



Higher Education Quality Council  
Turkey



# **THEQC 2019-2023 STRATEGIC PLAN**





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# **THEQC 2019-2023 STRATEGIC PLAN**

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**THE HIGHER EDUCATION  
QUALITY COUNCIL OF TURKEY  
2019-2023 STRATEGIC PLAN**

## INTRODUCTION



As everything is in a constant and rapid change in today's information and technology age, societal and industrial perceptions and expectations are substantially affected by these changes. Consequently, institutions do generally need to renew and improve their administrative processes according to the necessities of the time. How large-scale and complex institutions could be systematically managed and how the employee motivation could be ensured on the basis of institutional objectives and social benefits are the most significant questions for the success of institutional administrations. So, today's institutions are required to closely and meticulously follow the changes and improvements taking place in their institutional environments and to develop systems that will institutionalize "flexible" and "agile" administrative processes that could

keep pace with the changes.

Higher education institutions have to meet many different expectations simultaneously and with an outstanding performance. These expectations comprise an intense pressure of competition on higher education institutions. The growing competition necessitates giving administrative responses in a proper, timely and accurate manner for the aim of keeping up with and implementing the latest technological advancements. The higher education institutions that are aware of this necessity benefit from *quality-oriented strategic management and strategic planning* approaches in order to increase their competitiveness.

Established within Turkey's Council of Higher Education (CoHE) in 2015, the Quality Agency was reorganized and renamed as an independent body in 2017. The Higher Education Quality Council of Turkey (THEQC) was founded to provide *quality-oriented guidance and leadership* to administrative processes with the ultimate goal that the higher education institutions in our country could effectively answer the expectations demanded in the field of higher education. To that end, THEQC's main mission is the establishment and successful conduct of a "Quality Assurance System (QAS)" in Turkey's higher education institutions. The areas focused on as part of this mission are the educational structure, research and development skills, institutional administration system and social benefit perspective.

As a new and innovative institution, the THEQC maintains its activities on the basis of a strategic outlook in order to meet the high expectations in a crucial area of responsibility in the most effective way and to support the institutional improvements of higher education institutions. The target of **"raising generations who look to the future with confidence thanks to high-quality education"** forms the basis of this strategic outlook. The THEQC 2019-2023 Strategic Plan has been penned with this awareness and responsibility. The activities the Council will undertake for the next five years will be conducted under the guidance of this strategic plan. I would like to thank all my colleagues who have contributed to the THEQC Strategic Plan, and wish a successful execution of the plan that would make great contributions to our country.

**Prof. Dr. Muzaffer ELMAS –President, the Higher Education Quality Council of Turkey**



## EXECUTIVE SUMMARY

Strategic planning activities for the THEQC 2019-2023 Strategic Plan have been maintained in the framework of the “Law No. 5018 on Public Finance Management and Control”, the “By-Law on the Rules and Procedures of Strategic Planning in Public Administrations” that entered in force after being published in the Official Gazette No. 30344 of 26.02.2018, the “Notice on Strategic Plans of Public Administrations”, and the “Strategic Planning Guideline for Public Administrations (Third Edition, 2018)”, which was published by the Republic of Turkey Ministry of Development with an aim to regulate strategic management in public sector.

In this scope, a circular was issued on 18.10.2018 to announce the commencement of the strategic plan’s drafting process to the stakeholders. The circular highlighted that the strategic plan activities were led by the THEQC President and included the timetable of the process as well as the necessary information on the members of the Strategy Development Board and Strategic Planning Group that were formed with the aim of conducting the works coordinated by the Strategy Development Unit. The circular also requested active stakeholder participation in the drafting process.

To enable an effective conduct of the strategic planning activities, a timetable that shows the outlines and steers the planning was formed. The stages of the strategic planning process, deadlines and the units in charge were included in the timetable. The Strategy Development Board coordinated the processes.

