IN-HOUSE ASSESSMENT REPORT

İSTANBUL OKAN UNIVERSITY

2021

1. SUMMARY

In this chapter, the brief information related to purpose, scope and preparation process of the report should be included. The key findings of the self-assessment of the organization should be summarized.

The in-house assessment report (IHAR) is prepared in order to determine and improve our strengths and aspects open to improvement related to quality assurance system, education-training, research& development, contribution, contribution to society, management system, distance education processes of our university and to contribute to continuous improvement.

In-house assessment report covers

a. Quality policy compatible with mission, vision, strategy and objectives, methods and processes followed,

b. Managerial/organizational processes and activities applied in order to achieve its mission and strategic objectives,

c. Policies and processes determined for the quality assurance of the university, measurable objectives of the academic and administrative units, performance indicators related to these objectives and their periodical review,

d. Studies related to the fields that have emerged in the previous internal and external assessment and require to improve.

The preparation process of the in-house assessment report; the in-house report is created by quality commission representatives every year and loaded to the web-based system of the university and published on official web page.

INFORMATION ABOUT THE ORGANIZATION

In this chapter, the information on the contact information of the organization, historical development, mission, vision, values, objectives, organization structure and improvement fields of the organization should be given.

Contact Information

The Quality Commission has been established for internal and external assessment and quality improvement studies in accordance with "Regulation on Higher Education Quality Assurance and Higher Education Quality Board" of Council of Higher Education that enters into force by publishing

in the Official Gazette dated 23rd of November 2018 and No. 30604", İstanbul Okan University Vice Rector Prof. Dr. Mithat Kıyak holds the chairmanship of the commission.

Vice Chancellor	Prof. Dr. Mithat Kıyak	Tuzla Kampüsü 34959 Akfırat Tuzla/İST	0216 677 16 30 (2558)	mithat.kiyak@okan.edu.tr
Quality Manager	Banu Bayrak	Tuzla Kampüsü 34959 Akfırat Tuzla/İST	0216 677 16 30 (2141)	banu.bayrak@okan.edu.tr

Historical Development

In 1986, Okan Culture, Education and Sports Foundation has been founded in order to carry out research and studies on sports, health and education problems in social, cultural and economic fields and to assist the state in solving these problems by preparing proposals for the solution of the problems within the integrity of the country. İstanbul Okan University being one of the youngest and most dynamic universities in Turkey has been officially founded by Okan Culture, Education and Sports Foundation in 1999. İstanbul Okan University has started its education in the 2003-2004 Academic year. It has settled to new and modern Tuzla Campus as of 2006-2007 academic year. In 2014, İstanbul Okan University Faculty of Dentistry Training and Practice Hospital has been opened. In 2016, İstanbul Okan University Hospital has been established on an indoor field of 50 thousand square meters. In 2017, the construction of Bekir Okan Art, Culture and Congress Center of İstanbul Okan University has been started and completed in September of 2018. Other institutions and organizations may also take advantage of this Art, Culture and Congress Center that will host a multi-purpose conference room for 1550 people, 3 storey library and exhibition hall and will be largest culture and art center of the region.

The requests of our students related to have training of the Vocational School in Tuzla Campus have been assessed pursuant to the survey conducted to our students. On 17.07.2019, it has been decided to move the Vocational School within the body of our university to Tuzla Campus and to close one building of Bahçelievler Campus and Kadıköy Campus. The Institute of Social Science, Institute of Science and Institute of Medical Sciences have been closed as announced in the official gazette dated 30th of June 2020 and have been merged under the roof of Institute of Graduate School Directorate.

Our university has three campuses as Tuzla Campus, Kadıköy Campus and Mecidiyeköy Campus. İstanbul Okan University has continued its education with 10 faculties, 2 vocational schools, 1 conservatory and 1 Institute of Graduate School in 2020-2021 academic year.

As a result of the assessments made by taking national-international academic and sectorial developments into account, changing the name of Faculty of Engineering and Natural Sciences as

"Faculty of Engineering and Natural Science" in accordance with the decision of the senate dated 03.03.2021 and No. 3.

Total number of students (2020-2021)	10991
Number of administrative staff (2020-2021)	1417
Total academic members (2020-2021)	861

Mission, vision, values and objectives

Vision of our University

Our vision is to become an innovative, leading "World University" that meets the requirements of the society and business life in the universal standards.

Mission of our University

Our mission is to become a World University that trains the individuals who

- Internalize the basic values of the Republic, sensitive to national and global issues, reflects the universal development and requirements to the education system, uses and improves new education methods,

- Trains individuals who think analytically and having problem solving ability, questionary, multiple foreign languages, learned to access, use and share information, internalize the ethical values, respectful to the different cultures, self-confident, innovative, creative and entrepreneurial,

- Contributes to science, culture and art with genuine researches, studies and publications,

- May reflect student-oriented, universal development and changes to the education system, use contemporary education techniques and methods, gives education for problem solving,

- Gives particular importance to the exaltation of humanity, human dignity, social responsibility, social gender equality and environmental consciousness in its studies and produces the projects in this field,

- Become a university having strong communications with students and team spirit, sensitive to social problems and pays regard to employee satisfaction.

- People-oriented, innovative, having solidarity and team spirit, self-improvement.

Strategic Plan Aims and Objectives

SA.1. EDUCATON and TRAINING

To train versatile world citizens that internalize the universal values with is student-oriented, replying to the necessities of the time by creating learning environments supported by digital opportunities and

guaranteed by quality processes and continuous development and improvement with innovative approaches taking the international transformations in education and training into account.

Strategic Goals

SO.1.1. To maintain the design and improvement of the academic programs within the frame of defined procedures and so as to take feedbacks of the stakeholders into consideration.

SO.1.2. To continuously improve the effective use of educational technologies in accordance with the student-oriented education approach.

SO.1.3. To contribute versatile development of the students by promoting interdisciplinary education.

SO.1.4. To develop the competencies of the academic staff in order to carry out education and training activities.

SO.1.5. To increase the number of accredited academic programs.

SO.1.6. To keep the quality of English education at a high level, to encourage the secong foreign language education as well as English educatin given within the scope of the first foreign language.

SO.1.7. To create an environment and opportunities that will support the training of students as versatile individuals.

SO.1.8. To perpetuate operationally efficient system by making studies towards standardization of the academic consultancy system.

SO.1.9. To develop the contents that will popularise the culture of entrepreneurship and innovation in university programs and events.

SO.1.10. To create program and events that will support the preparation of the students to the business life and career.

SO.1.11. To develop and to diversify postgraduate programs in terms of quality.

SO.2. RESEARCH

To support and extend the physical research infrastructure, university-industry collabaration, research based on national and international collaborations in order to support conducting of research activities at international standards in terms of quality and quantity.

To intensify and expand R&D and technological new invention, product and system development activities.

Strategic Objective

SO.2.1. To support the research activities of academic members.

SO.2.2. To organize national and international conference, workshop, panel etc., to publish magazine

and books and to contribute to scientific development.

SO.2.3. To develop national and international research collaboration.

SO.2.4. To increase the number of externally supported project per academic member.

SO.2.5. To increase the number of resulted patent, utility model or design.

SO.3. INTERNATIONALIZATION

To increase the international recognition of the university in line with the perspective of being a world university, to develop international collaboration by ensuring that international studies are carried out in each unit and field.

Strategic Objective

SO.3.1. To popularize and activise the internationalization in the education and training.

SO.3.2. To increase the number of the students and academic member benefiting from international exchange program.

SO.3.3. To increase international collabarations in all kinds of scientific research, project, publication etc. fields.

SO.4. SOCIAL SENSITIVITY / SOCIAL CONTRIBUTION

To make sovereign of respect for human rights, awareness of the rule of law, awarenesses of the gender equality and social sensitivity within the body of the university with the awareness of the universities are at the center of social development, to create structures enabling the knowledge and values produced to meet with the society.

Strategic Objective

SO.4.1. To strengthen the emphasis on respect for human rights and social sensitivity in the corporate culture and academic programs.

SO.4.2. To develop the plans, strategies and related activities for the integration of different disabled groups with the university and social environment in line with the "Barrier-free university" objective.

SO.4.3. To encourage and support participation of the academic members and students to the social responsibility projects.

SO.5. STRENGTHENING THE ORGANIZATIONAL STRUCTURE

To strengthen institutionalization in all academic and administrative processes by protecting Okan culture and values, taking the needs and expectations of the stakeholders.

Strategic Objective

SO.5.1.To develop and follow up the performance assessment processes of the academic and administrative personnel.

SO.5.2. To increase the satisfaction level of the academic and administrative staff.

SO.5.3. To continue the practices increasing the satisfaction level of the students.

SO.5.4. To continue communication and career support activities with the graduate students by developing the graduate tracking system.

SO.5.5. To increase the collabaration of the academic and administrative units of the university with business life.

SO.5.6. To make the physical and data processing infrastructure of the academic and administrative processes up-to-date, effective and sustainable.

SO.5.7. To develop corporate communication and communication channels of the university.

SO.5.8. To popularize the corporate quality culture throughout the university and before the external stakeholders.

Improvement Studies

- In 2020-2021 academic year, all computers are controlled as hardware and software every year tüm bilgisayarlar her yıl donanımsal ve yazılımsal olarak kontrol edilmekte, the required hardware improvement works have been included to the plans within the next academic year due to pandemic and making of the education as online, the computers are kept up-to-date as much as possible andb ensured able to benefit them from current technological possibilities. In 2020-2021 academic year, 3 smart class installations have been completed and put into use in order to use in the distance education course. 12 hybrid smart classes have been made for both distance and face-to-face educations by using the camera, microphone and computer equipments in the class. Thus, the participation of the students to the courses remotely and livingly in the pandemic period has been ensured.

- The smart class project has been continued in 2020-2021 period as planned by aiming to equip the classes with the latest technological equipment and to use information technologies more effectively and efficiently. Teaching the courses in a more interactive way and preventing the problems experienced have been aimed with the intelligent lectern and connected projection and sound system for the classes determined from each faculty within the scope of the project. The assembly of 90 smart lecterns have been already completed and their integration operations are continued.

- Within 2021-2022 Academic year business plan, the renewal of at least one computer laboratory with average 30 computers has been planned.

- In 2020-2021 academic year, the student dormitory software has been purchased and carried into practice in our university in order to facilitate the enrollment, settlement and leaving transactions of the students to the dormitory and to digitalize their transactions, to manage the operational needs of the dormitory enterprise with a single program.

- In 2020-2021 academic year, the work on adding of the screens of Institute of Postgraduate Education in CMR system has ben started.

- In 2020-2021 academic year, a system that the formal education working in integration with the Learning Management System is recorded in the smart classroom, ensures to serve simultenously and the records are accessible as 7/24 has been set up.

- General organization introduction are the trainings carried out in order to accelarate the adaptation of employees to the organization including payroll and personal rights, library and system orientations. In 2020-2021 academic year, the information on the methods used in order to measure and monitor the leadership characteristics and competencies of the executives of the organization has been included to the orientation training. The academic and administrative employee orientation presentation, quliaty presentation are shared in the common intranet environment.

- 100% educational scholarship is awarded in our organization in order to enable doing their postgraduate or doctorate degree of our administrative and academic personnel. In 2020-2021 academic year, 50% discount is made to all our administrative and academic personnel in our organization if they have their post graduate education. In 2020-2021 academic year, 100% scholarship education has been awarded to our 142 personnel who have enrolled to our postgraduate programs and have met the application conditions in order to support development of our academic and administrative personnel.

- In 2021-2022 fall academic semester, 100% scholarship education has been awarded to our 82 personnel who have enrolled to our postgraduate programs and have met the application conditions and 6 personnel who have enrolled to doctorate/doktora/proficiency in art programs and have met the application conditions.

- In 2020-2021 academic year, the Turkish and English versions of the student petitions and forms have been prepared and published on the Turkish and English web pages and common field.

- In 2020-2021 academic year, the English versions of İstanbul Okan University Associate, Bachelor Education Examinations Regulation, İstanbul Okan University Postgraduate Education – Instructions and Examinations Regulation, Student Discipline Regulation, İstanbul Okan University O'learn Online Examination Instruction, İstanbul Okan University Dormitory and Operation Instruction have been prepared and published in the on the Turkish and English web pages and common field.

- In 2021-2022 academic year, "Maximum Period of Study Application Form" has been created for students for students whose maximum education period has expired and who want to take advantage of the exam right in accordance with the principles of Maximum Period of Study Implementation, its integration into the Student Affairs Automation System (OİS) has been ensured. "Course Enrollment For the Students Granted Term Entitlement At The End of the Maximum Period of Study", Additional Exam Request Form For Maximum Period of Study" and "Associate Additional Exam Request Form For Maximum Period of Study" have been created for creating a common form for our all students who enter the scope of the maximum period of study in order to add the relevant decision of the faculty board of directors.

- In 2021, the integration of the disenrollment and registration freeze application transactions into the Student Affairs Automation System (OİS) has been ensured.

- In 2021-2022 academic year, an application screen for Postgraduate programs has been opened on the web page.

- In 2021-2022 academic year, "Student Spokesperson Communication Form" has been created instead of "Student Lawyers Communication Form" used for transmission of the complaint and requests of the students who continue their education and has been shared on the common field. The "Directorate of Student Affairs Form" is created by the Directorate of Student Affairs in order to illuminate all issues that the students encounter as problem and to solve them as soon as possible and ensured to make the application from the web page. The auto reply system has been planned for Directorate of Student Affairs Form. The Student Relation Ships Procedure (PR.OGD.002has been updated and shared on the common field.

- In 2020-2021 academic year, Online Hybrid Education Model has been applied in order to determine Nqf- Hetr conformance level of the education provided via distance education.

- In 2020-2021 academic year, the gallery-like screen is arranged in the O'learn visual classes.

- The fields where the education will be presented in 7 different languages have been e in O'learn Learning Management System.

- Providing opportunities for graduates in order to meet in a safe environment and giving of the internship and job postings as online have been ensured.

- In 2021, (Business Life Preparation Courses, interview simulations, seminars on human resouces leaders, Linkedin training and CV preparation, seminars on your future awaits you) have been given by the Career Center in O'learn platform.

- In 2021, the activities related to Carrier Plans and personal characteristics, vocational consultanty, exhibition, conference participations, organization visits are performed as online in the Careerfest

where the meeting have been carried out with the candidate students within the scope of "Your Future Awaits You" event.

- In 2021, the studies for integration of CV information of the academic personnel in YÖK Academy into the website and creating a connection link to the website have been started.

- In 2021, the strategic plan study for 2021-2025 term has been completed and shared with internal and external stakeholders on the web page.

- In 2021, the education and training policy has been discussed with the quality commission members. Abolishing of the article of "Life-long education", by looking at the repetitive information in the policy and abolishing it, if any, updating the education and training policy and submitting it to the Senate have been decided.

- In 2021, the donation has been awarded to the innovative business ideas, doctorate and post graduate student with BIGG-STEP and Open Innovation Autonomous and Connected Vehicle Development Test Platform Project (OPINA). (In OPINA project, a platform where all large and small interested organizations will gather, develop and evaluate their efforts in order to develop self-driving vehicles has been established.)

- In 2021, an annual quality assessment was carried out for the Foreign Languages Coordinator and Preparatory Program Pearson Assured. The accreditation period of the university has been extended.

- The screen where student information will be transferred to the CRM screen and student information will be received via the Student Automation System (OIS) system has been designed.

- In 2021-2022 academic year, it has been authorized to award Pearson-approved and British-origin International Certificates (HNC-High National Certificate) and International Diplomas (HND-High National Diploma). The application forms have been sent in order to obtain the approval of 7 programs within the scope of HND.

- The information regarding Pearson HND dual degree has been transferred to the stıdents in the online seminars. The studies to open a stand for introduction of the subject have been carried out.

- An application to the TURQUALITY® program has been made in 2020-2021 academic year with İstanbul Okan Unıversity brand, we have been informed with a letter regarding our admission to the TURQUALITY® Brand Support program by the Ministry of Trade Directorate General of International Service Trade.

- In 2021, we have won Blackboard Catalyst Award in the Leading Change category with our online education process management success that we have maintained under the leadership of our Learning, Practice and Research Center during pandemic process. Our university has been deemed worthy to Blackboard Catalyst Leading Change award as it supports widespread adoption of the innovative

strategies with the potential to increase student success rates nationwide. The winners have been selected by an Arbitration Committee consisting of Blackboard experts. We were the only university in Turkey to receive the award from among 17 nominee countries and 130 nominees. Our university receiving an award in leading change category has developed the application and/or technologies with an impact on the learning outcomes, student performance or academic progress. The Blackboard Catalyst Leading Change award has been given to our university as as it supports widespread adoption of the innovative strategies actively with the potential to increase student success rates nationwide.

- As well as the standard practices and legislation, free trainings are given to the personnel developed outside the needs of the organization and VISION (obvervation for next year and previous year assessment meeting) meetings are held. 2020-2021 academic year Vision workshop has not been held due to pandemic. However, in 2021-2022 academic year, the Vision Workshop has been held on 23-24 Ekim 2021 in Antalya.

- In 2021, Okan Brand Vision results have been shared with academic and administrative management. The study groups on Education Quality, Student Satisfaction, R&D and Publications with Sector Collabaration, Administrative Employee Satisfaction and Infrastructure, internationalization, Being a Digital Technological University for Okan Brand Strategy have been established. The project requirement documents have been prepared and submitted to the Rectorate brand responsibility fields by the study groups.

- In 2021, the opportunity studies on education-training, research and development, physical conditions, career, internationalization are carried out by considering the strengths and opportunity fields of our organization. The results of the study have been shared with the relevant units on the common field.

- In 2021, the strengths and opportunity fields have been updated in SWOT-PEST Analysis form. The updated form has been shared with the relevant units on the common field.

- ISO 9001:2015 Quality Management System re-certification audit has been performed between the dates of 17.06-18.06.2021. According to the external assessment results, proving of the applications compatible with the regulations has been found appropriate within the frame of ISO 9001:2015 management system certification procedures, has been decided to continue ISO 9001:2015 Quality Management certificate in high education field.

- In 2021, our organization has been certified as in compliance with Personal Data Management Standard according to ISO 27701:2019 PDPL (Personal Data Protection Law).

- In 2021, ISO 20000-1:2018 Information Technologies Service Management System Standard quality certificate, ISO 27001:2013 Information Security Management System Standard quality certificate

(University), ISO 27001:2013 Information Security Management System Standard quality certificate (Hospital), ISO 22301:2012 Business Continuity Management System Standard certificate have been renewed and decided to continue them.

A. LEADERSHIP, MANAGEMENT AND QUALITY

1. Leadership and Quality

1.1. Management model and administrative structure

Governance model and organization chart

İstanbul Okan University has been structured in accordance with the management structure determined for all state universities within the scope of Higher Education Law No. 2547. The university is represented by the Rector legally. Structuring the management and administrative units of education and training, research and development, social contribution processes is carried out by Board of Trustees and Rectorate authority of our.

According to the Incorporation and Organization Regulation; the Rector is responsible for the management of the university, preside to the Senate and University Board of Directors. The Senate performs the duty as policy-making and decision-making organ on all kinds of academic and administrative issues. The Senate consists of Vice-Chancellor, Deans and one academic member from each faculty elected by their own committees for three years and Institute and Vocational School Managers affiliated to the Rectorate under the chairmanship of the Rector. The Senate meets ordinarily at least twice a year at the beginning and end of each academic year. The Rector convenes the Senate for the meeting if he deems necessary. The reporter of the Senate is general secretary of the university. İstanbul Okan University Senate consists of Rector, 3 vice-chancellors, 10 faculty deans, 10 elected members elected as one representative from each faculty, conservatory director, two vocational school managers, one postgraduate education institute manager and one reporter. The University Board of Directors consists of Vice-Chancellors, Faculty Deans and three academic members to be elected by the Senate for 4 years in to represent different training units and fields affiliated to the university under the chairmanship of the Rector without voting right. The Rector convenes the Board of Directors for the meeting when required. The Vice-Chancellors participate to the Board of Directors without voting right. The reporter of the Board of Directors is General Secretary of the University.

The Postgraduate Education Insitutute and Vocational Schools have similar management structure to the faculties. The Institute Board consists of the Deputy Directors and Heads of the Departments that constitute the Institute under chairmanshiop of the Institute Director. Three institutes have been mergec under the Directorate of Postgraduate Education Institute in the official gazette dated 30.06.2020. The

Institute Board of Directors consists of Deputy Directors and three academic members to be elected by the Institute Board among the candidates to be shown by the Director for three years under the chairmanship of the Institute Director, it fulfils the duties given to the Faculty Board of Directors in terms of the Institute.

The Vocational School Board of Directores consists of Deputy Directors and Heads of Departments or Departments that constitute the school under the chairmanship of the Vocational School Director. It consists of Deputy Directors and three academic members to be selected by Vocational School Board amoong six candidates to be shown by the Director for three years under the chairmanship of the Director. It fulfils the duties given to the Vocational School Board and Vocational School Board of Directors, Faculty Board and Faculty Board of Directors in terms of the Vocational School.

The reesearch and development project and consultancy services to be acquired directly from the university or through the initiatives of academic members and executives are built with the suggestion of the relevant Dean and approval of the Rector. Consulting of full-time academic members outside of the university and their studies are subject to the permission of the Chairman upon suggestion of the Rector. The principles regarding the extent to which full-time personnel will benefit from the income from project consultancy services are determined by the Board of Trustees upon suggestion of the Rector. The Research and Application centers have a director. The General Secretary of the University is responsible for ensuring and dweveloping the coordination by by managing the entire administrative organization structure in the most effective way. The Rector is is at the top level in the administrative structure of the university.

In the administrative management, there are the general secretary and two assistant general secretaries affiliated to the general secretary, managers, office of legal counsellor, experts and other officials at the head of the administrative organization. Furthermore, the faculty secretary affiliated to the dean at the head of faculty administrative management organization in each faculty and institute or vocational school secretary at postgraduate education institute and vocational schools are available.

The studies on the process definitions, human resources and organizational structure are performed every year, organizasyon şemasında structuring of administrative and academic management is specified in the organization chart. Creating of new job definitions based on management processes, updating of job definitions of the current processes are performed by the Directorate of Human Resources. The job definitions of the academic and administrative units are signed by the process managers and added to the personnel files. The job definitions are published on the common fields as open to access of the process managers.

- In 2021, the appointments of Vice-Chancellor, Dean of the Faculty of Engineering and Natural Sciences, Dean of Faculty of Art, Design and Architecture, Dean of Faculty of Law, Dean of Faculty of Humanities and Social Science, Deanship of Faculty of Medicine, Dean of Faculty of Dentistry and Directorate of Postgraduate Education Institure have been made with the decision of the Bıoard of Truestees within the academic management processes.

- In 2021, the Directorate of Student Enrollment and System has been established in the Directorate of Student Affairs within the administrative management processes.

- As a result of the assessments made by taking into account national-international academic and sectoral developments into account, changing the name of Faculty of Engineering as "Faculty of Engineering and Natural Sciences" in accordance with the decision of the senate dated 03.03.2021 and No. 3.

- In 2021, the corporate logo and corporate name update studies in job definitions have been completed. New job definitions for Intelligent Vehicle Expert, Postgraduate Program Manager have been created.

Practices/evidences regarding the organization implements its policy and strategic objectives in management and administrative fields

- The vision and mission of our organization have been examined in connection with the Stratejic Plan 2021-2025. The vision and mission and policies related to the administrative fields of our organization are included in the orientation presentation in detail. The orientation training is ensured to all newly recruited employees.

- An annual training plan is prepared for the training needs of the employees. The personal development of administrative and academic personnel is in the training catalogue containing the in-house trainings to be provided regarding the English language training and hobbies.

- A qualification guide has been prepared for the performance management system related able to monitor and assess the performance of employees within the frame of annual business objectives and competencies of them, to take appropriate action by determining the development fields in order to assign personnel appropriate the nature of the job and to offer training and development opportunities to the employees according to their ability and competencies.

Monitoring and improvement evidences regarding the management and organizational structuring practices

- The performance assessment forms for the administrative and academic personnel regarding to the management and organizational structuring practices have been created. In 2022, the training and

information meetings on the performance performans management system and feedback have been held.

- In 2019 yılında, in-house announcement system has been set up. "In-House Announcement System" enables employees to be active participants in the decision process regarding their career development. In 2021, the opportunity to apply for vacant positions posted to the Directorate of Human Resources with the in-house announcement system has been ensured to all our administrative employees.

- All management and organizational processes are audited with internal audit mechanism in accordance with the audit plan. According to the internal audit results carried out in 2021, the measures for the corrective actions opened within the scope of the human resources process have been taken, the training participation form, training assessment form have been updated. The improvement has been made in the performance assessment forms prepared for academic and administrative personnel assessment studies.

- In 2021-2022 academic year, our university has been included in the scope of TURQUALITY® Brand Support program. One of most important opportunities for inclusion to the program is Development Roadmap Study. The detailed analysis of the current status has been made in the Development Roadmap study, the "improvement projects" are determined by comparing with the best organizations in its sector. The Development Roadmap and improvement projects will enable our university to create branding strategy, to develop improvement studies at the point of creating university-specific management and organizational structuring.

Evidences regarding the genuine approaches and practices developed outside of the needs of organization as well as standard practices and legislation

In 2021, the free trainings given to the personnel developed outside the needs of the organization as well as the standard practices and legislation and VISION (meeting for observation of next year and assessment of previous year) workshop have been performed in order to direct the strategies that will increase the awareness, reputation and image of the Okan brand by our academic and administrative staff.

1.2. Leadership

Leadership and quality assurance culture

Within the scope of the studies carried out to develop the quality assurance culture in line with the suggestions made in İstanbul Okan University Corporate Feedback Report (**KGBR2017**) and İstanbul Okan University Corporate Monitoring Report (**2020**);

Our organization has the corporate culture and leadership understanding that supports the culture of quality assurance and covers all units and processes in the plannings and practices made in order to

develop the quality assurance culture, some results have been obtained in the activities carried out in this context.

The studies that we have planned and carried out in order to develop the quality culture in our organization are specified below.

- In 2022, the questions regarding the studies on the vision, mission, recognition of the quality objectives, dissemination of the leadership and quality assurance culture by top management have been included to the communication and coordination fields of the administrative and academic personnel satisfaction survey study in order to disseminate and assess the quality assurance culture and leadership understanding.

- In 2021, the orientation training program information given to the newly recruited administrative and academic employees in order to raise awareness of the quality culture and to create awareness related to the quality management system have been controlled, the information related to the quality management system have been updated. The academic and administrative employee orientation presentation, quality management presentation are shared on the common field and intranet environment.

- In 2021, the contents of the quality policy, accreditation information in the quality management presentation have been updated.

✓ In 2020, the "sexual harassment prevention training, first aid update training, English training, basis disaster awareness training (external training)" have been ensured among the consciousness raising and awareness trainings given to the administrative and academic employees within the training plan.

✓ In 2020, the trainings on the training of the systematic academic member have been ensured by the Learning and Practice Center for all distance academic members in order to learn and use the active-interactive teaching methods and distance education.

Methods used to measure and monitor the leadership characteristics and competencies of the directors of the organization, monitoring results obtained and studies carried out within the scope of the relevant improvements;

✓ In 2022, the information regarding the methods used in order to measure and monitor the leadership characteristics and competencies of the directors of the organization have been included to the orientation training.

✓ In 2022, the management system information and feedback training have been ensured in order to leadership characteristics and competencies of the directors.

✓ 2 and 6 months assessment forms are used in order to assess the basic competencies of the administrative personnel and competencies of the directors.

✓ In 2022, the suggestions of the quality commission members on the Academic Personnel performance assessment form have been taken. It has been submitted to the Head of Quality Commission for approval before using the form.

✓ The personal data protection consent texts are used in all our agreements and forms within the scopeof the quality assurance and personal data protection.

✓ The qualification guide has been created in order to measure the leadership characteristics and competencies of the directors of our organization. The guide has been loaded to the common field and intranet environment.

1.3. Organizational transformation capacity

Change management model

When assessed in the context of mission, vision and basic values our university, the importance of training of "the individuals ready for life who are researcher, entrepreneur, contributes to science, culture and art with original research, studies and publications, able to reflect student-oriented, universal development and changes to the education system, use modern education techniques and methods, gives particular importance to exaltation of humanity, human dignity, social responsibility, social gender equality and environmental consciousness and produce projects in this field, sensitive to society and the environment, have a sense of social responsibility, prioritize ethical values, able to express oneself with high self-confidence by giving education and training in the standards within the mission constitutes the basis of change management.

Among the practices that we use approaches such as change management, comparison, innovation management in our university in order to transform within the frame of its aim, mission and objective for adaptation to future;

✓ Especially, our entrepreneurial structure, university-sector collaboration studies, carrying out many different practical activities (internship, research projects, simulation practices, integration of entrepreneurship and sector cooperation into applied courses etc.) within the university as well as the theoretical knowledge that student have acquired in the university show the students are our dynamic and innovative feature.

✓ The process within the scope of 16lumni16ural and research projects collaboration with the industrial organizations is followed up with "Instruction on Development and Implementation of Research Projects, Sector Collaboration Opportunities". An agreement is executed with the 16lumni16ural16n of "Directorate of Research and Project Development in order to provide 16lumni16ural, training and research project support to the researchers and industrial organizations directly or as a team. In 2021, total 49 project as 48 projects financed by the sector within the scope of

17lumni17ural and research projects in the industrial organizations, 1 project financed by public have been completed.

✓ **Branded Courses**; a common course with industry-leading companies, institutions and organizations based on combining theory and practice within the scope of the course. It is carried out with the participation of the academic member of the course and business world professionals by taking the industry-leading company and institution and organizations methodology and best practices examples. In 2021-2022 acedemic term, the increment of the branded courses is planned and held meeting with the companies.

✓ **Entrepreneurship Practices Courses**; the participation to the courses in which the developmetns and experiences in the sector conveyed by the sector representatives is mandatory. In 2021-2022 acedemic terms, the Entrepreneurship Practices Courses has been started to be ensured face to face from 18.10.2021.

✓ **O'COOP**: It is a practical training based on the student works in a workplace during his/her graduate education. Our aim is to shorten the adaptation period of the students to the business life after their graduation by training regarding able to use the theoretical knowledge they have acquired and able to put into practice.

✓ **PROMES;** It is an engineering education approach developed by Faculty of Engineering that its patent application has been made. The PROMES project is defined as compatible with the actual development systematic of the relevant industrial product in all relevant courses starting from the first class. The relevant academician and an expert determined by the industrial organization perform duty as mentor of the students in the project.

The industrial mentor gives especially realistic constraints and shares non-confidential information on how the project is carried out in the sector. The students present their project at the end of each academic year, the owners of successful projects are awarded a scholarship from the fund created by the contributions of the relevant sponsors according to the assessment to be made with the participation of the relevant industrial organizations.

✓ Development Roadmap/Strategic Plan Study within the Scope of Brand Support; in 2022, the brand perception assessment is made in the Vision workshop our our university. According to the study made, it is above the general average with **6,99** satisfaction value of being an employee as well as the need for change in the university and **6,69** satisfaction value from the organization culture. The following studies related to Okan Brand perception have been decided;

* The methodology for Brand Positioning has been created and making of "Okan Brand – where are we?" survey in employee and student eyes,

* Planning of studies that will minimize weaknesses and threats by prioritizing our opportunities and

strengths in the SWOT study,

* Measuring of the perception values of how well the Okan brand values are accepted.

* It was decided to establish commissions related to sub-study branches and start their work.

• In 2021-2022 academic year, our university has been included in the scope of TURQUALITY® Brand Support program. The Development Roadmap/Strategic Plan study will be made within the scope of the program. Primarily, a detailed analysis of current status will be revealed with the collaboration of the management 18lumni18ural company, the comparison with the best organization in its sector will be made and the improvement projects will be determined. The Development Roadmap and improvement projects will be a study that will provide management and organizational change specific to our university as well as enabling our university to create branding strategy.

In the study made on the subject of "*Developing of distance education-training quality of the organization and increasing the safety of the exams made through the system, taking of additional measures to determine the level of compliance of distance education education with Nqf-Hetr* İstanbul specified in the suggestions section related to distance education process of Okan University İstanbul Okan University Corporate Monitoring Report (**2020**);

• **Online/hybrid education and service processes;** the letter has been sent to the presidency of the council of higher education (YÖK) on 11.05.2021. the "Learning, Practice and Research Center" regarding the online/hybrid education and service processes of Learning Application and Research Center of our ımiversity has managed the online/hybrid education and service processes of İstanbul Okan University with PDCA (Plan-Do-Check-Act) logic and Bloom taxonomy system. The digital transformation strategies carried out with integrated system approach are for review of all processes and automation in order to develop the research and development in terms of quantitative and qualitative and to improve the student experience and quality in the education. While making the hardware and software updates within the scope of digilization, enrichment of the student learning experiences is at the center in all updates made in order to support online education. Being accessible, reachable and individualizable of every phases of learning-teaching processes in terms of technological and corporate aspects and approach to continuous improvement based on data have been adapted. The sustainability of technologies used for education purposes, organization of the skill sets formation of new technologies in the student and teaching staff and continuous improvement of the technologies used in order to meet the needs are ensured with technological development standards. The suggestions for to the general information presented by the academic member about the course at the beginning the interaction of the students with asynchronous/synchronous/hybrid course with instructions. Reaching of the student to all information regarding to the course in the same frame during the first interaction

has been aimed. What are the technological learning materials to be used in the course and the necessary technological information about them are announce continuously. A framework for use of the content and activities that support the learning and participation in the courses, facilitate commission and increase collaboration has been drawn. The continuous guidance for effective use of mutual communication and feedback between the learners and academic member have been made.

For the purpose of the qualification development, the mechanisms that will provide exercise, practice, reinforcement, intensive-immersive experiences, social learning and collaboration, motivation and thinking structures are fictionalised.

1.4 Internal quality assurance mechanisms

Defined process documents such as quality assurance guide*;* the quality manual has been created for the quality assurance guide.

➢ In 2021-2022 academic year, the quality manual has been updated due to changes made in the contents of the historical information, mission, strategic plan and objectives, quality policy.

The information on the content of the quality manual, the quality policy and the update of the policy are available in the "Boards and management review procedure" (PR.OKN.001).

Evidences showing the work flow chart, calendar, duty and responsibilities and roles of stakeholder

• The information in the content of the Quality Management System has been put into writing. The quality management system mechanism creates internal and external documents in the form of quality policy, quality manual, procedures, instructions, work flow charts, job definitions, lists and forms. The procedures, instructions and work flow charts are the means used in order to show the relationshiop of the processes with each other.

The main processes, management processes and support processes determine the process management in the quality assurance. The interaction of the processes with each other has been specified in the process interaction chart.

➢ In 2021, the process interaction scheme has been updated due to the inclusion of the Learning Practice and Research.

• The principles for preparing, approving, publishing, keeping up-to-date, changing, cancelling of the documents of the information security and quality management system in the "Document and Data Control Procedure" (PR.KYS.001), keeping the document lists, controlling of the data related to the document coding and 19lumni19ura systematic have been created.

➢ In 2021, the update has been made due to inclusion of Learning Practice and Research Center process code in the Document and Data Control Procedure (PR. KYS.001).

- The documents are distributed through electronic environment to the departments specified in the document postgraduate and distribution list (LS. KYS.001) by the Quality Manager. The legal conditions, supreme conditions, customer requests and their importance degrees are filed in the departments and kept in the archive according to the quality records list (LS. KYS.002) and recycling requirement period. The control of all external and legal documents required to carry out activities related to the organization is followed up in the external and legal document list (LS. KYS.003).

➢ In 2021, the list has been updated due to changes made in the document postgraduate and distribution list (LS. KYS.001) quality manual, process interaction chart, procedure list, education-training policy, İstanbul Okan University Academic Personnel Insruction, İstanbul Okan University Foreign Languages Coordinatorship Education Procedures and Principles Instruction, Document and Data Control Procedure, Purchasing Procedure.

- The job definitions of the administrative and academic units together with the quality management representative have been created so as to include all authorities and responsibilities for all duties in the quality management system. The job definitions are available within U folder on the common field. The dutyi authority and responsibilities of the personnel effecting the quality within the organization employees have been detailed in the job definition.

➢ In 2021, the job definition of Quality Management Representative (GT. INK.153) and the job definition of the Quality Manager (GT. INK.253) have been controlled. The job definition of the Quality Manager has been updated.

- The work flow charts have been created instead of procedure for some processes in our quality management system.

➢ In 2021, the work flow charts of the Administrative Personnel Employment Process (AŞ. INK.001) and Disemployment Process (AŞ. INK.003) pertaining to the Human Resources process have been updated.

➢ In 2021, the Kitchen and Dining Hall Audit procedure (PR.OKN.002) and Dining Hall Control Form (FR.OKN.021) have been created for kitchen and dining hall audits and controls and conveyed to the management in order to approve and implement the procedure and form.

➢ In 2021, a contractor/external service company work permit form (FR.İSG.007) has been created in order to use occupational safety processes, the form has been shared in order to use on the common field.

Information management system

The quality management system ISO 27001 works in integration with Information Management System that the processes of academic and administrative units within the Information Security System

are followed. In the general structure of the documentation system, the recycling is available in the execution and traceability of the actions in all information security management system (ISMS) records of the management. The study for the risk assessment backwards from the selected control mechanism and results of the risk processing processes and policies and information security management system policies and objectives has been taken as a basis. The Policies and Procedures are created or revised by ISMS Team by assessing the External Documents and legal conditions. All ISMS documentation system prepared for this purpose has been prepared and executed in accordance with the ISO 9001:2015 standards that we own. We have worked together with Directorate of Information Technologies being expert and Quality Management as support unit in the documentation preparation, the integrity in the systems which is basic policy of the university has been protected. All documents in the quality management system are recorded on the common field (U folder) and is guaranteed to be updated on the common field.

PDCA cycle is used in order to improve the processes within the information management system.

Plan; ISO 27001 Information security management system works together with ISO 9001:2015 Quality management system. The appropriate method, resources, responsibilities and risk priorities have been defined in order to manage information security risks, the risk intelligince plan, information security management system objective monitoring plan, statement of applicability are followed up in the control objectives. It is defined how the measurements will be made in order to measure the system and control efficiency in the regular audits made in the content of the plans.

Do; in the regular audits, determining of whether the security activities transferred to the people or occurred automatically work as expected or not is essential. The information security system management review meeting is held once a year by taking the results of the security audits, internal audits, incidents and frequencies of violations, measures taken and their efficiency, all suggestions and feedbacks into consideration. The content of this meeting is executed in accordance with the current ISO9001:2015 system of the university.

Check; ISMS review meeting is held once a year in accordance with the relevant ISO 9001:2015 procedures in order to control whether the information security management system comply with the requirements of ISO 27001 standards and relevant laws, the defined information security requirements and whether it is carried out effectively or not. In the content of the meeting; ISMS data, nonconformities determined in ISMS, the ISMS performance and the causes affecting its performance, ISMS procedures and corrective actions taken related to ISMS, forms and improvements are negotiated. In the meeting minutes to be obtained as a result, if any; the changes in risk assessment and treatment plans, processes required to be added, security requirements, legal regulation required to be added, risk acceptance level required to be renewed, resource needs should be written.

Act; Our key tools for continuous improvement of the information security management system; ISMS policies and objectives, review meetings, internal audits, validation controls (risk assessments), third party audits, legal audits, data analysis, nonconformities and corrective and preventive actions. At the end of these processes, the improvement fields are determined, applications are made and activity is monitored and the necessary changes are made by assessing these activities as review input of the ISMS within the validation plan of the ISO 9001:2015 system.

The internal audits, periodical controls (controls made according to the risk processing plan, weakness list, threats list, asset list, asset class inventory lists), continuous improvement activities (including policy and objectives) and information management system review meetings are made in order to eliminate the causes of potential nonconformities and prevent their occurrence. The corrective actions to be taken will be appropriate to the impact of potential problems. The essential thing is to define the changing risks, if any, and to carry out preventive action by concentrating on risks changing significantly. The priority of preventive actions is determined based on risk assessment results.

Feedback methods

We may count the feedbacks from parents/students, notices from other complaint channels within the complaint management system, significant findings revealed in the internal audits, findings related to external providers, suggestions, requests or determinations made by our employees, cost-reducing activities, activities for increasing the quality of education and training services and results of risk analysis studies in our quality management system.

The studies made on the subject of "*carrying out activities in order to increase awareness and ownership of all personnel with on-the-job training on the strategic management cycle and quality process in the organization*" specified in the suggestion section of İstanbul Okan University Corporate Feedback Report (**KGBR2017**);

The studies made on the subject of "*Implementation of student satisfaction surveys on a unit basis in order to monitor differences between the faculties and vocational school*" "*Since the work with external stakeholders is usually collaborative work, creation of platforms where external stakeholder opinions take place in real terms*" specified in the suggestion section related to the quality assurance system in the İstanbul Okan University Corporate Monitoring Plan (**2020**);

✓   In 2021-2022 academic year, the administrative personnel orientation presentation has been included to the quality management system and the changes in the contents of the orientation presentation have been made. The quality management presentation has been controlled and the information of the quality policy, accreditation and quality certificates has been updated.

✓ In 2022, the questions related to the quality management system have been included to the communication and coordination section of the administrative and academic personnel satisfaction survey in order to measure the awarenesses of all personnel on the quality processes and recognitioj of the quality assurance culture.

✓ In 2021, the criteria of "The academic member have taken care to inform about the course and got feedback" and "The academic member have taken care to make the course within the scope of the curriculum and content" have been added to the academic member course assessment survey and assessed.

✓ In 2021, the academic member course assessment satisfaction survey has been started to make on faculty, vocational school-conservatory, postgraduate education insitutite unit basis. The academic units have been informed regarding the results of the academic member course assessments.

✓ In 2021-2022 academic year, making of the external stakeholder assessment survey study related to the taking the opinions of the external stakeholders has been planned.

✓ In 2021, "Student Relations Directorate Form" has been created in order to solve the feedbacks made by the student in a short time. The quality form number is given to the form and published on the common field. Furthermore, making of the application from website with Student Relations Form is ensured.

✓ In 2021-2022 academic year,

➢ The study in order able to reply the communication forms from the student automatically is planned.

➢ The collaboration improvement studies with the administrative and academic units in order to increase the Student Satisfaction are planned.

➢ The study by posting to the students and inviting them in order to increase the numbers of the Student Spokespersons is planned.

➢ Speeding up the feedback to the students by making the study on solving of the administrative and academic requests and complaints from the student sooner is planned.

Among the improvement studies of the Student Relations Directorate planned for student feedbacks.

• The audits of the processes between 03.05.2021- 20.05.2021 have been remotely in accordance with the Internal Audit Procedure (PR.ICD.001) and 2021 internal audit plan. The corrective actions taken during the internal audit have been recorded into (LS.KYS.006) Corrective Action Tracking List-Internal Audit List. The situations of the corrective actions are followed up in accordance with the corrective actions tracking list. The corrective action for the 21 actions determined after internal audit has been started. 21 corrective actions have been closed.

✓ According to 2021 corrective action list (improvement); access to the student is ensured with

the bilateral and multiple communications, bulk message to the course groups, class groups by using the message system on O'Learn/Blackboard system.

Documents related to the stakeholder participation

The internal and external audits are carried out once a year within the quality management system. We may count the results and feedbacks of intenal and external audit reports carried out in 2021 among the documents related to the stakeholder participation.

The study made on the subject of "*Informing of all stakeholders on the assessment and improvement regarding the results of the survey conducted with internal and external stakeholders*" specified in the suggestion section of İstanbul Okan University Corporate Feedback Report (**KGBR2017**).

✓   Informing on the assessment and improvement plans regarding the results of the survey conducted with the internal and external stakeholders are made on the website of the quality management system and common field (U) folder.

✓   In 2021, the internal and external assessment reports containing the Quality Management system processes have been shared with the internal and external stakeholders on the website and common field (U) folder.

Annual monitoring and improvement reports

✓   **2021 Improvement Corrective Action Tracking List**; the continuous improvement studies containing the processes is started in order to provide efficiency and improvement of the quality management system in accordance with the Corrective Action and Improvement Procedure (PR. KYS.003). The findings obtained as a result of the audits, feedbacks from parent/student, notices from other complaint channels within the complaint management system, significant findings revealed in the internal audits, findings related to external providers, suggestions, requests or determinations made by our employees, cost-reducing activities, activities for increasing the quality of education and training services and results of risk analysis studies in our quality management system are considered as opportunity for continuous improvement of the quality management system. 2021 improvement studies have been recorded into (LS. KYS.006) Corrective Action Tracking List-Improvement List. 24 studies have been recorded to the corrective action list, 13 studies have been completed. 11 studies are followed up within their deadline.

✓   **2021 Risk Assesment Corrective Action Tracking List**; the corrective action list (risk assessment) has been prepared in order to improve the quality management system in accordance with the Risk and Opportunity Management Procedure (PR. KYS.004) and the fields required to be corrected in the processes have been determined. For 2021, the risk tables of the processes have been

revised on 19.04.2021. 93 important risks of the processes have been determined in the (LS. KYS.006) Corrective Action Tracking List- Risk Assessment List, the corrective –preventive actions of the processes have been taken.

- **2021 Opportunity Assessment Study**; in 2021, the opportunity studies on education-training, research and development, physical conditions, internationalization have been made by taking the strengths, opportunity fields of our organization in accordance with SWOT-PEST Analysis Form (FR. KYS.005) . The results of the study have been shared with the relevant units on the common field.

✓ **2021 Management Review Meeting**; our organization examines whether the quality objective are acquired in the quality assurance system and quality policy or not in the management review meetings held every year.

✓ **2021 Objective Monitoring Plan**; since the Objective Monitoring Plan (PL.YGG.001) is used in the creation of the quality objectives strategic plan, the realization situtations in the "objective monitoring plan" is followed up. The realization results of the performance criteria for quality objectives in the Objective Monitoring Plan (PL.YGG.001) have been requested from all units, the objective monitoring plan has been updated on 18.05.2021.

✓ **2021 yılı Quality Management System External Audit Report**: In 2021 the external audit results for the previous year have been discussed in the Quality Management System Review. No action/nonconformity has been determined during the external audit made in 2020.

ISO 9001:2015 Quality Management System recertification audit has been made as online remotely between 17.06-18.06.2021. The information letter related to the 2021 ISO 9001:2015 quality recertification external audit has been conveyed to the unit managers and all employees.

The Quality Management System external audit report for 2021 and previous years have been shared with the internal and external stakeholders on the website.

PDCA cycle is used for improvements of the processes in the quality assurance system.

Plan; The quality objective monitoring plan and internal audit plan are prepared and included to the plans created in the processes within our quality assurance system in order to meet the quality management system standard conditions of our organization and able to reach the quality objectives.

Do; A number of methods on how to achieve the objectives in the quality objective monitoring plan have been developed. We may count the creating of the performance indicators, internal and external audits, internal and external stakeholder opinions among the methods developed.

The survey (graduate student) satisfaction survey, student course assessment survey, employee satisfaction survey) analyzes created in our administrative and academic processes in accordance with the "Assessment and Evaluation Procedure" (PR.OLD.001), corrective actions in line with the results of internal and external audits, corrective actions taken within the risk practices in the processes,

corrective actions and improvement plans for other nonconformity issues are made.

Check; the quality objectives are controlled in the "Quality Objectives Monitoring Plan". Furthermore, the assessment of the organization in terms of ensuring the system complies with the criteria given in the ISO 9001:2015 standard and determining the efficiency according to the degree of reaching the quality objectives is made during the setting up and implementation of the Quality Management System.

Act; Our organization determines and selects the opportunites for improvement, implements the activities required in order to meet the customer requests and expectations and to increase the customer satisfaction and takes measure. These activities includes those below.

➢ The processes are reorganized and improved in order to meet the conditions as well as to determine the needs and expectations in the future. The continuous improvement is ensured as a result of updates based on regulation and improvement in processes.

➢ To correct, prevent and reduce the undesired effects; (Feedbacks from the parent/student, findings revealed in the internal audits, findings related to external providers, suggestions, requests or determinations made by our employees, results of risk analysis studies and cost-reducing activities)

➢ To increase the performance and efficiency of the quality management system; the improvement of the processes is ensured according to the results to be reached as a result of the determination and continuous monitoring of continuous improvement quality targets.

In our organization, the continuous improvement of the quality management system is ensured through quality policy, quality objectives, audit results, data analysis, corrective actions and management review. An analysis is made in order to determine whether there are needs and opportunities to be addressed as part of continuous improvement or not.

The corrective action is made on the data obtained as a result of

• Request and complaints of the relevant parties

• Internal quality audits

• Monitoring and measuring of the product/service

• Statistical 26lumni26u,

and matters with possibility to cause the nonconformity in the future. Each personnel working in the organization including İstanbul Okan Üniversitesi management is responsible to report potential problems that may adversely affect service quality to the Quality Management.

Evidences regarding the genuine approaches and practices developed outside of the needs of organization as well as standard practices and legislation

As well as the standard practices and legislation, the SWOT-PEST analysis, quality documents for the management of processes, regulation, instruction, procedure, work flow charts, forms, list and tables have been created in the quality management system. The documents used in the quality management system are followed up with the quality document revision numbers. The documents are shared on the common field and intranet environment within the organization. In case of any suggestion, the employee thoughts are assessed. The meetings, trainings made in our organization, procedures and forms are also a communication factor. In 2021, ISO 9001:2015 internal audit informing, internal audit plan informing, in-house auditor training, external audit informing and statement of ISO 27001:2013 external audit have been made to all our academic and administrative personnel via e-mail.

1.5. Public disclosure and accountability

Principles, rules and methods adopted related to public disclosure and accountability

İstanbul Okan University follows an effective information policy that will ensure that all its stakeholders, in particular its employees, academicians, students and parents, and the entire public are properly informed in line with Corporate Management Principles. All kinds of activities carried out by our university are announced from the website of our university and corporate social media addresses. In this scope, the activities related to both education and research, social contribution and management processes are published regularly and presented to public information.

Practice examples related to public disclosure and accountability

All kinds of activities carried out by our university are announced from the website of our university and corporate social media addresses.

Information Tools:

Website

Media and Press Releases

Newspaper and Bulletins

İstanbul Okan University uses the social media channels for information and sharing purposes.

Facebook   https://www.facebook.com/okanedu

Twitter   https://twitter.com/okanedu

İnstagram   https://www.instagram.com/okanuniversitesi/

Vimeo   https://vimeo.com/okanedutr

Youtube   https://www.youtube.com/user/okanedu

Dailymotion   https://www.dailymotion.com/OkanEdu#video=x2y79ha

İstanbul Okan University uses annual report, corporate magazine, web page, press releases, social media channels, brochures, introduction films and e-bulletins as method and tool in order to enlighten the public. İstanbul Okan University units prepares newspaper, magazine and bulletins for important studies and events in certain periods and shares with the public via website and/or as printed.

With the understanding of transparency that it has adopted together with the principle of social responsibility, İstanbul Okan Üniversitesi publishes the strategic plans, internal assessment reports, instructions, regulations, information documents, etc. as accessible to everyone via corporate website.

- The announcement of 2021-2022 academic opening has been informed to all employees and students via both e-mail and website.

- All employees have been informed via e-mail regarding that the 2021-2022 academic schedule was announced on the website.

- In 2021-2022 academic year, the Human Resources Directorate has informed all relevant academic units on the academic job postings given in the official gazette via e-mail.

- In 2021, all announcements have been conveyed to academic, administrative personnel, student and graduates via "Okan mailing" and CRM Data Communication mobile application; the information on related to the innovations and campaigns, in particular preference term have been sent to the individuals requested within the scope of PDPL (Personal Data Protection Law) via sms.

- In 2021-2022 academic year, the decision taken in the senate of the university are published regulary via EBYS (Electronic Document Management System).

- In 2021, İstanbul Okan University using its social media accounts actively has a total of 30 Thousand followers, the information shared and how many people viewed the images have been tracked constantly and reported to the university management weekly.

- In 2021-2022 academic year, the informing regarding that the strategic plan for 2021-2025 was published on the website has been made.

- In 2021, the informing transmission has been made to the alumni students via sms through the relevant CMR related to inclusions of the current information within the OIS system by the alumni students.

- In 2021, able to view job/internship postings via OIS by our students and graduates has been provided.

- In 2021-2022 academic year, e-bulletin (February 2022) of İstanbul Okan University Learning Practice and Research Center has been published on the website and has been informed to the employees via e-mail.

- In 2021, O-Grad Magazine for the alumni students has been published monthly and the employees has been informed regarding the publication of the grad magazine via e-mail.

- The information related to our university, mission-vision, our values, strategies and quality policy is published on our website (www.okan.edu.tr) in the manner that our stakeholder and general public can access easily.

Monitoring and improvement evidences regarding public disclose and accountability mechanisms

- The statemen of "*The management gives account for the efficiency of the quality management system*" specified in article 5.1 Management Commitment of İstanbul Okan University Quality Manual is an example of the management accountability.

5.1 The University management also shares the importance of effective quality management and compliance with quality management system conditions with the statement of "*The management ensures the availability of the resources required for quality assurance studies of the quality management system*" in the Management Commitment article." The university management monitors and measures the effectiveness and efficiency of the Quality System periodically and systematically and keep records that may give account to the stakeholders when required.

