

Translated by *Google Translate*

| | | | |
|---|---|---|-----------------|
|  | T.C. AYDIN ADNAN MENDERES UNIVERSITY FACULTY of VETERINARY MEDICINE | QUALITY COMMISSION MEETING REPORT FORM | |
| | | Doc. Code | F/KK.06 |
| | | First Release Date | 14.09.2010 |
| | | Last Rev. No/Date | 001 /17.02.2020 |

| | |
|----------------------|--|
| Date and Time | 25 May 2024 / Time 1.30 p.m |
| Place | Deanery Meeting Room |
| Agenda | <p style="text-align: center;">VETERINARY FACULTY QA 2023 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 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 QA,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 QA 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 QA documents were reviewed. It was decided to review the 2024-2028 strategic plan, taking into account the conditions required by the national and international standards at the time it was prepared and the improvement warnings specified during the international accreditation (EAEVE) visit.

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 |  |
| 2021-2022 Fall | 4,06 |  |
| 2021-2022 Spring | 4,07 |  |
| 2022-2023 Fall | 4,16 |  |
| 2023-2024 Spring | 4,08 |  |
| 2023-2024 Fall | 4,08 |  |

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% |  |
| 2021-2022 Fall | 78,74% |  |
| 2021-2022 Spring | 79,70% |  |
| 2022-2023 Fall | 80,41% |  |
| 2023-2024 Spring | 78,03 |  |
| 2023-2024 Fall | 79,39 |  |

B. Surveys implemented by the quality commission within the scope of Faculty QA
Administrative functioning evaluation surveys of Students and Staff (Quality commission)

STUDENTS' ADMINISTRATIVE OPERATION EVALUATION SURVEY

| | | 2021 | 2022 | 2023 |
|-----|---|---|---|---|
| 1. | Ease of access to the Dean and Deputy Deans |  |  |  |
| 2. | Inviting the Dean and Deputy Deans to take into consideration suggestions and complaints. |  |  |  |
| 3. | Adequacy of faculty campus facilities |  |  |  |
| 4. | Adequacy of the faculty's social and cultural activities |  |  |  |
| 5. | Adequacy of the faculty's sports fields |  |  |  |
| 6. | Service level of the faculty student affairs office |  |  |  |
| 7. | Accessibility to announcements regarding students |  |  |  |
| 8. | Quick and accurate preparation of documents requested from the student affairs unit |  |  |  |
| 9. | Computer facilities offered at the faculty |  |  |  |
| 10. | Ability to benefit from faculty computer facilities |  |  |  |
| 11. | Laboratory facilities of the faculty in terms of education and training |  |  |  |
| 12. | Up-to-date laboratory equipment of the faculty |  |  |  |
| 13. | Adequacy of laboratory and clinical practices at the faculty |  |  |  |
| 14. | Cleanliness level of faculty laboratories |  |  |  |
| 15. | Adequacy of the faculty's classroom facilities |  |  |  |
| 16. | The cleanliness level of the faculty's classrooms |  |  |  |
| 17. | Cleanliness level of faculty corridors |  |  |  |
| 18. | Adequacy of the faculty's toilets |  |  |  |
| 19. | The cleanliness level of the faculty's toilets |  |  |  |
| 20. | Facilities of the faculty canteen |  |  |   |
| 21. | Service quality of the faculty canteen |  |  |  |
| 22. | Cleanliness level of the faculty canteen |  |  |  |
| 23. | Facilities of the faculty cafeteria |  |  |  |

| | | | | |
|-----|---|--|--|---|
| 24. | Cleanliness level of the faculty cafeteria |   |   |  |
| 25. | Adequacy of facilities of faculty clinics |  |  |  |
| 26. | The adequacy level of faculty clinics in terms of equipment |  |  |  |
| 27. | Level of benefit from faculty clinics in the field of education |  |  |  |
| 28. | Adequacy level of physical conditions of faculty clinics |  |  |   |
| 29. | Cleanliness level of faculty clinics |  |  |  |
| 30. | Adequacy of faculty farm facilities |  |  |    |
| 31. | Level of ability to benefit from faculty farm opportunities |  |  |  |
| 32. | Care conditions of animals on faculty farms |  |  |  |
| 33. | Cleanliness level of faculty farm areas |  |  |  |

