



**ISLAMIC SCIENCES  
ACCREDITATION  
AGENCY**

**2024**  
**IAA THEMATIC ANALYSIS REPORT**

January 2025

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## 1. Introduction

The 2024 IAA Thematic Analysis Report has been prepared within the framework of the provision stated in Article 1.1.4 of the *Guidelines on the Authorization, Recognition, and Monitoring of External Evaluation and Accreditation Agencies (Version 2.1)* issued by the Turkish Higher Education Quality Council (THEQC), which stipulates that “*Organizations shall regularly publish general evaluation reports (Thematic Analysis Reports) analyzing the results of their program accreditation activities.*”

This report aims to present the current status of IAA’s national and international accreditation activities, as well as other practices related to these activities, for the year 2024. In this way, the data obtained are intended to be used as a source for improvement during the planning and implementation phases of activities in 2025. Therefore, this report is regarded as one of the tools of continuous improvement. Within the report, an effort is made to highlight the strengths and areas open to development of IAA’s 2024 activities.

Content analysis was used as the method for preparing the report. Accordingly, evaluation reports and feedback obtained from national and international institutional accreditation information activities were simplified and made more readable. In addition, to enable stakeholders and the public to benefit from the findings, statistics and graphical representations of certain data were prepared and presented.

## 2. General Information on IAA Program Accreditation for the Year 2024

The accreditation evaluation processes carried out by the Islamic Sciences Accreditation Agency (IAA) with the aim of strengthening religious higher education programs have been designed by taking national and international needs into consideration. All processes are conducted within this framework. The purpose of the Islamic Sciences Accreditation Agency (IAA) is to become a pioneering agency that defines the quality of educational and research activities and administrative processes of undergraduate and graduate theology and equivalent programs, as well as all types of religious services provided to society, in accordance with national and international standards, and shares the results with relevant institutions and organizations by granting quality accreditation. Within this framework, IAA commenced its program accreditation activities in 2018. In 2024, the accreditation evaluation processes of a total of seven programs—four national and three international—were completed. All these processes are carried out regularly in accordance with predefined regulations. Among the programs whose processes were completed, two programs received three-year international accreditation, one program received two-year international accreditation, and the remaining four programs received two-year national accreditation.

This report presents general information on the program accreditation activities carried out by IAA in 2024, general findings regarding the programs whose accreditation processes were completed, and an evaluation of the feedback received as a result of information activities.

## 3. General Information on Program Accreditation Applications for the Year 2024

In 2024, a total of seven programs applied to enter the accreditation process, including three national and four international programs. After determining that these programs met the required conditions, their applications were accepted.

Table 1.

Programs Accepted for Applications in the 2024-2025 Academic Year			
University and Faculty of the Program Applied For	Type of Accreditation Assessment Requested	Name of the Theology/Islamic Studies and Equivalent Undergraduate Program for which Assessment is Requested	Application Date
Mersin University Faculty of Theology	International	Theology (Normal Education)	05.12.2023
Ondokuz Mayıs University Faculty of Theology	International	Theology (Normal Education)	22.12.2023
Tokat Gaziosmanpaşa University Faculty of Islamic Sciences	National	Islamic Sciences (Normal Education)	23.01.2024
Tokat Gaziosmanpaşa University Faculty of Islamic Sciences	National	Islamic Sciences (Evening Education)	23.01.2024
Kastamonu University Faculty of Theology	National	Theology (Normal Education)	17.01.2024
Sakarya University Faculty of Theology	International	Theology (Normal Education)	19.08.2024
Siirt University Faculty of Theology	International	Theology (Normal Education)	30.10.2024

Data on the Theology and Islamic Sciences programs that applied to IAA to be included in the accreditation process in 2024 are presented in Table 2. Of the seven programs accepted into the accreditation process, six submitted first-time applications, while one program applied for accreditation renewal. All of these programs are offered by public universities.

Table 2.

Number of Programs that Applied for Accreditation in 2024			
Initial Application	Renewal	Total	State
6	1	7	7

Chart 1

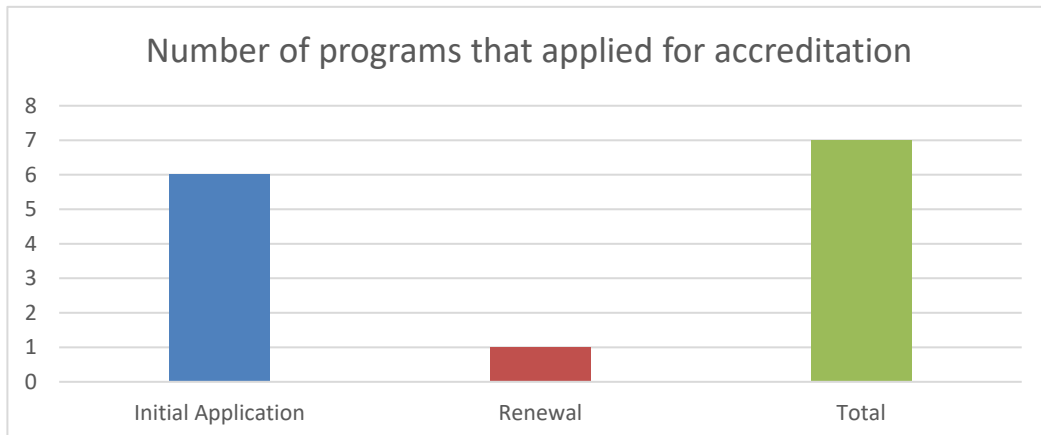
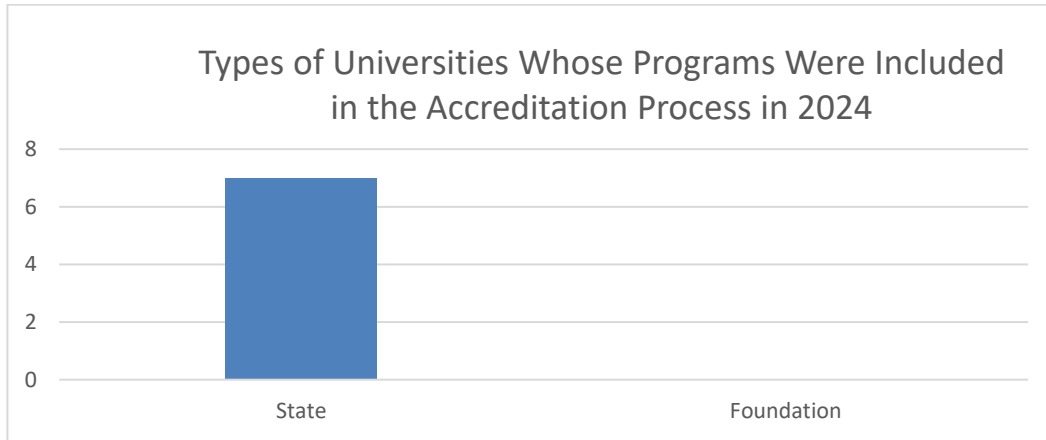


Chart 2



**4. Evaluation of Programs Whose Accreditation Processes Were Completed in 2024**

Within the scope of general analyses, evaluations were conducted regarding the number of Theology and Islamic Sciences programs that applied for accreditation to the Executive Board of the Theology Accreditation Agency Association (IAA) and completed their accreditation processes in 2024, the types of universities to which these programs belong, and the distribution of accreditation decisions. All programs whose accreditation processes were completed in 2024 were first-time applications. All applicant programs are offered by public universities. These data are presented numerically and graphically in Table 3, Chart 3, and Chart 4.

**4.1. Number of Programs Completing the Accreditation Process**

Information on the Theology and Islamic Sciences programs whose accreditation processes were completed in 2024 and for which accreditation decisions were issued by IAA is presented in Table 3. All seven accredited programs were first-time applicants, and all of them are offered by public universities.

Tablo 3

Initial Application	Total	State
7	7	7

Chart 3

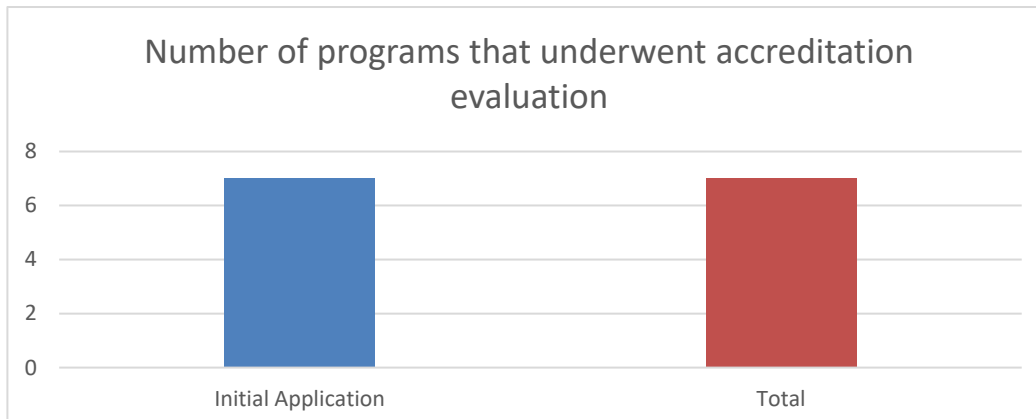
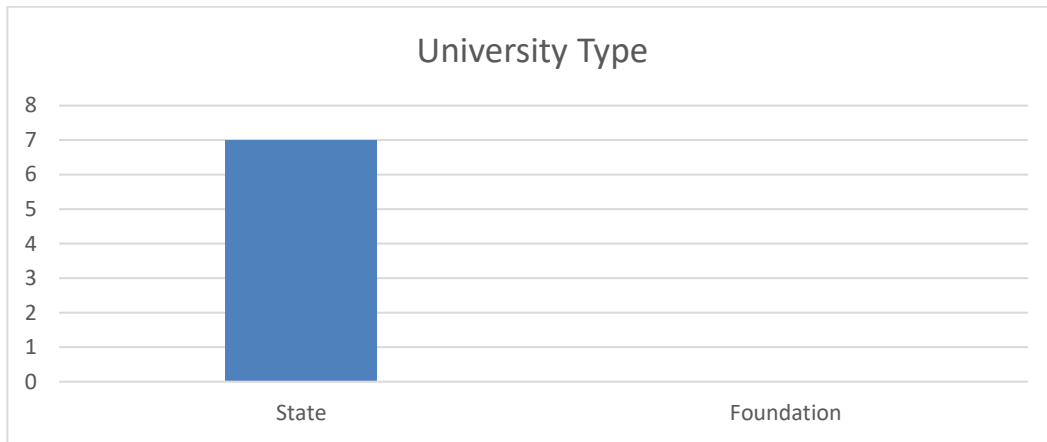


Chart 4



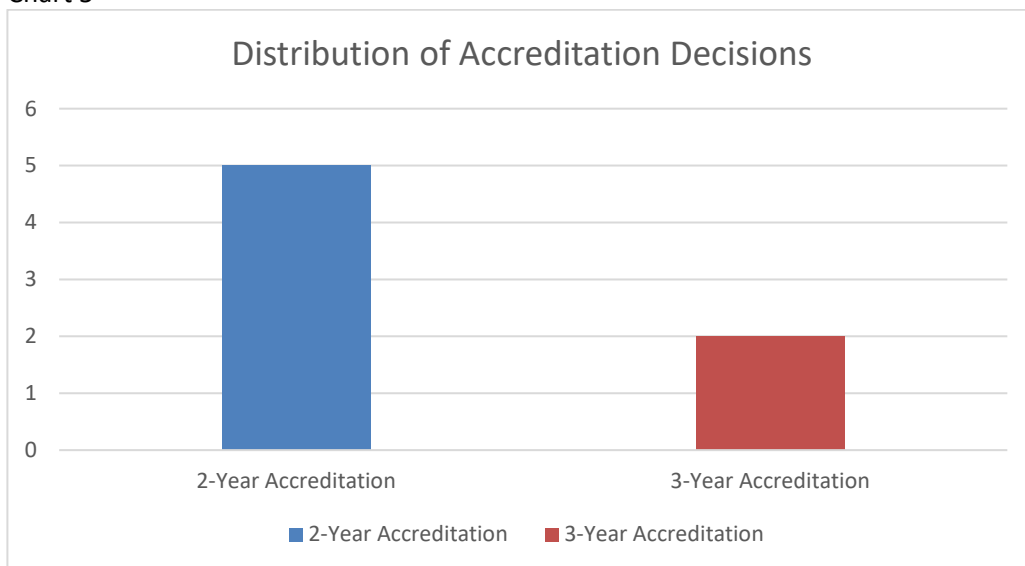
**4.2. Distribution of Accreditation Decisions for Programs Accredited in 2024**

This section presents the distribution of accreditation decisions rendered by IAA for the Theology and Islamic Sciences programs whose accreditation processes were completed in 2024. The distribution of these decisions is shown numerically and graphically in Table 4 and Chart 5.

Table 4.

