**Turkish Higher Education Quality Council**

**2022**

**Annual Report**

**STAR**

**Social, Humanities and Basic Sciences Accreditationand Rating Association**

## 1.    INTRODUCTION

This Annual Report covers the activities of the working period between the beginning of the calendar year 01.01.2022 and 01.02.2023. These activities are given under the following headings. STAR Social Humanities and Basic SciencesAccreditation and Rating Association uses 'STAR' as the short title in the report.

## 2.    CORPORATE INFORMATION

### 2.1.    Mission, Vision and Quality Policy

In this section, the accreditation body should present its mission, vision, quality policy and organizational structure. In this context, the internal quality assurance processes of the organization should be evaluated and the results of theseprocesses should be included.

### 2.1.1. Mission

STAR's mission is to contribute to achieving excellence in student education through evidence–based accreditation that supports continuous improvement.

### 2.1.2. Vision

To be a leading accreditation body in the field with its innovative and continuousdevelopment in the accreditation of Undergraduate Programs in Social, Humanities and Basic Sciences.

### 2.1.3. Quality Policy:

2.    Article: Star's Values

To maximize the quality of its evaluation and accreditation work, STAR will adhere to the following values

2.1.    Service Orientation: STAR Staff establish and maintain a respectful and service–oriented relationship with Undergraduate Programs within the scope of evaluation and accreditation activities. They are sensitive to their current needs and expectations. They are aware that the final evaluator of quality of services is the Undergraduate Program receiving the service.

2.2.    Continuous Learning: Continuous learning is a prerequisite for continuous improvement. Therefore, STAR continuously learns from its own activities and performance as well as from the experiences of similar accreditation agencies. The development of STAR Staff is supported and encouraged in a way that creates an environment for them to realize and use their full potential.

2.3.    Value Creation: STAR provides services that will create added value for stakeholders, including Social, Humanities and Basic Sciences Undergraduate Programs. The added value of service is monitored through direct feedback. In particular, the Evaluation Teams strive to provide useful feedback for the continuous improvement of evaluation activity of Social, Humanities and Basic Sciences Undergraduate Programs.

2.4.    Developing Collaborations: Maximizing the value offered and increasing success depends on the development of collaborations. For this reason, STAR seeks and develops cooperation

opportunities with national and international accreditation agencies. For a sustainable cooperation, it is essential to have shared goals between cooperation partners, to establish a relationship based on mutual trust, respect and openness between each other, where expertise, resources and information are mutually shared, and to work together.

2.5.   Ethical Behavior: STAR Staff, as individuals who are responsible to Stakeholders, have adopted a high level of ethical approach that is transparent and accountable. For this reason, STAR Staff exhibit professional behavior by avoiding creating conflicts of interest within the framework of STAR Code of Ethics Directive.

2.6.   Transparency and Accountability: STAR bears the responsibility to inform and hold accountable its stakeholders and the public about all its activities and operations, particularly its evaluation and accreditation activities.

## 2.2.   Organization Structure

The results of the analysis revealing the demographic distribution of the people working within the organizational structure of the accreditation body are also included in this section.

STAR boards and committees were formed with the voluntary participation of 74independent academics from 36 different institutions. STAR activities are conducted by independent board and committee member academics. While forming theboards and committees, attention was paid to the diversity of academics, gender balance and the geographical location of the institutions where academics work.

**Organization Structure**

- **Academic Advisory Council**

- **Executive Board**

- **Corporation**

  - FinanceCommittee
  - Managers
  - Secretary General

- **IYBAK**

  - Evaluation Team I
  - Evaluation Team n

- **Committees**

  - Nominating Committee
  - Education Committee
  - Continuous Improvement Committee
  - Criteria Committee
  - Consistency Committee
  - Archiving Committee
  - Appeals Committee
  - Complaints Committee

- **Audit Committee**

  - Internal Audit Quality Assurance and Development Committee

## 3. ACTIVITIES

### 3.1. Accredited Undergraduate Program Information

General information and statistics on accreditation activities conductedor finalized in the relevant calendar year were shared.

