

QUALITY MANAGEMENT APPROACHES AND THEIR COMPARISON IN HIGHER EDUCATION: MARMARA UNIVERSITY FACULTY OF BUSINESS ADMINISTRATION QUALITY STUDIES

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ABSTRACT

Quality in education has become a remarkable issue with globalization by the spread of education and training activities beyond borders, increasing competitive environment, and rapidly developing technology through commercialization in education. All these developments increase expectations from education and oblige education to have standards and quality. At this point, it has become a necessity for higher education institutions to provide quality in education to survive. For this purpose, both public and foundation/private universities started to carry out various quality studies. There are two main objectives of this study: The first aim is to identify the current quality management approaches used in higher education and compare them with each other, and the second aim is to explain the quality studies carried out in Marmara University Faculty of Business Administration with a critical approach.

Keywords: Education, Quality Management, Higher Education

EDUCATIONAL QUALITY IN HIGHER EDUCATION AND THE IMPORTANCE OF QUALITY

Many factors such as the expansion of education across the border, increased competition among higher education institutions, and change in the expectations of stakeholders from educational institutions have increased the quality studies in higher education institutions. One of the most valuable assets of higher education institutions is public trust, and it is important to ensure academic and administrative quality in building this trust and keeping alive. For higher education institutions, quality refers to harmony, excellence, transformation and difference (Harvey, 2007). Quality in higher education institutions “administrative quality” (related to infrastructure and administrative processes) and “quality of education” (related to education, research and development activities) can be categorized as two different aspects (Lola, 2013). Although there are many different opinions, researchers who think that quality in higher education are equivalent to student success is often seen (Balçı, 1998; Tezsürücü ve Bursalıoğlu, 2013; Şahin vd., 2010; Damar vd., 2017). In addition, the success of teaching, research (Gökçe, 2010; Nurluöz vd., 2010) and faculty members (Korkmaz, 2007; Tortop, 2013; Güven, 2006) is considered as the factors affecting quality in higher education institutions. It is possible to think of quality as a system with specific criteria or principles. But at this point; with the assumption that standards are objective and quality is in constant change, the maintenance and improvement of these standards is important.

It is difficult to explain the concept of quality in higher education for some reasons. The concept of quality is a general concept and the customer, the stakeholder and the existence of a complex environment for who determines the quality are some of these reasons.

Key Partners and Collaborations Government High Schools Institutions	Basic Activities Research Education Project	Value Proposition Preparing for Work Life Experience Graduate Network Transportation to Experts	Customer Relationship Advice Graduates	Customer Section Students Families Researchers Graduates Society
	Basic Resources Talents Campus Research Equipment		Channels Diploma Employment on Campus	
Cost Structure Real Estate Staff Product Development Faculty			Income Sources Research Tuition Donations	

Figure 1: Example of University Business Model (Osterwalder Business Canvas)

When we look at the typical university business model of higher education institutions shown in Figure 1, the basic collaborators section are state and institutions, and the students, families, business world and society constitute the customer section. The fact that higher education institutions have a variety of income sources and cannot produce a concrete output due to their involvement in the service sector creates difficulties in explaining and creating the quality concept in higher education.

Performance criteria, accreditation, institutional evaluations and audits that enable quality measurements and quality improvement and adaptation of quality models from private sector to higher education institutions have recently attracted the public's attention on quality in higher education institutions (Sarrico vd., 2010). The diversity of international and national institutions in order to ensure quality in higher education institutions and their having a system of their own make the integrity of quality standards difficult. With this study, it is aimed to present international and national quality studies and compare the standards. Within the framework of the following title; first, international and then national quality studies will be explained. In the following sections, comparison of these quality studies will be given. Also, Marmara University Faculty of Business Administration will be evaluated in order to set an example for the quality studies applied in higher education institutions. Comparison of international and national quality studies and all the findings obtained in the case study will be evaluated under the title of "result and discussion".