Distribution of Accreditation Decisions		
Accredited Program	2-Year Accreditation	3-Year Accreditation
	5	2

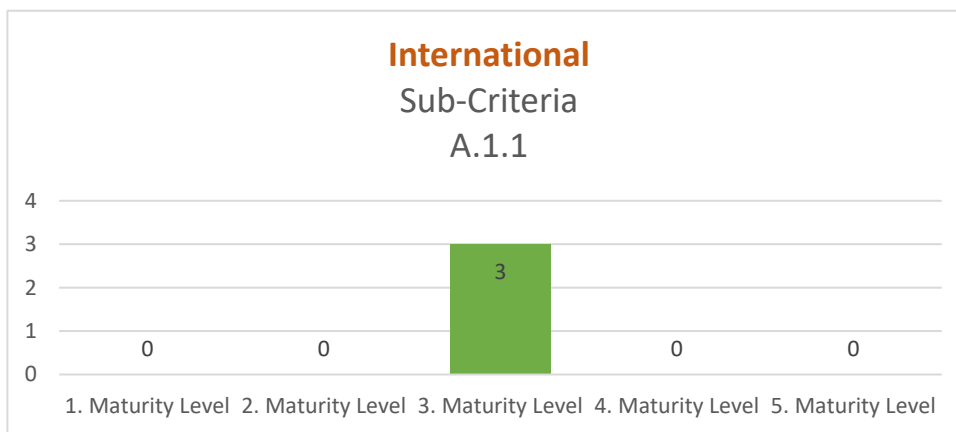
Chart 5



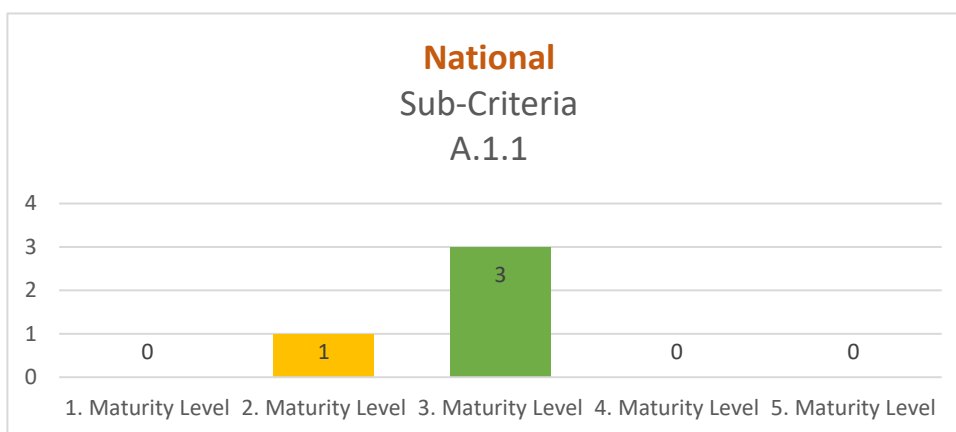
**4.3. Program Accreditation Results**

In 2024, the international accreditation evaluation processes of the Theology programs at Hitit University (normal and evening education) and the Theology program at Dicle University (normal education) were completed. In addition, the national accreditation evaluation processes of the Theology program at 29 Mayıs University (normal education), the Theology programs at Amasya University (normal and evening education), and the Islamic Sciences program at Bartın University (normal education) were completed. As a result, the Faculty of Theology at Hitit University received three-year accreditation, while the remaining six programs received two-year accreditation. Under this heading, all evaluation criteria have been differentiated at the national and international levels, and the status of the programs accredited in 2024 with respect to the relevant sub-criteria is presented through graphical illustrations.

**A.1.1. Mission, vision, strategic aims and objectives**

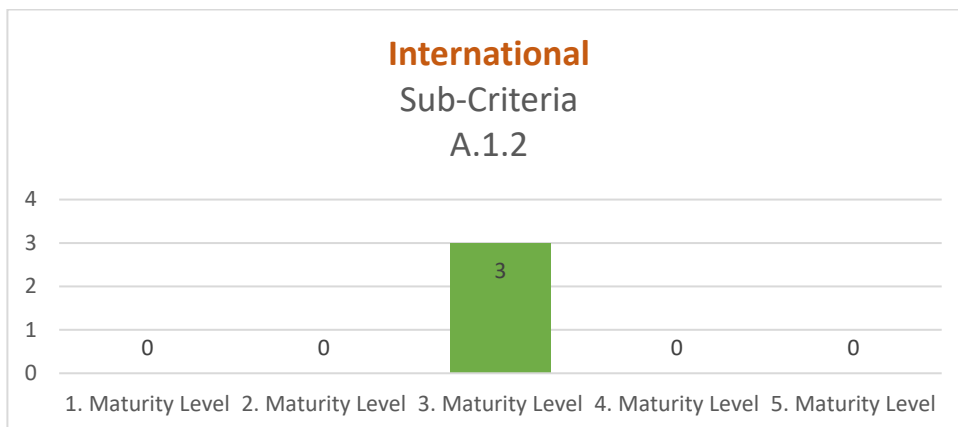


A.1.1 It is observed that the programs receiving international accreditation are at the third maturity level with respect to the criterion. There are areas open to development related to monitoring, evaluation, and improvement.

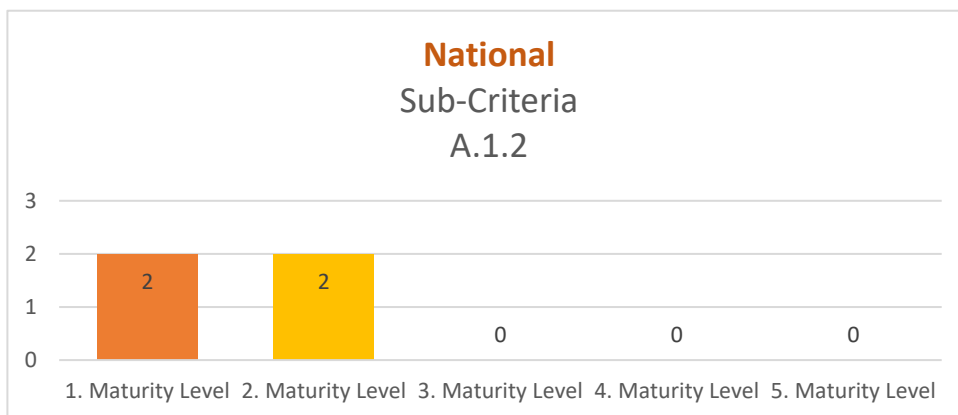


A.1.1 With respect to the criterion, it is observed that three programs receiving national accreditation are at the third maturity level, while one program is at the second maturity level. All programs have areas open to development related to monitoring, evaluation, and improvement.

A.1.2. Quality assurance, education and training, research and development, social contribution and management system policies

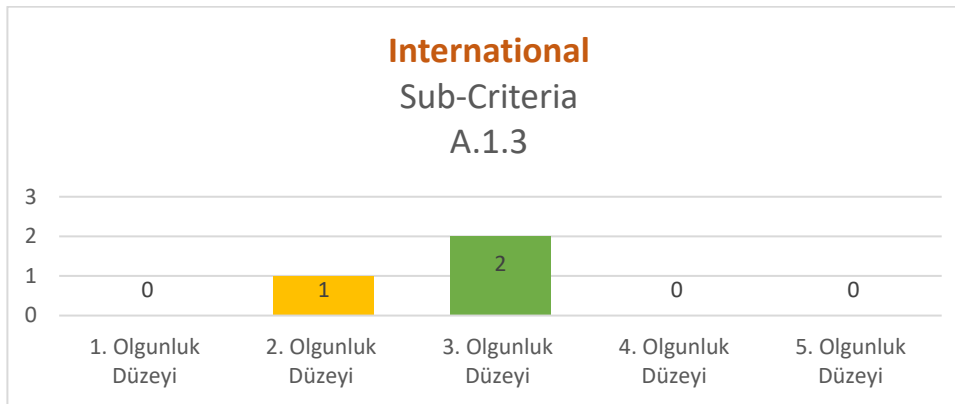


Under this criterion, IAA seeks to assess the maturity level of the internal quality assurance system of the faculty offering the program, the performance of the faculty quality commission, and the maturity level of leadership mechanisms in all processes related to the internalization of a quality culture within the faculty. In 2024, the quality commission structures were fully established in all programs that underwent international evaluation. In addition, the faculties offering these programs defined their policies in the areas of quality assurance, education and teaching, research and development, societal contribution, and management systems, and implemented their practices within the framework of these policies. With regard to Criterion A.1.2, it is observed that the programs receiving international accreditation are at the third maturity level. There are areas open to development related to monitoring, evaluation, and improvement.

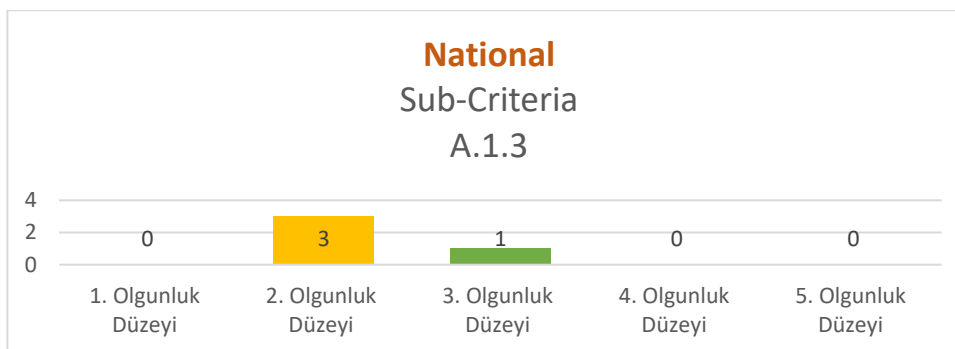


Under this criterion, when national accreditation programs are considered, it is observed that two programs remain at the first maturity level, while two programs are at the second maturity level. For the programs at the first maturity level, the completion of policies is considered an area open to improvement. At the second maturity level, the existence of planning activities is observed.

## A.1.3. Corporate performance management

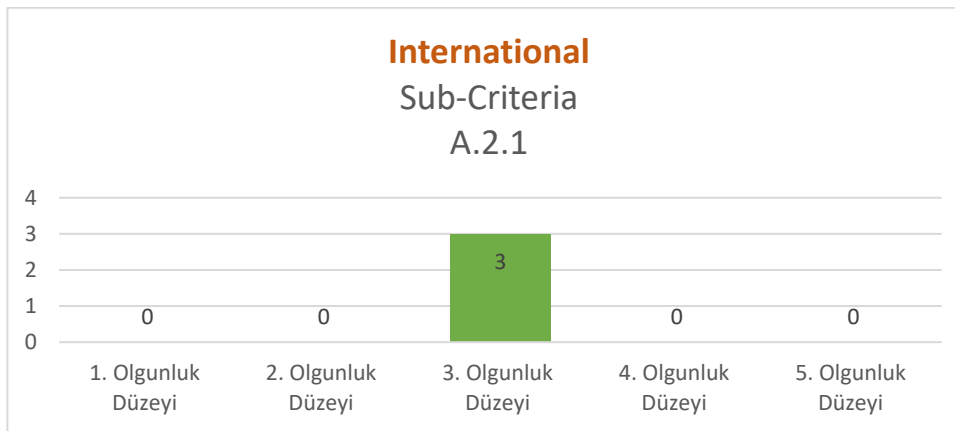


Under this sub-criterion, IAA expects the faculty offering the program to define and publicly disclose its key performance indicators and to link them to the internal quality assurance system. With respect to Criterion A.1.3, it is observed that among the programs receiving international accreditation, two programs are at the third maturity level, while one program is at the second maturity level. All programs have areas open to development related to monitoring, evaluation, and improvement.

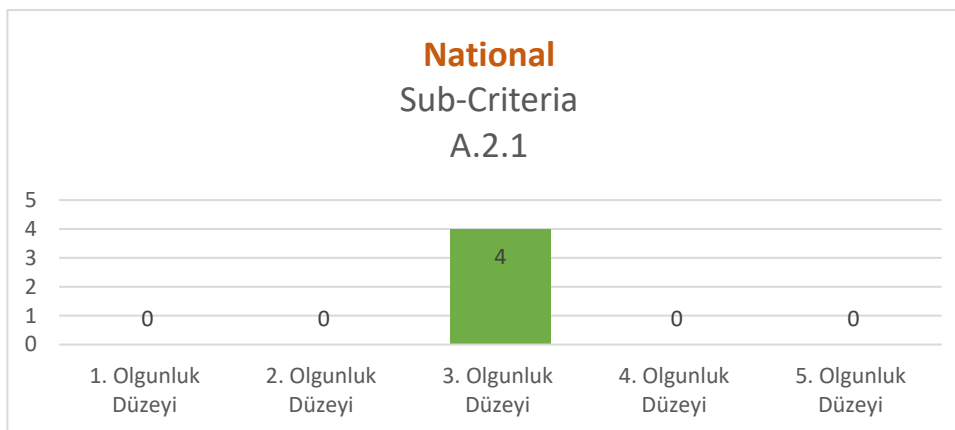


Under this criterion, when national accreditation programs are considered, it is observed that three programs are at the second maturity level, while one program is at the third maturity level.

## A.2.1. Quality Commission

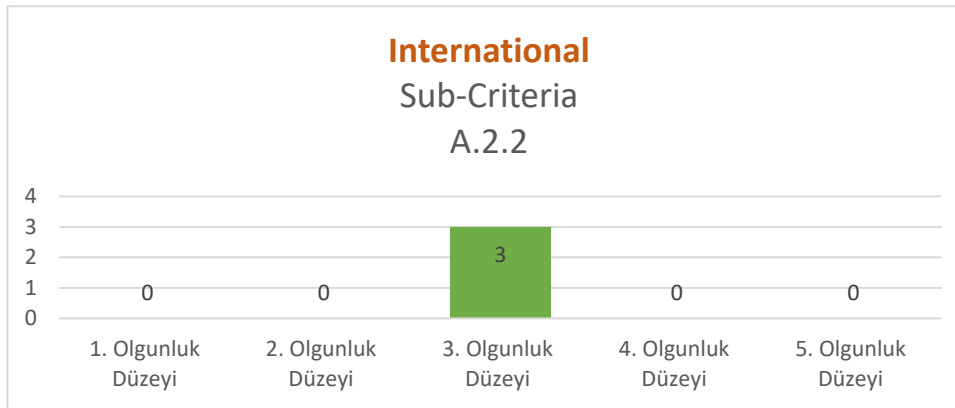


Within this sub-criterion, IAA expects the faculty offering the program to define, communicate, and share the processes and practices of its quality commission and requires the establishment of the commission. This commission should be actively involved in all quality processes. With respect to Criterion A.2.1, it is observed that the programs receiving international accreditation are at the third maturity level. There are areas open to development related to monitoring, evaluation, and improvement.