- The corporate policy and principles apopted regarding the accountability constitute a basis for "*The management gives account for the efficiency of the quality management system*" in article 5.1 Management Commitment of the quality manual. İstanbul Okan University management commits to comply with the defined, current and implemented quality management system and to allocate the resources required to operate the system effectively. The implementation, effectiveness and continuous improvement of the quality management system have been specified clearly in the quality policy created.

- Furthermore, Financial Audit, Quality Systems Audit and YÖK (Council of Higher Education) Audit made by external audit companies regularly every year are examples of being accountable for the benefit of stakeholders. This report also provides a regular annual Corporate Internal Audit opportunity from the year it was implemented, sharing the results of the external assessments to be made by the YÖK Quality Board every five years with the public is another example of the accountability.

- The management determines the authority and responsibilities of the personnel effecting the quality and controls whether the internal communication is maintained effectively or not.

Furthermore, the efficiency of the quality management system is reviewed once a year periodically with "management review meeting" under the leadership of the management.

- Our accountability process for our founder stakeholders is carried out through regular meetings of both Board of Truestees and board affiliated to it.

- The fact that the information published in the audit and other activity reports of the university are

reliable, complete and correct and the assurance given by the Top Director (Rector) and the Financial Affairs Coordinator in financial matters are another accountability methods.

• In 2022, the Press and Public Relations, Digital Communication and Publications Procedure" (PR.KIT.001) have been examined. Changing of the procedure as "Corporate Communication Procedure" and updating study in the contents of the implementation have been planned.

Evidences regarding the genuine approaches and practices developed in line with the needs of organization as well as standard practices and legislation

The activities related to defining, maintaining and improving Press and Public Relations, Digital Communication and Publication activities systematically are carried out in accordance with the "Pressure and Public Relations, Digital Communication and Publications Procedure (PR.KIT.001).

2. Mission and Strategic Goals

2.1. Mission, vision and policies

Mission and vision

Vision of Our University

Our vision is to become an innovative, leading "World University" that may reply to the requirements of the society and business life in the universal standards.

Mission of Our University

Our mission is to become a World University that trains self-aware happy individuals who

• Internalize the basic values of the Republic, sensitive to national and global issues, have analytical thinking skills and critical thinker, entrepreneurial, innovative, able to use more than one foreign language, learned to access, use and share information,

• World citizen individuals who research, able to transform the methods of obtaining information into social benefit by learning, have ethical values, internalize the universal cultures,

• Contributes to science with genuine researches,

• May reflect student-oriented, universal development and changes to the education system, use contemporary education techniques and methods, gives education for problem solving,

• Engage in activities responding to the society requirements by giving particular importance to the social responsibility and environmental consciousness,

• And to become an university that is contemporary, innovative, respectful to each other, has strong communication with students and team spirit, sensitive to social problems and ç pays regard to employee satisfaction.

➤ In order to extend the recognition of the mission and vision, basic values of our organization to all our employees, they are included in the ISO 9001:2015 Quality Management System Manual, 2021-2025 strategic plan, orientation presentation and university constitution. Furthermore, it is shared on the website and on the common field.

➤ In 2021-2022 academic year, the meeting regarding the inclusions of the fields on social gender equality to the 2021-2025 strategic plan, mission, vision and basic values has been held with the administrative units on 17.01.2022.

The changes made have been conveyed to the Vice-Chancellor and Head of Quality Commission in order to get their approvals.

Policy documents (Education and training policy should include the distance education.)

ISO 9001:2015 Quality Management System policy, ISO 27001:2013 Information Security System policy, research and development policy, education policy, social contribution policy, internationalization policy are available among the policy documents.

The relevant policies are shared with the stakeholders by publishing on the webstie of the university.

• It is seen that the statement related to distance education is included in the In Education-Training Policy (PO. EOG.001) as "*Develops educational programs with the belief that it is a fundamental right for individuals of all ages to have access to tools for self-renewal. Creates alternative environments that will increase dialogue between stakeholders by eliminating possible problems in the learning process through distance education materials (learning management system). Aims to make educational quality, teaching values and efficiency uninterruptedly*.

Documents proving that policy documents were prepared with relevant stakeholder participation

• The ISO 9001:2015 Quality Management System policy, ISO 27001:2013 Information Security System policy, research-development policy, education-training policy, social contribution policy, internationalization policy have been prepared with the participation of the university stakeholders.

• In the meeting dated 04.03.2021, the education-training policy has been created by discussing with the quality commission members. Abolishing of "Life-long education" article in the education and training policy, by looking at the repetitive information in the policy, abolishing of them, if any, updating of the policy and submitting to the senate have been decided in the meeting.

• The "Education-Training Policy" of our university has been discussed in the senate. As a result of the discussion and assessment; our university has been decided to accept the "Education-Training Policy" in the senate decision dated 17.03.2021 and No. 5 based on the decision dated 04.03.2021 taken in the Quality Commission meeting.

- In 2021-2022 academic year, the changes in the quality policy, education-training policy, research-development policy, social contribution policy, internationalization policy have been made due to inclusion of the social gender equality. The changes made in the relevant policies have been conveyed to Vice Chancellor- Head of Quality Commision for the approval.

Statements and practice examples showing the integrative relationship in the policy documents

➢ Inclusion of education, research and development, social contribution statements in the Constitution of our university, also *"İstanbul Okan University has focused on ideal of serving the development of human and humanity by knitting all stakeholders, students, academic and administrative employee, 32lumni students, student and alumni students families, has adopted the principle of continuous development and aimed the stakeholder satisfaction. It has aimed to to improve the continuous quality in all its activities, to include the integrative relationship in the education (formal education, distance/hybrid education) research, serving the public, management system with this policy, to ensure the quality of the activities carried out by Istanbul Okan University and to extend the quality in all processes."* Statements in our Quality policy shows the integrative relationship between the between the quality assurance system and our university constitution.

➢ Statements showing the relationship between the education-training policy and quality management system in the constitution of our university;

With the statement *"The education and training is people oriented. We move freely on the paths illuminated by science, and we do not compromise on science and ethics by prioritizing the benefit of people and humanity in all our studies. We dedicate ourselves to innovations with our pioneering and entrepreneurial spirit open to continuous improvement. We contribute to help our stakeholders acquire the skills that the pioneers who will shape the changing world should possess and to develop the human and science continuously"* in the education and training policy of our university, the activities for planning of the quality management quality and the processes within our quality management system, continuous improvement and development have been accepted as basis. It guarantees to review, verify and validate activities properly in all phases of research and development.

➢ The following statements in the education-training policy shows the integrative relationship between the quality policy, research-development policy, social contribution and internationalization policy;

The approach of İstanbul Okan University to the education-training processes is based on an understanding that cares student-centered education, sees social development as a part of its studies, produces the competitive information with the participation of all stakeholders within the framework of ethical values, sensitive to nature, aware of cultural values, presents those produced with the

scientific study and researches for the benefit of the society, accepting regional and national improvement and sustainable development as a priority, aims to contribute within the frame of the internationalization understanding. İstanbul Okan University adopts an integrative education philosophy that takes the interests and needs of students into account and allows them to specialize in line with their preferences, include them to the education process and make them think on solution of the problems.

It aims to be effective, efficient and competitive in the fields of scientific research and social service fields, to focus on superior performance, to implement a curriculum adopting continuous improvement together with its stakeholders that aim at international recognition and prestige within the frame of Quality Management System.

It aims to improve the education and training processes continuously with the participations of the stakeholders by strengthening national and international 33lumni33ural33n.

It takes qualifications and accreditation principles and practices in accordance with international quality standards as basis in the education programs. It aims to increase the number of the student and academic personal exchange, elite international student and give importance to internationalization.

It develops lifelong education programs with the belief that it is a fundamental right for individuals of all ages to have access to tools for self-renewal, eliminates possible problems to be experienced in the learning process through distance education materials (learning management system), aims to make educational quality, teaching values and efficiency uninterruptedly by creating alternative environments that will increase dialogue between stakeholders.

➢ The statements in the education policy "*It develops lifelong education programs with the belief that it is a fundamental right for individuals of all ages to have access to tools for self-renewal, eliminates possible problems to be experienced in the learning process through distance education materials (learning management system), aims to make educational quality, teaching values and efficiency uninterruptedly*" in the education policy shows the integrative relationship between the distance/hybrid education and quality assurance system.

➢ The following statements in the research-development policy shows the integrative relationship between the quality policy, research and development policy, social contribution and internationalization policy;

To consider to regional, national and international needs and priorities in research and development studies.

To contribute to the continuous improvement of science with the objective of assessing the interdisciplinary research within the scope of "centers of excellence" in the research activities carried out within its body.

To secure the use of resources and infrastructure in line with corporate objectives with the integrated management of the Research and Development studies at the corporate level.

➢ The following statements in the social contribution policy shows the integrative relationship between the quality policy, research and development policy, social contribution and internationalization policy;

İstanbul Okan University is aware of its responsibilities towards society as well as has scientific, social, environmental, historical and cultural sensitivity within its core values and has adopted the social contribution policies within this frame.

The first, direct and greatest contribution of our university to the society in which it lives is to to integrate education and training processes with social contribution and to present the information obtained in these processes for the benefit of the society. Accordingly, the most valuable contribution of our university to the society are the students/alumni students trained within the frame of the material and spiritual possibilities owned.

Our university contributes continuously to all its members for the sustainability of social contribution activities preparing projects, organizing various awareness trainings on behalf of the society, development of the scientific information produced in order to serve the society and establishing of collaboration with civil society and promotes their activities by communicating with them.

Evidences regarding monitoring and assessment of the policy documents

• ISO 9001:2015 management review meeting has been held on 07.06.2021. The quality policy has been assessed by the top management with internal stakeholders. After the assessment, it has been decided not to make any change in the quality policy. The quality management review meeting minutes are shared on our website with all stakeholders.

• The information security quality policy and information security processes have been assessed in ISO 27001:2013 Information Security management review meeting. It has been decided not to make any change in the quality policy. The information security management review meeting minutes are shared on our website with all stakeholders.

2.2. Strategic goals and objectives

Strategic plan and development process

Article 9 under the heading "Strategic Planning and performance-based budgeting" of the Public Finance Management and Control Law No. 5018 constitutes the legal basis of İstanbul Okan University Strategic Plan studies. The said article of the law stipulates the provision of "The public administrations prepare a strategic plan with participative methods in order to create their mission and vision for the future within the framework of development plans, legislation related to programs and the basic principles that they have adopted, to determine strategic goals and measurable objectives, to measure their performance in line with predetermined indicators and to monitor and assess this process. İstanbul Okan University has been prepared according to the principles of "Strategic Planning Guide for Universities" prepared in accordance with "Strategic Planning Guide for Public Administrations" in 2003 within the framework of this law provision, "Regulation on the Procedures and Principles Regarding Strategic Plans and Performance Programs and Activity Reports to be Prepared by Public Administrations" and by the Ministry of Development in order to guide public administrations in the strategic planning process.

Evidences showing the internal and external stakeholder participation in the planning, implementing, controlling and taking measure phases of the strategic plan of the organization

- The opinion and suggestions from the academic and administrative units that the quality commission members are affiliated to have been taken on 21.12.2020 by the Head of Quality Commision for the strategic plan preparation studies. Establishing of the strategic plan preparation commission has been decided in order to ensure directing of the strategic plan preparation studies, to control the main phases and outcomes of the strategic planning process and to ensure active participation to the planning process.

- Establishing of the strategic plan preparation commission has been decided in the quality commission meeting dated 04.03.2021, the informing related to the subject has been informed to all our units and stakeholders on the website.

- The strategy plan preparation committee has held the first meeting as online on 11.03.2021. Ongoing meetings have been held as online on 19.03.2021-26.03.2021-02.04.2021-19.04.2021. The informing on the strategic plan has been made to the quality commission members in the meeting dated 10.05.2021.

- The strategy aim and objectives have been determined through the drafts prepared by the strategy plan preparation commission in the light of the data acquired from the situation analysis of the current (2016-2020) Strategy Plan. When all phases are completed, the strategic plan draft has been submitted

to the opinions of the Rector and Vice-Chancellors. The strategic plan containing the years of 2021-2025 was submitted to the approval of the Board of Trustees and the Senate on 22.12.2021 by assessing the suggestions and opinions and putting the plan draft into final form. The 2021-2025 has been accepted with the senate decision dated 22.12.2021 and No. 29.

The study made on the subject of "*Determining of the concrete targets and activities related to distance education in the strategic plan to be prepared, creating performance indicators suitable for measuring these targets and activities quantitatively and qualitatively*" specified in the suggestions section related to the distance education of İstanbul Okan University Corporate Monitoring Report (**2020**);

➢ In 2021, primarily the current strategic plan has been assessed by the members of the strategic plan preparation commission in the strategic plan preparation study meetings. In the strategic olan to be prepared, the attention has been paid to the determination of concrete targets and activities related to distance education, the creation of performance indicators suitable for measuring targets and activities quantitatively and qualitatively, and that the targets can be expressed in terms of quantity and time.

➢ In 2021-2025 Strategic Plan, the strategic goal of "***SH.1.2***. *To continuously improve the effective use of educational technologies at all levels in accordance with the student-oriented education approach.*" Has been included, 7 activity criteria have been determined in order to measure the strategic goal.

In 2021-2022 academic year, the changes in the differentiation strategy and strategic goals have been made due to inclusion of information related to the "social gender equity". The changes in the relevant fields of the strategic plan have been conveyed to the Vice Chancellor, Head of Quality Commission for approval.

Evidences showing the compliance of the strategic plan and objectives with the United Nations Sustainable Development Goals

*For "Development and Strengthening Applicable Legislation and Policies for Gender Equality (**Goal 5.C**)"development goal from the United Nations Sustainable Development Goals.*

• In 2021-2022 academic year, the information regarding the "social gender equity) has been included into SA.4. social sensitivity/social contribution strategic goal in 2021-2025 strategic plan.

• The activity criteria within the goal of strengthening the emphasis on respect for human rights and social sensitivity in corporate culture and academic programs in **S.H.4.1** Corporate culture and academic programs has been updated and conveyed to the Vice Chancellor Head of Quality Commission for approval.

• İstanbul Okan University Regulation on Social Gender Studies Practice and Research Center has been shared with the stakeholders on the common field (U folder) and website.

- The Instruction on Methods and Measures To Be Taken Against Sexual Harrassment has been created and shared with the stakeholders on the common field (U folder) and website.

- According to the decision taken in the Quality Commission meeting dated 12.01.2022; the suggestions regarding the fields that will consider to add in terms of "social gender equity" to 2021-2025 Strategic Plan have been requested from the Quality Commission representatives, the draft study created with suggestions has been conveyed to the Head of Quality Commission until 21.01.2022.

- In the Quality Commission meeting dated 12.01.2022, planning of the training on the Social Gender Equity and Mobbing to the administrative and academic employees has been decided under the organization of the Human Resources Directorate with the inclusion of the Mobbing issue to the studies regarding the "social gender equity" in each field.

- In 2021, 5 seminars on the social gender equity and 1 online conference with international participation have been organized.

*For "Improvement of Water Quality, Waste Water Management and Safe Reuse (**Goal 6.C**) from the United Nations Sustainable Development Goals*;

- In 2021-2022 academic year, the strategic activities for **H.4.1.2.** Extending of the studies for environmental protection and environmental consciousness has been included into SA.4. social sensitivity/social contribution strategic goal in 2021-2025 strategic plan.

- An agreement has been executed with the company for the transportation and disposal of the waste water to be disposed in accordance with Waste Water Regulation and Water Pollution Regulation published on 10.02.2021 based on the Environmental Law No. 2872.

*For "Clean Energy, Research, Technology and Supporting Access to Investments (**Goal 7.A**) development goal from the United Nations Sustainable Development Goals*;

- In 2021-2022 academic year, the strategic activities for **H.4.1.2.** Extending of the studies for environmental protection and environmental consciousness has been included into SA.4. social sensitivity/social contribution strategic goal in 2021-2025 strategic plan.

- Energy Work Practice and Research Center Regulation has been created.

- In 2021, 2Zero SRIA Zero Emission Strategic Report preparation studies made within the frame of European Union (EU) Green Deal Program includes following topics.
  - ✓ Creation of EU Zero Emission Report
  - ✓ Creation of CAEV Connected Autonomous Electric Vehicle Report.
  - ✓ Creation of BATT Batteries Europa report

- European Union's "Green Deal" program has set zero goal emissions by 2050. This program works to balance not only automotive but also wastes in the industrial sector and residential field. In this period, UTAS team has involved intensively to the preparation of (CAEV) Connected Autonomous Electric Vehicle Report. The studies made has transformed to CCAM European Partnership on Cooperative Connected and Automated Mobilty in a broader framework. This structure is only a cooperative clustering network open to its members. İstanbul Okan University has become a member of CCAM. Currently, this structure introduces new unannounced European Union projects. İstanbul Okan University has organized a information and proje creation workshop for Ehike Link cluster members on 31st of March 2021 in order to encourage participation from Turkey in these projects.

- On 03.11.2021, E Hike Opina cluster members have been informed about Horizon Europa projects opened under the title of energy and worked for establing of the project teams.

- In 2021, BEPA Battery Europe, CCAM and EGVIA online meeting has been held with 13 international participation.

For "Accessible and Sustainable Transport Systems" (Goal 11.2) development goal from the from the United Nations Sustainable Development Goals;

- In 2021-2022 academic year, the strategic activity for **H.2.3.1.** Working together with national and international universities, research centers and institutes has been included into SA.2 Research Purpose in the 2021-2025 Strategic Plan.

- Regulation on Transportation Technologies and Intelligent Automotive Systems Practice and Research Center has been shared on the common field (U folder) and website.

- In 2021, Two European Horizon Projects **MODALES** "Modify Drivers' Behaviour to Adapt for Lower Emissions" ve **RECIPROCITY** "Replication of Innovative Concepts for Peri-urban, Rural or Inner-city Mobility" mentioned in Transportation Technologies and Intelligent Automotive Systems Practice and Research Center activity report has been continued.

➤ HORIZON 2020 **MODALES** – "Modify Drivers' Behaviour To Adapt For Lower Emissions" Project; This project has been created with with partners from many European countries within a large consorsium. In this project, the effect of driver 38lumni38ur and driving style on oil consumption and CO_2 emissions in vehicles is examined. As Project Partner, İstanbul Okan University contributes to Innovation management and a range of Innovation solutions with the Transportation Technology and Intelligent Automotive Systems Research Center (UTAS) and supports MODALES in achieving its goals in the field of Clean Mobility.

➤ In **HORIZON 2020 RECIPROCITY** –Replication Of İnnovative Concepts for Peri-Urban, Rural or Inner-City Mobility (LC-MG-1-12-2020) Project; there are partners from 9 countries in this project

under the leadership of R-TECH GMBH from Germany. In this project consisting of a large consortium, İstanbul Okan University will save energy and reduce emissions by collaborating with Tuzla and Pendik Municipalities and by 39lumni39ur and implementing traffic with electric and autonomous vehicles in these municipal fields. Similar studies will be carried out in the various cities of the Europe.

- In 2021, the studies carried out by Transportation Technology and Intelligent Automotive Systems Research Center are specified below:

➢ The simulation study for impact assessment has been completed for application of electric transportation vehicles in Werfenberg ski city of Austria and the results have reported in September.

➢ Within the frame of Transportation Applications Transfer Workshops (*Replication Workshops*) organized in November 2021, the simulation-based impact assessment study for other selected cities and applications has been carried out and reported.

➢ The impact assessments of intelligent and clean transportation applications to be realized within the scope of the project will be made and reported.

➢ By working together with BB, İSBAK, Fark Labs and Tuzla and Pendik Municipalities (Transportation Working Group), the facilitation will be made in transferring sample applications to audience cities.

For "Responsible Chemical and Waste Management" (Goal 12.4) development goal from the from the United Nations Sustainable Development Goals;

- In 2021-2022 academic year, H.4.1.2. Goal of extension the efforts to protect the environment and increase environmental awareness has been included into SA.4. Social sensitivity/social contribution strategic goal in 2021-2025 strategic plan.

- İstanbul Okan University Waste Management Instruction has been created.

- On 18.01.2021, our university has set up Zero Waste Management System in accordance with Zero Waste Regulation entered into force by publishing in the Official Gazette dated 12/07/2019 and No. 30829 and entitled to receive Zero Waste Certificate.

2.3. Performance management
Performance indicators and key performance indicators

The objectives in the fields of education and training, research, internationalization, social sensitivity, social contribution, strengthening of the organizational structure have been created in 2021-2025 Strategic Plan.

The study on the subject of *"Developing the level of measuring the goals and activities of the performance criteria of the organization"* specified in the suggestions section related to management system process in İstanbul Okan University Corporate Monitoring Report **(2020**);

The responsibilities regarding the goals in order able to monitor and assess the Strategic Olan of our University effectively have been determined clearly, the goals correlated with objective and measurable indicators and basic performance indicator values have been determined. The goal cards have been created in order able to 40lumni40 and report the objectives and goals in the strategic plan systematically.

Performance criteria assessed in digitalization activities;

Availability monitoring metrics; activity success rate, activity completion time, course success rate, course completion time, error rate, platform availability scale, activity performance indicator.

Completion/retention monitoring metrics; attention minutes, first impressions, interactions, interaction depth, time spent.

Monitoring transformation metric; monitoring centers, log analysis, success assessment and user qualification.

Goal/realization rate: It can be measured at the end of the 2021-2022 Academic Year.

Mechanisms used in performance management

Reaching to the goal and objectives in the strategic plan requires an effective and systematic monitoring and assessment process. The realization results will be reported at the end of the strategic plan period. The process of implementing, monitoring and assessing the strategic plan will be carried out under responsibility of the Rector, the informing regarding the goal and performance indicators, risk monitoring, monitoring of risks, relevant goal and performance indicators, monitoring, assessment and reporting studies carried out in order to achieve plan objectives will be made to the Vice Chancellor who is being of head of strategic plan preparation commission by the quality management. Our strategic plan prepared with participative approach by considering vision, mission and basic values of our university will be put into practice with all of our stakeholders support.

The information produced in the monitoring and assessment system are recorded with reports and submitted to relevant people. In this context, the "Strategic Plan Monitoring and Assessment Report" is prepared at the end of every year.

Evidences regarding the improvement of performance management system mechanisms

➢ The quality management performance indicators reflecting the strategic perspective of our

organization are followed up in the quality monitoring plan that we have created within our quality assurance system and the risk-opportunity corrective action list of the processes created according to the "Risk and Opportunity Management Procedure" (PR.KYS.004). The improvement of processes within the quality management system during the year according to "Corrective Action and Improvement Procedure" (PR.KYS.003) is followed up in the improvement plan. How the performance indicators are determined and followed is defined in the "Boards and management review procedure (PR.OKN.001) within the quality assurance system.

➢ The control method, control frequency, responsibility and reference fields of the performance indicators of the process goals in the Information Management System have been defined in the "Applicability statement and control objective table". The goal performance indicators are measured according to the control frequency values.

➢ The results of the performance indicators are followed up in the quality objective monitoring plan within the information management system. The performance indicators are available on the common field U folder.

Improvement Studies

We carry out our improvement studies in accordance with the "Corrective Action and Improvement Procedure" (PR.KYS.003). We start improvement activities within the scope of the following issues. The improvement studies are followed up in 2021 corrective action activity tracking list (improvement).

- Feedbacks from parents/students, notices from other complaint channels within the complaint management system,
- significant findings revealed in the internal audits,
- Findings determined regarding the external providers,
- Suggestions, requests or determinations made by the employees,
- Cost-reducing activities,
- Activities for increasing the quality of education and training services,
- Risk analysis studies results,

3. Management Systems

3.1. Information management system

Information Management System and functions of this system

The functions of Information Security Management system are carried out within the scope of PDCA cycle. The information security management system covers all the employees of the organization from

the highest level director to the lowest level employee. The information security management documentation system has been prepared in accordance with ISO 9001:2015 standards owned by the university and ISO 27001:2013 information security management system standards. The process regarding obtaining, recording, distributing, updating and sharing of the information is carried out in accordance with "Document and Data Control Procedure" (PR.KYS.001).

İstanbul Okan University uses various information management system in order to collect, analyse and report the data regarding all kinds of activity and process.

How the students will use technical infrastructures (internet, obtaining the student mail and passwords, etc.) in the dormitory and at various points of the campus is examined with visual presentations hung to the digital display screens, interactive student information screens (kiosk) or notice boards. The sdudents may acquire their user information, settings or passwords such as mail and wireless internet promptly via our website or on student information screens (kiosks) placed in common fields by making the necessary verification steps.

The computer programs specific to programs for educational purposes are used in our university. Adobe Creative Cloud, SPSS, Autocad, 3DS Max, NetCAD, Visual Studio, Android Studio, Eclipse, Dev C++ ,Xcode, Truckmaker ETA Avid Media Composer Solidworks Rhino Ceros are counted among the programs used.

The study made on the subject of *"Making all automation systems used by the organization an integrated, holistic system"* specified in the suggestion section related to management systems of İstanbul Okan University Corporate Monitoring Report **(2020**);

Every system used in our organization contains its own data. ESB (Enterprise service bus) solution has been developed in the organization in order to communicate the different system within each other. There is an important study in order to make communication between different systems easier, data flow related to this and collect the parts of the whole with this solution.

Software Used In Our University

	Software Name	Intended Use of the Software
1	OİS	Student Affairs Automation
2	LİNK	Accounting Finance Software Program
3	TECHNO	Human Resources Software Program
4	YORDAM	Library Automation Program
5	EBYS	Electronic Document Management System
6	MOSBİT	Program developed by our organization for Research and Development Activities
7	CRM	Customer Relations Management program
8	LİVİNSOFT	Dormitory Management Software program
9	FORNET	Purchasing program

10	SALES FORCE	A CRM customer monitoring system to follow the application processes of international students
11	PROGRAMMATIC (DV360)	Uses for international marketing and promotional work.
12	O'Learn Learning Management System	

Defined processes for obtaining, recording, updating, processing, 43lumni43ur and sharing information

The procedures and forms regarding the obtaining, recording, updating, processing, assessing and sharing of information within the scope of ISO 27001:2013 quality management system have been defined in the "ISO 27001 Information Security Manual".

Evidences regarding monitoring and improvement of Information Management System

• An internal audit is carried out once a year for the assessment of compliance with information security requirements and whether it is realized effectively or not.

• Monitoring activities; includes the verification of the measures taken and the reporting of the corrective action results. The information security management review meeting "ISMS review meeting" is held once year in order to see the suitability, accuracy and effectiveness of the system, in accordance with the relevant ISO 21001:2013 Information Security management system. In the management review meeting, the measures regarding the monitoring and improvement of the information management system are determined.

• In 2021, the "Information Technologies General Operating Procedure" (PR.BİS.017) has been created in order to meet the hardware, software and all kinds of communication data needs of university employees used to increase the efficiency of their activities and to determine the methods, authorities and responsibilities related to the management of changes on them and the execution of security operations.

• The technology, innovation and learning design projects within the O'Learn Learning Management System covering the period 2020-2022 has been specified in Gantt chart.

• In 2021, the information regarding the awareness of Information Security Management System have been shared with the employees.

• In 2021, the replacement of the pool notebooks in the faculties has been made within the scope of the information security and time saving, the integration studies of the smart lectern and the projections connected to them in the classrooms have been completed, assembly of the 90 intelligent lecterns have been already completed and the integration processes is continued.

- The installation Panopto Smart Classes which is available 3 previously have been completed in order to use in the distance education processes. In 2021, 12 hybrid smart classrooms have been built for both distance and face-to-face courses by using camera, microphone and computer equipment in the classes. Thus, participation of the student to the courses remotely and livingly has been provided during the pandemic period.

- In 2021, the relevant departments have been continued to be informed with easy passwords.

- In 2021-2022 academic year, the renewal of at leasy 1 computer laboratory with 30 computers has been planned within the business plan.

- In 2020-2021 academic year, the dormitory management software has been purchased and put into practice in order to facilitate enrollment, placing and leaving transactions of the students to the dormitory registration, settling in and leaving the dormitory and digitize their procedures, to manage the operational needs of the dormitory enterprise with a single program.

- In 2021-2022 academic years, the inclusion of the Postgraduate Education Institute screens into CRM system has been started.

- In 2021, our organization has been certified in accordance with Personal Data Management Standard according to ISO 27701:2019 PDPL.

- In 2021, ISO 20000-1:2018 Information Technologies Service Management System Standard quality certificate, ISO 27001:2013 Information Security Management System Standard quality certificate (University), ISO 27001:2013 Information Security Management System Standard quality certificate (Hospital), ISO 22301:2012 Business Continuity Management System Standard certificate have been renewed and decided to continue.

Improvement Studies carried out and planned in the Learning Management System

- The server capacity of the Learning Management System has been increased.

- The Learning Management System functions and tools are improved with use feedbacks of the stakeholders and customized according to the needs of the University.

- A system working in integration with the Leaning Management System that ensures recording of the formal course in the smart class and serving simultaneously with 7/24 accessible records has been set up.

- The collaboration meetings with companies that will provide content for the Learning Management System continue. It is planned to present internationally valid certificates to the stakeholders through 44lumni44ural44n.

- The collaboration meeting with companies that will provide smart security solutions for online exams

planned to be carried out by using the Learning Management System continue. It is aimed to make safe exam practices with collaboration.

3.2. Human resources management

Human resources policy and objectives and relevant practices (Qualification, recruitment, on-the-job 45lumni45u, encouragement and awarding etc.)

Our Human Resources Policy

• *To assign personnel appropriate to the nature of the work, to offer training and development opportunites to the employee according to his/her ability and competencies.*

• *To inform the employee on time regarding the issues that concern him/her and to share opinions and thoughts.*

• *To offer a working environment appropriate to the employee that he/she may able to perform this/her job happily.*

• *To ensure working of our employees in the duties appropriate to their knowledge and skills, to make rotations in order to increase their working efficiency.*

• *To prepare training programs by determining the training needs of our employees.*

• *To motivate our employees with high performance by awarding them within the bounds of possibility.*

The human resources policy has been specified in the orientation presentation prepared for the employees. The human resources goals and objectives have been specified in the performance management system orientation presentation.

Evidence showing that administrative personnel has the necessary qualification for recruitment

Whether the administrative personnel has the necessary qualification in the recruitment is examined in three stages.

• Human Resources Directarate make interview with the administrative employee to be recruited.

• Department manager make interview with the administrative employee to be recruited.

• Qualification-based interviews are made for other position except the manager and above. The "Administrative Personnel Job Application Form" (FR.INK.002) is used for administrative personnel in the interviews during the recruitment process. An English test is applied to the administrative employee to be recruited.

Awarding mechanisms and practices for administrative personnel

- In 2019, the appreciation/recognition system has been prepared for administrative personnel. In 2021, the appreciation/recognition system has been continued to use.

- In 2021, the thank you cards have been created in order to encourage the employees to help each other and contribute to each other's work, make them feel happy, motivated and to show that the rights of his/her effort give credit where it is due.

On-the-job training for ensuring the adaptation of the existing competencies of the administrative staff to the expected task and its development

The study made on the subject of *"Operation of a more effective in-house training planning, practice and monitoring process by taking the organizational need into account"* in line with the suggestions made of İstanbul Okan University Corporate Feedback Report (**KGBR2017**);

- 2 months and 6 months assessment forms have been prepared in order to assess our newly recruited employees. 6 months assessment form has been created for directors. The form will be used in order to measure the behavioural and technical competencies of our employees, "*2 months assessment form* that our employees assess our organization will be used in order to increase the employee satisfaction. Furthermore, it will enable to receive feedback on education-training, community service, and organizational decision-making processes in a systematic way from our employees accepted as stakeholder.

- In 2021, in-house trainings for the administrative employees have been planned according to the training plan prepared annually. The training catalog is shared with the employees in the intranet environment.

- In 2021, the disaster awareness training planned as external for individuals and families has been given to our administrative and academic employees.

- In 2021, the occupational health and safety training planned as in-house has been given to our administrative and academic employees.

- In 2021, the EBYS (Elektronic Document Management System) planned as in-house has been given to our administrative employees.

- In 2022, the performance management system and feedback trainings planned as in-house have been given to our administrative director by human resource directorate.

Employee (academic and administrative) satisfaction surveys, application systematics and survey results

A study on the questions of the employee (academic and administrative personnel) survey study has been

carried out. The survey questions have been submitted to the top management for approval on 20.01.2022. After getting the approval of management, the survey study will be conducted and shared on the website. The questions in the administrative and academic personnel satisfaction survey have been created under 11 headings. There are 5 different answer options for each question. The answerers of the survey are become obligatory to mark any of answer choices. Thus, the answerers have been prevented to give empty answer in any question. Accessing to the survey by people outside the organization and filling out the relevant survey have also prevented.

Monitoring and improvement evidences regarding human resources management and practices

The study made on the subject of *"Making the improvement in the number of personnel taking charge in the administrative processes in parallel with the increase in the number of the students"* in line with the suggestions made of İstanbul Okan University Corporate Feedback Report (**KGBR2017**);

- In 2019, in-house announcement system has been set up. The "In-House Announcement System" enables employees to be active participants in the decision process regarding their career development. All our administrative employees have opportunity to apply for the published vacant positions. The in-house announcement system also will enable to improve the number of the personnel taking charge in the administrative processes.

- In 2019, the goal-based individual administrative personnel performance assessment system has been started. The performance assessment system will enable to improve the number of the personnel taking charge in the administrative processes since it is ensured to assess the employees with a fair and standard system and çalışanların adil ve standart bir 47lumni ile değerlendirilmesini ve therefore fair appreciation and awarding, to determine the needs of the employees properly and to invest to the right fields.

- The current business processes have been improved by planning the workload of the personnel properly. Thus, making of the improvement in the number of the personnel taking charge in the administrative processes has been ensured.

- In 2021, the performance assessment forms, qualification guide and performance management system manual for assessment the performance of the administrative personnel have been created.

- 100% educational scholarship is awarded in our organization in order to enable our administrative and academic personnel to do their master or doctorate. In 2020-2021 academic years, 50% discount is made to all of our administrative and academic personnel in case of they do their postgraduate education. In 2020-2021 academic year, 100% scholarship education has been provided to our 142 personnel who have enrolled to the postgraduate programs and met the application conditions in order

to support the developments of our academic and administrative personnel.

- In 2021-2022 fall academic semester, 100% scholarship education has been awarded to our 88 personnel as 82 personnel who have enrolled to the postgraduate programs and met the application conditions, 6 personnel who have enrolled to doctorate/proficiency in art and met the application conditions.

- In 2021, the Book Club has been established. The link for membership to the club has been shared. In the book club, the speeches are made on the book that is planned to be read monthly and opinions are expressed.

The study made on the subject of "*Adding CVs of academic personnel who do not have a CV in academic units to the web page*" specified in the suggestion section related to education-training process of İstanbul Okan University Corporate Monitoring Report (**2020**);

- As per the decision No. 3 taken in the Quality Commission meeting dated 25.08.2021; a cover letter regarding the subject of "The academic personnel should update their CV through YÖKSİS (YÖK Academic (Council of Higher Education) until 10.09.2021, if any, the deficiencies should be completed"by the Rectorate.

- For the integration of YÖKSİS (YÖK Academic) CV information, the preparations for the Academic CV have been completed on 20.09.2021 and the first test phase has been started. The approval studies related to the integration of the CV information of the academic personnel in the YÖK Academy to the website and and creation of a link to the website are continued.

Evidences regarding the genuine approaches and practices developed in line with the needs of organization as well as standard practices and legislation

Except the standard practices, the administrative personnel recruitment process, academic personnel recruitment process, exiting process, training process, leave process, work flow charts of foreign academic staff recruitment processes, administrative and academic personnel job definitions, forms, lists and plans have been created in the Human Resources process by giving quality form number, the up-to-dateness of documents, revision numbers are followed up in the common field with the change dates. The Academic Personnel Instruction (YG.OKN.025), Administrative Personnel (YG.OKN.008) are available.

- In 2021, the recruitment process, leave process work flow chart of the administrative personnel and organization chart have been updated.

- In 2022, the Academic Personnel Instruction has been updated.

Defined processes used in the assessment of the administrative personnel performance

The proficiency guide has been created in the assessment of the administrative personnel performance. The guide has been loaded to the common field and intranet.

3.3. Financial management

Defined processes and practices regarding the management of financial resources (Resource distribution, effective and efficient use of resources, resource diversity)

In accordance with the Financial Affairs Procedure (PR.MAI.001); the financial resources are managed in fiscal discipline where the standard deviation is minimized within the body of the Financial Affairs Coordinatorship of our university according to the planning made by the periods (monthly/yearly).

Compliance of the planning, use and monitoring practices of financial resources with the strategic plan of the organization

All incomes earned by our university are used for expenditures made in order to ensure that our students receive quality and top level education. We stay within our corporate strategy, which is made by acting in accordance with our daily, monthly, annual budgets and cash flow. The distribution on the income and expense basis has been specified in the sub criteria No. "**A.3.3**".

Since our university is a foundation university, it does not receive any government subsidy, student income, donations and other income constitutes the income resources. These resources are followed up carefully, the student-bases incomes are recorded and invoiced. No income entry is made at our university without an invoice/receipt, likewise, properly approved and documented payments are made. The credit card payment screen is actively used so that students can easily make their payments, the explanatory information for payments and enrollment renewals and invoice requests are available on the website.

Monitoring and improvement evidences regarding the financial resources management process

- We have developed e-applications (e-collection-e-archive invoice) system in order to ensure that the enrollment agreements with all students are transparent, understandable and traceable.
- In 2021, the financial enrollment renewal transactions have been as online.
- The enrollment renewal transactions are made with the mobile application of our university.
- In 2021, monthly payment opportunity has been offered in the dormitory registration transactions for short-term accommodations due to pandemic.

Diversity in the financial resources

We may count the equities, donations, research development incomes, project incomes, loans from funders in line with growth and development and financial leasing instruments as our financial resources.

Evidences Regarding the Stakeholder Participation

In our university, the agreements covering the education periods are executed with the students.

The agreements are executed with the public institutions in the studies made in the field of research, development, test and experiments. The loan and financial leasing agreements are made with the funders.

Evidences regarding the genuine approaches and practices developed in line with the needs of organization as well as standard practices and legislation

In addition to providing high quality standard health services depending on the investments made by our organization in the field of health, it takes firms steps forward to aim to be one of the biggest representatives of our country in the field of health as well as to earn foreign exchange to our country in particular with foreign patient tourism project. Furthermore, all e-applications (e-collection, e-archive invoice) that we use in order to ensure that all enrollment agreements made with all student are transparent, understandable and traceable are the genuine approach and practices developed.

3.4. Process Management

Process Management Manual

The information regarding the understanding, applying and maintaining the processes in the quality manual at every stage of management are available. The processes have been structured as main, management and support processes in accordance with the process interaction chart (KEK-EK/B), the procedures, work flow charts are used in the process management.

*In 2021, the process interaction chart has been updated due to inclusion of the Learning Practice and Research Center process.

*In 2021, the Purchasing Procedure (PR.MAI.002), Student Affairs Procedure (PR.OGD.002) have been updated and shared in the common field U folder.

Process management model and practices, relevant systems, management mechanisms (Including distance education)

Our processes consist of main processes, support processes and management proceses. Among our main processes; (formal education, distance / hybrid education processes) are available in the

education-trainign service process.

The job definitions for the administrative and academic personnel in the organization chart have been created and recorded in the common field U folder. The management of our main, management and support processes (procedures) have been explained in ISO 9001:2015 Quality management system manual.

Evidences Regarding the Stakeholder Participation

Our processes within the scope of ISO 9001:2015 quality management system are undergone from internal and external audits in a planned manner periodically.

The studies made on the subject of "*Inviting of the student representatives to the relevant boards of academic units on matters concerning the students*" in line with the suggestions made in İstanbul Okan University Corporate Feedback Report (**KGBR2017**);

- The student representative has been invited to 2021 Quality Commission meetings.
- The quality commission student representative has been invited to 2021-2025 strategic plan preparation studies.
- The student representatives have been invited to the curriculum board meetings.

Evidences regarding monitoring and improvement of the process management mechanisms

- In 2021, the risk assessment has been made for the processes within the quality management system. 93 corrective actions have been planned in order to prevent potential "unacceptable" risks in the process. The situation of the actions taken have been monitored. The results of the actions have been assessed in the management review meeting.

Student Affairs Process; It has been ensured that students can easily perform all their transactions through the system by establishing a continuous process improvement cycle. The field/screens required in this sense and defined to the system in 2021-2022 academic year are as follows. Thanks to these fields, the students can make their transactions through the system without wasting time.

- The disenrollment and registration freeze application screens have been added to the Student Affairs Automation System (OİS) has been ensured.
- The online enrollment screens have been added to the postgraduate programs of our university, the arrangements have been made for students to apply remotely.
- In 2021-2022, "Maximum Period of Study Application Form" has been created for students for

students whose maximum education period has expired and who want to take advantage of the exam right in accordance with the principles of Maximum Period of Study Implementation, its integration into the Student Affairs Automation System (OİS) has been ensured. "Course Enrollment for the Students Granted Term Entitlement At The End of the Maximum Period of Study", Additional Exam Request Form For Maximum Period of Study" and "Associate Additional Exam Request Form For Maximum Period of Study" have been created for creating a common form for our all students who enter the scope of the maximum period of study have been in order to add the relevant decision of the faculty board of directors and shared in the common field and with academic units.

Learning Management System (Distance education) process; In 2020-2021 academic years, the hybrid education model has been applied.

Online course; the theoretical courses have been given through O'Learn.

Hybrid course; the theoretical part of the course has been made through O'Learn in certain weeks, the applied courses have been made face-to face in certain weeks.

Applied courses; the applied courses have been made face-toface in our campus and/or hospital.

The improvements made in the Learning Management System are specified below:

- In 2022, the ongoing and future studies within the scope of Hyflex campus project have been specified in Gantt chart.
- The server capacity of the Learning Management System has been increased.
- The Learning Management System functions and tools are improved with use feedbacks of the stakeholders and customized according to the needs of the University.
- A system working in integration with the Leaning Management System that ensures recording of the formal course in the smart class and serving simultaneously with 7/24 accessible records has been set up.
- The collaboration meetings with companies that will provide content for the Learning Management System continue. It is planned to present internationally valid certificates to the stakeholders through collaboration. In 2022, the course opportunity with free certificate from Coursera has been given to all employees.
- The collaboration meetings with companies that will provide smart security solutions for online exams planned to be carried out by using the Learning Management System continue. It is aimed to make safe online exam practices with collaboration.
- 25-person gallery view has been put into service in O'Learn virtual classes.
- O'learn Learning Management System has been made available in 7 different languages for the

students.

• We have won Blackboard Catalyst Award in the Leading Change category with our online education process management success that we have maintained under the leadership of our Learning, Practice and Research Center during pandemic process.

Customer Relations management process (CRM); The information regarding the studies carried out in 2021 and planned for 2022 within the customer relations management process is shared with the management through monthly activity report.

• In 2021, all announcement are conveyed to the academic, administrative personnel, student and alumni students through "Okan mailing" and CRM data communication mobile application; the information on related to the innovations and campaigns, in particular preference term have been sent to the individuals who have requested via sms.

• In 2021, the information regarding the updates of the alumni students in the OIS system has been conveyed to the alumni students via SMS through the relevant CMR.

• In 2021, able to view job/internship postings via OIS by our students and graduates has been ensured.

• In 2021, the mailing and reporting have been made to 5 target group (Active-Grad undergraduate students, Active-Grad postgraduate students and Okan Univesity personnel) related to Gastronomy Professional Cookery Certificate program.

• In 2022, the study regarding creating of postgraduate screens and modules in the CRM system, putting into service will be carried out.

• In 2022, the study regarding moving of our Okan account to the direct IQ new website will be carried out.

Process regarding taking of academic unit opinions, submitting to the management, putting on the senate agenda and taking of decision in the creating and updating of the regulations, instructions;
Instruction process: The instructions prepared or updated by our university units are controlled and approved by the management primarily and then are put on the senate meeting agenda. The agenda is conveyed to all senators via e-mail environment before meeting, if any, the relevant correction/suggestion is informed before meeting. After discussing the agenda in the meeting, the decision is taken unanimously, distributed to all units with official letter through EBYS and also sent to the Quality Manager for signature and publication process through EBYS.

Regulation Process: The regulations prepared or updated by our university units are controlled and approved by the management primarily and then are conveyed to all senators via e-mail environment

before meeting, if any, the relevant correction/suggestion is informed before meeting. Then they are put on the senate meeting agenda. After discussing the agenda in the meeting, the decision is taken unanimously, distributed to all units with official letter through EBYS and also sent to the Directorate General of Legal Affairs and Legislation of Presidency with a official letter in order to publish in the Official Gazette. After publishing in the Official Gazette, they are sent to the Quality Manager for signature and publication process through EBYS.

Management of the process regarding creating of University Board of Directors, Senate, Board of Trustees meeting agenda, taking of opinions on the agenda (internal and external stakeholder list), taking of decisions;

University Board of Directors: The University Board of Directors established in accordance with article 15 of Higher Education Law No. 2547 gather under the chairmanship of the Rector and when required. The meeting agenda is created by our university units according to the suggestions and requests.

The agenda is prepared is prepared in an explanatory manner in accordance with the legislation and submitted to the General Secretary who is being the board reporter. After getting of General Secretary and Rector approvals, the meeting and agenda information are announced to the Board of Directors members via e-mail. The members who would like to submit an objection or opinion on the agenda, returns via the same e-mail and these opinons are noted on the agenda in order to discuss in the meeting. After discussing the agenda in the meeting, the decision is taken unanimously, distributed to the relevant units with official letter through EBYS. If there are decisions required to be sent outside the organization, external correspondence is also made by the units according to the subject.

Senate: The University Board of Directors established in accordance with article 14 of Higher Education Law No. 2547 gather under the chairmanship of the Rector and when required. The meeting agenda is created by our university units according to the suggestions and requests. The agenda is prepared is prepared in an explanatory manner in accordance with the legislation and submitted to the General Secretary who is being the board reporter. After getting of General Secretary and Rector approvals, the meeting and agenda information are announced to the Senate members via e-mail. The members who would like to submit an objection or opinion on the agenda, returns via the same e-mail and these opinons are noted on the agenda in order to discuss in the meeting. After discussing the agenda in the meeting, the decision is taken unanimously, distributed to the relevant units with official letter through EBYS. If there are decisions required to be sent outside the organization, external correspondence is also made by the units according to the subject.

Board of Trustees: The Board of Trustees established in accordance with article 20 of Foundation Higher Education Institutions Regulation gather under the chair of Chairmanship of Board of Truestees

and when required. The agenda is prepared is prepared in an explanatory manner in accordance with the legislation and submitted to the General Secretary who is being the board reporter. After getting General Secretary and Chairman approvals, the meeting and agenda information are announced to the members via letter signed by the chairman. After discussing the agenda in the meeting, the decision is taken unanimously, distributed to the relevant units. If there are decisions required to be sent outside the organization, external correspondence is also made by the units according to the subject.

Inclusion process of our university to the Corporate Accredation Program (Taking of senate decision, writing of letter of intent); inclusion of our university to the Corporate Accrediation Program in 2021 has been made by concluding in the Senate meeting, sending to the relevant units and Quality Manager through EBYS and informing to the relevant organization with official letter.

Higher Education Quality Assurance System and Student Participation Seminar process; The information of quality commission student representative Baran DADAŞ has been sent to the e-mail address in the letter on 21.05.2021 in order to determine the student representative for the seminar to be held on 24.05.2021 14.00-15.00 and to inform through EBYS with a cover letter.

Planned training process for Higher Education Institutions Quality Commissions; The participant information has been sent to the e-mail address in the letter conveyed 04.11.2021 for the training planned for the Higher Education Quality Commission in the letter dated 27.10.2021 and No. E-85680258-770-936.

Determination the members of Quality Commission and renewal of those whom membership have been expires and writing process of assignment letters; The representative suggestions/changes from the Quality Manager or relevant units with the decision of Senate dated 24.02.2021 and No. 2 are decided in the Senate meeting, sent to the relevant units and Quality Manager through EBYS.

• In 2021, EBYS use training has been given to the administrative employees. The purpose of the training is operating of the Electronic Document Management System (EBYS) in accordance with the legislation infrastructure, ensuring of EBYS use process quickly and correctly, raising awareness of the employees on EBYS, giving information on EBYS software, giving information on the points to be considered in the use process of the system and revealing of the roadmap that will guide in the EBYS development/improvement process. A training program regarding the use of Electronic Document Management System (EBYS) modules carried out under responsibility and coordination of communication directorate to all unit managers has been organized as a group on 12.11.2021 Friday between the hours of 10:00-12:00.

Career Center process; It includes various courses inside in order to know our students themselves before graduation, to increase their self-awarenesses, to create a personal vision, to gain communication skills, to explain job search methods, to ensure use of them creatively and effectively,

to create an effective curriculum vitae, to prepare for job interviews and to provide career-related tendencies and competencies within the framework of the Career and Life Program, which has been implemented for the first time in Turkey by our University.

O'COOP; It is an applied education based on the student's work in a workplace during her undergraduate education. Our aim is to shorten the period of adaptation to business life after graduation by gaining to our students the ability to use and apply the theoretical knowledge that they have acquired. Our students have the opportunity to enhance their knowledge and experiences that they have obtained during their education periods.

Business Lunch: While our students meet at a lunch with participations of our stakeholders, Human Resources Directors and academic staff, in the meantime, they receive their 56lumni56ural and attitude recommendations from professionals working in this field who have proven themselves in business life. They contribute to their career development by receiving one-to-one advices instead of networking and socialization in the business life. We provide an experimental learning approach to our students with this event.

Career Days; One-to-one meetings with Human Resources Directors, networking opportunity, job and internship opportunities, occupational groups that will come to the forefront in the future, pre interviews and events and meeting supporting their career development are applied.

Branded Course; It is common course made with industry-leading companies, institutions and organizations based on combining the theory and practice within the scope of the course. It is carried out with participations of the academic member of the course and business life professionals by taking the methology of the industry-leading company, institution and organization and best practice examples as a basis. Thus, while enabling to adapt their Management Trainee Program of the companies to the undergraduate level, our students are encouraged to collabarete with the sectors. With the branded course model, ensures that our students receive applied education in addition to the theory throughout their undergraduate education.

Alumni Students Relations Management process; The improvements made in the alumni relations management process in 2022 are specified below.

- In 2021, the alumni panel has been continued to be held in series.
- The success stories of our alumni students are informed regularly in our montly alumni e-bulletins.
- In 2021, we have taken the job postings we published for our alumni students to the closed system and made available them to see privately in the system with their own passwords. In this process, when our alumni students log in to the system in order to see job postings, their information are updated.

- In 2021, we have activated alumni information update system and have ensured to the alumni students who have updated their information to access their transcripts from here.

- In 2021, Whatsapp line has been opened for fast communication and have been dissociated on faculty basis.

Performance Management Process; The performance competencies of the employees within the University have been created in the field of basic competencies, functional competencies and managerial competencies, they are assessed in accordance with the qualification ratio table.

- In 2022, the performance management manual has been created for the administrative employees.

- In 2022, the training on performance management system and feedback management has been given to the managing directors by Human Resources Directorate.

Process assessment reports

The risk assessment result of 2021 processes have been discussed in the management review meeting.

4. Stakeholder participation

4.1. Internal and external stakeholder participation

Internal and external stakeholder list created specific to the processes of the organization and evidence regarding the prioritization of stakeholders

- Our university has determined the goals constituting our quality management system and internal and external issues effecting the ability for achieving the results of those objectives and it monitors and review the information regarding these internal and external issues. In this scope, "Relavant party need and expectations form "(FR.KYS.002) has been prepared**,** the headings within the scope of understanting the external context (external stakeholder) and internal context (internal stakeholder) have been created. The information regarding the expectations of the internal and external stakeholders and priorities of the stakeholder who will meet these expectations have been specified in the form.

- The list of active stakeholder in our organization and company collaborators is available the sub criteria No. "**A.4.1"** and our Career Center company collaborators is available on the website. Our university students have opportunity to do their internship in the companies that we collaborate with the solution partnership developed with the business life by the Career Center and depending on the suitability of the academic programs, while continuing their education. Our corporate collaborations provide an opportunity to work under appropriate conditions by guiding our students according to the needs of the companies. In the meantime, it supports our young people who will begin to the business life by enabling them to recognize, prepare themselves to the professional environment with its own dynamics before graduating, thus adapting easily.

- The suitability, quality and continuity of the services supplied to our university are carried out in accordance with the purchasing procedure (PR.MAI.002) and "İstanbul Okan University Tender Regulation" (YT.OKN.028). The suppliers (external suppliers) who comply with the purchasing criteria are assessed in the product/service purchasing transactions. The suppliers assessed are added to the approved supplier list. In 2021, the approved suppliers have been assessed. Since 4 of 48 approved suppliers remain below the assessment score, they will be assessed as alternative suppliers. Filling of the "Supplier Pre-assessment Form" is requested from our suppliers whom we start to work and is asked for sending of the quality and company documents, if any, according to the products and service that they sell. The meetings with our suppliers are held by phone, e-mail or as face-to-face.

Data collection tools and method used in the process of taking stakeholder opinions (Surveys, focus group meetings, workshops, information management system etc.)

The studies of the alumni student satisfaction survey for alumni students within the scope of internal stakeholders, student general satisfaction survey for students, course assessment surveys of academic members, employer satisfaction survey for taking of the opinions of employers among external stakeholders are carried out in accordance with Assessment and Evaluation Procedure (PR.OLD.001). The survey analyses are published on the website. The feedbacks is given via e-mail.