PERSONNEL ADMINISTRATIVE OPERATION EVALUATION SURVEY

| | | 2021 | 2022 | 2023 |
|----|--|---|---|---|
| 1. | I can easily reach managers |  |  |  |
| 2. | Managers take my complaints and suggestions into consideration |  |  |  |
| 3. | Managers share their knowledge and experiences with me |  |  |  |
| 4. | Managers seek my opinion on decisions regarding my work. |  |  |  |
| 5. | My faculty is managed in a modern, participatory and fair manner |  |  |  |
| 6. | The opportunities and opportunities of my faculty are offered to all employees in a fair and transparent manner. |  |  |  |

| | | | | |
|-----|--|---|---|--|
| 7. | My faculty has the necessary knowledge, equipment and resources to do my job. |  |  |  |
| 8. | My personal rights are protected in personnel matters |  |  |  |
| 9. | I have access to information regarding personnel affairs in a timely and complete manner. |  |  |  |
| 10. | Editorial and secretarial services are sufficient |  |  |  |
| 11. | The documents I submit to the registry office are followed up accurately and in a timely manner. |  |  |  |
| 12. | I can easily access the information students need. |  |  |  |
| 13. | Student affairs works regularly so as not to disrupt educational activities. |  |  |  |
| 14. | Course and exam schedules are held on time. |  |  |  |
| 15. | The support services of my faculty (cleaning, landscaping, etc.) are sufficient. |  |  |  |
| 16. | Support services are provided regularly and completely |  |  |  |
| 17. | Technical services (repair, maintenance, repair) are capable of meeting needs |  |  |  |
| 18. | Requested technical services are provided completely and within appropriate periods of time. |  |  |  |
| 19. | The physical conditions of classrooms and laboratories are sufficient. |  |  |  |
| 20. | The equipment of classrooms and laboratories is up to date and sufficient. |  |  |  |
| 21. | The cleanliness level of classrooms and laboratories is sufficient |  |  |  |
| 22. | The physical conditions of the animal hospital are sufficient |  |  |  |
| 23. | Animal hospital equipment is up to date and sufficient |  |  |  |
| 24. | Animal hospital cleanliness level is sufficient |  |  |  |
| 25. | Faculty farm areas and facilities are sufficient |  |  |  |
| 26. | Adequate level of practice can be done in faculty farm areas. |  |  |  |
| 27. | The faculty has sufficient infrastructure for scientific studies in farm fields. |  |  |   |
| 28. | I can benefit from the experimental animals unit as much as I need. |  |  |  |
| 29. | The experimental animal unit has up-to-date equipment |  |  |  |
| 30. | The care conditions of the animals in the experimental animal unit are sufficient. |  |  |  |

NEW REGISTRATION STUDENT SURVEY

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

| 2021 | 2022 | 2023 | Answer |
|-------------------|-------|---|-------------------|
| %91,5 | %89,6 | %89,1 | Yes |
| %3,4 | %6,3 | 1,1 | No |
| %5,1 | %4,2 | 9,8 | I can not comment |
| Conclusion | |  | |

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

The profession I want first:

| | |
|-------------------|---|
| 2021 | Doctor (7 people), Dentistry (4 people), Architecture (1 person), Officer (1 person) Football player (1 person) |
| 2022 | Dentistry (4 people), Engineer (3 people), Medical Doctor (2 people), Psychologist (1 person) Pharmacist (1 person) |
| 2023 | Pharmacist (3 kişi) Dentistry (3 kişi) Molecular Biology and Genetic Engineering (1 kişi) Medical Doctor (1 kişi), |
| Conclusion |  |

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

| 2021 | 2022 | 2023 | Answer |
|-------------------|-------|---|-------------------|
| %85,5 | %76,0 | %80,4 | Yes |
| %0,9 | %3,1 | 0 | No |
| %13,7 | %20,8 | %19,6 | I can not comment |
| Conclusion | |  | |

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

| 2021 | 2022 | 2023 | Answer |
|-------------------|-------|---|------------------------|
| %59 | %54,2 | %69,6 | Enough |
| %35,9 | %43,8 | %29,3 | Partially |
| %5,1 | %2,1 | %1,1 | No, I had no knowledge |
| Conclusion | |  | |

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.

| 2021 | 2022 | 2023 | Answer |
|-------------------|-------|-------|---|
| %39,1 | %59,4 | %36,3 | Being my ideal job |
| %42,1 | %29,2 | %38,9 | I learned the characteristics of the profession by doing research. |
| %5,6 | %3,1 | %4,5 | My family's wish |
| %5,1 | %3,1 | %3,8 | Recommendations from friends/close circle |
| %3,0 | - | %1,9 | School/private school guidance service referrals |
| %5,1 | 5,2 | %14,2 | Other: Love of animals, not getting enough points for the desired department, ease of finding a job, etc. |
| Conclusion | | |  |

