

	T.C. AYDIN ADNAN MENDERES UNIVERSITY FACULTY of VETERINARY MEDICINE	QUALITY COMMISSION MEETING REPORT FORM	
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Date and Time	24 February 2022 / Time 1.30 p.m
Place	Deanery Meeting Room
Agenda	<p style="text-align: center;">VETERINARY FACULTY QUALITY MANAGEMENT SYSTEM 2021 MANAGEMENT REVIEW MEETING</p> <ol style="list-style-type: none">1. Reviewing the suitability of the quality policy, Mission and Vision,2. Feedback from our stakeholders, evaluation of survey results,3. Depending on our processes, reviewing the level of realization of the strategic goals, targets and performance indicators in our strategic plan,4. Examining the internal audit results,5. Initiated and concluded corrective and preventive actions,6. Revision suggestions of the quality coordinator regarding the documents,7. Assessment of training needs,8. Changes that may affect the Quality Management System,9. Wishes and suggestions.

1. Reviewing the suitability of the quality policy, Mission and Vision,

MISSION

To train graduates and researchers in the field of veterinary medicine who have sufficient knowledge and skills at national and international standards, are committed to ethical values, have developed social responsibility awareness, are rational, creative, productive and able to follow developments in the world, identify national and universal problems and produce solutions, and adhere to Ataturk's principles.

To produce projects and conduct original research that can develop solutions to national and universal problems and contribute to the development of the country and universal science.

To provide high-quality, reliable and fast service that meets the needs of the society and is environmentally friendly.

VISION

To be a Faculty of Veterinary Medicine known for its education quality, research and service activities at national and international standards, to train qualified veterinarians who are fully equipped in Veterinary Medicine and can keep up with the developments of science and technology, to conduct research with scientific and economic value, to be internationally recognized and to be a member of To be an honored faculty.

QUALITY POLICY

To be a veterinary faculty that can make a difference, implementing the quality management system by systematically reviewing the efficiency of services with a management approach that

embraces change and development, and creating a corporate culture based on providing quality service by constantly improving its effectiveness.

Opinions and Decisions

The mission, vision and quality policy defined in the Faculty's strategic plan and QMS documents were reviewed. It was decided that these declarations would remain in their current form until the current strategic plan was updated, and that they would be reviewed in accordance with the conditions required by the national and international standards at the time when the new strategic plan would be prepared.

2. Feedback from our stakeholders, evaluation of survey results

A. Surveys completed by our students at the end of the semester via OBIS

Faculty Member evaluation survey (OBIS-Faculty general results)

	Satisfaction score (1-5)	
2019-2020 Spring	3.95	
2020-2021 Fall	4.23	
2020-2021 Spring	4.20	

Evaluation of course learning outcomes (OBIS-Faculty general results)

	Satisfaction score (%)	
2019-2020 Spring	77.34%	
2020-2021 Fall	80.22%	
2020-2021 Spring	81.48%	

B. Surveys implemented by the quality commission within the scope of Faculty QMS

Administrative functioning evaluation surveys of Students and Staff (Quality commission)

STUDENTS' ADMINISTRATIVE OPERATION EVALUATION SURVEY

		2011	2012	2021	2021		
					Insufficient	Uncertain	Adequate
1.	Ease of access to the Dean and Deputy Deans				10,71%	14,29%	75,00%
2.	Inviting the Dean and Deputy Deans to take into consideration suggestions and complaints.				29,63%	18,52%	51,85%
3.	Adequacy of faculty campus facilities				30,30%	30,30%	39,39%
4.	Adequacy of the faculty's social and cultural activities				48,48%	42,42%	9,09%
5.	Adequacy of the faculty's sports fields				61,29%	29,03%	9,68%
6.	Service level of the faculty student affairs office				20,00%	33,33%	46,67%
7.	Accessibility to announcements regarding students				9,09%	36,36%	54,55%
8.	Quick and accurate preparation of documents requested from the student affairs unit				18,52%	22,22%	59,26%
9.	Computer facilities offered at the faculty				28,13%	18,75%	53,13%
10.	Ability to benefit from faculty computer facilities				29,03%	16,13%	54,84%
11.	Laboratory facilities of the faculty in terms of education and training				15,15%	18,18%	66,67%
12.	Up-to-date laboratory equipment of the faculty				16,13%	25,81%	58,06%
13.	Adequacy of laboratory and clinical practices at the faculty				24,24%	45,45%	30,30%
14.	Cleanliness level of faculty laboratories				6,06%	30,30%	63,64%
15.	Adequacy of the faculty's classroom facilities				12,50%	28,13%	59,38%
16.	The cleanliness level of the faculty's classrooms				6,06%	21,21%	72,73%
17.	Cleanliness level of faculty corridors				0,00%	18,18%	81,82%
18.	Adequacy of the faculty's toilets				24,24%	21,21%	54,55%
19.	The cleanliness level of the faculty's toilets				45,45%	27,27%	27,27%
20.	Facilities of the faculty canteen				15,63%	43,75%	40,63%
21.	Service quality of the faculty canteen				25,00%	34,38%	40,63%
22.	Cleanliness level of the faculty canteen				15,63%	34,38%	50,00%