Employer satisfaction survey; a survey is conducted with the employer survey form that the workplace assesses the student and gives feedback after completion of the internship or workplace applied education in order to prepare environments where our students can improve themselves in the fields they study and to progress in their positions in which they have been employed. The survey form has been prepared for its purpose, the employers have been also encouraged to support the preparation of the survey form. If no response is received from employers within a reasonable time, the survey is questioned by phone and they are informed regarding we may carry out the training activities according to the requests of the employers in future. In 2021, the employer satisfaction survey assessment is made, the result of the assessment has been determined as 3,69 on a 5 point scale.

Supplier satisfaction survey; the general satisfaction of the suppliers that have commercial relations with Istanbul Okan University has been realized in the ratio of 95.88%. Based on this ratio, the relationship between the university and its suppliers can be interpreted as it continue as quite positive. In their specific assessments regarding the general satisfaction of the supplier, none of the participants made an assessment as "not satisfied at all", for a total of 10 questions, only 1 supplier have expressed his opinion as I am satisfied, 19 suppliers have expressed their opinions as I am very satisfied.

The study made on the subject of *"Development of practices for the systematic monitoring of suppliers performance and satisfaction performance"* specified in the suggestions section related to management systems process of İstanbul Okan University Corporate Monitoring Report;

- In 2021, the internal audit for ISO 9001:2015 quality management system has been made. The purchasing process has been audited in accordance with Purchasing Procedure (PR.MAI.002), two correction action study have been determined. The corrective action taken in the audit;

∗(2021-İD-17): The Purchasing procedure should be revised due to updating of the information related to measure supplier performance and satisfactions and adding of the supplier satisfaction survey form (FR.MAI.016),

∗(2021-İD-18): In 2021, the studies for the corrective actions taken on the subject of "Suggesting of a survey in order to measure supplier performance and satisfaction in 2021" have been started.

- In 2021, the supplier satisfaction form (FR.MAI.016) has been created in order to measure the supplier performances.

- In 2021, the purchasing procedure (PR.MAI.002) has been updated.

- In 2021, the supplier satisfaction survey has been applied in order to monitor the supplier performance and satisfactions systemacilly. The supplier satisfaction survey assessment has been published on the website.

Evidences regarding monitoring and improvement of the functioning of stakeholder participation mechanisms

The studies made on the subject of "*Establishing of a mechanism that will systematically receive feedback from all stakeholders on education, serving to public and organizational decision-making processes and convey the studies carried out on them by the university to those who will make notice*" in line with the suggestions in İstanbul Okan University Corporte Feedback Report (**KGBR2017**);

✓ In addition to other surveys used for the data collection tools, the external stakeholder assessment study will be started in 2022.

✓ In 2021, the online interview simulations and student meetings have been made for personel development programs and preparation to business life in line with the surveys made, feedbacks received and within the scope of the career and life program that we have developed for our students.

✓ In 2021, the studies on the subjects of the ability to prepare projects on the subjects required by the workplace, offering the creative and new solutions to the problems, writing of the technical reports, developing of the interpretation and comprehension skills have been started in line with the feedbacks received in the employer satisfaction survey assessment. PROMES project-oriented internship program

has been developed.

✓ In 2021, the activities made by the Career Center have been specified in the chart below. One-on-one meetings with Human Resources Managers, seminars, networking opportunities, job and internship opportunities, occupational groups that will come to the fore in the future, pre-interviews and events supporting the career developments and meetings have been made as online.

Date	Name of Event	Type of Event	Number of Participants
2020 /2021 September / June	Career Consultancy	Career Consultancy	225
December 2020	Alumni Panel	Alumni Panel	245
April 2021	Online Career Days	Online Career Days	1250
May– June 2021	How We Use Linkedin	How We Use Linkedin	275
February/March/April /2021	Sector Meetings	Sector Meetings- Business world during pandemic	150 min.

✓ In 2021, the digital certificate has been given to the students who have completed the Career and Life program courses.

✓ In 2021, the opportunities that ensure to follow the internship postings published by the Career Center, to make job applications and to shape their career plans have been provided.

✓ In 2021, an online meeting on the subject of "my career plans and personal characteristics" have been helf with our students and our external stakeholder Candidate Relations Department.

Documents regarding ensuring of the stakeholder participation to the decision-making process

✓ In parallel to our motto "The closest university to business life", the sectoral analyses for gaining our student to the business life with wide range of public and private collaboration have been specified in the sectorial stakeholder analysis report. With this analysis, we may able to carry out the studies for the sector expectations and and direct our corporate collaborations.

✓ **O'COOP training;** we provide opportunity to our senior students in order to work in an organization that has a strong reputation, may be able learn the requirements of the business world and train themselves for long time within the scope of the O'COOP training program for our senior students. Learning of corporate culture and obtaining the ready source that have internalized the job definition by our students who have completed O'COOP program of our organization increase the chances of getting a job offer when they have graduated.

✓ **Branded course;** It is common course made with industry-leading companies, institutions and organizations based on combining the theory and practice within the scope of the course. It is carried

out with participations of the academic member of the course and business life professionals by taking the methology of the industry-leading company, institution and organizations and best practice examples as a basis. Thus, while enabling to adapt their Management Trainee Program of the companies to the undergraduate level, our students are encouraged to colloborete with the sector. With the branded course model, ensures that our students receive applied education in addition to the theory throughout their undergraduate education.

✓ Our university students have opportunity to do their internship in the companies that we collaborate with the solution partnership developed with the business life by the Career Center and depending on the suitability of the academic programs, while continuing their education. Our corporate collaborations provide an opportunity to work under appropriate conditions by guiding our students according to the needs of the companies. In the meantime, it supports our young people who will begin to the business life by enabling them to recognize, prepare themselves to the professional environment with its own dynamics before graduating, thus adapting easily. In order to support the theoretical knowledge our Faculty of Engineering and Natural Sciences, we have taken PROMES (project-based internship program) to more effective flow. In 2021, the number of our intern engineer working on the projects has increased. We have increased the number oof our collaboration with our alumni students who have started their own business.

✓ In 2021, the services and products supplied from the suppliers have been assessed in terms of price, quality, deadline and dispatch. We continue to work with the companies that have improved in terms of delivery, communication and price. By continuing to work with the company that has improved the price, it has been taken to the approved supplier list and an additional agreement has been made with the company.

4.2. Student feedbacks

Principles and rules for obtaining student feedback

✓ The student general satisfaction survey, alumni student satisfaction survey, academic member assessment surveys on the course basis, O'learn use student survey, online course assessment surveys are applied for obtaining the student feedback within the scope of our Assessment and Evaluation Procedure (PR.OLD.001), the assessment results are published on the website and common field. Setting up and management of O'Support system; our students and their parents write the deficiencies they see in our university, the problems they experience and their requests at the designated e-mail address whenever they want to the Student Affairs Directorate of our university. In 2021, the requests and complaints have been examined, have been referred to the relevant units and the answers regarding the concluded matters have been given.

✓ In the Student Affairs Procedure (PR. OGD.001); the students are encouraged to be participant by sharing their opinions, request and complaints on various matters in the competent bodies of our university.

✓ In 2021, the "*Student Relations Directorate communication form*" has been created in order to ensure conveying of complaints and requests through student spokespersons, the relevant form has been added to the website.

✓ In 2022, the procedure has been updated due to adding of student directorate communication form (FR.OGD.015) in the content of the Student Relations procedure, changes in the content of the student spokespersons communication form (FR.OGD.014) and has been shared in the common field.

The problems, complaint and requests of the students are conveyed in written or on the web environment through the Student Relations Directorate. The complaint and request reports are conveyed to the top management weekly, their feedbacks are followed up. The complaint and request reports are conveyed to the executive board and board of directors and discussed in the meetings. The request and complaints are analysed in monthly periods, the complaint and request analyses report is informed to the top management.

✓ The sources of nonconformities that may occur within the body of the university in accordance with Nonconformity Management Procedure (PR.KYS.002) may be listed as follows.

> ➢ Request or suggestion of the personnel,
> ➢ Internal and external audits,
> ➢ Complaints from the student/parent/other parties, notices from other complaint channels within the complaint management system,
> ➢ Notices from the legal institution and organizations,
> ➢ Notices from the relevant parties.

In order to prevent reoccurrence of nonconformity, the corrective action is taken in accordance with "Corrective Action and Improvement Procedure" (PR.KYS.003). In 2021, the corrective action has been taken for the complaints recorded with LS.KYS.004 (complaint list-2021). The improvement has been made for corrective actions and the actions have been closed.

✓ In 2021, the student feedback mechanism defined for distance/hybrid education processes have been followed up from external common e-mail addresses or surveys via e-mail within the Learning Management System specified in İstanbul Okan University Learning Practice and Research Center Instruction (YG.OKN.066).

Evidence showing the type, method, and diversity of defined student feedback mechanisms (Including distance/hybrid education)

✓ Alumni student satisfaction survey; the satisfaction survey is conducted for the alumni students

by the Career Center at the end of each academic year, Fields suitable for improvement and development are determined by the management and necessary measures are taken. The link is created for filling of Alumni Satisfaction Survey.

The surveys are filled through http://forms.okan.edu.tr/mezun-memnuniyet-anketi/ link. In 2021, 206 people have been participated to the Alumni Student General Satisfaction Survey in (2020-2021) academic year. The student general average satisfaction ratio has been determined as 3,50 on a 5 assessment score.

✓ **Student general satisfaction survey;** 6311 people have been participated to the Student General Satisfaction Survey in 1st semester (2020-2021). The student general average satisfaction ratio has been determined as 3,32 on a 5 assessment score. 5577 people have been participated to the Student General Satisfaction Survey in 2nd semester (2020-2021). The student general average satisfaction ratio has been determined as 3,56 on a 5 assessment score.

✓ **Student general satisfaction survey (International students);** 791 people have been participated to the Student General Satisfaction Survey in 1st semester (2020-2021). The student general average satisfaction ratio has been determined as 3,51 on a 5 assessment score. 781 people have been participated to the Student General Satisfaction Survey in 2nd semester (2020-2021). The student general average satisfaction ratio has been determined as 3,58 on a 5 assessment score. The survey assessments have been published on the website.

✓ **O'learn Use Student Survey Assessment and Academician Survey Assessment;** The student survey assessment ratio made by O'learn learning center in 2nd semester (2020-2021) has been determined in the ratio of 88,16% and the satisfaction level is seemed good. O'learn use student satisfaction level in 2021-2022 fall semester has been determined in the ratio of 92,09%, the satisfaction level is seemed good.

✓ **O'learn Online Course Assesment Survey;** 2021-2022 fall semester O'learn online course assessment has been made on the faculty, vocational school, graduate education institute basis. The general average has been determined as 4,08.

✓ **Academic Member Satisfaction Survey on Course Basis;** In 2021, Academic Member Satisfaction Survey on Course Basis that the academic members are assessed is conducted to all our students and academic members in each fall and spring semesters and the survey results are published on the web environment. In 2021, the criteria of "The academic member have taken care to inform about the course and get feedback" and "The academic member have taken care to make the course within the scope of the curriculum and content" have been added to the academic member course assessment survey. The survey is assessed. In 2021, the academic member course assessment satisfaction survey has been started to make on faculty, vocational school-conservatory, postgraduate

education insitutite unit basis. The academic units have been informed regarding the results of the academic member course assessments.

Practices regarding the improvements carried out within the scope of student feedback

✓ In 2021, the student have been got comprehensive career support before their gradudation by the Career Center for a career of their choice amont the activities made in order to increase the satisfaction ratio. In order to improve career-based technical knowledge of the students, the courses consisting of 2 main themes as "Preparation to Business Life and Career Life Course", "Personal Development" and "Sector Recognition" have been provided as online.

✓ In 2021, PROMES (project-based) internship program has been taken to more effective flow with our stakeholders by the Career Center in order to support the theoretical knowledge of the Faculty of Engineering and Natural Sciences students.

✓ In 2021, extra language courses (Turkish or foreign language) have been provided in order to improve vertal or written communication skills of the students. The industry-orinted online career meetings have been held in order to facilitate getting a job opportunities for the students and alumni students.

✓ In 2021, the studies have been started for the following topics within the scope of the general satisfaction survey assessment feedback applied to international students:

* *Strengthening the communication of faculties and administrative units with international students*: Able to communicate effectively by the students with their coordinators, ensuring of all administrative units are able to deal with and solve their problems one-on-one by communicating with the students.

**Giving of the course in English*: Ensuring of the students studying in the English program can listen to their courses in English.

* *Internationalization;* Making the announcements of all events have been started for international students within the scope of internationalization. In order to accelerate the adaptation processes, the events have been planned according to their cultures and habitual environment and have been started to apply. By introducing international programs and the Erasmus program to the students, encouring of the students in order able to include these program has been aimed.

✓ In 2022, the study regarding able to answer to the communication form automatically by the students has been planned by the Student Affairs Directorate within the scope of the notice from students.

✓ The studies for increasing of the collaboration with the administrative and academic units have been planned by the Student Affairs Directorate.

✓ In 2022, making the announcements to the students and making collaboration with inviting the

students in order to increase the number of the student spokesperson have been planned within the scope of the notices from the students. In 2022, the studies for solving the administrative and academic requests and compliants from the students in a shorter time will ensure to accerelate giving the feedback to the students.

✓ In 2021-2022 June-January period, the analysis of total 615 request and complaints has been made on the unit basis and its report has been conveyed to the top management. The completion ratio of the coming request and complaints have been specified in the report.

✓ In 2021, the request and complaints conveyed to şikâyetvar.com have been started to examine by the Student Affairs Directorate. The request and complaints coming to the address have been conveted to the relevant units and their results have been followed up. The information report is sent to the top management monthly.

✓ In 2021, 35 people has been determined as student spokesperson on the faculty/vocational school basis.

✓ In 2021, the technological improvements in the Learning Management System have been made as a result of the survey made in the module/function/practice improvements within the Learning Management System. The improvements studies made are published on the website of the learning Management System.

✓ The student opinions are asked in order to assess education program applied in İstanbul Okan University Faculty of Medicine, to understand efficiency of the program and to provide an insight for program improvement studies. In 2021, the quantitative assessment methods applied in the feedback forms obtained in the program assessment as well as the qualitative assessment methods such as focus group discussions, reviewing feedback reports obtained in the meetings with class representatives have been used.

In Okan University Faculty of Medicine, the feedback forms in each of our classrooms that students can freely fill out at any time and locked feedback boxes where they can easily forward these forms to the management for course board in the first three years are available. These boxes are opened on a monthly basis by the Faculty of Medicine Deanship and the feedback forms filled are assessed in the Board of Coordinators.

In the fortcoming period, obtaining of the feedback from intern 4th and 5th grade students and students in the internship period and making of the self-assessment study on our alumni students are planned.

Studies carried out in line with the feedbacks from the Faculty of Medicicine students in 2021;

* Not answering of the feedback surveys during the exam and throwing into the feedback boxes to be place in the course halls. It has been decided that the feedback surveys will not be answered during the exam and will be thrown into the feedback boxes to be placed in the course halls.

*Planning of the Medical Terminology course has been decided.

* Getting the attendance list taken in the classroom signed to the courser who provide the courser by the student representative of the class has been decided.

*Giving of the course notes via e-mail or O'learn platform instead of via Whatsapp has been decided.

✓ The students are directed to write the petition to the Deanship for student suggestion/complaints. The petitions signed and delivered by the student are conveyed to the Heads of Departments through Deanship. The petitions conveyed are assessed by the student counselor and Head of Department, the information mail is sent to the Deanship through ISMS. The reply of the petition is sent to the student by the Deanshio via e-mail.

✓ In 2021, the Discussion Board screen has been a platform used for student feedback in the Course Tools menu under the heading of the Course Management in each course provided as distance education through Blackboard O'learn system.

4.3. Alumni Relations Management
Features of the Alumni Monitoring system

The Alumni Monitoring System is carried out in accordance with Alumni Tracking Procedure (PR.KPG.002). The relations with our alumni students is another important task performed by our Career Center. Our students graduated from our university since 2007 are tracked. Our Career Center provides continuity to the relations through social media, e-mail and phone calls or face-to-face meetings with our alumni students as are with our students. With the studies for sector expectations, our students are become acquainted with the business life earlier and are supported for finding a job with special trainings, role model studies and our individual consultancy services when they graduate according to their competencies.

For alumni students İstanbul Okan University Career Planning and Development Center;

- ✓ Data updates,
- ✓ CV Consultancy,
- ✓ Interview Experience,
- ✓ Announcing of current job postings,
- ✓ Developing of projects for career developments,
- ✓ Following up in which sectors, companies and positions they work,
- ✓ Provides in information services on vocational fait, congress, seminars and conferences.
- ✓ Preparing of the employer survey (external stakeholder) in order to support the employer participation and following up of it,
- ✓ The Career Center informs the alumni students on current job posting, vocational fair,

congresses via e-mail. The responsibilities regarding the goals in order able to monitor and assess the Strategic Olan of our University effectively have been determined clearly, the goals correlated with objective and measurable indicators and basic performance indicator values have been determined. The goal cards have been created in order able to monitor and report the objectives and goals in the strategic plan systematically.

✓ Alumni Students Exit Transactions,

✓ Mobil Application,

✓ Alumni student satisfaction survey (internal stakeholder),

✓ Managing of social media accounts for the alumni students,

✓ O'card Membership,

✓ Digital O'Alumni Magazine Applications,

The Career Center plays an important role in alumni relations by supporting our alumni students for job placement and in their employment and career paths thanks to our efficient and continuous collaboration with companies and organizations from different sectors.

Mobile Application

İstanbul Okan University has started to mobile application system for its administrative and academic staff, students and alumnies. The application made is based on the basis of

✓ Able to provide access to the alumni students to the field created for them in the application,

✓ Able to forward their complaint and request directly,

✓ Able to get information on the discount and opportunity news,

✓ Able to make them feel that a part of them still exists in the school.

O'Card Membership

O'Card is an alumni identificatory card that that the alumni students use after their school life and enable them to benefit from discounts under the Istanbul Okan brand. It is worked with barcode system and helps

➢ To take advantage of the discounts at Istanbul Okan Hospital and Dental Hospital,

➢ To access to the mobile application,

➢ To become aware of news and announcements in the mobile application.

Alumni Social Media

It is based on the management of social media accounts created for the alumni students. It helps

➢ To share photos of the school campus and places on social media,

➢ To make news and announcement for the alumni students,

➢ To set up a bulk mail system by establishing the mail group,

➢ To provide up-to-date tracking of the alumni students.

Digital O'Alumni Magazien Practices

➢ Advertisement, news and announcements,

➢ Writings from our coursers,

➢ Photos from our campus,

➢ Introductions,

➢ Business news headling from our alumni students,

➢ Alumni Student Interviews

Studies made on the subject of doğrultusunda "*improving processes that secure graduation requirements*" in line with the suggestions made in İstanbul Okan University Corporate Feedback Report **(KGBR2017**);

• Okan Alumni Association has been established in order to make mentorship to our young students by our alumni students who are successful in the business life. Our university also develops the communication with alumni students with more effective networks miscellaneously.

• The statistics are kept by communicating with our alumni students by mailing and telephone management after graduation every year, the job postings are shared with our alumni students and directed to our companies. In the forthcoming period, the social media, magazines (electronic or printed), announcements will be used in order to strengthen this communication. Fundamentally, We aim to increase this ratio to 70%.

• By using the CRM system, it is aimed to reach our alumni students completely and to make reporting of the information practical at any time.

• With CRM Mobile application, we share all kinds of job/internship postings with our student and alumni students and forward by taking the applications.

• E-Magazine is issued every month regularly and published to all social media accounts, also mailing is made to the alumni students.

• We support İstanbul Okan University student and alumni student collaboration by inviting our alumni students to our campus with O'MENTOR application and providing opportunity to make mentorship.

Competencies of the alumni students and satisfaction level regarding acquiring goal and objective of the program

206 people have been participated to the Alumni Student General Satisfaction Survey in (2020-2021) academic year. The student general average satisfaction ratio has been determined as 3,50 on a 5 assessment score.

Update studies carried out in the programs within the scope of the alumni monitoring system

- In 2020, Okan Alumni Students panel has been established in order able to monitor our alumnies and to increase efficiency of the communication channels. In 2021, the alumni student panel has been continued to be held in series.

- In 2021, we have taken the job postings we published for our alumni students to the closed system and made available them to see privately in the system with their own passwords. In this process, when our alumni students log in to the system in order to see job postings, their information are updated.

- In 2021, we have activated alumni information update system and have ensured to the alumni students who have updated their information to access their transcripts from here.

- In 2021, "**Okan Alumniese Whatsapp**" line has been opened in order to increase communication with the alumnies communication and have been dissociated on faculty basis. The connection link has been forwarded to e-mails of the alumnies.

- In 2021, the alumni panel has been continued to be held in series.

- In 2021, the success stories of our alumni students are added to our montly alumni e-bulletins.

- In 2022, SMS message has been conveyed to the alumnies through relevant CMR in order able to see job postings specific to them by logging in with their passwords through the OIS system, to access their transcripts and to update their information on the system.

- Alumni Night events are regularly planned every year in order to increase the belonging of our alumnies with our university.

5. Internationalization

5.1. Management of internationalization process

Management of internationalization processes and organizational structure

The internationalization processes in our university has been structured as International Programs Directorate, International Office Directorate, International Students Directorate within the administrative units and Confucius Institute, Pushkin Institute within education instituties.

International Programs Directorate; Erasmus program has been incorporated to the International Programs Directorate and carried out in accordance with "Erasmus Directive" (YG. OKN.024). It is responsible for processes of International Student Exchange Program, Bilateral Academic Exchange Programs, Erasmus program and dual degree programs with the authorization of our university to issue a Pearson-approved and British-origin International Certificate (HNC - High National Certificate) and International Diploma (HND - High National Diploma). The job definitions have been created in the

International Programs Directorate, its up-to-dateness is followed up in the common field. The guide and application guide has been prepared for Erasmus program department coordinators and the information regarding the call for proposal is available in our website. There is a director and a unit manager in the International Programs Directorate.

International Office Directorate; It is responsible for overseas promotion, foreign student supply, international student application acceptance process of İstanbul Okan University. The management of the process is carried out in accordance with International Office Procedure (PR.ULS.001). There is a director and an expery in the International Office Directorate. The job definitions have been created in the International Programs Directorate, its up-to-dateness is followed up in the common field.

International Students Directorate; It is responsible for following up the processes from the enrollment phase of the international students to the university up to their graduation phase. There director, unit manager, expert, assistant experts in the International Students Directorate. The job definitions have been created, their up-to-dateness are followed in the common field.

Confucius Institute; İstanbul Okan University Confucius Institute has been established on 14th of May 2013 with collaboration of İstanbul Okan University, Beijing Language and Culture University and HANBAN. İstanbul Okan University Conficius Institute has taken on task of introducing Chinese culture to the Turkish people. Conficius Institute works in collabaration with the Department of Chinese Translation and Interpretation, which provides comprehensive Chinese Language and Culture education and Okan College which has started Chinese language education at the age of 6. Chinese language education is at the forefront among the common and primary goals. However, the Institute does not only foces to the language education. Through scientific studies carried out within the framework of joint projects, Turkish society has the opportunity to obtain more healthy information about Chinese society. The collaboration in the scientific field also reflects on society correspondingly. Thus, the process for getting to know each other cultures and lives between the people of the two countries is accerelated. İstanbul Okan University, would like to make joint scientific research projects with Chinese universities. Conficius Institute guides and mediates the university in this context.

In accordance with the memorandum of association, a director is appointed to the university by the Chinese and the Turkish sides. The Board of Directors consists of 7 members from Chinese and Turkish sides.

Puşkin Institute; Our university has become the regulation center of the Russian language level exam in Turkey after the signing ceremony of Moscow Pushkin Institute Turkey Representative signed on 19th of December 2016 in our Tuzla Campus. Furthermore, we also carry out Distance Education programs of the Institute. While our university has also been awarded the title of the regulation center in Turkey of the internationally recognized TORFL (Russian language level exam), it has also authority

to apply the Distance Education programs.

Monitoring and improvement evidences regarding the management and organizational structure

• In 2021, a new job definition has been created for the international programs manager within the scope of International Programs Directorate. The job definition of the international programs unit manager has been updated due to due to the change of corporate name and corporate logo.

• In 2021, a new job definition has been created for the international office deputy manager within the scope of International Office Directorate. The job definitions of the international office manager, unit manager, senior expert, assistant expert have been updated due to the change of corporate name and corporate logo.

• In 2021, a new job definition has been created for the international stıdents expert and international student assistant expert within the scope of International Students Directorate.

Evidences regarding the genuine approaches and practices developed outside of the needs of organization as well as standard practices and legislation

• In 2021, Chinese Placement Test- HSK exam made with classical method in Conficius Institute has been made as online.

5.2. Internationalization resources

Documents regarding the management of resources allocated for internationalization studies (Documents such as usage rate of Erasmus budgets, management of EU projects and management of resources carried out under bilateral protocols)

Primarily, the fact that a bilateral agreement has been made between institutions and the agreement has been submitted to the University International Programs Directorate before the exchange periods in order able to exchange within the scope of Erasmus program. The grant related to student/staff mobility and organization of mobility is allocated for the mobility carried out within the rules and agreement dates specified in the Erasmus Practice Manual prepared for each agreement period by Center for Eu Education and Youth Programs.

The information related to the student education grants and personnel grants have been specified in our website.

✓ For each program, it is acted in line with the international agreements. Only for Erasmus program, the meetings are held with the faculty coordinators periodically and the meeting minutes are kept for the decision taken.

✓ An exam is applied in order to monitor the qualification within the scope of Erasmus program. Erasmus mobility is decided according to the exam results.

✓ The feedback reports and information in the final reports are monitored in order follow up the distribution of the internationalization resources.

Confucius Institute; the fund is sent to our organization regarding the management of resources allocated for internationalization studies by our partner university in China for the purpose of diffusing Chinese culture and language. The scholarships are given in order to have education by the Turkish students in China.

Evidences regarding monitoring and improvement of the internationalization resources

✓ For each program, it is acted in line with the international agreements. Only for Erasmus program, the meetings are held with the faculty coordinators periodically and the meeting minutes are kept for the decision taken.

✓ As İstanbul Okan University, our ECHE certificate has been approved on 27.12.2021, our membership to Erasmus Charter has been renewed until 2027.

✓ An exam is applied in order to monitor the qualification within the scope of Erasmus program. Erasmus mobility is decided according to the exam results.

✓ Erasmus+KA103 student and personnel mobility exam announcement has been published on the website on 06/06/2021 based on the principles of transparency, reaching maximum students and personnel. The exam results habe been announced on 27/10/2021, 44 students who have succeeded have been informed regarding the delivery of their university preference request forms to the International Programs Directorate as approved by the coordinator.

✓ The feedback reports and information in the final reports are monitored in order follow up the distribution of the internationalization resources.

Monitoring the distribution of the internationalization resources; the resource distribution of the Confucius Institute is made in the form of a pre-approved project. The fixed percentage distribution is not applied.

5.3. Internationalization performance

Among the internationalization activities;

✓ İstanbul Okan University is the member of International Association of Universities, European University Association (EUA) and also European Higher Education Field. Our university presents internationally know diplomas. Our university, which has passed the Pearson quality audit successfully has become the first Turkish university authorized to issue a Pearson-approved International Certificate

(HNC - High National Certificate) and International Diploma (HND - High National Diploma). HND and OKAN alumnies wientitle to receive their second diploma by studying for one year more in one of the universities that accept HND (England, Italy, Canada, USA, etc.). In 2021, the authority to issue HND certificate for bachelor of business administration has been obtained. The application process is continued with the following programs, the accreditation approval process will the completed in 2022.

> - Computer Engineering
> - Software Engineering
> - Civil Engineering
> - Mechanical Engineering
> - Electric-Electronic Engineering
> - Child Development
> - Graphic Design

✓ As a higher education organization, our university strives to constantly improve and modernize itself in order to contribute to smart and sustainable growth. Our university take places in the international programs such as Erasmus and ISEP since 2006. With Erasmus program, our students may have education or do internships abroad, especially in Europe. Furthermore, our students may participate to the exchange programs. We have Erasmus agreement with 1120 programs in 158 universities including European countries, Russia, Morocco. In order to continue Erasmus mobility, our university has entitled to receive "Erasmus Charter for Higher Education presented by European Commission for 2021-2027. Our students have the opportunity to have education at one of more than 300 universities from around the world with ISEP. Our university have agreement with various EU universities anlaşması, bilateral exchange agreement with 23 universities and academic collaboration agreements with 44 universities from all over the world, including China, USA, Russia, Japan, Germany, France, Italy, Spain, Switzerland and Denmark. Our university also offers double certificate programs from England or Italy for students of gastronomy department.

✓ For Erasmus 2021-2022 peeriod project agreements, EWP (Europe without Paper) activity is available.

✓ In 2021, 2 final reports have been drawn up upon request of National Agency.

✓ The reports showing the number of students applying to the university in each academic year, the number of international students admitted to the university, the number of new student enrolled, the number of current student who have re-enrolled by the International Students Directorate. The reports are shared and assessed with the top management every week untik the enrollment process is completed.

✓ ***The internationalization activities within the body Confucius Institute are specified below:***

*In 2021, Chinese language courses have been provided at beginner level as online on weekends to those who would like learn Chinese.

*In 2021, Chinese language course have been provided as online to the children.

*In 2021, private online Chinese course has been given for Chinese Placemetnt Exam (HSK).

*In 2021, the scholarhip opportunity has been provided to the students in order to have education in China.

*In 2021, the events have been organized in order to introduce and diffuse Chinese culture.

*In 2021, the online summer camp has been opened with the collaboration of Beijing Language and Culture University. The participation certificate has been given to the participants at the end of the camp. In the camp, the subjects of "Ceramics Culture Seminars " and "Tea Culture" Seminars included in the curriculum of Istanbul Okan University Department of Chinese Translation and Interpreting hase been addressed.

*In 2021, İstanbul Okan University has been selected as the partner university in China for the Chinese Community, which was incorporated by the students of our organization and the Turkish manager of our institution is the advisor, the dialogue has been established on language development and culture exchange with the students of the partner university.

✓ Chinese Placement Exam – the exams that measure Chinese language level are made by our HSK exam center for students who would like have education in China with the HSK exam in order to apply to the relevant organizations.

Indicators used by the organization in order to monitor internationalization performance;

✓ In 2021, the results of internationalization realization have been specified in the Objective Monitoring Plan (PL.YGG.001).

✓ The Internationalizaiton Policy has been created and published on the website. In 2022, the values related to the social gender equity has been examined, the information on *"To make measure that will observe the social gender equity and to prevent all kinds of discrimination"* in 2021-2025 strategic plan and internationalization policy has been added, updated and submitted for the approval of Head of Quality Commission.

✓ In the 2021-2025 strategic plan, the aim of internationalization and goal-oriented objectives have been created.

Mechanisms established in order to monitor whether the internationalization objectives are reached or not;

✓ The information regarding the Mobility tool in order to monitor mobility, budgets and examples of websites established by the European Commission for the purpose of monitoring Erasmus projects and erasmusplusols.eu in order to compare the foreign language levels of students participating in the mobility before and after participation are available.

✓ ***Confucius Institute;*** the performance assessment is carried out by our partner university, Beijing Language and Culture University.

Annual self-assessment reports and improvement studies on internationalization processes;

✓ We may count the interim reports and final reports requested by the National Agency among the assessment reports for KA103 and KA107 projects.

✓ The following studies regarding the internationalization have been started within the scope of general satisfaction survey assessment feedbacks applied in (2020-2021) fall and spring semesters for international students.

*The announcements of all events for international students have been started within the scope of the internationalization.

* The events have been planned according to their cultures and habitual environment and have been started to apply in order to accelerate their adaptation processes.

* Encouraging of the students to be included in these programs has been aimed by introducing international programs and the Erasmus program to the more closely.

• *Confucius Institute;* we have a year-end report written by the Chinese Director and submitted to Chinese side. The report covers all events made during the year and success ratios. The report is written in Chinese language.

B. EDUCATION AND TRAINING

1. Program Design, Assessment and Update

1.1. *Design and approval of programs*

Defined processes for program design and approval (compliance with education policy, manual, guide, principles and procedues etc.)

The studies made on the subject of ""*Preparation of documents regarding the consideration of the national EEP in the design of the curriculum"* specified in the suggestions section related to education-training process in İstanbul Okan University Corporate Monitoring Report;

The core integrated education system is applied in the Faculty of Education, Faculty of Medicine,

Faculty of Dentistry and Faculty of Health Sciences, Vocational Health High School. The competencies of "National Core Education Program for Pre-Graduation Medical Education" in the preparation of the programs, creating of education and training programs, "National Core Education Program for Pre-Graduation Dentistry Education" in Faculty of Dentistry, "Pre-Graduation Nutrition and Dietetics Core Education Program" in Faculty of Health Sciences and Nutrition and Dietetics program, "Child Development Undergraduate Education National Core Education Program" in Child Development program, "Physiotherapy and Rehabilitation Core Education Program in Physiotherapy and Rehabilitation program and "Nursing National Education Core Program" (UCEP) in Nursing program have been taken as a basis.

In the preparation of HeVoalth Services Vocational School programs, the quality and accreditation programs in vocational schools of the European Union Vocational Education Standards Center, Unesco Vocational Education Standards and US Council of Higher Education standards have been used.

The explanations related to the education in İstanbul Okan University Faculty of Medicine are available in the "Student Manual" given to the students at the beginning of the academic year and shared on the website.

Depending on the qualification conditions specified in the National Qualifications Framework For Higher Education In Turkey (TYYÇ) established by the Council of Higher Education, İstanbul Okan University Faculty of Medicine Programs has been created in a way to complete 360 credits within 6 years within the framework of the 'European Credit Transfer System' (ECTS) harmonization. In the six-year education program, it is aimed that the students are expected to complete 60 credits in each academic year. If it is below 60 credits despite the annual courses specified in the Faculty of Medicine curriculum, the curriculum of the students is supported with University Elective and Faculty Elective courses and are provided to complete 60 credits during the year.

The courses in the teacher education of the Faculty of Education consists of three groups as professional teaching knowledge (PTK), field education (AE), general culture (GC). The course categories in the programs take place as professional teaching knowledge (PTK) in ratio of 30-35 percentage; general culture (GK) in ratio of 15-20 percentage, field education (AE) courses in ratio of 45-50 percentage, a common core curriculum has been created among teacher education undergraduate programs. The curriculum programs developed under coordination of the Council of Higher Education, the framework program of YÖK are used at four programs in the faculty. 4 programs in the Faculty of Education have been updated in line with the teaching undergraduate programs updated under coordination of YÖK in 2018-2019 academic year. Our education programs have been approved by our university senate. The same programs have been applied in Psychological Consultancy and Guidance, English Teaching and Preschool Teaching Programs in 2020-2021.

- According to the decision taken in the Education Faculty Board meeting dated 21.05.2021 and No. 40, Special Education Teaching Program elective courses pool have been conveyed to the Rectorate for approval of the senate by adding following elective courses to the 2020-2021 spring semester.
  - ✓ AÖZE109- Technology Supported Education For Persons With Mental Disability
  - ✓ AÖZE104-Teaching of Business and Vocational Skills
  - ✓ AÖZE110- Transition to Adulthood in Mental Disability

The current curriculum and course contents of the Faculty of Education YÖK Teacher Education Undergraduate Programs can be assessed from the website. The reasons of YÖK Teacher Education Undergraduate Programs, innovations and application principles are available in "YÖK Teacher Education Undergraduate Application Directive".

Our education and training processes are carried out in accordance with "İstanbul Okan University Associate Degree and Undergraduate Education-Training and Exam Regulation", "Postgraduate Education-Trainign and Exam Regulation", "Faculty of Medicine Education-Training and Exam Regulation", "Faculty of Dentistry Education-Training and Exam Regulation" and "Designing of Education-Training Services" (PR.EOG.002).

The expression of "*An assessment and evaluation procedure that will consider learning outcomes together without separating them from process skills, in order to create success and results in an accurate, fair and consistent manner*" in the education and training policy shows the compliance in the design and preparation of the programs. The information regarding the education and training processes are available in the student manual given to the students and published on the website.

Administrative and organizational structure of program design and approval processes (Commissions, process managers, process flow etc.)

The program approvals in our university are given based on the decisions of the relevant authorized boards determined in the Higher Education Law No. 2547. In the program approval processes, the criteria determined by the Council of Higher Education are addressed. A new program planned to be opened in the university is prepared by considering TYYÇ national qualifications and "criteria for opening higher education undergraduate, associate and postgraduate programs", is conveyed to the relevant faculty deanship, vocational school directorate and Postgraduate Education Institute Directorate for postgraduate programs by the Head of Department.

The opening proposal decision is taken in the relevant faculty/vocational school/graduate education institute board. The draft program file reaching to the faculty/vocational school/institute board is

assessed in terms of form, content, infrastructure and academic staff requirements. The draft proposal file found positive is conveyed to the Rectorate in order able to put on the agenda of the senate.

The draft proposal file found negative is conveyed to the faculty, vocational school or postgraduate education institute with its reasons in order to review. In case of opening of the program is deemed appropriate by the Rectorate, the program opening proposal is conveyed to the YÖK.

Program design and updating; is made by the departmental boards in line with the current developments and feedbacks from the stakeholders. While the programs are addressed every two years (once in every four years) for comprehensive arrangements such as curriculum changes as determined by the Senate, partial adjustments (adding of new courses to the program, changing of the course name, adding of the courses from other departments/faculties to the elective course pool, etc.) are made on annual basis.

- Based on the letter titled "2022-2023 Academic Year New Unit, Department and Program Opening/Name Change Requests" distributed to Academic Units by the Rectorate on 31.01.2022, a request for the opening of the Digital Game Design Department of the Faculty of Art, Design and Architecture on 04.02.2022 has been made. The program information regarding the opening Undergraduate Program in Digital Game Design which is planned to be opened has been submitted to the Rectorate. For the 2022-2023 academic year, an offer has been made to YÖK in order to admit students.

- In 2020-2021 academic years, the contents of 2 programs proposed to be opened on the subjects of Information Security Technology, Unmanned Aerial Vehicle Technology and Operatorhip have been sent to the Rectorate with a letter. An announcement has been made in the official gazette for the recruitment of academic member required needed for the opening of the program. The proposal submitted by Head of Department for education and training by the Rectorate to the regarding the opening of the Information Security Technology, Unmanned Aerial Vehicle Technology and Operatorship program has been approved. For the 2022-2023 academic year, an offer has been made to YÖK in order to admit students.

- "New Media and Communication" name change request for the Faculty of Applied Sciences, New Media Department in order to admit students in the 2022-2023 academic year has been conveyed to the Rectorate.

- In 2021, the program contents of the Facuşty of Health Sciences Speech and Language Therapy program have been conveyed to the Rectorate. The proposal regarding the opening of the Speech and Language Therapy program submitted to YÖK department for education and training by the Rectorate has been found appropriate.

• In 2021, the contents of Health Services Vocational School Oral and Dental Health Program and Physiotherapy Program have been conveyed to the Rectorate. The proposal regarding the opening of the Oral and Dental Health Program and Physiotherapy Program submitted to YÖK department for education and training by the Rectorate has been found appropriate. For the 2022-2023 academic year, an offer has been made to YÖK in order to admit students.

• In 2021, the contents of Faculty of Humanities and Social Science, English Language and Literature Program have been conveyed to the Rectorate. The proposal regarding the opening of the English Language and Literature Program submitted to YÖK department for education and training by the Rectorate has been found appropriate. For the 2022-2023 academic year, an offer has been made to YÖK in order to admit students.

Evidences showing the compliance of the program objectives and outcomes with the TYYÇ
While determining the qualifications of the programs; it has been regulated by considering the relevant field and national qualifications revealed by National Qualifications Framework for Higher Education in Turkey (TYYÇ, http://tyyc.yok.gov.tr), the outcomes of the programs have been matched with the field qualifications. The outcomes of each program goals are processed to the OIS AKTS Information Package data input in accordance with TYYÇ standards. It can also be followed on our website.

Evidences regarding the diversity of department/field based application in distance/hybrid program design (evidences regarding that the distance education requests of the departments are taken into consideration etc.)

• In 2020 pandemic process, the education has been provided with a diluted hybrid education model. Three type course category have been created in the Hybrid Education Model.

Online Course: The vast majority of almost whole of our theoretical courses have been made through O'Learn learning platform. Although it differs based on faculty and department, the online courses throughout the university is 68% of all courses.

Hybrid Course: It is the course that the certain weeks of 14 weeks course will be online, the certain weeks will also be face to face. The applied, laboratuary, presentation, proje presentation, simulation, case study or case solution course will be made face to face. Such courses is approximately 8% throughout the university.

Face to Face Course: If the entire course includes practice, such courses have been made as face to face in the campus and/or hospital. Mainly, it will be applied in the Faculties of Medicine, Dentistry,

Art Design and Architecture and Applied Sciences and SHMYO (Health Services Vocational School) department and programs. The University average of these courses is approximately 24%.

- In 2021 spring semester, the Hybrid Education Model has been adopted. The theoretical courses have been provided as online through the O'Learn platform, provided that applied courses are provided face to face. The applied courses in particular associate degree programs of the Faculties of Medicine, Dentistry, Health Sciences, Engineering, Art, Design and Architecture, Applied Sciences and Vocational School, Health Vocational School, interships and projects will be provided face to face, all courses have been planned to be provided face to face in April by considering the current developments in the spring semester.

- In line with the approval of up to 40% of online education determined by YÖK within the pandemic process in 2021, online and face-to-face education model has been adopted in the departments of the Faculty of Art, Design and Architecture and the curriculum has been created accordingly.

- In 2020, the Educational Technologies Board (ETK) has been established within the faculty/vocational school/postgraduate education institute in order to ensure that the courses to be given by distance education in formal education are on the basis of each semester or disseminating to the whole program, and to submit to the Senate whether they are given simultaneously or not, to support the activities of the learning center. The academic members in charge have been elected within the body of the Educational Technologies Board (ETK) and active participation in online education processes has been ensured.

- "Online course assessment table" has been created in order able to measure quality standards in line with strategies and goals that increase the quality of distance education. The practice has been started with 2020-2021 academic year fall semester. The goal/performance monitoring is carried out through course and user-based assessment analytics. With the student tracking center mechanism, all activities of the students in the online platform are monitored and the learning outcomes, program outputs and practices that increase/support individual qualifications are carried out with the feedback mechanisms. The "Online Education Quality Assessment Principles" has been adopted with the senate decision dated 19.08.2020 tarihli and No. 22.

✓ In 2021, approving of 2021 project named "Developing the Flipped Learning Model of the English PACE Preparatory Program" of the Foreign Languages Coordinatorship by USA Ministry of Foreign Affairs has been given as example to the improvement of to the distance-hybrid programs design. This project covers special design of English Preparation PACE program.

Evidences showing the stakeholder participation to the program design processes

The studies made on the subject of *"Receiving of stakeholder opinions on what kind of arrangements will be made regarding program curriculum changes"* specified in suggestion section related to education-training process in İstanbul Okan University Corporate Monitoring Report (**2020**);

The opinions of external stakeholders are taken as advantage in the design of the programs and the development of the curriculum. The stakeholder participation is seen in the program advisory board meeting minutes.

✓ Our branded courses, entrepreneurship courses, O'COOP courses are created with the collaboration of our stakeholders. The relevant courses have been added to our education-training plan.

✓ As Faculty of Art, Design and Architecture, the developments in the current art field are followed up closely, all kinds of interaction opportunities with the market are assessed. In the online education process which has been carried out in the 2021-2022 academic year, the interaction of the departments with the market and cooperation with the sector has been continued.

The clothes designed by the students of the department within the framework of the "Recycling Workshop" with the products of the companies participating to the exhibition have been exhibited in the "7th Textile Accessories Trend Innovation Event" that they have participated within the framework of common collaboration of Faculty of Art, Design and Architecture, Department of Textile and Fashion Design continuing with Garment Sub-Industrialists Association (KYSD).

✓ The "Health Science and Medical Terminology" course given by the Faculty of Nutrition and Dietetics Department members in the spring semester of the Preparatory Class to the students of the Faculty of Health Sciences, Department of Nutrition and Dietetics has been added to the curriculum by enabling the students to introduce terminology through medical texts.

✓ Face-to-face course curriculums have been planned for the 2021-2022 Academic Year Spring Semester in the program advisory boards meeting of Faculty of Health Sciences, Department of Nutrition and Dietetics. For the distance education status, the discussion platform has been created in order to develop and improve the curriculum.

✓ In program advisory board meeting of the Faculty of Health Sciences Department of Nursing, It has been decided that the 2021-2022 Academic Year activity programs will be created as an event calendar until 15.11.2021.

✓ In English preparatory program of the Faculty of Medicine; the "Medical English" course provided by the Faculty of Medicine academic members in the Spring Semester since 2015-2016 has been further strengthened with the Pearson MyLab, 'Medical Terminology' course added to the O'Learn/Blackboard system as of the fall semester of the 2019-2020 academic year. Again, "Latin Medical Terminology" courses have been added to the education program of the Faculty of Medicine,

2021-2022 1ˢᵗ spring semester, based on the feedback of the students (as they stated that they have felt incomplete in Latin Terminology). Since the said education has been provided as online in 2021, both courses have not been provided face to face. Instead of this, the Medical English courses have been provided through the online resources available in our Olearn system.

✓ In the first 8 weeks of the education period, the academic members explain the theoretical content of the subjects in the Branded course practice. In the next 6 weeks, the professional executives from the contracted enterprises come and show their operational processes with examples. Thus, our students add practical gains to their theoretical knowledge and skills. Furthermore, they prepare with practical information for business life and they adapt to the industry much faster.

✓ The program advisory boards for the Faculty of Education Stakeholder opinions and development of the programs are available. The program advisory boards are establishes by Faculty Dean, Faculty Secretary, Environmental School Principals as Sector Experts and Executives of Organizations whom we collaborate with and Faculty Student Representative. The program advisory board meeting minutes for 2021 have been enclosed.

Evidences regarding the monitoring and improving of the design and approval process of programs

✓ In 2020, the Faculty of Engineering ensures that the alumni students takes part in a realistic product design from the first year by working on the industrial projects and have easier job opportunities by being ready for the industry as master a strong and up-to-date engineering knowledge and advanced design methods with COOP program of the university as well as Project-Oriented Innovative Engineering Research and Education System (PROMES).

✓ The undergraduate program of Department of English Interior Architecture And Environmental Design have been opened in 2021-2022 In order to train interior architects who can follow the world market, represent our country in the field, and know foreign languages at a good level, and to meet the education demand of foreign students in our country in the profession field of the Faculty of Art, Design and Architecture and Environmental Design.

✓ In addition to standard practices and legislation; it is ensured that the concrete results of the students that they have achieved in their professional-design courses are exhibited with various activities and practices throughout the Faculty of Art, Design and Architecture at the end of each semester on the department basis. The Exhibition and Event Board within the body of the faculty support the exhibition and event processes. In 2021, the board has planned necessary plannings of the relevant events annually and has organized additional exhibitions independently of the departments that will gain currency professional, artistic and cultural backgrounds to the students regularly.

1.2. Course distribution balance of the program

Principles and methods of course distribution and evidences regarding them

The principles and methods of the university's course distribution and education-training program consist of theoretical courses according to the characteristics of faculties, conservatories and vocational schools, applied courses, seminars, project, homework, thesis studies and similar studies in accordance with the principles specified in "İstanbul Okan University Associate Degree and Undergraduate Education-Training Exam Regulation" (YT.OKN.001) and "İstanbul Okan University Education-Training and Exam Regulation" (YT.OKN.017). The courses and applications to be included in associate and undergraduate programs according to the semesters are determined by the faculty/conservatory/vocational school boards and put into practice with the approval of the Senate by taking the matters such as weekly credit/hours of them and total numbers of credit/hours, clinical practice acceptance principles, whether they are compulsory or elective and procedures of necessary education and training studies, department suggestions as a base. The course distribution balance are shown in the AKTS Information Package as well as program catalogues on the website of the faculty/vocational school. The details such as academic program map, curriculums (compulsory of elective courses), sub-profession field etc. are available in these catalogues prepared for each program separately. In 2018-2019 academic year, the decision in order to make radical changes every 4 years so as 25% of the total course load of our university curriculum consist of elective courses has been taken within the scope of TYYÇ.

Evidences regarding observation of the course distribution balance in the course information package announced

The course distribution balance is published on the website by considering OİS course information package.

- The Faculty of Engineering and Natural Sciences also aims to provide the course contents stipulated by MÜDEK accreditation although the program complies with the general rules of the university in course distribution. Within this scope, the number of compulsory mathematics and basic science education courses has been increased for some of our programs. In line with MÜDEK learning outcomes required to be gained, the courses that require effective use of information technologies have been added in all our departments. Furthermore, at least one Faculty Elective slot has been added to the curriculum of each program and each program has offered courses to this pool in accordance with interdisciplinary studies necessity.

- The curriculums of the departments of the Faculty of Art, Design and Architecture are discussed and decided by the Faculty Board in each semester. The Faculty Board decisions taken are conveyed to the

Rectorate. The relevant curriculums are defined to OIS system by the student affairs experts. The relevant curriculums are reflected to the department student slots and the relevant courses are viewed through OIS system. The curriculums prepared include department courses, common program courses, faculty elective, university elective, Career Life Program, Entrepreneurship and the stimulating courses that the students can gain knowledge on different subjects. The common program courses prepared by taking into account the interdisciplinary factor and the variables by the department standards are available. These courses consist of the compulsory/elective courses that include basic design courses and theoretical basic art knowledge. Various courses are included in the elective courses of all academic programs within the faculty for the purpose of acquiring art and cultural knowledge. While preparing the curricula of the faculty departments, the professional qualifications are taken into consideration. In 2021, the courses have been supported with co-requisite and prerequisite conditions.

- The studies on compliance with the Bologna process, quality and accreditation of the Faculty of Education in the field of European higher education have been correlated with goals and outcomes of all programs in our faculty within the framework of the YÖK teacher training program updated in order to create core programs for undergraduate programs in the world and in Turkey that provide education in the same field. All information entered into the OIS syste for Psychological Consultancy and Guidance Program have ben enclosed.

- The Education Program of İstanbul Okan University Faculty of Medicine consists of YÖK compulsory courses (Turkish Language, Ataturk's Principles and History of Turkish Revolution, Foreign Language), University compulsory/elective courses (Entrepreneurship Practices, Career and Life Program, Turkish For Foreigners) and elective courses (Turkish Culture) and theoretical or practical courses and internship courses of the Faculty of Medicine departments that constitute the course committee.

The course distribution of course board programs in first 3 years of the Faculty of Medicine, is placed according to the principles such as equal distribution of the density of the main science branches, practical-theoretical course sequences, enabling the students to learn more permanently by combining the pieces, weekly practice distributions, sufficient working period. The programs have been announced on the website, during the internship period in the 4th and 5th years, the internship agreements are signed with the Ministry of Health and University Hospitals for the education of our students and thus, the education is supported.

Education commission decision, senate decisions etc.

- The curriculums prepared by the faculty departments are submitted through EIMS (electronic information management system). The curriculums submitted to the Faculty Board by the Deanship are conveyed to the Rectorate. The board decision dated 10.06.2021 on the submission of the

curriculum of the Faculty of Art, Design and Architecture has been enclosed.

Evidences regarding the monitoring and improving of the course distribution balance

- In 2021, the theoretical and applied courses in the curriculum of the Faculty of Art, Design and Architecture have been determined within the scope of professional qualification. In this context, the courses in the curriculum have been arranged in a balanced way for the student education in each semester.

- The vocational school curriculum structure takes the compulsory-elective course and vocational-non-vocational course balance into consideration. In all programs, practices regarding program structure and balance are actively followed, the necessary measures are taken in line with the assessments made and updated continuously. In 2021, 4 elective courses with a total of 12 credits have been added to the curriculum of the program by taking the different needs and expectations of students into account in order to ensure this balance. The said elective courses have been listed under two headings as "Elective Faculty Course" (MYO) and "Elective Department Course". These courses provides cultural depth to the students, offers the opportunity to get to know different disciplines and gives the opportunity to expand their accumulation of knowledge.

- The Faculty of Applied Sciences Gastronomy and Culinary Arts department uses the partnership and collaboration opportunities such as sponsorship, branded courses with leading with leading companies in the sector. The branded courses made in 2021 have been specified below.

  ➢ Sponsorship agreement with Bonfilet and two different branded courses;
     GST252 Meat Cooking Techniques with Bonfilet and Meat Dish
     GST461 Table with Pınar

  ➢ Sponsorship agreement with Pınar and two different branded courses;
     GST325 Professional Cake Design with Pınar
      GST278 Milk, Cream Desserts, Ice Creams with Pınar

  ➢ Sponsorship agreement with Jumbo and branded course;
     GST372 Food Stylistics and Photography with Jumbo

  ➢ Collaboration agreement with TÜSİD and branded course;
     GST368 Industrial Kitchen Technologies with TÜSİD

1.3. Compliance of course learning outcomes with program outputs

Correlation of program outputs and course learning outcomes

ECTS course information packages in the student automation system (OIS) are used. The learning

outcomes of the courses constituting the course contents of the programs, goals of program, program learning outcomes, program course matrixes, educational goals, graduation statuses, learning outcomes of the courses constituting programs are measured with the help of the course assessment components specified earlier and is organized to correlate the program outputs. Furthermore, the academic member responsible for the course conveys the syllabus containing the course learning outcomes in the teaching portfolio of each course, one each copy of the exams in which learning outcomes are measured and the answer key, if any, student homework, one each copy of the project reports and student assessment results.