| | University | Undergraduate Programs | Dates |
|---|---|---|---|
| Undergraduate Programs Accredited by STAR | | | |
| 1 | Atılım University | Business Administration (Turkish), Business Administration (English) and International Tradeand Logistics (English) | 27.05.2022 27.05.2027 |
| 2 | Bahçeşehir University | Business Administration(English) and International Tradeand Business (English) | 8.11.2022 8.11.2024 |
| 3 | Başkent University | Management Information Systems (Turkish) and International Trade and Finance (Turkish) | 26.08.2022 26.08.2027 |
| 4 | Istanbul Gedik University | International Tradeand Finance (English) | 7.09.2022 7.09.2024 |
| 5 | Niğde Ömer Halisdemir University | 1. Business Administration (Turkish) | 3.06.2022 7.09.2024 |

| Site Visit Process Completed Undergraduate Programs | |
|---|---|
| Ankara University | Business Administration (Turkish) |
| Ataturk University | Business Administration (Turkish), Management Information Systems (Turkish) and International Trade and Logistics (Turkish) |
| Beykent University | Business Administration (Turkish), Business Administration (English), Management Information Systems (Turkish), International Trade and Finance (Turkish), International Trade and Finance (English) |
| Doğuş University | Business Administration (Turkish, Business Administration (English) and International Trade and Business (English) |

| | |
|---|---|
| Istanbul University of Commerce | Business Administration (Turkish), Business Administration (English) |
| Izmir Katip Çelebi University | Business Administration (Turkish) |

| Undergraduate Programs in the Preparation Phase of Self–Assessment Report | |
|---|---|
| Çanakkale Onsekiz Mart University | International Relations (30% English) |
| | Economics (Turkish) |
| | Business Administration (Turkish) |
| | Public Administration (Turkish) |
| | Labor Economics and Industrial Relations (Turkish) |
| | Political Science and Public Administration (Turkish) |
| | Economics (English) |
| | Business Administration (English) |
| | Finance and Banking (Turkish) |
| | International Trade and Logistics (Turkish) |
| Fırat University | Economics (Turkish) |
| | Business Administration (Turkish) |
| | Labor Economics and Industrial Relations (Turkish) |
| | Political Science and Public Administration (English) |
| Haliç University | Business Administration (Turkish) |
| | Business Administration (English) |
| Istanbul Arel University | Business Administration (Turkish) |
| | Business Administration (English) |
| | International Trade and Finance (English) |
| Karadeniz Technical University | Economics (Turkish) |
| | Business Administration (Turkish) |
| Kastamonu University | Business Administration (Turkish) |
| Nişantaşı University | Business Administration (Turkish) |
| | Management Information Systems (Turkish) |
| | International Trade and Logistics (Turkish) |
| | International Trade and Business (English) |
| Recep Tayyip Erdoğan University | International Trade and Logistics (English) |

### 3.2. Evaluator Educations

The Evaluator educations conducted during the year should be specified and the objectives and results of these educations should be evaluated.

STAR plans to create a large pool of Evaluator Nominees covering the areas where it will provide evaluation and accreditation process with the Evaluator Nominee Educations. In this way, it is aimed to ensure that the Evaluator Nominees in the pool regularly attend the educations and to train competent Evaluators and Student Evaluators by providing refresher educations to the Nominees who have attended the educations.

On 26.02.2022, 89 faculty members participated in the online Nominee Evaluator Education.

On 27.02.2022, 55 Undergraduate Program Students participated in the online Student Evaluator Nominees Education.

On 28.01.2023, face–to–face STAR Evaluator Education was held in Istanbul with the participation of 54 faculty members.

In line with STAR's mission and Objectives, the Evaluator pool has been expanded and Evaluators and Student Evaluators have been informed about the process in order to effectively conduct the evaluation and accreditation processes of Social, Humanities and Basic Sciences Undergraduate Programs.

### 3.3. Information Educations

Undergraduate Program Specific Criteria Workshop

The Undergraduate Program Free Criteria Workshops were held to expand STAR's registration areas and to identify field–specific competencies.

On 08.01.2022, a remote online 'Undergraduate Program Specific Criteria Workshop–I' was organized with the participation of 64 faculty members. Workshop Topics: Evaluation Criteria, Undergraduate Program Specific Criteria Sessions (Economics, Economics, Finance, Banking, Insurance, Finance, Public Administration, Political Science, Political Science and Public Administration, International Relations, Political Science and International Relations, Labor Economics and Industrial Relations).

On 22.01.2022, a remote online 'Undergraduate Program Specific Criteria Workshop–II' was organized with the participation of 61 faculty members. Workshop Topics: Economics Group Criteria, Labor Group Criteria, Banking / Finance Group Criteria, Political Science / International Relations Group Criteria, Finance Group Undergraduate Program Qualifications.