23.	Facilities of the faculty cafeteria				64,52%	25,81%	9,68%
24.	Cleanliness level of the faculty cafeteria				35,48%	29,03%	35,48%
25.	Adequacy of facilities of faculty clinics				23,08%	30,77%	46,15%
26.	The adequacy level of faculty clinics in terms of equipment				26,92%	23,08%	50,00%
27.	Level of benefit from faculty clinics in the field of education				46,15%	26,92%	26,92%
28.	Adequacy level of physical conditions of faculty clinics				26,92%	38,46%	34,62%
29.	Cleanliness level of faculty clinics				11,11%	22,22%	66,67%
30.	Adequacy of faculty farm facilities				30,77%	30,77%	38,46%
31.	Level of ability to benefit from faculty farm opportunities				46,15%	30,77%	23,08%
32.	Care conditions of animals on faculty farms				30,77%	42,31%	26,92%
33.	Cleanliness level of faculty farm areas				46,15%	23,08%	30,77%

PERSONNEL ADMINISTRATIVE OPERATION EVALUATION SURVEY (Quality commission)

		2011	2012	2021	2021		
					Yetersiz	Kararsız	Yeterli
1.	I can easily reach managers				5,77%	5,77%	88,46%
2.	Managers take my complaints and suggestions into consideration				17,31%	11,54%	71,15%
3.	Managers share their knowledge and experiences with me				17,65%	21,57%	60,78%
4.	Managers seek my opinion on decisions regarding my work.				19,23%	17,31%	63,46%
5.	My faculty is managed in a modern, participatory and fair manner				19,23%	11,54%	69,23%
6.	The opportunities and opportunities of my faculty are offered to all employees in a fair and transparent manner.				17,31%	17,31%	65,38%
7.	My faculty has the necessary knowledge, equipment and resources to do my job.				17,31%	21,15%	61,54%
8.	My personal rights are protected in personnel matters				5,88%	9,80%	84,31%
9.	I have access to information regarding personnel affairs in a timely and complete				5,77%	3,85%	90,38%

	manner.						
10	Editorial and secretarial services are sufficient				6,00%	6,00%	88,00%
11	The documents I submit to the registry office are followed up accurately and in a timely manner.				1,96%	1,96%	96,08%
12	I can easily access the information students need.				4,08%	4,08%	91,84%
13	Student affairs works regularly so as not to disrupt educational activities.				2,08%	10,42%	87,50%
14	Course and exam schedules are held on time.				2,17%	13,04%	84,78%
15	The support services of my faculty (cleaning, landscaping, etc.) are sufficient.				15,38%	23,08%	61,54%
16	Support services are provided regularly and completely				13,46%	23,08%	63,46%
17	Technical services (repair, maintenance, repair) are capable of meeting needs				11,76%	27,45%	60,78%
18	Requested technical services are provided completely and within appropriate periods of time.				7,84%	29,41%	62,75%
19	The physical conditions of classrooms and laboratories are sufficient.				8,89%	26,67%	64,44%
20	The equipment of classrooms and laboratories is up to date and sufficient.				13,33%	28,89%	57,78%
21	The cleanliness level of classrooms and laboratories is sufficient				11,11%	15,56%	73,33%
22	The physical conditions of the animal hospital are sufficient	-	-		11,90%	35,71%	52,38%
23	Animal hospital equipment is up to date and sufficient	-	-		27,50%	27,50%	45,00%
24	Animal hospital cleanliness level is sufficient	-	-		14,63%	31,71%	53,66%
25	Faculty farm areas and facilities are sufficient				32,56%	34,88%	32,56%
26	Adequate level of practice can be done in faculty farm areas.				34,88%	23,26%	41,86%
27	The faculty has sufficient infrastructure for scientific studies in farm fields.				33,33%	28,57%	38,10%
28	I can benefit from the experimental animals unit as much as I need.				7,69%	15,38%	76,92%
29	The experimental animal unit has up-to-date equipment				10,53%	26,32%	63,16%
30	The care conditions of the animals in the experimental animal unit are sufficient.				5,71%	22,86%	71,43%

NEW REGISTRATION STUDENT SURVEY (Quality commission)

1. After learning the placement result, were you pleased to be accepted into the veterinary faculty?

%91,5	Yes	%3,4	No	%5,1	I can not comment
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Conclusion	
Our students come to the profession willingly, and our faculty comes willingly.	

2. If your answer is no, which profession did you aim to have first?

The profession I want first:

Conclusion		Doctor (7 people), Dentistry (4 people), Architecture (1 person), Officer (1 person) Football player (1 person)
Our students come to our faculty willingly, wanting the profession.		

3. Are you sure that you have made the right decision by enrolling in ADÜ Veterinary Faculty?

%85,5	Yes	%0,9	No	%13,7	undecided
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Conclusion	
Our students come to our faculty willingly.	

4. Before making your choice, did you research the veterinary profession and obtain the necessary basic information?

%59	Enough	%35,9	Partially	%5,1	No, I had no knowledge
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Conclusion	
Our students generally come to our faculty consciously and willingly about the profession.	

5. Among the options listed below, indicate two of them that have a primary impact on your choice of veterinary medicine profession by giving them a serial number.

%39,1	Being my ideal job
%42,1	I learned the characteristics of the profession by doing research.
%5,6	My family's wish
%5,1	Recommendations from friends/close circle
%3,0	School/private school guidance service referrals
%5,1	Other:

Conclusion	
Our students generally come to our faculty consciously and willingly about the profession.	

6. From the options below, number the items that have a primary impact on your choosing ADU Faculty of Veterinary Medicine, in order of priority.