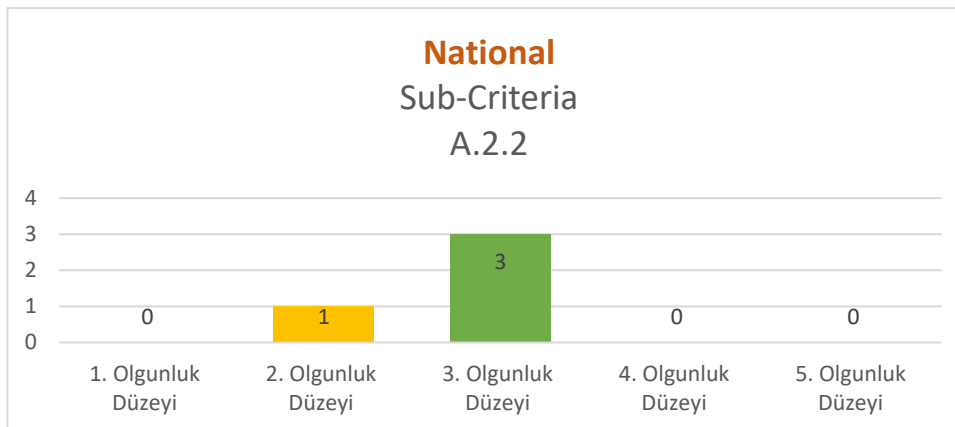


For programs receiving national accreditation, it is observed that they are evaluated at the third maturity level under this sub-criterion. Accordingly, it is assessed that in these programs, defined processes related to the quality commission have been established and the quality commission has a visible impact on the implementation of these processes.

### A.2.2. Internal quality assurance mechanisms (PDCA cycles, calendar, structure of academic and administrative units)

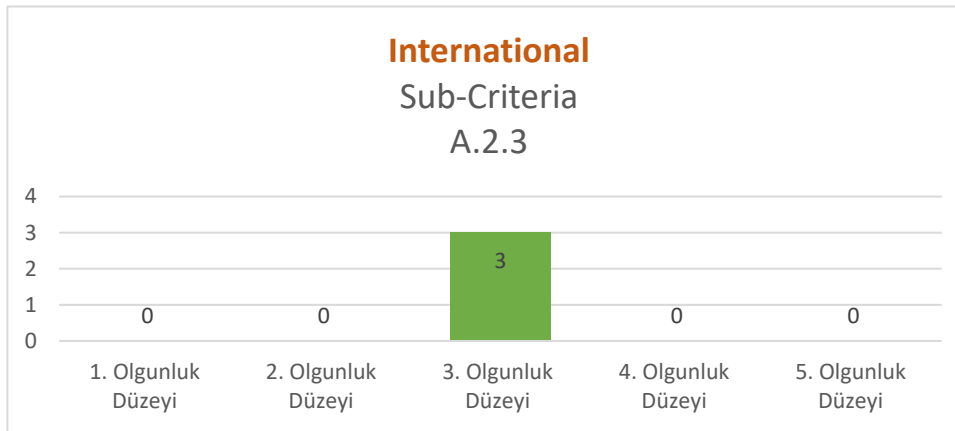


Within this sub-criterion, IAA expects the PDCA (Plan-Do-Check-Act) cycle to be implemented for all related sub-criteria. With respect to Criterion A.2.2, it is observed that the programs receiving international accreditation are at the third maturity level. There are areas open to development related to monitoring, evaluation, and improvement.

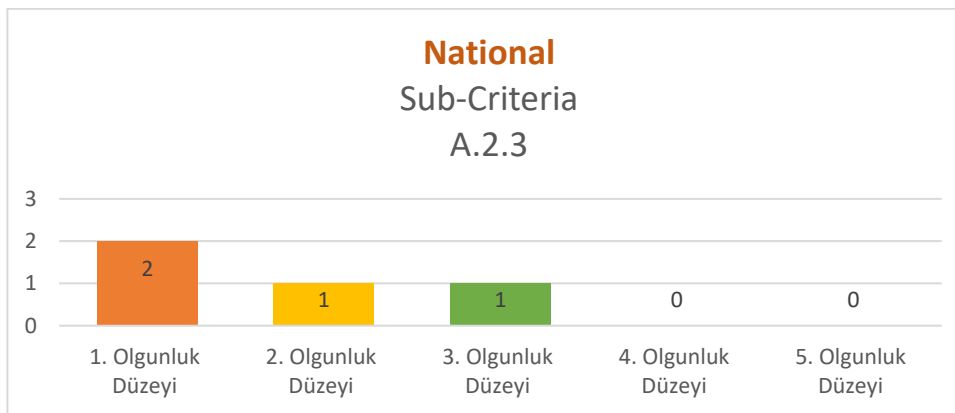


Within this sub-criterion, IAA expects the PDCA (Plan-Do-Check-Act) cycle to be implemented for all related sub-criteria. For programs receiving national accreditation, it is observed that one program is at the second maturity level, while three programs are at the third maturity level. Accordingly, in the program at the second maturity level, the internal quality assurance mechanisms do not cover all areas and processes. In the other programs, internal quality assurance mechanisms exist for all areas and processes; however, the results obtained are not being monitored.

## A.2.3. Leadership and quality assurance culture

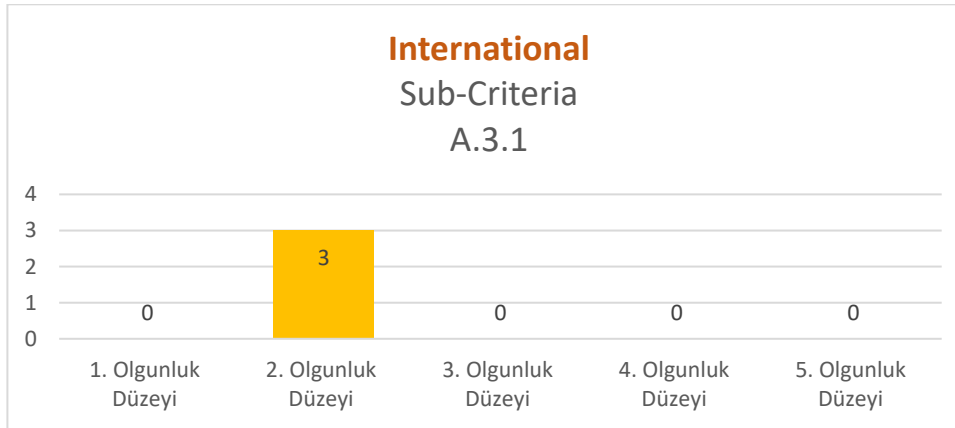


IAA expects the faculty administrators of the program to demonstrate leadership in internal quality assurance and to enhance the level of quality culture development throughout the faculty. With respect to Criterion A.2.3, it is observed that the programs receiving international accreditation are at the third maturity level. There are areas open to development related to monitoring, evaluation, and improvement.

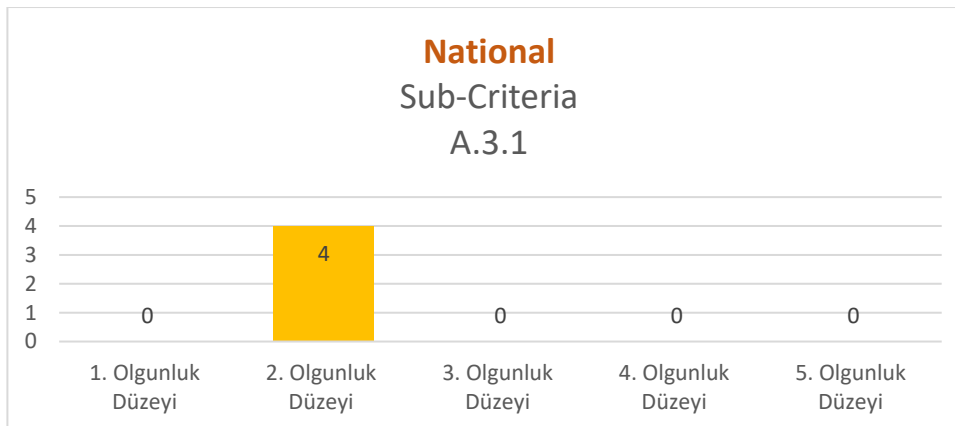


For programs receiving national accreditation, there is no homogeneous maturity level observed. When examining the assessed maturity levels of these programs, it is seen that two programs are at the first maturity level, one program is at the second maturity level, and one program is at the third maturity level.

A.3.1. Participation of internal and external stakeholders in quality assurance, education and training, research and development, community involvement, management and internationalization processes.

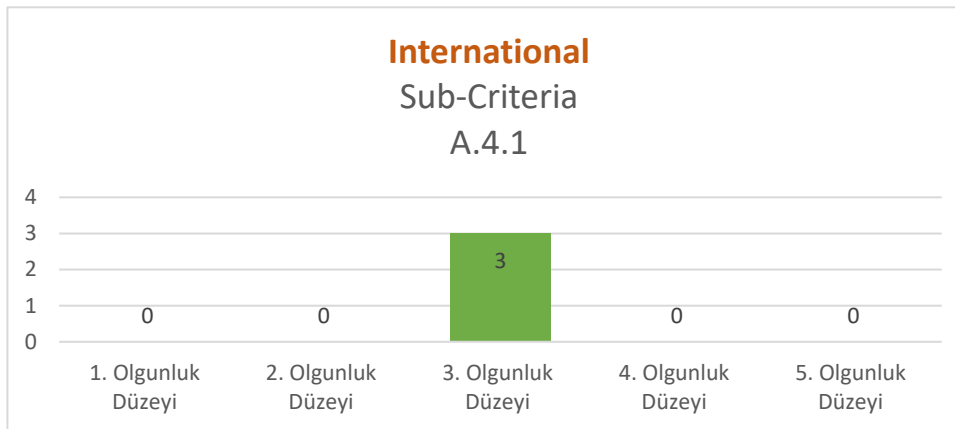


Within this sub-criterion, IAA expects stakeholder feedback to be collected across all relevant areas. With respect to Criterion A.3.1, it is observed that the programs receiving international accreditation are at the second maturity level. There are areas open to improvement related to the inclusiveness of practices, monitoring, evaluation, and enhancement.

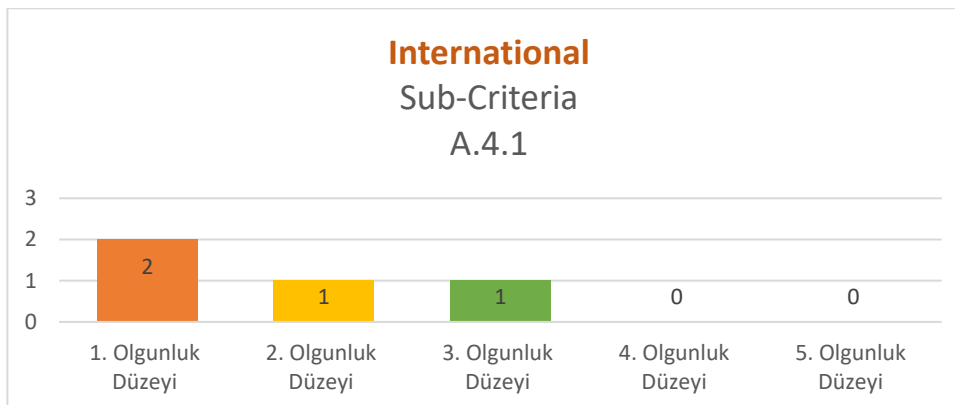


Within this sub-criterion, IAA expects stakeholder feedback to be collected across all relevant areas. For programs receiving national accreditation, it is observed that they are at the second maturity level under this sub-criterion. While some defined processes exist regarding stakeholder analysis and identification, there are areas open to improvement in terms of the inclusiveness of practices, monitoring, and evaluation.

## A.4.1. Internationalization policy

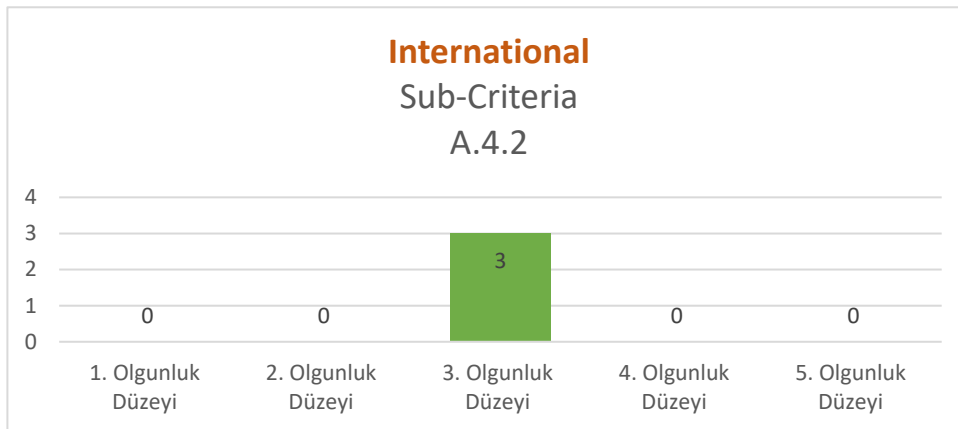


Within this sub-criterion, IAA expects the faculty to have an internationalization policy for the program. With respect to Criterion A.4.1, it is observed that the programs receiving international accreditation are at the third maturity level. There are areas open to improvement related to monitoring, evaluation, and enhancement.

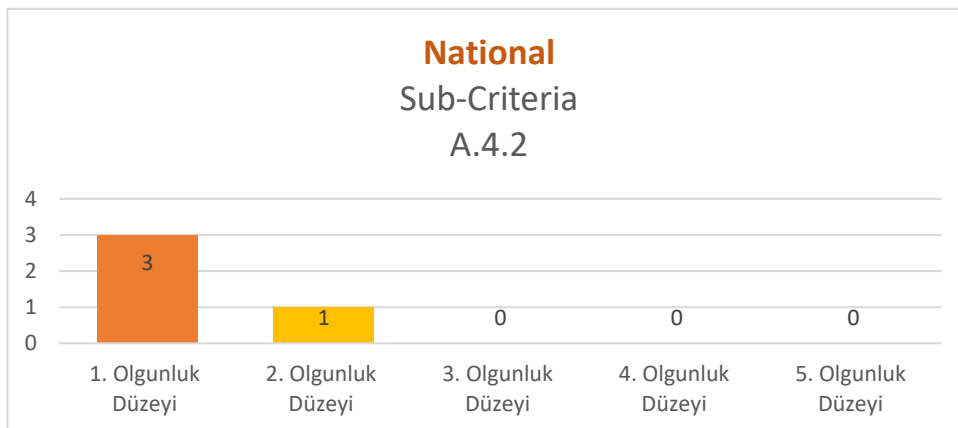


Within this sub-criterion, IAA expects the faculty to have an internationalization policy for the program. When examining the assessed maturity levels of these programs, it is observed that two programs remain at the first maturity level, where planning and policies are lacking; one program is at the second maturity level, where a policy exists but there are no corresponding practices; and one program is at the third maturity level. In all programs, monitoring, evaluation, and corrective actions are identified as areas open to improvement.