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

| 2021 | 2022 | 2023 | |
|-------|-------|-------|--|
| %12,5 | %24,0 | %7,5 | Because my score is enough for this faculty |
| %9,4 | %16,7 | %4,8 | Because I live in Aydın/nearby provinces |
| %12,3 | %10,4 | %11,7 | Because I think ADÜ is a quality educational institution |
| %13,8 | %26,0 | %20,3 | Because it has international acceptability |
| %13,3 | %2,1 | %15,8 | Because it has national accreditation |
| %13,8 | %18,8 | %20,6 | Because I think the quality of education of the faculty is good |
| %9,4 | %1,0 | %6,2 | The faculty is located in the Aegean Region, |
| %7,6 | - | %6,5 | Because I think I will have more social/cultural activity opportunities |
| %8,1 | - | %4,4 | For reviewing ADÜ's and the Faculty's WEB page/social media accounts and obtaining positive information. |
| - | %1,0 | %1,7 | Other: Academic Staff and having an animal hospital |

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

| 2021 | 2022 | 2023 | |
|-------------------|-------|--------|---|
| %13,3 | %20,8 | %22,87 | During first choice |
| %36,3 | %20,8 | %33,7 | Among the top three choices |
| %24,8 | %28,3 | %25 | Among the top five choices |
| %12,4 | %10,9 | %15,2 | Among the top 10 choices |
| %13,3 | %17,4 | %3,3 | After 10th choice |
| Conclusion | | |  |

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

| 2021 | 2022 | 2023 | Answer |
|-------|-------|-------|--------|
| %78,8 | %77,2 | %78,3 | Yes |
| %21,2 | %22,8 | %21,7 | No |

9. Before writing the faculty on the preference form;

| 2021 | 2022 | 2023 | Answer |
|-------|-------|-------|---|
| %12,2 | %12,1 | %12 | I gained knowledge by coming and seeing the faculty beforehand. |
| %71,0 | %76,9 | %68,5 | I gained information by looking on the internet. |
| %13,0 | %8,8 | %16,3 | I had previously informed friends/close circle. |
| %3,8 | %2,2 | %3,3 | I made the choice without any knowledge. |

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

| 2021 | 2022 | 2023 | Answer |
|-------------------|-------|-------|---|
| %5,2 | %7,6 | %5,4 | I did not enter the website |
| %35,7 | %29,3 | %31,5 | Yes I am informed enough |
| %53,0 | %58,7 | %54,3 | I was partially informed |
| %6,1 | %6,1 | %8,7 | I couldn't find enough information |
| Conclusion | | |  |

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

| 2021 | 2022 | 2023 | Answer |
|-------------------|-------|-------|---|
| %60,7 | %68,1 | %71,4 | I like it a lot. |
| %26,8 | %19,8 | %14,6 | I was expecting a bigger and more developed place. |
| %11,6 | %9,9 | %9,4 | It's insufficient for now, but I thought it would be satisfactory in a short time. |
| %0,9 | %2,2 | %1,1 | I'm disappointed. |
| Conclusion | | |  |

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

| 2021 | 2022 | Answer |
|-------------------|-------|---|
| %75,2 | %73,6 | Yes |
| %23,0 | %25,3 | It could be better. |
| %1,8 | %1,1 | No (explain briefly): |
| Conclusion | |  |

| | |
|-------------|--|
| 2021 | Two(2) students reported problems; Student Affairs answered the phone but did not give much information. The system always crashes |
| 2022 | One (1) student reported a problem; He stated that he had problems reaching student affairs. |
| 2023 | Answer |
| %85,1 | no |

| | |
|---------------|---|
| %17,8 | yes |
| | If yes, please explain briefly: 1. I could not apply online because I was in a different city. If I could not find someone to represent me, I would not be able to register. I did not have a place to stay. I also had problems with choosing a course. I waited for 3 days. I tried to rent a house. The landlord terminated the contract because I was from the east. 2. OBIS was complicated 3. I had problems with providing information, showing around the faculty, introducing them, and not sharing the opportunities much. |
| Sonuç: |  |