%12,5	Because my score is enough for this faculty
%9,4	Because I live in Aydın/nearby provinces

%12,3	Because I think ADU is a quality educational institution
%13,8	Because it has international acceptability
%13,3	Because it has national accreditation
%13,8	Because I think the quality of education of the faculty is good
%9,4	The faculty is located in the Aegean Region,
%7,6	Because I think I will have more social/cultural activity opportunities
%8,1	For reviewing ADU's and the Faculty's WEB page/social media accounts and obtaining positive information.
	Other:

7. What rank did ADÜ Veterinary Faculty rank on your preference list?

%13,3	During first choice
%36,3	Among the top three choices
%24,8	Among the top five choices
%12,4	Among the top 10 choices
%13,3	After 10th choice

Conclusion



We are in the top five (5) choices of approximately 75% of our students.

8. Were there any other veterinary schools on your preference list before ADÜ Faculty of Veterinary Medicine?

%78,8	Yes	%21,2	No
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9. Before writing the faculty on the preference form;

%12,2	I gained knowledge by coming and seeing the faculty beforehand.
%71,0	I gained information by looking on the internet.
%13,0	I had previously informed friends/close circle.
%3,8	I made the choice without any knowledge.

10. Did you find enough information you were looking for on the faculty WEB page?

%5,2	I did not enter the website
%35,7	Yes I am informed enough
%53,0	I was partially informed
%6,1	I couldn't find enough information

Conclusion



Work needs to be done on our website.

11. What were your first thoughts about the Faculty when you arrived, in terms of its physical structure or campus?

%60,7	I like it a lot.
%26,8	I was expecting a bigger and more developed place.
%11,6	It's insufficient for now, but I thought it would be satisfactory in a short time.
%0,9	I'm disappointed.

Conclusion	
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12. Were you satisfied with the attention and service during the registration process?

%75,2	Yes
%23,0	It could be better.
%1,8	No (explain briefly):

Conclusion	 Two (2) students reported problems; Student Affairs answered the phone but did not give much information. The system always crashes
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C. Surveys administered by the alumni platform

ALUMNI SATISFACTION SURVEY (Alumni platform)

		Average		Participant
1	I came to veterinary school with a conscious choice.	4.04		243
2	I had an idea about the characteristics and content of my profession before making my choice.	3.72		246
3	The education I received met my initial expectations.	3.73		248
4	The content of the courses I take at my faculty is sufficient to solve the problems I encounter in my professional life.	3.59		253
5	The courses I took at my faculty are sufficient in quantity.	3.89		253
6	The applications of the Basic Sciences Department courses (Anatomy, Histology-Embryology, Physiology, Biochemistry) that I took during my education were sufficient.	4.05		253
7	The applications of the Preclinical Sciences Department courses (Pharmacology, Microbiology, Parasitology, Pathology, Virology) I took during my education were sufficient.	3.62		253
8	The applications of the Animal Nutrition and Animal Science Department courses I took during my education were sufficient.	3.50		253
9	The applications of the Nutrition/Food Hygiene and Technology Department courses I took during my education were sufficient.	3.31		253
10	The Clinical Practice courses I have taken since the third year of my education have been sufficient.	3.24		255
11	(For entry year 2009 and later) The Summer Term Clinical Practice implemented in our Faculty at the end of the third year was beneficial in terms of improving our clinical skills and adapting to our field of work.	3.43		108
12	The Internship program implemented at the end of the fourth year was beneficial in terms of improving our clinical skills and adapting to our field of work.	4.05		256
13	(Entry year 2009 and later) Emergency Watch applied to fifth graders has been useful in improving our clinical skills and adapting to our	2.93		108

	field of work.			
14	(For those whose entry year was between 1994-2000) The Graduation Assignment (Graduation Thesis) course I took during my education was useful in terms of learning how to access information, compile it and put it into writing.	3.52		79
15	The Intern Program (Clinical Practices, Veterinary Medicine Maturation Training) implemented in the tenth semester was beneficial in terms of increasing my ability to practice my profession.	3.26		253
16	(For entry year 2009 and later) Programming the Veterinary Medicine Maturation Training application in packages has been beneficial in helping me focus on the field I will work in after graduation.	3.56		108
17	(For entry year 2011 and later) The Non-Departmental Elective Courses I took from the University Course Pool during my education were beneficial for the development of my knowledge and social relations.	3.14		98
18	(Entry year 2012 and later) Theoretical and Applied Elective Courses I took during my education were beneficial in the formation of our medical awareness and skills.	3.78		91
19	The faculty has provided me with professional practice and research skills.	3.89		254
20	My faculty played a role in my development regarding my professional life and my needs in the business world.	3.77		254
21	During my education, I gained access to information and research skills.	3.94		254
22	I learned enough foreign languages during my university education.	1.97		257
23	My level of knowledge of foreign languages has been effective in my business life.	2.95		254
24	I think that the education I received improved my communication skills with people.	4.12		255
25	During my education, I think I gained an understanding of ethics and professional responsibility.	4.33		259
26	During my education, I think I gained the ability to work in interdisciplinary groups.	3.93		255
27	University life has given me scientific thinking style and ability.	4.11		255
28	The education I received at the faculty contributed to my personal development.	4.13		262
29	The following opportunities provided to us during my education at the faculty were sufficient.			
	Computer facilities	3.30		257
	Laboratory facilities	3.70		258
	Faculty's support in finding an internship place	3.21		258
	Faculty's support for us to participate in social events	3.47		260
	International cooperation opportunities	2.81		2.70