INTERNATIONAL QUALITY STUDIES ON EDUCATION

Quality assurance systems of higher education institutions in Europe are shaped by the Bologna Declaration. Within the framework of the Bologna Declaration, the principles and standards issued by the European Association for Quality Assurance in Higher Education (ENQA) in 2005 have been adopted and implemented by higher education institutions. The main objective is to ensure that higher education institutions are compatible with each other and provide services at a comparable quality level (YÖK, Quality Assurance).

In 1999, the Bologna Declaration was signed in order to create a common higher education area in Europe with the participation of 29 member states. Turkey participated in the Bologna process in 2001 and in accordance with the principles and standards required by this process, the higher education system has entered into a major transformation (Çelik, 2012). Accreditation, which is gained importance with the Bologna process, is one of the value measures of a quality management system in higher education.

Accreditation is a quality assurance system that ensures all processes of higher education institutions are realized in accordance with international quality standards. Higher education institutions apply voluntarily to accreditation bodies to authenticate the quality of educational activities and to ensure the continuity of this quality.

In addition to accreditation, quality assurance is provided by the International Organization for Standardization (ISO). From past to present, many international and national higher education institutions have obtained ISO 9001 series certificates and proved the quality of educational activities.

In this part of the study, within the scope of international quality systems, quality certificates given by ISO and organizations providing accreditation services in the field of business sciences will be analysed.

ISO - International Organization for Standardization

ISO is an independent non-governmental organization established in Geneva on 23 February 1947, which consists of 162 member countries. Each member country is represented by an authorized body in the organization.

The ISO 9000 series standards published in 1987 by the International Organization for Standards show the ways to be followed for the establishment of a quality management system and are used in the evaluation of the quality system. ISO 9000 quality standards aim at quality management system rather than product / service quality (İlkay and Varinli, 2005). The most widely used international quality system is ISO 9001. Most organizations prove the quality of their production by adopting and applying the ISO 9001 series of internationally accepted general standards.

The current discussions on quality are related to the use of quality systems in the field of education. In recent years, quality management has gained importance in higher education institutions. In order to measure the quality in higher education institutions, performance criteria are developed, accreditation processes are attended, program based and institutional evaluation criteria are developed and quality management systems are audited.

Ensuring quality in education and making it sustainable requires that higher education institutions implement certain quality standards. In this context, some universities use ISO 9001 series quality standards. The ISO 9001 standard has been created by engineers and quality professionals involved in large industries, taking into account a manufacturing organization. Therefore, it is a controversial issue in the literature that a quality management system such as the ISO 9001 standard requires a number of regulations to be implemented in a higher education institution (Harvey, 1995; Maasy, 2003; Rosa et al., 2012).

ISO 21001: 2018 Education Organizations - Management Systems for Educational Organizations

ISO 21001 is a management system standard aligned with ISO 9001. ISO 21001 provides a common management tool for organizations offering educational products and services that meet the needs of educators and other beneficiaries. The standard in question deals with interactions between educational institutions' management systems, students and other interested parties.

According to the ISO 21001 standard, the training organization should consider the quality management approach as a strategic decision, taking into account the learning environment, changes in the environment and risks (ISO / DIS 21001). ISO 21001 ensures that students' needs are met more effectively. It can be applied to all educational institutions that provide information to students through education, training or research. This standard is in compliance with the ISO 9001 standard and conforms to the structure and operation of educational institutions and thus closes the gaps in the quality management system of educational organizations.

Potential benefits of the ISO 21001 system (International Standard ISO / DIS 21001 (Draft)):

- Ensuring a better alignment of the educational mission, vision, objectives and action plans,
- Inclusive and equal education for all,
- Facilitation of self-learning and lifelong learning opportunities,
- More personalized learning and effective response to distance learners and to learners with special education needs,
- Consistent processes and assessment tools to demonstrate and enhance effectiveness and efficiency,
- Increased reliability of the educational institution,
- To be a tool for educational institutions to show that they undertake effective quality management practices,
- A culture for institutional development,
- Harmonization of national and private standards in an international framework,

- Wide participation of interested parties,
- The stimulation of excellence and innovations are listed as.