The academic member responsible for the course presents his/her own assessment and action plan about the course on the front cover of the file according to the course and assessment results.

- The relation of the program outputs and course learning outcomes in İstanbul Okan University Faculty of Medicine Tıp Fakültesi Curriculum is enclosed in the learning outcomes recorded in OIS system.

The study made on the subject of "*Disseminating these studies to all programs and supporting them with information infrastructure, although there are processes for correlating and measuring course learning outcomes with program outputs*" specified in line with the suggestions made in İstanbul Okan University Corporate Feedback Report (**KGBR2017**);

✓   The studies have been started in order to correlate the course learning outcomes with the program outputs and to extend the measurement to all programs within the data entry of the OİS ECTS Information Package, the studies are continued in 2021.

The study made on the subject "*Preparing course information packages in the required format for all programs and announcing them on the web page*" in line with suggestions made in İstanbul Okan University Feedback Report (**KGBR2017**)*;*

✓   In 2021, Istanbul Okan University has completed the preparation of program and course information packages in the required format for all programs, the program and course information packages have been announced on our website.

The studies made on the subject of "Course & Program Competencies in information packages", "TYYÇ & Program Competencies", "eliminating the deficiencies of the tables and forms related to student workload credits" specified in the suggestion section related to education-training process in İstanbul Okan University Corporate Monitoring Report (**2020**);

✓ The results of Corporate Monitoring Report (2020) have been assessed with the commission members in the Quality Commission meeting dated 04.03.2021 (Aspects open to improvement), the studies for completion of the deficiencies in the course program qualifications, TYYÇ Program qualifications, student workload credits required to be completed have been started in the Course Information Package.

✓ It has been decided that the deficient course contents in the ECTS information package will be notified by the representatives of the quality commission to the program supervisors of the faculties, vocational schools, and conservatories they are affiliated with in the Quality Commision dated 12.01.2022.

Evidences showing the compliance of the courses (formal or distance) taken outside the program with program outputs

• In 2021, the Basic Art Education courses that meet a common ground as the Faculty of Art, Design and Architecture as the Faculty of Art, Design and Architecture are provided to the first year students in the departments of our faculty within the scope of the common program. (For example: GSF151 Art History l course)

Evidences regarding monitoring and improvement of compliance of learning outcomes with program outputs

The studies made on the subject of "*Informing of all stakeholders about the improvements and changes made in terms of monitoring and updating of the program outputs*" specified in the suggestion section related to education-training process in İstanbul Okan University Corporate Monitoring Report (**2020**);

✓ All of the Faculty of Engineering and Natural Sciences programs accept the MÜDEK outcomes as program output. Designing of the learning outcomes of each compulsory course of the programs in a way that will serve these program outputs and expressing of the relation between them numerically are compulsory. This situation is audited through departmental boards that gather periodically.

The subjects related to the evaluation of course and program outputs within the scope of MÜDEK and 2020-2021 program outputs have been assessed, the improvement suggestions have been developed.

➢ In the outcome of the "Sufficient knowledge on mathematics, science and relevant engineering disciplines; ability to use theoretical and applied knowledge in these fields in complex engineering problems in the outcome, 2021 alumnies (45%), 2020 (53%) and 2019 (52%) have lower success. However, the Probability, Statistics 2 and Numerical Analysis courses have been added as a result of assessment made by MÜDEK. The success rate of this outcome is expected to increase as a result of taking these courses by the students who will graduate in the forthcoming years.

➢ In the outcome of the ability to identify, define, formulate and solve complex engineering problems and the ability to select and apply appropriate analysis and modeling methods for this purpose, it has been determined that 2021 alumni students (47%) have approximately the same level of success as 2020 (46%) and 2019 (48%) alumni students. It is thought that the improvements made regarding this outcome are affected by the distance education process carried out under pandemic conditions. Therefore, it has been decided that it would be more appropriate to evaluate the effects after face-to-face education.

➢ In the outcome of the "ability to design a complex system, process, device or product to meet specific requirements under realistic constraints and conditions, the ability to apply modern design methods for this purpose, 2021 (48%) and 2020 alumni students (48%) have a lower level of success when compared with 2019 alumni students (57%). In order to improve this criteria, the students have been prevented from carrying out of the graduation projects in the form of literature review, making of a design under realistic constraints and conditions have been provided and the presentation of each graduation project in the program language and the recording of this presentation have been started to be implemented. It is thought that the results of these applications will increase the success level of this outcome in the forthcoming years.

➢ In the outcome of the ability to develop, select and use modern techniques and tools required for the analysis and solution of complex problems encountered in engineering applications and the ability to use information technologies effectively", 2021 alumni students (62%) have a higher level of success when compared with 2020 (47%) and 2019 (56%) alumni students. It is thought that this increase is due to the fact that students gain the ability to use MATLAB software within the scope of the "Numerical Analysis" course added to the curriculum after the assessment made by MÜDEK.

➢ In the outcome of "Ability to design and conduct experiments, collect data, analyze and interpret results for the investigation of complex engineering problems or discipline-specific research topics", 2021 alumni students (35%) have slightly higher success when compared with 2020 (34%) and 2019 alumni students (28%). However, it is thought that a decrease in this outcome can be expected in the forthcoming years due to the inability of the students to conduct experiments in a laboratory environment under pandemic conditions.

➢ In the outcome of the "ability to work in disciplinary and multi-disciplinary teams effectively; individual study ability", it has been determined that 2021 alumni students (49%) have approximately the same level of success with 2020 (46%) and 2019 alumni students (48%). Since multi-disciplinary team work is carried out within the scope of "XXX497 - xxx Engineering Design" courses organized by the deanship, submitting of the topic to the deanship has been decided.

➢ In the outcomes of the "Ability to communicate in Turkish orally and in written effectively, knowledge of at least one foreign language and the ability to write effective reports and understand written reports, to prepare design and production reports, to make effective presentations, to give and receive clear and understandable instructions, it has been determined that 2021 (44%) and 2020 alumni students (44%) were slightly more successful when compared with 2019 alumni students (40%). It is thought that this improvement is carried out due to the obligation to make a presentation brought within the scope of "Introduction to Civil Engineering" and "Civil Engineering Graduation Project" courses and is expected to continue to increase in the forthcoming years.

➢ In the outcome of "Awareness of the necessity of lifelong learning; ability to access information, follow developments in science and technology, and constantly renew themselves", it is seen that alumni students have a decreasing level of success every year. (2019- 87%, 2020- 61% and 2021- 55%). However, the number of alumni students with a score for this outcome is also increased. (2019-2, 2020-12 and 2021-16). It has been determined that the score of this outcome converges to its true value over time. Therefore, following up in the fortcoming years has been decided.

➢ In the outcome of "awareness of behaving in accordance with ethical principles, professional and ethical responsibility and information about standards used in engineering applications", 2021 alumni students (57%) are more successful when compared with 2020 (45%) and 2019 alumni students (40%). It is thought that the increase in the level of success is due to the "Civil Engineering Design" course added to the curriculum after the assessment made by MÜDEK.

➢ In the outcome of "Knowledge of business practices such as project management, risk management, and change management and awareness of entrepreneurship, innovation; information about sustainable development", 2021 alumni students (54%) are more successful when compared with 2020 (43%) and 2019 alumni students (37%). It is thought that the increase in the level of success is due to the "Civil Engineering Design" course added to the curriculum after the assessment made by MÜDEK.

➢ In the outcome "Information about the effects of engineering applications on health, environment and safety in universal and social dimensions and the problems of the age reflected in the field of engineering and awareness of the legal consequences of engineering solutions", 2021 alumni students (54%) are more successful when compared with 2020 (43%) and 2019 alumni students (37%). It is thought that the increase in the level of success is due to the "Civil Engineering Design" course added to the curriculum after the assessment made by MÜDEK.

✓ The learning outcomes and assessment methods appropriate to outcomes have been written by the academic member of the course to the syllabus in the syllabus of the faculty of education. Furthermore, the academic member responsible for the course conveys the syllabus containing the

course learning outcomes in the archive files of each course, one each copy of the exams in which learning outcomes are measured and the answer key, if any, student homework, one each copy of the project reports and student assessment results. In 2021, the course outcomes in the English Language Teaching program Novel Analysis course file, assessment of the learning outcomes and the process of correlating them with program output are enclosed in the course archive file.

Evidences regarding the genuine approaches and practices developed outside of the needs of organization as well as standard practices and legislation

✓ In terms of matching vocational school course outcomes with program outputs, the activities such as training and seminars that the departments plan to attend as well as the standart practices and legislation. In 2021, the participation to such events have been carried out as online to the Occupational Health and Safety program students due to Covid-19 pandemic.

✓ Among the genuine approaches and practices of the Faculty of Art, Design and Architecture, the experts in his/her field are invited in order to contribute to the courses by the departments via invitation. The experts invited in our online ongoing education program during the pandemic process have participated the students of the course in the digital platform. In 2021, the experts have shared their experiences on "Toy Design" at Design Initiative Peak Design Kids and experinces on "Museum Design" at the Design and Production Company Sergikur to the Design Management course carried out by Istanbul Okan University, Faculty of Art, Design and Architecture, Department of Industrial Design, Academic Member Aslıhan Yılmaz.

1.4. Course design based on student workload

ECTS course information packages (Including distance and hybrid education programs)

For the programs in our university, ECTS Information data entry is provided through the OIS system and the detailed information on the programs can be accessed online.

Evidences regarding that the workload credit of the student is defined for the professional practices, change programs, intership and projects

✓ The internship is compulsory in the curriculum of the departments of some of our faculties. The internship that the student makes in his/her education life both reinforces the knowledge obtained while studying and prepares the student for business life.

The internship applications are approved by the departments, the internship books delivered after completion of the internship are examined carefully and the approval status is informed to the student. The internships approved by the department are entered through OIS system and this information is

reflected to the student's transcript. The students of our faculty which was successful in the "Erasmus Language Exam" organized by our university participates in the exchange program within the framework of the Erasmus program in the universities which we have bilateral agreements of various European countries. The courses taken by the student abroad are reflected in the student's transcript. Execpt this, the students can graduate by working in the industry for one or two semesters and completing their thesis with COOP. In this case, the COOP courses are reflected their credits.

➢ The internship is compulsory in the curriculum of the Faculty of Art, Desing and Architecture departments. The internship that the student makes in his/her education life both reinforces the knowledge obtained while studying and prepares the student for business life. The internship applications are approved by the departments, the internship books delivered after completion of the internship are examined carefully and the approval status is informed to the student. The internships approved by the department are entered through OIS system and this information is reflected to the student's transcript. The students of our faculty who were successful in the "Erasmus Language Exam" organized by our university in 2021 participates in an exchange program within the framework of the Erasmus program in the universities with bilateral agreements in Poland, Italy, Portugal, Hungary and Germany.

➢ In the curriculum of all programs carried out in the Vocational School, the student workload credit expressed as ECTS value have been defined for the professional practices, change programs, intership and projects. In 2021, the student workload credit specified in the curriculum of the Occupational Health and Safety program have been enclosed in the annex that ECTS values were defined for the professional practices, change programs, internship and projects.

➢ In the curriculum of the Department of Gastronomy, two compulsory internships and an Intern Gastronomy course in the 4th year spring semester are available. The internship that the student makes in his/her education life both reinforces the knowledge obtained while studying and prepares the student for business life. The internship applications are approved by the departments, the internship books delivered after completion of the internship are examined carefully and the approval status is informed to the student. The internships approved by the department are entered through OIS system and this information is reflected to the student's transcript. The internship is also opened as 15 credits course in the spring semester. The student works at least 630 hours in the enterprise approved by the department, followed by its advisors and delivered at the end of the term by filling in the Internship book in accordance with the rules. An oral exam is made by evaluating the books by a committee consisting of department academic members.

- ✓ STJ 001 Internship 1 (60 days)

- ✓ STJ 002 Internship 2 (60 days)

- ✓ GST410 Intern Gastronomy (0-16-8) (4 months/630 hours)

✓ The internship agreements are made with the Ministry of Health and University Hospitals and education is supported for our students to observe and practice in the field during internship periods in health departments. Furthermore, out students make their internship in the pre-school education organizations and private education and rehabilitation centers. For this, the education is supported by making necessary correspondences with the organizations.

✓ In addition to standard practices and legislation; the opportunity to learn about different disciplines is provided to our students with "Interdisciplinary Seminar" course within the scope of *"*Career and Life Program*"*, the extracurricular contribution is also given in their field with the meetings such as conference and panel etc. With the "Entrepreneurship Practices" course, the interaction is carried out with people who were succeeded in different sectors.

✓ For departments accepted with special talent, the principles of the special talent exam have been created. (For example: principles of special talent exam for sports management)

✓ The participation of the student to each course opened in the Departments of Faculty of Applied Sciences is come into question. Ecpacially, they are very active in the applied courses. At the beginning of each semester, the content of the course, functioning and which the responsibility of the student will be during functioning, assessment criteria have been informed to the students through syllabuses.

In 2021, the contents of the courses that will be taught in every week for 14 weeks at the beginning of the semester for the online courses during the pandemic process and the responsibility of the students have been announced in O'learn platform.

Documents containing the defined processes regarding the transfer and recognition of workload based credits

"According to İstanbul Okan University directive on exemption and adaptation procedures (YG.OKN.067)", for the exemption procedures of the course/courses requested by the students coming to our departments in the manner that will include the students who make internal or inter-organizational transfers to their associate degree and undergraduate programs, the students who transfer from abroad higher education institutions recognized by the Council of Higher Education, the students who make external transfer, the students who take courses in special student status in the programs of higher education organizations or who study with Erasmus exchange programs, the exemption table is examined by the exemption board and submitted to the faculty deanship/institute,

conservatory, vocational school directorates in order to discuss in the relevant board of directors These exemption tables are conveyed to the deanship and directorates through EIMS and conveyed to the Student Affairs Directorate with the decision of the Board of Directors following the process.

Documents and Mechanisms Regarding Student Participation in Determining of Student Workload in Programs

We have created the ECTS workload determination survey that the opinions of the students are taken and their participation will be ensured in the determining of the student workload. We will start to take the analysis results in 2022-2023 academic year.

✓ The participation of the student to each course opened in the Departments of Faculty of Art, Design and Architecture is come into question. Especially in cases such as drawing, model, use of computer programs in our applied courses, the students are very active. At the beginning of each semester, the content of the course, functioning and which the responsibility of the student will be during functioning, assessment criteria have been informed to the students through syllabuses. (For example: Syllabus for ARCD 232 course)

Evidences regarding updating in line with the workload based feedbacks

✓ The program updates are made by the education commission at the end of each academic year in line with the stakeholder feedbacks of the Faculty of Medicine. In 2021-2022 academic year, MED103 Course Board have been assessed. Expanding of the course content has been decided. Since the course periods have been kept short in the pandemic period, the course videos could not be watched. In the later period, it has been decided that watching of the videos in the course will be beneficial. The free study hours in the changing periods are available in the committee and internship programs of ever phase and year of the education program. By making free study hours analysis for all committees at the end of each year, the committee programs are revised. In addition to this, a few days of study time is allocated for the students before the exam in order able to prepare their exams.

✓ The curriculums of the Faculty of Art, Design and Architecture departments are examined and accepted by the faculty board. The changes and additions are made to the curriculum as a result of the alteration and developments within the academic year.

1.5. Monitoring and updating of the programs
Period regarding the monitoring and updating of the programs (annually and at the end of the program period) principles, rules, indicators, plans and practices

Monthly/periodical board meetings containing the topics such as determination of the content of the

curriculum, the books to be taught in the course and the improvements related to the curriculum, etc. in line with the suggestions from the heads of the departments regarding the monitoring and updating of the programs are held with the participation of at least academic personnel. Updating of the programs are discussed in the education commission as a result of the feedbacks made in each academic year and submitted to the Senate by discussing in the faculty/vocational school board.

✓ While planning the programs of the integrated course committees in the first 3 years of Istanbul Okan University Faculty of Medicine, the functioning and course distribution of the previous year, face-to-face online courses, bir önceki yılki işleyiş ve ders dağılımı, yüz yüze-online dersler, practical-theoretical course rates and rankings, programs based on departmental opinions and student feedback are announced on the website. The change in the number of the students are monitored carefully every year, whether the students who want to break off the relations have impersonal problems or the problems that can be solved by the faculty are searched, thus, tried to gain students.

✓ The self assessments of the compulsory courses at least in the curriculums of the accrediated programs of the Faculty of Engineering and Natural Sciences are made periodically. This self-assessment covers the numerical results of the course outcomes and which improvements are suggested for the next year according to these results. The programs are followed up the course self-assessments and program outputs in accordance with the calendar determined by them and they assess the numerial results in their boards. The improvements are suggested in the light of the worst results obtained and concluded in order to apply in the next semester/year. Except this practice, the regular meetings are held with the Advisory Boards and the various suggestions are submitted in line with the achieving to the education objectives. Although some of these suggestions cover updating of the education objectives, generally consists of the improvements in order to achive the current goals. Accordingly, the changes from suggesting of the new compulsory and elective courses to progeam curriculums up to course content can be made.

✓ The programs of the Faculty of Education has been updated and planned suitabley in accordance with YÖK Teacher Training Undergraduate Programs Implementation Directive.

✓ The mechanisms for monitoring and updating of the program outputs are operated throughout Faculty of Applied Sciences Programs. For example, 8-semester academic program in the Pilotage Department are assessed on the semester basis and applied after the required update suggestions are approved. In the meantime, the content of the vocational courses is available in the Arpproved Education Organization Education Manual and approved by the Directorate General of Civil Aviation.

Examples of mechanisms established by the organization in order to update its programs in line with its mission, vision and objectives

• According to the decision taken about the curriculum in the letter (dated 08.03.2018 023121511-300); it has been decided to make major changes in the curriculum development studies at least once in every four years. If there are changes in the course-based and elective pools in the curriculum of the academic year, it has been decided that it should be informed to the Student Affairs Directorate. The curriculum charts of 2021-2022 academic year have been updated in accordance with decision taken.

• In 2021 and 2022, it has been decided that the deficient course contents in the ECTS information package will be informed by the quality commission representatives to the program supervisors of the faculties, vocational schools and conservatories they are affiliated with, the studies are followed up with the relevant status.

• As an example of the mechanism established to update the programs in line with the mission, vision and objectives of the organization in terms of monitoring and updating the program outputs, the survey status on the OIS is given. When looking at the survey status, the success related to the program our courses are followed up.

• The courses opened in each semester are monitored, discussed, assessed, compared periodically and systematically and the development in terms the quality education is continued. In 2021, the "Online Course Rubric" files are filled up for each course separately in line with the request from Learning, Practice and Research Center.

Systems that monitor whether program outputs are achieved or not (Information Management System)

Whether the program outputs have been achieved or not is monitored within the Student Affairs System (OİS) information package and assessed its results. The program changes issued by the faculty/vocational school board and approved by the senate program is updated by the ECTS coordinators by using the OİS ECTS tab and is reflected to the information package page simultaneously.

Practices in which stakeholders are informed about the improvements and changes made

✓ In 2021, the regular meetings are held with the program advisory boards of the Faculty of Engineering and Natural Sciences and the various suggestions are submitted in line with the achieving of the education objectives. Although some of these suggestions cover updating of the education objectives, generally consists of the improvements in order to achieve the current goals. Accordingly, the changes from suggesting of the new compulsory and elective courses to program curriculums up

to course content can be made. The improvements made in 2021 has been specified below.

✓ It has been specified that inadequacies of the students in presentation has been determined by the previous advisory boards, within this scope, the decision that all students who carry out the project will make a presentation in the program language has been implemented starting from the graduation projects in the 2020-2021 Spring semester.

✓ It has been stated that the students have carried out teamwork in different disciplines within the scope of the CE497-Civil Engineering Design course. The information regarding the ability to design and conduct experiments have been gained through some applications in the courses (for example, the calculation of the elasticity module of a balsa bar in Structural Analysis courses) has been shared. The information regarding to what extent did students achieve their outcomes, how the matrix embedded in the OIS system have been calculated and how this can be viewed on each course and program base has been shared.

✓ The information regarding the efficient work teams could not be established due to the graduation project of the architecture department comprised almost the entire period and its credit was much higher than the graduation project in our department, therefore this method has been tried, but failed has been shared.

✓ In addition to this, the information regarding the compulsory courses such as mathematics, physics, chemistry as well as some courses such as topography have been given by the different departments has been shared. Furthermore, the information regarding the academic member with hourly course fee (DSU) have been assigned for compulsory and/or elective courses periodically depending on the needs has been shared. In despite all, the information regarding the support of the management has been obtained for the expansion of the staff for the 2021-2022 academic year and we have 3 concrete candidates in different fields has been given. The information regarding putting of the Steel Cosntruction course as compulsory course instead of the elective course in the curriculum on the agenda of Curriculum Commission or Department Board has been shared (SD). The information regarding the information on ethical issues has been given within the scope of CE497 – Civil Engineering Design course, however, this was not sufficient in the previous period, therefore the decision for adding of the content related to ethical issues within the scope of CE101 – Introduction to Civil Engineering course has been taken and this decision has been started to implement in 2020-2021 Fall Semester has been shared. In this scope, it has been stated that information on basic rules such as proprieties, behaviour rules, correspondence rules as well as etique has been given.

✓ It has been stated that the Foundation Engineering course opened in our department has been given by himself/herself for two semesters and positive feedbacks have been received from the alumni students about the project carried out within the scope of this course.

✓ The information regarding insufficient information is given about the situations that an engineer who starts to work in the construction site will encounter, within this scope, it is necessary to have compulsory courses related to construction management or construction knowledge has been shared. The information regarding putting of the Constuction Maangement and/or construction course as compulsory course to the curriculum on the agenda of Curriculum Commission or Department Board has been shared.

✓ The information regarding the students has made presentation within the scope of CE101 – Introduction to Civil Engineering course, they will start to make presentations within the scope of CE498 – Civil Engineering Design course starting from 2020-2021 fall semester has been shared. However, it was stated that this issue will be discussed in the Department Board. (SD). The information regarding succeeding of the preparatory education at Istanbul Okan University is not a prerequisite for starting the first year, the information has been given to the university management on this subject in the previous semesters, but there was no change in the situation has been shared.

✓ The information regarding that it was not suitable to be taken by some students who have not taken some more basic courses (eg Theory of Structures) in some courses without prerequisite (for example, Computer Aided Structural Design), prerequisite application should be present has been shared. Within this scope, it has been stated that the course which has not been opened for a semester may be allowed to be taken from another university. The information regarding that the enrollment advisor has not allowed the students to take the courses without prerequisite before the students have taken more basic courses, however, this situation could not be completely prevented due to student request and insistences has been shared. The information regarding that in despite of the students have enrolled to such inappropriate courses, they have failed from these courses substantially has been given. The information regarding that in some exceptional cases (for example, obligations created by health conditions), the students have been allowed to take courses from different universities, however, the management has not leaned towards to this situation in other conditions (except for summer school), the course should be opened by our department has been shared.

✓ The thought regarding that there were very useful elective courses in the curriculum of the department has been shared. It has been stated that Computer Aided Structural Design, courses on earthquake engineering, courses on performance analysis and In-Situ Soil Testing were especially beneficial and the civil engineers who have just graduated from universities in Turkey did not know about programs such as SAP, ETABS, therefore these courses were very beneficial. It has been stated that it would be beneficial to add the Introduction to Programming course to the curriculum for first year students. Within this scope, it has been suggested that Python can be taught as in ITU. It was stated that it would be beneficial to add an elective course on marine structures or coastal and port

structures to the curriculum. The information regarding that the introduction to computing was available in the curriculum, however it has been removed from the curriculum by a curriculum update ten years ago. The information regarding theputting of adding this course as a compulsory course and an elective course on marine structures or coastal and port structures to the curriculum on the agenga of the Curriculum Commission or Department Board has been shared.

• In the English preparatory program of the Faculty of Medicine, "Medical English" course given by Faculty of Medicine academic members in the Spring Semester since 2015-2016 is further strengthened with the Pearson MyLab, "Medical Terminology" course Added to the O'Learn/Blackboard system as of 2019-2020 academic year fall semester.

• The assessments are made on a semester basis with the Academic Board Meetings of our Faculty of Art, Design and Architecture, necessary determinations are made by performing self-assessment, the deficiencies are determined. The curriculums of our faculty programs are improved when required. By considering the curriculum and program updates of the 2020-2021 Academic Year education plan of the Faculty of Art, Design and Architecture, it has been decided to open 2 GIT 110 Research Methods courses.

Feedback regarding whether the program has achieved its objectives or not

The studies made on the subject of ""*Disseminating of the practices guarantying the commitments of the programs regarding the education objectives and learning outcomes of the accredited units in all academic units and the development of different course assessment methods"* specified in the suggestions made in İstanbul Okan University Corporate Feedback Report (**KGBR2017**);

• In 2019, the Foreign Languages Coordinatorship and Preparatory Program have been acrediated by Pearson Assured. The preparatory programs within the body of our Foreign Languages Coordinatorship and other English Education Programs have been guaranteed by Pearson Assured quality assurance.

• In English preparatory program of the Faculty of Medicine; the "Medical English" course provided by the Faculty of Medicine academic members in the Spring Semester since 2015-2016 has been further strengthened with the Pearson MyLab, 'Medical Terminology' course added to the O'Learn/Blackboard system as of the fall semester of the 2019-2020 academic year.

Again, "Latin Medical Terminology" courses have been added to the education program of the Faculty of Medicine, 2021-2022 1ˢᵗ spring semester, based on the feedback of the students (as they stated that they have felt incomplete in Latin Terminology).

✓ Our university, which has passed the Pearson quality audit successfully has become the first

Turkish university authorized to issue a Pearson-approved International Certificate (HNC - High National Certificate) and International Diploma (HND - High National Diploma). In 2021, the authority to issue HND certificate for bachelor of business administration has been obtained. The application process is continued in 7 programs, the accreditation approval process will be the completed in 2022.

✓ According to the senate decision dated 17.03.2021 and No. 5; our university has entitled to award Pearson-approved and British-origin International Certificates (HNC-High National Certificate) and International Diplomas (HND-High National Diploma) by passing the quality audit of Pearson. HND diploma certificate will be given to students who request it together with their undergraduate diplomas in certain programs. Our alumni students will entitle to receive their second diploma by studying for one year more in one of the universities that accept HND (England, Italy, Canada, USA, etc.). The students who request HND or HNC should be entitled to receive a graduation diploma from Istanbul Okan University. A student who has not graduated from our university cannot get an HND or HNC. In this context, it was unanimously decided to add "the requirement to graduate from our university" as a condition for our university students in order to obtain HND and HNC documents.

• In 2019, the Foreign Languages Coordinatorship and Preparatory Program have been acrediated by Pearson Assured. The preparatory programs within the body of our Foreign Languages Coordinatorship and other English Education Programs have been guaranteed by Pearson Assured quality assurance. The Pearson Assured certificate has been renewed on 11.05.2021.

• It was unanimously decided to accept the application for accreditation of the Faculty of Medicine to TEPDAD (Association for Evaluation and Accreditation of Medical Education Programs) with the senate decision dated 11.12.2020 and No. 31 since TEPDAD is a quality agency recognized by the Higher Education Quality Board and the World Medical Education Federation and carries out Medical Education Accreditation studies on a national and international scale. The accreditation application made to the association for Evaluation and Accreditation of Medical Education Programs (TEPDAD) within the scope of the "English undergraduate medical education program" has been approved on 23.03.2021. The study for preparing self-assessment report for the accreditation process has been started. We have aspects required to be strengthened, such as increasing of the number of academic and administrative personnel working for the accreditation process, and increasing of the communication between clinical departments and basic medicine departments.

• The English department of Art, Design and Architecture has been applied to MİAK on 31st of March 2017. In the light of the Organization visit dated 2-4 October 2018, the self-assessment report is enclosed as a result of visits made by MİAK team.

Completion of the deficiencies specified in the MİAK self-assessment report and the studies of the

Architecture Department in order to improve the process are among the goals of the faculty.

1.6. Management of education and training processes

Organizational structuring and work flow charts related to the management of education-training processes

The organizational structuring regarding the education and training processes in Istanbul Okan University consists of the senate, university board of directors, academic unit boards and academic management boards, foreign languages coordinatorship, research and project development coordinator, training centers, application and research centers.

Senate; consists of vice-chancellors, deans and academic member from each faculty to be elected for three years by the faculty boards and the directors of institute and vocational school affiliated to the rectorate under the chairmanship of the rector.

University Board of Directors: consists of deans, three professors to be elected by the Senate for four years in order to represent different education units and fields affiliated to the university under the chairmanship of the rector.

Academic Unit Board of Directors; consists of faculty board of directors for faculties, vocational school board of directors for vocational schools, institute board of directors for postgraduate education institute.

Academic Unit boards; consists of faculty board, vocational school board, conservatory board and institute board.

Faculty Organ; consists of dean, vice-deans.

*Faculty Board***:** consists of heads of departments affiliated to the faculty and if any, from the directors of institutes and vocational school directors affiliated to the faculty and three academic members to be elected by the professors in the faculty from among themselves and two academic member to be elected by the associate professors from among themselves under the chairmanship of the dean. Determining of education-training activities and principles related to these activities, schedules of plan, program and education-training and electing of the member to the faculty board are among its duties.

Faculty Board of Directors: consists of three professors, two associate professors and a doctor academic member to be elected by the faculty board for three years under the chairmanship of the dean. Ensuring of implementation of the education-trainign, plan and programs and schedules, admission of the students, course adaptation and dismissal and deciding on the education-training and exams operations are among its duties.

Vocational School Organ; consists of vocational school director, vocational school board and vocational school board of directors.

Vocational School Board of Directors; consists of vice-directors and three academic members to be elected by the vocational school board for three years among the six candidates nominated by the director under the chairmanship of the director.

Vocational School Board; consists of vice-directors and the heads of the departments constituting the school under the chairmanship of the director.

Institute Organ; consists of institute director, institure board and institute board of directors.

Institute Board of Directors; consists of vice directors, three academic members to be elected for three years by the institute board among six candidates nominated by the director under the chairmanship of the director.

Institute Board; consists of vice-directors and heads of the departments constituting of the institute under the chairmanship of the director.

Academic Unit Boards; he academic boards in İstanbul Okan University is managed in the relevant academic unit in accordance with the higher education legislation No. 2547. In academic board meetings, the topics such as education-training schedule, adaptations, head of department elections, determinations of department names, opening of new program/department, election of board of directors members, courses and practices to be included according to the semesters, their weekly hours and total number of hours, whether they are compulsory or elective, internships, sub-branch /double major are discussed. The heads of Departments / Heads of Art Departments inform to the relevant academic unit management by filling the education-training schedule, course adaptations. They are sent to the rectorate through EIMS with the approval of the relevant unit management. After obtaining the Education Commission approval, they are submitted to the senate for approval. After approving by the senate, the student affairs enters the information in the relevant form to the student affairs automation.

Principles, rules, schedules regarding the management of education assessment and evaluation processes

In order to manage education and training assessment and evaluation processes holistically,; İstanbul Okan University Associate Degree and Undergraduate Education-Training and Exam Regulation (YT.OKN.001), Postgraduate Education-Training and Exam Regulation (YT.OKN.017), Learning Practice and Research Center Regulation (YT.OKN.027), O'learn online Exam Directive (YG.OKN.054), Education-Training Procedure (PR.EOG.001), Education-Training Design Services Design Procedure (PR.EOG.002), relevant work flow charts have been created.

İstanbul Okan University Associate Degree and Undergraduate Education-Training and Exam Regulation (YT.OKN.001)

According to Article 22;

Academic Schedule

(1) The academic schedule covers the dates of enrollment, courses, exams and similar activities for the Academic Year. It is prepared by the Rectorate by taking the opinions of the academic units in accordance with the principles specified in the second paragraph and put into practice with the approval of the senate.

(2) While preparing the academic schedule, the following points are taken into consideration:

a) The Academic Year is planned as two semesters, fall and spring, according to the needs and characteristics of the units. However, if necessary, the annual courses can be opened.

b) One education semester is at least fourteen weeks except enrollment and exam periods.

c) In addition to the fall and spring semesters, the summer semester can be opened.

The academic schedule put into practice with the approval of the Senate is informed to all employees and shared with all stakeholders on the website.

İstanbul Okan University Associate Degree and Undergraduate Education-Training and Exam Regulation (YT.OKN.001)

According to Article 33;

Exams and assessment;

(1) The academic member of each course or education-training study, informs weights of exams, homework, practices and other studies that students are responsible for in the semester grade at the beginning of the semester to the students in the written/electronic environments. In the assessment of the student final grade, the level of success in the studies of that course, the grade point average (GPA) of the exams during the semester/year and studies and are assessed together with the grade of the semester / year-end final exam. In the critical practices, the assessment report and participation status from the relevant clinic are also taken into account. The weight of the exams during the semester/year and other studies in the final grade cannot be less than 40% and more than 70%. If the relevant academic member deems appropriate, homework, laboratory and similar course-related studies and short term exams can be assessed separately or as a single midterm exam. However, only one midterm exam is made in a semester, this weight can be maximum 40%. The mid-term/year-end final exams are the exams following the normal education program and made within the exam period in the academic schedule. The mid-term/year end exam is made for all courses except for the courses that the relevant board of directors deems unnecessary as required by its nature, such as project, clinical practice and laboratory courses.

(2) The resit exams are not made in faculties/conservatory/vocational schools, except for faculties providing annual education-training. The resit exam is made to the students who have failed at year-

end final exams for the courses which they have failed in the faculties providing annual education after the year-end final exam. The students who do not meet the requirements to enter the year-end final exam cannot enter the resit exams. The grade received from the resit exam prevails the year-end final exam grade in the calculation of the final grade.

(3) The students who fail in applied courses such as laboratory, practice, workshop, project, clinical practice and graduation projects that do not require a year-end final exam cannot benefit from the resit exam right.

(4) The students of the faculty that provide annual education can only enter resit exam of the courses that they have enrolled in the relevant year.

(5) The resit exams are not made for additional exams and single course exams.

(6) The make-up exam of the resit exam is not made. The make up exam is not made.

(7) The exams of the students who enter the exam on the days they are excused are considered invalid.

(8) In necessary cases, the exams can also be made on Saturday and Sunday.

(9) The effect of unattended assessment and evaluation activities on overall success in programs provided by distance education method, is determined by the decision of the relevant unit board so as not to be more than 20%.

(10) The exam papers are kept at the relevant faculty dean's office/vocational school/conservatory directorate for five years as of the date of the exam and destroyed at the end of the fifth year.

According to Article 6 of İstanbul Okan University O'learn Online Exam Directive (YG.OKN.054);

Exam Applications (Midterm, Final)

(1) The midterm exams are made as online through the learning management system of the O'learn system. A certain period is given for each exam and the exam is expected to be completed within this period. These periods may vary for each exam. Instead of the midterm exam, an online homework/project can be given in the manner that will be compatible with the curriculum of the course, with the decision of the "Advisor".

(2) In the final exams, the face-to-face exams are made for each course at the end of the semester under the supervision of exam observor. These exams are made simultaneously at the centers to be announced in advance. The final exams can be in the form of multiple choice tests or classical exams.

Information management system

- The information management system used in our university is EIMS (Electronic Information Management System). The internal and external correspondences are made through EIM. The student applications are processed into the EIMS system and the document with barcode is created. Immediately after, the document is conveyed to the relevant department and the process is started.

Furthermore, it is conveyed from Deanship to the Faculty Board, Faculty Board of Directores, Disciplinary Board and Rectorate through EIMS. The documents from the rectorate are answered through EIMS with the same method.

- The Student Affairs Automation System (OIS) can be given as an example of the systems that monitor whether the program and course learning outcomes are achieved in terms of monitoring and updating the program outputs. The exam marks of the students are processed to the OİS system by the academic member and can be viewed by the students.

- Learning Practice and Management System; the distance education process brings differences along in the assessment and evaluation approach, as in the teaching method. In this process, the organization should develop flexibility towards performance assessment, student products and portfolios spreading over time, in addition to outcome assessment in parallel with student-centered teaching methods. It should be emphasized that students can take distance exams at their own time, student products and monitoring them with a developmental course. The performance assessment The student products are monitored from the plagiarism measurement program. The assessment and evaluation metrics are determined and implemented in types such as exam, homework, project, quiz, portfolio, simulation etc. The course and student based assessments are followed up as specific to the topics of determining of program outcomes, identifying of student outcomes, monitoring student performance and evaluating of course performance with the defined accreditation metrics. The student performance is monitored through the Student Tracking Center. It is ensured to take precautions against possible risks by visualizing the student commitment and participation to the course with an alarm structure with the default rules and the rules created by the academic member. The Student Tracking Center can be able to contact with the students with difficulties and supports in order to take immediate action for improvement. For each course, the feedback mechanisms are implemented by the academic member on a monthly basis and by communicating with the student.

Evidences regarding the monitoring and improvement in the management of education and management processes

- The education and management processes are audited with an internal audit once a year in accordance with the Internal Audit Procedure (PR.ICD.001). In 2021, the internal audit has been carried out in the manner that would include the education-training processes of three campus between 10.05-12.05.2021. The monitoring of the education-training processes are followed up in the corrective action list and improvement plan after the audit.

➢ In order to determine the level of TYYÇ compliance of the education provided through distance education, the Hybrid education model spring semester Online Hybrid Education Model has been

started.

➢ The gallery-like screen is arranged in the O'learn visual classes.

➢ O'learn Learning Management System is offered in 7 different languages.

➢ The sustainability of technology development standards and technologies used for educational purposes, organizing of the formation of skill sets of new technologies in students and academic member staff and continuous improvement of the technologies used in order to meet the needs are provided. At the beginning of the student's interaction with the asynchronous/synchronous/hybrid courses with the directives, the suggestion decisions are taken in order to reach the general information presented by the course.

➢ Multiple communication channels used in the consultancy system that allows students to reach their consultants easily are available. We can count message system on OIS and O'Learn/Blackboard system, mail environment, office hour application or WhatsApp groups among the methods. By using the message system on the OIS and O'Learn/Blackboard system, bilateral and multiple communication, the access to the student, course groups and class groups is provided by bulk message.

➢ In 2021, PR.EOG.003 Student Discipline Procedure has been updated and recorded to the common area.

➢ In 2021, the adaptation table (FR.OGR.201) (Turkish and English) has been updated and recorded to the common area.

2. Execution of Programs (Student-Centered Learning, Teaching and Assessment)

2.1. Teaching methods and techniques

Existence of student-centered teaching methods in course information packages

In the course information packages, including of the methods that make the student active and interactive learning-oriented methods have been specified in the examples below.

• The approaches that aim to practice and learn are included. Faculty of Art, Design and Architecture Department of Architecture MİMB402 Diploma Project and Thesis course.

• In the Vocational School programs, realizing of the active learning by focusing on student-centered teaching is aimed. For example: the approaches aimed to active learning and practice in the Flight Operations Management program are seen in the course information packages.

• Many vocational courses are provided practically in the Faculty of Applied Sciences. In our gastronomy department, most of the vocational courses are provided in kitchens supported by industrial equipment. For example: Gastronomy and Culinary Arts program, the practice and active learning is aimed in GST207 Culinary Techniques 2 course.

- The courses in software, data science, system and network management in the Information Systems and Technologies department are provided practically in computer laboratories. For example: the practice and active learning is aimed in the BST152 Information Practices in Information Systems and Technologies program.

- Many sports-oriented courses in our Sports Management department are provided in our sports hall or in the sports activity areas of our university practically. For example: the practice and active learning is aimed in the SYON002 Fitness course.

- The flight courses in our pilotage department are provided practically through AFA flight school, also B-737NG simulator is used in Hasanpaşa campus in order to increase the skills of the students of the Pilotage Department towards their profession. The academic members who perform duty in the 2nd, 3rd and 4th grade theoretical and practical vocational courses in the Pilotage Department program should have theoretical Knowledge Academic member and Flight Academic member authorities within the legal processes determined by the Directorate General of Civil Aviation.

- Faculty of Health Sciences Nursing program theoretical education is provided in the class as face to face and interactively and some courses are provide as online. The practical training is provided in the Simulation Center, Okan Hospital and hospitals affiliated to the Ministry of Health by communicating with patients one-on-one. The courses given to the nursing department students such as Basic Principles and Practices in Nursing, Internal Diseases Nursing, Surgical Diseases Nursing, Gynecology Nursing and Pediatric Nursing are provided as interactive.

- The program outputs and course outcomes of the Faculty of Engineering and Natural Sciences are defined and correlated by our departments in line with the requirements of MÜDEK accreditation.
For this purpose, ETCS information package tab on the OIS is used OİS.

- The Faculty of Engineering ensures that the alumni students takes part in a realistic product design from the first year by working on the industrial projects and have easier job opportunities by being ready for the industry as master a strong and up-to-date engineering knowledge and advanced design methods with COOP program of the university as well as Project-Oriented Innovative Engineering Research and Education System (PROMES) and has a course design plan for interactive, research and reflection skills.

Principles and mechanisms related to the development of teaching materials and teaching methods specific to distance education

The assessment and evaluation of the student success in the distance/hybrid education is carried out in accordance with "İstanbul Okan University Learning Practice and Research Center Directive"

(YG.OKN.066) and "Principles and Procedures of Distance Education in Higher Education Organizations". The metrics of the assessment and evaluation activities related to distance education programs and courses given through distance education are determined and implemented as face-to-face or attended or unattended in the electronic environment in accordance with the curriculum (exam, homework, project, quiz, simulation etc.) program approved in the senate of our university. The effect of evaluations spread throughout the process such as performance, project, homework, thesis and unattended assessment and evaluation activities on overall success cannot be more than 40%. The procedures related to assessment and evaluation of courses in the curriculum of distance education programs are announced before the preference phase for newly enrolled students.

Among the practices made in the learning management system; in 2021, being more interested of the student and involving to the course have been ensured by the Faculty of Engineering by using the discussion board, virtual classroom, mashup, etc. in online courses.

Defined processes and practices related to active and interactive teaching methods

The priority and interactive methods such as recitation, question-answer, discussion, exercise and practice, demonstration, study group, brainstorming, case study, laboratory/workshop/field practice, problem solving, project-based learning, etc. are used commonly in our university. The studies on determining the ECTS credit values of the courses in the programs are carried out in accordance with Associate Degree and Udnergraduate education-training and exam regulation (Article 28-credit and course load) and Postgraduate education-training and exam regulation. The methods of assessment and evaluation of the success at courses in our university are made according to the criteria aimed in the course information packages of each program. Most of the academic units investigate whether the educational objectives and learning outcomes of the programs have been achieved or not and guarantees the project, homework, seminar, proficiency exam, course assessment surveys etc. Furthermore, the feedbacks regarding all courses are received from the students through the Student Affairs Directorate Student Affairs Automation System (OIS) and the improvement studies have been started to make in line with feedbacks (assessment and evaluation, achieving of course objectives and outcomes, teaching methods used etc.).

Practices ragarding active and interactive methods

✓ **Learning and Teaching Center:** O'learn platform carried out in our Learning Application and Research Center within the system that provides active and interactive student participation in our university is available.

✓ In some units of our university, for example of the Faculty of Medicine, the theoretical

education is provided in the form of formal and distance education. The formal education is provided as face to face or interactively in the classes, the distance education is provided as synchronously or asynchronously. The practical education is provided in the laboratories of the Faculty of Medicine, the simulation center and Okan Hospital by communicating with patients one-by-one.

In the courses in the Istanbul Okan University Faculty of Medicine education program, the student participation is enabled, the students within the scope of the program encounter the clinical practices in the early period with simulation education and clinical skills courses. The clinical simulation center has offered significant opportunities in this regard. In terms of education types, some courses have been planned as online in Semesters 1, 2-3 integrated programs due to the Covid Pandemic, in the planning of these courses, the attention has been paid to ensure that the learning level for the student was at the optimum level as well as taking into account the limits determined by the Council of Higher Education and the University Management. The online courses has been planned in the manner that would not exceed 40% of the program and has been tried to give online courses that can be learned easily or were beneficial for the student to repeat. The applied education which is reinforcing in the learning of students is provided completely face-to-face, however, groups are being diluted and taken into account by the ongoing pandemic condition and some practices are made by combining the content and flow of the subjects. Before and during the internship period, the practices made in the Clinical Simulation Center is complementary and developer in terms of clinical skills and medical practices. In the internship period, our students encounter patients in many branches and diversity and the high level of student-academic member communication increases the motivation of the students.

In addition to the education they receive in our university hospital, having the opportunity to get internships in the leading hospitals in Istanbul, meeting of with different health services and sharing these experiences with their peers and next classes motivate them to start their practice in medicine and supports their professional education in terms of providing a start to the practice of medicine.

✓ In 2021, Faculty of Art, Design and Architecture departments follow up-to-date and innovative exhibitions and organize activities that will reinforce the course content such as exhibition participation, visits and trips within the scope of semester courses. As example to the practice, a trip to Sakıp Sabancı Museum has been organized with the students within the scope of the courses coded SKY205 and SKY207.

✓ Various teaching methods and techniques used within the scope of each course has been defined separately for each course in the OIS system. In 2020, a course design plan for active, interactive, research and reflection skills is presented in the English Language Teaching program Novel Analysis course file. In English Language Teaching program Novel Analysis course file, the course assessment methods including alternative assessment methods and techniques that can be differentiated according

to student characteristics and aim at meaningful learning are available.

Practices encouraging the interdisciplinary study

"The existence of undergraduate and postgraduate programs in our university that meet interdisciplinary and sectoral requests" specified in our strengths of İstanbul Okan University Corporate Feedback Report (**KGBR2017**) among the practices encouraging interdisciplinary study;

- ✓ Career and Life Program
- ✓ Workplace Applied Education (O'COOP)

- **Branded Courses;** a common course with industry-leading companies, institutions and organizations based on combining theory and practice within the scope of the course. It is carried out with the participation of the academic member of the course and business world professionals by taking the industry-leading company and institution and organizations methodology and best practices examples. Thus, while enabling companies to adapt their manager training programs to the undergraduate level, our students are encouraged to collaborate with the sector. With the branded course model, receiving of the applied oriented education as well as therotical throughtout their undergraduate education is ensured.

- The students receive education on various subjects from our academic members as well as the standard practices and legislation within the scope of Turkish Medical Students Association (TurkMSIC) events and then transfers this knowledge to its environment through internal and external campus activities (in cooperation with local governments and non-governmental organizations).

- The education related to the scientific research is given to our students and ensured that they learn research planning and presentation techniques and apply this knowledge within the organization and with the student congresses they attend. Our students have the opportunity to compile information on various subjects in the field of medicine and publish their studies with the "Okan's Anatomy" magazine which is published once a year.

Practices related to student-centered learning-teaching approach in the content of the training for trainers program

The studies made on the subject of "*Benefiting of the academic members from training of the trainers programs on changing teaching methods and pedagogy*" specified in line with the suggestions made in İstanbul Okan University Corporate Feedback Report (**KGBR2017**);

✓ The training of the trainers is performed within the framework of "Learning Management System use training" within the center. The educations are provided face to face and/or online repetitive manner.

Panopto on-the-job trainings, O'Learn on-the-job trainings, (ETK, Academician) has been organized. 6 Learning Management System process assessment meetings have been held with Blackboard. The Badge Certificate use training has been given to the Career Center.

In 2022, Free certified course training program has been started from Coursera. The training has been given to 1052 users.

✓ The training for trainers program planned in order to increase education-training quality throughout our university has been taught as 8 courses with participator academic members from each faculty by planning as face-to-face and online courses in the fall semester of 2021-22. The program is planned to continue in the 2021-22 spring semester.

✓ In 2021, the training for trainers is coordinated by the Faculty of Education. The hybrid functioning support is provided to the education with Learning Center Learning Management System. The Learning Center organizes hybrid (online + face-to-face) trainings for the use of digital learning platforms in every academic year.

2.2. Assessment and evaluation
Practice examples in programs

✓ In accordance with the "Education-Training and Exam Regulations" of Istanbul Okan University Faculty of Medicine; theoretical and practical course board exams, final and make-up exams are made in the 1st Semester, 2nd Semester and 3rd Semester. In 4th Semester and 5th Semester, the assessment is made with practical and theoretical exams at the end of the internship (Annex 2). In terms of exam security, it is ensured that the students are placed in the exam appropriately, the number of observors is sufficient, and the theoretical exam papers are arranged in groups (A, B, etc.).

✓ In the Faculty of Art, Design and Architecture Applied courses, our students have been directed to study in the form of active learning on the online platform. The Visual Communication Design Department students have prepared short films that they shoot and edited by themselves at the end of video art. In Multimedia Workshop being another online course, they have transformed a movie or a short video into an animation video with genuine illustrations. At the end of the semester, the students have published their studies through YouTube application.

Examples of exams used in formal/distance/hybrid courses (regarding the different measurement tools included in the programs)

• In the distance education period of the Faculty of Medicine, the courses and exams have been made through O'learn Blackboard system. The exam security has been audited by the system centrally. In the online exams maded during the pandemic period, the student entrances to the exam and access

times in the exam have been followed up by the coordinators, as a result of this follow up, the students who experience problems such as break etc. have been determined. After the online exams, the exam analyzes have also been made; thus the success and learning levels have been determined. As of the beginning of the 2021-2022 academic year, all our exams have been planned and implemented as face to face. The structured practice exams, structured oral exams and final committee theoretical exams that they can freely express themselves and their knowledge are made to the students.

- In the courses ongoing through Art, Design and Architecture O'learn system, Different assessment criteria has been used. Written Exam, test, homework and project dedlivery etc.

- The necessary information regarding assessment and evaluation criteria such as exams and homework for each course of the distance and hybrid education processes of the vocational school has been defined in the OIS system by the academic member of the relevant course by taking into account the regulation. For example: assessment and evaluation criteria for the Formal and Distance Education programs of the Personal Protective Equipment course have been added to the evidences.

Principles and rules regarding the assessment and evaluation system (Including distance and hybrid education processes)

In accordance with the Associate Degreee and Undergraduate Education and Exam Regulations and the Postgraduate Education and Exam Regulations; multiple components such as laboratory, class participation, midterm exam, final exam, written homework, reading homework, quiz, project and presentation can be used in order to assess and evaluate success in classes. Which components are used in which weight in the assessment and evaluation of success for each course is specified in the syllabus that the course is included in the semester curriculum. In accordance to the relevant articles of our regulations, the arrangements have been made on the Student Automation System and all assessments are made through this system.

In syllabus, the information regarding which course assessment components measure course learning outcomes is also included.

Distance/hybrid assessment and evaluation system in our university; is carried out in accordance with İstanbul Okan University Learning Practice and Research Center Directive" (YG.OKN.066) and "İstanbul Okan University O'learn Online Exam Directive" (YG.OKN.054). The assessment and evaluation system is be fictionalised on the basis of security and privacy principles throughout our university. Receiving a "word of honor" written statement from the student sets an example for the practice in order to ensure the validity and reliability of the distance/hybrid assessment and evaluation. İstanbul Okan University has also ensured browser locking and the use of exam monitoring tools as an

optional in online visa/final practices. The Learning Practice and Research Center carries out the duties and responsibilities of the online exam center. The different homework/project/case study/exam practices have been carried out with the in-branch student grouping method. The alternatives such as application of a separate exam question for each student in the branch and application of the exams with the 'take home' method in a limited time, exam/course/project etc. alternatives such as evaluating documents by passing them through the plagiarism measurement tool have been preferred by our academic members. The project/thesis presentations and proficiency oral/written exams have been carried out online and recorded within the institutes. The assessment and evaluation methods in online programs and courses is fictionalized in the manner spreading to the process, not only mid-term/final exams. In the programs and courses carried out as online, the final can be made as formal/online.

Information management system
The announcements about online courses and exams and necessary information is made through https://olearn.okan.edu.tr.

Mechanisms for special types of assessment, such as disadvantaged groups and online exams
✓   In the pandemic process, the exams have been made through O'learn system. In theoretical courses, the assessment and evaluation mechanisms such as test, exam, delivery etc. have been used. Furthermore, the presentation could be completed by using the visual class feature. In 2020, the hybrid learning model application and relevant learning model applications have been made for students who were disabled and could not continue formal education due to health problems in accordance with the decision taken in the senate dated 13.05.2020 and No. 15.

In 2021, the decisions taken in the senate dated 13.05.2020 and No. 15 have been applied. It has been unanimously decided that the hybrid learning model should be implemented and the relevant learning model should be carried out as follows for students who were disabled and could not continue formal education due to health problems.

➢ Establishment of disabled person support unit (academic/pedagogic support),
➢ Allocating extra time in the virtual classroom / tutorial support,
➢ Online office hour applications of academic members for those who did not attend face-to-face classes,
➢ Giving extra time for homework/quiz/project/exam practices (person/group based exam time application),
➢ Grouping of students among themselves, also, increasing communication with other students

in the branch,

➢ Creating of alternative assignments by the academic members,

➢ Videos, text-to-speech applications, audio recording and evaluation for those with visual disability,

➢ Voice-to-text applications, additional OCR applications for those with auditory disability (optical character recognition),

➢ Those with learning disability;

✓ For dyslexia (reading disability); oral/written assessment, written materials with specific fonts,

✓ For dysgraphia (writing disability); audio materials, printable materials, wide-rule paper, infographics,

✓ For Dyscalculia (disability with numbers-formulas); games, physical objects.