Education on Preparation of Self–Assessment Report

Self–Assessment Report Preparation Educations are preparatory educations given to institutions applying for STAR.

On 05.03.2022, a total of 51 faculty members from 7 institutions participated in the distance online Self–Assessment Report Preparation Education–I.

Deans Council

On 17.12.2022, the fourth Deans Council Workshop was held with the participation of 230

faculty members from higher education institutions in Turkey, the Turkish Republic of Northern Cyprus and abroad. Prof. Dr. Muhsin KAR, President of the Higher Education Quality Board, attended the Council ofDeans Workshop as a speaker.

Accreditation and Improving Quality in Education, STAR Evaluation Processes,STAR Criteria, STAR Education Processes Accreditation Information

Seminars were also discussed. Participants were asked questions from the STARStrategic Plan Stakeholder Survey. It was aimed to exchange views on the importance of accreditation, to develop suggestions to ensure the effective and efficient continuation of education in the relevant programs, to make efforts to realize these suggestions and to take necessary initiatives.

Accreditation Information Seminars

In 2022, February 28, March 21, April 18–22, September 9, October 12–21–29, 08

| Institution | Date | Participants |
|---|---|---|
| Istanbul Arel University | 28.02.2022 | 17 |
| Hitit University | 21.03.2022 | 46 |
| Aksaray University | | |
| Süleyman Demirel University | 18.04.2022 | 3 |
| 9 Eylül September | 22.04.2022 | 14 |
| Nevşehir Hacı Bektaş Veli University | 9.09.2022 | 80 |
| Sakarya University of Applied Sciences | 12.10.2022 | 17 |
| Ankara Hacı Bayram Veli University, | 21.10.2022 | 50 |
| Istanbul Ticaret University, | | |
| Karadeniz Technical University | | |
| Atatürk University | 29.10.2022 | 42 |
| Sakarya University | 8.11.2022 | 35 |
| Çanakkale Onsekiz Mart University | 20.01.2023 | 65 |

In 2022, February 28, March 21, April 18–22, September 9, October 12–21–29, 08 November on 20.01.2023 and 20.01.2023 in 2023 with a total of 369 participants.The seminar was divided into two parts: a presentation section where informationon the accreditation process was given and a question-and-answer section. Participants were asked to fill in the education evaluation questionnaire after the seminars, which were customized for the institutions, held remotely (online) andface–to–face. Participant comments were evaluated after each seminar and improvements were made to the content. With the Accreditation Information Seminars, the STAR process was conveyed to Stakeholders and accreditation and its importance were emphasized. Participants were informed about Evaluator and membership activities in which they can take an active role in STAR processes.

### 3.4. International Activities

In line with the European Quality Assurance Standards and Principles (ESG), STAR Association aims to be involved in external evaluation processes for the compliance of evaluation and accreditation activities with international and national standards and continuous improvement of the quality assurance system.On 22.04.2022, the Executive Board decided to establish an Internationalization Committee.

The necessary application form for CEENQA membership was prepared and submitted to the Executive Board for information. Internationalization Objectives for the Strategic Plan (2023–2027) have been determined. Contributed to a meeting of INQAAHE on "International Standards and Guidelines for QA in Tertiary Education" (November 2022). "INQAAHE Guidelines of Good Practices –2018" standards, which have been implemented since 2015, were put on the agenda. These documents and ESGs were shared with the committee members.

Information transfer about EQAF 2022, contacts made

1. CEENQA – Jan and Simona Lache
2. ENQA – President Douglas Blackstone and Director Anna Grover
3. EQAR – Managing Director Colin Turk
4. ARACIS – Director Prof. Bunoiu Octavian Madalin
5. EUA – President Prof. Michelle Murphy
6. ASIIN – Director Iring Wasser

### 3.5. Improvement Activities

## Strategic Plan

STAR Strategic Plan Preparation Commission was established. Work was conducted for the 2023–2027 Strategic Plan. Strategic Plan internal and external Stakeholder questionnaires were filled out by board and committee members, workshop and Evaluator education participants.

### Establishment of Strategic Objectives

It is addressed as one of the main topics in the STAR Strategic Plan.

OBJECTIVE 1:  Improving the institutional structure.