Accreditation

Accreditation is a quality assurance system where higher education institutions participate voluntarily in order to bring the quality to national and international standards and to ensure the continuous improvement of quality (Aktan and Gencel, 2010). The higher education institutions participating in the accreditation process are subject to internal self-evaluation and external evaluations by independent external institutions. Accreditation in higher education institutions is not a one-off process. Through internal and external audits, the continuity of quality in education is ensured. The quality assurance system carried out within the scope of accreditation focuses on educational components in higher education such as educational activities, research, publications and projects, academic and physical infrastructure (Özer et al., 2011). Quality studies carried out by higher education institutions based on a strategy in all processes in educational activities are evaluated within the scope of accreditation.

The accreditation board assigned by the Council of Higher Education (YÖK) supports the accreditation process in higher education institutions by registering independent accreditation institutions (YÖK, 2018). The fact that higher education institutions enters the accreditation process on an optional basis is seen as one of the most important steps towards maintaining the quality of education and the vision of the institution. Within the scope of our study, there are two important and widespread international accreditation bodies related to business schools: Association to Advance Collegiate School of Business (AACSB) and Quality Improvement System (EQUIS). The following sections introduce these international bodies.

Association to Advance Collegiate School of Business

The Association for Advance Collegiate School of Business (AACSB) combines students, academics, and the business world with the goal of raising future leaders. Founded in 1916, AACSB offers quality assurance, business intelligence and professional development services to more than 1600 member organizations and more than 800 accredited business schools worldwide (AACSB, 2018).

The mission of AACSB is to encourage participation in business education, to accelerate innovation and to increase its impact. AACSB aims to transform business education for global prosperity. Organizations that are members of AACSB become part of a movement that is united to improve the quality of business education worldwide. AACSB combines innovation, quality and inspiration in the member network and business world. The collective power of the organization is based on different perspectives, a global mentality and a commitment to make a difference.

The main objective of AACSB accreditation is to encourage business schools to improve their business practices through academic education and effective intellectual contributions. AACSB achieves this goal by defining a set of criteria and standards, coordinating reviews and consultations, and recognizing high-quality business schools that meet standards and participate in the process (AACSB, 2018).

Quality Improvement System

The EFMD Quality Improvement System (EQUIS) is an accreditation service offered to business schools by the European Business Development Foundation. The mission of the EFMD Quality Improvement System (EQUIS) is to increase the standard of business education worldwide. It covers all programs from first year to doctoral education. EQUIS accreditation provides a rigorous quality improvement process by comparing the school to a number of international standards such as governance, students, faculty, research, and most importantly, internationalization, ethics, responsibility and sustainability, and institutional links. EQUIS has been recognized worldwide and since its launch in 1997, it has accredited more than 170 institutions in 42 countries (EMFD).

NATIONAL QUALITY STUDY ON EDUCATION

In establishing national standards; cooperated with international accreditation institution and commissions, and participated in programs and projects. Many institutions and organizations in Turkey support quality. Also, quality standards are established by regulations and laws. Laws and regulations issued in Turkey in order to establish quality standards in higher education will be examined below under separate headings.

Laws

In 1981, enactment of the Law on Higher Education (law number: 2547) and in 1982, establishment of Council of Higher Education as the only institution responsible for higher education took the first steps towards quality activities. With the Law No. 2547, Quality Assurance System in Higher Education and Higher Education Quality Council were established and with the Law No. 5018, financial management and control were provided in higher education.

The Higher Education Quality Assurance System (YKGS) were implemented with Higher Education Law (No. 2547). YKGS includes the principles regarding the internal and external quality assurance of the education and research activities and administrative services of higher education institutions, accreditation processes and the authorization processes of independent external evaluation institutions. At the same time, together with this law, Higher Education Quality Council was established. Higher Education Quality Council is a public legal entity with the aim of evaluating the quality levels of higher education institutions' education and research activities and administrative services in accordance with the national and international quality standards, and coordinating the processes of accreditation, internal and external quality assurance, and authorization of independent external evaluation organizations (the Law on Higher Education (law number: 2547)).