	Library facilities	3.06		266
	Entrepreneurial spirit	3.19		272
30	There were no problems in terms of student-lecturer relations in my faculty.	4.06		268
31	There were no problems in terms of social relations between students in my faculty.	3.97		272
32	The attitudes I encountered towards the faculty I graduated from in my working life were positive.	4.00		276
33	I am proud to say that I am a graduate of Aydın Adnan Menderes University, Faculty of Veterinary Medicine.	4.44		280
34	I recommend new students entering the university to choose Aydın Adnan Menderes University Faculty of Veterinary Medicine.	4.15		288

FIRST DAY COMPETENCIES - COMPETENCIES SURVEY (Arranged according to EAEVE standards) (Alumni platform)

		Average		Average
1.	Knows the ethical and legal responsibilities of veterinarians regarding the patients, patient owners, society and the environment they are associated with.	4.13		60
2.	He has knowledge of organization, management and legislation regarding veterinary medicine.	3.95		61
3.	To promote, monitor and maintain health and safety in veterinary services; Has knowledge of quality assurance systems; Puts risk management principles into practice.	4.07		61
4.	Communicates effectively with patients, the public, colleagues, and relevant authorities using appropriate language.	4.05		61
5.	Prepares clinical and client records and case reports when necessary in a format that is satisfactory to colleagues and understandable to the public.	3.98		61
6.	Works effectively as a member of a multidisciplinary team during service.	4.16		61
7.	Understands the economic and emotional situation in veterinary activities.	4.10		61
8.	Critically reviews and evaluates literature and presentations.	4.05		63
9.	Understands and applies clinical management principles and practices evidence-based veterinary medicine.	4.15		62
10.	Contributes to the development of veterinary knowledge to improve the quality of animal care and veterinary public health services, and uses its professional skills for this purpose.	4.09		66
11.	Demonstrates the ability to deal with incomplete information, handle unexpected situations, and adapt to change.	3.98		65
12.	Knows personal and professional boundaries and how to seek professional advice, help and support when necessary.	4.14		65

13.	Demonstrates commitment to professional development and learning with lifelong learning skills.	4.20		65
14.	Participates in self-monitoring and peer group review processes to increase/improve performance.	3.91		65
15.	Learns accurately and completely the relevant background information of the individual animal or group of animals and its environment.	4.09		65
16.	Restrains sick animals safely and by considering animal welfare.	4.23		65
17.	Demonstrates the ability to perform a complete clinical examination and make clinical decisions.	4.00		65
18.	Develops appropriate treatment plans and manages treatment according to the best interests of patients and the availability of available resources.	4.11		65
19.	In case of emergency, he looks after all species and provides first and emergency aid.	4.06		65
20.	Evaluates the physical condition, welfare and nutritional status of an animal or group of animals and advises the owner on husbandry and nutrition principles.	4.09		67
21.	Collects, stores and transports samples, selects appropriate diagnostic tests, interprets and understands test results.	4.11		64
22.	Communicates clearly and collaborates with referral and diagnostic services, including obtaining appropriate patient history information.	4.14		64
23.	Learns the contribution of imaging and other diagnostic methods to diagnosis. Uses basic imaging equipment. Performs a case-appropriate examination in accordance with good health and safety practices and current regulations	3.89		65
24.	It recognizes suspicious symptoms of notifiable, recordable and zoonotic diseases and takes appropriate measures, including informing the relevant authorities.	4.25		64
25.	Accesses appropriate data sources regarding licensed medicines.	3.94		64
26.	Prescribes and dispenses medications accurately and conscientiously in accordance with legislation and the latest medication guidance.	4.11		64
27.	Reports suspected side effects.	4.00		64
28.	Correctly applies biosecurity principles, including sterilization of equipment and disinfection of clothing.	4.23		64
29.	Performs aseptic surgery correctly.	4.09		64
30.	Safely administers sedation, general and regional anesthesia; Apply chemical restraint methods.	4.05		65
31.	Assesses and manages pain.	4.12		65
32.	When deemed necessary, euthanasia is carried out by being sensitive to the feelings of the animal owners, respecting the animal and using an appropriate method. advises on the disposal of carcasses for the safety of those present.	4.09		64
33.	Systematically performs postmortem necropsy, records observations, samples, stores and transports tissues.	4.05		64
34.	Conducts ante-mortem examination of animals allocated for the food chain, paying attention to animal welfare; It accurately detects the	4.06		64

	conditions that affect the quality and safety of products of animal origin and does not include animals with unsuitable conditions in the food chain.			
35.	It carries out the inspection of food and feed, including post-mortem examination of food-producing animals and inspection in the field of food technology.	3.95		73
36.	Recommends and implements preventive programs that are species appropriate and comply with accepted animal health, welfare and public health standards.	4.08		66

D. In addition, the Faculty administration can directly contact the Deputy Deans, student representatives, Whatsapp groups including student affairs personnel, E-mail, CİMER, RİMER, etc. It directly responds to feedback received through other means and resolves it when appropriate. Feedback forms placed in the feedback-request boxes within the faculty areas are evaluated by the Quality Commission in meetings and evaluated by the unit manager and the Dean.