C. Surveys administered by the alumni platform ALUMNI SATISFACTION SURVEY (Alumni platform)

| | | 2021 | 2022 | 2023 |
|----|---|---|---|---|
| 1 | I came to veterinary school with a conscious choice. |  |  |  |
| 2 | I had an idea about the characteristics and content of my profession before making my choice. |  |  |  |
| 3 | The education I received met my initial expectations. |  |  |  |
| 4 | The content of the courses I take at my faculty is sufficient to solve the problems I encounter in my professional life. |  |  |  |
| 5 | The courses I took at my faculty are sufficient in quantity. |  |  |  |
| 6 | The applications of the Basic Sciences Department courses (Anatomy, Histology-Embryology, Physiology, Biochemistry) that I took during my education were sufficient. |  |  |  |
| 7 | The applications of the Preclinical Sciences Department courses (Pharmacology, Microbiology, Parasitology, Pathology, Virology) that I took during my education were sufficient. |  |  |  |
| 8 | The applications of the Animal Nutrition and Animal Science Department courses I took during my education were sufficient. |  |  |  |
| 9 | The applications of the Nutrition/Food Hygiene and Technology Department courses I took during my education were sufficient. |  |  |  |
| 10 | The Clinical Practice courses I have taken since the third year of my education have been sufficient. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 13 | (Entry year 2009 and later) Emergency Watch applied to fifth graders has been useful in improving our clinical skills and adapting to our 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. |  |  |  |

| | | | | |
|----|--|---|---|---|
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |
| 19 | The faculty has provided me with professional practice and research skills. |  |  |  |
| 20 | My faculty played a role in my development regarding my professional life and my needs in the business world. |  |  |  |
| 21 | During my education, I gained access to information and research skills. |  |  |  |
| 22 | I learned enough foreign languages during my university education. |  |  |  |
| 23 | My level of knowledge of foreign languages has been effective in my business life. |  |  |  |
| 24 | I think that the education I received improved my communication skills with people. |  |  |  |
| 25 | During my education, I think I gained an understanding of ethics and professional responsibility. |  |  |  |
| 26 | During my education, I think I gained the ability to work in interdisciplinary groups. |  |  |  |
| 27 | University life has given me scientific thinking style and ability. |  |  |  |
| 28 | The education I received at the faculty contributed to my personal development. |  |  |  |
| | The following opportunities provided to us during my education at the faculty were sufficient. | | | |
| | Computer facilities |  |  |  |
| | Laboratory facilities |  |  |  |
| | Faculty's support in finding an internship place |  |  |  |
| | Faculty's support for us to participate in social events |  |  |  |
| | International cooperation opportunities |  |  |  |
| | Library facilities | | | |
| | entrepreneurial spirit | | | |
| 30 | There were no problems in terms of student-lecturer relations in my faculty. | | | |
| 31 | There were no problems in terms of social relations between students in my faculty. | | | |

| | | | | |
|----|---|---|---|---|
| 32 | The attitudes I encountered towards the faculty I graduated from in my working life were positive. |  |  |  |
| 33 | I am proud to say that I am a graduate of Aydın Adnan Menderes University, Faculty of Veterinary Medicine. |  |  |  |
| 34 | I recommend new students entering the university to choose Aydın Adnan Menderes University Faculty of Veterinary Medicine.. |  |  |  |

Alumni Satisfaction Survey Open-Ended Questions and Evaluation

There are 107 open-ended answers, the answers given are grouped as follows.

- 1- The number of practice courses should be increased, the student should be given the opportunity to do more practice, the practice is insufficient, etc. (100 people)
- 2- Insufficient foreign language education (50 people)
- 3- More field visits should be made (5 people)
- 4- Student exchange programs should be increased (5 people)
- 5- More technological opportunities (5 people)
- 6- There must be branching (5 people)
- 7- Courses such as animal psychology, accounting and law (3 people)
- 8- There should be lessons on exotic animals (2 people)
- 9- Social projects should be done

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

| | | 2021 | 2022 | 2023 |
|-----|--|---|---|---|
| 1. | Knows the ethical and legal responsibilities of veterinarians regarding the patients, patient owners, society and the environment they are associated with. |  |  |  |
| 2. | He has knowledge of organization, management and legislation regarding veterinary medicine. |  |  |  |
| 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. | Communicates effectively with patients, the public, colleagues, and relevant authorities using appropriate language. |  |  |  |
| 5. | Prepares clinical and client records and case reports when necessary in a format that is satisfactory to colleagues and understandable to the public. |  |  |  |
| 6. | Works effectively as a member of a multidisciplinary team during service. |  |  |  |
| 7. | Understands the economic and emotional situation in veterinary activities. |  |  |  |
| 8. | Critically reviews and evaluates literature and presentations. |  |  |  |
| 9. | Understands and applies clinical management principles and practices evidence-based veterinary medicine. |  |  |  |
| 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. |  |  |  |
| 11. | Demonstrates the ability to deal with incomplete information, handle unexpected situations, and adapt to change. |  |  |  |
| 12. | Knows personal and professional boundaries and how to seek professional advice, help and support when necessary. |  |  |  |
| 13. | Demonstrates commitment to professional development and learning with lifelong learning skills. |  |  |  |