The Public Financial Management and Control Law (No. 5018), which came into force in 2003, is a regulation that obliges the public institutions to act in accordance with the strategic plans after the harmonization process of our country with the European Union (Gürer, 2006). In accordance with the provisions of this Law and the Regulation on Procedures and Principles Regarding Strategic Planning in Public Administrations prepared on the basis of Article 9 of this Law, strategic planning procedures and principles of public institutions are based on certain rules and standards. (The Public Financial Management and Control Law (No. 5018) and Regulation on Procedures and Principles Regarding Strategic Planning in Public Administrations). This situation brought the internal auditing system to public institutions. No doubt; with these laws and regulations, the introduction of significant standards and rules in financial management to public institutions and the internal audit that has been established, have been condition that nourishes quality works in public institutions. Standardization, which has a great place in quality management, has been made compulsory by law in the field of financial management in public institutions.

The Regulation on Higher Education Quality Assurance

In 1981, the Council of Higher Education (YÖK) was established by the Law on Higher Education (law number: 2547). The Council of Higher Education is responsible for the planning and execution of higher education establishment in Turkey (YÖK, 2018). As a result of the transfer of some powers that are under the responsibility of the University to YÖK, there is a centralized structure in higher education. With this structure, many studies have been carried out to ensure quality in higher education. Before explaining The Regulation on Higher Education Quality Assurance and Higher Education Quality Council, it is possible to summarize the developments regarding the quality activities in higher education in Turkey in that way;

- 1981: Law on Higher Education (law number: 2547)
- 1982: Council of Higher Education
- 1997: Turkish Universities Quality Determination Project
- 2001: Bologna Process
- 2003: The Public Financial Management and Control Law (No. 5018),
- 2005: Regulation on Academic Evaluation and Quality Improvement in Higher Education
- 2006: Council of Academic Evaluation and Quality Improvement in Higher Education Institutions (YÖDEK)
- 2007: Membership of The European Association for Quality Assurance in Higher Education (ENQA)
 - 2007: Guidelines for Academic Evaluation and Quality Improvement in Higher Education Institutions

- 2015: The Regulation on Higher Education Quality Assurance (YKGY)
 - 2015: Higher Education Quality Council (YKK)

Higher Education Quality Council (YKK) was established on 23 July 2015 with The Regulation on Higher Education Quality Assurance (YKGY) published by the Council of Higher Education (YÖK). With this regulation, it has become obligatory to quality commissions in higher education institutions. Within the scope of this regulation, issues related to quality standards such as accreditation in higher education, internal and external evaluation and strategic planning and contributing to standardization are discussed (YKGY, 2015).

The General Assembly of the Higher Education, the Inter-University Board and other relevant stakeholders are included in members of Higher Education Quality Council. In addition to these members, a student representative is also on the Higher Education Quality Council. The wide range of Higher Education Quality Council members has provided an opportunity all stakeholders related to quality activities in higher education to be given the right to speak. Higher Education Quality Board consists of Corporate External Evaluation Commission (commission responsible for the preparation of internal evaluation reports by the Higher Education Institutions every year and obligatory external evaluation by Higher Education Quality Council every five years), Quality Assurance Agency Registration Commission (Commission carrying out general regulations on the authorization of External Evaluation and Accreditation Bodies) and Commission of Dissemination of the Quality Assurance Culture (YKK, 2018).

METHOD

The aim of this study is to examine the activities carried out in order to provide quality in education, to reveal similarities and differences in related quality standards, and to analyze the activities carried out for quality management in an educational institution. ISO 9001, ISO: 21001 and AACSB, and YKGY and 5018 numbered national law were included in the scope of the study. The scopes of these related quality standard documents have been determined by looking at their table of contents, and the similarities and differences within the scope of these documents have been presented in the Quality Standards Comparison Matrix section. Then, quality studies conducted at Marmara University Faculty of Business Administration were examined in terms of creating a case study within the scope of this research and the results were discussed.

Quality Standards Comparison Matrix

ISO, 9001, ISO: 21001 and AACSB quality standards have been selected internationally. Another reason for comparing AACSB quality standards is the selection of the faculty of business as a case study. The Law No. 5018, which is obligatory for the higher education institutions in our country and the Higher Education Quality Assurance Regulation prepared by the Higher Education Quality Board have been selected from the national standards. The headings are included in the table of contents (Table 1). Table 1 shows the scope of the standards.