## A.4.2. Management and organizational structure of internationalization processes.

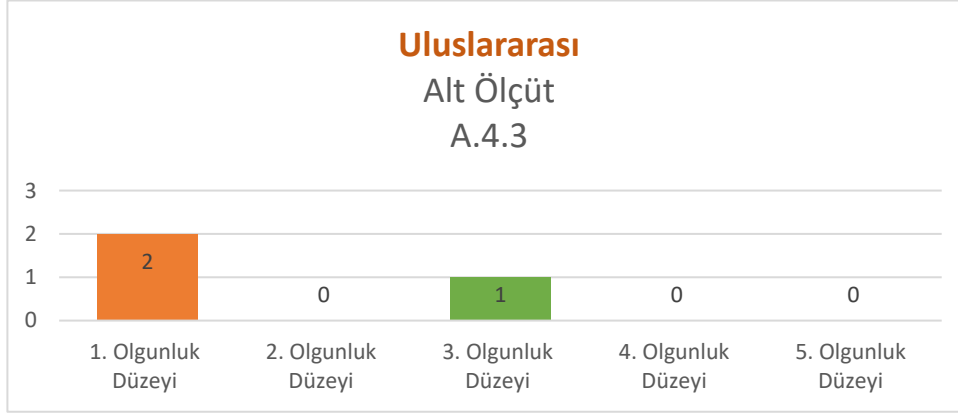


With respect to Criterion A.4.2, it is observed that the programs receiving international accreditation are at the third maturity level. There are areas open to improvement related to monitoring, evaluation, and enhancement.



Within this sub-criterion, for programs receiving national accreditation, it is observed that three programs remain at the first maturity level, while one program is at the second maturity level. In the three programs at the first maturity level, no planning exists, whereas in the program at the second maturity level, plans related to the management and organizational structure of internationalization processes exist, but there are areas open to improvement regarding implementation.

## A.4.3. Sources of internationalization

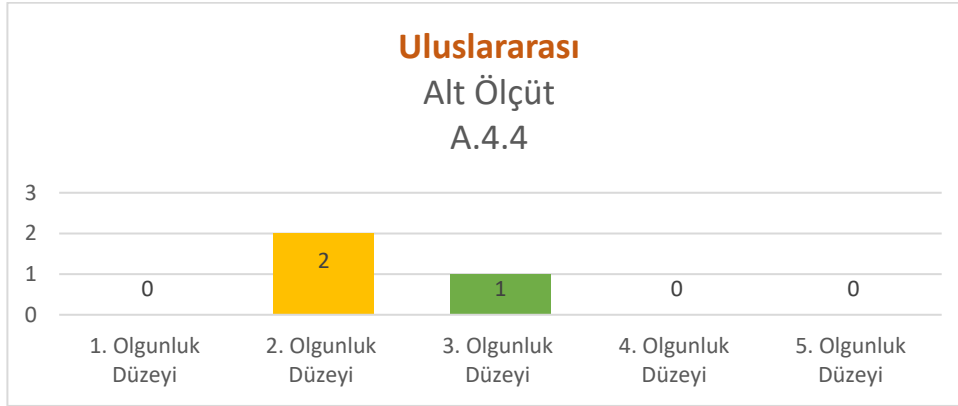


With respect to Criterion A.4.3, it is observed that among the programs receiving international accreditation, two programs remain at the first maturity level, while one program is at the third maturity level. In all programs, there are areas open to improvement related to monitoring, evaluation, and enhancement.

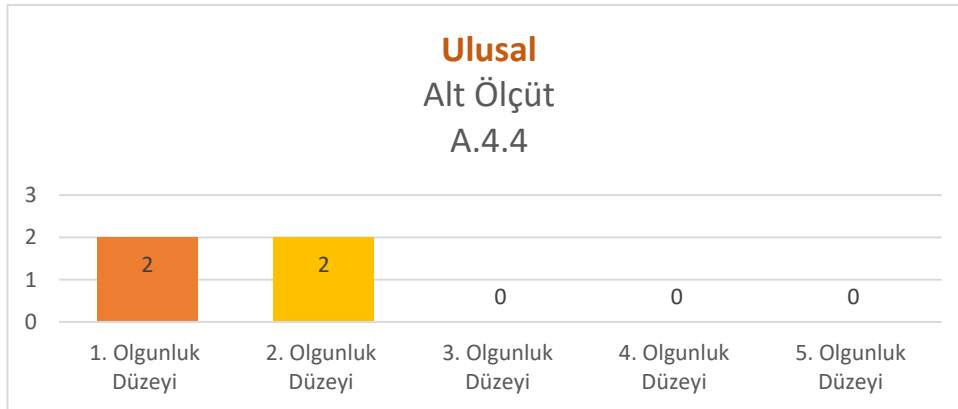


For programs receiving national accreditation, it has been assessed that they are at the first maturity level under this sub-criterion. Accordingly, the planning of adequate qualitative and quantitative resources to sustain internationalization activities is considered an area open to improvement.

## A.4.4. Monitoring and improving internationalization performance

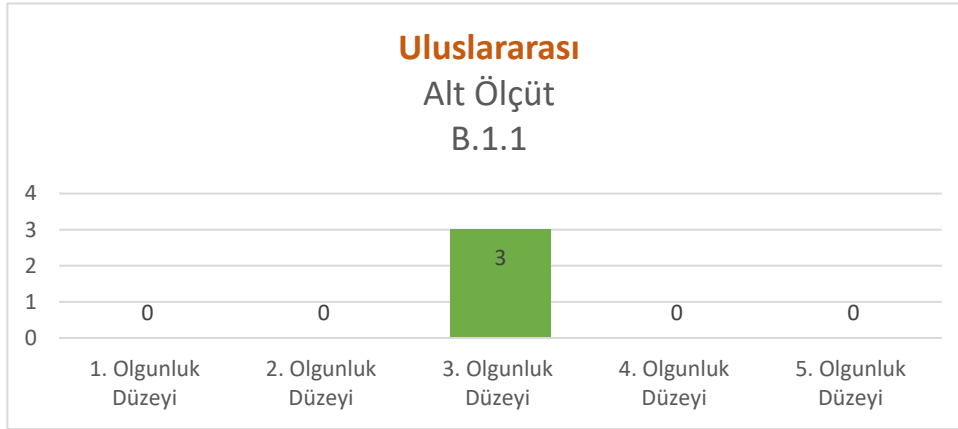


IAA expects the monitoring and improvement of internationalization performance. With respect to Criterion A.4.4, it is observed that among the programs receiving international accreditation, two programs are at the second maturity level, with planned activities not fully implemented, and one program is at the third maturity level. In all programs, there are areas open to improvement related to monitoring, evaluation, and enhancement.

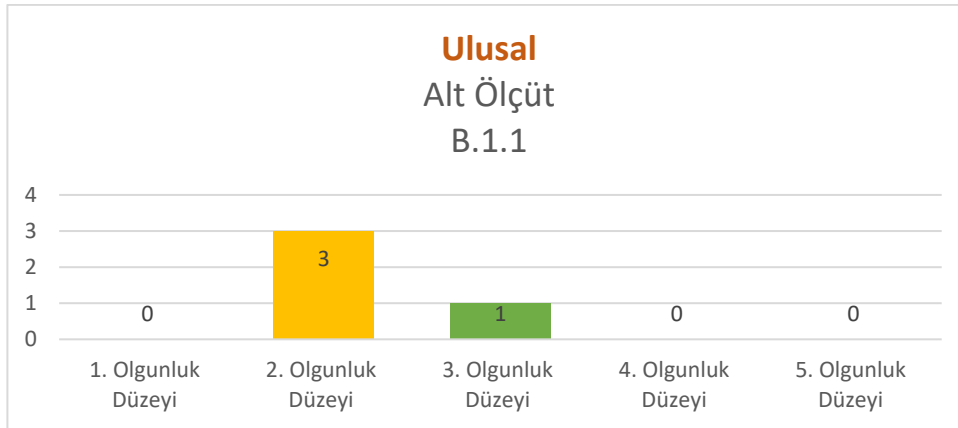


Within this sub-criterion, when examining the assessed maturity levels of the accredited programs, it is observed that two programs remain at the first maturity level, with deficiencies in planning and defined processes, and two programs are at the second maturity level, where planned activities have areas open to improvement. In all programs, there are areas open to development regarding the monitoring and improvement of internationalization performance.

## B.1.1. Program design and approval

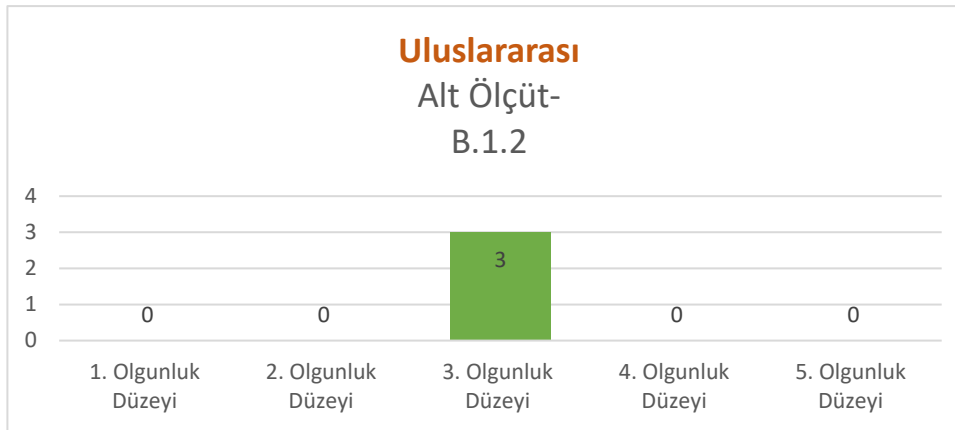


Within this sub-criterion, IAA expects the design of the religious higher education program to be aligned with the program's learning objectives, program outcomes, and discipline-specific outcomes, and also to cover the expected outputs. With respect to Criterion B.1.1, it is observed that the programs receiving international accreditation are at the third maturity level. There are areas open to improvement related to monitoring, evaluation, and enhancement.

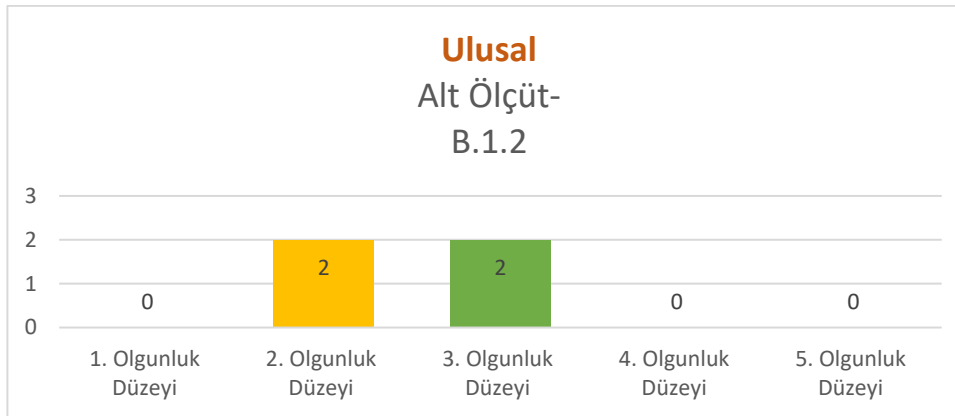


Within this sub-criterion, for programs receiving national accreditation, it is observed that three programs are at the second maturity level, while one program is at the third maturity level. In the three programs at the second maturity level, the inclusiveness of practices is an area open to improvement, and in two programs, there are areas open to improvement related to monitoring, evaluation, and enhancement.

B.1.2. Alignment of program objectives, outcomes (program outcomes and discipline-specific outcomes) and IAA criteria.

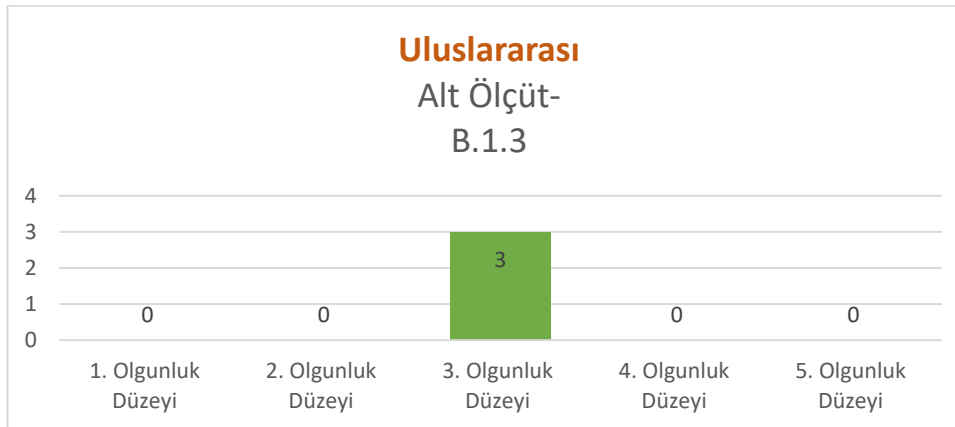


Within this sub-criterion, IAA expects religious higher education programs to define their program objectives and outcomes in alignment with IAA criteria. With respect to Criterion B.1.2, it is observed that the programs receiving international accreditation are at the third maturity level. There are areas open to improvement related to monitoring, evaluation, and enhancement.