Objective 1.1. To increase agency recognition.
Objective 1.2.         To organize and participate in national and international meetings.
Objective 1.3.         To be institutionally accredited to international accreditation unions.
Objective 1.4.         To ensure that the quality management system is functional all Board and Committees.
Objective 1.5. Digitalization of the processes followed in the institution.

OBJECTIVE 2:         Continuous improvement of Social, Humanities and Basic Sciences education

Objective 2.1. To increase the number of accredited programs.
Objective 2.2. To ensure continuous improvement of education programs.

Objective 2.3. Quality of field education programs to extend the security system.

OBJECTIVE 3: To improve the quality of evaluation and accreditation processes.

Objective 3.1. To improve evaluation processes.
Objective 3.2. To ensure a fair and transparent evaluation process.
Objective 3.3. To educate Evaluators.

OBJECTIVE 4: To increase cooperation with Stakeholders.

Objective 4.1. To cooperate with accreditation agencies.
Objective 4.2. To cooperate with professional organization
Objective 4.3. To continue to improve accreditation evaluation processes in cooperation with Stakeholders.

Concretization of improvement efforts

- STAR started to share its website with English interface. STAR initiated membership processes to International Equivalent Quality agencies in 2023.

- STAR has started to include more face–to–face educations.

- STAR has created digital forms and performance questionnaires for assessment of Evaluators.

- STAR cloud system update work has been completed.

Including a Student representative in IYBAK

The name of –IYBAK has been changed to STARAK – Social, Humanities and Basic Sciences Accreditation Board as a result of the decision of the Executive Board and in accordance with the Working Regulation. STARAK has a member who is a Student of Istanbul University Department of Finance.

## Publication of accreditation reports

A decision was taken to share the accreditation reports of the institutions with the public on the STAR website and the format was developed.

1. Developing digitalization studies for evaluation processes: STAR received information about EPDAD ABYS (Accreditation Management Information System) on behalf of STAR digitalization steps.STAR Cloud system integration studies are ongoing.

2. Improving internationalization efforts: STAR Internationalization Committee conducts internationalization activities with the network and knowledge it has developed. CEENQA application processis ongoing.

3. Providing the web page in different languages within the scope of internationalization efforts

4. The STAR website was renewed to provide services inEnglish.

5. Providing information about the Evaluator pool on the web page: Regulations have been made regarding the announcement of the names and surnames of the academics who

will be evaluated in 2023.

6. Concretization of consistency application examples: A Consistency Form was created as a result of the joint meeting of the Consistency Committee and the Education Committee. The Consistency Committee was informed in detail about its areas of responsibility and activities.

## 4. GOVERNANCE and ASSESSMENT of ACTIVITIES

### 4.1. Areas Open for Improvement

- Ineffective use of social media,

- Lack of an English version of the web page, Thematic analysis reports have not yet been created, Student memberships in Boards and Committees.

- Low number of administrative staff,

- Limited recognition and awareness in the field of quality in higher education due to the newness of the association,

- The Association's internal quality assurance system is not yet operating effectively,

- All processes of the association are not defined and monitoring, review and update phases for all processes are not determined in terms of periods,

- Lack of a mechanism where Stakeholders can continuously communicate their views and suggestions and where they are systematically addressed,

- Delay in adaptation to the post–pandemic period,

- Less than expected contribution of external Stakeholders in reviews and updates,

### 4.2. Strengths

- Having a strong structure that believes in the creation and improvement of a quality culture.

- Having a strong communication infrastructure with Board and Committee Members and a broad Stakeholder platform,

- The autonomous association structure includes many competent academics and professionals who are experts in their fields

- Board and Committee members have a good command of the legislation and internal directives adapt quickly to changes,

- For the evaluation and accreditation of Higher Education Institutions encouragement, effective promotion and information,

- Steps towards internationalization in the organization's activities,

- Attaching importance to digital archives and improving the system and willingness to be strengthened.

- Emphasis on avoiding conflicts of interest.

- Attitude towards the creation and education of a large pool of Evaluators.