| | | | | |
|-----|---|---|---|---|
| 14. | Participates in self-monitoring and peer group review processes to increase/improve performance. |  |  |  |
| 15. | Learns accurately and completely the relevant background information of the individual animal or group of animals and its environment. |  |  |  |
| 16. | Restrains sick animals safely and by considering animal welfare. |  |  |  |
| 17. | Demonstrates the ability to perform a complete clinical examination and make clinical decisions. |  |  |  |
| 18. | Develops appropriate treatment plans and manages treatment according to the best interests of patients and the availability of available resources. |  |  |  |
| 19. | In case of emergency, he looks after all species and provides first and emergency aid. |  |  |  |
| 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. |  |  |  |
| 21. | Collects, stores and transports samples, selects appropriate diagnostic tests, interprets and understands test results. |  |  |  |
| 22. | Communicates clearly and collaborates with referral and diagnostic services, including obtaining appropriate patient history information. |  |  |  |
| 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 |  |  |  |
| 24. | It recognizes suspicious symptoms of notifiable, recordable and zoonotic diseases and takes appropriate measures, including informing the relevant authorities. |  |  |  |
| 25. | Accesses appropriate data sources regarding licensed medicines. |  |  |  |
| 26. | Prescribes and dispenses medications accurately and conscientiously in accordance with legislation and the latest medication guidance. |  |  |  |
| 27. | Reports suspected side effects. |  |  |  |
| 28. | Correctly applies biosecurity principles, including sterilization of equipment and disinfection of clothing. |  |  |  |
| 29. | Performs aseptic surgery correctly. |  |  |  |
| 30. | Safely administers sedation, general and regional anesthesia; Apply chemical restraint methods. |  |  |  |
| 31. | Assesses and manages pain. |  |  |  |
| 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. |  |  |  |
| 33. | Systematically performs postmortem necropsy, records observations, samples, stores and transports tissues. |  |  |  |
| 34. | Conducts ante-mortem examination of animals allocated for the food chain, paying attention to animal welfare; It accurately detects the 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. |  |  |  |
| 36. | Recommends and implements preventive programs that are species appropriate and comply with accepted animal health, welfare and public health standards. |  |  |  |

D. In addition, the Faculty administration can directly communicate with Deputy Deans, student representatives, Whatsapp groups, E-mail, CÍMER, etc., including student affairs personnel. It directly responds to or resolves feedback and requests received through other means. After the forms submitted to the feedback boxes within the faculty areas are evaluated by the Quality Commission in meetings, they are re-examined by the unit manager and the Dean and precautions are taken

Opinions and Decisions

1. The general satisfaction rates of the "FACULTY MEMBER EVALUATION" and "COURSE LEARNING OUTCOMES EVALUATION" surveys for the aforementioned periods are presented in the tables. Additionally, each department has evaluated the satisfaction rates of their own courses in their respective department councils.

In the overall evaluation of the courses, the satisfaction values in the faculty member evaluation surveys are higher, while the satisfaction rates in the course learning outcomes evaluation are lower. This discrepancy indicates the need for improvement in the Faculty's resources related to the efficiency of the courses. In this regard, the following measures will be taken by the Dean's Office in line with the suggestions of students and department councils.

- Department council evaluations have been submitted to the Dean's Office in the form of a report. The departments have stated that they can take the necessary measures regarding certain issues observed in the course processes.

- In the majority of department councils, the significant insufficiency of support staff, especially research assistants, has been highlighted as a critical issue to enhance the efficiency of practical trainings.

- The need for improvement in laboratory infrastructure and hospital/farm facilities in accordance with the increasing student numbers and current conditions has been emphasized.

- More efforts are needed to ensure that chemical and other consumables are provided in the requested manner and on time, to ensure educational materials can be prepared on time.

- In courses where teaching through visuals is particularly important, the renewal of computers and other presentation devices in theoretical classrooms and amphitheatres in accordance with current requirements is necessary.

- The quantity and quality of technical field trips outside the faculty should be increased.

- The necessary requests regarding what can be done based on human resources and budget, as mentioned above, will be regularly communicated to the Rectorate, and relevant efforts will be made.

- It was noted that the restructuring work of the Faculty Animal Hospital has been completed, and updates will continue as needed. It was also stated that students will be involved more effectively in practical applications, both within and outside the Faculty, through mobile clinics and similar practices, and these efforts will be implemented more effectively every semester based on the need.