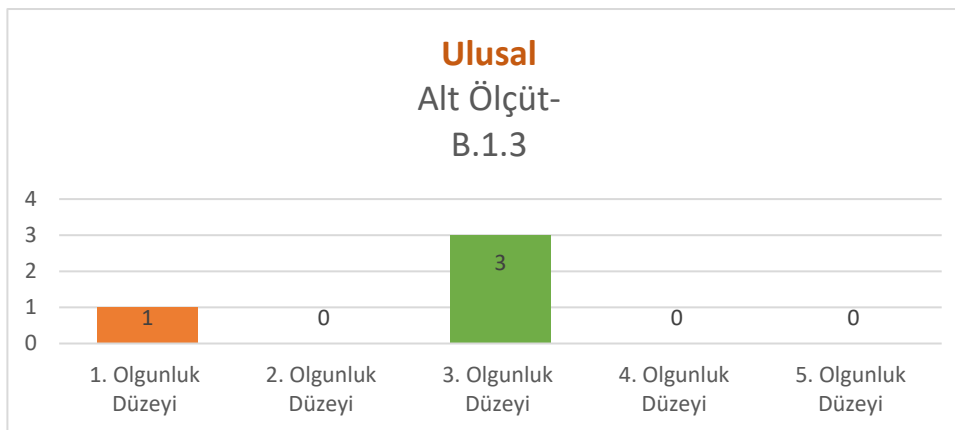


For programs receiving national accreditation, it is observed that they are at the second and third maturity levels. Regarding this sub-criterion, all programs have areas open to improvement in monitoring and evaluation mechanisms. Additionally, in programs at the second maturity level, there are areas open to improvement related to the implementation of practices across all domains.

### B.1.3. Matching course outcomes with program outcomes and discipline-specific outcomes.

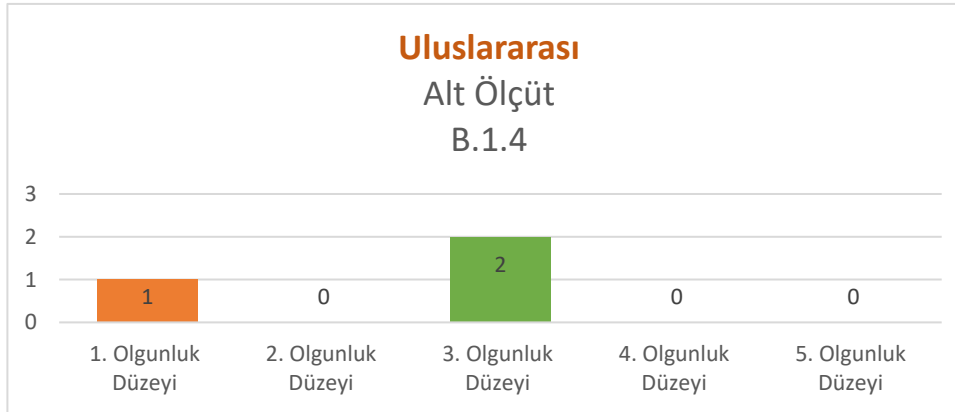


Within this sub-criterion, IAA expects the program to define course learning outcomes and align them with program outcomes and discipline-specific outcomes. With respect to Criterion B.1.3, it is observed that the programs receiving international accreditation are at the third maturity level. There are areas open to improvement related to monitoring, evaluation, and enhancement.

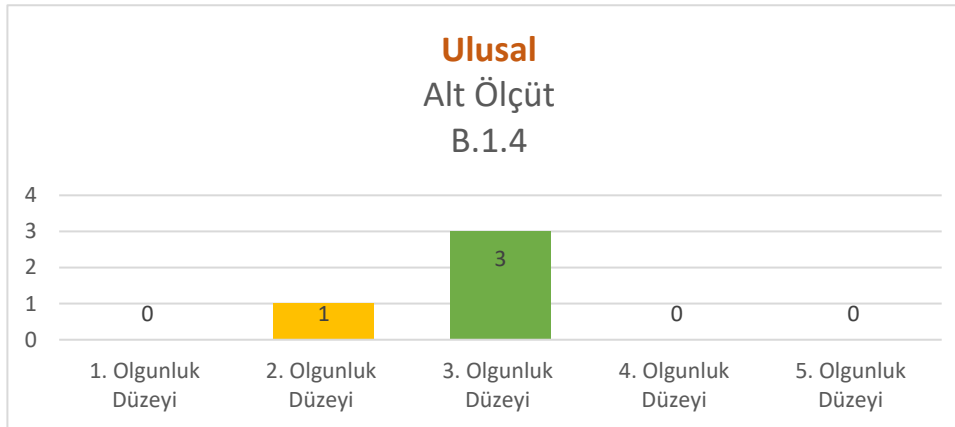


Within this sub-criterion, for programs receiving national accreditation, it is observed that three programs are at the third maturity level, while one program is at the first maturity level. In the program at the first maturity level, there are areas open to improvement regarding the planning and implementation of aligning course learning outcomes with program and discipline-specific outcomes. In the three programs at the third maturity level, there are areas open to improvement related to monitoring, evaluation, and enhancement.

B.1.4. Program structure and course distribution balance (Balance between compulsory and elective courses; balance between field and professional knowledge and general culture courses, opportunities to gain cultural depth and to become acquainted with different disciplines)

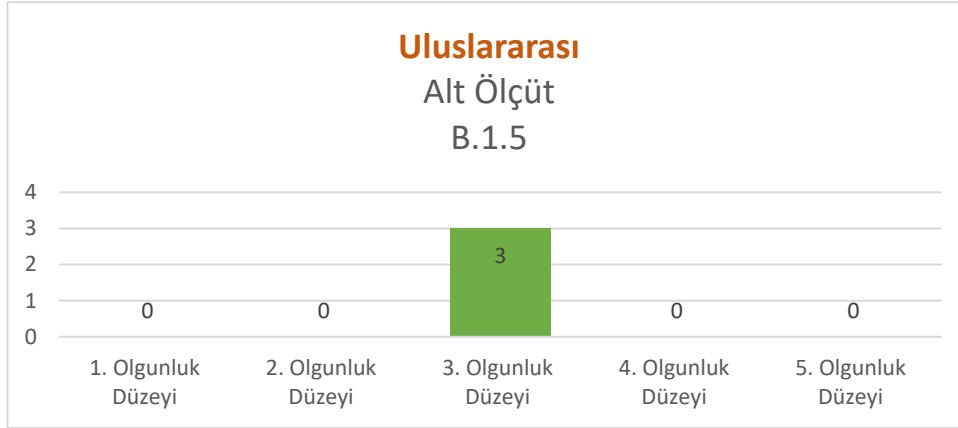


With respect to Criterion B.1.4, among programs receiving international accreditation, it is observed that one program is at the first maturity level, while two programs are at the third maturity level. All programs have areas open to improvement related to monitoring, evaluation, and enhancement. Additionally, in the program at the first maturity level, there are gaps in planning and implementation.

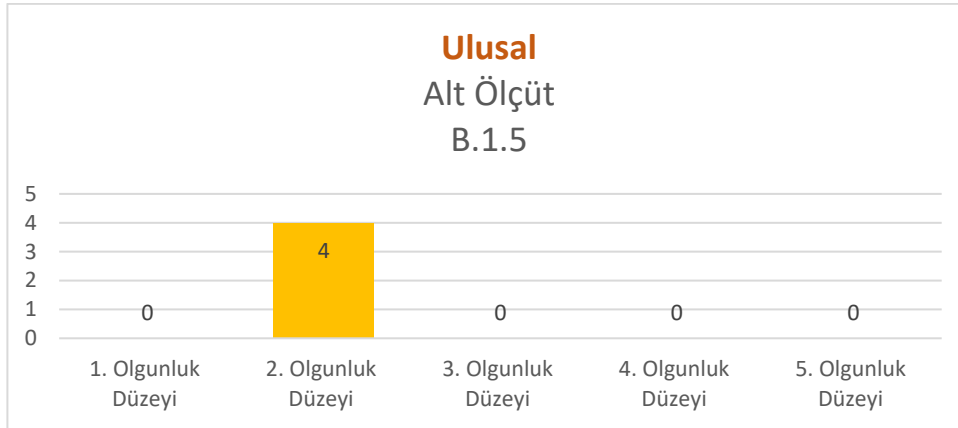


Within this sub-criterion, for programs receiving accreditation, it is observed that three programs are at the third maturity level, while one program is at the second maturity level. In the three programs at the third maturity level, the areas open to improvement relate to monitoring, evaluation, and enhancement. Additionally, in the program at the second maturity level, there are areas open to improvement related to implementation.

## B.1.5. Student workload-based design

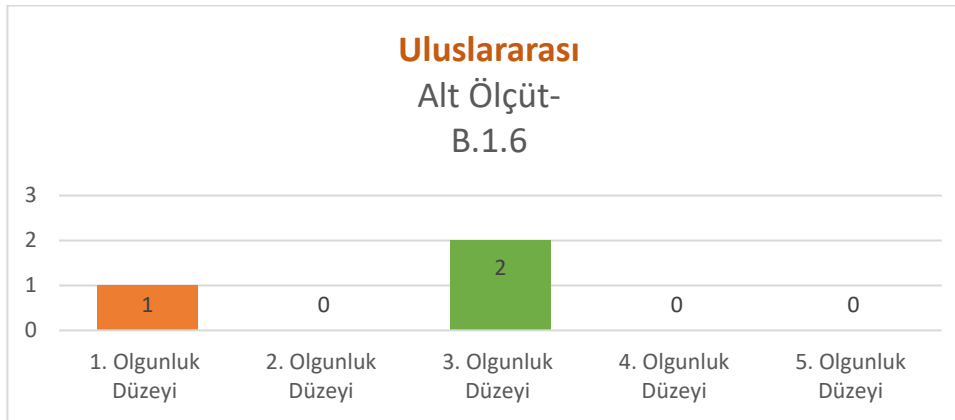


With respect to Criterion B.1.5, it is observed that programs receiving international accreditation are at the third maturity level. There are areas open to improvement related to monitoring, evaluation, and enhancement.

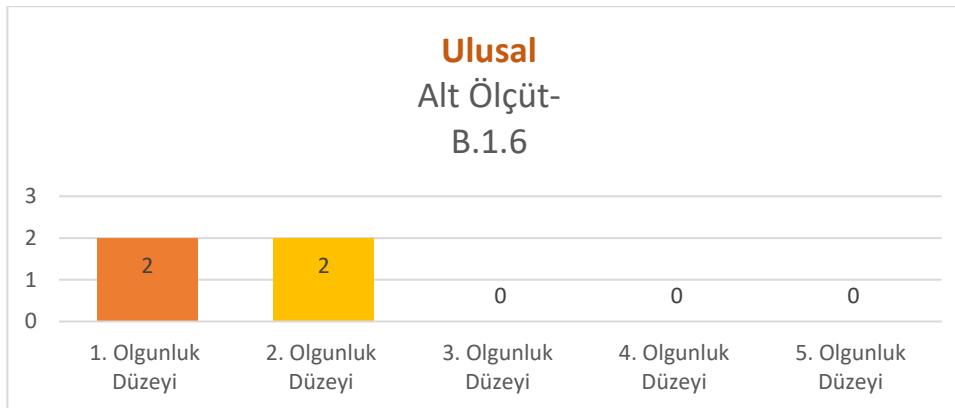


Within this sub-criterion, for programs receiving national accreditation, it is observed that they are at the second maturity level. Planning exists in all four programs; however, there are areas open to improvement regarding the comprehensiveness of implementation, monitoring mechanisms, internalization, evaluation, and enhancement.

## B.1.6. Measurement and evaluation

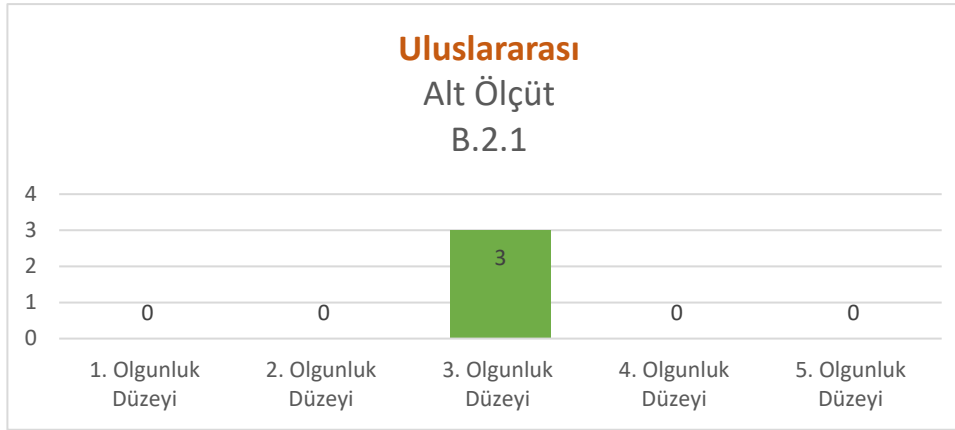


Within this sub-criterion, IAA expects assessment and evaluation to be competency-based and differentiated according to student characteristics. With respect to Criterion B.1.6, it is observed that one internationally accredited program is at the first maturity level, while two programs are at the third maturity level. In the programs at the third maturity level, there are areas open to improvement related to monitoring, evaluation, and enhancement.

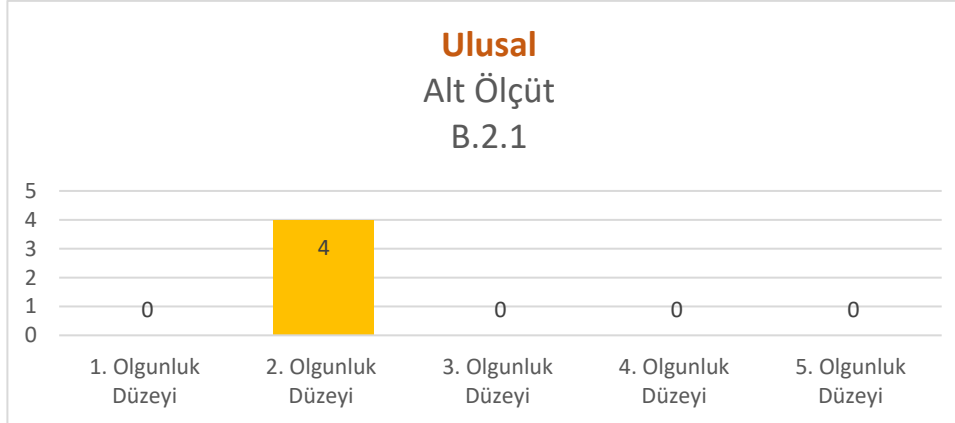


For the nationally accredited programs, two programs were evaluated at the first maturity level because competency-based assessment and evaluation were not observed, while the other two programs were evaluated at the second maturity level. Notably, there are areas open to improvement regarding the planning and implementation of this sub-criterion across all areas.