Opinions and Decisions

1. When looking at the participation rate in the survey and other feedback, considering the number of faculty students and staff, there is a significant inadequacy in proportion, except for face-to-face applications. In addition, the warnings stated in the International accreditation (EAEVE) audit carried out in October 2021 were also evaluated; It was decided that all applied surveys would be sent to the Survey Commission Presidency to review the feedback methods, remove similar-matching applications, and ensure uniformity. It was decided that the survey commission would create a functioning chart or instruction and announce it to all Faculty components, and in this context, survey practices in the Faculty would be carried out and reported by the commission. In addition, according to the information given by the student representative, student information must be rearranged according to OBIS records.

2. Throughout the year, feedback is collected through Internet messages, Whatsapp messages, feedback boxes and surveys. It was observed that the requests received through direct internet messages and WhatsApp groups with the assistant dean, student affairs unit managers, distance education unit managers and student representatives were quickly resolved by the administration, and in this way, fast and effective communication was achieved. However, studies are needed to register these methods within the QMS system. The QMS secretariat was assigned to this issue.

b) Feedback forms (32 in total) regarding the requests received through feedback boxes were examined, and it was observed that there were not too many due to the COVID 19 pandemic process, the incoming feedbacks were evaluated at the Quality Commission meetings and the relevant units and administration were informed and studies were carried out to solve the problems.

c) "Information was given about the hospital satisfaction survey by Hospital responsible Prof. Dr. Bülent ULUTAŞ and Hospital administrative manager Özkan BALABAN. Due to the uncertainties in the COVID-19 Pandemic process and the hospital construction and restructuring process, a special feedback study could not be carried out. The restructuring of the hospital and its operation is a major As planned in the Corrective Action study currently being carried out, within the scope of the registration and pre-examination protocols that are being completed, this survey

will be given to the patient owners and they will be completed manually, or the patient owners will be contacted via phone message to fill in the feedback.

d) For the periods mentioned above, "Lecturer evaluation surveys" and "Course learning outcomes evaluation surveys" were evaluated by the department boards. Department committee evaluations were submitted to the Dean's Office as a report. There is no noticeable problem in the evaluation of the faculty as a whole.

e) 38 students and 53 staff participated in the "Administrative functioning evaluation surveys of students and staff" applied for the past 2021 year. Participation in the survey completed online by participants reached via message is very low. When these surveys are examined, problems related to general cleaning, dining halls, social areas and farm areas stand out. The Faculty Secretariat will carry out planning and control studies to solve these problems. However, the administration currently has plans to increase the number of auxiliary staff and organize new dining halls and farm areas, and the board is informed about this by the Dean of the Faculty. Solution suggestions were discussed. In addition, the results of the student and staff satisfaction surveys organized annually by the Rectorate have started to be delivered to the units upon our requests. There are similarities in these surveys administered by the faculty and the rectorate. It was decided that this issue would be evaluated by the survey commission.

f) "New Registration Student Survey" is the survey administered during the orientation week to students who are registered to our faculty for the first time. It was applied to first-year students during the orientation week at the beginning of the 2021-2022 academic year and there were 117 participants.

Survey answers were generally evaluated by the board. A statement was made by the Dean regarding the inadequacy of the faculty website; It has been reported that studies on this issue have already started at the beginning of the 2021-2021 academic year, assignments have been made for follow-up, new arrangements have been made and the arrangements to meet the needs will continue.

g) The "Graduate satisfaction survey" and "Competencies survey" organized by the faculty alumni platform have been applied to our students who have graduated and registered in the system to date, and the following results have been obtained as of October 2021. The first applied proficiency surveys were renewed according to EAEVE criteria.

Work on the curriculum continues by evaluating national and international standards and feedback by the education and training commission. A clinical education coordination board has been established. Since the data obtained from these surveys is the first data, these data will be evaluated annually and studies and plans can be made according to the changes.

3. Depending on our processes, reviewing the level of realization of the strategic goals, targets and performance indicators in our strategic plan

GOAL 1: IMPROVEMENT AND DEVELOPMENT OF THE EDUCATION-TRAINING ACTIVITIES PROCESS

Objective 1.1 Accreditation studies and preparation of curriculum compatible with the national core education program

Current situation: No significant structural changes have been made in the Faculty Education curriculum for a long time. Up-to-date curriculum studies have not been carried out within the scope of the quality assurance standards in education of national and international accreditation and quality organizations and the "National Core Education Program in Veterinary Education" (VUÇEP), whose draft has been newly published.

Performance Indicators	2021	2022	2023	2024
Completion of the work of the EEP commission	x			
EAEVE, VEDEK, Education-Training and CEP commissions create the new curriculum draft in separate and joint meetings	x			
Receiving feedback on the new curriculum draft	x	x		
Implementing the curriculum and		x		
Operation monitoring and improvements	x	x	x	x

Description Objective 1.1. The procedures planned to be carried out in 2021 regarding the curriculum work on performance indicators have been completed, and the work continues. The education directive has been put into practice in its current form. Some changes were also made within the curriculum. It was planned to direct and continue the work according to the EAEVE re-audit and VEDEK audit.

Goal 1.2 Carrying out mobile clinic practice in a regular and scheduled manner

Current situation: Mobile Clinic Practice cannot be carried out regularly due to the lack of fixed personnel and some regulatory problems.

Performance Indicators	2021	2022	2023	2024
Establishment of a mobile clinic commission	x			
Negotiations to resolve legislative issues	x	x		
Solution to the driver need problem	x	x		
Planning together with clinical staff	x	x	x	x
Monitoring the application and increasing the number of tours	x	x	x	x

Description Objective 1.2. It does not appear that the need for a driver to drive the mobile clinic vehicle as required by the legislation has not been resolved by the higher authorities. As a solution, a Clinical practice training coordination board was established. The vehicle will be assigned by the Dean's Office and the implementation will be started as planned and active in 2022.