As part of the planning works, the legislation on strategic planning, policy papers, the relevant literature and strategic plans of public bodies and international organizations were examined. To ensure maximum participation in the strategic planning works, a stakeholder analysis was performed. To that end, an external stakeholder survey was conducted to receive the opinions and suggestions of stakeholder institutions. The stakeholders were designated in consideration of the offered services, the ones directly or indirectly affected by these services and the expectations from the THEQC. Besides, the THEQC staff, who constitute the internal stakeholders of THEQC, were asked to fill out an internal stakeholder survey. The surveys were formed on the basis of THEQC’s areas of activity in a semi-structured method to yield more effective results. The surveys provided guidance in following aspects:

- ◇ Determining the strengths and weaknesses of the THEQC and the institutional opportunities and threats on the basis of stakeholder opinions,
- ◇ Determining the THEQC’s mission, vision, core values and policies,
- ◇ Designating strategic objectives and targets.

Within the situation analysis, the history and activities of the THEQC, the related services, and the analyses of legislation and policy papers were included in the strategic plan. Furthermore, an intra-institutional analysis was performed to evaluate the competencies of human resources and the current capacity of the administration regarding the institutional culture, technology and information infrastructure, and physical and financial resources. The areas for further development within the institution were also specified by analyzing the processes in international higher education quality organizations. With a PESTLE analysis, the political, economic, social, technological, environmental and legal external factors that affect or might affect the Council were discovered. And lastly, with a SWOT analysis, the Council’s strengths, weaknesses, opportunities and threats were determined.



The following aspects were taken into account in setting out the THEQC's mission, vision, core values, strategic objectives, strategic targets, performance indicators and activities/projects:

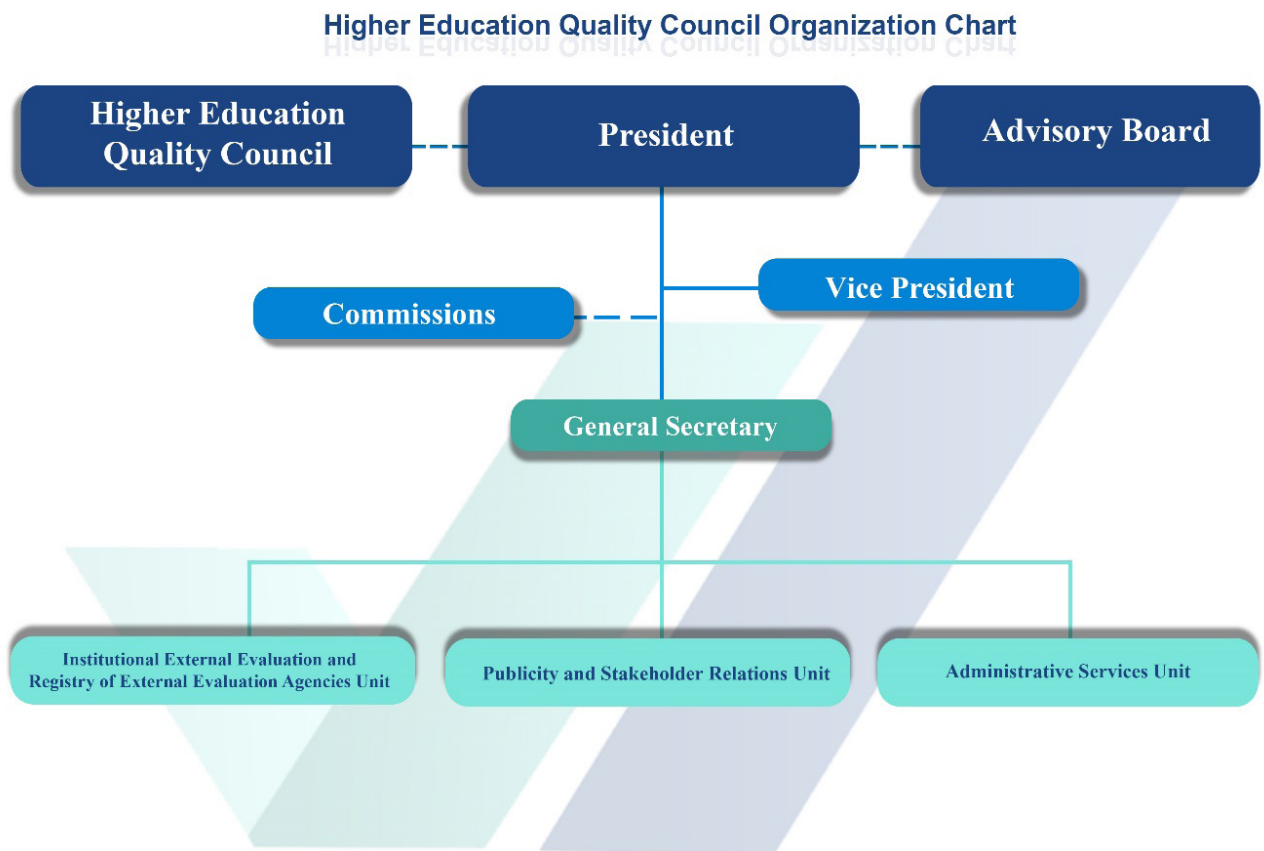
- ◇ The simplicity of the targets and strategies and their compliance with the Council's areas of activity,
- ◇ Determining applicable and measurable targets and strategies,
- ◇ Compliance with the objectives and targets of parent organizations and institutions,
- ◇ Meeting the expectations of the society and the higher education ecosystem,
- ◇ Compliance with stakeholder opinions.