B.2.1. Student admission and recognition and crediting of prior learning (Knowledge and skills acquired through formal education, non-formal education and informal learning)

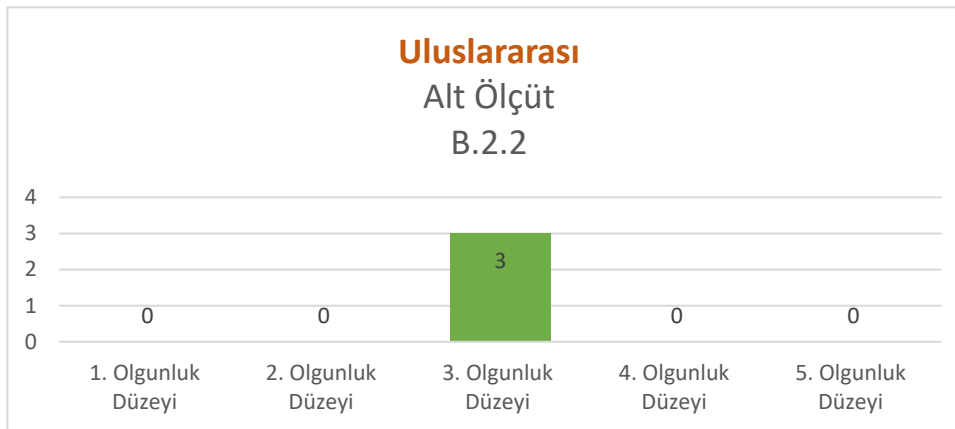


Within this sub-criterion, IAA expects that knowledge, skills, and competencies acquired through formal, non-formal, and informal learning are recognized and credited. With respect to Criterion B.2.1, it is observed that the programs receiving international accreditation are at the third maturity level. There are areas open to improvement related to monitoring, evaluation, and enhancement.

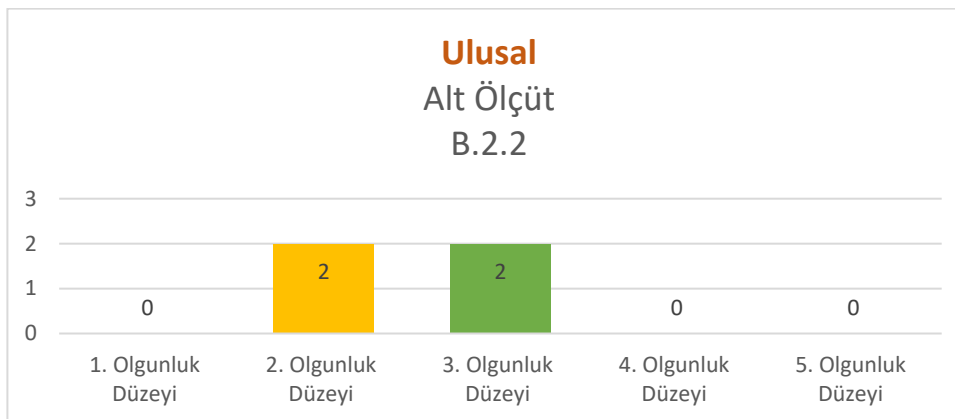


For the programs receiving national accreditation, it is observed that they are at the second maturity level for this sub-criterion. Although some defined criteria and processes exist, there are areas for improvement in the implementation of these practices.

## B.2.2. Recognition and certification of diplomas, degrees and other qualifications

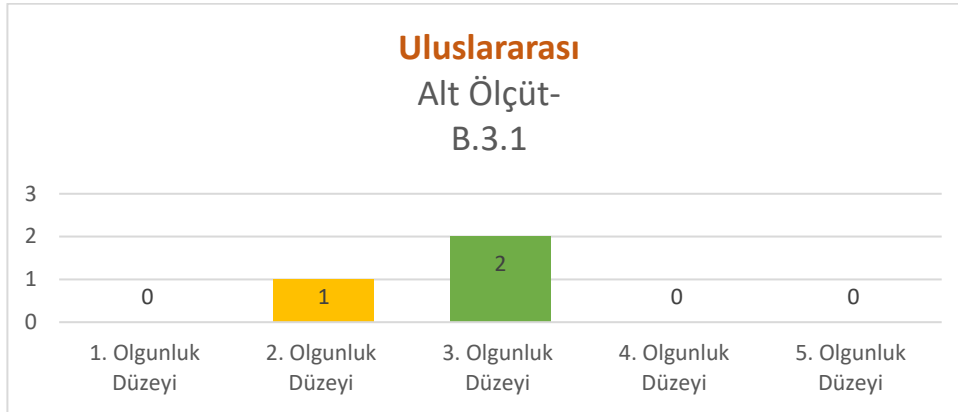


Within this sub-criterion, IAA expects the programs to have established and publicly announced defined processes regarding the approval of competencies, graduation requirements, and related matters. With respect to Criterion B.2.2, it is observed that programs receiving international accreditation are at the third maturity level. There are areas open to improvement related to monitoring, evaluation, and enhancement.

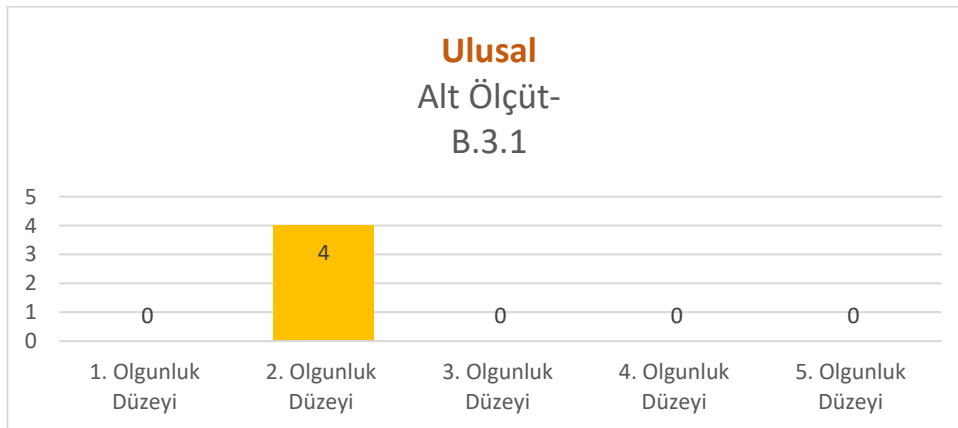


For nationally accredited programs, 2 programs are assessed at the second maturity level, and 2 programs at the third maturity level. In the programs at the third maturity level, defined processes and criteria are in place; however, there are areas open to improvement related to monitoring, evaluation, and enhancement. In the programs at the second maturity level, although defined processes and criteria exist, there are areas requiring improvement in implementation.

B.3.1. Teaching methods and techniques (Active, interdisciplinary work, interactive, research/learning oriented)



For Criterion B.3.1, regarding internationally accredited programs, 1 program is at the second maturity level, and 2 programs are at the third maturity level. All programs have areas open to improvement related to monitoring, evaluation, and enhancement.

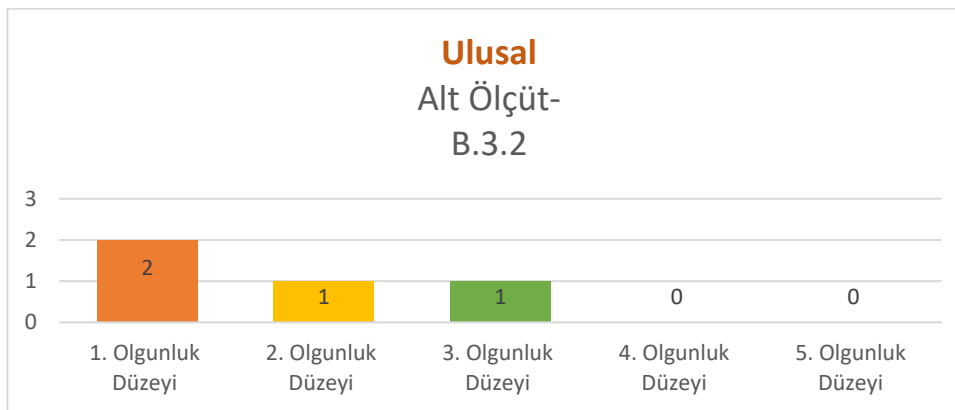


For this sub-criterion, the nationally accredited programs are assessed at the second maturity level. Although they have some defined criteria and processes in place, there are areas open to improvement regarding the implementation of these practices.

## B.3.2. Measurement and evaluation

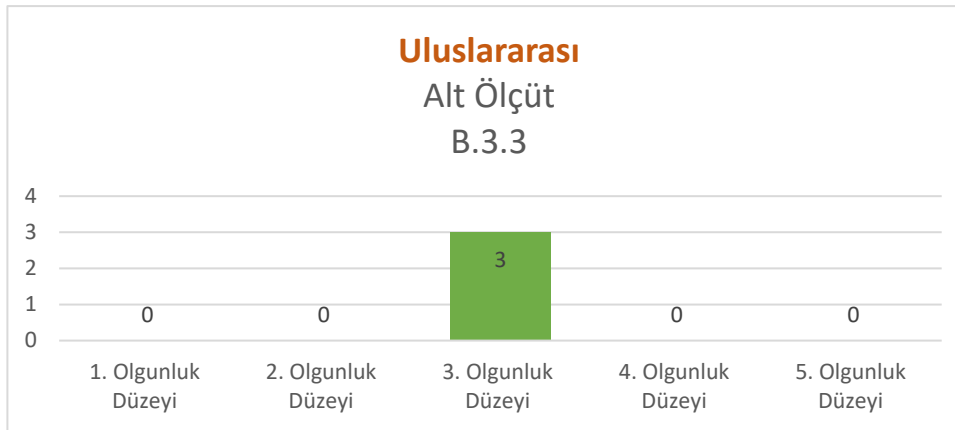


Within this sub-criterion, IAA expects assessment and evaluation to be recognized and conducted in a student-centered manner. With respect to Criterion B.3.2, it is observed that among the internationally accredited programs, one program is at the first maturity level, while two programs are at the second maturity level. In the program at the first maturity level, there are no defined processes or frameworks for student-centered assessment and evaluation. In the two programs at the second maturity level, defined processes exist, but there are gaps and areas for improvement in their implementation. Across all programs, there are areas open to improvement related to monitoring, evaluation, and enhancement.

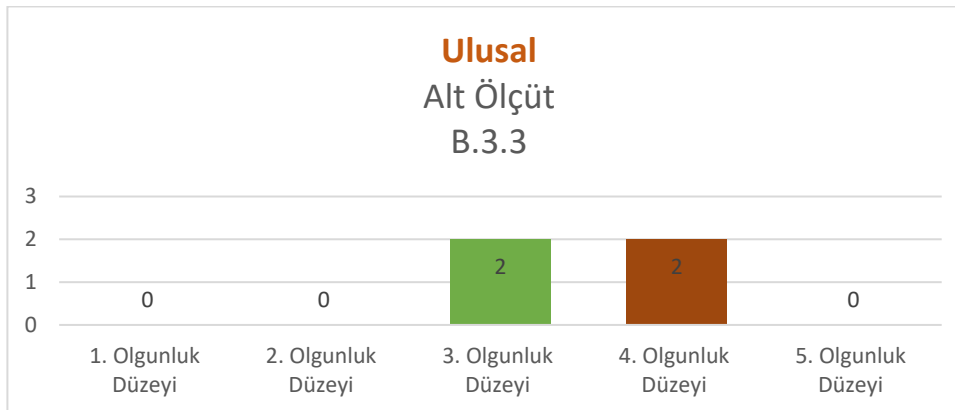


For the nationally accredited programs, it was observed that two programs are at the first maturity level regarding this sub-criterion and do not have a student-centered assessment and evaluation approach. One program is at the second maturity level, and one program is at the third maturity level.

B.3.3. Student feedback (Course-instructor-program-general satisfaction surveys, request and suggestion systems)

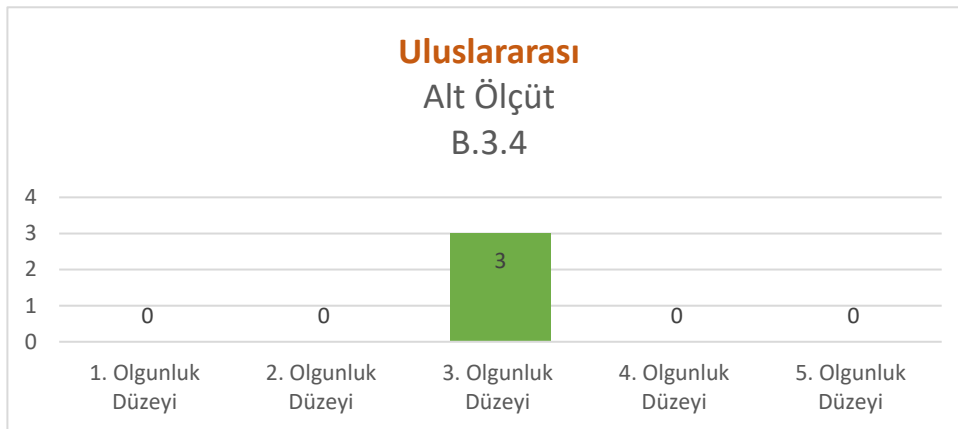


Within this sub-criterion, IAA expects the programs' faculties to establish mechanisms regarding courses, faculty members, the overall program, satisfaction, demands, and suggestions, and to collect student feedback. With respect to Criterion B.3.3, the programs receiving international accreditation are at the third maturity level. There are areas open to improvement related to monitoring, evaluation, and enhancement.

