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### 1- Process Owner:

- Student Affairs Department
- Academic Units
- Academic and administrative staff and students

### 2- Process Input:

- Requests from department heads
- Requests of teaching staff
- Student demands
- Graduate demands
- Demands of sector representatives
- Other stakeholder requests
- High-level policy documents (Development plan, etc.)
- Education and training regulations
- Academic calendar
- Assignment
- Curriculum


### 3- Sources of the Process:

- Academic and administrative staff
- Classrooms, library, educational materials
- Computer, projector, whiteboard, internet access, other equipment, software,•  
Budget
- Time

### 4- Process Outputs:

- Course evaluation survey
- Student achievements
- Number of graduating students
- Graduate achievement level
- Graduation rate
- Diploma/certificate
- Improvement and development results

Preparer	Controlling	Approved
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### 5- Process Objectives:

- To increase student satisfaction and academic achievement.
- Student-centered education (critical thinking, problem-solving)
- Valid and reliable measurement and evaluation.
- Increasing innovative learning and teaching methods


### 6- Risks of the Process:

- Communication deficiencies or disruptions in support services during the training process can lead to dissatisfaction.
- Low student satisfaction and reasons for withdrawal stem from factors beyond the institution's control, such as the distance of the campus and transportation facilities.
- The student-to-faculty ratio is not evenly distributed. • The quotas are not filled, or registered students withdraw their registrations. • Inadequate physical learning environments.
- Negative public perception.
- The Council of Higher Education (YÖK) did not approve the opening of the requested programs.
- The Council of Higher Education (YÖK) setting a quota higher than the requested number. • There are limitations in recruiting teaching staff for fields where education is conducted in a foreign language, stemming from the Council of Higher Education (YÖK) and relevant legislation.

### 7- Opportunities of the Process:

- The quality of education and training increases the university's attractiveness to qualified students.
- An increase in the preference of qualified students.
- Positive public perception.
- Qualified academic staff choosing our university.
- Inter-university recognition.
- Meeting student demands and expectations.
- Increase in skilled workforce.
- For the student to gain expertise and develop themselves.
- Academic staff professional development.
- Creating blended (hybrid) learning environments through digitalization.

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### **8- Authority and Responsibilities Related to the Process:**

- Senate: To make decisions regarding the university's educational principles; to review and approve the university's annual academic program and calendar.
- Student Affairs Department: Responsible for managing the academic calendar, course registration, graduation, and other related matters.
- Academic Units: Handling tasks such as preparing course catalogs, preparing course schedules, assigning courses, etc.
- Academic Staff: To perform duties specified in the academic calendar in a timely manner; to conduct and supervise education, training, and practical studies at associate, undergraduate, and graduate levels; to perform assigned tasks related to students, to provide information, guidance, and mentorship to students.
- The Student Council and student representatives: To identify student problems in the faculty, vocational school, conservatory, or institute they represent and to communicate these problems to the Student Council and the relevant governing bodies of the University for resolution.

### **9- Implementing the Process:**

- The relevant workflow diagrams of the Student Affairs Department (determining the academic calendar, information package processes, course registration processes, diploma signing and printing processes, etc.)
- Relevant workflow diagrams for academic units (course assignment, course registration and withdrawal, course catalog preparation, course exemption, course schedule preparation, etc.)


### **10- Process Suitability Criteria:**

- Duration of training (determined according to ECTS credits based on workload)
- Maximum number of participants (Unless restricted by faculty members and departments, there is no maximum student limit.)
  - Minimum number of participants (For a course to be offered, a minimum of 10 students must be enrolled in undergraduate programs, a minimum of 5 in non-thesis master's programs, a minimum of 3 in thesis-based master's programs, and a minimum of 1 in doctoral programs.)

### **11- Process Performance and Measurement Criteria:**

- Student satisfaction level with courses (2029 target: 60%)
- Student satisfaction level with counseling services (%) (Target 64% for 2029)
- Student-to-faculty ratio (target 28.24 for 2029)
- Number of international organizations with which agreements have been signed (target 230 by 2029)
- Percentage of students graduating with honors and high honors (2029 target: 0.24)

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- Number of accredited undergraduate programs (target 10 for 2029)
- Number of international students (target 2029: 2912)
- Graduates' satisfaction level with their programs (%) (Target 61% for 2029)
- Number of students registered at AYBUZEM
- Number of teaching staff registered with AYBUZEM
- Number of courses registered with AYBUZEM

## 12- Process Improvement

- Continuous monitoring, evaluation, and improvement within the framework of the PDCA cycle.
- The use of various feedback mechanisms (focus group meetings, workshops, etc.)
- Rate of achievement of targets
- Number of corrective actions

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