Strategic planning items were determined with a participatory approach, evaluated in the board meetings of the THEQC and took its final shape after the evaluations of the senior management. Based on the 5-year performance indicators and activities of strategic targets, the sub-committees and commissions in charge were determined and the forecast budgets of the strategic objectives were formed on a yearly basis. As a result of all these endeavors, the THEQC 2019-2023 Strategic Plan was prepared and entered into force following its approval by the THEQC. This document is an abridged version of the THEQC 2019-2023 Strategic Plan.

# 1. THEQC'S ORGANIZATIONAL STRUCTURE AND AREAS OF ACTIVITY

As a newly-established Council, the THEQC aims to become one of the leading establishments in the area of quality assurance in higher education at national and international levels.

To create a higher education QAS and enable higher education institutions to complete their institutional development and meet the societal and industrial expectations, the organizational structure of the Council consists of THEQC Members, the Council's Advisory Board Members and Commissions, which are led by the Council Presidency (President and Vice President). The General Secretary comprises the Institutional External Evaluation and Registry of External Evaluation Agencies Unit, Publicity and Stakeholder Relations Unit and Administrative Services Unit.



**Figure 1: THEQC Organization Chart**

The THEQC's areas of activity and the sub-activities in these areas are as follows:

**Table 1: THEQC’s Areas of Activity and Sub-Activities**

THEQC’s Areas of Activity	THEQC’s Activities (Products and Services)
<b>Activity 1. Establishing and supporting QAS in higher education institutions</b>	P/S 1.1: Services to support and monitor internal QAS of higher education institutions
	P/S 1.2: Higher education institutions external evaluation services
	P/S 1.3: Educational services for higher education institutions
	P/S 1.4: External evaluator training services
<b>Activity 2. Authorization and recognition of accreditation agencies</b>	P/S 2.1: Authorization, recognition, registry and monitoring of accreditation and external evaluation agencies
<b>Activity 3. Dissemination and consolidation of quality assurance culture in higher education system</b>	P/S 3.1: Guidance services
	P/S 3.2: Activities
	P/S 3.3: Publishing Activities
	P/S 3.4: Annual Situation Report
	P/S 3.5: National and International Recognition and Cooperation

## 2 STAKEHOLDER ANALYSIS

The works for the THEQC 2019-2023 Strategic Plan were initiated with the formation of Strategic Plan Work Group in October 2018. For the systematization of receiving stakeholder opinions throughout the process, a semi-structured scale was developed on the basis of the Council’s activities and the opinions of internal and external stakeholders were requested. This scale was designed in three different structures in itself. The findings related to the importance levels of stakeholder opinions on THEQC’s activities (products/services) were obtained through 5-point likert scale. Subsequently, a set of open-ended questions were asked to stakeholders to obtain their innovative views and ideas regarding the Council’s institutional main and sub-activities. In the last stage, open-ended questions were asked regarding the future prospects of the Council.