Exam security mechanisms

In 2021, the exams of the courses carried out as online have been made through O'learn during the pandemic process. We can list the exam security mechanisms related to distance/hybrid assessment and evaluation processes as follows;

✓ Based on the principle of "transparency and auditability" in the exams to be made in digital environments, Exam security measures are applied to the extent permitted by the Learning Management System or the digital environments where the exam is made and the legislation. The "word of honour" written statement is taken from the student. In cases where the student acts against the rules, he/she is informed that he/she will take zero from the exam and an investigation is opened in accordance with the Student Disciplinary Regulations.

✓ Exam time limitation

✓ Presenting of separate question sets to each student from the question pool.

✓ Ensuring of the questions come to the screens one by one.

✓ Irreversible submission of questions.

✓ Use of plagiarism measurement program in exams made in the form of Project/Homework.

✓ Video oral exams with virtual classroom tool.

✓ Exam entry application with password in exams.

✓ Presenting of question sets by creating user groups in exams.

✓ Presenting of the questions by changing their numerical values.

✓ For problems such as disconnection and power cut during exams in online programs and courses, it is decided by the academic member of the course whether the student will take the make-up

exam or not.

✓   When it is determined that the students use communication tools such as mobile phone etc. during the exam or the student enter into exam from a different IP address (except school) in face to face exams, the exams of the students who do not have a signature in the classroom signature list control will be deemed invalid. Furthermore, the exams of the students who are not in mobile device list, however enter into the exam from mobile device, will be deemed invalid. In order to prevent access from outside of the campus in online face-to-face exams, the IP range is determined and defined for the exams.

✓   In case of technical problems experienced as a result of log analysis in the O'learn platform, the exam of the student is deemed as valid and exam assessment application is made.

✓   The objection period for online or face-to-face exams is assessed as 3 business days after the exam day. The objections outside of the specified process are not accepted.

✓   For the students who will enter into the exam with a mobile device are informed that they need to download the mobile application and enter the mobile application organization code (5D0PZU).

✓   The permits are taken from the students who would like to enter into the exam with his/her own mobile device within the scope of Personal Data Protection Law No. 6698.

In terms of Faculty of Medicine exam security, it is ensured that the students are placed in the exam appropriately, the number of observors is sufficient, and the theoretical exam papers are arranged in groups (A, B, etc.). After the exam, if the students apply within the objection period, the exam paper is reassessed and the students who want to have the opportunity to examine their papers are provided with the appointment system. In the forthcoming period, subjecting all questions to technical analysis by the class coordinator boards / Assessment and Evaluation Board is planned.

The exams of the online courses has been carried out through O'learn/Blackboard. The exam schedule has been announced to the students through the relevant channels and the OIS system.

Generally, the exams are carried out as delivery, test and exam. The students enters to the courses carried out through O'learn with their student numbers and passwords. At the end of the semesters, the the documents such as courses, exams and deliveries are kept by archiving.

Evidences regarding the improvement based on monitoring and stakeholder participation

• The assessment and evaluation is carried out through OIS in accordance with the syllabus announced to the students at the beginning of the course. The exam questions have been prepared according to the determined course outcomes and also the numerical assessment has been made through OIS according to the same course outcomes.

- In the forthcoming period of 2022 at the Faculty of Medicine, subjecting all questions to technical analysis by the class coordinator boards / Assessment and Evaluation Board is planned.

- An "online course assessment table" has been created within the learning management system. The application has been started with the fall semester of the 2020-2021 Academic Year. The goal/performance monitoring is made through course and user-based assesment analytics. All activities of the students in the online platform are monitored with the student tracking mechanism and the applications that increase/support learning outcomes, program outcomes and individual competencies are carried out with the feedback mechanisms. The performance indicators in the learning management system, consists of reporting the average course/user based metric analysis of the data. The performance indicators on the student side within the learning management system is measured with rule-based metrics defined by the academic member in the class. (For example, it is defined as "warn" students who watch the course below 50%.) The performance indicators are not standard and renewed according to its own internal dynamics of each period.

- The objective performance is followed up in the determining of program outcomes, determining of student outcomes, monitoring of student performance and assessing of course performance course and student-based assessments defined accreditation metrics within the Learning Management System. In order to provide individual assessment, the feedback mechanisms regarding the measures that students should take in order to improve their successful/open to development/unsuccessful. The performance assessment practices spreading throughout the process are carried out. When the student document submissions are preferred it is assessed by passing from the adaptation measurement program. The written/verbal feedback is provided to the student through the document, according to the plagiarism measurement result by using the numerical criteria of the plagiarism measurement program in O'Learn. The course and student-based assessment module program is used in order to determine outcomes, determine learning outcomes, to monitor student performance and to assess the course performance.

- The participation of the student is encouraged with the course dramatization dynamics by using the "Successes" module in O'Learn. For dramatization, point-badge-leadership mechanisms have been fictionalized within the framework of the learning design of the course, the badge and/or certificate identification can be made for those who fulfill the rules.

The measurements are made automatically within the framework of the competencies determined for dramatization mechanisms. It can be ensured that the results are included in the course assessment-evaluation criteria.

Evidences regarding the genuine approaches and practices developed outside of the needs of organization as well as standard practices and legislation

- In addition to the standard practices and legislation, the design studies of successful students on a weekly and project basis in the joint program basic design courses in the faculty of art, design and architecture are exhibited in the exhibition area at 1st floor of our faculty. Thus, concept and how to use materials correctly is observed by other students. With this application, ensuring the compliance of the students to the originality, request and project standards in the design reflect as assessment-evaluation criteria. In online education process of 2021, the studies of the successful students have been moved to the digital platform and exhibited visually.

Among the examples of the course information packages showing that assessment and evaluation practices are correlated with course outcomes and program adequacy and are based on student workload*;

- All course outputs have been determined by all departments by using ETCS information package tab under the OIS. When entering numerical assessments, OİS system asks the user how much is served for which course output in each measurement method and the assessments are made by considering these rates.

2.3. Student admission, recognition and crediting of prior learning

Principles and rules regarding the student admission, recognition and crediting of prior learning

In 2021, the admissions of the associate degree and under graduate students except the department required special talent are made in accordance with the results of YGS and LYS, DGS central exams made by Center for Evaluation, Selection and Placement (ÖSYM). In addition to compulsory foreign language preparatory education for undergraduate students of departments where foreign language education is given at our university, optional foreign language preparatory education is given to associate and undergraduate students of departments where Turkish education is given. The student admission is made in accordance with the provisions of İstanbul Okan University Associate Degree and Undergraduate Education-Training and Exam Regulation (YT.OKN.001) and Postgraduate Education-Training and Exam Regulation (YT.OKN.017). In case the scores calculated together with the Basic Proficiency Test (TYT) score in the Exam of Higher Education Organizations (YKS) organized by OSYM and the score obtained from the Field Proficiency Tests (AYT) in the second session of the exam are sufficient for the score of the department to be applied, the students can prefer the relevant departments. The student admission is carried out with lateral transfer exam, vertical transfer exam except Exam of Higher Education Organizations.

The transcripts of the students coming with the relevant exams or the students who have received education in the differen education organization previously and their approved course contents are examined by the relevant commissions n accordance with "İstanbul Okan University exemption and adaptation transactions directive" (YG.OKN.067) and the students are exempted from the matching courses. The exempted courses are announced to the student in the Exempt/Transfer Course List section of the transcript.

The scores and quotas taking as a basis on student admission are published on our website. Furthermore, the student are admitted according to the special talent exam to be made in ccertain fields in accordance with the principles determined by the Council of Higher Education. (Such as Faculty of Art, Design and Architecture, Faculty of Applied Sciences, Conservatory), the candidate students are subjected to special talent exams based on performance.

In the international student admission process; it is carried out according to the student admission criteria determined by the YÖK (international exams, country diploma scores and countru university entrance exams) of the Higher Education Organizations in which it is located and the decisions of the Senate. It is announced on the website of our university before the application process.

In terms of internationalization of Faculty of Medicine students, It is recommended that they participate in groups such as OSIG and OUBAT which are student groups within the scope of our faculty and student clubs in our university. (Annex 31). These groups organize various social and academic activities periodically. The relevant students apply to various national and international internship applications with references from these groups and advisor academic members. Again in this context, it is recommended that our students participate in ERASMUS programs according to the annual application periods. (Annex 32). The informative presentations about ERASMUS are made both periodically and upon student request in addition to our students by the academic member of our faculty responsible for ERASMUS.

Documents regarding use of student workload-based credits in recognition of prior learning;
The contents of the courses taken by the students in their previous education processes and the courses that they are responsible for in our faculty are compared. If the necessary qualifications based on the student workload, the student is exempted from the relevant course. In order to assess the opinions of our students for each course during the semester, an ECTS workload determination survey has been created in the 2020-2021 academic year. In 2022, the study for the implementation of the survey will be started.

In Erasmus prgrams, the "Learning Agreement" is used on the student credit transfers in accordance with EU and National Agency directives and is recognized and credited with the decisions taken by the

Faculty Board of Directors by approving by our organization and partner universities.

2.4. Certification of qualifications and diploma

Defined processes and current practices regarding the student's academic and career development, diploma approval and certification of qualifications;

The student transcripts are taken as a basis in order to monitor the student academic and career development. The courses that students are responsible for in the curriculum are available in the student slots through OİS system. The advisors use the relevant system in order to view the courses that students will take during the semester and to control their graduation. Total credit and ETCS of the student are controlled for the graduation and diploma approval. For students who have completed all their courses according to the curriculum and have reached the required total ECTS, a graduation letter is written by the department directorate through EIMS. It is discussed in the first Faculty Board of Directors meeting following the relevant date of the official letter sent to the Deanship for approval. Furthermore, the graduation approval is started by the advisor through OİS system. After the approval of the advisor and faculty secretary, it is approved by the head of department. After the relevant units within the university have approved, the graduation of the student is entered into E-state system after the approval of the Student Affairs Directorate in accordance with the decision of the Faculty Board of Directors sent and approvals. The diploma signed by the Rector and Dean is delivered to the student. The diploma supplement is given to the İstanbul Okan University students. The courses taken by students during mobility are shown in the Diploma Supplement transcript with their original name and credits. The relationship between program outputs and objectives and TYYÇ, is shown in the diploma supplement. The organization that they are during the mobility is stated in the transcript for the period in which the student participated to the mobility.

The certification of language proficiency in Erasmus programs is carried out Okan Language Exam and OLS (Online Linguistic Support). The mobility transcripts and certificates of completion of outgoing and incoming students are prepared and approved in accordance with EU and National Agency regulations.

- The qualifications obtained by different formal, distance and informal ways within the learning management system have been defined. The mechanisms encouring the use are fictionalized. The "Successes" and score-badge-leadership mechanisms being one of sub modules of the Learning Management System are fictionalized. The certificate definition can be given as an example to the students who follow the supplementary materials of the course, enter into exam and send homework. The badge and certificates are defined in the Learning Management System and the digital products are offered to users who fulfill the specified criteria. The digital products such as badges and

certificates are structured that users can directly share on professional social network platforms.

- In 2021, the digital certificate have been given to the students who have completed his/her Career and Life program.

- About their academic and career development, the Career Life Program, Entrepreneurship, Happy Life and COOP applications primarily support the developments of the students within the scope of their curriculum.

Purpose of Career Center; to support the students in knowing themselves and planning of their career during their education, to give information about the expectations of the business world and to guide them in their job placement where they can improve themselves after graduation.

With the collaborations that the Career Center has developed with the business world, our university students have the opportunity to work part-time or do internship in the companies with which we collaborate depending on the suitability of their academic programs while they continue their education.

Career Center applications;

The students who want to work in companies with which we collaborate or do voluntary internships within the framework of the "Career and Life Program" are enabled to work under appropriate conditions by directing needs of the companies. Thus, the students who gain work experience also start to earn money while studying. In this process, insurance premiums of our students against occupational diseases and work accidents are covered by our organization. The majority of our students who start to work as part-time or do long-term internships continue to work full-time after graduation.

We aim to enable our students to get to know themselves before graduation, develop personal awareness, determine their career options and acquire the necessary skills to be successful in business life "Career and Life Course" that we have implemented for our preparatory class students within the framework of the "Career and Life Program" by our university for the first time in Turkey and the "Business Life Preparation Course" that we offer for our third and fourth grade students. Furthermore; we aim to know young people who will step into business life themselves, to understand and prepare this new environment with its own dynamics before they graduate.

Criteria applied in the admissions of lateral transfer, foreign student exam (YÖS), double major program (ÇAP), minor program students except the student groups coming with central placement

The students who come with the lateral are examined within the scope of the directive on the principles of vertical transfer for associate and undergraduate degrees in Istanbul Okan University" (YG.OKN.015), can make transfer between diploma programs of different higher education organizations or diploma programs within the same higher education organization, but within the

framework of previously announced quota and transition conditions. The quotas are announced on the website of our university with the conditions determined by the senate and base point 15 days before the deadline. The applications of students who meet the requirements for lateral transfer are conveyed to the Faculty Board of Directors and Student Affairs Directorate after approving by the Student Affairs Directorate and heads of departments.

The studies required for the foreign students (YÖS) are carried out by the international office directorate. The information on the application process of foreign students is available on the website of the international office directorate.

The "Double Major Program (ÇAP) Directive" (YG.OKN.026) is applied during the student admission period of the double major program. The student applies to the double major program at the beginning of the third semester at the earliest and the fifth semester at the latest. The applications to the double major program are made to the faculty/vocational school secretariats on the dates specified in the academic schedule through OIS system with the approved transcript of the main branch.

In order able to apply for a double major diploma program, the student should have successfully completed all the courses taken in the major diploma program until the semester he/she applies. During the application, the students who have a grade point average of at least 3.00 out of 4.00 (77/100) in the major diploma program and who are in the top 20% of the major diploma program in terms of success in the relevant class can apply. The ÇAP applications approved are conveyed to the Faculty Baord of Directors and Student Affairs Directorate and the student system is opened in OIS system by the student affairs directorate.

In the minor student admission process, the "Minor Program Directive" (YG.OKN.028) is implemented. The annual total number of new students to be admitted to minor programs should be determined in such a way that it does not exceed 20% of the number of first-year, first-semester students of the relevant program of that year. The quotas are determined by the University Senate upon the suggestion of the relevant faculties/schools and announced by the Student Affairs Directorate. The student apply to the minor program at the beginning of the third and latest sixth semester of the major undergraduate program. The applications to the minor programs are made to the faculty/school secretariats through OIS on the dates specified in the academic schedule.

In order able to apply for a minor diploma program, the student should have successfully completed all the courses taken in the major diploma program until the semester he/she applies. During the application, the overall grade point average in the major diploma program should be at least 2.50 out of 4.00 (65 out of 100). The minor applications approved are conveyed to the Faculty of Board of Directors and Student Affairs Directorate and the student system is opened in OIS system by the student affairs directorate.

3. Student-Centered Learning, Teaching and Assessment

3.1. Learning environment and resources

Learning resources and their adequacy status, development plans and practices

İstanbul Okan University Library is an important support element in terms of access to printed and electronic resources. The total number of printed books is 65938, there is access to a total of 644000 electronic resources including 110000 subscribed electronic journals and 534000 electronic books in 53 databases. The access to the electronic resources out of the campus is provided from the link of the subscriber databases on the web page of our library.

	Information Requested	2020-2021
		(b)
	Library indoor area (m^2) (1)	4851
	Sound areas (m^2)	150
	Silent areas (m^2)	2850
	Dedicated study/reading areas (m^2 an quantity)	1
	Group study rooms (m^2 and quantity)	6
	Library seating capacity (Person) (2)	805
	Number of printed books (3)	65938
	Number of electronic books (4)	534000
	Number of subscribed printed journals (5)	0
	Number of subscribed electronic journals (6)	110000
	Number of subscribed databases	53
	Number of multimedia resources	1500
	Total service time per week (hour)	118
	Total number of personnel working in the library (7)	4
	Number of personnel with librarian title (8)	4
	Number of students (9)	10991
	Number of beneficiary members (10)	13016
	Number of printed library resources (11)	65938
	Number of electronic library resources (12)	644000
Per Stuednt	Library area (m²) (13=1/9)	0,44
	Seating capacity (person) (14=2/9)	0,07
	Number of printed library resources (15=11/9)	6,00
	Number of electronic library resources (16=12/9)	58,59
	Total number of library resources (15+16)	64,59
Per Beneficiary	Library area (m²) (17=1/10)	0,37
	Seating capacity (person) (18=2/10)	0,06
	Number of printed library resources (19=11/10)	5,07
	Number of electronic resources (20=12/10)	49,5
	Total number of library resources (19+20)	54,54

Reading room	Location	Seating Capacity	Area (m²)
Central Library (Library of Alexandria)	Tuzla Campus	250	901 m²
Faculty of Medicine Library (Mehmet Barlas Library)	Tuzla Campus	335	810 m²
Meral Okan Dormitory Library	Tuzla Campus	30	90 m²
Mecidiyeköy Library	Mecidiyeköy Campus	30	43 m²
Bekir Okan Art, Culture and Congress Center Library	Tuzla Campus	350	3007 m²
Total		**995**	**4851 m²**

5 libraries in our university, has a total area of 4851 m² with a seating capacity of 995. Since the libraries of our university are also used as reading rooms, our students can do both their reading and research in the same place. We have enough halls for our students and personnel. In the meantime, our university is 7/24 open campus, our students can use all areas. The living room square meters and capacities are sufficient, they have complied with minimum standards and are sufficient.

Our university has been incorporated on a total covered area of 113725 square meters except for our Health Practice and Research Centers. The plans/studies are made in order to use this area in the most effective way. However, our Health Practice and Research Hospitals are not included in the total square meter calculations in accordance with the Higher Education Executive Board Decision dated 26.08.2020. The total square meters of our Health Practice and Research Hospitals is also 62624. While the total indoor and outdoor space per student in our university is 23.46 square meters in 2019-2020 within the framework of minimum space standards determined in order to carry out education and training activities in a healthy way, it has been increased to 26,29 square meters due to the decrease in the number of students in the 2020-2021 academic year.

The study made on the subject of "*Improving of library physical conditions*," in line with the suggestions made in İstanbul Okan University Corporate Feedback Report*;*

✓ In order to meet the library needs of our students, Bekir Okan Art Culture and Congress Center has been opened in 2018. A new library of 1407 m2 has been constructed in the cultural center.

Evidences regarding accessibility to learning resources (Including distance education)

• Yordam Library Automation System; All users from all over the world can browse our library catalog at all hours of the day. They can have knowledge on the library collection instantly. Thanks to the automation system that we use we can access to our users via e-mail, we provide faster and more effective service by receiving their requests via e-mail. Our users can be informed about the new resources instantly and they can easily access our electronic resources from their homes, see the books

they borrowed from the library with a password and can extend their periods. All services in the library are provided in the electronic environment. Due to the COVID-19 pandemic surrounding the whole world in the 2019-2020 and 2020-2021 academic years, our students and users have benefited from the academic studies such as Article, Book, Thesis, Project, Report, Conference Papers, Technical Documents, Data Sets, Poster, Video Records etc. produced in printed and electronic environment from the database in our library during our distance education periods with international open access without coming to the university.

Ebsco Discovery Service (EDS); A discovery scan tool enabling scanning of   the electronic magazines that we have access from a single interface provide service on our website**.**

• **E-Archive;** The E-Archive of İstanbul Okan University is the Corporate Academic Open Access system of İstanbul Okan University. The system has been set up on 14th of March 2014 in order to present to the open access by storing the article, book, thesis, project, report, conference papers, technical documents, data sets, poster, video records and similar academic studies produced in printed and electronic environment in Okan University in accordance with international open access standards.

• **Inter Library Collaboration Tracking System (KİTS);** the participation to the KİTS which ensure online tracking of resourse sharing processes between libraries/information centers of higher education organizations has been made. Inter Library loan publication/document supply has been started with the system opened for use of ANKOS member organizations. Inter Library Loan Service has started to provide service for our academic and administrative personnel in order able to borrow the publication not available in our university library from other university and research institution libraries in Turkey. In order to provide this service more faster and effective, we have registered to the Inter Library Collaboration Tracking System (KITS) that we can track the resource sharing processes as online.

The number of computers and tablets that students can freely use is specified below.

	2019-2020	2020-2021	Değişim Oranı
	(a)	(b)	(%)
			(b-a)/a.100
Number of desktops and laptops and tablets (1)	850	850	0
Number of computers and tablets with internet connection (2)	850	850	0
Number of student (3)	12039	10991	-8,7050419
Number of computers and tablets per student (4=1/3)	0,07	0,08	9,5350742
Number of computers and tablets with internet connection per student (5=2/3)	0,07	0,08	9,5350742

Furthermore, the internet access is available from every point of our library thanks to wireless access system.

The laboratories are kept open for the service of students every hour. For the technical education departmetns, the laboratory and application areas and technology devices and software in these areas

are made available for the students. Developing of student automation system in the business processes of our academic and administrative personnel is provided, internal software supports are provided for the business processes.

İstanbul Okan University Microsoft Imagine is for common use by students and academicians. All software offered by Microsoft in this context can be used free of charge by logging on with Istanbul Okan University identity information (@okan.edu.tr, @stu.okan.edu.tr).

Access to distance education learning resources; the video contents of the courses are prepared by using the virtual classroom in the existing studio, smart classroom and learning center for distance education course and program production and/or presentation.

Student feedback tools regarding to the learning resources offered to the students (Surveys etc.)

✓ 6311 people have been participated to the Student General Satisfaction Survey in 1st semester (2020-2021). The student general average satisfaction ratio has been determined as 3,32 on a 5 assessment score. In the student general satisfaction survey,

    ✓ "The Rate of Finding Related Resources in the Library" is 3,44 and "Access Rate to Internet" is **3,27**.

✓ 7351 people have been participated to the Student General Satisfaction Survey in 2nd semester (2020-2021). The student general average satisfaction ratio has been determined as 3,56 on a 5 assessment score. In the student general satisfaction survey,

    ✓ "The Rate of Finding Related Resources in the Library" is **3,67** and "Access Rate to Internet" is **3,52**.

✓ In (2020-2021) 1st semester Student's Academic Member and Course Assessment Survey, the satisfaction level related to the "Adequacy of Technological Opportunities Used by Academic Member" is high.

    ✓ While the rate of students who have answered "Sufficient" regarding "Adequacy of Technological Facilities" is **81.4% (4.07),** the rate of students who have answered "not enough" is **18,6%**.

✓ In (2020-2021) 2nd semester Student's Academic Member and Course Assessment Survey, the satisfaction level related to the "Adequacy of Technological Opportunities Used by Academic Member" is high

    ✓ While the rate of students who have answered "Sufficient" regarding "Adequacy of Technological Facilities" is **87% (4.35),** the rate of students who have answered "not enough" is **13%.**

✓ In (2021-2022) fall semester O'learn student satisfaction survey analysis;

- ✓ I can do my transactions (homework delivery, announcement-forum sharing, etc.) quickly with O'Learn": **91,7%**
- ✓ I can access materials anytime, anywhere through O'Learn": **92,64 %**
- ✓ O'Learn user interface elements (menus, symbols, etc.) are easy and simple to understand": **91,07 %**
- ✓ It was easy for me to access the information and resource I was looking for in O'Learn.": **92,48 %**
- ✓ Flipped Learning has affected me positively in various areas such as success, motivation, exploring different learning applications, language and foreign language teaching." **90,92 %**
- ✓ Use of flipped learning model, especially in numerical courses have created a positive effect in terms of pre-course preparation.": **90,68%**

✓ In (2021-2022) spring semester O'learn student satisfaction survey analysis;

- ✓ I can do my transactions (homework delivery, announcement-forum sharing, etc.) quickly with O'Learn" **%94,62 %**
- ✓ I can access materials anytime, anywhere through O'Learn": **94,18%**
- ✓ O'Learn user interface elements (menus, symbols, etc.) are easy and simple to understand": **93,73 %**
- ✓ It was easy for me to access the information and resource I was looking for in O'Learn.": **93,83 %**
- ✓ Flipped Learning has affected me positively in various areas such as success, motivation, exploring different learning applications, language and foreign language teaching:**92,35%**
- ✓ Use of flipped learning model, especially in numerical courses have created a positive effect in terms of pre-course preparation: **92,55%**

O'Learn survey results show the technological possibilities and resources are sufficient.

Evidence regarding regular improvement of learning resources

✓ With the increase in the number of our students, our total area has reached 4851 m2 with our new library opened in Bekir Okan Art Culture Center, which has been opened at the beginning of the 2018-2019 academic year.

118 hours in a week service is provided to our 13016 members with our 4 personnel, the library services have been provided online in 2021 due to the pandemic

The e-resources in the library can be accessed from anywhere and on all kinds of device through the "DeepKnowledge Library Portal".

✓ 50 computers are available in the Istanbul Okan University Library for our users in order to access the information that they need through the internet. Furthermore, the internet access is available

from every point of our library thanks to wireless access system.

✓ Within 2021-2022 Academic year business plan, the renewal of at least one computer laboratory with average 30 computers has been planned.

✓ In 2020-2021, the assembly of 90 smart lecterns have been already completed and their integration operations are continued.

✓ Our services are benefited actively with the acquisition of the most up-to-date printed books and the most up-to-date databases. In 2019-2020 academic year, amount of the allowance reserved for the library was 1.750.000 TL, in 2020-2021 academic year, the amount of allowance reserved for the library has been realized as 1.900.000 TL. There is 8.57 increase in the amount of allocated allowance.

✓ In 2021, a system that the formal education working in integration with the Learning Management System is recorded in the smart classroom, ensures to serve simultenously and the records are accessible as 7/24 has been set up.

✓ 3 Panopto Smart Classes have been created priorly in order to use in the distance education processes.

✓ In 2022, 12 hybrid smart classes have been made for both distance and face-to-face educations by using the camera, microphone and computer equipments in the class.

✓ In 2021, Learn server renewal project has been started. (Blackboard)

✓ In 2021, Snowflake online course assessment table automation project has been started.

✓ In 2021, Learning Management System Building Block, LTI/RestApi transformation project has been started.

✓ In 2021, A Learning Management System integrated communication tool development project has been started with Microsoft called Microsoft Class Teams Technical Preview Office.

✓ *UHF-RFID Security Door*; UHF-RFID workstations and security doors are available in order to follow the publications in our library collection, make quick transactions when borrowing and receiving returns, to create year-end transactions with a single click.

✓ *Automatic Loan – Return Station*; We have a multi-functional unit that enable them to borrow books on their own and return the borrowed books and will respond to the circulation of the library, which is also accessible to our disabled users by logging in with the member numbers and passwords of our library users.

Learning management system applications

When assessing the statistics and quality of the use of the Learning Management System supported by large-scale and rich learning resources worldwide during the pandemic period, our university sets the best example.

O'learn/Blackboard Platform; In 2018, O'learn/Blackboard platform has been created by collaborating with Blackboard in order to contribute to the learning of organizations or individuals who want to improve themselves with the technological potential of Istanbul Okan University, has created opportunities that encourage learner-centered and individual learning in order to meet research and development needs. The platform user guides, where our academic members and students can access and obtain detailed information about the O'learn/Blackboard platform are available on our website link.

Blackboard provice access to MyLab & Mastering, MyEnglishLab, MyFinanceLab etc. digital content directly from Blackboard Learn courses by collaborating with Pearson and McGraw-Hill Education, thus courses offer in an easier and more convenient way and helps us saving time and create a better course experience for our students.

All tools included in the Learning Management System (virtual classroom, successes, goal performance, blogs, content provider publishers, discussion board, wikis, duties, diaries, etc.) enables the creation of enriched synchronous/asynchronous activities. In 2020, Online Preparatory Class Applications have been started. Flipped Learning method has been implemented for preparatory students.

Pearson ve McGraw- Hill;

Features and Advantages;

Quick Easy Access: Single password login gives students the convenience of one login to all course resources. (Single sign – on)

An Automatically Updated Notebook: For all MyLab & Mastering and McGraw-Hill Connect homeworks, it provides opportunity to track class performance from a single point by publishing the grades in the Blackboard Learn Grade Center automatically.

Student Data Confidentiality: Student information is kept confidential with full adherence to student-academic member confidentiality standards such as PDPL.

3.2. Academic Support Services

Defined processes used in the student consultancy system

In order to ensure the adaptation of our new students to the organization/program; the academic advisors are appointed for each program as of enrollment period. The academic advisors provide support service for adaptation of the students to the university.

Each of our students has an academic advisor in our university. The "Academic Advisors" are appointed by the relevant academic unit first course enrollment. Our Academic Advisors guides our students in the course enrollment process, the courses that they will take, the academic fields they will

be directed to and other academic issues that they will need during their education. Especially, the course selection and approval transactiont at the beginning of the semesters are carried out under the supervision of an academic advisor. All academic activities of the students during their education period are monitored by their advisors and the necessary guidance activities are carried out. The student automation system that will support this study has been designed in order able to track the course selection and success situations of the student by his/her advisors easily.

The academic member appointed as Medical Advisor provides guidance to the students in all academic matters and supports them socially when required. Among academic matters; the contributions for course selection and automation system tracking and approval transactions, information consultancy on the curriculum and resource procurement as well as establishment of the necessary scientific infrastructure in extra-curricular scientific activities (student congresses, seminars, presentations, etc.) correct guidance on preparing for the medical specialty exam and choosing a specialty are available. Our students communicate with department coordinatorships, Deanship Secretariat, Vice-Deans and Faculty Dean as well as their advisors at any time and solve their problems and convey their requests. An assessment study is planned on how effective the academic and social consultancy service is in practice. The advisory academic members provide face-to-face interview with the students through OIS system and during the hours outside of the course hours determined in their offices.

In 2021, the Academic Advisory mechanism has been continued to be carried out face-to-face effectively as online with the Academic Consultancy page defined on the O'learn platform as well as messaging such as e-mail etc.

The study made on the subject *"The necessity of disseminating the "consulting" services, which are carried out quite successfully in some faculties, to all units of the organization and measuring their effectiveness"* specified in line with the suggestions made in İstanbul Okan University Corporate Feedback Report (**KGBR2017**);

The study made on the subject "Development of the student consultancy system", specified in the suggestion section related to education and training process in İstanbul Okan University Corporate Monitoring Report (**2020**);

In 2021, the consultant academic members can access to the students instantly through OIS system and O'Learn/Blackboard system. They have continued to receive the consultancy services during office hours created through O'learn or e-mail.

If any, academic and technical student consultancy mechanisms and defined processes in distance education

In the O'learn system that is used as an online education platform throughout our university, our Educational Technologies Board experts appointed on the basis of faculties intervene to the system and take action within the student and academic member suggestion and problems when required.

Mechanisms regarding access of the students to the consultants

More than one communication channels used in the consultancy system ensuring the student acces their consultants easily are available. We can count the message system on OIS and O'Learn/Blackboard system, mail environment, office hour application or WhatsApp groups among the methods.

The study made on the subject of *"Developing of the access opportunity of the students to the paid academic member"* specified in line with the suggestions made in İstanbul Okan University Corporate Feedback Report (**KGBR2017**)

✓   In 2021, the access of the students has been provided with bilateral communication and multiple communication; bulk message to course groups, class groups by using the message system on OİS and O'Learn/Blackboard system.

✓   The orientation training held at the beginning of each academic year has been organized as online at the beginning of 2020-2021 academic year due to pandemic. The link of the orientation meeting has been informed to all student by the consultant academic members.

✓   In 2021, WhatsApp groups established within the scope of courses and social media accounts of our departments are new media tools that are used effectively in terms of communication.

Planning and practices regarding guidance, psychological consultancy and career services

Psychological Consultancy Support: All students continuing their associate degree, undergraduate, postgraduate and doctorate education in Istanbul Okan University can benefit from psychological consultancy services free of charge in Istanbul Okan University Psychological Consultancy and Training Center (OPDEM) where 2 senior psychologists and 2 psychologists work.

The students send their applications to our e-mail address by filling out a form on the website. Although the cases we are working on are referred to us in the form of individual applications, it is carried out by the academic staff of the Psychology Department, especially the Dormitory Management, the Deanship of Students and the Health Center nurse, therefore the study of our center is carried out with great collabaration and care.

After the application or referral has been made, a pre-interview session is held. The application complaint is learned by using psychological tests and inventories and direct interview methods applied before the pre-interview session. In this pre-interview meeting, the type of service to be provided is determined. Depending on the urgency of the problem, a psychiatric consultation, 1-2 sessions of psychological consultancy or a psychotherapy process that lasts for years is decided.

In our university, which has passed to the online education model for about 1 year due to the epidemic, we have also passed to "Online Therapy" model as OPDEM unit. With online therapy, we do not only carry the same format as face-to-face meeting standards to the digital field, but also provide and deliver distance therapy support to our students who need psychological support.

During the pandemic process, our psychological consultancy and guidance services has continued as online for all our students. If they fill out a form on our website and send it to opdem@okan.edu.tr, our students has continued to receive support.

The reasons for applying to OPDEM and the severity of their complaints vary considerably. Especially during the epidemic, it is seen that the application problems are gathered around certain issues. In order to group the reasons for application, the certain topics have created and in the university sample, the subjects that students (in the online process with the disease) primarily asked to get help have been determined. By considering the frequency of the current problems brought by the students, they have been detailed within the following information:

1. Anxiety problems; It has been found that health concerns predominate in the applications made to our unit for the last year. Especially, the applications with symptoms such panic attack symptoms, obsessions, obsessive-compulsive symptoms, post-traumatic-acute stress symptoms, etc. have been observed.

2. Depressive symptoms; unhappiness, hopelessness, not enjoying life, suicidal thoughts and tendency etc.

3. Problems related to personal development; with the online environment, intertwinement with the family and the inability to protect boundaries, lack of self-confidence, problems with body image, sexual identity problems, self-recognition-expression problems, personality problems, belief conflict, meaning-seeking-existential problems, individualization problems, etc.

4. Problems with school/dormitory; problem of adaptation and adaptation to the new course system with the online process, inability to study, failure in classes, difficulties in classes, dissatisfaction with school, problems with career planning, etc.

5. Other; attention deficit/hyperactivity disorder, psychosomatic symptoms, sleep problems, sexual problems, acute psychotic disorders, etc.

• During the 2020-2021 Academic Year (September 2020-April 2021), a total of 24 individual

interview applications have been made to our center. Approximately 95% of the students studied were women; 5% of them are male students.

- In the center, it is observed that the complaints of male students are more serious than female students. While an average of 8-10 sessions is conducted with female students, this number doubles with male students. It is observed that men apply with a rare but critical condition, women often apply with more superficial situations, and men continue the therapy process longer than women.

- Online family interviews have been made in cases deemed necessary (such as the suspicion of a serious psychiatric disorder, indifference, or the reflection of the strict rules imposed on the student by the family on the success of the university). The interviews have been also made with the families of 3 of the students who have been interviewed during the term.

- A total of 356 hours of individual interviews have been made.

Career Center Applications

To support the students in knowing themselves and planning of their career during their education, to give information about the expectations of the business world and to guide them in their job placement where they can improve themselves after graduation. With the collaborations that the Career Center has developed with the business world, our university students have the opportunity to work part-time or do internship in the companies with which we collaborate depending on the suitability of their academic programs while they continue their education. In line with the agreements we have made with the our solution partner organizations, our students are placed in the appropriate departments according to their departments. Priorly, the CV of our students are examined and the missing parts are explained. By making interview related to their career objectives, they are supported to increase their awareness and see their own potential.

Within the scope of career consultancy, the students are guided in line with their expectations, goals and doing the jobs that will make them happy.

Our students are also supported in personal development, pre-interview experience, coping with stress in business world interviews, and motivation to the business world.

- In 2021, within the scope of the career and life program opened every semester, an Artificial Intelligence course has been opened in order to support the changing business life conditions.

- In 2021, the digital badges have been created for our students who have completed our Career and Life program courses.

Career life program

- To enable our students to be one step ahead in business life by explaining CV preparation and

interview techniques in our Business Life preparation course, which is one of the courses within the scope of the Career and Life Program and inviting human resources managers from the sector. To increase their awareness with content that will support their personal development in our Career and Life Course.

- We enable students who want to work part-time or do voluntary internships in companies with which we cooperate under appropriate conditions by directing and placing them according to the needs of the companies.

- We both establish our cooperation with our solution partners on solid foundations and create internship or work opportunities in line with the targets set by our students by directing the right students according to the qualifications and job descriptions sought for the desired position. We encourage our students to find a job easily after graduation by encouraging part-time jobs and long-term internships.

- We provide our students with the opportunity to work for a long time in an institution with a strong reputation, where they can learn the requirements of the business world and can train themselves within the scope of the O'COOP education program we implement for our senior students. The fact that the organization has obtained ready resources from our students who have completed the O'COOP program and have learned the corporate culture and internalized the job description, increases the chances of our students to get a job offer when they graduate.

Purpose of the O'COOPerative Learning Program

It has been defined as

a. To introduce to workplaces related to undergraduate programs to the students,

b. To provide the opportunity to the students in order to increase their knowledge and experience about undergraduate programs by making applications for reinforcing the knowledge and experience they have gained during their education period.

c. To shorten the period of adaptation to business life after graduation by giving students the ability to use and apply the theoretical knowledge they have received.

To ensure that students know their responsibilities, relations, organization and production process and new technologies in the workplaces where they will work in accordance with O'COOPerative Learning-Workplace Training Training, to coordinate and to communicate well with personnel and customers,

Online Career Center Applications

- In 2021, the Career Center has given the following activities (Career counseling, alumni panel, Online Career days, Industry Meetings, How We Use Linkedin) as online.

Date	Name of Event	Type of Event	Number of Participants
2020 /2021 September / June	Career Consultancy	Career Consultancy	225
December 2020	Alumni Panel	Alumni Panel	245
April 2021	Online Career Days	Online Career Days	1250
May-June 2021	How We Use Linkedin	How We Use Linkedin	275
February/March/April /2021	Sector Meetings	Sector Meetings- Business world during pandemic	150 min.

- The Career and Life courses which were the graduation condition of our university and in which subjects from different disciplines were teached have been continued as online.

- CEOs and Human Resources Managers of leading companies in the sector have been able to access our students and alumnies through online seminars.

- With Online Career Days, our students have able to make online interviews with companies in the sector.

- COOP and internship applications have continued to operate online under the coordination of departments.

Evidences regarding the stakeholder participation on these mechanisms

- Our university accepted the "The closest university to business life" motto, has continued to bring together successful business people operating in different sectors and our students with the online entrepreneurship conferences it organizes and the entrepreneurship exam applications made every week.

Results of student feedback tools (surveys, etc.) related to the services provided to students, evidences regarding use of the feedback in improvement mechanisms

- In 2020-2021 Academic year 1st Semester Student General Satisfaction Survey Analysis; the rate of finding the services of the Career Center sufficient 3.32 out of 5 points. In 2020-2021 Academic year 2nd Semester Student General Satisfaction Survey Analysis; the rate of finding the services of the Career Center sufficient 3.57 out of 5 points. .

- We will continue to develop our education model after the pandemic with our live interactive online education experience with broad participation as Istanbul Okan University in 2021. In this context, we predict that hybrid learning, flipped learning and peer instruction applications will spread. The methods implemented with online education support the readiness of the students before the course and lay the

groundwork for the realization of active learning during the course. In order to expand the use of online supported education applications, we will increase the use of artificial intelligence supported course platforms within the body of our University.

Evidences regarding the genuine approaches and practices developed outside of the needs of organization as well as standard practices and legislation

In addition to medical standard practices and legislation; our students receive training on various subjects from our academic members within the scope of Turkish Medical Students Association (TurkMSIC) activities, and then transfer this knowledge to their environment through internal or external campus activities (in cooperation with local governments and non-governmental organizations). (Annex 35). The education related to the scientific research are provided to our students and is ensured that students learn research planning and presentation techniques and apply this knowledge within the organization and with the student congresses that they participate. Our students have the opportunity to compile information on various subjects in the field of medicine and publish their studies with the "Okan's Anatomy" magazine which is published once a year. (Annex 36).

3.3. Facility and infrastructures

The uses, maintenance and repairs of facilities and infrastructures in our university are carried out in accordance with "Construction and Technical Works procedure "(PR.YAP.001).

Development status of facility and infrastructure in relation to corporate growth

Our university has been incorporated on a closed area of 113725 square meters except our Health Practice and Research Centers. The plans/studies are made in order to use this area in the most effective way. However, our Health Practice and Research Hospitals are not included in the total square meter calculations in accordance with the Higher Education Executive Board Decision dated 26.08.2020. The total square meter area of our Health Practice and Research Hospitals is 62624. While the total indoor and outdoor area per student was 23.46 square meters in 2019-2020 at our university, it has been increased to 26.29 square meters in the 2020-2021 academic year due to the decrease in the number of students within the framework of minimum area standards determined in order to carry out education and training activities in a healthy way. The distribution of our classrooms in terms of m2 and capacity; library, laboratory, classroom, etc. according to the number of students has been arranged according to the Minimum Area Standards of Foundation Higher Education Organization. When our classrooms in our university are evaluated in terms of PPP, the minimum requirement per student is more than met.

It has been decided to create sports areas where various sports activities can be made with a minimum

of 500 m2 open and a total of at least 500 m2 closed area within the scope of Foundation Higher Education Organization campuses in accordance with the Higher Education Executive Board Decision dated 26.08.2020.

There are 23 canteens, cafeterias and dining halls within the body our university. The anteen, cafeteria and dining hall areas are 4319 square meters. There are 7 canteens, cafeterias and dining halls within the body our Health Practice and Research Centers, the canteen, cafeteria and dining hall areas are 1131.3 square meters. In this direction, since the square meter per student should be 1.0 when assessed according to TZYÖB, it has been seen that the canteen, cafeteria and dining halls comply with the minimum space standards specified by the Council of Higher Education in line with the examinations made.

Applications for access and use

Sports Center Areas

List of Indoor and Outdoor Sports Areas and Their Sizes in Square Meters

6 Outdoor Sports Facility: 3.855 m2

1 Tane Indoor Sports Facility: 5.000 m2

Sports center working hours: Weekdays 08:30 – 21:45, weekends 09:00 – 16:45

- Fitness center: 12 treadmills, 5 elliptical crossovers, Cardio track consisting of 2 steppers and row machine, free weights and fitness machines station arranged in accordance with human anatomy
- Spinning studio
- Pilates and aerobics studio
- Semi-olympic swimming pool
- 4 women and men changing room
- Women and men saunas, vapour baths and massage rooms
- Vitamin bar and cafe
- Sunbathing and resting areas around the pool and in its garden

Other sport facilities: Weekdays 08:30 – 21:45, weekends 09:00 – 16:45

Free of charge

- 2 squash court (indoor court)
- 2 tennis court (indoor court)
- Multi purpose sports hall (indoor with tribune)
- Indoor walking track
- Multi purpose sports area (outdoor basketball and volleyball court)

- Midi football field carpet
- 4 referee changing rooms
- Basketball and volleyball courts (Dormitory)
- Mini football field carpet (Dormitories)

Laboratories

There are 90 various laboratories/workshops incorporated on a 17654 square meter educational area within the body our university. We have 19 computer laboratories, 10 engineering laboratories, 2 language laboratories, 33 medical laboratories, 16 workshops, and 10 laboratories used in different fields of these laboratories. While our laboratories are planned, they are assessed according to whether they are for common or individual use in the relevant departments. If Medical, Engineering or computer laboratories will be programmed, the education and training planning is made according to minimum area criteria. However, these conditions are not observed in our special purpose laboratories.

All our areas comply with minimum area standards. Our Language Laboratory is used exclusively for translation and interpreting departments. Our engineering laboratories are planned and used according to the common use groups and quotas of the relevant departments.

Since Faculty of Medicine, Faculty of Dentistry etc. departments with medical laboratories are in special education standards, they use these areas in accordance with the quota and the number of groups.

Accommodation opportunities offered to the students

Our dormitories located in Istanbul Okan University Tuzla Campus and with a bed capacity of 1544 consists of a total of 5 separate buildings as 3 woman dormitories and 2 man dormitories. The dinner is included in the dormitory fee for 5 days a week (except public holidays) in our dormitories which are within 5 minutes walking distance of all faculty buildings. There are study rooms, laundry, ironing room, prayer room, wired and wireless internet access that our students can use free of charge in the dormitory buildings, 24 hours hot water service is provided.

In the dormitories, the advisory staff and administrative staff working in 24-hour shifts take into account the problems and suggestions of the students and try to provide a peaceful and safe environment for our students. All dormitory buildings are located in the campus area, the campus and dormitories are monitored by the security team of Istanbul Okan University and a 24-hour camera system. In addition to this, there are 7/24 nurse and ambulance in our dormitories and health services are provided when required. The movie days, theater performances, football, volleyball and basketball courts in the common area of the dormitories for social activities of our students are among our free services. All dormitory rooms and common areas which are living areas of the students are cleaned by

experienced personnel. The accommodation opportunity is offered to our students in the rooms changing 1-2-3 and 4 persons in our dormitories, there are bathroom, WC, mini & midi type refrigerator, telephone, work desk, wardrobes and plasma TV in the dormitory rooms.

Health Unit

The health services are provided to our students free of charge in our infirmary unit. 2 doctors and 3 nurses serve during working hours on weekdays. Furthermore, there are a 7/24 ambulance, ambulance driver and nurse/paramedic within the body of our university. In 2020, the workplace doctor has been served with the online examination system.

Conference halls

In the 2020-2021 academic year, our total conference hall area has reached a capacity of 4257 people in an area of 5503 square meters. It is sufficient for our corporate needs. Bekir Okan Art, Culture and Congress Center has been put into service for both our University and for artistic activities in Istanbul.

Access to facilities and use cases

The information regarding our university access to the facilities is available on our website, in the orientation view and the campus tour view.

Distance education programs and applications in the organization, if any, infrastructure, facility, hardware and software conditions of them

The software owned by us for distance education course and program presentation and development have been specified in the list below.

	Software Name\Ownership Model (Rental/Purchase)	User Capacity	Intended Use
Learning management sysems (LMS: Learning Management Systems, Blackboard, Moodle, WebCT, NetClass, vb.)	Blackboard Learning Management System (Purchased)	Limitless	To provide access to the education documents for the students. To create simultaneous courses. To create simultaneous exams. To provide communication between the academic members and students. To ensure the use of blog, wiki, discussion board tools that will provide multi-participation. To monitor the success status with student tracking center applications. To fictionalize points-badge-leadership mechanisms.
Content	Adobe Master Collection CS6 (Purchase)	1 person	To prepare education contents (in presentation, document, animation format)

		Rest Api/LTI/Building Block entegrasyonları	1 person	Resources and library databases of content providers are used for LMS transfers.
Simultaneous Content Delivery Software\Tools (Adobe Connect, Big Blue Button, Openmeetings, Red5 etc.)		Visual Class – Blackboard Ultra Collab	Limitless	To create simultaneous courses and to ensuer that students participate to these courses.

The hardware infrastructure of distance education is specified in the table below.

	Brand/model	Quantity	Intended Use	Brief technical specifications
Servers	SaaS (Software as a Service) Software as a Service	Cloud server	Blackboard LMS	
Special Equipment (Content\Video\Audio montage, cutting and processing units, printing machines, etc.)				
Video Conference System		2		Faculty of Fine Arts Shooting Studio of our university is used for video shooting. Panopto video/course shooting tool is used independently of time and place. Panopto video/course shooting tool is used for simultaneous course shooting in 3 halls.
Multiple conference unit (MCU)		2		Multiple conferences can be made on the Blackboard Ultra Collab platform.

Evidences regarding the monitoring, diversification and improvement of facilities and infrastructure services

In line with the feedback from the students, the improvements have been made in the dining hall, dormitories, and rings recently. In line with the requests of our students, the assessment and improvements have been made in the transportation service.

- In 2020-2021 academic year, we have a ring service on the Pendik Metro - Campus - Pendik Metro - Pendik Marmaray line.

Our 5 rings (240 people capacity) with departure times of 07:50, 08:00, 12:00, 15:00 and 17:55 provide free service to our students.

In the 2020-2021 academic year, as a result of the correspondence with IETT, 130H: Naval Academy - Tuzla - Okan University line has been put. Furthermore, additional bus services have been added to the KM - 28 line in the morning and evening hours.

KM-28: Pendik - Pendik Bridge - Okan University

132: Kartal - Pendik Bridge - Tepeören - Okan University

130H: Naval Academy - Tuzla – Okan University

When we were not closed due to the pandemic, our 5 bus services on the Pendik - Tuzla Campus line has served free of charge with a total capacity of 171 people.

- In the 2020-2021 academic year, our food scholarship applications have been received, and free food scholarships have been given to 242 students. However, our students could not actively benefit from this scholarship since they could not continue their formal education due to the COVID 19 pandemic.

- In 2021, the fire stair of Sadık Kırbaş dormitory has been renewed.

- In 2021, the exterior facades of the buildings have been painted and insulated.

- In 2021, the insulation of the entrance of the Faculty of Humanities and Social Sciences, Foreign Languages Common building and the renewal of the ceramics have been completed.

- In 2021, the fire doors have been installed on the corridor doors of all dormitories.

- In 2021, the stainless thresholds have been made to bathroom doors of all dormitories.

- In 2021, the rainwater collection grids in all campus open areas have been renewed.

- In 2021, the hydraulics have been installed to the room door in all dormitories.

- In 2021, parquet and ceramic flooring in some offices has been renewed.

- In 2021, the sports hall glass joinery have been renewed.

- In 2021, hot and cold water lines of Türkan Ömer Okan and Sadık Kırbaş Dormitories have been renewed.

- The technologically equipped working areas, all technological areas in the dormitory and campus are constantly monitored and in case of a potential problem, the problems are resolved by intervening quickly. In 2021, new AccessPoint has been installed in dormitories.

- In 2021, 12 hybrid smart classrooms have been made for both distance and face-to-face courses by using the previously available 3 Panopto Smart Classes camera, microphone and computer hardware in order to use in the distance education processes.

3.4. Disadvantaged groups

Planning and practices regarding to the services to be provided to disadvantaged student groups (Representation in committees, barrier-free university applications, if any, applications in distance education processes, etc.)

In our university, adequate and easily accessible learning opportunities are provided to students who require a special approach. Taking of the necessary measures and making of the arrangements in this direction is under responsibility of the "Disabled Student Unit" in order to facilitate the learning life and social participation of students with disabilities in higher education.

In accordance with **"Private Equal Opportunity Directive for Students with Special Needs"** (FR.OKN.040); the students with special needs studying in Istanbul Okan University should apply in written to the Student Deanship in order able to benefit from educational practices, course practices, exam practices, course exemption and adaptation, part-time student and voluntary student support, access to services, access to information, access to health and rehabilitation services, social and cultural activities and opportunities.

In accordance with our Scholarship Directive (YG.OKN.020); the tuition fee is not collected from the 3 disabled students who are placed in the programs of our university and have the highest disability rate depending on their health report, and they are not combined with any other scholarships or discounts.

Documentation regarding the use of feedback in improvement mechanisms

For students who are disabled and unable to continue formal education due to health problems during and after the new Coronavirus Disease (COVID-19) pandemic, the following decisions have been taken to implement the hybrid learning model in the Senate meeting No. 15 dated 13.05.2020.

✓ Disabled support unit has been established. (academic/pedagogic support)

✓ Allocating extra time in the virtual class / tutorial support,

✓ Online office hour applications of academic members for those who do not participate to the face-to-face courses,

✓ Giving extra time in homework/quiz/project/exam applications (person/group based exam time application),

✓ Grouping of the students among themselves and increasing of their communication with other students in the branch,

✓ Creating of alternative assignments by the academic members,

✓ Videos, text-to-speech applications, audio recording and evaluation for those with visual

disability,

✓ Voice-to-text applications, additional OCR applications for those with auditory disability (optical character recognition),

✓ Those with learning disability;

✓ For dyslexia (reading disability); oral/written assessment, written materials with specific fonts,

✓ For dysgraphia (writing disability); audio materials, printable materials, wide-rule paper, infographics,

✓ For Dyscalculia (disability with numbers-formulas); games, physical objects.

✓ Online education will be an advantage for the physically disabled.

✓ For those with psychological difficulties, online communication with OPDEM.

Documentation regarding the use of feedback in improvement mechanisms

✓ In 2020-2021 academic year, the architectural works have been planned and completed for disabled students and disabled individuals in Istanbul Okan University.

✓ In 2021-2022 academic year, the disabled scholarship has been given to 10 students.

Completed works

✓ A ramp has been built for the Disabled Entrance to the Building Entrance.

✓ The ceramics of the disabled roads of the preparatory building have been adhered.

✓ Disabled places have been reserved in all campus parking lots.

✓ The perceivable stone floor has been made at certain routes in the campus.

Planned works

✓ To design audio guidance systems for the visually disabled is planned. Preliminary studies have been started on this subject, and observations are planned where the system is available.

✓ Creating of a "disabled charging station", which is used for charging the wheelchair of the disabled person at the entrance square of the campus has been planned.