When the matrix is examined, resource management takes place in all studies, whereas strategic planning, leadership, internal audit and customer / student focus are included in most of the studies. ISO: 21001, which is created for educational institutions, it is seen that it had all of the ISO: 9001 titles but it is more specific with the titles related to education and Research&Development activities. At the same time, ISO: 21001 has a more comprehensive structure than the other studies. While the AACSB standards set out in order to carry out the accreditation studies of the business schools, it differs with the innovation title which is not included in other studies. It is understood that they carry out studies towards a narrower area with the scope of not covering most of the ISO: 21001 titles. When all of the studies carried out in our country are examined, it is seen that there are similarities with international studies under many titles. Unlike the international studies, the studies conducted in our country also include headings for external audit activities. In addition, the headings on the establishment of the information management system and the support activities were not included in other studies, while the standards for these headings were included in YKGY.

On the other hand, the extent to which these standards and laws addressed are also important. For example, about Resource Management topic, which is addressed by all studies, each study has different dimensions and details. ISO 9001 mentions about establishment, implementation, maintenance, continuous improvement of Quality Management System and determines the necessary resources and processes for the operation of the

physical, social, psychological, environmental factors. It also includes monitoring and measurement of resources. ISO 21001, in addition to ISO 9001, manages human resources, organizational knowledge; to address the needs of the products and services, to obtain the necessary additional information and necessary updates, and to reflect the needs and requirements of the students in relation to their learning resources.

AACSB, as one of the accreditation bodies, emphasizes that the school should be structured in an accountable manner and that it must have policies and processes to support and continuously improve the physical, human, infrastructure and financial resources specified in ISO 9001. In YKGY, under the heading of Resources Management, it is stated that the organization should have a management system to ensure that it uses its human resources, financial resources and all of its movable and immovable resources effectively and efficiently. Finally, Law No. 5018 defines the public resources as public revenues, movable and immovable including the facilities obtained through borrowing, and the money, receivables and rights found in the accounts and all kinds of values. According to Law No. 5018, the strategic plan should include resource allocation. Related to the resource management of the law in question: Those responsible for obtaining and using all kinds of public resources are responsible for obtaining, using, accounting, reporting and taking necessary measures to prevent misuse of the resources in an effective, economic, efficient and legal manner and has to account for the authorities. In order to provide public services at the desired level and quality, public administrations, their budgets and program have to base on their strategic plans, annual goals, targets, and performance indicators. Public administrations prepare activities, projects and their resource needs based on performance targets and indicators. In this context, when each standard document is examined under the title of resource management, it is seen that the law no. 5018 and ISO 21001 standard address the resource management title in a wider scope.

Table 1: Comparison Matrix of International and National Quality Studies.

	INTERNATIONAL			NATIONAL	
	ISO 9001: 2015	ISO21001: 2018	AACSB	YKGY	Law No. 5018
SCOPE	General	Education Institutions	Business Schools	Higher Education Institutions	Fiscal Issues
Resource Management	*	*	*	*	*
Strategic Planning	*	*	*		*
Leadership	*	*	*		*
Internal Audit	*	*		*	*
Customer Oriented / Student Oriented	*	*	*	*	
Continuous Improvement	*	*		*	
Performance Evaluation	*	*		*	
Quality of Suppliers	*	*		*	
Traceability	*	*		*	
Communication	*	*	*		
Competency	*	*	*		
Control Activities	*	*			*
Education - Research and Development Activities		*	*	*	
Policy	*	*			
Development	*	*			
Documentation	*	*			
Requirements	*	*			
Measurement	*	*			
Commitment		*	*		
Accessibility		*		*	
Transparency/Accountability				*	*
External Audit				*	*
Efficiency			*	*	
Data Security		+			
Provision of Service		+			
Learning Centeredness		+			
Social Responsibility		+			
Feedback		+			
Ethic		+			
Innovation			+		
Support Activities				+	
Information Management System				+	

* denotes topic included in more than one document and + denotes topic included only this document.