Before the stakeholder surveys and the data collecting procedure began, the Council’s internal and external stakeholders were defined and presented to the Council. The stakeholder opinion survey remained open to access in the Strategic Plan section of the Council’s official website between 10-30 November 2018, with the attachment of a preliminary information form in address to relevant stakeholders. In addition, the quality officers and representatives and other relevant parties were asked to fill out the relevant surveys via institutional e-mails.

At the end of the data collecting process, 68 internal stakeholders (2 from the THEQC) and 586 external stakeholders (543 from the CoHE and 43 other external stakeholders) filled out and submitted the surveys. The evaluations of the stakeholder surveys were made on the basis of the categorization of internal stakeholder opinions, external stakeholder opinions – a. Higher education institutions, b. Other external stakeholders –.

The data obtained from the THEQC stakeholders were reported with descriptive statistics and content analysis methods. This section presents information on the following subjects:

### A. THEQC Stakeholder and Activity Relations

1. Importance/influence matrix of THEQC stakeholders
2. THEQC stakeholder-activity relation matrix

### B. Analysis of THEQC Stakeholder Surveys

3. Importance level scores assigned to THEQC activities by stakeholders (descriptive statistics and graphics),

4. What THEQC does mean to the stakeholders and the main themes (codes) of stakeholder opinions according to the data obtained from the THEQC stakeholder surveys are presented with the help of word clouds.

## 2.1. Importance-Influence Matrix of THEQC Stakeholders

The table below presents the THEQC stakeholders, importance and influence levels of the stakeholders, their priorities and overall influence scores.

**Table 2: Importance-Influence Matrix of THEQC Stakeholders**

Stakeholder	Position	Stakeholder Role	Importance Level	Influence Level	Priority	Overall Influence/ Priority Score
THEQC Members	Internal Stakeholder	Service Provider	5	3	3	45
THEQC Staff	Internal Stakeholder	Service Provider	5	2	2	20
THEQC Advisors	Internal Stakeholder	Service Provider	4	2	2	16
Advisory Board Members	Internal Stakeholder	Service Provider	5	2	2	20
Evaluators	Internal Stakeholder	Service Provider	5	3	2	30
Mentors	Internal Stakeholder	Service Provider	4	2	2	16
Council of Higher Education (CoHE)	External Stakeholder	Service Provider and Receiver	4	2	3	24
Accreditation Agencies	External Stakeholder	Service Procurer	4	2	2	16
Higher Education Institutions	External Stakeholder	Service Provider and Receiver	5	3	3	45
Institutions and Organizations Related to Higher Education System (MEB, ÖSYM, ÜAK, Supervisory Board, TÜBİTAK, Presidential Council of Education Policies etc.)	External Stakeholder	Business Partners	4	2	2	16
Institutions and Organizations Related to Quality (TÜRKAK, MYK, TÜSEB etc.)	External Stakeholder	Business Partners	3	2	2	12
Other Public and Private Institutions (TOBB, Ministries etc.)	External Stakeholder	Business Partners	3	2	2	12
* Importance Level Identification: 1: Not at all important, 2: Low importance, 3: Moderately important, 4: Significantly important and 5: Extremely important. ** Impact Level Definition: 1: Low impact, 2: Moderate impact and 3: High impact. *** Priority Degree Identification: 1: Low priority, 2: Moderate priority and 3: High priority.						