- A systematic quality assurance system defined by regulations, directives and guidelines,
- Common criteria for quality assurance are aligned with the ESG,

## 4.3. Performance Measures

| PerformanceMeasures | | |
|---|---|---|
| Criteria | Answers | Description |
| Total accreditation period | 536 | The period between the accreditationapplication date and the decision date should be considered in days. Anumerical value that will be used to calculate the Average Completion Time of the Accreditation Process should be written. |
| Total number of programs offered accreditation services | 9 | Please specify the total number of programs for which accreditation services are provided. This information will be used to calculatethe Average Completion Time of the Accreditation Process. |
| Total number of Evaluators | 185 | The total number of Evaluators shouldbe indicated by a number. This information will be used to calculate the Average Number of Evaluators. |
| Total number of active programs | 48 | The total number of active programs should be indicated witha number. Used to calculate the Average Number of Evaluators. |
| Number of Information Meetings | 10 | Number of InformationMeetings should be written in numbers |
| Number of Evaluator Educations | 4 | Number of Evaluator Educations Figure and should be indicated with. |

| Accreditation Rates | | | |
|---|---|---|---|
| Undergraduate Program Name | Number of Accredited Undergraduate Programs | Total Number of Active Undergraduate Programs | RateValue |
| Business | 4 | | 1 |
| International Trade And | 1 | | 1 |

| Business | | | |
|---|---|---|---|
| International Trade And Logistics | 1 | | 1 |
| International Trade And Finance | 2 | | 1 |
| Management Information Systems | 1 | | 1 |
| There are a total of 5 Accreditation Rate records. | | | |

| Performance Ratios | | |
|---|---|---|
| Rate Name | Rate Value | Definition |
| Average Completion Time ofAccreditation Process | 59.56 | Total accreditation period /Total number of programs offered accreditation services. The period between the accreditation application date andthe decision date should be considered in days. |
| Average Number of Evaluators | 3.85 | Total number of Evaluators /Total number of active programs |

### 4.4. Evaluation

STAR has managed to reach many Stakeholders by adhering to governance principlesand practices through workshops, accreditation information seminars and Evaluator educations. In the internationalization dimension, it aims to fulfill improvements with the help of collaborations, Stakeholder connections and academic member diversity. With the new calendar year, accreditation activitiescontinue to increase in both quantity and quality. STAR continues to organize accreditation information seminars The aim is to raise awareness of accreditation among the public and Stakeholders.

### 5. CONCLUSION

As a national accreditation body authorized by YÖKAK for the accreditation of Social, Humanities and Basic Sciences Undergraduate Programs, STAR aims to act in accordance with the quality policy directive in all its activities. We are pleased to state that STAR has continued its continuous development since its establishment in this period as well. STAR aims to contribute to the improvement of the quality of Social, Humanities and Basic Sciences Undergraduate Programs in Turkey, the Turkish Republic of Northern Cyprus and internationally by conducting education, workshops and information activities related to the evaluation and accreditation processes. STAR

applies an approach that takes into account the Stakeholders of Social, Humanities and Basic Sciences Undergraduate Programs and attaches importance to interaction with Stakeholders in the activities it organizes. Social, Humanities and Basic Sciences education should be built on the concepts of internationalization and quality assurance. The aim of designing these concepts through the activities, collaborations and policies to be determined by the independent committees within STAR is a reflection of the governance principle. STAR will develop its internationalization policies by taking into account factors such as contributing to the development of the country's human capital, the sustainability of mutual cooperation, increasing the country's competitiveness through the development of diverse and multifaceted geopolitical and economic relations, and positively improving the country's reputation. The internationalization committee aims to expand the internationalization ecosystem by organizing educations and workshops for the continuity of cooperation with international accreditation bodies recognized by YÖKAK and leading accreditation bodies. In addition, STAR aims to apply for membership to umbrella organizations responsible for the coordination of higher education quality assurance activities. In this calendar year, it is planned to meet the accreditation information seminar requests of institutions, to organize campus visit activities by forming evaluation teams, to announce the accreditation decision of 48 programs whose accreditation process is ongoing and to receive new applications for 50 programs. STAR's main task is program evaluation and

 accreditation activities will continue unabated in 2023. It is aimed to complete the accreditation process of 48 Undergraduate Programs in the next evaluation period and to increase the total number of programs accredited by STAR to at least 50 by December 2023. The areas that are expected to be developed and continuously improved will be updated with the support of Stakeholder opinions and will be published on the web page. STAR wishes to organize and support education, workshops and informative events at national and international level in order to realize its objectives. STAR, as a non–governmental organization, will fulfill the continuous development and improvement of the Social, Humanities and Basic Sciences Undergraduate Programs with a social responsibility approach.

Yours sincerely,
Dr. İsmail Erkam TÜZGEN
Chairman of Executive Board