- Additionally, a committee has been established to ensure that clinical skills laboratory applications are carried out more systematically.

- It was noted that the addition of the "Necropsy II" course to the program would allow more necropsy practices to be conducted.

- Although there hasn't been much progress due to budget and personnel constraints in reducing the number of students in clinical practices such as food, necropsy, etc., it was stated that the Faculty's clinical vehicle has been going to more external clinical practices as part of a prepared program.

- In these types of surveys, it was evaluated that students sometimes cannot make objective assessments, and the reason is the timing, implementation, or process inadequacies of the surveys, according to the feedback from the departments. In this regard, the Quality Commission conducted a study, and a request was made to the Rectorate, which coordinates the OBIS system. However, a solution could not be reached. To obtain more reliable data in these surveys, it was decided that a survey should be conducted in each class and section in 30-45 minutes, which can be evaluated using an optical reader. The Quality Commission and the Survey Committee will work together on this.

2. For the "STUDENT AND STAFF ADMINISTRATIVE PROCESS EVALUATION SURVEYS," participation was higher than in previous years, but proportionally it remained insufficient. Both student representatives and the Dean's Office used announcements and communication methods to make repeated notifications, but the desired level of participation was not reached.

- Upon reviewing these surveys, issues related to general cleanliness, the canteen, social areas, and farm areas stand out. The Dean has informed the council about the various arrangements made for the farm areas. While planning and control efforts have been made by the Dean's Office to resolve the other issues, it has been stated that improvements have been insufficient at the implementation stage due to budget and personnel constraints.

- To increase the quantity and quality of social and cultural activities, it is planned to collaborate with clubs within the Faculty, the alumni association, the alumni platform, the Chamber of Veterinarians, and the lifelong learning platform.

- Discussions will be held with the Sports and Cultural Activities (SKS) Directorate to organize sports facilities.

- An assignment will be made for organizing education in farm and clinic areas.

3. The "NEW STUDENT REGISTRATION SURVEY" is applied to students who have enrolled in our Faculty for the first time during the orientation week.

- There are complaints about the inadequacy of the Faculty's website. The Dean has made a statement, mentioning that assignments have been made for press representation, new arrangements have been implemented, and social media accounts have been opened. However, the lack of a qualified, permanent staff member in these areas is the biggest obstacle to achieving the desired results. The Faculty's national and international accreditations, and the quality of education associated with them, are particularly emphasized as factors that influence students' preferences.

4. The feedback provided by our alumni, who are our professional colleagues, consists of the *ALUMNI SATISFACTION SURVEY* and the *FIRST DAY COMPETENCIES SURVEY*. These surveys are not conducted annually but are based on the feedback our graduates provide during the diploma acquisition process. The changes over the years are tracked through new participation each year.

- The feedback generally highlights the lack of practical training related to fieldwork. The Dean's Office has increased the working capacity of the mobile clinic, and it has been reported that protocols have been established with centers where veterinary activities, especially related to different animal species, are intensive outside the Faculty, allowing for more visits to be conducted this year in a planned manner. Additionally, more planned applications can be conducted in the farm areas. During this period, application videos regarding first-day competencies were made available to our students through the VETDOCS application. The results of these applications will be monitored.

5. When looking at the participation rate in surveys and other feedback, it is evident that, in comparison to the number of students and staff at the Faculty, participation in online surveys and feedback (apart from face-to-face activities) is significantly low. The feedback forms have started to be collected via a QR code reading system in the online environment, but no significant increase in feedback has been observed. The Quality Commission has decided that different efforts should be made in this regard, and it is necessary for senior management to exert more effort in addressing and responding to these demands.

3. Depending on our processes, reviewing the level of realization of the 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 |
|---|------|------|------|
| 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 |

Description Objective 1.1. Accreditation studies and curriculum studies compatible with the national core education program have been completed. Directive studies will be completed before the new academic year.

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.v

| Performance Indicators | 2021 | 2022 | 2023 |
|---|------|------|------|
| 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 |
| Monitoring the application and increasing the number of tours | x | x | x |

Description Objective 1.2. Mobile clinic coordination was carried out by the Clinical practice training coordination board and the hospital chief physician. Work on meeting the driver needs has been largely completed. Active implementation has begun, with assignments made by the Dean's Office.

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 |
|------------------------|------|------|------|
|------------------------|------|------|------|

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

Description Objective 1.3. Clinical application areas and hospital revision works have reached the completion stage. Farm areas were planned and it was decided to create new areas where livestock applications could be made. Other arrangements could not be made due to budget inadequacies.