## 2.2. THEQC Stakeholder-Activity Relation Matrix

The relations between the THEQC stakeholders and the activities required to be conducted for the stakeholders are as follows:

**Table 3: THEQC Stakeholder-Activity Relation Matrix**

Stakeholders/ Areas of Activity	Activity Area 1: Establishing and supporting QAS in higher education institutions	Activity Area 2: Authorization and recognition of accreditation agencies	Activity Area 3: Dissemination and consolidation of quality assurance culture in higher education system	THEQC Members	THEQC Staff	THEQC Advisors	Advisory Board Members	Evaluators	Mentors	Council of Higher Education (CoHE)
	P/S 1.1: Services to support and monitor internal QAS of higher education institutions		P/S 3.1: Guidance services	✓	✓	✓	✓		✓	
	P/S 1.2: External evaluation of higher education institutions		P/S 3.2: Activities	✓	✓	✓	✓			
	P/S 1.3: Educational services for higher education institutions	P/S 2.1: Authorization, registry and monitoring of accreditation and external evaluation agencies	P/S 3.3: Publishing Activities	✓	✓	✓	✓			
	P/S 1.4: External evaluator training services		P/S 3.4: Annual Situation Report	✓	✓		✓			✓
			P/S 3.5: National and International Recognition and Cooperation				✓			

Table 3 (contd)

	Activity Area 1: Establishing and supporting QAS in higher education institutions				Activity Area 2: Authorization and recognition of accreditation agencies	Activity Area 3: Dissemination and consolidation of quality assurance culture in higher education system										
<b>Stakeholders/ Areas of Activity</b>	P/S 1.1: Services to support and monitor internal QAS of higher education institutions	P/S 1.2: External evaluation of higher education institutions	P/S 1.3: Educational services for higher education institutions	P/S 1.4: External evaluator training services	P/S 2.1: Authorization, registry and monitoring of accreditation and external evaluation agencies	P/S 3.1: Guidance services	P/S 3.2: Activities	P/S 3.3: Publishing Activities	P/S 3.4: Annual Situation Report	P/S 3.5: National and International Recognition and Cooperation						
<b>Accreditation Agencies</b>	✓	✓			✓					✓						
<b>Higher Education Institutions</b>	✓	✓	✓				✓	✓								
<b>Institutions and Organizations Related to Higher Education System (MEB, ÖSYM, ÜAK, Supervisory Board, TÜBİTAK, Presidential Council of Education Policies etc.)</b>																
<b>Institutions and Organizations Related to Quality (TÜRKAK, MYK, TÜSEB etc.)</b>																
<b>Other Public and Private Institutions (TOBB, Ministries etc.)</b>														✓	✓	✓

### 2.3. Importance Levels of THEQC Activities

According to the descriptive analyses conducted as a result of the stakeholder surveys, the importance levels of THEQC activities determined by the Higher Education Quality Assurance Regulation were specified. To evaluate the activity groups (THEQC Products/Services):

- ◇ Internal stakeholders stated that they find “External evaluation of higher education institutions” ( $\mu:4,79$ ), “Authorization, recognition, registry and monitoring of accreditation and external evaluation agencies” ( $\mu:4,47$ ) and “National and international recognition and cooperation activities” ( $\mu:4,73$ ) more important than the other activities.
- ◇ Out of external stakeholders, the higher education institutions stated that they find “Educational services for higher education institutions” ( $\mu:4,30$ ), “Authorization, recognition, registry and monitoring of accreditation and external evaluation agencies” ( $\mu:3,95$ ) and “National and international recognition and cooperation activities” ( $\mu:4,34$ ) more important than other activities.
- ◇ Out of external stakeholders, the other institutions and organizations stated that they find “Educational services for higher education institutions” ( $\mu:3,22$ ), “Authorization, recognition, registry and monitoring of accreditation and external evaluation agencies” ( $\mu:3,07$ ) and “National and international recognition and cooperation activities” ( $\mu:3,59$ ) more important than other activities.

**Table 4: Importance Level Scores of THEQC Activities According to Stakeholder Opinions**

Areas of Activity and Sub-Activities	External Stakeholders (HEIs)	External Stakeholders (Other Institutions and Organizations)	Internal Stakeholders
1. Which activities and services of the Council are important to you?			
Activity 1: Establishing and supporting QAS in higher education institutions			
P/S 1.1: Services to support and monitor internal QAS of higher education institutions	4,17	3,05	4,69
P/S 1.2: External evaluation of higher education institutions	4,14	3,08	4,79
P/S 1.3: Educational services for higher education institutions	4,30	3,22	4,40
P/S 1.4: External evaluator training services	4,05	2,92	4,74
Activity Area 1 Average	4,17	3,07	4,66
Activity 2: Authorization and recognition of accreditation agencies			
P/S 2.1: Authorization, recognition, registry and monitoring of accreditation and external evaluation agencies	3,95	3,07	4,47
Activity Area 2 Average	3,95	3,07	4,47
Activity 3: Dissemination and consolidation of quality assurance culture in higher education system			
P/S 3.1: Guidance services	4,22	3,46	4,58
P/S 3.2: Activities	4,16	3,35	4,34
P/S 3.3: Publishing Activities	4,14	3,27	4,34