Goal 1.3: Following the increasing number of students and demands, making arrangements in the theoretical and practical areas of students.

Current situation: Arrangements to be made according to the needs observed by the management in education areas outside the Animal Hospital, taking into account the increasing number of students, the aging of the equipment used or the demands for new equipment. Although there are continuous

studies, such regulations are needed in some actively working units. In this way, students will be able to practice more.

Performance Indicators	2021	2022	2023	2024
Exact determination of needs	x	x	x	x
Project planning and budget studies	x	x	x	x
Replacing computers and projectors in classrooms	x	x	x	x
Supply of new microscopes		x	x	x
Reorganization of cattle farm areas		x	x	
Arrangements in the anatomy dissection laboratory		x	x	
Arrangements in hospital units	x	x	x	x
Food Hygiene and Tech. Application and Production area regulations			x	x
Necropsy room arrangements			x	x

Description Objective 1.3. Clinical application areas and hospital revision works continue. A clinical practice training coordination board was established. Two projectors and 15 computers were provided. A new classroom for 101 people was created in the clinical areas, and an emergency clinical practice area was opened. Project planning and budget studies regarding the farm areas have been carried out, but due to budget inadequacies, the opinion of the Rectorate is awaited.

Objective 1.4 Preparing practice-study areas for students to self-learn and develop veterinary knowledge and skills in various fields of the faculty.

Current situation: The faculty library, empty classrooms and the student canteen are areas used by students for free study. Apart from this, students can use laboratories or other areas in the department and hospital for freelance work or to improve their skills. Apart from this, there are no specially designed skill development areas..

Performance Indicators	2021	2022	2023	2024
Determining what can be done and the related needs by obtaining opinions from commissions, faculty units and departments.	x	x	x	x
Project planning and budget studies	x	x	x	x
Making application areas	x	x	x	x
Application monitoring and improvements	x	x	x	x

Description Objective 1.4. Currently, a clinical skills laboratory has been established with the resources of the Faculty and its implementation has started. In addition, in order to implement models suitable for more professional use, a project has been initiated with the support of the Rectorate BAP and work has begun.

Objective 1.5 In-house or external internships, clinical skills practices, first day competency practices, etc. Student practices carried out under the control of academic staff or authorized veterinarians can be followed electronically via mobile phones or computer applications.

Current situation: Internship notebooks and practice notebooks are used.

Performance Indicators	2021	2022	2023	2024
Assigning personnel who will manage and carry out the implementation issue	x			
Relevant-required clinical etc. in the curriculum. identification of applications	x	x		

Starting to use the new program-application		x		
Application monitoring and improvements	x	x	x	x

Description Target 1.5. A clinical practice training coordination board was established. Work will be carried out according to the commission recommendation.

Goal 1.6: To work on improving distance/blended education activities.

Current situation: It has been understood that there is a significant need in extraordinary situations due to the COVID 19 pandemic in 2020, the distance education process implemented in the March-June period will be evaluated by receiving feedback and studies will be carried out to better implement these processes.

Performance Indicators	2021	2022	2023	2024
Survey studies to be conducted with students and academic staff regarding the distance education process	x			
Holding evaluation meetings in the Education-Training Commission.	x	x		
Legislative studies to be carried out by the Deanship and Rectorate	x	x		
Meetings and trainings with ADÜZEM unit	x	x		
Researching digital technology and artificial intelligence applications in veterinary education and constantly updating them by adapting them to the curriculum.	x	x	x	x
Discussion and implementation by faculty boards and commissions of the possibility of providing some courses or course sections through distance/blended education	x	x	x	x
Application monitoring and improvements	x	x	x	x

Description Objective 1.6. A survey was applied in the first period of the distance education process, and afterwards, the satisfaction surveys of the surveys administered via OBIS were evaluated. A clinical practice training coordination board was established. Work will continue to be carried out according to the commission recommendation. It was stated that there is no work yet on the inclusion of digital technology and artificial intelligence applications in the curriculum and that it will be evaluated by the Education Commission in 2022.

GOAL 2: IMPROVEMENT AND DEVELOPMENT OF THE RESEARCH ACTIVITIES PROCESS

Goal 2.1 Increasing project support received from institutions other than the university

Current Situation: The continuous increase in the amount of external projects per faculty member is important in terms of the strength of the research infrastructure and the training of researchers. Our faculty is able to carry out more scientific activities with its research areas and equipment facilities, and the number and capacity of faculty members.

Performance Indicators	2021	2022	2023	2024
Providing incentive opportunities for researchers if they submit project proposals or receive support from different institutions outside the University.	x	x	x	x
Conducting informative activities, especially for young academics, about research project supports and project preparation.	x	x	x	x
Providing information to students about research project	x	x	x	x

supports and project preparation.				
Application monitoring and improvements	X	X	X	X

Description Objective 2.1. It was stated that no work could be done on this issue without informing the Dean's Office and the Rectorate.

GOAL 3: IMPROVEMENT AND DEVELOPMENT OF THE SOCIAL CONTRIBUTION ACTIVITIES PROCESS

Target 3.1 Renovation of the Animal Hospital, arrangement of equipment and operation

Current Situation: The animal hospital is one of the most important elements both in veterinary education and in terms of the social contribution of the faculty. Although the current hospital is the largest animal hospital in our region in terms of personnel and physical areas, it cannot meet the needs in terms of equipment and usability. For this reason, the renovation of the existing hospital started in 2020 with the budget resources of the Faculty and the work continues.

