry out their application processes by paying attention to THEQC procedures and mature their processes by sharing experiences with experienced agencies in this regard.

8.2.4. Business World and Graduates

The business world, which is one of the essential external stakeholders of HEIs, should develop cooperation with HEIs and the supreme institutions for higher education with regard to graduate expectations. Work should be carried out on the need, interest and acceptance of micro-credentials in the business world and whether the certificates cater to the needs of the business world. The business world should conduct studies on the qualified staff they need and share their reports and feedback with HEIs. The reports written as a result of the works carried out should be forwarded to the relevant institutions.

The business world should implement incentivising practices in the employment of graduates of accredited institutions or programs. Additionally, both the power of the university to contribute to the business world and the business-university cooperation opportunities in social processes should be increased within the service to society context.

Mechanisms should be developed so that graduates can be in constant contact with the institutions they graduated from, an institutional sense of belonging should be built and they should be encouraged to give feedback. Institutions should encourage their students to be in communication with their graduates, establishing alumni associations and supporting them with such platforms, etc. Alumni events should be hosted at the institution as much as possible, and their participation should be ensured by inviting them to events such as career days. Meetings should be held with alumni and active students to share experiences.

8.2.5. Students

It is observed that there is a stable increase in student involvement in quality assurance processes at HEIs, that a large number of students have gained basic knowledge and skills regarding these processes, that they have taken active roles in evaluation processes, and that quality culture has become firmly established. On the other hand, it must



be stated that student involvement mechanisms have not been developed, and feedback systems are not functioning in some HEIs. Recommendations can be listed as follows:

Involvement in decision-making mechanisms needs to be increased. It is recommended to expand the scope of authority and responsibility of students within quality commissions, self-evaluation teams, and similar structures in HEIs to enable them to play a more effective role.

Feedback systems need to be strengthened. It is recommended that surveys, focus group interviews, and stakeholder meetings be organised into a more systematic structure and that the feedback obtained be reflected in decision-making processes.

The sustainability of quality communities needs to be supported. It is of great importance to increase institutional support and incentives so that the growing number of students' quality societies can continue their activities.

International participation needs to be developed. It is recommended to encourage student applications to international quality assurance networks such as the European Students' Union (ESU) and similar organisations, and to integrate the knowledge and experience gained from these networks into national QA work.

Student involvement needs to be monitored and evaluated. It is recommended that the effectiveness and contributions of students participating in quality assurance processes be monitored regularly and that these findings be reported to form a basis for the improvement of the processes.