P/S 3.4: Annual Situation Report	4,09	3,43	4,56
P/S 3.5: National and International Recognition and Cooperation	4,34	3,59	4,73
Activity Area 3 Average	4,19	3,42	4,51
General Average Score	4,16	3,24	4,56

## 2.4. What Does THEQC Mean to Stakeholders?

The general opinions of the internal and external stakeholders are summarized with the word clouds below as the opinions of the internal and external stakeholders have been analyzed in terms of future outlook and expectations.

As the word clouds in Figure 2 and Figure 3 illustrate, the most frequently expressed opinions regarding the future projections of the THEQC are international recognition, international efficiency, and serving as a model organization.



Figure 2: Internal Stakeholder Responses



Figure 3: External Stakeholder Responses

When the stakeholders' responses regarding the characteristics expected from the THEQC are analyzed, the most commonly expected characters include transparency, leadership, effectiveness, autonomy and institutionalization, as shown by the word clouds in Figure 4 and Figure 5.



Figure 4: Internal Stakeholder Responses

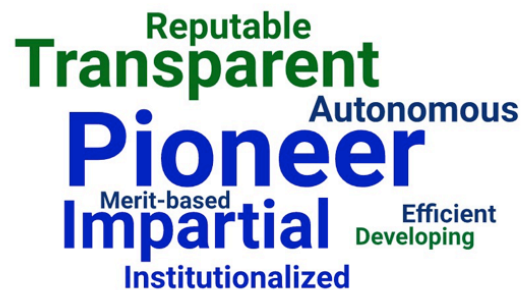


Figure 5: External Stakeholder Responses

Analyzing the stakeholders' responses regarding their expectations from the THEQC, the most frequently expressed ones include formation and dissemination of quality assurance, creating spaces that will boost the international rankings of universities, cooperation with universities, and consolidation and dissemination of quality culture, as shown in Figure 6 and Figure 7.



**Figure 6: Internal Stakeholder Responses**

**Figure 7: External Stakeholder Responses**

**Stakeholder opinions can be summarized as follows:**

- ◇ The internal stakeholders and higher education institutions out of the external stakeholders expressed finding the THEQC’s activities (products/services) and activity areas highly sufficient and important.
- ◇ The other institutions and organizations out of the external stakeholders expressed finding the THEQC’s activities (products/services) and activity areas moderately sufficient and important. This result might stem from the factor that the other external stakeholders do not have adequate information on the THEQC’s organizational structure, duties, responsibilities and activities.
- ◇ External stakeholder suggestions that were reported after content analysis meet on a common ground in several respects, which are listed below:
  - ◇ Employing media and communication tools to foster a quality culture in higher education institutions; providing internal evaluation training to the members of the internal audit unit, strategy department, and quality commission to increase intra-institutional awareness and motivation,
  - ◇ Providing guidance and information management systems that will enable the integration of the institutions’ strategic planning and performance management systems to the THEQC’s internal and external evaluation processes,
  - ◇ Guiding authorized accreditation agencies and providing higher education institutions with accreditation services within the body of THEQC instead of high-cost accreditation agencies,
  - ◇ Establishment of a national higher education QAS within the THEQC to contribute to the quality and institutional development of higher education institutions,
  - ◇ Guidance services by the THEQC concerning innovative financial resources for quality processes and accreditation expenditures of higher education institutions,
  - ◇ Enabling the continuity of the activities organized to foster a quality culture and processes at institutional and individual levels in Ankara, other regions and institutions,
  - ◇ Formation of an evaluation and reporting system that will encourage higher education institutions to adopt innovative areas of specialization other than their classic missions,
  - ◇ Contributing to national and international competitiveness with quality processes,
  - ◇ Shortening the quality site visit and evaluation periods, which is currently 5 years,