Performance Indicators	2021	2022	2023	2024
Planning and execution of hospital renovation construction	X			
Determination of personnel needs and studies in hospital operation	X	X		
Completion of tools, equipment and equipment	X	X	X	X
Revision of hospitalization areas	X			
Hospital Small animal areas revision	X			
Hospital Large animal areas revision	X	X		
Revision of isolation areas	X	X	X	
Emergency clinic arrangements	X			
Creating the imaging center, completing its equipment and opening it	X	X		
Revision of other areas of the hospital		X	X	X
Reorganization of hospital operation	X	X		

Description Objective 3.1. A revision plan was made for large animal areas, but the work was not started due to lack of budget. All other work specified in the performance indicators has been completed.

Goal 3.2: To follow current issues related to our field and to be able to provide faster information about these issues by using promotional tools at the faculty.

Current Situation: Various information about the veterinary profession can be provided through the University website, ADÜDEN, and the Faculty website. In previous years, information about activities could be provided through the Faculty bulletin called "Sharing". However, such activities need to be increased in print and online environments in order to increase recognition, reach more people, and fulfill duties towards society.

Performance Indicators	2021	2022	2023	2024
In our faculty, press-publication, website, social media monitoring, etc. Assigning personnel to organize the work	X			
University press-publication unit, IT department, etc. Negotiations with units that can receive support and determining the possibilities and what can be done	X	X		
Establishing the application unit and starting the work	X	X		
Application monitoring and improvements	X	X	X	X

Description Objective 3.2. Assoc. Prof. regarding the monitoring of the faculty website. Dr. Mehmet GÜLTEKİN was appointed. Updates were made to the website and Faculty social media accounts were opened. Work continues.

GOAL 4: IMPROVEMENT AND DEVELOPMENT OF THE MANAGEMENT PROCESS

Objective 4.1 Making arrangements in the faculty student canteen and dining hall areas.

Current situation: Although the cafeteria operates actively, it does not meet the needs. Plans for the construction of the new cafeteria have been completed. A student cafeteria currently in use has been newly built.

Performance Indicators	2021	2022	2023	2024
Planning a cafeteria for 200-300 people for students and staff	x			
Construction and opening of the dining hall	x	x		
If there are any disruptions or delays during the construction process, relocating the existing cafeteria and increasing its capacity	x	x		

Description Objective 4.1 Project development and planning studies have been carried out, plans A and B have been created and presented to higher authorities. It could not be done due to budget inadequacies.

Target 4.2 Regular Implementation of the Quality Management System

Current situation: Work on establishing a QMS in our faculty was first started in 2009 with the recommendation of the Accreditation Commission. Only "processes related to the administrative functioning" of our faculty were determined, and accordingly, the quality manual, plans, procedures, job descriptions, instructions, workflow charts and forms were prepared and the system was established and implemented in 2010. Following the certification audits conducted by TSE in the same year, our Faculty received the TSE-EN-ISO 9000 Quality Management System certificate. This process continued until 2013, and two external audit processes implemented by TSE were passed without any problems. After this period, the work was not continued regularly and the system updates were not updated sufficiently. Currently, the Quality Board has been established, the management has been informed about the system to be implemented, plans have been made and the work has started.

Performance Indicators	2021	2022	2023	2024
Planning, Revision of Documents	x			
Employee training and information	x			
Active implementation of QMS	x			
Regular monitoring of the system with feedback	x	x	x	x
Conducting Internal Audits	x	x	x	x
Management Review and Revisions	x	x	x	x

Description Objective 4.2. The practices specified in the performance indicators have been completed for 2021.

Target 4.3 Organizing courses on training of trainers and measurement-evaluation methods for Faculty faculty members, especially newly appointed faculty members

Current situation: Since the university and ADÜSEM center have training available, the Faculty does not organize training within itself.

Performance Indicators	2021	2022	2023	2024
Preparation of programs	x			
Organizing trainings	x	x	x	x

Description Objective 4.3. During the training process on the internet, trainings were provided on the subjects specified by ADÜZEM. Re-planning may be made at the end of the pandemic process.

Target 4.4. In order to increase the efficiency of service and financial resources, ensuring the contribution of departments that do not yet contribute to the revolving fund and increasing the income of those who contribute.

Current situation: Faculty hospital, farm areas, laboratory capacity can generate more revolving fund income. This contribution can be in the form of hospital services, clinical services, routine laboratory analyses, consultancy services, as well as contribution to production (such as meat, milk and products) and organizing paid courses for the profession. In this case, it is planned that there will be an increase in education and research activities in addition to income.

Performance Indicators	2021	2022	2023	2024
Revision of the hospital	x	x		
To carry out mobile clinic practice more regularly	x	x	x	x
Carrying out emergency clinical practice without interruption	x	x	x	x
Organizing in-service and professional courses	x	x	x	x

Description Objective 4.4. Course planning could not be made due to the construction-restructuring process in hospital areas and the uncertainties during the COVID 19 pandemic process. Studies have been conducted on other performance indicators.

Target 4.5. Regularly monitoring the basic indicators published by the accreditation bodies we are affiliated with and ensuring progress and practices in line with these indicators.

Current situation: Although these indicators are monitored by EAEVE and VEDEK commissions and annual activity reports, these indicators are not directly included in the reports.