3.5. Social, cultural, sports activities

Evidence regarding the planning and execution of social, cultural and sports activities

The Student Deanship helps to solve the main problems of students such as dormitory, food and transportation, contributes to the activities of student societies working in the fields of culture, arts and sports, and tries to contribute to the dynamism of campus life at the highest level. The purpose of establishment of Student Societies affiliated to the Student Deanship is to enable our students to engage in extracurricular, democratic, social, cultural, artistic, scientific, professional and sportive activities that adhere to Atatürk's principles, and to benefit from the opportunities offered by the university on

an equal and regular basis. The Student Societies are established with the approval of Student Deanship and Rectorate of our university and work in accordance with the "Student Clubs and Student Societies Directive" (YG.OKN.032) and Student Deanship Procedure (PR.OGD.001).

The community consultant oversees the work of the student community within the framework of the relevant legislation and is the person responsible for community activities.

The "Student Council Directive" (YG.OKN.052) has been created in order to protect the rights of students enrolled in Istanbul Okan University in meeting and developing their educational, health, sports and cultural needs, to ensure that they are sensitive about national interests, to communicate the expectations and wishes of the students to the governing bodies by establishing an effective communication between the administrative bodies of Istanbul Okan University and the students and to ensure participation of the students in decisions about education and training.

According to the Student Clubs and Societies directive, the clubs / societies should obtain permit from the Student Deanship for promotional and announcement activities inside and outside the university. The clubs/Communities can only plan activities related to their own fields, inside or outside the university. The community that would like to organize all kinds of activities (interviews, seminars, student parties and all activities) inform to the Student Deanship together with a written petition and student activities request form (FR.OGD.012) 1 month in advance.

In the 2020-2021 academic year, the number of Student Clubs was 63 and the number of students who were members of student clubs was 2507.

List of annual sports, cultural and social activities for students during the year (With information such as type of activity, subject, number of participants, etc.)

In the 2019-2020 academic year, 54 events have been made and in the 2020-2021 academic year, any event could not be organized by the student clubs due to the pandemic. Since we have spent the 2021-2022 Spring semester as online training due to the Pandemic, it has been also reflected in our event numbers. The activity list has been added to the sub-criteria B.3.5.

In the 2019-2020 academic year, the amount of allowance allocated from the organization budget for club activities was 340,000 TL, the amount of allowance allocated for the 2020-2021 academic year has been determined as 350,000,00 TL.

The actual expenditure was 69,546.72 TL in the 2019-2020 academic year, and the expenditure has not been realized in the 2020-2021 academic year because the event did not take place.

Examples of evidence regarding the activities paying regard the accessibility and equal opportunity
Happy Life Courses; Thanks to the courses organized by the Student Deanship of Istanbul Okan University to improve themselves in sportive, artistic and socio-cultural aspects as well as their professional knowledge, the students can access sports, artistic and cultural activities. According to Istanbul Okan University Career and Life Directive (YG.OKN.035) and Career and Life Program Procedure (PR.KPG.001); a compulsory Happy Life course has been created within the Career and Life program. Happy Life consists of courses organized in order to develop our students in sporting, artistic and cultural aspects. In addition to sports such as Basketball, Football, Volleyball, Table Tennis, Tennis, Squash, Golf, Swimming, our students participate such as Dance, Music, Theater, Chess, Painting and Handicrafts (Appendix 4) in line with their interests. 80% attendance is essential for this course, which can be taken from the preparatory class. The courses are applied in two semesters. The student can take the same course for two semesters or choose a different course. In addition, they can take two courses in a semester (provided that they are different courses) or take one course in separate semesters. A student who completes two of these courses, fulfills the semester attendance requirement, and gets at least 50 out of 100 in the exam to be made is considered as successful in this course. The students who fail this course can re-select any course from the Happy Life courses in different semesters. Legal provisions regarding absenteeism and exams, and the associate and undergraduate regulations of our university are reserved.

Evaluation within the framework of the information under the heading Social, Sportive, Cultural, Artistic Event Spaces

While many artistic and cultural activities are made in our organization, exhibitions, dance performances, Best of the Year Award Ceremony, Sports Awards, Spring Festival etc. are made in the events. All these activities are carried out with the participation of our students, academic and administrative personnel.

With the opening of Bekir Okan Art, Culture and Congress Center, it is considered as an improvement to serve students, academic and administrative personnel with our Cultural and Artistic event venues, foyer areas, library and exhibition halls. Our academic and administrative personnel and students can continue their sports activities, such as yoga and pilates within the organization without requiring for outside service within the framework of their satisfaction. Due to the Covid-19 Pandemic in the current 2020-2021 academic year, many of our activities could not be made.

The study on the subject of *Providing solutions that will support our students in order to benefit from the social and cultural services provided in other campuses outside Tuzla campus"* in line with the

suggestions made in İstanbul Okan University Corporate Feedback Report **(KGBR2017)**;

• All of our university students benefit from the social and cultural services in our campuses. Upon the request of our students in Kadıköy Campus, a "Would you like to move to Tuzla Campus?" survey has been conducted and as a result of the survey, other departments other than Pilotage, Civil Air Transport Management, Civil Aviation Cabin Services, Aircraft Technology, Flight Operations Management have been moved to Tuzla campus. The Senate decision no. 439 and the result of the survey have been added to the sub-criterion numbered "B.3.5".

Tools for monitoring social, cultural and sporting activities, monitoring reports, evidence of improvement and diversification

• The food services, transportation, cleaning and health services on campus are provided by a subcontractor in our university. Dormitory management of our university students is provided by a subcontractor.

According to the results of the student general satisfaction survey analysis for the 2020-2021 academic year, out of 5 points;

➢ Rate of student clubs providing socialization:3,40

➢ Rate of meals offered:3,28

➢ Sufficiency rate of laboratories: 3,46

➢ Sufficiency rate of health services:3,51

➢ Sufficiency rate of sport facilities:3,39

➢ Sufficiency rate of dormitory facilities:3,48

➢ Rate of active participation and benefit in the events organized at the university:3,31

➢ Self-improvement rate with the Career Life Program (Happy Life) program:3,37

➢ Average rate of satisfaction with all services out of 5 points is 3,40.

• *Part-time student program;* In Istanbul Okan University, the students have the opportunity to work within the university while continuing their education. The students who apply to the part-time student program in line with their interests and skills, if they want to work at the university, are assessed according to their needs and suitability. The students who start working at our university not only gain work experience, but also start earning money while studying. In addition, there are some of our students who start to work part-time and continue to work full-time after their graduation. The students participating in the program work in academic and administrative units within our university. Since the study programs are arranged according to the course hours of the students, there will be no disruption to the courses. While the number of students working part-time in the 2019-2020 Academic Year was 388 in total, the number of students benefiting from this program in the 2020-2021 Academic Year

was 112. Due to the pandemic, there has been a 71% decrease when compared with the 2020-2021 Academic Year.

- In the internal audit conducted in 2021, according to the Student Deanship procedure (PR.OGD.001), the Student Deanship process has been audited. According to the corrective action opened; it has been suggested that a copy of the part-time student weekly work records kept by the student employment units be submitted to the Student Deanship.

4. Academic staff

4.1. Appointment, promotion and assignment criteria

The appointment, promotion and assignment processes of academic personnel are carried out in accordance with the "Academic Personnel Directive" (YG.OKN.025). The information on the assignment, promotion and assignment criteria of academic titles determined as research assistant, academic member, doctor academic member, associate professor, professor, determined within the framework of the Higher Education Law No. 2547, have been specified in the academic personnel directive. The methods of selecting and inviting academic member in order to teach our university from outside; According to the needs of the academic units, the requests for assignment of teaching staff according to the articles 31, 40/a, 40/d of the Law No. 2547 are made with the approval of the University Administrative Board upon the proposal of the relevant faculty/vocational school.

Practices for ensuring the compliance of the academic personnel between their field of expertise and the courses they teach

According to the Course Loads Directive (YG.OKN.019), which has been created in order to regulate the administrative and financial conditions related to the course loads of the academic staff; in the course assignments in the organization, the competencies of the teaching staff (field of study/academic specialization, etc.) and the overlapping of the course contents are distributed according to the specializations of the academic members with the common opinion of the academic units. The course assignments at associate, undergraduate and postgraduate levels are discussed in academic committees and determined according to their specialization and field of study.

In the "Academic Member Course Load Table" used in the YÖK inspection, the compatibility between the academic personnel field of expertise and the courses they teach is checked.

The courses of the faculty departments are shaped in line with the areas of expertise of the academic members. For the courses in the curriculum, experts in the field are appointed and they give courses in the field of specialization, (For example: Course load and consultancy activities table of Faculty of Art, Design and Architecture academic members)

The compliance between the education of the academic member and the courses they give are examined. (For example: the certificates related to Flight Operations Management program and academic member training are given as example.)

Studies for the participation of academic members in the planning and improvement of processes

• In line with the requests collected for the personal development of academic and administrative personnel within the scope of improvement and development studies related to our Internal and External trainings, English trainings, Personal Development Trainings received from outside the organization are among the training plans within a sustainable scope.

• As Istanbul Okan University, intense interest is shown in both domestic and international conferences, seminars, congresses and symposiums, and our faculty members are assisted and supported in their participation in these organizations. In the 2020-2021 academic term, 11 national and international meetings have been held with the participation of academic personnel between national and international scientific meetings.

*In 2021, Open Innovation Autonomous Vehicle Development and Test Platform - OPINA CAEVS Horizon Europe Briefing and Project Development Workshop has been made with UTAS (Transportation Technologies and Smart Automotive Systems Application and Research Center - ARPROGED (Research Projects Development Directorate (Online)) participation.

*In 2021, OPINA for Start-Ups, II. OPINA Workshop Opening to New Markets, Sharing Innovative Ideas, Automotive Technologies Development online panel and OPINA (Open Innovation Autonomous Vehicle Development and Test Platform Project) have been carried out.

• In 2022, the headings of the report have been created for the study on the preparation of the annual report from faculties and vocational schools, and it had been decided to hold a meeting on the subject. It has been suggested that the report should contain information about academic performance assessment and results.

• In line with the requests and the results of the Satisfaction Surveys, the headings of the education and contents of the next semester are determined, announcements are made to all employees and students in the computer environment via the OKAN Intranet, and education requests and applications are also collected through the same system. The education processes continue in line with the internal and external training plan for the 2021-2022 academic year.

4.2. Teaching competencies and development

Evidences regarding planning (scope, method of delivery, participation information, etc.) and implementing the training for trainers practices (Including distance education practices)

The study made on the subject of "***Ensuring of the continuity and sustainability of the training for trainers on distance education methods, models and approaches within the framework of the information obtained from the Organization Quality Assurance in Distance Education Report and online interviews***" specified in the suggestion section related to the research and development process in İstanbul Okan University Corporate Monitoring Report (**2020**);

- The training for trainers is carried out within the framework of "Learning Management System use training" within the Learning Practice and Research Center. The trainings are carried out face-to-face and/or online repetitively. All academic personnel are invited to the trainings. Blackboard Collaborate platform is used for online live interactive courses in our university.

- In 2021, Panpto classes prepared throughout our university have been designed for both face-to-face and online courses. The necessary information regarding hardware and software "Panapto on-the-job training" has been given by the Application and Research Center Directorate regarding these classes.

- In 2021, Time Management and Effective Presentation Methods training has been given through O'Learn.

- In 2021, Trainings of Trainer have been started and the trainings organized by the Education Faculty Quality Commission representative in 2022 continue so as to cover all departments. It is planned to hold formal and/or online educations with open participation at least twice in each Academic Year. In 2021, a course on Training of the Trainer has been opened and started through O'Learn.

- In 2021, the informing activities on learning the distance education processes and making use of the relevant technology have been carried out at regular intervals by the Distance Education Unit.

✓ In 2020, 878 people have received Coursera-certified training through the O'learn/Blackboard platform. Coursera-certified trainings have been given in 2021.

✓ In 2021, "Learning Management System use training" included in the training for trainers has been given to all academic personnel and O'Learn in-service training has been given to the Education Technology Board and Academicians.

✓ In 2022, the performance management system and feedback training have been provided by the Human Resources Department.

Documents showing the processes of monitoring the education-training performance of the teaching personnel

✓ "Istanbul Okan University Academic Personnel Directive" (YG.OKN.025) has been created in order to monitor the education-training performance of the teaching staff".

✓ In accordance with the decision taken at the Quality Commission meeting dated 12.01.2022, the suggestions regarding the Academic Personnel Performance Assessment form which was planned to be used in the assessment of academic units, have been requested to be informed to the President of the Quality Commission.

The method to be followed in academic performance assessment consists of the sum of the scores obtained as a result of the assessment of the education and training activities, scientific research, academic and administrative services of the teaching staff. The performance assesssment is calculated by considering the subjects specified in the KPI table and the scores related to these subjects. The Point weights are created or changed with the consent of the Rector by taking the strategic plan objectives of the University, the structure and activities of faculties/schools and departments into account. In the assessment of the academic member, the average of the scores obtained with the opinion of the first and second supervisors is taken. In case of taking more than one task in the positions of Rector, Vice-Chancellor, Dean, Deputy Dean, Director, Deputy Director, Head of Department, the highest duty is taken as basis. The academic score is calculated annually from 1 November to 30 October of the following year. The purpose of the Periodic Reviews is to assist the career development of permanent faculty members and staff, thereby creating a participatory and continuously productive academic environment in line with the University's strategic goals. This evaluation is taken into account in the continuation, salary increase, development and transition of the personnel to new positions.

Evidences regarding the monitoring and improvement of teaching competence development processes

The training of the trainer, which is given and continued to the academicians through the Blackboard O'learn system in 2021 will contribute to the improvement of the teaching competence of the academicians.

4.3. Incentives and rewards for educational activities

Applications made to appreciate, recognize and reward the educational performance of the teaching staff

✓ "International Scientific Publications Incentive Directive" (YG.OKN.007) is implemented in order to encourage the academic personnel working at Istanbul Okan University to publish at the

international level and to reward such publishers.

✓ Many supportive factors such as the "Internal Academic Activity Support Directive" (YG.OKN.037), are used for the acceptance, evaluation, support, monitoring of scientific research project proposals to be supported by Istanbul Okan University, the execution of related services and the evaluation of the results. The sustainability of our academic personnel is monitored by the objectives in our Strategic Plan and the indicators related to these objectives.

✓ In the 2021 academic year, 50% discount is given to all of our administrative and academic personnel in our organization if they do postgraduate education. In order to support the development of our academic and administrative personnel in the 2021-2022 academic year, 82 staff members who have enrolled in graduate programs and met the application requirements, and 100% scholarship education has been to 6 personnel who have met the doctorate program application requirements.

✓ In our organization, 50% tuition fee discount is made in order to enable our administrative and academic personnel to receive foreign language education.

C. RESEARCH & DEVELOPMENT

1. Management of Research Processes and Research Resources

1.1. Management of research processes

Management and organizational structure of research and development processes

The research and development management which covers all units/fields in the organization has been adopted and secured throughout the organization with integrative, sustainable and mature practices in line with organizational objectives (research and development policy, objectives, strategy); The organization has many unique and innovative applications and some of these applications are taken as an example by other organizations.

The management of the research activities of Istanbul Okan University is carried out in such a way that maximum benefit is obtained from all stakeholders and the research potential of the university. In this context, the research and development policy of Istanbul Okan University is carried out under the presidency of the relevant Vice-Chancellor and under the coordination of ARPROGED. Since its incorporation, it has carried out its studies within the framework of the instructions prepared on the 5 main modules of the Technology Transfer Office (TTO). In parallel with these modules, Okan Tekno R&D Company has been incororated in October 2013 in Teknopark Istanbul in order to transform the research studies at the university into innovative products and to ensure their commercialization.

ARPROGED organization

a. Arproged Coordinator: Represents ARPROGED at ERTICO and EGVIA. He prepares and carries out various HORIZON 2020 projects. He is also the coordinator of the e-Hike Excellence Center and cluster. He is the coordinator of the IPA II project.

b. Arproged Manager: He is the coordinator of TEYDEB 1601 "Okan University Technology Transfer Office Capacity Building and Implementation Project" in 2018-2019. Responsible for all module processes.

c. Module 1 Officer: Module 1 is responsible for Awareness, Promotion, Information and Training Services.

d. Module 2 Officer: Responsible for Services to Benefit from Module 2 Support Programs.

e. Module 2 Officer: Module 3 is responsible for Project Development/Management Services (University Industry Cooperation Activities).

f. Module 4: Module 4 is responsible for Intellectual Property Rights Management and Licensing Services.

g. Module 5: Module 5 is responsible for Incorporation and Entrepreneurship Services.

h. Okan Tekno ARGE A.Ş: Okan Tekno ARGE A.Ş, an established technology company established in Teknopark Istanbul by Istanbul Okan University in partnership with Okan Holding, works as a whole with ARPROGED-TTO, and plays a complementary role in Istanbul Okan University TTO activities by focusing on advanced technology products in order to engage in commercialization activities.

i. Budget and Financial Affairs Officer: As Accounting Officer, he supports the budget and project management studies at ARPROGED and Okan Tekno ARGE A.Ş.

Research management model and practices

Our university continues its studies in line with the vision of being an innovative and pioneering "World University" that can respond to the needs of society and business life at universal standards. In line with this vision, two-day "Search conferences" are held outside of the university every year with the participation of the Chairman of the Board of Trustees, the Rector, all senior executives, and administrative and academic staff, and common mind studies are carried out to identify and continuously develop studies for this vision. Five-Year "Strategic Plan" studies are also produced as a result of these "Search Conferences" and subsequent systematic studies. ARPROGED works under the Rectorate of Istanbul Okan University.

Entrepreneurship and Innovation Platform has been incorporated with the aim of ensuring coordination

between platforms for entrepreneurship and innovation such as the "Social Entrepreneurship and Social Responsibility Research Center" that can be established in different faculties.

The Research Strategies Council is a high-level committee that meets under the Presidency of the Rector, of which the ARPROGED Coordinator is also a member, the secretariat is made by the ARPROGED director, and that determines the research strategies of the university.

The Coordination Board refers to the board where each faculty representative works with the ARPROGED team. It works towards the development of research studies in faculties. In parallel with the improvement activities carried out, the proposal to establish Faculty Research Boards has been accepted. ARPROGED members also participate in these committees. In these committees, it is aimed to determine the research strategies of the faculties and to monitor the research activities. Project budgets and financial affairs details are monitored by an expert in charge of ARPROGED and an accounting employee, who are involved in the follow-up mechanisms of the projects they are responsible for within the scope of modules.

Services for Benefiting from Module 2 Support Programs

It includes information, project design and administrative support services for universities to take advantage of various grant support programs by taking private sector organizations with them. Module 2 activities are defined by the following two items.

1) Providing of project preparation, application and monitoring services to organizations providing national/international research, technology development and innovation and entrepreneurship support. The target audience of the module is academicians and private sector organizations, and as much as possible, one-on-one support is provided.

1.1. Supporting of academicians and the private sector to prepare projects for national and international grant programs

1.2. EU Grant Programs and Other International Program Supports

2) Informing the private sector organizations and researchers about financing R&D and innovation, facilitating access to funds and directing these people to the relevant funds. Access to funds for private sector organizations and researchers begins with Module 1 activities. In the events organized with the sector, the technological needs of the company are determined. After this need is thoroughly defined, solutions are started to be developed by matching the competencies of the academicians and matching the infrastructure needs with the relevant laboratories. ARPROGED identifies opportunities for grant programs that may be appropriate by promoting and informing relevant support programs in the process. 2 + 2 thematic workshops held in 2021.

2.1. Working with Umbrella Organizations and International Platform Memberships

With the memberships of ERTICO and EGVIA, which are the strongest organizations in the field of "Mobility and Green Transport" among European technology platforms, opportunities have been created for industrial organizations in Turkey to participate in international projects, as well as for Istanbul Okan University.

2.2. Establishment of Excellence Center

In the field of Smart and Electric Vehicles, which is one of the most important priority sectors in the world, Excellence Center for Smart, Communication, Autonomous and Electric Vehicles was established at Istanbul Okan University in order to develop the Smart and Electric Vehicle technologies of the future.

The center is a part of global technology networks and makes significant contributions to the vision of the university by working together with relevant clusters.

2.3. Okan-Tekno R&D Activities

With the studies carried out in Okan Tekno ARGE A.Ş., a technology development and commercialization company in Technopark Istanbul, the needs of the industry are determined and a match is made among the academicians of Okan University for these needs.

2.4. Mentorship Services

Mentorship service is provided within the scope of the INOSUIT project, which started under the leadership of TIM and includes Exporters' Associations and Industrial Organizations. Innovative ideas that emerged within the scope of the support given to companies for technology-oriented process and product development also create opportunities for new projects. Academicians with little project development experience at Istanbul Okan University are supported by academicians who are experts in their fields. When high-level consultancy is required, it is very effective to inform academicians through the "Knowledge Days", where the ARPROGED Coordinator and academicians who have been referees in TÜBİTAK ARDEB/TEYDEB/EU projects share their experiences.

Module3- Project Development/Management Services (University-Industry CollaborationActivities)

ARPROGED carries out University-Industry Cooperation processes with the support of the university and senior management, in line with the goal of "intensifying/disseminating R&D and technological new inventions, product and system development activities" determined in the University's Strategic Plan.

2.5. Intellectual Property Rights Management and Licensing Services

Industrial Rights is one of the important stages of Technology Transfer Activities. "ARPROGED-

Technology Transfer Cycle (It reveals all stages from research to economic growth and follows it with indicators).

Figure -ARPROGED Technology Transfer Cycle

As ARPROGED, it has been adopted to follow this cycle and to realize performance indicators in parallel with this cycle. As a source, not only university research and development studies, namely academicians, but also studies are carried out to attract the ideas of entrepreneurs, students and SMEs within the framework of open innovation logic. Therefore, the target audience for this activity can be specified as follows.

- All academicians, primarily Istanbul Okan University academicians.
- All students, primarily Istanbul Okan University students,
- Entrepreneurs,
- SMEs
- Companies
- Startups
- Technology Transfer Offices

This target audience is the target audience studied for all stages of the Technology Transfer Cycle. Another important technology transfer method of Istanbul Okan University is to work through centers of excellence and clusters for thematic areas. These fields are "Smart, Communication and Autonomous Vehicles" and "Electric Vehicle Technologies". The distribution of responsibilities and the decision mechanism in the Intellectual Property Rights process are shown below. Ideas are forwarded to ARPROGED via the "Invention Notification Form". ARPROGED decides whether or not to present the invention to the Intellectual Rights Board as a result of the preliminary research. The Intellectual Rights Board is chaired by the ARPROGED Coordinator, and in addition to the incubation board, the Intellectual Rights Board, which consists of expert academicians and the relevant dean,

convenes or gets approval. Then, the application approval is received with the approval of the financial department or the rector.

The details within the scope of "Invention Right Ownership" and "University-Industry Cooperation" are recorded with our directives, like our other processes, and are followed up with relevant revisions for improvement, if necessary. "In the Intellectual Property Rights Directive (YG.OKN.033), the financial rights on the inventions made by the members of the University belong to the University. Making patent or Utility Model applications on behalf of the University, receiving the documents on behalf of the University or keeping them as trade secrets in favor of the University are considered as the legal rights of the University. All patent application and protection costs are covered by the university.

The new method decided on the Commercialization Process of Ideas can be followed as follows.

Module-4 Activities

1) Determination of Intellectual and Industrial Property Rights Assets, Consulting and Providing Services on the Follow-up of Legal Protection Procedures for These Assets

1.1. Trainings and Application Supports on Intellectual and Industrial Rights

Every year, regular trainings are given to academicians, students and all stakeholders with the aim of raising awareness about intellectual rights, informing about changes and talking about ARPROGED support in obtaining these rights. The evaluation systematic of the invention ideas notified to ARPROGED is given below.

- Filling the Invention Notification Form and submitting it to ARPROGED by hand or electronically.
- Examination of the submitted forms by ARPROGED experts.
- Conducting research with paid and free patent scanning (Patbase, Espacenet) programs.
- Submitting the inventions approved by the Review Committee to the patent attorney firm.
- Detailed examination and preparation of the description.
- Making an Intellectual Property Application.

The advantages offered to the owner of the idea by making the invention notifications to ARPROGED are as follows.

- All patent application and annual renewal costs are covered by the University.
- Having the PATBASE system and using the system in the development of the idea.
- Reducing the burden of academicians in administrative processes.
- Making use of the University-Industry network and having a share in the commercialization activities of the patent.
- Providing Incubation services when deemed appropriate by working integrated with Module 5.
- Continuous ARPROGED supports throughout the whole process.

Module 4 studies continue in integration with Module 2, Module 3 and Module 5. Projects involving academicians are evaluated and studies are carried out for applications that may be the subject of intellectual property rights. In addition, the owner of the idea, who is evaluated with the Invention Notification Forms sent to ARPROGED, has the opportunity to benefit from Incubation services.

2) Transfer of rights arising from intellectual and industrial property rights to the public and private sectors in the form of licensing and management of commercialization processes
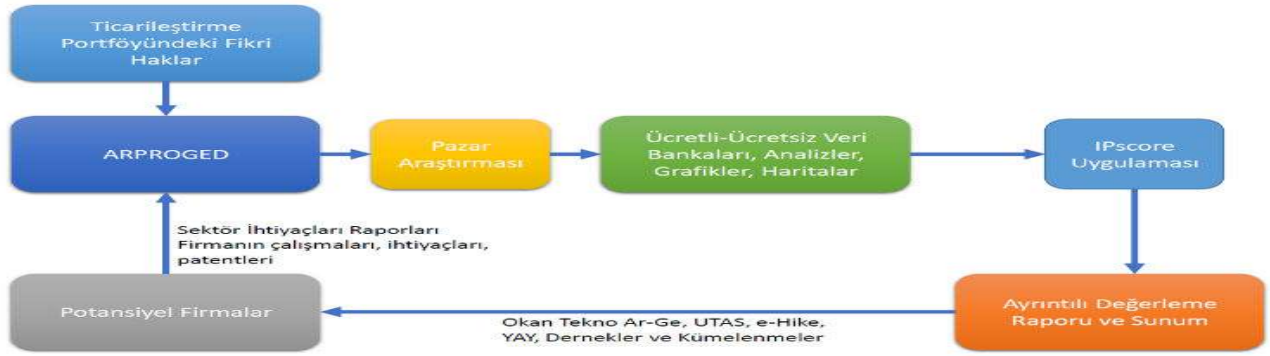
2.1. Patent Valuation

Figure-Commercialization scheme with ARPROGED Patent Valuation method

In 2021, the presentation of our patents and the valuation studies of our 2 patents have been carried out within the scope of the USIMP 2021 event.

2.2. Commercialization Activities

Valuation and commercialization activities of intellectual property ARPROGED systematics generally includes the following steps:

Research: Intellectual Property policies, Collaboration agreements, Sponsored research agreements, Material transfer agreement, Confidentiality agreement

Invention Analysis: Invention or not analysis, patentable analysis, Market analysis and submission to the Review committee.

Protection: Patent, Utility Model, Design, Copyright, Trademark applications.

Marketing: Strategy formulation, communication and collaboration networks, patent fair websites.

Agreement Making: Licensing, transfer, sponsored research, spin offs, Joint ventures.

Benefit: Reputation, income, research, access to resources.

Various Invention Fairs (USIMP, ISIF) are attended in order to promote the licensing or transfer of Intellectual Rights owned by our university to the relevant public and private sectors, and studies are carried out for possible collaborations. Studies are carried out on these issues with e-Hike, AUSDER and other partners who are members of common structures, and developments continue to increase licensing and transfer activities.

3) Cooperation with Other Technology Transfer Offices and Related Institutions/Organizations in the Processes of Commercialization of Intellectual and Industrial Property Rights

Okan Tekno ARGE A.Ş., the company of Istanbul Okan University in Istanbul Technopark. New technological project studies are carried out through the R&D companies, and collaborations for commercialization activities continue with the network of R&D companies. As an example of the

activities carried out, it can be said that the patent idea that emerged during the development of the "Smart Renewable Energy Management System" project, which received support within the scope of the TÜBİTAK 1505 project, with an SME, during the examination of the needs of the market, is registered with a patent without examination, and then licensed through Okan Tekno R&D.

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It can be said that it is licensed through Okan Tekno R&D. Licensing agreements for 3 intellectual rights have been signed with the relevant company, and profit sharing has been made over the sale of

the products. But so far no income has been obtained.

Module 5- Incorporation and Entrepreneurship Services

Since its incorporation in ARPROGED 2011, within the following framework specified in Article 7 of TUBITAK 1513 Implementation Principles

- Providing the incubation center services and conducting accelerating programs to support the commercialization of the knowledge produced at the university through entrepreneurship,

- Providing the support services such as business guidance and mentorship to these entrepreneurs,

- Finding resources from inside and outside the higher education institution for prototype development at the concept verification stage of the business idea and making them available to entrepreneurs carries out incorporation and entrepreneurship activities.

Evidence regarding monitoring and improving the functioning of research management and organizational structure

All business processes are organized according to modules and general technology transfer office processes. Research and Project Development Procedure (PR.PRJ.001), related guidelines are followed within the scope of Research Strategy 2021-2024.

According to our Research Management model, activities on the basis of modules are followed by weekly meetings.

Units carrying out research activities

Istanbul Okan University Application and Research Centers (UYGAR Centers) have a significant impact on the conduct of research activities.

The study made on the subject "*Defining a systematic process for monitoring and evaluating the outputs of Practice and Research Centers*" in line with suggestions made İstanbul Okan University Corporate Feedback Report (**KGBR2017**);

The study made on the subject of "*Defining a systematic process for monitoring and evaluating the outputs of Practice and Research Centers*" specified in the suggestion section related to research and development İstanbul Okan University Corporate Monitoring Report (**2020**);

- In line with the decisions taken in the Senate in 2019, it has been decided to restructure the organization of the application and research centers in our University. The Application and Research centers which services and activities were not deemed necessary have been closed. The current Application and Research center managers have been appointed. It has been decided to submit the

annual academic activity reports to the Rectorate.

- The activity reports of research and application centers in 2021 have been requested by the Rectorate. The reminder letters have been sent to the application and research centers by following the transmission of the reports.

The study made on the subject of *"Preparation of the new strategic plan and monitoring the results"* specified in the suggestion related to research and development process in İstanbul Okan University Corporate Monitoring Report (**2020**)

The 2021-2025 Strategic Plan has been prepared by the strategic plan preparation commission formed among the members of the Quality Commission. With the Senate decision dated 22.12.2021 and numbered 29, the strategic plan for 2021-2025 was accepted. The strategic plan has been informed with the stakeholders in the common area and on the website.

1.2. Internal and external resources
Research and development budget and distribution
Physical/technical and financial resources of Istanbul Okan University to continue its research and development activities; is managed sustainably in line with the institution's research policy, objectives and strategy.

Two models for research priorities have been created to create the research ecosystem at Istanbul Okan University;

1- Establishment of excellence center and clusters that conduct world-class research in selected and critical researcher potential areas.

2- Identifying the problems of the industry with sectoral and OIZ relations and developing technology and solutions by forming inter-university working groups in related fields through Okan Tekno R&D. Within the scope of these models, Istanbul Okan University uses its modern structure of closeness and positive relationship between faculties, in addition to the existing physical and technical infrastructure; It has created natural interfaces such as multi-disciplinary centers of excellence, clusters and centers of excellence in selected areas, where industrialists are also on the boards of directors, and it aims to create new ones. (The financial resources that Istanbul Okan University can benefit from within the scope of Innovative Design Center, Innovative Electric and Hybrid Vehicle Development and Clustering Center, Smart and Communication Vehicle Technologies, e-health, Research priority activities are listed below,

The financial resources that Istanbul Okan University will benefit from within the scope of ARPROGED's research activities are listed below:

1. Institutional shares obtained from TUBITAK Projects,
2. Institutional shares from HORIZON 2020 projects,
3. Personnel costs from EU projects in which TTO Experts participate,
4. Institutional shares obtained from industrial projects,
5. License Revenues,

The calls for the expertise of the researchers have shared with the researchers who were directly involved, and the studies for the realization of joint projects have been supported and developed by coming together with the researchers on the issues requiring expertise from different disciplines. In this way, it has been ensured that the researchers have been able to correctly match the calls that could be the subject of their expertise, and that they could make projects related to their own fields and create interdisciplinary working groups. In this context, within the module activities, road maps have been improved and developed in 2020 in order to make the relevant processes more effective in line with the experience and feedback. With these road maps, researchers, industrial organizations and students have been provided to follow the processes related to both supports and calls more easily. Information training/webinars have been organized on TUBITAK ARDEB and TEYDEB supports, as well as on Patent and Intellectual Property rights, using the resources of the institution. Information about the relevant calls has been given and the questions have been answered in detail in real time.

One of the main strategies is face-to-face meeting with academicians and industry for project development. The calls for the expertise of the researchers have been shared with the researchers who have directly involved, and the studies for the realization of common projects have been supported and developed by coming together with the researchers on the issues requiring expertise from different disciplines. All past academic activities of academicians who have just started the institution are monitored and they are directed to research projects according to their fields and potentials. In this way, it is ensured that researchers can match the calls that may be the subject of their expertise, make projects related to their own fields, and form interdisciplinary working groups. In this context, road maps within ARPROGED module activities have been improved and developed in 2021 in order to make the relevant processes more effective in line with the experience and feedback.

With these road maps, researchers, industrial organizations and students have been provided to follow the processes related to both supports and calls more easily. Information training/webinars have been organized on TUBITAK ARDEB and TEYDEB supports, as well as on Patent and Intellectual Property rights, using the resources of the institution. Information about the relevant calls have been given and the questions were answered in detail in real time.

In line with the positive feedbacks of these activities, studies continue in 2021 as well.

Studies on improvement and development in line with feedback

In line with the feedback, the studies carried out in 2021 regarding improvement and development are stated below.

➢ 38 national and international call announcements and trainings have been reviewed by the Technology Transfer Office (TTO), and training calls have been sent to approximately 170 people from 11 faculties of Istanbul Okan University according to their research fields. Interested and returning academicians are registered and encouraged to develop projects by communicating at regular intervals.

➢ *TUBİTAK 3501 project*; Academicians, whose articles are published every year and who are new to the University, academicians in their 7th year of doctorate graduation (for TÜBİTAK 3501) and doctorate students are followed, suitable programs are found according to their research fields and application criteria and interviews are made with them. Trainings and appropriate calls are sent to them periodically and they are encouraged to write projects. In this context, one-on-one interviews have initiated with 37 academicians to develop projects and are still ongoing. Academicians whose project application is rejected are encouraged to resubmit them by providing motivation by the Technology Transfer Office (TTO) by making corrections in line with the panel reports. There are 3 Academicians who won the 2nd application in 2021

➢ *TÜBİTAK ARDEB BİGG -1512 training;* It is given twice a year and the participants are followed up after the event. Experienced academicians who won the project are invited as invited speakers, they share their experiences during the project process and the support they receive from the Technology Transfer Office (TTO), and motivate other academicians. TÜBİTAK BIGG-1512 support calls have been announced to researchers, industrial organizations and students who were matched with the calls within the scope of Modules 4 and 5, applications have been evaluated as the implementing agency, entrepreneurs have been trained, project applications have been sent to TUBITAK for 200 thousand TL support, 3 of our entrepreneur candidates received support and were in technoparks that they set up their own companies.

During the project application, the support has been provided to academicians, students and businesses in 2021, during the project creation, project preparation, creation of partnerships and application stages. Among these supports; Activities such as preparation of the relevant project forms and contracts, signing them by the parties, providing support to the stakeholders in the execution of technical and financial pre-processes such as budgeting and justification, pre-evaluation of the projects before the application, when requested by the academicians, and making the final checks before the application. The physical, technical and financial research resources of the institution are compatible and sufficient with its mission, goals and strategies. Research and development Budget and its distribution and

information are available in the "Research and development Budget and distribution" and "R&D_Projeler 2018-2023 -Institution Shares" files, and the relevant files have been added to the C.1.2 sub-criterion.

➢ In 2021, the number of active companies in the technopark/tekmer/incubation center owned or partnered by the academic members of our university is 6.

Strategic partnerships made within the framework of research (Public or private)

Istanbul Okan University is a university that cooperates with its Regional Stakeholders. Until now, it has carried out and continues to carry out different studies for the future in cooperation with different institutions in the region within the scope of E-hike and E-hike_Link clusters, especially under the infrastructure of UTAS (Transportation Technologies and Intelligent Automotive Systems Application and Research Center).

Our strategy partners, implemented by the Ministry of Industry and Technology within the scope of the competitive sectors program, in 2021; with the partnership of

✓ Within the scope of the umbrella program created with the co-financing of the European Union and our country, MARKA (East Marmara Development Agency),

✓ TAYSAD (Association of Vehicles Procurement Manufacturers),

✓ TESID (Turkish Electronic Industrialists Association),

✓ YASAD (Software Manufacturers Association)

OPINA- Open Innovation Autonomous Vehicle Development and Test Platform" Project has started its activities, and its activities in 2021 are continued with the infrastructure and trainings completed within the scope of the project and the workshops held within the scope of the project.

OPINA Project; The center to be established within the scope of the OPINA project will support researchers and entrepreneurs working on technology ideas, and will be one of the largest prototyping centers in our country by serving at an international level. The center, which will house its laboratory in this project, will also provide incubation services to entrepreneurs.

It will be transformed into a platform-oriented structure that covers the whole process from research to commercialization, differentiates for medium-high and high technology sectors, and takes into account the needs and development potentials of the sector. Within the scope of its field, R&D platforms will be established that will allow cooperation between themselves and with the industry at national and regional level.

Target groups of the project; Small scale (micro) enterprises, researchers, R&D companies, Start-ups, OEMS, (Original Equipment Manufacturers), software developers, automotive suppliers, electronics manufacturers, universities, sectoral NGOs.

Strategic partnerships (Public or Private) Made within the Framework of the Research are in the "Completed Project Lists" table, and the relevant table has been added to the sub-criterion C.1.2.

International Cluster and Organization memberships; ERTICO (European Road Transport Telematics Implementation Coordination), Batteries European Partnership (BEPA), The Towards Zero-Emission Road Transport EGVI/2Zero, Connected, Cooperative and Automated Mobility Association CCAM, and NETAŞ A.Ş and NET- TR INC. company framework agreements are included in the "Other Cooperation" table and the relevant table has been added to the sub-criterion no C.1.2.

Internal resources and defined processes for their use (BAP Directive, Internal Sourcing Directive etc.)

"Internal Academic Activity Support Directive" (YG.OKN.037) prepared by Istanbul Okan University for the allocation of internal resources to research activities is used. The purpose of the directive; To define the methods and rules of practice determined to encourage, support and improve the quality of research studies of academicians.

Project and research-oriented academic support; the following supports and application methods are foreseen for project and research-oriented academicians. Project and research-oriented academicians apply to the relevant dean's office through the department chair. They can benefit from the support with the approval of the Dean's Office.

Reducing the number of courses; with the approval of the Dean, the number of lessons can be reduced to 6 hours per week. The contribution made from the projects to Istanbul Okan University must meet at least the salary of the academician. The performance of the academician is monitored in accordance with the relevant procedures.

Project Award; The award will be given to the academicians who apply for a project that will contribute to the National and International University Ranking indices and who won the project, in accordance with the relevant procedural rules.

In 2021, excluding the industry consultancy projects fully supported by the industry, a total of 29 national + 10 international, a total of 39 project applications have been made, 9 national projects + 1 international consultancy project, 10 projects in total have been won. 1200 TL has been paid for the winners.

Article Award; Scholars who will contribute to the National and International University ranking indexes and whose scientific articles have been published in peer-reviewed journals will be awarded in accordance with the relevant procedures.

Postgraduate and Doctorate Student Support for Projects; for academicians who have applied for a project or whose project has been accepted, Master and Doctorate students will be exempted from tuition scholarships. These students are required to be at the university full time and support the project. In addition, students are required to work 10 hours a week as a research and lecturer. The relevant academician applies to the relevant dean's office through the head of the department. Experts working in an institution that carries out a project with Istanbul Okan University can be graduate or doctorate scholarship holders. In this case, if the share of Istanbul Okan University from the project is more than twice the amount of the scholarship, it may be exempted from the fee.

Internal Research Project (IAP) Support; In line with the mission of Istanbul Okan University, it is to support ambitious research projects with high participation within or between faculties that contribute significantly to the research horizon with Internal Research Fund resources. The aim of Internal Research Projects is to provide opportunities for Istanbul Okan University to conduct scientific studies, practice in advanced research, be included in international research networks, prepare new projects for public funds or provide commercial expansions, and support the creation of qualified human resources in newly developing research areas.

Academicians who have projects that meet these criteria apply to ARPROGED using the TUBITAK ARDEB 1002 project form and with the approval of the relevant dean. ARPROGED checks the compliance of the project with the IAP criteria and related procedures and submits it to the University Senior Management for approval.

Patent Application Support; Details are available in the "Intellectual Property Rights Directive". All payments related to Patent Applications are made by the institution. 3 international applications submitted in 2021.

Methods and units created to support the use of external resources

In line with the mission and goals, orientation to non-university resources is supported. Istanbul Okan University researchers benefit from public support funds with the support of ARPROGED experts in order to carry out their studies on R&D and Innovation and to provide consultancy for the needs of the industry.

TÜBİTAK Research Support Programs (ARDEB), Technology and Innovation Support Programs (TEYDEB), Inosuit Program carried out by the Turkish Exporters Assembly (TİM), Contracted R&D Projects financed by the Industry, Horizon Europe programs, ERASMUS, COSME, KOSGEB etc. Fund support is provided to researchers from the programs of the institution. Support units and methods working for this purpose are defined and known by the researchers of the institution.

Research Projects Development Directorate-ARPROGED, which was established at Istanbul Okan University to develop cooperation with internal and external stakeholders, to obtain external resources,

and to turn research studies into commercial value, stated that "With the relevant directives in the five module areas defined within the scope of TÜBİTAK 1601 processes, other module activities In addition, it continues its activities to support the use of external resources within the scope of Module 2 and Module 3.

Stakeholders can see which call is more appropriate for the existing ideas, under the headings of the program name, brief information about the program, who can apply, the duration of the program, the amount of support and support percentages of the program, and deadlines, by ARPROGED for academic, industrial and public support by TUBITAK informative webinars.

Activity definitions to support the use of external resources under Module 2 and Module 3

Services for Benefiting from Module-2 Support Programs

It includes information, project design and administrative support services for universities to take advantage of various grant support programs by taking private sector organizations with them. Module 2 activities are defined by the following two items.

1) Providing project preparation, application and monitoring services to organizations providing national/international research, technology development and innovation and entrepreneurship support. The target audience of the module consists of academicians and private sector organizations, one-to-one support services are provided as much as possible.1.1. Providing Support to Academicians and Private Sector in Preparing Projects for National and International Grant Programs

ARPROGED provides project writing support to academicians and project partner institutions and organizations within the scope of EU, National Agency (Erasmus+), TUBITAK ARDEB, ISTKA, Competitive Sectors and Ministry Grant Programs.

The support processes of ARPROGED for the project preparation of academicians and the private sector are defined as follows.
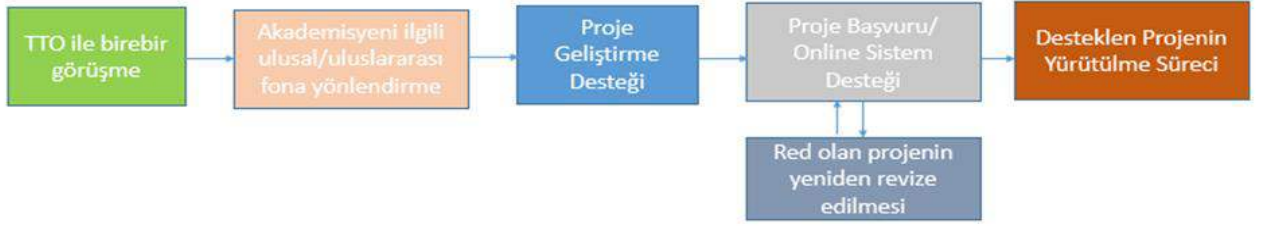
Figure -Supports for National and International Project Preparation Processes

After informing/pre/post-training about the support program, following the application of the academicians who request support for project preparation to ARPROGED, information is conveyed through one-to-one interviews about the support program they are interested in.

In 2021, support programs trainings have been generally organized in this field, 2 training programs were organized in this field, especially in order to get to know the participant profile before the national and international fund promotion activities to the faculties and to direct the academicians to the relevant funding opportunities, by examining their fields of activity, thesis topics, student theses, doctorate graduation dates, articles, Relevant national and international support programs are recommended for academicians.

Before the preparation of the project, matching ideas with the relevant funds, making them suitable for research projects, suggestions to turn them into projects, answering questions about support programs, information about program application conditions and regulations, important points to be considered about suggestion forms, researcher suggestions, etc. able to receive services. After the academicians enter the project writing process, they can develop their projects by being systematically guided by ARPROGED.

ARPROGED also provides electronic application support for project documents that are ready for application. After the completion of the evaluation process, studies are carried out to make a second application to the same program by evaluating the panel reports of the rejected projects (especially in TÜBİTAK projects). In addition, the systematic of project writing for academicians is explained practically in the trainings, and the process is continued with the support of ARPROGED and mentor academicians. Workshop participants are divided into groups as engineering, health and social sciences, and mentor academicians who have won projects have a project study done on the sample project subject in company with the ARPROGED team. At the end of the workshop, the groups present their projects and comments are made on their projects.

1.2.   EU Grant Programs and Other International Program Supports

International calls are also followed very closely, especially in thematic areas. It takes part in consortia for ERTICO, EGVIA memberships and special workshops organized in this field and calls for interest. ARPROGED Coordinator contributes to the project proposals and consortia that will be formed in thematic areas at the events where ERTICO members are invited every year.

Relevant academicians in their fields are invited to the trainings of the HORIZON 2020 calls followed by general and private transportation. Support continues after briefings and trainings.

2) Informing private sector organizations and researchers about financing R&D and innovation, facilitating access to funds and directing these people to relevant funds.

Access to funds for private sector organizations and researchers begins with Module 1 activities. In the events organized with the sector, the technological needs of the company are determined.

After this need is thoroughly defined, solutions are started to be developed by matching the competencies of the academicians and matching the infrastructure needs with the relevant laboratories. ARPROGED identifies opportunities for grant programs that may be appropriate by promoting and informing relevant support programs in the process. 2 + 2 thematic workshops held in 2021.

2.1. Working with Umbrella Organizations and International Platform Memberships

ERTICO Startup network-Startup Europe, ERTICO-ITS- Intelligent Transport Systems and Services for Europe, EGVIA-European Green Vehicle Initiative Association, CCAM-European Partnership on Cooperative Connected and In addition to Automated Mobility, BEPA-Batteries European Partnership Association and Istanbul Okan University, opportunities were created for industrial organizations in Turkey to participate in international projects. The efforts to establish a cluster and Excellence Center have also increased the opportunity to develop new ideas and new projects for cooperation before competition. By expanding these studies with foreign relations, an important potential for new project opportunities is created.

2.2. Establishment of Excellence Center

In the field of Smart and Electric Vehicles, which is one of the most important priority sectors in the world, Excellence Center for Smart, Communication, Autonomous and Electric Vehicles was established at Istanbul Okan University in order to develop the Smart and Electric Vehicle technologies of the future. The center is a part of global technology networks and makes significant contributions to the vision of the university by working together with relevant clusters.

Figure -ARPROGED Excellence Center and Cluster Systematics

With the studies carried out in Okan_Tekno_ARGE A.Ş., a technology development and commercialization company in Teknopark Istanbul, the needs of the industry are determined, and a match is made among the academicians of Okan University for these needs. If suitable academicians cannot be found in Okan University, academic staff of other universities are examined.

In addition, when an innovative technology project is created for the projects developed at Istanbul Okan University, if the academicians do not want to establish an entrepreneurial company, they can carry out their projects through Okan-Techno-ARGE.

2.3 Mentorship Services

Mentorship service is provided within the scope of the INOSUIT project, which started under the leadership of TIM and includes Exporters' Associations and Industrial Organizations. Innovative ideas that emerged within the scope of the support given to companies for technology-oriented process and product development also create opportunities for new projects. Academicians with little project development experience at Istanbul Okan University are supported by academicians who are experts in their fields. When high-level consultancy is required, it is very effective to inform academicians through the "Knowledge Days", where the ARPROGED Coordinator and academicians who have been referees in TÜBİTAK ARDEB/TEYDEB/EU projects share their experiences.

Module-3 Project Development/Management Services (University-Industry Cooperation Activities)

ARPROGED carries out University-Industry Cooperation processes with the support of the university and senior management, in line with the goal of "intensifying/disseminating R&D and technological new inventions, product and system development activities" determined in the University's Strategic Plan.

1) Advising private sector organizations and researchers on access to information, technology and cooperation opportunities, guiding these individuals and mediating national/international partnership agreements

1.1. Joint project development studies with industrial organizations

1.2. Determining and projecting the needs of industrial organizations

2) Presentation of project results

3) Creating a project team in multi-partner projects, etc. carrying out or coordinating activities

3.1. Identifying and communicating with industrial organizations suitable for the research areas of Istanbul Okan University in priority areas

3.2. Thematic global center of excellence and cluster center studies
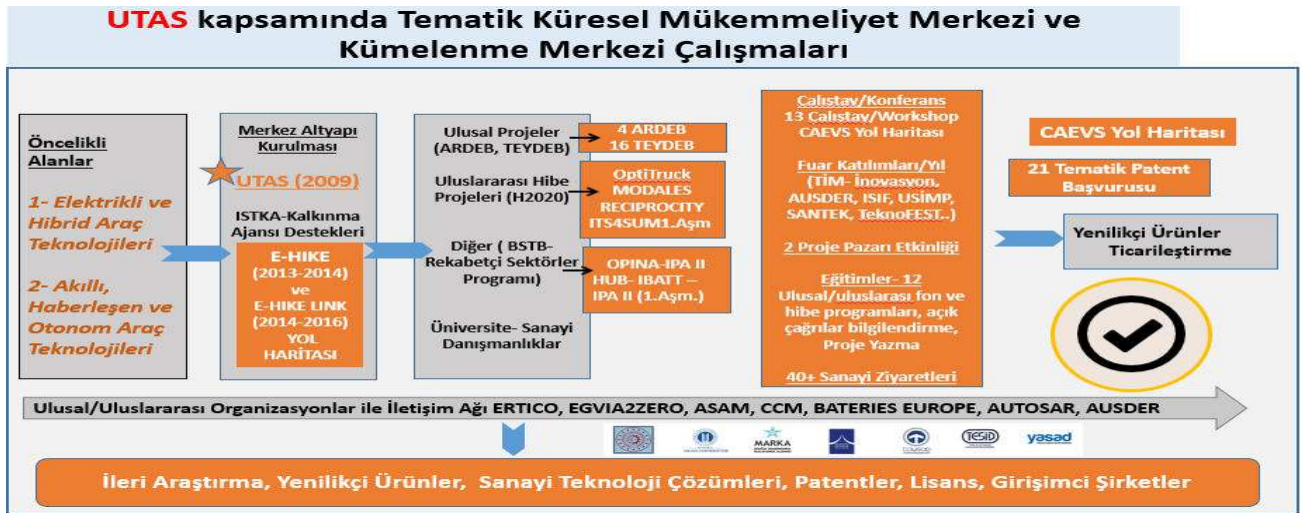
As of 2021, the Thematic Global Center of Excellence and Clustering Studies within the scope of Figure-UTAS

3.3. Carrying out active project development studies for EU R&D projects

4) Acting as an intermediary in the realization of contract research (using databases, face-to-face interviews, matching methods such as meeting project ideas)

Changes in external resources over the years

ARPROGED keeps track of the application/acceptance rates to national/international external resources by updating them annually. Application/acceptance rates to foreign research support programs covering the years 2008-2021, and changes in external resources over the years are monitored.