- ◇ Redesigning and lengthening the preliminary meeting process,
- ◇ Institutionalization and regular/periodic organization of activities such as projects, conferences, meetings etc.
- ◇ Sharing contents of trainings on institutional self-evaluation and external evaluation processes by focusing on practices and case studies,
- ◇ Increasing the THEQC's national and international recognition,
- ◇ Preparing publications on higher education quality culture and processes and their distribution to relevant institutions and individuals,
- ◇ Developing new communication methods to attract attention to the reports issued by the institution,
- ◇ Necessity to develop an index of quality management for higher education institutions.

### **3. FUTURE OUTLOOK**

The main task of the THEQC is to lead the institutional development of Turkish higher education institutions on the basis of quality processes. The main responsibility is to monitor the processes of higher education institutions, which will contribute to the future vision of our country, by encouraging their development. At this stage, the strategic planning elements of the THEQC comprise;

- ◇ Mission,
- ◇ Vision,
- ◇ Core values and
- ◇ Institutional policies.

#### **MISSION**

To strengthen the QAS in higher education in order to contribute to the continuous development of higher education institutions in Turkey and the achievement of universal qualifications by individuals.

#### **VISION**

To be an effective and internationally recognized institution in the field of higher education quality assurance.

#### **CORE VALUES**

Objectivity	Independence	Innovativeness
Transparency	Openness to collaboration	Respect for diversity
Ethical behavior	Guidance	

## **Institutional Policies**

### **Quality Policy**

- ◇ To continuously improve services offered in line with the expectations of stakeholders.
- ◇ To provide an environment that will strengthen the quality culture inside and outside the Council.
- ◇ Ensuring service quality through a strong internal QAS.

### **Institutional Management Policy**

- ◇ To adopt and implement universal ethical principles while maintaining core values in the activities carried out.
- ◇ Ensuring that all stakeholders are represented in the management by enabling their participation.
- ◇ To support the development of the staff in line with the institutional development goals.
- ◇ To maintain resource planning and resource utilization with a sense of institutional responsibility.

## **4. STRATEGY DEVELOPMENT**

The THEQC is an institution that attracts social, industrial and managerial attention since the day it was founded. The Council operates in an important area of responsibility which leads to high expectations. The strategic plan has been prepared with this awareness. According to the findings from the stakeholder analysis, which are in line with the mission and vision of the Council and obtained on the basis of core values and policies shaping the business processes of the Council, the strategic plan comprises:

- ◇ Strategic objectives established on the basis of institutional needs and stakeholder expectations in the next five years,
- ◇ Targets required to achieve strategic objectives,
- ◇ Systematic incorporation of key performance indicators that must be met to achieve strategic objectives.

## THEQC

### STRATEGIC OBJECTIVES, TARGETS AND KEY PERFORMANCE INDICATORS

**Table 5: Strategic Objective 1 and Targets**

Strategic Objective 1: To construct and disseminate the bureaucratic burden-reduced QAS in higher education with innovative applications and to ensure the continuous improvement of the system.	
Strategic Objective	Performance Indicator
<b>Target 1.1. To configure the national higher education QAS and keep it up to date.</b>	Number of workshops with stakeholders in order to improve the QAS.
	Number of updates to QAS applications.
	Satisfaction levels of higher education institutions related to QAS and number of activities organized by the THEQC according to the suggestions of institutions.
<b>Target 1.2. To design innovative and diversity-oriented internal and external QAS to support policies in the higher education system.</b>	Number of newly developed (thematic) internal QAS.
	Number of newly developed (thematic) external QAS.
<b>Target 1.3. To support the practices of external evaluation and accreditation organizations authorized or recognized by the THEQC, to ensure the integration of activities with THEQC activities and promote program accreditation activities.</b>	Number of meetings with national organizations.
	Number of meetings with international organizations.
	Increase in the number of accredited undergraduate programs.
<b>Target 1.4. To establish national project supports, regarding quality in higher education, in cooperation with other funding agencies for higher education institutions and to make use of international project supports.</b>	Number of national institutions with which the establishment of protocols for funds and projects is being planned.
	Number of national support programs created by institutions with which protocols have been signed.
	Number of projects, carried out by higher education institutions, making use of international support programs.