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 |
|---|------|------|------|
| Determining what can be done and the related needs by obtaining opinions from commissions, faculty units and departments. | x | x | x |
| Project planning and budget studies | x | x | x |
| Making application areas | x | x | x |
| Application monitoring and improvements | x | x | x |

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

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 phone or computer applications.

Current situation: Internship notebooks and practice notebooks are used.

| Performance Indicators | 2021 | 2022 | 2023 |
|---|------|------|------|
| 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 |

Description Target 1.5. With the decisions made by the clinical practice training coordination board and the Faculty Education and Training coordination board, new arrangements were made in the practice booklets and internship notebooks. The transition to electronic media could not be done due to budget inadequacies.

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 |
|--|------|------|------|
| 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 |
| 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 |
| Application monitoring and improvements | x | x | x |

Description Objective 1.6. The target has been largely achieved. Preparations for herd health management, digitization in veterinary medicine and artificial intelligence courses have been completed and preparations have been completed to include them in the curriculum as elective courses in the new academic year. Although efforts have been made to provide some courses through distance education, it has not been deemed appropriate for our faculty to implement them according to the distance education legislation of our University.

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 |
|---|------|------|------|
| Providing incentive opportunities for researchers if they submit project proposals or receive support from different institutions outside the University. | x | x | x |
| Conducting informative activities, especially for young academics, about research project supports and project preparation. | x | x | x |
| Providing information to students about research project supports and project preparation. | x | x | x |
| Application monitoring and improvements | x | x | x |

Other studies on providing Deanship support to research projects regarding the spending of a portion of the institution's (Deanship) share in TÜBİTAK projects in line with the demands of the project managers have not been completed. It was stated that within the scope of information activities, no work could be done other than informing the Dean's Office and the Rectorate.

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

Goal 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 |
|--|------|------|------|
| 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 |
| 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 |
| Reorganization of hospital operation | X | X | |

Description Objective 3.1. Revision studies of large animal and isolation areas are nearing completion. It was stated that the new academic year will be ready. 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 |
|--|------|------|------|
| 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 |

Description Objective 3.2. Regarding the monitoring of the faculty website. Assoc. Prof. Dr. Mehmet GÜLTEKİN was appointed. Updates were made to the website and Faculty social media accounts were opened. Fixed personnel could not be assigned. Since social media accounts were used actively, there was no need to reorganize the Share magazine. 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 newly built student cafeteria currently in use.

| Performance Indicators | 2021 | 2022 | 2023 |
|---|------|------|------|
| 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 and planning studies have been carried out, plans A and B have been created and presented to higher authorities. Could not be done due to budget inadequacy.

Objective 4.2 Regular Implementation of the QA

Current situation: Work on establishing a QA 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 QA 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 |
|--|------|------|------|
| Planning, Revision of Documents | x | | |
| Employee training and information | x | | |
| Active implementation of QA | x | | |
| Regular monitoring of the system with feedback | x | x | X |
| Conducting Internal Audits | x | x | X |
| Management Review and Revisions | x | x | X |

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

Goal 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 |
|-------------------------|------|------|------|
| Preparation of programs | x | | |
| Organizing trainings | x | x | X |

Description Objective 4.3. During the training process on the internet, trainings were provided on the subjects specified by ADÜZEM.

Goal4.4 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 |
|---|------|------|------|
| Revision of the hospital | x | x | |
| To carry out mobile clinic practice more regularly | x | x | X |
| Carrying out emergency clinical practice without interruption | x | x | X |
| Organizing in-service and professional courses | 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.

Automation system YES system training was planned. Biosafety booklets have been prepared and will be distributed to all units. Biosecurity training is provided within the scope of

orientation training. Biosafety training was organized with weekly programs for each course application in the first week of classes. Occupational safety training was given by the Rectorate.

Goal 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 |
|--|-------------|-------------|-------------|
| Determination of basic indicators by accreditation and quality commissions | x | x | x |
| The annual activity reports should be prepared by the Dean's Office to include these indicators. | 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 |

Description Objective 4.5. Since studies on data collection arrangements through YÖKSİS, BAP and Hospital automation system (EVET) are continuing, these studies have not been carried out comprehensively.

Opinions and Decisions

The Faculty administration continues its work in general accordance with the 2021-2023 Strategic Plan. All activities, including the insufficient efforts mentioned above, must be carried out in consideration of the strategic goals and objectives. Additionally, for our Faculty to carry out its activities in line with its strategic plan, especially in relation to national and international accreditation efforts, greater support from higher authorities is required, particularly in terms of human resources and budget.