Başvurulan ve Kazanılan Proje Sayılarına Göre Başarı Oranı						
Yıllar	Başvurulan Proje Sayısı	Kazanılan Proje Sayısı	Başarı Oranı	Araştırma Projeleri	Sanayi Projeleri	Uluslararası Projeler
2008	1	1	100%	0	0	1
2009	2	2	100%	1	0	1
2010	3	3	100%	2	0	1
2011	15	7	46,67%	4	3	0
2012	35	13	37,14%	0	12	1
2013	37	22	59,46%	4	16	2
2014	42	25	59,52%	4	20	1
2015	76	35	46,05%	9	24	2
2016	67	39	58,21%	2	32	5
2017	86	27	31,40%	0	25	2
2018	89	56	62,92%	14	36	6
2019	74	50	67,57%	1	43	6
2020	104	73	70,19%	0	67	6
2021	95	66	69,47%	9	56	1
Toplam 2008-2021	726	419	57,71%	50	334	35
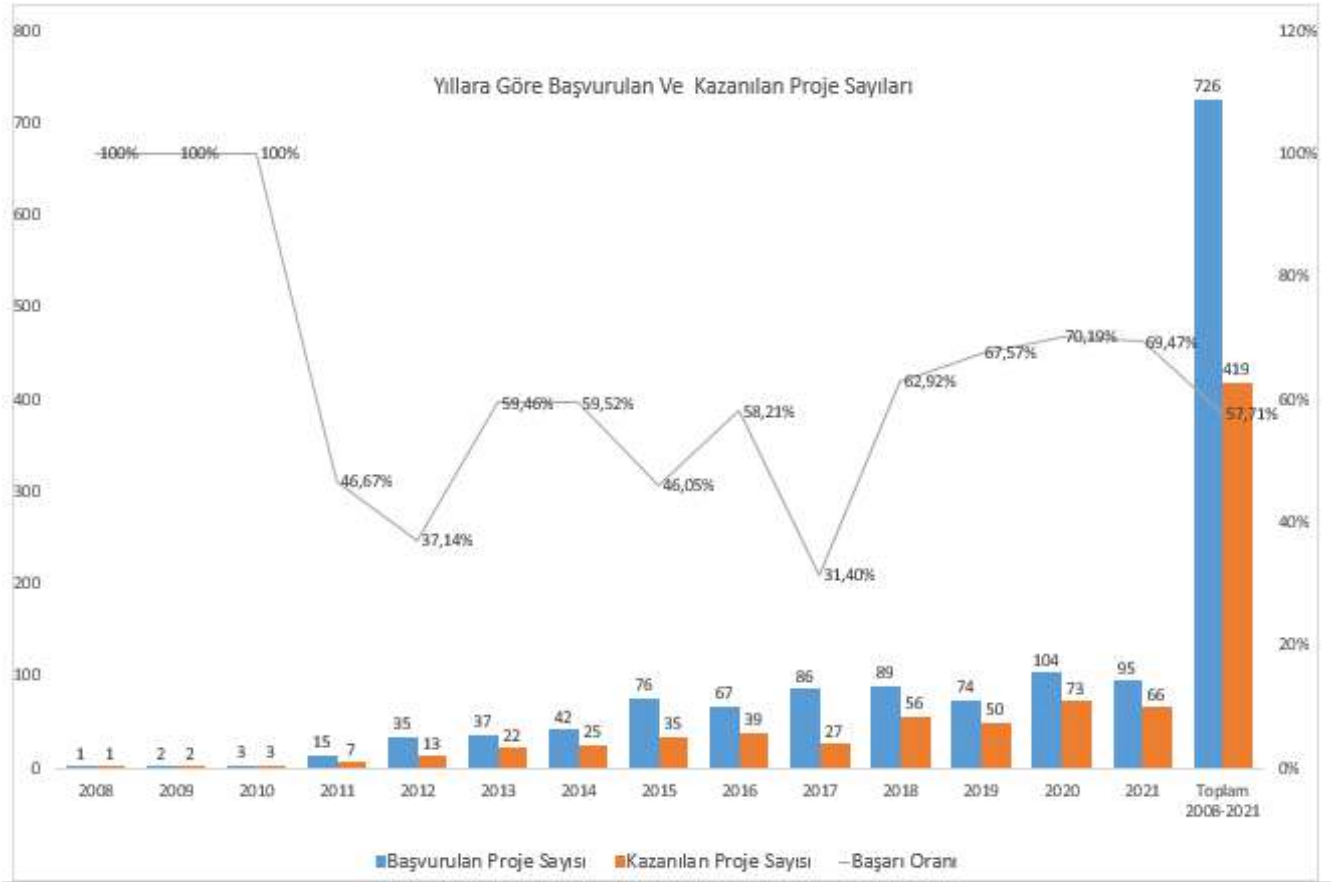
Table-Number of Projects Applied and Won by Years

Yıllar	Kümülatif Başvuru Sayısı	Kümülatif Kazanılan Proje Sayısı
2008	1	1
2009	3	3
2010	6	6
2011	21	13
2012	56	26
2013	93	48
2014	135	73
2015	211	108
2016	278	147
2017	364	174
2018	453	230
2019	527	280
2020	631	353
2021	726	419

Table-Cumulative Number of Projects Applied and Won by Years

Yıllar	Ulusal Araştırma Projeleri	Ulusal Sanayi Projeleri	Ulusal Toplam	Uluslararası Projeler	Toplam	KÜMÜLATİF
2008					160.000 ₺	160.000 ₺
2009				115.217 ₺	115.217 ₺	275.217 ₺
2010					696.744 ₺	275.914 ₺
2011	894.106,78 ₺	364.000 ₺	1.258.107	0	1.258.107 ₺	1.534.020 ₺
2012	3.725.000,00 ₺	461.015 ₺	4.186.015	58.000 ₺	4.244.015 ₺	5.778.035 ₺
2013	619.266,00 ₺	679.656 ₺	1.298.922	148.052 ₺	1.446.974 ₺	7.225.009 ₺
2014	763.750,00 ₺	452.262 ₺	1.216.012	56.000 ₺	1.272.012 ₺	8.497.021 ₺
2015	1.955.815,00 ₺	1.090.491 ₺	3.046.306	115.130 ₺	3.161.436 ₺	11.658.457 ₺
2016	238.252,00 ₺	331.239 ₺	569.491	1.234.488 ₺	1.803.979 ₺	13.462.436 ₺
2017	0,00 ₺	314.702 ₺	314.702	13.455.497 ₺	13.770.199 ₺	27.232.635 ₺
2018	664.599,00 ₺	2.704.589 ₺	3.369.188 ₺	32.166.500 ₺	35.535.688 ₺	62.768.323 ₺
2019	206.200,00 ₺	429.836 ₺	636.036 ₺	2.600.276 ₺	3.236.312 ₺	66.004.635 ₺
2020	0,00 ₺	640.460 ₺	640.460 ₺	2.293.017 ₺	2.933.477 ₺	68.938.112 ₺
2021	501.673,00 ₺	1.145.386 ₺	1.647.059 ₺	86.324 ₺	1.733.383 ₺	70.671.495 ₺
TOPLAM	9.568.661,78 ₺	8.613.636,00 ₺	18.182.297,78 ₺	52.328.500,84 ₺	70.671.495,37 ₺	

Table- Changes in external resources by years

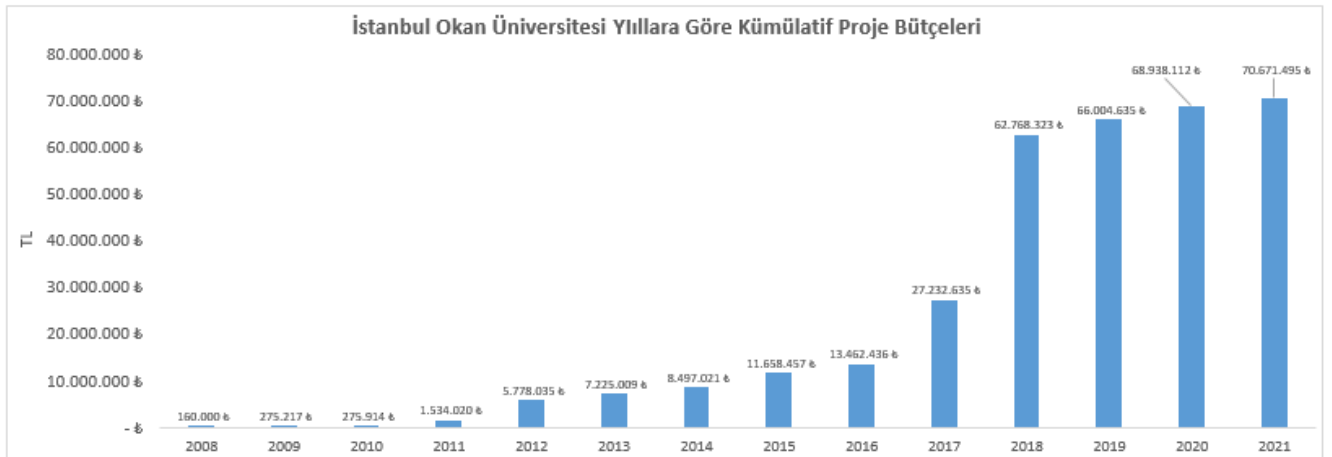İstanbul Okan Üniversitesi Yıllara Göre Kümülatif Proje Bütçeleri

Table- Project Budgets earned by years

According to the Foundation Universities 2021 report prepared by YÖK, Istanbul Okan University ranks 9th in the "Total Research Budgets" list with a budget of 21,119,734.9 TL.

SIRA	ÜNİVERSİTE	İÇ KAYNAKLI AR-GE HARCAMASI (TL)	YURTİÇİ DIŞ KAYNAKLI AR-GE HARCAMASI (TL)	YURTDIŞI DIŞ KAYNAKLI AR-GE HARCAMASI (TL)	TOPLAM AR-GE HARCAMASI** (TL)
1	İHSAN DOĞRAMACI BİLKENT ÜNİVERSİTESİ	33.059.138,0	65.450.760,7	15.323.826,7	113.833.725,5
2	SABANCI ÜNİVERSİTESİ	32.501.706,0	42.118.809,0	22.858.516,0	97.479.031,0
3	KOÇ ÜNİVERSİTESİ	20.645.587,0	30.138.905,0	25.548.206,0	76.332.698,0
4	İSTANBUL MEDİPOL ÜNİVERSİTESİ	32.093.372,4	37.282.582,8	3.260.971,9	72.636.927,1
5	KTO KARATAY ÜNİVERSİTESİ	2.423.567,0	4.638,0	44.521.643,5	46.949.848,4
6	YEDİTEPE ÜNİVERSİTESİ	29.843.161,4	7.045.899,6	795.085,6	37.684.146,6
7	BAHÇEŞEHİR ÜNİVERSİTESİ	16.274.847,6	5.849.607,4	7.400.463,2	29.524.918,2
8	ÖZYEĞİN ÜNİVERSİTESİ	10.173.045,0	10.090.243,0	3.059.251,0	23.322.539,0
9	İSTANBUL OKAN ÜNİVERSİTESİ	3.248.129,5	15.939.221,3	1.932.384,1	21.119.734,9

1.3. Doctorate programs and postdoctorate opportunities

Evidences regarding the doctorate programs and postdoctorate opportunities

The study made on the subject of *"Involving more university students in research projects, disseminating them to all academic units and monitoring the results"* specificied in suggestion related to research development process İstanbul Okan University Corporate Monitoring Report (**2020**);

- The principles of postgraduate programs and doctorate programs in our organization are carried out by the Postraduate Education Institute according to the "Postgraduate Education –Training and Exam Regulations". The contents of the post graduate and doctorate programs, application conditions are published on the website for the students who would like to make academic career as well as professional development. In 2021, the number of the student in the doctorate program was 180, the number of the postgraduate student was 1647 and the number of the proficiency in art student was 15.

- In 2021-2022 fall academic semester, 100% scholarship education has been awarded to our 88 personnel as 82 personnel who have enrolled to the postgraduate programs and met the application conditions, 6 personnel who have enrolled to doctorate/proficiency in art and met the application conditions. 100% education scholarship will be continued to give.

- In the recruitment processes of the academic and administrative personnel in our organization, the positive discrimination is made for its own alumni students and prioritized and preferred mostly.

- While sending the job postings to our alumni students by the Career Center through CMR; in 2021, the job postings have been conveyed to our doctorate students who will perfom duty as researcher in R&D projects.

- In 2021, our 9 students in scholarship doctorate student, postgraduate student statute have worked in TÜBİTAK projects. 2 students have performed duty in *"Human Strategy Based Integrated Competency Management Module Development Project in Innovation Management"* project, 4 student *"Design and Realization of Leakage Current Sensor Complied with Iec 62752 Standard (30 Ma Aa, 6 Ma Da)"* project, 3 students *"Investigating of the Possible Effects of Driverless Road Vehicles on Mixed Traffic and Ensuring of operating in a way to optimize traffic variables under uninterrupted flow conditions"* project as reseachers. In the meantime, they have benefited from the scholarship opportunites. *3* academic personnel have worked in European Union research projects as researcher.

- Information mail was sent to all academicians and students so that they can benefit from many TUBITAK programs as an executive/researcher/scholarship in 2021. TÜBİTAK ARDEB programs were introduced in detail, including TÜBİTAK 1002 Rapid Support program, TÜBİTAK 3501 Career Development Project, TÜBİTAK 4005 Innovative Education Applications, doctorate students, doctorate graduates, and academicians with articles.

- In 2021, within the scope of increasing the number and quality of TÜBİTAK projects; the research field of activity, article topics of each researcher academician whom the doctorate graduation is in last 7 years are scanned and the road map is presented to them for TÜBİTAK projects, intensive support is provided during the writing phase of the projects by explaining the details of the relevant fund, application conditions and form etc. to the academicians who return. The same scanning is made for new academicians every year and the road map is presented. Furthermore, the relevant funds that the students can apply with their academic consultants

2. Research Competence, Collaborations and Supports

2.1. Research competencies and development

Planning and practices for improving the research competency of faculty members (supportive trainings, international opportunities, project collaboration studies, etc.)

Whether the research personnel recruited/assigned at Istanbul Okan University have the necessary competence, the provisions of the Labor Law No. 4857 and the relevant legislation and the criteria brought by the "Academic Personnel Directive" (YG.OKN.025) regarding the current recruitment/appointment are examined. At Istanbul Okan University; scientific articles, artistic performances, projects, national/international congresses/workshops/symposiums etc. made by researchers. It is used to present papers at events and to measure and evaluate the competence of the research staff. In the CV, the number and content of the articles published in the SCI (Science Citation Index) indexed journal are checked. With the interview, his other academic-intellectual background is examined. Industrial projects and R&D background are evaluated.

Evidences for monitoring and improving faculty research competence

The study made on the subject of *"Improving the opportunities related to research and development activities"* specified in the suggestion made in İstanbul Okan University Corporate Feedback Report (**KGBR2017**);

- The supports of international scientific publications have been updated. In accordance with the incentive directive supporting international scientific publications (YG.OKN.007); those who have a paper for participation to the International Conferences are supported by covering the cost completely by the university. Those who publish articles in SCI (Science Citation Index) magazines (single author) are awarded 3000 TL per article, and 4500 TL (divided by the number of authors) for articles with more than one author. In the meantime, the participation of the university academic members to the scientific event such as congress, seminars and workshop where the researches share their researches and experiences at national/international level are encouraged and supported..

- In line with the needs of the Vocational School academic members, their wishes regarding their own education are supported by the institution. For example: In 2021, a lecturer was appointed as a visiting researcher.

Planning and practices aimed at improving the research competence of faculty members are carried out with activities on the basis of modules, in accordance with ARPROGED processes, objectives and methods. Supportive trainings are given to researchers, international opportunities are announced, and all project studies are supported by our experts from the writing stage. Experiences of successful project coordinators are shared in trainings within the scope of guiding other applicants, and the studies of researchers whose projects were unsuccessful are re-evaluated by our experts and their applications are renewed. In the case of researchers with a doctorate degree; Arproged experts inform and guide the doctorate students in the institution within the scope of the support programs they can apply by following the academicians who have received their doctorate degree. New incoming academicians and current academicians,

A proposal is prepared and forwarded by scanning the TUBITAK project database, the dates of doctorate graduation from YÖKSİS, research areas, titles of the theses, and looking at the current articles. Every year in September and in the interim periods, with the constantly repeated screening methods, according to the interests of the researchers, doctorate students are eligible for the 1002 Support program, those who have completed their doctorate and have not been 7 years past the 3501 Support Program, those who have received their doctorate from universities abroad, "bilateral cooperation programs" with the country they are affiliated with. Those with entrepreneurial intentions are directed to 1512 BIGG support programs. In this context, zoom meetings, e-mail and face-to-face

meetings were held in 2021.

Academic member feedbacks

• The academic staff of the Faculty of Art, Design and Architecture follow up-to-date trainings in order to develop their competencies and participate in activities such as projects and exhibitions. The works of our lecturers were exhibited in the Passing Exhibition, organized by the faculty in cooperation with Evin Art Gallery in 2021.

The study made on the subject of "*Making necessary improvements to allow academic staff to devote more time to research activities*" specified in line with suggestions made in İstanbul Okan University Corporate Feedback Report (**KGBR2017**);

• When a request is received by our Academic Staff to reduce the course load in order to conduct research, it is first evaluated by the relevant academic unit's administrative board and presented to the University Administrative Board. Decisions are taken to support our Academic Staff.

2.2. National and international common programs and common research units

Mechanisms for establishing national and international joint programs and joint research units

Mechanisms to encourage inter-institutional collaborations, interdisciplinary initiatives and joint ventures to create synergy exist and are effective. Multiple research activities such as joint research or graduate programs, participation in research networks, existence of joint research units, national and international collaborations are defined, supported and systematically examined and improvements are made in line with the objectives of the institution.

Strategic targets have been established within the scope of Istanbul Okan University's research policy and strategy. "Increasing interdisciplinary and multidisciplinary studies in the priority area within the institution" has been determined as one of these goals.

In this context, it is planned to increase the activity of "Research Groups" among the studies aimed to be done. In order to increase the international research efficiency of our university, it is aimed to increase the international visibility of our researchers and the rate of benefiting from international projects with the help of memberships in international cooperation networks.

Within the scope of our goals, cooperation has been realized with our internal, domestic and foreign stakeholders. These collaborations have added value to all our activities as an active or prospective study, strengthened our gains and experiences, increased our recognition, and made us the first institution that comes to mind in our strong fields.

• Confucius Institute; the purpose of its establishment is to establish national and international joint

programs and joint research units. Confucius Institute, which was established in cooperation with our partner university Beijing Language and Culture University, is an international joint project. However, its difference from other institutes is that it was established as a result of cooperation between the local university and the university in China..

- Istanbul Okan University signed partnership agreements with 157 universities within the Erasmus+ system within the framework of Erasmus+. Renewal and extension studies are continuing for the expired agreements. In addition, the process of making new agreements continues, taking into account the demands of the faculties and the development of the students. Apart from the Erasmus+ framework, 2 exchange and double diploma agreements were made with Italy and 2 with China in the 2021-22 period.

Our in-university solution partners

Regarding ARPROGED activities and academicians' expectations, the questionnaires, which received feedback on the services provided, supported the improvement efforts.

Training Activities Questionnaire: It is used to improve training after each training. Project Development Questionnaire: Information about the projects that academicians can develop is obtained through one-on-one interviews. Service Quality Questionnaire: It is obtained from academicians once a year. In addition, feedback is received from the annual "Okan University Strategic Plan" meetings attended by internal stakeholders. Once a year, all these data are evaluated with a workshop, the strategic action plan and the results are examined, and a SWOT analysis is made. Foresight workshop held in 2021.

Faculties

Throughout the project process, ARPROGED provided support for the academicians of Istanbul Okan University to find funds for their research studies, to protect their intellectual rights, to license them, and to develop them further through joint projects with the industry. Support for the identification of academician potentials and within the scope of FSMH information activities, the request for R&D project applications has increased, and the number of academicians enthusiastic for industry cooperation has increased.

Faculty Research Boards, Faculty research boards have been established with the participation of faculty members and deans from different departments in order to determine research potential and needs.

Periodic meetings are held with the participation of ARPROGED experts, and studies are carried out to establish the research strategy of the departments and to identify possible activities and projects in line with these strategies.

Applied Research Centers:

By using the positive relationship structure established with the modern faculties of Istanbul Okan University, there are natural interfaces such as multi-disciplinary centers of excellence, clusters, and centers of excellence, where industrialists are also on the boards of directors and expert researchers are employed. Transportation Technologies and Intelligent Automotive Systems Application and Research Center-UTAS, Faculty of Engineering, which is one of the 18 research centers of the university; He is actively working with academicians from 12 departments: Computer, Electric-Electronics, Industry, Energy Systems, Geomatics, Food, Construction, Machinery, Mechatronics, Automotive, Genetic and Bio Engineering, Basic Engineering Sciences. As a result of 2 ISTKA Projects, "Smart and Environmental Vehicles" and "Electric and Hybrid Vehicles" under UTAS infrastructure, TESID, YASAD, TAYSAD and OSD members, Innovative Electric and Hybrid Vehicle Technologies Development Cluster Center and Smart and Communication Vehicles Technology Development Our Thematic Centers were created through clusters of Cluster Centers (www.e-hike.net) and (http://www.e-hikelink.org), our activities were supported with 2 relevant workshops in 2021, and a CAEVS technology Roadmap was prepared as a result of the CAEVS workshops. "Communicating, Intelligent, Environmentalist, Autonomous Vehicles", which is a priority in our Istanbul Okan University Center of Excellence system, has an interdisciplinary structure in this context. Istanbul Okan University has become the only Turkish university member of Europe's most important research networks in this field (ERTICO and EGVIA).

Okan Tekno ARGE A.Ş

Together with the Okan Holding of Istanbul Okan University, ARPROGED, a technology company used in Teknopark Istanbul, and the Okan Holding of a whole university, in the role to be obtained by using the TTO of Istanbul Okan University, it is divested from its advanced technology products. Okan Tekno-R&D can be realized:

To be in the field of technology and industrial facilities they own, for R&D project and product development studies among Istanbul Okan University, students, industrial facilities and Istanbul Okan University academicians. , technology investment, industry simulation, mobile and software-oriented studies, and project-based software R&D research, Istanbul Okan University research.

Continuous learning and improvements, such as positive experiences, experiences in our internal and external products. Guidelines regulations are being updated, new guidelines or enhancements are being worked on.

Our domestic solution partners

Automotive Sub-Industry Specialized Organized Industrial Zone (TOSB)

"TOSB", which aims to create and/or develop physical infrastructures for joint use in order to increase

innovative production capacity through cooperation and specialization in the prominent sectors of the region, supported within the scope of the Small Scale Infrastructure Financial Support Program for the Development of Production Infrastructures of the East Marmara Development Agency (MARKA) under the direction of TOSB. It is a partner in the Innovation Center Project. European Union Competitive Sectors Program-IPA II project application was made under the direction of TOSB. With the partnership of MARKA, TAYSAD, KOCAELİ, KOÇ, OKAN, SABANCI Universities, the "Connected, Automated and Electric Vehicle Technologies and Services Innovation HUB (CAEVS-INNOHUB)" project will provide services to all industrial organizations, SMEs, Researchers and Entrepreneurs, innovation and cooperation It is aimed to create an ecosystem, the result of the project is negative.

Vehicle Supply Manufacturers Association (TAYSAD)

In the Automotive Mechatronics and Smart Vehicles M.Sc., which was opened with the protocol signed with TAYSAD, priority is given to joint academic studies with TAYSAD, in parallel with PROMES. Establishment of "Sustainable, Innovative Electric and Hybrid Vehicles Technology Development and Clustering Center" and "Innovative Smart and Communication Vehicle Technologies Development and Clustering Center" with ISTKA funding and TAYSAD support for Vehicle Technologies, and organizing workshops and developing joint projects within this scope support the purpose of sustainability. .

"Open Innovation Autonomous Vehicle Development", which was applied in partnership with MARKA, TESİD, YASAD and TAYSAD, on Autonomous Vehicle Development with Open Innovation within the scope of the Competitive Sectors Program supported by the Ministry of Science, Industry and Technology within the scope of European Union Second Stage Pre-Accession Support (IPA II) and Testing Platform-OPINA" project was supported. TAYSAD is also a partner in the projects mentioned above with TOSB. As Istanbul Okan University, active support is given to the "Digital Transformation" project that TAYSAD has made to the Ministry of Economy and has been accepted.

Software Manufacturers Association (YASAD)

"Sustainable, Innovative Electric and Hybrid Vehicles Technology Development and Clustering Center" and "Innovative Smart and Communication Vehicle Technologies Development and Clustering Center" were established for vehicle technologies, in which YASAD is also among the partners. In this context, collaborations with YASAD partners have been developed in activities such as joint project development and workshop organization. "OPINA" on Autonomous Vehicle Development with Open Innovation within the scope of the Competitive Sectors Program supported by the Ministry of Science, Industry and Technology within the scope of the European Union Second

Stage Pre-Accession Support (IPA II), in which YASAD is one of its partners and Istanbul Okan University is the executive. Project activities continue in 2021. A HORIZON 2020 project related to the e-Health field, which was accepted as the first stage, was prepared with YASAD members, but the application was negative.

Türkiye Akıllı Ulaşım Sistemleri Derneği (AUSDER)

ARPROGED Coordinator is a Founding Board Member of AUSDER. With the awareness that NGOs are one of the most important stakeholders in the EU process; within the scope of the studies carried out with AUSDER, sectoral clusters are formed, sectoral strategic plan and pre-competition project preparation studies are carried out. Under the direction of AUSDER; an application was made in 2019 for a multi-partner European Union project, in which Istanbul Okan University is one of its partners.

The first "Smart Transportation Technologies" strategy plan of our country was prepared under the coordination of Istanbul Okan University with the participation of all relevant stakeholders. In addition, necessary contributions are made to AUSDER's conferences and trainings on Intelligent Transportation Systems.

Turkish Technology Development Foundation - TTGV

With ARPROGED's experience and competence, an active role was taken in the TTGV "Analysis of the Efficiency of Technology Transfer Offices", awareness of our unique methods and effects was ensured and shared as a good example, as in the YAY Platform stakeholder studies and reports, and in the study within the scope of TTGV.

Technology Transfer Offices

Collaboration continues with TTOs operating in Istanbul in the preparation processes of multi-partner project applications. TTOs are communicated with regarding our thematic areas, Startups in their incubations are supported, and they are informed about the ERTICO Startup Initiative.

At the same time, event announcements are actively made to other TTOs in order to announce the project writing trainings, workshops and seminars organized by ARPROGED to the target audience and to have the participant group from different institutions. Marmara University In the relations with TTO within the scope of the Innovative Interface Structures Platform project, our competencies related to our thematic areas were shared and support was offered in case of guidance in the needs in these areas.

Teknopark İstanbul A.Ş

Within the scope of clustering studies in the field of Health 4.0, Teknopark Istanbul A.Ş. It is aimed to cooperate with the Istanbul Health Industry Cluster (İSEK), which was established under the coordination of Thanks to the presence of Okan Tekno ARGE, being in close contact with Teknopark Istanbul increases the project potential of new technology companies there. In this context, it is aimed

to organize workshops and conferences with technology companies in Technopark Istanbul, to come up with project ideas produced by joint brainstorming after the workshops and to make project applications. A protocol was signed with the Technopark Management Office for cooperation opportunities with Teknopark Istanbul companies within the scope of activities in our thematic areas.

Marmara University Technology Transfer Office (MİTTO)

From the application preparation stages of the YAY (Innovative Interface Structures Platform) Project, of which we, as Istanbul Okan University, are among the partners and financed by the Innovative and Creative Financial Support Program of the Istanbul Development Agency, under the direction of Marmara University (MITTO), the project aims are universities and universities in the Istanbul Region. Establishing a sustainable platform with an interactive and co-learning structure, increasing their functionality with participatory and inclusive methods and ensuring that Innovative Interface Structures in different formations such as Technology Transfer Offices within technoparks and industrial R&D Centers achieve their founding purposes more effectively and increase their institutional capacities. A contribution has been made to the development of business models for the evaluation of their capacity, by sharing ARPROGED strategies, innovative models and good examples, and has become a model. The effect of ARPROGED on project outputs is great. RTTP training given within the scope of the YAY project was attended, ARPROGED personnel earned Registered Technology Transfer Specialist (RTTP) certificate points, which is the international professional standard for knowledge transfer and commercialization professionals working in the University, industry and public sector.

TİM- Turkey Exporters Assembly

InoSuit – Innovation Focused Mentorship Project aims to bring together universities and academicians with high competence in "innovation management" and motivation for university-industry cooperation in our country, and exporting companies that want to increase their innovation capacity in a sustainable way, create corporate innovation systems and be a pioneer in this field, It is a comprehensive, focused, practical and scientifically based project. Inosuit consultancy is provided throughout the project at our university. Mentorship activities continue within the scope of Inosuit programs in 2021.

TÜBİTAK Marmara Research Center (MAM)-Energy Institute

MAM is involved as a project partner in many research projects; A project application has been made to the IPA-III Competitive Sectors Program, in which TÜBİTAK MAM and Istanbul Okan University are partners among its partners.

e-Hike and e-HikeLink Clusters

With the support of ISTKA; "Sustainable, Innovative Electric and Hybrid Vehicles Technology Development and Clustering Center" and "Innovative Smart and Communication Vehicle

Technologies Development and Clustering Center" were established. There are approximately 60 stakeholders who are members of the E-Hike and E-Hikelink clusters established by the work of these centers. Through these clusters, meetings are organized and information is provided on ARPROGED activities, related funds and possible joint project development opportunities. Many projects in our portfolio have matured in this context. With the support of our Cluster Centers, 6 project applications were made in 2021.

2021

1. Cos-Cluster- COSMOBI – European Cluster Excellence Connecting Ecosystems and Cities Towards Safe and Sustainable Mobility – Not accepted

2. İSTKA –DIGIMOBİ- Advanced Artificial Intelligence, Cyber and Functional Security Networks and Center of Excellence in the Digital Mobility Ecosystem – Not accepted

3. TÜBİTAK 1005 Developing an Intelligent Steering Drive System for Autonomous Vehicles (Ömer cihan Kıvanç) - Won.

The following 3 are under evaluation

4. Auto Sustain- Automotive Alliances and Clusters for Sustainability and Diversity through Sector-Orientated Business-HEIVET Innovation and Training- under evaluation phase

5. RAPID- Rapid- Robust Connected and Automated Driving in Complex environmental conditions - under evaluation phase

6. AMICE- Autonomous Mobility Impacts on Citizens and Environment- under evaluation phase

Gebze Güzeller Organized industrial Zone (GGOSB)

A cooperation protocol was signed between ARPROGED and Gebze Güzeller OIZ in 2017. Within the scope of this protocol, a 5-year agreement has been reached, open to all kinds of mutual cooperation, which can be benefited by members operating in the fields of university-industry cooperation and R&D, technology transfer, training, consultancy and project support, and within the body of GGOSB. GGOSB provided the University with a suitable office environment at certain days and hours, and the opportunity for members to directly convey their requests to the University, but the expected efficiency could not be achieved. Revival of relations will be tried with a different strategy.

Biotechnology Industrialists Association (BİYOSAD)

Negotiations are also held with the Biotechnology Industrialists' Association (BİYOSAD) to cooperate. A strategic roadmap will be drawn up by establishing a core group of academicians from the Faculty of Medicine, Faculty of Dentistry, Faculty of Health Sciences and Faculty of Engineering in the field of "E-Health".

Ministries and Strategy Development Departments

ARPROGED Coordinator is on the Board of Directors (representing Universities) as a founding member of the Intelligent Transportation Systems Association (AUSDER), which was established by the Strategy Development Department of the Ministry of Transport, Maritime Affairs and Communications on behalf of Istanbul Okan University. Active relations are also maintained with the Ministry of Technology and Industry due to our projects, R&D center and their refereeing and monitoring of the projects. TÜBİTAK is among our important stakeholders for HORIZON 2020 projects and other calls.

Automotive Technology Platform (OTEP)

ARPROGED Coordinator On behalf of Istanbul Okan University, as a founding member of the Intelligent Transportation Systems Association (AUSDER), which was established by the Strategy Development Department of the Ministry of Transport, Maritime Affairs and Communications (representing Universities), in the Board of Directors (representing Universities), in the TAYSAD R&D Commission and in the OTEP Executive Board.

University-Industry Cooperation Centers Platform (ÜSİMP)

In universities; Istanbul Okan University-ARPROGED joined the ÜSİMP network in 2015, which contributes to the production of new technologies, the promotion of transferring these technologies to the society, and the development of technology transfer mechanisms in universities, in addition to education-training and research activities. Active participation in ÜSİMP events is shown as ARPROGED.

Turkey's Automobile Joint Venture Group (TOGG)

Relevant Senior Managers were visited and UTAS capabilities and ongoing projects were presented in detail. As the Turkey's Car project progressed, it was agreed that a number of projects would be carried out. Although there is no progress in this scope yet, support will be given to this group if necessary.

Dijitalpark Teknokent

ISTKA collaborates on the project titled "Commercialization-Oriented Sustainable Cooperation Platform: Istanbul Innovation and Technology Licensing Center" supported by the Istanbul Development Agency's Innovative Istanbul Financial Support Program for 2021.

Foreign Stakeholders

ERTICO (European Intelligent Transport Technologies Research Network)

International calls are also followed very closely, especially in our thematic areas. Among the European technology platforms, ERTICO, EGVIA memberships, which are the most powerful organizations in the field of "Mobility and Green Transport", and special workshops organized in this field and taking part in consortia for calls are carried out. Academicians of our university actively participate in fairs,

symposiums and project development meetings related to Autonomous Vehicles. Istanbul Okan University is the first and only university in Turkey to be a member of these networks. Thanks to this platform, access to the relevant H2020 calls and their announcements were actively announced to Istanbul Okan University, providing the opportunity to prepare for the project calls. Activities continue within the scope of MODALES, which is one of the 2 projects applied with ERTICO in 2021. In addition, through the ERTICO Startup initiative opened by ERTICO, ARPROGED will be able to open the entrepreneurial ideas in the field of "Smart Transportation" in our country to Europe.

Germany Regensburg E-Mobility Cluster

International Technology Platforms and NGOs are also included in the environmental ecosystem. Electric Vehicles Cluster Cooperation Protocol exists with Germany Regensburg E-Mobility Cluster.

EGVIA (European Green Vehicles Initiative Association)

As the only university in Turkey, Istanbul Okan University is a member of the EGVIA platform, in which industry, NGOs and universities are members in the field of clean energy. Thanks to this platform, it is possible to prepare for project calls by actively sharing the relevant H2020 calls and announcements to Istanbul Okan University.

Fransız Mobility and Automotive R&D Cluster (Move'o Cluster)

Relations have been developed with the E-Mobility Cluster in Germany Regensburg, and with the Move'o Automotive Cluster in France, thanks to the Electric Vehicle Cluster.

DG MOVE: A visit was made to the General Directorate of Mobility and Transportation of the European Commission to explain the potential of our country in smart transportation technologies, before the pandemic, and Istanbul Okan University opportunities and studies were also presented at this meeting.

Transport Systems Catapult: This center of excellence, which was established within the framework of the innovation system in the UK before the pandemic, held meetings both in Turkey and in London, and possible collaborations were discussed.

At the meetings, R&D units of Istanbul Okan University were introduced and focused on common areas.

Cuban Cancer Research Institute: With the cooperation agreement, studies have started within the scope of our new thematic area e-health and its sub-distributions.

**As mentioned above, collaborations are made with national and international partners within the scope of research activities. On the public side, TUBITAK National and International Support Programs, Ministry of Industry- Competitive Sectors Program, KOSGEB incentives are evaluated. Within the scope of our thematic areas, collaborations are made within the scope of umbrella organizations, TAYSAD, TESID, YASAD, MARKA (East Marmara Development Agency),

AUSDER, ISTKA (Istanbul Development Agency) programs.

Small scale (micro) enterprises, Researchers, R&D companies, Start-ups, OEMs (Original Equipment Manufacturers), Software developers, Automotive suppliers, Electronics manufacturers, Universities, Sectoral and NGOs are the stakeholders and target groups of our projects.

At our E-hike and E-Hikelink clustering centers, approximately 60 domestic companies, including OEMs, have memberships and participate in related activities.

Horizon Europe joint project studies are carried out with international institutions, and contribution is made to the determination of the eras to be created next year within the scope of Horizon Europe in our thematic areas. One of our main strategies is to support technological initiatives in thematic areas at global levels. For these purposes, Research Networks, ERTICO Startup network-Startup Europe, ERTICO-ITS- Intelligent Transport Systems and Services for Europe, EGVIA-European Green Vehicle Initiative Association, CCAM-European Partnership on Cooperative Connected and Automated Mobility, BEPA- Batteries European Partnership Association relations are carried out with the memberships of the institutions, participation in the meetings is ensured.

The aim of November 3, 2021, "OPINA-CAEVS Horizon Europe Information and Project Development Workshop", is to inform about the work of the European Union in the field of CAEVS, to give detailed information about calls for attention and to raise awareness in line with our determined goals. With our workshops that are repeated at 6-month intervals, we have the opportunity to better implement our technology roadmap strategy by executing our technology creation and project creation capabilities more closely.

Our main aim is to introduce the calls prepared in their fields in three main areas, CCAM, 2 ZERO and Batteries Europe, to gather attention about these calls, to work together on methods of working together, and to create collaborations in projects with similar fields in Turkey.

Within the scope of the workshop, the studies and objectives of Europe in the field of CAEVS were explained.

As Istanbul Okan University, information was given about the prospective Batteries Europe and CCAM new call studies, which were followed in the workshops of the groups we are a member of (ERTICO, EGVIA, BEPA) and prepared by asking our opinions together with all the participants.

Another aim of the workshop is to contribute to the 2023-2024 call determination processes carried out in these groups of which we are members, by taking into account the suggestions of the participants on the issues they consider important. In particular, ERTICO, of which we are a member, organizes consortia, at least 10 in each call period, within the scope of calls in their fields of interest, and its partners apply on the condition that they are ERTICO members.

With this event, it is aimed not only to participate in the calls opened under our coordination, but also to increase their awareness on related issues so that they can reach new opportunities by forming their own consortium. IOÜ support will be provided to companies that want to be coordinators, in line with their requests.

Within the scope of OPINA, it is also aimed to create consortiums in areas that ERTICO is not interested in.

It is aimed to create projects not only internationally, but also in our country, by collecting company intentions and capabilities with the surveys and presentations received from the participants.

In this way, with the determination that more comprehensive partnerships would be healthier with the culture of working together and the trust created, it was planned to create project subgroups and studies were started.

The calls that were introduced during the workshop and that attracted interest for a joint application with Istanbul Okan University can be viewed below:

CCAM Calls- 2022

1. HORIZON-CL5-2022-D6-01-01: European demonstrators for integrated shared automated mobility solutions for people and goods (CCAM Partnership)

2. HORIZON-CL5-2022-D6-01-02: Reliable occupant protection technologies and HMI solutions to ensure the safety of highly automated vehicles (CCAM Partnership)

3. HORIZON-CL5-2022-D6-01-03: Human behavioural model to assess the performance of CCAM solutions compared with human driven vehicles (CCAM Partnership)

4. HORIZON-CL5-2022-D6-01-04: Integrate CCAM services in fleet and traffic management systems (CCAM Partnership)-Outcomes

5. HORIZON-CL5-2022-D6-01-05: Artificial Intelligence (AI): Explainable and trustworthy concepts, techniques and models for CCAM (CCAM Partnership)

6. HORIZON-CL5-2022-D6-01-06: Predictive safety assessment framework and safer urban environment for vulnerable road users

Batteries and 2Zero Calls- 2022

1- HORIZON-CL5-2022-D2-01-05: Next generation technologies for High-performance and safe-by-design battery systems for transport and mobile applications (Batteries Partnership)

2- HORIZON-CL5-2022-D2-01-09: Physics and data-based battery management for optimised battery utilisation (Batteries Partnership)

3- HORIZON-CL5-2022-D5-01-01: Modular multi-powertrain zero-emission systems for HDV (BEV and FCEV) for efficient and economic operation (2ZERO)

4- HORIZON-CL5-2022-D5-01-02: Nextgen EV components: High efficiency and low cost electric motors for circularity and low use of rare resources (2ZERO)

5- HORIZON-CL5-2022-D5-01-03: New generation of full electric urban and peri-urban Bus Rapid Transit systems to strengthen climate-friendly mass transport (2ZERO)

Within the scope of the last workshop, 6 companies made company presentations about their competencies and areas of strength, and some of them later contacted privately as a result of their evaluations. In addition, within the scope of HORIZON 2020 RECIPROCITY Replication Of Innovative Concepts For Periurban, Rural Or Inner City Mobility Project, 9 partners are working on the project led by RTECH GMBH from Germany. In this project, which consists of a large consortium, Istanbul Okan University will cooperate with Tuzla and Pendik Municipalities, modeling and implementing the traffic with electric and autonomous vehicles in these municipality areas, thereby saving energy and reducing emissions. Similar studies will be carried out in various cities of Europe. With the agreement signed between the Innovation and Networks Executive Agency (INEA) authorized by the EU Commission on 3 November 2020 and 10 partners, including Istanbul Okan University, the RECIPROCITY H2020 project became official and started on 1 February 2021.

3. Research Performance

3.1. Monitoring and evaluation of research performance

Defined processes for monitoring research performance

Organization research activities are monitored, evaluated, compared with targets on an annual basis, and the reasons for deviations are examined. The awareness of the focus areas of the institution within the university, outside the university; international visibility, analysis of claims to expertise, and compliance with targets are systematically analyzed.

Research and development management, which covers all units/fields in the institution, has been adopted and secured throughout the institution with integrative, sustainable and mature practices in line with institutional objectives (research policy, objectives, strategy); The institution has many unique and innovative applications (such as Thematic Clustering systematic, international partnerships in this context, Promes method) and some of these applications are taken as an example by other institutions. The focus thematic areas of our institution, as explained in detail in the previous titles, are familiarity within the university, awareness outside the university; international visibility, analysis of claims of expertise, compliance with targets are systematically analyzed.

Mechanisms established to monitor whether research and development goals are achieved or not

The study made on the subject of *"Monitoring the results of the implementation of joint projects within*

and between institutions at national and international level" specified in the suggestions related to the research and development process in İstanbul Okan University Corporate Monitoring Report (**2020**); Monitoring whether the research and development goals are achieved is carried out as a systematic process at Istanbul Okan University, and our institution openly announces its values to all its stakeholders by supporting it with a quality policy in order to achieve its vision and goals. Within the scope of quality management system studies, methods in which many parameters such as measurable performance indicators, internal and external evaluations and stakeholder opinions are effective are used.

- İstanbul Okan University follows up ARPROGED objectives in the table format prepared within the scope of the performance objectives determined in order to monitor TTOs of TÜBİTAK and R&D capacities. The performance objectives have been added to sub criteria No. 3.1.

- The Performance Objective are also followed up with objective cards determined at every new year by APROGED Director, the processes and results are assessed with weekly meetings and the relevant improvements are made within the scope of modules.

- The corporate dashboard prepared annualy is another follow-up document.

Evidence regarding monitoring and improvement research performance

2020-2021 URAP Turkey ranking

Istanbul Okan University is in the 116th place among 167 universities in the list of all universities, as detailed below. It ranks 24th among 57 universities in the Turkish Foundation Universities ranking. In order to eliminate this negativity, our university needs to make more efforts and rapidly increase the number of articles in journals with high impact. It can achieve success by increasing the number and quality of its publications, establishing new laboratories and recruiting talented researchers abroad. It will help to solve this problem that university administrators only evaluate articles in high-impact journals for appointments and promotions.

Ranking	University	Article Score (1)	Citation Score (2)	Scientific Document (3)	PhD (Graduate+ % Student) Score (4)	Academic Member / Student Score(5)	Total
116	İSTANBUL OKAN UNIVERSITY	54,58	57,5	62,19	90,24	49,55	314,06

In the 2020-21 URAP Turkey Foundation Universities ranking, URAP Turkey Foundation Universities ranking.

Ranking	University	Article Score (1)	Citation Score (2)	Scientific Document (3)	PhD (Graduate+ % Student) Score (4)	Academic Member / Student Score(5)	Total
24	İSTANBUL OKAN UNIVERSITY	54,58	57,5	62,19	90,24	49,55	314,06

According to 2021 TUBITAK Innovative and Entrepreneurial University Index Results; Istanbul Okan University ranked 43rd in the top 50 with a total score of 35.88.

- ✓ Scientific and Technological Research Competence - 3,80
- ✓ Intellectual Property Pool -2,90
- ✓ Cooperation and Interaction -11,21
- ✓ Economic Contribution and Commercialization -17,97,
- ✓ Total Score: 35.8

In addition, the "Foundation Universities 2021 report" prepared by YÖK provides information within the scope of comparisons.

According to the Foundation Universities 2021 report prepared by YÖK, Istanbul Okan University ranks 9th in the "Total Research Budgets" list with a budget of 21,119,734.9 TL.

Except this report, ARPROGED Foundation universities selected 10 institutions from the information available from various sources, national/international/industrial project budgets, institution shares from projects, number and quality of academicians' articles, research volumes and researcher profiles, their place in world rankings, etc. conducted a comprehensive research.

3.2. Evaluation of academic member/research performance

Defined processes applicable to monitoring the research and development performance of academic staff (Regulation, directive, process definition, measurement tools, guide, recognition-recognition system, incentive mechanisms etc.)

• "Performance evaluation criteria have been determined for the academic staff of Istanbul Okan University and the studies are continuing. In accordance with the decision taken at the Quality Commission meeting dated 12.01.2022, it was decided to submit the suggestions regarding the

academic performance evaluation form based on faculty, vocational college, in order to examine the current situation and the realization of the performance targets determined on an annual basis.

- In 2022, a performance management handbook has been created for administrative personnel.

- In 2022, administrative managers were trained by the Human Resources Department on performance management system and feedback management.

- A "appreciation system" has been established for the academic and administrative staff. A behavioral model has been created in order to appreciate the good performance indicators of the working personnel and to ensure employee satisfaction and belonging.

- A competency guide has been created in accordance with the purpose of defining the attitudes and behaviors that will determine our way of doing business and applying them accordingly.

Analysis reports on the research performance of faculty members

Evaluation processes related to performance criteria are included in the plans to create and evaluate academic activity reports.

Evidence of monitoring and improvement of research and development performance

- Change in the research budget over the years, its share in the total budget; the changes in the subsidies from the government/national competitive funds/international competitive funds components are monitored. The harmony of these dimensions with the mission and goals of the institution, successes / failures are evaluated.

- To increase the capacity in the fields of entrepreneurship and innovation, to get effective and efficient results from the private sector's investment in R&D and innovation, to revitalize university-industry collaborations, to contribute to the faster development of start-up companies established by entrepreneurs with technological business ideas, to monitor the R&D Capacity of the institution. Within the scope of ARPROGED performance targets

    - Budget allocation

    - Changes are tracked by the years.

D. SOCIAL CONTRIBUTION

1. Management of Social Contribution Processes and Social Contribution Resources

1.1. Management of social contribution processes

Management and organizational structure of social contribution processes

According to the regulation of social entrepreneurship and social responsibility application and research center, the governing bodies of the Center are; It consists of the Center Director, the Central

Executive Board and the Central Advisory Board.

Social contribution governance model

Manager; He is appointed by the Rector for three years from among the lecturers and/or administrative staff who are salaried and permanent in the university.

Central Executive Board; It consists of five people, including the Center Manager. Except for the Director of the Center, other members are elected by the Senate for a three-year term and appointed by the Rector from among the university lecturers and/or administrative staff who are on a salary and permanent status. Specializing in projects undertaken to support social purposes and complete corporate social responsibility obligations (social responsibility projects) and large-scale activities based on sustainable business models (social enterprise and social business practices); The areas of interest of the research and application center called "Social Entrepreneurship and Social Responsibility" are specified.

Units that carry out social contribution activities and application examples

- Social Entrepreneurship and Social Responsibility Application and Research Center carries out the Social Responsibility and social entrepreneurship course within the scope of Career and Life Program. Activities are carried out by students together with the Career Center, Social Entrepreneurship and Social Responsibility Application and Research Center.

- Specializing in projects undertaken to support social purposes and complete corporate social responsibility obligations (social responsibility projects) and large-scale activities based on sustainable business models (social enterprise and social business practices); Among the areas of interest of the research and application center, which we call 'Social Entrepreneurship and Social Responsibility', are the following subjects:

Supporting disadvantaged groups

- Disabled persons
- Woman
- Elders
- Low Income
- Children and young people involved in crime or at risk of crime
- Long-term unemployed
- Unemployed youths

Social Development

- Increasing resources such as employment, health and education

- Access to existing resources

- Social and familial support mechanisms

- Institutional, structural support mechanisms

- The culture of acting as a community

- Bringing individual problems to the social level

- Preventing discrimination and social exclusion

Environment
- Ecological balance

- Green strategies

- Waste and recycling

- Cultural heritage

- Flora

- Animals

- Cleaner production processes

- Saving and preventing waste

1.2. Resources

Research and application centers and other units that carry out social contribution activities

Social contribution activities are carried out by the Social entrepreneurship and social responsibility application and research center.

Budget allocated to social contribution studies and change over the years

The budget allocated to social contribution studies, conferences, seminars and events requested on the basis of departments and faculties are approved by the faculty and department's own budgets.

In 2021, within the scope of projects within the scope of social entrepreneurship, the budgets of which have been approved and ongoing studies;
- ✓ Our Social Entrepreneurship and Social Responsibility Application and Research Center has been awarded the Turkey Local Assessment Center in the "Cosme for Young Entrepreneurs" program. Total Budget: 885.971 Euro Istanbul Okan University Budget: 93.959 Euro with Erasmus Program for Young Entrepreneurs

- ✓ Bringing of new entrepreneurs and experienced enterprises together,

- ✓ Chance of Entrepreneur in order able to mature his/her business idea at the beginning of the business in the enterprise that he/she will be quest, internationalization opportunity

- ✓ Supporting of the host business on R&D
- ✓ Creating of a natural business network
- ✓ It is aimed to ensure the mobility of intermediary national institutions..

- Our students Çağlar Gündoğdu, Kürşat Yazıcı and Kutay Özerman of the Faculty of Art, Design and Architecture Department of Interior Architecture and Environmental Design delighted Erzurum native Nebahat Küçük, who does not have a toilet at home, with their social responsibility projects. Three friends, announcing that they are looking for a family to help with on social media, brought a bathroom to the house of Nebahat Küçük, who lives with her 50-year-old disabled son from Erzurum's Dereboğazı village.

- Our Gastronomy department has competed with meals of different culture in the tastes of immigration Cooking Competition carried out with collaboration of WALD and Pendik Municipality. 37 competitors have tried to collect point from the jury by carrying the meal culture to the plates. In the competition, approximately 50 meaks in 3 different category such as Afghanistan, Bosnia and Herzegovina, Algeria, Palestine, Georgia, Iraq and Mauritania as well as our country have taken place.

2. SociaL Contribution Performance

2.1. Monitoring and evaluation of social contribution performance

Mechanisms established to monitor whether social contribution targets are achieved

Whether the social contribution targets are achieved or not is monitored in the target monitoring plan.

Annual self-evaluation reports and improvement studies on social contribution processes

High School Youth Social Entrepreneurship Project Competition is held every year in order to encourage our high school students in their social entrepreneurship journeys and to support them financially throughout their university education.

CONCLUSION AND ASSESSMENT

Online assessment meetings have been held on 11 December 2020 within the scope of the "2020 Corporate Monitoring Program" by the Higher Education Quality Board monitoring team. The result of the report prepared by the monitoring team on Institutional Internal Evaluation Reports, 2017 Institutional Feedback Report, annual reports, quality assurance system, education-training process, research-development process, social contribution process, management process, aspects that need improvement regarding distance education. Information on the works carried out and planned in 2021 under the title of "recommendations" in the evaluation section are given below.

2020 Corporate Monitoring Report

Quality assurance system

Aspects required to be developed

- **Conducting academic and administrative employee surveys in addition to student satisfaction surveys related to stakeholder analysis in quality studies.**

- Öğrenci memnuniyet anketlerinin fakülteler ve Y.O memnuniyet farklarını izlemek açısından birim bazında uygulanması.

- Establishment of platforms where external stakeholder views can be truly expressed, since work with external stakeholders is often collaborative.

- Full implementation of the PUKO cycle studies in all areas such as education, research and social contribution.

The studies carried out and planned within the scope of the aspects that need improvement regarding the quality assurance system in the institutional monitoring report are given below.

"In addition to student satisfaction surveys related to stakeholder analysis in quality studies, academic and administrative employee surveys are also conducted."

The Studies carried out on the subject of "creating platforms where external stakeholder views are truly present, since studies with external stakeholders are generally cooperation studies";

✓ Quality management system has been added to the administrative staff orientation presentation in the 2021-2022 Academic Year and the contents of the orientation presentation have been changed. The quality management presentation has been checked and the information on quality policy, accreditation, quality certificates has been updated.

✓ In 2022, questions about the quality management system were added to the communication and coordination area of the administrative and academic personnel employee satisfaction survey study in order to measure the awareness of all personnel about quality processes and the quality assurance culture.

✓ In 2021, the criteria of "The academic member have taken care to inform about the course and got feedback" and "The academic member have taken care to make the course within the scope of the curriculum and content" have been added to the academic member course assessment survey and assessed.

✓ In 2021, academic member course evaluation satisfaction surveys started to be made on the basis of Faculty-Vocational School-Conservatory-Graduate Education Institute. The academic member

has been informed about the course evaluation results to the academic units.

✓ It is planned to conduct an external stakeholder evaluation survey in order to receive the opinions of external stakeholders within the 2021-2022 Academic Year.

✓ In 2021, the "Student Relations Management Form" was prepared in order to resolve the feedback made by the students as soon as possible. The form has been published in the common area by giving a quality form number. In addition, with the Student Relations Directorate Form, the application can be made on the web page.

✓ mong the improvement works planned for student feedback by the Student Relations Directorate in the 2021-2022 Academic Year;

➢ It is planned to work on automatically responding to the contact forms received from our students.

➢ Studies are planned to improve cooperation with administrative and academic units in order to increase student satisfaction.

➢ In order to increase the number of Student Spokespersons, cooperation is planned by making announcements and inviting students.

➢ It is planned to speed up the feedback to the student by making efforts to resolve the administrative and academic demands and complaints from the students in a shorter time.

• In accordance with the Internal Audit Procedure (PR.ICD.001) and the 2021 internal audit plan, the processes were remotely audited between 03.05.2021 and 20.05.2021. Corrective actions opened during the internal audit (LS.KYS.006) were recorded in the Corrective Action Tracking List-Internal Audit list. According to the corrective action follow-up list, the status of the corrective actions are followed. Corrective action studies were initiated for 21 actions identified after the internal audit. 21 corrective action studies were closed.