**Table 6: Strategic Objective 2 and Targets**

<b>Strategic Objective 2: To promote the development of QAS in higher education.</b>	
<b>Strategic Objective</b>	<b>Performance Indicator</b>
<b>Target 2.1. To provide educational services and activities to improve the QAS of higher education institutions.</b>	Number of activities, such as trainings, information day, about internal QAS of higher education institutions.
	Number of events co-organized with universities in order to share good practices.
	Number of workshops co-organized with higher education institutions (regional meetings).
	Number of events, such as trainings, information day, organized for Quality Commissions of Higher Education Institutions.
	Number of modules offered by the Information Platform for Quality Commissions of Higher Education Institutions.
<b>Target 2.2. To conduct external evaluation services in order to support the continuous development of institutions in the QAS</b>	Number of universities benefiting from external evaluation service.
	Number of external evaluators.

**Table 7: Strategic Objective 3 and Targets**

<b>Strategic Objective 3: To encourage the dissemination of quality culture and establish cooperative relations between all stakeholders.</b>	
<b>Strategic Objective</b>	<b>Performance Indicator</b>
<b>Target 3.1. To carry out guidance services to strengthen and disseminate quality culture in higher education institutions.</b>	Number of mentors assigned to provide guidance service.
	Number of higher education institutions to which guidance service has been provided.
	Satisfaction level of higher education institutions from guidance services.
<b>Target 3.2. To conduct regular institutional and social information activities on quality assurance in higher education and make publications that will constitute references.</b>	Number of activities to inform the community.
	Number of publications made for the purpose of informing the community (magazines, animation films etc.)
	Number of activities carried out to inform higher education institutions.
	Number of publications made for the purpose of informing higher education institutions.
	QAS and number of published articles, information notes and books on QAS.
<b>Target 3.3. To encourage the dissemination of quality culture and establish cooperative relations between all stakeholders.</b>	Number of suggestions from internal and external stakeholders.
	Number of processes/projects developed from the suggestions of both internal and external stakeholders.
	Number of complaints from internal and external stakeholders.
	Response rate of complaints from internal and external stakeholders.

**Table 8: Strategic Objective 4 and Targets**

<b>Strategic Objective 4: To become an independent, reliable, expert and institutionalized organization in the evaluation of quality assurance.</b>	
<b>Strategic Objective</b>	<b>Performance Indicator</b>
<b>Target 4.1. To strengthen the THEQC's institutional structure for QAS.</b>	Number of internal evaluations within the THEQC.
	Number of external evaluations that the THEQC has undergone.
<b>Target 4.2. To meet human resources needs of the THEQC by taking into account all its service areas and improve its human resources' competencies.</b>	Number of higher education quality experts employed.
	Number of administrative staff employed.
	Number of in-service trainings for the development of the THEQC staff.

**Table 9: Strategic Objective 5 and Targets**

<b>Strategic Objective 5: To heighten the recognition of the THEQC by increasing its internationalization level.</b>	
<b>Strategic Objective</b>	<b>Performance Indicator</b>
<b>Target 5.1. To take an active part in international collaboration networks.</b>	Number of international cooperation network memberships (association, organization etc.) the THEQC has.
	Number of international organizations with which protocols have been signed.
	Number of foreign reviewers/observers included in the evaluation processes of the THEQC.
	Number of international benchmarking studies carried out by the THEQC or in which the THEQC is involved.
<b>Target 5.2. To increase the international recognition of the THEQC.</b>	Number of international events organized within the THEQC.
	Number of international events attended by the THEQC.
	Number of languages other than Turkish used in the content presented on the web page.
	Number of languages, other than Turkish, in which THEQC publications are available.



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