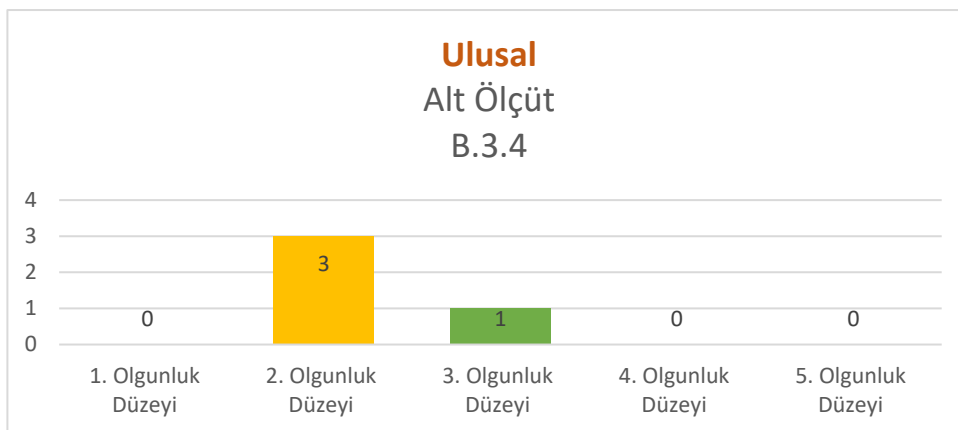


For nationally accredited programs, it is evaluated that two programs are at the third maturity level and two programs are at the fourth maturity level for this sub-criterion. Two of these programs have implemented practices related to monitoring, evaluation, and enhancement.

## B.3.4. Academic Advising

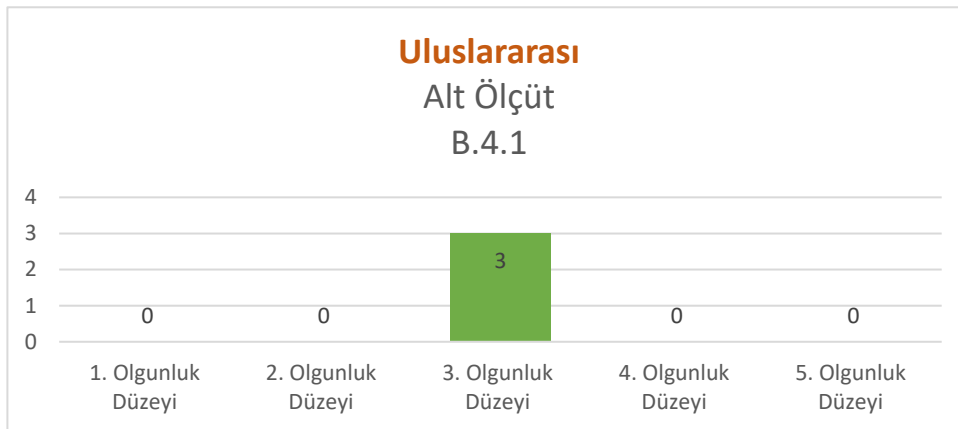


Under this sub-criterion, IAA expects the academic advising system to be defined and implemented according to these defined processes. For Criterion B.3.4, it is observed that the programs receiving international accreditation are at the third maturity level. There are areas open to improvement related to monitoring, evaluation, and enhancement.

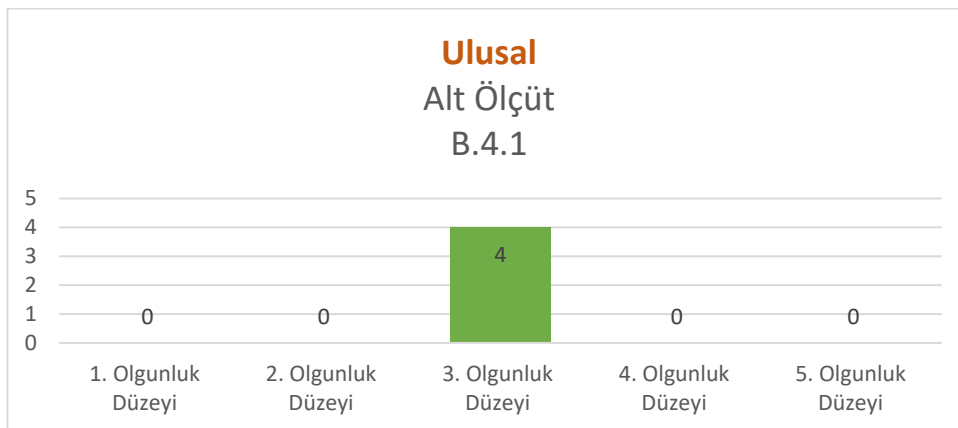


For this sub-criterion, among the nationally accredited programs, three programs are at the second maturity level, and one program is at the third maturity level. Accordingly, while all four programs have formally defined processes, there are areas open to improvement regarding implementation and comprehensiveness.

## B.4.1. Appointment, promotion and teaching assignment criteria



For Criterion B.4.1, it is observed that the programs receiving international accreditation are at the third maturity level. There are areas open to improvement related to monitoring, evaluation, and enhancement.



For programs with national accreditation, it is observed that they are at the third maturity level for this sub-criterion. Although criteria for appointment, promotion, and course assignment exist, there are areas for improvement regarding the monitoring, evaluation, and corrective actions of the implementation outcomes.

B.4.2. Teaching competence (Active learning, distance education, assessment and evaluation, innovative approaches, material development, competency acquisition and quality assurance system)



Within this sub-criterion, IAA expects programs to establish mechanisms to develop teaching competencies of faculty members, such as active learning, assessment, and evaluation, and to implement practices accordingly. With respect to Criterion B.4.2, among the internationally accredited programs, one program remains at the first maturity level, while two programs are at the second maturity level. Overall, there are areas open to improvement regarding implementation, monitoring, evaluation, and enhancement. Additionally, one program has planning-related areas for improvement.

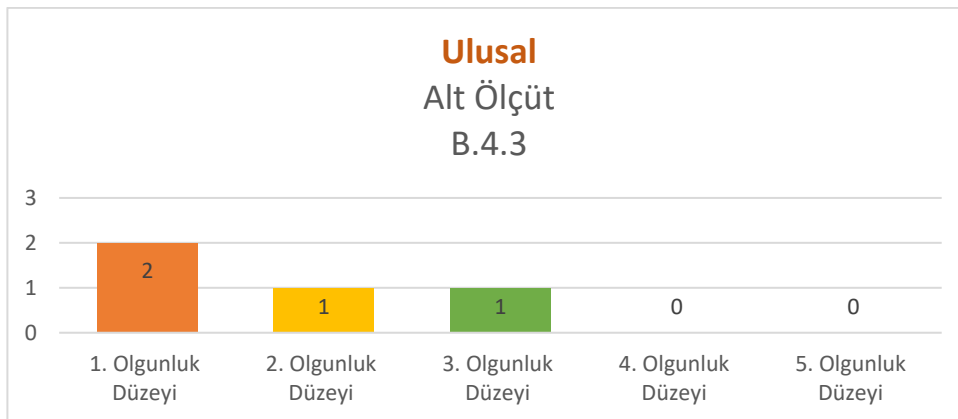


Regarding this sub-criterion, among the nationally accredited programs, two programs are at the first maturity level, and two programs are at the second maturity level. For the two programs at the second maturity level, although planning exists, the scope and coverage of implementation, monitoring, and corrective actions are considered areas for improvement. In the remaining two programs, in addition to these issues, there are also deficiencies in planning.

## B.4.3 Incentives and rewards for educational activities.

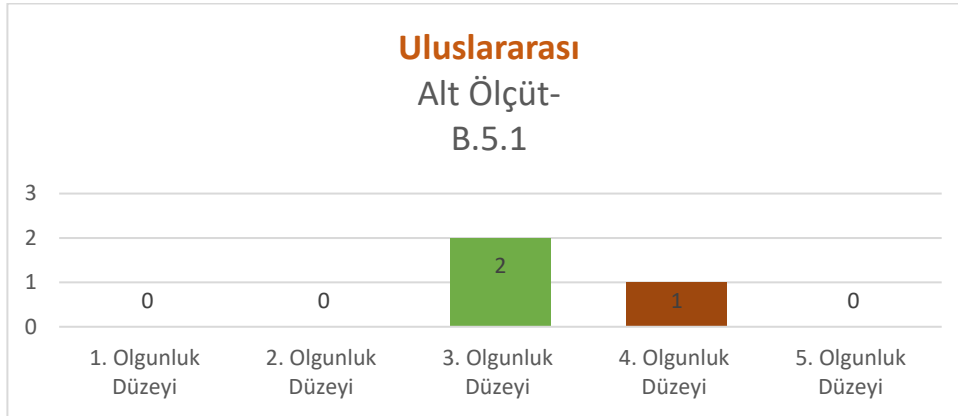


Regarding this sub-criterion, IAA expects the establishment of mechanisms to reward faculty members for their teaching activities and their translation into practice. With respect to Criterion B.4.3, among the internationally accredited programs, one program is at the first maturity level, and two programs are at the second maturity level. In the two programs at the second maturity level, there are areas for improvement in implementation, monitoring, evaluation, and enhancement. Additionally, in these two programs, planning, implementation, monitoring, evaluation, and improvement processes also show areas needing development.

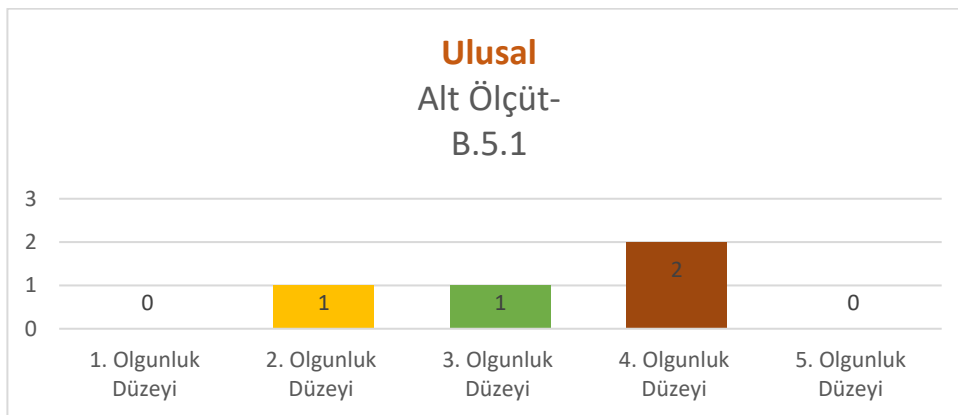


With respect to this sub-criterion, it is observed that among the nationally accredited programs, two programs are at the first maturity level due to the lack of planning and established mechanisms; one program is at the second maturity level due to deficiencies in implementation; and one program is at the third maturity level due to shortcomings in monitoring, evaluation, and taking corrective actions.

## B.5.1. Learning resources

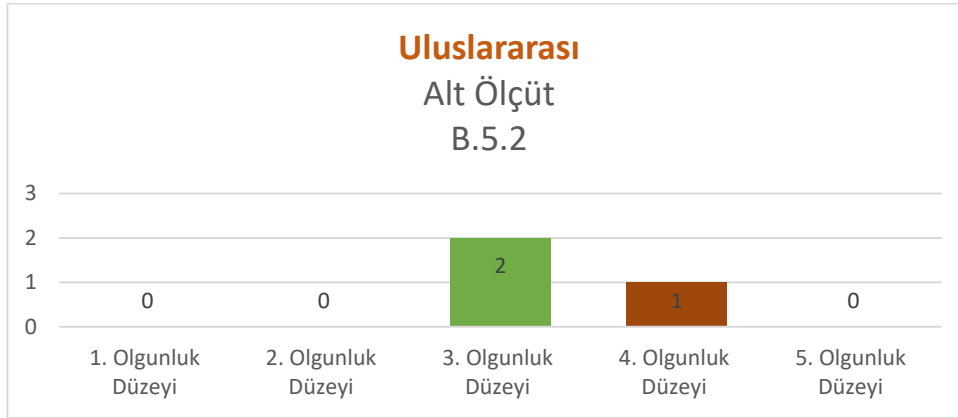


Under this sub-criterion, it is expected that learning resources-such as physical resources (classrooms, laboratories) and human resources-are provided to students in adequate quality and quantity and are made accessible to them. With respect to Criterion B.5.1, among the internationally accredited programs, two programs are at the third maturity level, while one program is at the fourth maturity level. It is observed that the program at the fourth maturity level carries out monitoring, evaluation, and continuous improvement activities.

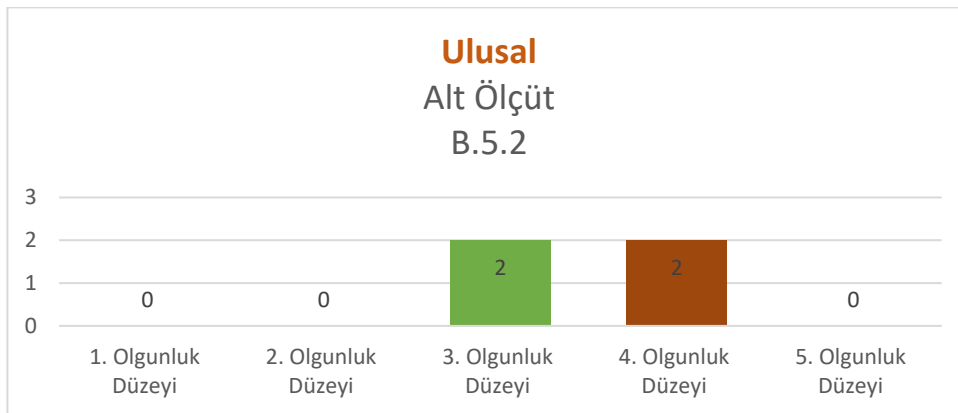


With respect to this sub-criterion, it is observed that among the nationally accredited programs, one program is at the second maturity level, one program is at the third maturity level, and two programs are at the fourth maturity level.