✓ According to the 2021 Corrective Action List-Improvement report; Bilateral and multi-communication using the message system on the O'Learn/Blackboard system; Student access to course groups and class groups was provided by mass message.

The studies made on the subjects "To carry out activities to increase awareness and ownership of all personnel about the strategic management cycle and quality processes in the institution through in-service training" in the suggestions section of the Istanbul Okan University Institutional Feedback Report (KGBR2017);

The study on the subject of "*Application of student satisfaction surveys on a unit basis in order to monitor the satisfaction differences between faculties and Y.O.*" "*As the work with external*

stakeholders is usually collaborative, creating platforms where the views of external stakeholders are truly expressed" specified in the suggestions related to quality assurance system in İstanbul Okan University Corporate Monitoring Report **(2020**);

✓ Quality management system has been added to the administrative staff orientation presentation in the 2021-2022 Academic Year and the contents of the orientation presentation have been changed. The quality management presentation has been checked and the information on quality policy, accreditation and quality certificates has been updated.

✓ In 2022, questions about the quality management system were added to the communication and coordination area of the administrative and academic personnel employee satisfaction survey study in order to measure the awareness of all personnel about quality processes and the quality assurance culture.

✓ In 2021, the criteria of "The academic member have taken care to inform about the course and got feedback" and "The academic member have taken care to make the course within the scope of the curriculum and content" have been added to the academic member course assessment survey and assessed.

✓ In 2021, academic member course evaluation satisfaction surveys started to be made on the basis of Faculty-Vocational School-Conservatory-Graduate Education Institute. The academic has been informed about the course evaluation results to the academic units.

✓ It is planned to conduct an external stakeholder evaluation survey in order to receive the opinions of external stakeholders within the 2021-2022 Academic Year.

✓ In 2021, the "Student Relations Management Form" was prepared in order to resolve the feedback made by the students as soon as possible. The form has been published in the common area by giving a quality form number. In addition, with the Student Relations Directorate Form, the application can be made on the web page.

✓ Among the improvement works planned for student feedback by the Student Relations Directorate in the 2021-2022 Academic Year;

➢ It is planned to work on automatically responding to the contact forms received from our students.

➢ Studies are planned to improve cooperation with administrative and academic units in order to increase student satisfaction.

➢ In order to increase the number of Student Spokespersons, cooperation is planned by making announcements and inviting students.

➢ Speed up of the feedback to the student by making efforts to resolve the administrative and academic requests and complaints from the students in a shorter time is planned.

• In accordance with the Internal Audit Procedure (PR.ICD.001) and 2021 internal audit plan, the audit

of the processes between 03.05.2021- 20.05.2021 has been made remotely. The corrective actions (LS.KYS.006) taken during the internal audit have been recorded to the Corrective Action Tracking List-Internal Audit list. The situations of the corrective actions are tracked according to the corrective action tracking list. For 21 actions determined after the internal audit, the corrective action has been started. 21 corrective action have been closed.

✓ According to the 2021 corrective action list (improvement) report; the access to the student to the bilateral communication and multiple communication, bulk message to the course groups, class groups with bulk message has been ensured by using the message system on the O'Learn/Blackboard system.

The study made on the subject of "*Informing of all stakeholders about the assessment and improvement plans regarding the results of the survey conducted with internal and external stakeholders*" specified in the suggestions section of İstanbul Okan University Corporate Feedback Report (**KGBR2017**);

✓ Informing of the internal and external stakeholders about the assessment and improvement plans regarding the results of the survey are made on the website of the quality management system and common area (U folder).

✓ In 2021, the internal and external assessment reports containing the Quality Management system processes have been made with internal and external stakeholders on the website and common area (U folder).

2020 Corporate Monitoring Report
Education and training
Aspects required to be developed

✓ Preparing of the relevant documents where the national ÇEP is taken into account in the course program design.

✓ Establishing a standardization in the course introduction information of the Postgraduate and Doctorate degree programs on the website,

✓ Tables related to "Course & Program Competencies", "TYYÇ & Program Competencies", "Student Workload Credits" in information packages and correcting of the deficiencies of the forms,

✓ Specialization of the academic members employed in the departments in accordance with the minimum criteria of YÖK.

✓ Completion of Training for Trainers in the whole university.

✓ Taking of the stakeholder opinions on what kind of arrangements will be made regarding the

program curriculum changes.

✓ Informing of all stakeholders about the improvements and changes made in terms of monitoring and updating of the program outputs.

✓ Adding of the CVs of the academic personnel who do not have background information in the academic units to the web page.

✓ Assigning of each academic personnel only to the unit related to his/her field.

✓ Completion of the "update works" on the pages of some sections.

✓ Developing of the student consultancy system.

✓ Disseminating of the Assessment and Evaluation Commission works to whole university.

The studies carried out and planned within the scope of the aspects required to be developed related to the education and training in the corporate monitoring report have been specified below.

The studies made on the subject *correcting of the deficiencies in the tables and forms related to "Course&Program Competencies in the information packages" "TYYÇ & Program Competencies", "student workload credits"*;

✓ The results of Corporate Monitoring Report (2020) have been assessed with the commission members in the Quality Commission meeting dated 04.03.2021 (Aspects open to improvement), the studies for completion of the deficiencies in the course program qualifications, TYYÇ Program qualifications, student workload credits required to be completed have been started in the Course Information Package.

✓ Sending of the notice regarding the deficient course contents in the ECTS information package depending on the curriculum to the program supervisors of the faculties, vocational schools, and conservatories they are affiliated to by the quality commission representatives has been decided in the Quality Commission meeting dated 12.01.2022, the studies are followed up with the relevant status reports.

The studies made on the subject of *"Adding the CVs of academic staff who do not have a CV in academic units to the web page";*

• In accordance with the decision No. 03 taken in the Quality Commission meeting dated 25.08.2021; a cover letter regarding the subject "If the academic staff has updated their CVs through YÖKSİS (YÖK Academic) until 10.09.2021, the deficiencies should be completed" has been written by the Rectorate.

• The preparations of the Academic CV have been completed for the integration of YÖKSİS (YÖK Academic) CV information on 20.09.2021 and the first test phase has been started. The approval

studies are continued for the integration of the CV information of the academic personnel in the YÖK Academy to the web page and the creation of a link to the web page.

The study made on the subject of "***Preparation of documents related to taking into account the national ÇEP in the curriculum design***";

The core integrated education system is implemented in the Faculty of Education, Faculty of Medicine, Faculty of Dentistry and Faculty of Health Sciences, Health Services Vocational School of our University. The competencies of "National Core Education Program for Pre-Graduation Medical Education" in the Faculty of Medicine, "National Core Education Program for Pre-Graduation Dentistry Education" in the Faculty of Dentistry, "Pre-Graduation Nutrition and Dietetics Core Education Program" in the Faculty of Health Services Nutrition and Dietetics program, "Child Development Undergraduate Education National Core Education Program" in Child Development program, "Physiotherapy and Rehabilitation Core Education Program" in the Physiotherapy and Rehabilitation program, "Nursing National Education Core Program" (UÇEP) in the nursing program have been taken as a basis in the preparation of the programs and creation of the education and training plans. In the preparation of Health Services Vocational School programs, Quality and accreditation programs in the vocational schools of the European Union Vocational Education Standards Center, Unesco Vocational Education Standards, US Concil OfHigher Education standards have been benefited.

The explanations related to the education in İstanbul Okan University Faculty of Medicine are available in the "Student Manual" given to the students at the beginning of the academic year and shared on the website. Depending on the qualification conditions specified in the National Qualifications Framework For Higher Education In Turkey (TYYÇ) established by the Council of Higher Education, İstanbul Okan University Faculty of Medicine Programs has been created in a way to complete 360 credits within 6 years within the framework of the 'European Credit Transfer System' (ECTS) harmonization. In the six-year education program, completion of 60 credits by the students in each academic year is aimed. If it is below 60 credits despite the annual courses specified in the Faculty of Medicine curriculum, the curriculum of the students is supported with University Elective and Faculty Elective courses and are provided to complete 60 credits during the year.

The courses in the teacher education of the Faculty of Education consists of three groups as professional teaching knowledge (PTK), field education (FE), general culture (GC). The course categories in the programs take place as professional teaching knowledge (PTK) in ratio of 30-35 percentage; general culture (GK) in ratio of 15-20 percentage, field education (AE) courses in ratio of 45-50 percentage, a common core curriculum has been created among teacher education undergraduate programs. The

curriculum programs developed under coordination of the Council of Higher Education, the framework program of YÖK are used at four programs in the faculty. 4 programs in the Faculty of Education have been updated in line with the teaching undergraduate programs updated under coordination of YÖK in 2018-2019 academic year. Our education programs have been approved by our university senate. The same programs have been applied in Psychological Consultancy and Guidance, English Teaching and Preschool Teaching Programs in 2020-2021.

• According to the decision taken in the Education Faculty Board meeting dated 21.05.2021 and No. 40, Special Education Teaching Program elective courses pool have been conveyed to the Rectorate for approval of the senate by adding following elective courses to the 2020-2021 spring semester.

✓ AÖZE109- Technology Supported Education For Persons With Mental Disability

✓ AÖZE104-Teaching of Business and Vocational Skills

✓ AÖZE110- Transition to Adulthood in Mental Disability

The current curriculum and course contents of the Faculty of Education YÖK Teacher Education Undergraduate Programs can be assessed from the website. The reasons of YÖK Teacher Education Undergraduate Programs, innovations and application principles are available in "YÖK Teacher Education Undergraduate Application Directive".

Our education and training processes are carried out in accordance with "İstanbul Okan University Associate Degree and Undergraduate Education-Training and Exam Regulation", "Postgraduate Education-Trainign and Exam Regulation", "Faculty of Medicine Education-Training and Exam Regulation", "Faculty of Dentistry Education-Training and Exam Regulation" and "Designing of Education-Training Services" (PR.EOG.002).

The expression of "***An assessment and evaluation procedure that will consider learning outcomes together without separating them from process skills, in order to create success and results in an accurate, fair and consistent manner***" in the education and training policy shows the compliance in the design and preparation of the programs. The information regarding the education and training processes are available in the student manual given to the students and published on the website.

The study made on the subject of "***"Receiving of stakeholder opinions on what kind of arrangements will be made regarding program curriculum changes"***;

The opinions of the external stakeholders are benefited in the design of the programs and the development of the curriculum. The stakeholder participation is seen in the program advisory board meeting minutes.

✓ Our branded courses, entrepreneurship courses, O'COOP courses are created with the

collaboration of our stakeholders. The relevant courses have been added to our education-training plan.

✓ As Faculty of Art, Design and Architecture, the developments in the current art field are followed up closely, all kinds of interaction opportunities with the market are assessed. In the online education process which has been carried out in the 2021-2022 academic year, the interaction of the departments with the market and cooperation with the sector has been continued. The clothes designed by the students of the department within the framework of the "Recycling Workshop" with the products of the companies participating to the exhibition have been exhibited in the "7th Textile Accessories Trend Innovation Event" that they have participated within the framework of common collaboration of Faculty of Art, Design and Architecture, Department of Textile and Fashion Design continuing with Garment Sub-Industrialists Association (KYSD).

✓ The "Health Science and Medical Terminology" course given by the Faculty of Nutrition and Dietetics Department members in the spring semester of the Preparatory Class to the students of the Faculty of Health Sciences, Department of Nutrition and Dietetics has been added to the curriculum by enabling the students to introduce terminology through medical texts.

✓ The face-to-face course programs have been planned for the 2021-2022 Academic Year Spring semester in the program advisory board meeting of the Faculty of Health Sciences, Department of Nutrition and Dietetics,. A discussion environment has been created in terms of the development and improvement of the curriculum for the distance education status.

✓ In program advisory board meeting of the Faculty of Health Sciences Department of Nursing, It has been decided that the 2021-2022 Academic Year activity programs will be created as an event calendar until 15.11.2021.

✓ In English preparatory program of the Faculty of Medicine; the "Medical English" course provided by the Faculty of Medicine academic members in the Spring Semester since 2015-2016 has been further strengthened with the Pearson MyLab, 'Medical Terminology' course added to the O'Learn/Blackboard system as of the fall semester of the 2019-2020 academic year. Again, "Latin Medical Terminology" courses have been added to the education program of the Faculty of Medicine, 2021-2022 1st spring semester, based on the feedback of the students (as they stated that they have felt incomplete in Latin Terminology). Since the education has been carried out as online in the said 2021, both courses could not be provided as face-to-face. Instead of this, The Medical English courses have been provided through online resources in our Olearn system.

✓ In the first 8 weeks of the education period, the academic members explain the theoretical content of the subjects in the Branded course practice. In the next 6 weeks, the professional executives from the contracted enterprises come and show their operational processes with examples. Thus, our students add practical gains to their theoretical knowledge and skills. Furthermore, they prepare with

practical information for business life and they adapt to the industry much faster.

✓ The program advisory boards for the Faculty of Education Stakeholder opinions and development of the programs are available. The program advisory boards are establishes by Faculty Dean, Faculty Secretary, Environmental School Principals as Sector Experts and Executives of Organizations whom we collaborate with and Faculty Student Representative. The program advisory board meeting minutes for 2021 have been enclosed.

The studies made on the subject of *"Informing of all stakeholders about the improvements and changes made in terms of monitoring and updating of the program outputs"*;

✓ All of the Faculty of Engineering and Natural Sciences programs accept the MÜDEK outcomes as program output. Designing of the learning outcomes of each compulsory course of the programs in a way that will serve these program outputs and expressing of the relation between them numerically are compulsory. This situation is audited through departmental boards that gather periodically.

The subjects related to the evaluation of course and program outputs within the scope of MÜDEK and 2020-2021 program outputs have been assessed, the improvement suggestions have been developed.

➢ In the outcome of the "Sufficient knowledge on mathematics, science and relevant engineering disciplines; ability to use theoretical and applied knowledge in these fields in complex engineering problems in the outcome, 2021 alumnies (45%), 2020 (53%) and 2019 (52%) have lower success. However, the Probability, Statistics 2 and Numerical Analysis courses have been added as a result of assessment made by MÜDEK. The success rate of this outcome is expected to increase as a result of taking these courses by the students who will graduate in the forthcoming years.

➢ In the outcome of the ability to identify, define, formulate and solve complex engineering problems and the ability to select and apply appropriate analysis and modeling methods for this purpose, it has been determined that 2021 alumni students (47%) have approximately the same level of success as 2020 (46%) and 2019 (48%) alumni students. It is thought that the improvements made regarding this outcome are affected by the distance education process carried out under pandemic conditions. Therefore, it has been decided that it would be more appropriate to evaluate the effects after face-to-face education.

➢ In the outcome of the "ability to design a complex system, process, device or product to meet specific requirements under realistic constraints and conditions, the ability to apply modern design methods for this purpose, 2021 (48%) and 2020 alumni students (48%) have a lower level of success when compared with 2019 alumni students (57%). In order to improve this criteria, the students have been prevented from carrying out of the graduation projects in the form of literature review, making of a design under realistic constraints and conditions have been provided and the presentation of each

graduation project in the program language and the recording of this presentation have been started to be implemented. It is thought that the results of these applications will increase the success level of this outcome in the forthcoming years.

➢ In the outcome of the ability to develop, select and use modern techniques and tools required for the analysis and solution of complex problems encountered in engineering applications and the ability to use information technologies effectively", 2021 alumni students (62%) have a higher level of success when compared with 2020 (47%) and 2019 (56%) alumni students. It is thought that this increase is due to the fact that students gain the ability to use MATLAB software within the scope of the "Numerical Analysis" course added to the curriculum after the assessment made by MÜDEK.

➢ In the outcome of "Ability to design and conduct experiments, collect data, analyze and interpret results for the investigation of complex engineering problems or discipline-specific research topics", 2021 alumni students (35%) have slightly higher success when compared with 2020 (34%) and 2019 alumni students (28%). However, it is thought that a decrease in this outcome can be expected in the forthcoming years due to the inability of the students to conduct experiments in a laboratory environment under pandemic conditions.

➢ In the outcome of the "ability to work in disciplinary and multi-disciplinary teams effectively; individual study ability", it has been determined that 2021 alumni students (49%) have approximately the same level of success with 2020 (46%) and 2019 alumni students (48%). Since multi-disciplinary team work is carried out within the scope of "XXX497 - xxx Engineering Design" courses organized by the deanship, submitting of the topic to the deanship has been decided.

➢ In the outcomes of the "Ability to communicate in Turkish orally and in written effectively, knowledge of at least one foreign language and the ability to write effective reports and understand written reports, to prepare design and production reports, to make effective presentations, to give and receive clear and understandable instructions, it has been determined that 2021 (44%) and 2020 alumni students (44%) were slightly more successful when compared with 2019 alumni students (40%). It is thought that this improvement is carried out due to the obligation to make a presentation brought within the scope of "Introduction to Civil Engineering" and "Civil Engineering Graduation Project" courses and is expected to continue to increase in the forthcoming years.

➢ In the outcome of "Awareness of the necessity of lifelong learning; ability to access information, follow developments in science and technology, and constantly renew themselves", it is seen that alumni students have a decreasing level of success every year. (2019- 87%, 2020- 61% and 2021- 55%). However, the number of alumni students with a score for this outcome is also increased. (2019-2, 2020-12 and 2021-16). It has been determined that the score of this outcome converges to its true value over time. Therefore, following up in the forthcoming years has been decided.

➢ In the outcome of "awareness of behaving in accordance with ethical principles, professional and ethical responsibility and information about standards used in engineering applications", 2021 alumni students (57%) are more successful when compared with 2020 (45%) and 2019 alumni students (40%). It is thought that the increase in the level of success is due to the "Civil Engineering Design" course added to the curriculum after the assessment made by MÜDEK.

➢ In the outcome of "Knowledge of business practices such as project management, risk management, and change management and awareness of entrepreneurship, innovation; information about sustainable development", 2021 alumni students (54%) are more successful when compared with 2020 (43%) and 2019 alumni students (37%). It is thought that the increase in the level of success is due to the "Civil Engineering Design" course added to the curriculum after the assessment made by MÜDEK.

➢ In the outcome "Information about the effects of engineering applications on health, environment and safety in universal and social dimensions and the problems of the age reflected in the field of engineering and awareness of the legal consequences of engineering solutions", 2021 alumni students (54%) are more successful when compared with 2020 (43%) and 2019 alumni students (37%). It is thought that the increase in the level of success is due to the "Civil Engineering Design" course added to the curriculum after the assessment made by MÜDEK.

✓ The learning outcomes and assessment methods appropriate to outcomes have been written by the academic member of the course to the syllabus in the syllabus of the faculty of education. Furthermore, the academic member responsible for the course conveys the syllabus containing the course learning outcomes in the archive files of each course, one each copy of the exams in which learning outcomes are measured and the answer key, if any, student homework, one each copy of the project reports and student assessment results. In 2021, the course outcomes in the English Language Teaching program Novel Analysis course file, assessment of the learning outcomes and the process of correlating them with program output are enclosed in the course archive file.

2017 Corporate Feedback Report (KGBR)

Education and Training

Aspects open to improvement

• Necessity of disseminating the "consulting" services, which are carried out quite successfully in some faculties, to all units of the organization and measuring their effectiveness,

• Increasing the in the number of academic member and administrative personnel in parallel with the increase in the number of the students,

• Developing of the library physical conditions,

- Developing of the access opportunity of the students to the paid academic member,

- Making the teaching staff benefit from the training for trainers programs on changing teaching methods and pedagogy,

- Disseminating these studies to all programs and supporting them with information infrastructure, although there are processes for correlating and measuring course learning outcomes with program outputs in some programs,

- Improving of the processes securing the graduation conditions,

- Preparing of the course information packages in the required format for all programs and announcing them on the web page,

- Review of the ECTS calculation based on learning outcomes and workload realistically,

- Taking of the necessary measures in order to keep the number of students per academicians and academic member at a certain level by considering the increasing number of students over time, in order to make the student-centered education model applied sustainable,

- Taking of the necessary steps in order to keep the number of students to be admitted to programs with very high student quotas in terms of places and opportunities at a reasonable level,

- Continuation of the studies carried out for successful program accreditation,

- Disseminating of the practices in accredited units that guarantee the commitments of the programs regarding educational objectives and learning outcomes in all academic units and developing of different course assessment methods,

- Taking of the necessary measures in order to provide the necessary foreign language support to the student,

- Providing of the balance according to the needs in the course load and the distribution of academic staff by academic units.

The studies carried out within the scope of education and training determined in the corporate feedback report (KGBR2017) have been specified below.

The study made on the subject **"*The necessity of disseminating the "consulting" services, which are carried out quite successfully in some faculties, to all units of the organization and measuring their effectiveness*"** in line with the suggestions in İstanbul Okan University Corporate Feedback Report (**KGBR2017**);

The study made on the subject of *"Developing of the student consultancy system"* specified in the suggestions related to education and training process in İ İstanbul Okan University Corporate Feedback Report (**2020**);

✓ In 2021, the consultant academic members can access to the students instantly through OIS system and O'Learn/Blackboard system. They have continued to receive the consultancy services during office hours created through O'learn or e-mail.

The studies made on the subject of ***"Establishing of a mechanism that will systematically receive feedback from all stakeholders on education, community service and corporate decision-making processes and convey the work done by the university on these to those who report it."***;

✓ In addition to the other surveys for the data collection tools used, the external stakeholder assessment study will be started in 2022.

✓ In 2021, the online interview simulations and student meetings have been made for personnel development programs and preparation to business life in line with the surveys made, feedbacks received and within the scope of the career and life program that we have developed for our students.

✓ In 2021, the studies on the subjects of the ability to prepare projects on the subjects required by the workplace, offering the creative and new solutions to the problems, writing of the technical reports, developing of the interpretation and comprehension skills have been started in line with the feedbacks received in the employer satisfaction survey assessment. PROMES project-oriented internship program has been developed.

✓ In 2021, the activities made by the Career Center have been specified in the chart below. One-on-one meetings with Human Resources Managers, seminars, networking opportunities, job and internship opportunities, occupational groups that will come to the fore in the future, pre-interviews and events supporting the career developments and meetings have been made as online.

Date	Name of Event	Type of Event	Number of Participants
2020 /2021 September / June	Career Consultancy	Career Consultancy	225
December 2020	Alumni Panel	Alumni Panel	245
April 2021	Online Career Days	Online Career Days	1250
May– June 2021	How We Use Linkedin	How We Use Linkedin	275
February/March/April /2021	Sector Meetings	Sector Meetings- Business world during pandemic	150 min.

✓ In 2021, the digital certificate has been given to the students who have completed the Career and Life program courses.

✓ In 2021, the opportunities that ensure to follow the internship postings published by the Career Center, to make job applications and to shape their career plans have been provided.

✓ In 2021, an online meeting on the subject of "my career plans and personal characteristics" have been helf with our students and our external stakeholder Candidate Relations Department.

The study made on the subject of ***"Developing of the access opportunity of the students to the paid academic member"***;

✓ In 2021, the access of the students has been provided with bilateral communication and multiple communication; bulk message to course groups, class groups by using the message system on OİS and O'Learn/Blackboard system.

✓ The orientation training held at the beginning of each academic year has been organized as online at the beginning of 2020-2021 academic year due to pandemic. The link of the orientation meeting has been informed to all student by the consultant academic members.

The study made on the *"**Benefiting of the academic members from training of the trainers programs on changing teaching methods and pedagogy**"*;

✓ The training for trainers is carried out within the framework of "Learning Management System use training" within the Learning Practice and Research Center. The trainings are carried out face-to-face and/or online repetitively. All academic personnel are invited to the trainings. Blackboard Collaborate platform is used for online live interactive courses in our university. The training has been provided to total 500 academicians until 23rd of May 2020 when the online courses have started.

• In 2021, the Training of Trainer has been started and the trainings organized by the Education Faculty Quality Commission representative in 2022 continue so as to cover all departments. The formal and/or online trainings with open participation are held at least twice each Academic Year.

• For Vocational School academic members, the "Training for Trainers" has been planned. 33 people have participated to this training. In this training, especially "Student-Centered Learning Model" has been drawn attention.

The Education Technologies Board keeps alive with the technologic and pedagogic advice/suggestions/opinions continuously and takes the task of spreading to the internal academic staffs.

• In 2020, the studies have been started in order to correlate the course learning outcomes with the program outputs and to extend the measurement to all programs within the data entry of the OİS ECTS Information Package, the studies are continued.

The studies made on the subject of ***"Improving of the processes securing the graduation conditions";***

- Okan Alumni Association has been established in order to make mentorship to our young students by our alumni students who are successful in the business life. Our university also develops the communication with alumni students with more effective networks miscellaneously.

- The statistics are kept by communicating with our alumni students by mailing and telephone management after graduation every year, the job postings are shared with our alumni students and directed to our companies. In the forthcoming period, the social media, magazines (electronic or printed), announcements will be used in order to strengthen this communication. Fundamentally, we aim to increase this ratio to 70%.

- By using the CRM system, it is aimed to reach our alumni students completely and to make reporting of the information practical at any time.

- With CRM Mobile application, we share all kinds of job/internship postings with our student and alumni students and forward by taking the applications

- E-Magazine is issued every month regularly and published to all social media accounts, also mailing is made to the alumni students.

- We support İstanbul Okan University student and alumni student collaboration by inviting our alumni students to our campus with O'MENTOR application and providing opportunity to make mentorship.

The study made on the subject of "***Disseminating these studies to all programs and supporting them with information infrastructure, although there are processes for correlating and measuring course learning outcomes with program outputs in some programs"***;

✓   The studies have been started in order to correlate the course learning outcomes with the program outputs and to extend the measurement to all programs within the data entry of the OİS ECTS Information Package, the studies are continued in 2021.

The study made on the subject ***"Preparing course information packages in the required format for all programs and announcing them on the web page"***;

✓   In 2021, Istanbul Okan University has completed the preparation of program and course information packages in the required format for all programs, the program and course information packages have been announced on our website.

The studies made on the subject of ***"Disseminating of the practices guarantying the commitments of the programs regarding the education objectives and learning outcomes of the accredited units in***

all academic units and the development of different course assessment methods";

- In 2019, the Foreign Languages Coordinatorship and Preparatory Program have been acrediated by Pearson Assured. The preparatory programs within the body of our Foreign Languages Coordinatorship and other English Education Programs have been guaranteed by Pearson Assured quality assurance.

- In English preparatory program of the Faculty of Medicine; the "Medical English" course provided by the Faculty of Medicine academic members in the Spring Semester since 2015-2016 has been further strengthened with the Pearson MyLab, 'Medical Terminology' course added to the O'Learn/Blackboard system as of the fall semester of the 2019-2020 academic year.

Again, "Latin Medical Terminology" courses have been added to the education program of the Faculty of Medicine, 2021-2022 1st spring semester, based on the feedback of the students (as they stated that they have felt incomplete in Latin Terminology).

✓ Our university, which has passed the Pearson quality audit successfully has become the first Turkish university authorized to issue a Pearson-approved International Certificate (HNC - High National Certificate) and International Diploma (HND - High National Diploma). In 2021, the authority to issue HND certificate for bachelor of business administration has been obtained. The application process is continued in 7 programs, the accreditation approval process will be the completed in 2022.

✓ According to the senate decision dated 17.03.2021 and No. 5; our university has entitled to award Pearson-approved and British-origin International Certificates (HNC-High National Certificate) and International Diplomas (HND-High National Diploma) by passing the quality audit of Pearson. HND diploma certificate will be given to students who request it together with their undergraduate diplomas in certain programs. Our alumni students will entitle to receive their second diploma by studying for one year more in one of the universities that accept HND (England, Italy, Canada, USA, etc.). The students who request HND or HNC should be entitled to receive a graduation diploma from Istanbul Okan University. A student who has not graduated from our university cannot get an HND or HNC. In this context, it was unanimously decided to add "the requirement to graduate from our university" as a condition for our university students in order to obtain HND and HNC documents.

- In 2019, the Foreign Languages Coordinatorship and Preparatory Program have been accredited by Pearson Assured. The preparatory programs within the body of our Foreign Languages Coordinatorship and other English Education Programs have been guaranteed by Pearson Assured quality assurance. Pearson Assured certificate has been renewed on 11.05.2021.

- It was unanimously decided to accept the application for accreditation of the Faculty of Medicine to

TEPDAD (Association for Evaluation and Accreditation of Medical Education Programs) with the senate decision dated 11.12.2020 and No. 31 since TEPDAD is a quality agency recognized by the Higher Education Quality Board and the World Medical Education Federation and carries out Medical Education Accreditation studies on a national and international scale. The accreditation application made to the association for Evaluation and Accreditation of Medical Education Programs (TEPDAD) within the scope of the "English undergraduate medical education program" has been approved on 23.03.2021. The study for preparing self-assessment report for the accreditation process has been started. We have aspects required to be strengthened, such as increasing of the number of academic and administrative personnel working for the accreditation process, and increasing of the communication between clinical departments and basic medicine departments.

- The English department of Art, Design and Architecture has applied to MİAK on 31st of March 2017. In the light of the Organization visit dated 2-4 October 2018, the self-assessment report is enclosed as a result of visits made by MİAK team.

- Completion of the deficiencies specified in the MİAK self-assessment report and the studies of the Architecture Department in order to improve the process are among the goals of the faculty.

Existence of undergraduate and postgraduate programs in our university that meet interdisciplinary and sectoral requests" among the practices encouraging interdisciplinary study;

- Career and Life Program

- Workplace Applied Education (O'COOP)

- **Branded Courses**; a common course with industry-leading companies, institutions and organizations based on combining theory and practice within the scope of the course. It is carried out with the participation of the academic member of the course and business world professionals by taking the industry-leading company and institution and organizations methodology and best practices examples. In 2021-2022 acedemic term, the increment of the branded courses is planned and held meeting with the companies. Thus, while ensuring to adapt their executive training programs of the companies to the undergraduate level, our students are encouraged to cooperate with the sectors. With branded course model, receiving of the applied education as well as theory during their undergraduate ducation is ensured.

- In addition to medical standard practices and legislation; our students receive training on various subjects from our academic members within the scope of Turkish Medical Students Association (TurkMSIC) activities, and then transfer this knowledge to their environment through internal or external campus activities (in cooperation with local governments and non-governmental

organizations).

- The education related to the scientific research is given to our students and ensured that they learn research planning and presentation techniques and apply this knowledge within the organization and with the student congresses they attend. Our students have the opportunity to compile information on various subjects in the field of medicine and publish their studies with the "Okan's Anatomy" magazine which is published once a year.

The studies made on the subject of **"Benefiting of the academic members from training of the trainers programs on changing teaching methods and pedagogy";**

✓   The training of the trainers is performed within the framework of "Learning Management System use training" within the center. The educations are provided face to face and/or online repetitive manner.

Panopto on-the-job trainings, O'Learn on-the-job trainings, (ETK, Academician) have been organized. 6 Learning Management System process assessment meetings have been held with Blackboard. The Badge Certificate use training has been given to the Career Center.

In 2022, Free certified course training program has been started from Coursera. The training has been given to 1052 users.

✓   The training for trainers program planned in order to increase education-training quality throughout our university has been taught as 8 courses with participator academic members from each faculty by planning as face-to-face and online courses in the fall semester of 2021-22. The program is planned to continue in the 2021-22 spring semester.

✓   In 2021, the training for trainers is coordinated by the Faculty of Education. The hybrid functioning support is provided to the education with Learning Center Learning Management System. The Learning Center organizes hybrid (online + face-to-face) trainings for the use of digital learning platforms in every academic year.

The study made on the subject of **"Improving of library physical conditions,"**

In order to meet the library needs of our students, Bekir Okan Art Culture and Congress Center has been opened in 2018. A new library of 1407 m2 has been constructed in the cultural center.

The study made on the subject of **"Developing of the access opportunity of the students to the paid academic member";**

✓   In 2021, the access of the students has been provided with bilateral communication and multiple communication; bulk message to course groups, class groups by using the message system on OİS and

O'Learn/Blackboard system.

✓ The orientation training held at the beginning of each academic year has been organized as online at the beginning of 2020-2021 academic year due to pandemic. The link of the orientation meeting has been informed to all student by the consultant academic members.

✓ In 2021, WhatsApp groups established within the scope of courses and social media accounts of our departments are new media tools that are used effectively in terms of communication.

2020 Corporate Monitoring Report

Research and development system

Aspects required to be developed

- Preparing of new strategic plan and monitoring the results.

- Defining a systematic process for monitoring and assessing the outputs of Practice and Research Centers.

- Monitoring of the application results of in-house and interorganizational common projects at national and international level.

- Disseminating it to all academic units in order to increase participation of the university students to the research projects and monitoring its results.

- Increasing of the studies in order to expand the staff related to strengthening the number of the research associate and financial opportunities.

The studies carried out and planned within the scope of the aspects required to be developed regarding the research and development system in the corporate monitoring report has been specified below.

The study made on the subject of *"Defining of a systematic process for monitoring and assessing the outputs of Practice and Research Centers"*;

- In line with the decisions taken in the Senate in 2019, it has been decided to restructure the organization of the application and research centers in our University. The Application and Research centers which services and activities were not deemed necessary have been closed. The current Application and Research center managers have been appointed. It has been decided to submit the annual academic activity reports to the Rectorate.

- In 2021, the activity reports of research and application centers in 2021 have been requested by the Rectorate. The reminder letters have been sent to the application and research centers by following the transmission of the reports, the activity report and activity chart have been conveyed to the Rectorate

with a cover letter written by the application and research centers.

The study made on the subject *"Preparing of the new strategic plan and monitoring of its results";*

• 2021-2025 strategic plan has been prepared by the strategic plan preparation commission established among the Qualicy Commission members. 2021-2025 strategic plan has been accepted with the senate decision dated 22.12.2021 and No. 29. The informing of the strategic plan has been made with the stakeholders in the common area and on the website.

The study made on the subject of "*Ensuring of the continuity and sustainability of the training for trainers on distance education methods, models and approaches within the framework of the information obtained from the Organization Quality Assurance in Distance Education Report and online interviews*";

• The training for trainers is carried out within the framework of "Learning Management System use training" within the Learning Practice and Research Center. The trainings are carried out face-to-face and/or online repetitively. All academic personnel are invited to the trainings. Blackboard Collaborate platform is used for online live interactive courses in our university.

• In 2021, Panpto classes prepared throughout our university have been designed for both face-to-face and online courses. The necessary information regarding hardware and software "Panapto on-the-job training" has been given by the Application and Research Center Directorate regarding these classes.

• In 2021, Time Management and Effective Presentation Methods training has been given through O'Learn.

• In 2021, the Training for Trainer has been started and the trainings organized by the Education Faculty Quality Commission representative in 2022 continue so as to cover all departments. The formal and/or online trainings with open participation are held at least twice each Academic Year. In 2021, the course related to the training for trainers has been opened through O'learn and started to provide through O'learn.

• In 2021, the informing activities on learning the distance education processes and making use of the relevant technology have been carried out at regular intervals by the Distance Education Unit.

✓ In 2020, 878 people have been taken Coursera certified training in the O'learn/Blackboard platform. In 2021, Coursera certified trainings have been provided.

✓ In 2021, "Learning Management System use training" included in the training for trainers has been given to all academic personnel and O'Learn in-service training has been given to the Education Technology Board and Academicians.

✓ In 2022, the performance management and feedback training has been given by Human Resources Directorate.

The study made on the subject of "***Involving more university students in research projects, disseminating them to all academic units and monitoring the results***";

- The principles of postgraduate programs and doctorate programs in our organization are carried out by the Postraduate Education Institute according to the "Postgraduate Education –Training and Exam Regulations". The contents of the post graduate and doctorate programs, application conditions are published on the website for the students who would like to make academic career as well as professional development. In 2021, the number of the student in the doctorate program was 180, the number of the postgraduate student was 1647 and the number of the proficiency in art student was 15.

- In 2021-2022 fall academic semester, 100% scholarship education has been awarded to our 88 personnel as 82 personnel who have enrolled to the postgraduate programs and met the application conditions, 6 personnel who have enrolled to doctorate/proficiency in art and met the application conditions. 100% education scholarship will be continued to give.

- In the recruitment processes of the academic and administrative personnel in our organization, the positive discrimination is made for its won alumni students and prioritized and preferred mostly.

- While sending the job postings to our alumni students by the Career Center through CMR; in 2021, the job postings have been conveyed to our doctorate students who will perfom duty as researcher in R&D projects.

- In 2021, our 9 students in scholarship doctorate student, postgraduate student statute have worked in TÜBİTAK projects. 2 students have performed duty in "*Human Strategy Based Integrated Competency Management Module Development Project in Innovation Management*" project, 4 student "*Design and Realization of Leakage Current Sensor Complied with Iec 62752 Standard (30 Ma Aa, 6 Ma Da)*" project, 3 students "*Investigating of the Possible Effects of Driverless Road Vehicles on Mixed Traffic and Ensuring of operating in a way to optimize traffic variables under uninterrupted flow conditions*" project as reseachers. In the meantime, they have benefited from the scholarship opportunites. *3* academic personnel have worked in European Union research projects as researcher.

- In 2021, the information mail has been conveyed to all academicians and students in order to benefit from many TÜBİTAK programs as executive/scholarship holder. The detailed introductions of TÜBİTAK 1002 Fast Support program, TÜBİTAK 3501 Career Development Project, TÜBİTAK 4005 Innovative Education Practices have been made to the doctorate students, doctorate alumnies including academicians having article.

- In 2021, within the scope of increasing the number and quality of TÜBİTAK projects; the research field of activity, article topics of each researcher academician whom the doctorate graduation is in last

7 years are scanned and the road map is presented to them for TÜBİTAK projects, intensive support is provided during the writing phase of the projects by explaning the details of the relevant fund, application conditions and form etc. to the academicians who return. The same scanning is made for new academicians every year and the road map is presented. Furthermore, the relevant funds that the students can apply with their academic consultants are informed to both academicians and all students. In 2021, it has been reached to 130 academicians as 14 of them pre-doctorate and all undergraduate students.

The study made on the subject of "*Monitoring of the application results of in-house and interorganizational common projects at national and international level*";

Monitoring whether the research and development objectives are achieved or not is carried out as a systematic process in Istanbul Okan University and announced explicitly to all stakeholders by supporting the values with quality policy in order to achieve vision and objective of our organization. The methods such as measurable performance indicators within the scope of the quality management system, internal and external assessments and stakeholder opinions with many effective parameters are used.

- İstanbul Okan University follows up ARPROGED objectives in the table format prepared within the scope of the performance objectives determined in order to monitor TTOs of TÜBİTAK and R&D capacities. The performance objectives have been added to sub criteria No. 4.2.

- The Performance Objective are also followed up with objective cards determined at every new year by APROGED Director, the processes and results are assessed with weekly meetings and the relevant improvements are made.

- The corporate dashboard prepared annualy is another follow-up document.

2017 Corporate Feedback Report (KGBR)

Research and development

Aspects open to improvement

- Strengthening of the Research Associate staff and financial opportunities,

- Improving of the opportunites related to research and development activities,

- Defining of a systematic process for monitoring and evaluating the outputs of Application and Research Centers,

- Making of necessary improvements that will enable to allocate more time to the research activities by the academic personnel.

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The study made on the subject of "***Inproving of the opportunities related to the research and development activites***";

• The supports of international scientific publications have been updated. In accordance with the incentive directive supporting international scientific publications (YG.OKN.007); those who have a paper for participation to the International Conferences are supported by covering the cost completely by the university. Those who publish articles in SCI (Science Citation Index) magazines (single author) are awarded 3000 TL per article, and 4500 TL (divided by the number of authors) for articles with more than one author. In the meantime, the participation of the university academic members to the scientific event such as congress, seminars and workshop where the researches share their researches and experiences at national/international level are encouraged and supported.

• The requests of the Vocational School academic members related to their own education in line with their needs are supported by the organization. For example: In 2021, the academic member has been assigned as visitor researcher.

• The planning and applications for improvement of the research competency of the academic members are carried out with activities on the module basis in accordance with ARPROGED processes, objectives and methods. The supportive trainings are given to the researchers, announcement of the international opportunities are made and they are supported by our experts from the writing phase in all project studies. The experiences of the successful project coordinator are shared in the trainings within the scope of guidance the other application candidates, the studies of our researchers who have failed are reassessed by our experts and renewal of their application is provided. Specific to the researchers with doctorate degree; Arproged experts follow up the doctorate students in the organization and academicians with doctorate degree, inform and guide them within the scope of the support programs that they can apply. The doctorate graduation dates of the new academicians and current academicians from YÖKSİS, research areas, headings of their thesis are scanned from TÜBİTAK project database, the suggestion is prepared and conveyed by looking their current articles. Every year in September and in the interim periods, the researches according to their field of interest, doctorate students to 1002 Support program, those who have completed their doctorate in last 7 years 3501 Support Program, those who have taken their doctorate from abroad to the bilateral collaboration programs with the country affiliated to, those who have entrepreneurial intentions to 1512 BİGG support programs are guided with the constant scanning methods. Within this scope, in 2021, the zoom interviews, mail environment and face-to-face meeting have been made.

2017 Corporate Feedback Report (KGBR)

Social Contribution

Aspects open to improvement

- Taking of the measures in order to make the social contribution of the organization evident in studies within the framework of university-industry cooperation.

- Searching of the ways in order to carry out projects, thesis, social and community activities that will add more value to the stakeholders and citizens in line with the requests from the stakeholders.

- Defining of the areas where the university will contribute to urban, regional, national and global development, starting from its immediate surroundings.

The studies made within the scope of the social contribution determined in the Corporate feedback report (KGBR) have been specified below.

Taking of the measures in order to make the social contribution of the organization evident in studies within the framework of university-industry cooperation.

- Our Social Entrepreneurship and Social Responsibility Application and Research Center has been awarded the Turkey Local Assessment Center in the "Cosme for Young Entrepreneurs" program. Total Budget: 885.971 Euro Istanbul Okan University Budget: 93.959 Euro with Erasmus Program for Young Entrepreneurs.

✓ Bringing of new entrepreneurs and experienced enterprises together,

✓ Chance of Entrepreneur in order able to mature his/her business idea at the beginning of the business in the enterprise that he/she will be quest, internationalization opportunity,

✓ Support to host enterpise on R&D,

✓ Creating of a natural business network

✓ Ensuring the mobility of intermediary national institutions are objective.

- Faculty of Art, Design and Architecture Department of Interior Architecture and Environmental Design Students Çağlar Gündoğdu, Kürşat Yazıcı and Kutay Özerman have made Nebahat Küçük from Erzurum who didn't have toilet in her house. Three friends announcing on social media that they look for a family to help have brought a bathroom to the house of Nebahat Küçük who live with 50 disabled son from Erzurum Dereboğazı village with their projects.

- Our Gastronomy department has competed with meals of different culture in the tastes of immigration Cooking Competition carried out with collaboration of WALD and Pendik Municipality. 37 competitors have tried to collect point from the jury by carrying the meal culture to the plates. In the competition, approximately 50 meaks in 3 different category such as Afghanistan, Bosnia and Herzegovina, Algeria, Palestine, Georgia, Iraq and Mauritania as well as our country have taken place.

2020 Corporate Monitoring Report

Management systems

Aspects required to be developed

- Bringing of all automation systems used by the institution into an integrated, holistic system.

- Developing of the practices for the systematic monitoring of suppliers performance and satisfaction.

- Developing of objective and activities measuring level of organization performance criteria.

- Improving of the number of academic and administrative personnel in order to develop the education-training quality.

- Improving of the number of personnel who perform duty in the administrative processes in line with the increase in the number of the student.

The study on the subject of *"Developing the level of measuring the goals and activities of the performance criteria of the organization"*;

The responsibilities regarding the goals in order able to monitor and assess the Strategic Plan of our University effectively have been determined clearly, the goals correlated with objective and measurable indicators and basic performance indicator values have been determined. The goal cards have been created in order able to monitor and report the objectives and goals in the strategic plan systematically.

The study made on the subject of *"Making all automation systems used by the organization an integrated, holistic system"*;

Every system used in our organization contains its own data. ESB (Enterprise service bus) solution has been developed in the organization in order to communicate the different system within each other. There is an important study in order to make communication between different systems easier, data flow related to this and collect the parts of the whole with this solution.

Software Used In Our University

	Software Name	Intended Use of the Software
1	OİS	Student Affairs Automation
2	LİNK	Accounting Finance Software Program
3	TECHNO	Human Resources Software Program
4	YORDAM	Library Automation Program
5	EBYS	Electronic Document Management System
6	MOSBİT	Program developed by our organization for Research and Development Activities
7	CRM	Customer Relations Management program

8	LİVİNSOFT	Dormitory Management Software program
9	FORNET	Purchasing program
10	SALES FORCE	A CRM customer monitoring system to follow the application processes of international students
11	PROGRAMMATIC (DV360)	Uses for international marketing and promotional work.
12	O'Learn Learning Management System	

The study made on the subject of ***"Developing of practices for the systematic monitoring of suppliers performance and satisfaction performance"***;

• In 2021, ISO 9001:2015 quality system management internal audit has been made. In the audit plan, the purchasing process has been audited in accordance with Purchasing Procedure (PR.MAI.002), two corrective actions have been determined. The corrective actions taken during the audit;

*(2021-İD-17): The Purchasing procedure should be revised due to updating of the information related to measure supplier performance and satisfactions and adding of the supplier satisfaction survey form (FR.MAI.016),

*(2021-İD-18): In 2021, the studies for the corrective actions taken on the subject of "Suggesting of a survey in order to measure supplier performance and satisfaction in 2021" have been started.

• In 2021, the supplier satisfaction form (FR.MAI.016) has been created in order to measure the supplier performances.

• In 2021, the purchasing procedure (PR.MAI.002) has been updated.

In 2021, the supplier satisfaction survey has been applied in order to monitor the supplier performance and satisfactions systemacilly. The supplier satisfaction survey assessment has been published on the website

2017 Corporate Feedback Report (KGBR)

Management system

Aspects open to improvement

• Making the improvement in the number of personnel taking charge in the administrative processes in parallel with the increase in the number of the students.

• Operating of a more effective on-the-job training planning, application and monitoring process by considering the corporate needs.

• Providing a solution that will support the students in other campuses other than Tuzla Campus in order to benefit the students social and cultural services sufficiently,

• Inviting of the student representatives to the relevant boards of academic units on matters concerning students.

The studies made within the scope of management system determined in corporate feedback report (KGBR).

The study made on the subject of *"Operation of a more effective in-house training planning, practice and monitoring process by taking the organizational need into account"* in line with the suggestions made of İstanbul Okan University Corporate Feedback Report (**KGBR2017**);*;*

- 2 months and 6 months assessment forms have been prepared in order to assess our newly recruited employees. 6 months assessment form has been created for directors. The form will be used in order to measure the behavioural and technical competencies of our employees, "*2 months assessment form* that our employees assess our organization will be used in order to increase the employee satisfaction. Furthermore, it will enable to receive feedback on education-training, community service, and organizational decision-making processes in a systematic way from our employees accepted as stakeholder.

- In 2021, in-house trainings for the administrative employees have been planned according to the training plan prepared annually. The training catalogue is shared with the employees in the intranet environment.

- In 2021, the disaster awareness training planned as external for individuals and families has been given to our administrative and academic employees.

- In 2021, the occupational health and safety training planned as in-house has been given to our administrative and academic employees.

- In 2021, the EBYS (Electronic Document Management System) planned as in-house has been given to our administrative employees.

- In 2022, the performance management system and feedback trainings planned as in-house have been given to our administrative director by human resource directorate.

The study made on the subject of ***"Making the improvement in the number of personnel taking charge in the administrative processes in parallel with the increase in the number of the students"***;

- In 2019, in-house announcement system has been set up. The "In-House Announcement System" enables employees to be active participants in the decision process regarding their career development. All our administrative employees have opportunity to apply for the published vacant positions. The in-house announcement system also will enable to improve the number of the personnel taking charge in the administrative processes.

- In 2019, the goal-based individual administrative personnel performance assessment system has been started. The performance assessment system will enable to improve the number of the personnel taking

charge in the administrative processes since it is ensured to assess the employees with a fair and standard system and therefore fair appreciation and awarding, to determine the needs of the employees properly and to invest to the right fields.

- The current business processes have been improved by making the workload planning of the personnel correctly. Thus, improving the number of the personnel who perform duty in the administrative processes has been ensured.

- In 2021, the performance assessment forms, competency guide and performance management systems manual have been were created in order to assess the performance of administrative personnel.

- 100% educational scholarship is awarded in our organization in order to enable doing their postgraduate or doctorate degree of our administrative and academic personnel. In 2020-2021 academic year, 50% discount is made to all our administrative and academic personnel in our organization if they have their post graduate education. In 2020-2021 academic year, 100% education scholarship has been awarded to our 142 personnel who have enrolled to our postgraduate programs and have met the application conditions in order to support development of our academic and administrative personnel.

- In 2021-2022 fall academic semester, 100% scholarship education has been awarded to our 82 personnel who have enrolled to our postgraduate programs and have met the application conditions and 6 personnel who have enrolled to doctorate/doktora/proficiency in art programs and have met the application conditions.

- In 2021, the Book Club has been established. The link for membership to the club has been shared. In the book club, the speeches are made on the book that is planned to be read monthly and opinions are expressed.

The studies made on the subject of "***Inviting of the student representatives to the relevant boards of academic units on matters concerning the students***";

- In 2021 Quality Commission meetings, the student representative has been invited.

- In 2021-2025 strategic plan preparation studies, the quality commission student representative has been invited.

- In the curriculum board meetings, the student representatives are invited.

2020 Corporate Monitoring Report

Distance education

Aspects required to be developed

- Improving of the distance education-training quality of the organization–increasing of the exam security made through the system, taking of additional measures in order to determine the level of compliance of distance education with TYYÇ.

- Determining of the concrete objectives and activities related to the distance education in the strategic plan to be prepared, creating of the performance indicators suitable for measuring these objectives and activities quantitatively and qualitatively.

- Ensuring of the continuity and sustainability of the training for trainers on distance education methods, models and approaches within the framework of the information obtained from the Quality Assurance Report in Distance Education and online interviews of the organization.

The studies made and planned within the scope of the aspects required to be developed related to the distance education in the corporate monitoring report have been specified below.

The study made on the subject of *"**Improving of the distance education-training quality of the organization–increasing of the exam security made through the system, taking of additional measures in order to determine the level of compliance of distance education with TYYÇ"***;

- **Online/hybrid education and service processes;** the letter has been sent to the presidency of the council of higher education (YÖK) on 11.05.2021. the "Learning, Practice and Research Center" regarding the online/hybrid education and service processes of Learning Application and Research Center of our university has managed the online/hybrid education and service processes of İstanbul Okan University with PDCA (Plan-Do-Check-Act) logic and Bloom taxonomy system. The digital transformation strategies carried out with integrated system approach are for review of all processes and automation in order to develop the research and development in terms of quantitative and qualitative and to improve the student experience and quality in the education. While making the hardware and software updates within the scope of digilization, enrichment of the student learning experiences is at the center in all updates made in order to support online education. Being accessible, reachable and individualizable of every phases of learning-teaching processes in terms of technological and corporate aspects and approach to continuous improvement based on data have been adapted. The sustainability of technologies used for education purposes, organization of the skill sets formation of new technologies in the student and teaching staff and continuous improvement of the technologies used in order to meet the needs are ensured with technological development standards. The suggestions for to the general information presented by the academic member about the course at the beginning the

interaction of the students with asynchronous/synchronous/hybrid course with instructions. Reaching of the student to all information regarding to the course in the same frame during the first interaction has been aimed. What are the technological learning materials to be used in the course and the necessary technological information about them are announce continuously. A framework for use of the content and activities that support the learning and participation in the courses, facilitate commission and increase collaboration has been drawn. The continuous guidance for effective use of mutual communication and feedback between the learners and academic member have been made.

- For the purpose of the qualification development, the mechanisms that will provide exercise, practice, reinforcement, intensive-immersive experiences, social learning and collaboration, motivation and thinking structures are fictionalised.

The study made on the subject of "*Ensuring of the continuity and sustainability of the training for trainers on distance education methods, models and approaches within the framework of the information obtained from the Organization Quality Assurance in Distance Education Report and online interviews*";

- The training for trainers is carried out within the framework of "Learning Management System use training" within the body of headquarter. The trainings are carried out face-to-face and/or online repetitively. All academic personnel are invited to the trainings. Blackboard Collaborate platform is used for online live interactive courses in our university. In 2021, the Learning Management System Use Training will be continued in the Learning Practice and Research Center.

The study made on the subject of *"Determining of the concrete objectives and activities related to distance education in the strategic plan to be prepared, creating performance indicators suitable for measuring these objectives and activities quantitatively and qualitatively"*;

➢ In 2021, primarily the current strategic plan has been assessed by the members of the strategic plan preparation commission in the strategic plan preparation study meetings. In the strategic olan to be prepared, the attention has been paid attention to the determination of concrete targets and activities related to distance education, the creation of performance indicators suitable for measuring targets and activities quantitatively and qualitatively, and that the targets can be expressed in terms of quantity and time.

➢ In 2021-2025 Strategic Plan, the strategic goal of *"SH.1.2. To continuously improve the effective use of educational technologies at all levels in accordance with the student-oriented education approach."* has been included, 7 activity criteria have been determined in order to measure the strategic goal.

➢ In 2021-2022 academic year, the changes in the differentiation strategy and strategic goals have been made due to inclusion of information related to the "social gender equity". The changes in the relevant fields of the strategic plan have been conveyed to the Vice Chancellor, Head of Quality Commission for approval.