Quality Studies of Marmara University Faculty of Business Administration

An example of the quality studies conducted in higher education institutions is Marmara University Faculty of Business Administration quality studies. Although the quality studies in the faculty were based on the past years, in 2016, with the establishment of Quality Coordination Office, quality studies gain speed and continuity

is achieved. The studies to ensure the quality standards within the Faculty are as follows;

1. Establishment of Quality Coordination Office

In 2016, the Quality Coordination Office was established within the Faculty. With this organization, it is aimed to continue the quality studies one by one and continuously.

2. Updating the organizational chart

The organizational structure has been updated and the Quality Coordinator has been included in the structure in order to clarify the administrative process. With this change, it is aimed to clarify the structure of the management and to determine the direction of communication.

3. Preparation of Faculty Process Management Handbook

In the Faculty Process Management Handbook, a work flow diagram and a process management form have been created for 132 work items from 7 different units within the faculty. In order to reveal the details of the works carried out and to make the work processes distinct, the processes were analyzed independently. 4. Job definition and job requirements update

Job descriptions and job requirements were re-established after the analyzes made for the works carried out within the faculty. The job descriptions and job requirements created after the process analysis in the management activities. Efficient working environment ensured that have an important role in the compliance of the personnel and the work.

5. Updating forms used in business processes

Although there is a transition to electronic system within the faculty, written forms are frequently used especially in administrative affairs and student faculty communication. The reorganization and restructuring of these forms to certain standards is another work done within the quality studies. Former and outdated forms have been modified and some removed.

6. Preparing faculty risk maps

Risk maps have been formed in order to determine the risks that may threaten the objectives and targets of the institution. With these risk maps, all the probabilities which may adversely affect the administrative and educational activities of the faculty are determined with their degree of impact. It is aimed to preserve the quality by anticipating the threats, measuring the possible effects and determining the measures to be taken.

7. Studies carried out under the AACSB process

Marmara University Business School has been carrying out AACSB accreditation process studies since 2015. Since August 2016, our faculty is a AACSB member of the School of Management. With the accreditation process, international standards have been established and continues to be established in the fields of education, teaching and research and development.

8. Quality Association (KALDER) membership

The Faculty joined the National Quality Movement when it became a member of KALDER, national quality organization in our country. Simultaneously, the faculty, which adopts the EFQM Excellence Recognition program, has created a road map in this direction and started its quality studies under the guidance of KALDER. Within the scope of National Quality Movement, faculty will be subject to self-evaluation and external evaluation process.

9. Establishing corporate information, communication and reporting system

Within the faculty, many forms were processed manually. They carried out to the Information Management System. Moving the works to the Information Management System has also increased productivity and strengthened communication.

In 2017, the Faculty also organizes the national and international quality standards that are best suited to its vision, mission and strategy based on the principles of planning, periodic monitoring and improvement. Marmara University Faculty of Business Administration, which has taken many steps in creating the most suitable quality assurance system, has become a case which can be an example to other higher education institutions with its quality studies.

CONCLUSION

In recent years, quality management has gained importance in higher education institutions. In order to measure the quality in higher education institutions, performance criteria are developed, accreditation processes are entered, program based institutional evaluation criteria are developed and quality management systems are audited. Ensuring quality in education and making it sustainable require that higher education institutions

implement certain quality standards. Within the scope of this study, national and international quality standards (excluding laws) that are strategic level guiding and framework-setting documents, examined for the Faculty of Business. Within the framework of these strategic documents, each institution should establish its own security system by placing its own tactical, operational and technical documents and processes. A quality assurance system that provides good results for a higher education institution may not yield good results for the other institution. The most important point for institutions that are starting or working in quality studies in higher education institutions is to establish a sustainable quality assurance system that best suits their mission, vision and objectives. The quality assurance system is also part of an organization's corporate business intelligence. The established quality assurance system should be designed as a system where the organization benefits, improves its processes and increases efficiency as it is carried out, operated and perceived as a lot of unnecessary registration tasks that must be done before the internal and external evaluation processes. It should be a continuous system that everyone is aware of and participates in not only in certain periods of time as unwanted tasks.

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