4. Review of Internal Audit Results and Reports,

Opinions and Decisions

The internal audits of the Faculty administrative units within the scope of the QA have not been completed due to the intensities in accreditation audit processes and changes and uncertainties in administrative operations. In the next two years, the entire process will be revisited along with the QA documentation. Additionally, an "internal audit unit-commission" has not yet been established. This will be reevaluated by the Dean's Office.

5. Initiated and Completed Corrective and Preventive Actions

Opinions and Decisions

A Corrective Action was decided regarding the hospital automation system and the organization of its operations. The majority of the work in this regard has been completed. Continuous improvement efforts for the efficient use of the automation system are ongoing.

6. Revision Proposals by the Quality Coordinator Regarding Documents

Opinions and Decisions

Due to the fact that the renovation of the animal hospital and farm areas has largely been completed and staff changes have occurred, the Faculty's QA documentation, particularly instructions and forms, should be fully reviewed again.

7. Evaluation of Training Needs

Opinions and Decisions

- More information about quality and accreditation efforts should be provided to both students and staff.
- Biosecurity and occupational safety practice deficiencies should be regularly audited, and training should be organized according to current needs.
- More and diverse educational materials should be uploaded to the VETDOCS application. Additionally, this application needs to be promoted further to ensure that students and staff benefit more from it.

8. Changes That Could Affect the QA Opinions and Decisions

- For the Accreditation and QA efforts to be carried out effectively, the adequacy of personnel, particularly in practical areas, is critical. Data showing that practice-based training and services are not being delivered sufficiently due to a shortage of administrative and academic support staff is particularly concerning.
- Furthermore, rapid staff changes made by upper management, outside of mandatory needs, and these changes leading to a further decrease in staff numbers, have caused significant harm to operations. It has been decided to discuss this matter repeatedly with the senior management.
- When evaluating student and staff participation rates in surveys and staff-student meetings, it is clear that more information about accreditation and quality efforts is needed. Relevant committees will conduct further work in this area.
- The preparation of the Quality Handbook in both Turkish and English and its announcement on the Faculty's website has not been completed. Relevant committees will continue working on this.
- The strategic plan's objectives and targets for the 2024-2028 period will be more systematically followed by the Quality Commission.

9. Wishes and Suggestions

MEETING PARTICIPANTS

| | İmza |
|--|----------------------------|
| Prof. Dr. Cavit KUM (Deann) | |
| Prof. Dr. Bülent ULUTAŞ (Vice Dean., Member of Quality and Accreditation Commissions) | |
| Doç. Dr. Göksel ERBAŞ (Vice Dean., Member of Quality and Accreditation Commissions) | |
| Prof. Dr. M. Erkut KARA (Chairman of the Quality Commission, Member of the Accreditation Commission) | |
| Prof. Dr. Selim SEKKİN (Chairman of the Accreditation Commission, Member of the Quality Commission) | |
| Prof. Dr. H. Erbay BARDAKÇIOĞLU (Head of the survey commission, Member of the Quality and Accreditation Commissions) | |
| Prof. Dr. Şule Yurdagül ÖZSOY (Member of the Accreditation Commission) | |
| Doç. Dr. Uğur PARIN (Member of the Accreditation Commission) | |
| Doç. Dr. Figen SEVİL KİLİMCİ (Member of the Accreditation Commission) | |
| Dr. Ört. Üyesi Bilginer TUNA Hospital and Farm Manager | |
| Dr. Öğr. Üyesi Zeynep BOZKAN (Member of the Accreditation Commission) | |
| Dr. Öğr. Üyesi Cemil ŞAHİNER (Member of the Accreditation Commission) | |
| Dr. Öğr. Üyesi Ayşe Nur AKKOÇ (Member of the Accreditation Commission) | |
| Murat DURMAZ (Faculty secretary, Member of Quality and Accreditation Commissions) | Did not participate |
| Lect. Özden FAYDALIGÜL (Member of the Quality and Accreditation Commissions) | |
| Özkan BALABAN (Hospital administrative officer, Member of Quality and Accreditation Commissions) | |
| Lect. Alper ÖZTURAN | |

| | |
|---|----------------------------|
| (Quality Commission Member - Postgraduate Student) | |
| Gülce ERAYDIN (Quality Commission Member - Postgraduate Student) | did not participate |
| Sefa Onur SEMERCI (Quality Commission Member, Student Representative) | did not participate |