Performance Indicators	2021	2022	2023	2024
Determination of basic indicators by accreditation and quality commissions	x	x	x	x
The annual activity reports should be prepared by the Dean's Office to include these indicators.	x	x	x	x
Evaluating these indicators at the annual YGG meetings and Faculty Academic Boards and making decisions to correct the deficiencies.	x	x	x	x

Description Objective 4.4. Since studies on data collection arrangements via YÖKSİS, BAP and Hospital automation system (EVET) continue, these studies could not be carried out comprehensively in 2021.

Opinions and Decisions
The faculty administration generally continues its work in accordance with the 2021-2023 Strategic Plan. All studies, especially the inadequate studies mentioned above, must be carried out taking into account strategic goals and objectives. In addition, our Faculty, which carries out national and international accreditation studies, needs to receive more support from higher authorities, especially in terms of human resources and budget, in order to carry out its work in accordance with its strategic plan.

4. Review of internal audit results and reports,

Opinions and Decisions
Internal audits regarding the functioning of faculty administrative units within the scope of QMS were completed

in January-February. These inspections were carried out by examining the documentation and/or on-site inspection. It has been noted that, in general, administrative personnel need training in which the QMS system is explained.

5. Initiated and completed corrective and preventive actions,

Opinions and Decisions

At the meeting held by the quality and accreditation commissions on 15.10.2021, where the audit of the international accreditation organization (EAEVE) was evaluated, it was decided to initiate Corrective Action regarding the hospital automation system and regulation of its operation. In this regard, M.E. KARA, B. ULUTAŞ, Ö. BALABAN and E.H. UÇAR was appointed. Meetings and visits to practice areas, the recent restructuring process in the hospital, the start of the clinical practice training coordination board, etc. The situations were evaluated and a comprehensive draft instruction regarding hospital operation was prepared. Efforts to solicit opinions on administrative legislation continue.

6. Revision suggestions of the quality coordinator regarding the documents,

Opinions and Decisions

Preparation of new instructions regarding the operation of the appointment, patient registration and YES automation program in hospital areas, within the scope of the main problems identified as a result of the international accreditation (EAEVE) audit completed in our faculty in the past period and the Corrective action carried out by the Quality commission,

7. Assessment of training needs,

Opinions and Decisions

Planning of meetings by the relevant commissions in which the importance of Quality and accreditation studies and practices in our Faculty will be explained to our students in all grades,
Planning informational meetings for faculty staff where quality and accreditation studies are explained, by relevant commissions,
Regular implementation of personnel training included in our strategic plan,
Organizing personal development seminars if pandemic conditions are suitable
Continuing biosafety training for hospital staff and other support staff.
Providing Cybersecurity training to our staff and students,
It was decided

8. Changes that may affect the Quality Management System,

Opinions and Decisions

When the participation rate of students and staff in the surveys and staff-student interviews are evaluated, it is noted that more information about accreditation and quality studies is needed.

It was decided to establish an office at the faculty with a permanent administrative staff to

coordinate quality and accreditation studies.

9. Wishes and suggestions.

TOPLANTIYA KATILANLAR

	İmza
Prof. Dr. Cavit KUM (Dekan)	
Prof. Dr. Bülent ULUTAŞ (Dekan Yrd., Hastane Sorumlusu, Kalite ve Akreditasyon Komisyonları Üyesi)	
Doç. Dr. Göksel ERBAŞ (Dekan Yrd., Öğrenci İşleri Sorumlusu, Kalite ve Akreditasyon Komisyonları Üyesi)	
Prof. Dr. M. Erkut KARA (Kalite Koordinatörü, Akreditasyon Komisyonu Üyesi)	
Prof. Dr. Selim SEKKİN (Akreditasyon Komisyonu başkanı, Kalite Komisyonu Üyesi)	
Prof. Dr. H. Erbay BARDAKÇIOĞLU (Anket komisyonu başkanı, Kalite ve Akreditasyon Komisyonları Üyesi)	
Prof. Dr. Şule Yurdağül ÖZSOY (Akreditasyon Komisyonu Üyesi)	
Doç. Dr. Uğur PARIN	

(Akreditasyon Komisyonu Üyesi)	
Doç. Dr. Figen SEVİL KİLİMCİ (Akreditasyon Komisyonu Üyesi)	
Dr. Öğr. Üyesi Zeynep BOZKAN (Akreditasyon Komisyonu Üyesi)	
Araş. Gör. Dr. Cemil ŞAHİNER (Akreditasyon Komisyonu Üyesi)	
Araş. Gör. Dr. Ayşe Nur AKKOÇ (Akreditasyon Komisyonu Üyesi)	
Murat DURMAZ (Fakülte sekreteri, Kalite ve Akreditasyon Komisyonları Üyesi)	
Özkan BALABAN (Hastane idari sorumlusu, Kalite ve Akreditasyon Komisyonları Üyesi)	
Selda MANAV (Kalite ve Akreditasyon Komisyonları Üyesi)	
Alanur BAKIR (Kalite Komisyonu Üyesi - Doktora Öğrenci Üyesi)	
Eren Özgürçan YAVAŞ (Akreditasyon Komisyonu Üyesi- Yüksek Lisans Öğrenci- Üyesi)	
Gülce ERAYDIN (Kalite Komisyonu Öğrenci Üyesi)	
Alperen YILDIRIM (Öğrenci Temsilcisi)	