## B.5.2. Social, cultural, and sporting activities

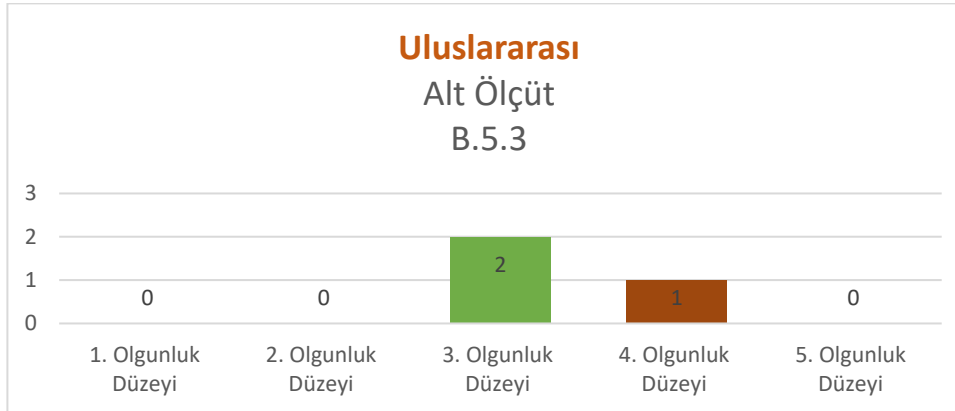


Within this sub-criterion, IAA expects the management of components related to social, cultural, and sporting activities. With respect to Criterion B.5.2, among the internationally accredited programs, two programs are at the third maturity level, while one program is at the fourth maturity level.

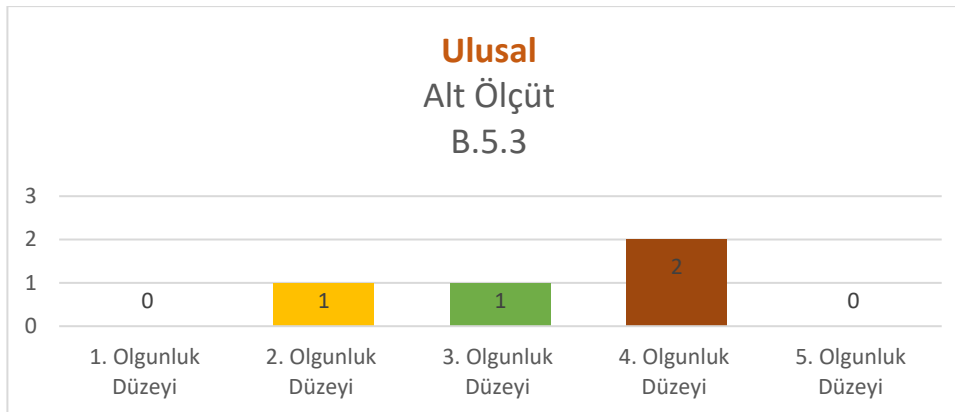


With respect to this sub-criterion, it is observed that among the nationally accredited programs, two programs are at the third maturity level and two programs are at the fourth maturity level.

B.5.3. Facilities and infrastructure (Canteen, dormitory, technologically equipped workspaces, medical facilities, etc.)

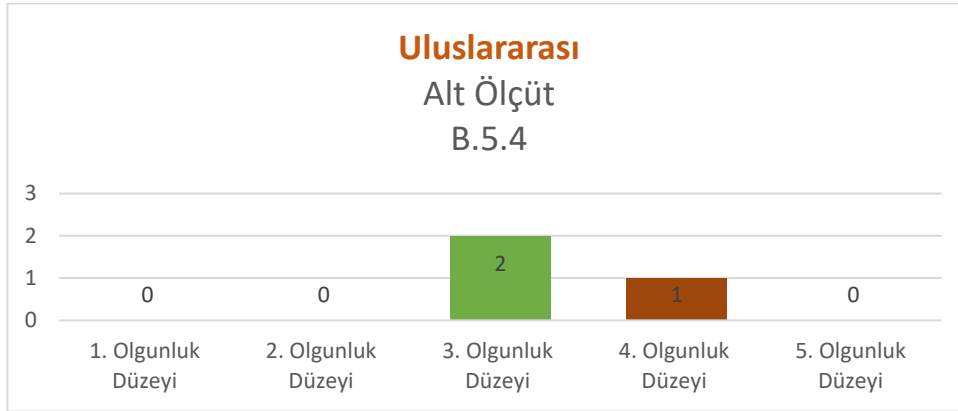


IAA expects programs to implement processes aimed at achieving adequate and appropriate quality and quantity of facilities and infrastructure, such as on-campus or off-campus dining services, dormitories, and similar amenities. With respect to Criterion B.5.3, among the internationally accredited programs, two programs are at the third maturity level, while one program is at the fourth maturity level. In two programs, there are areas open to improvement related to monitoring, evaluation, and enhancement.

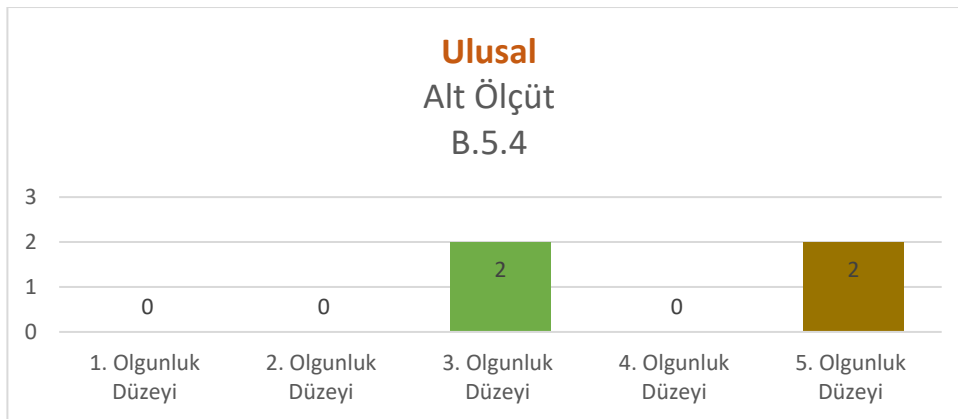


With respect to this sub-criterion, it is observed that among the nationally accredited programs, one program is at the second maturity level, one program is at the third maturity level, and two programs are at the fourth maturity level. In two programs, monitoring, evaluation, and improvement activities are being carried out.

## B.5.4. Barrier-Free Faculty

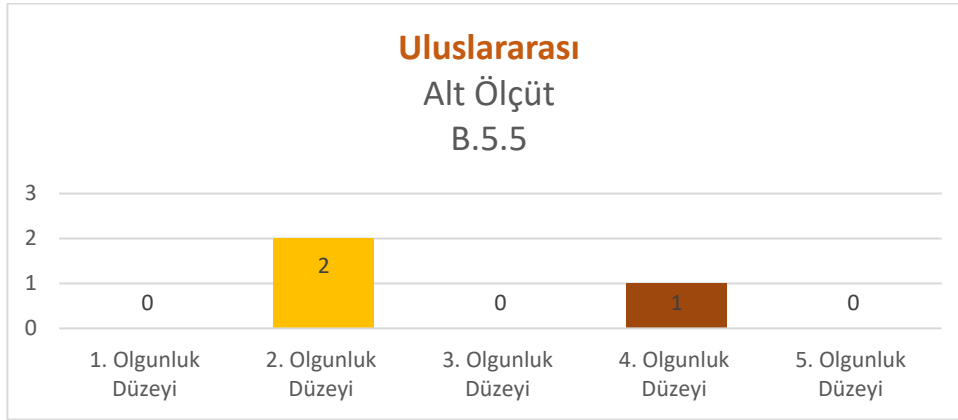


This sub-criterion regulates the implementation of processes aimed at eliminating barriers for disadvantaged groups within the faculty of the program. With respect to Criterion B.5.4, it is observed that among the programs receiving international accreditation, two programs are at the third maturity level and one program is at the fourth maturity level. In two programs, there are areas open to improvement related to monitoring, evaluation, and enhancement.

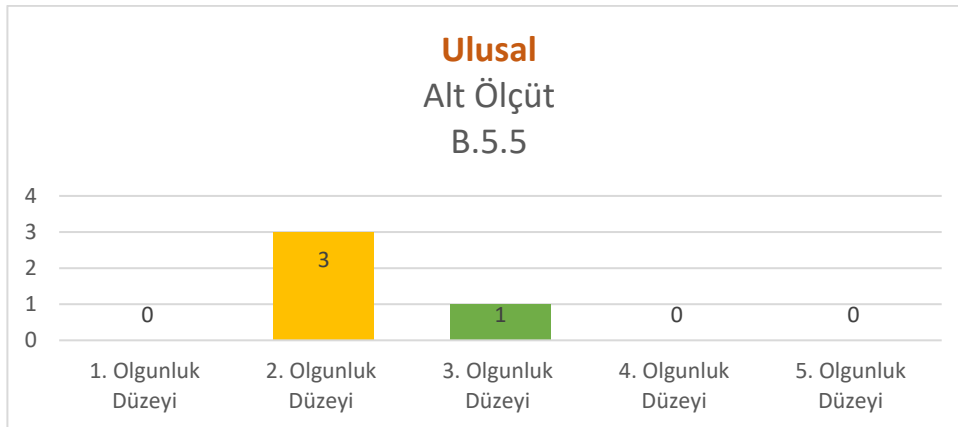


This sub-criterion regulates the implementation of processes aimed at eliminating barriers for disadvantaged groups within the faculty of the program. Under this sub-criterion, among the nationally accredited programs, two programs have been evaluated at the third maturity level due to areas open to improvement stemming from deficiencies in the monitoring, evaluation, and corrective action stages, while the other two programs have been evaluated at the fifth maturity level.

## B.5.5. Guidance, psychological counseling and career services

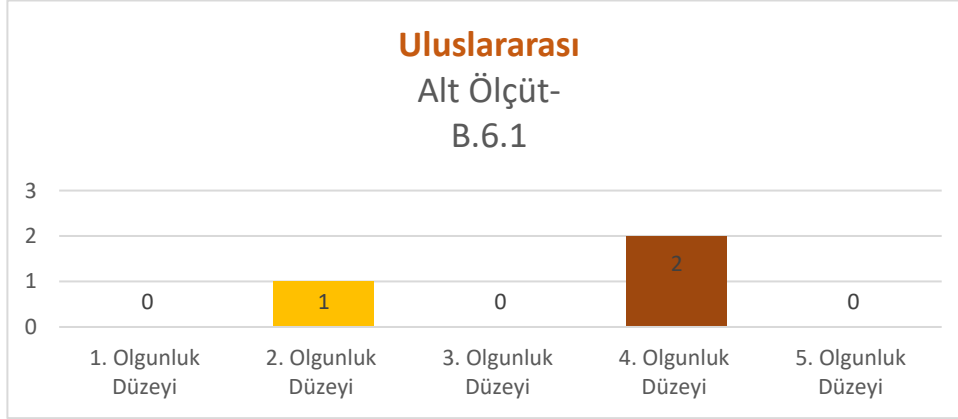


This sub-criterion expects the management of processes related to the availability of guidance, psychological counseling, and career services within the institutions of the programs, including aspects such as awareness, referral, and follow-up of university-wide services. With respect to Criterion B.5.5, among the programs receiving international accreditation, it is observed that two programs are at the second maturity level and one program is at the fourth maturity level. In two programs, there are areas open to improvement related to implementation, monitoring, evaluation, and enhancement.

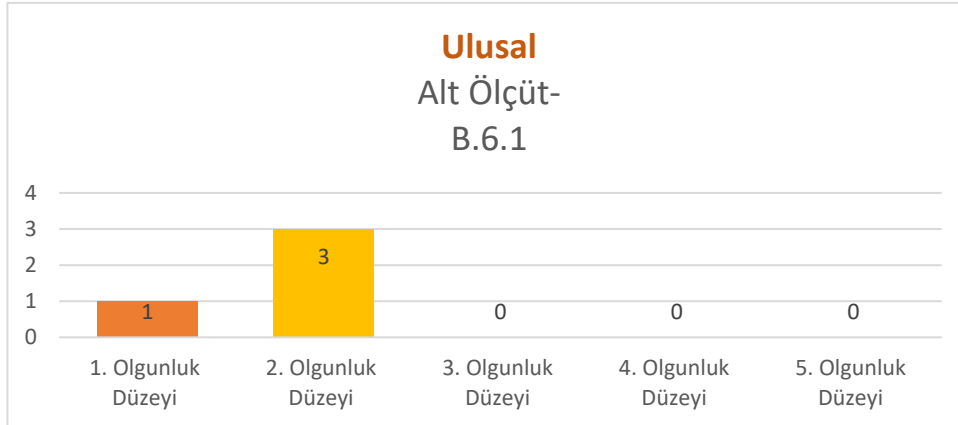


With respect to this sub-criterion, it is observed that among the nationally accredited programs, three programs are at the second maturity level and one program is at the third maturity level. In three programs, there are areas open to improvement related to implementation, in addition to monitoring, evaluation, and improvement.

B.6.1. Monitoring and updating program outcomes (This also includes foreign language preparatory education.)

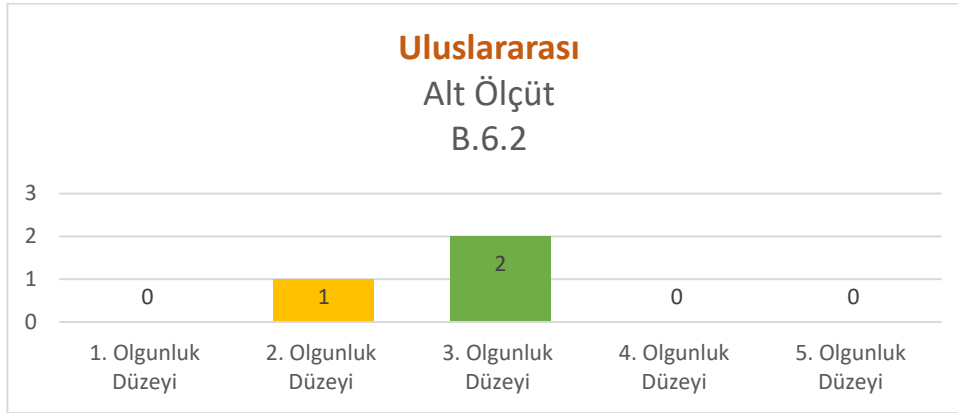


This sub-criterion addresses the monitoring and updating of program outcomes. It also covers the updating of course learning outcomes. With respect to Criterion B.6.1, among the programs receiving international accreditation, one program is at the second maturity level and two programs are at the fourth maturity level. In one program, there are areas open to improvement related to implementation, monitoring, evaluation, and enhancement.

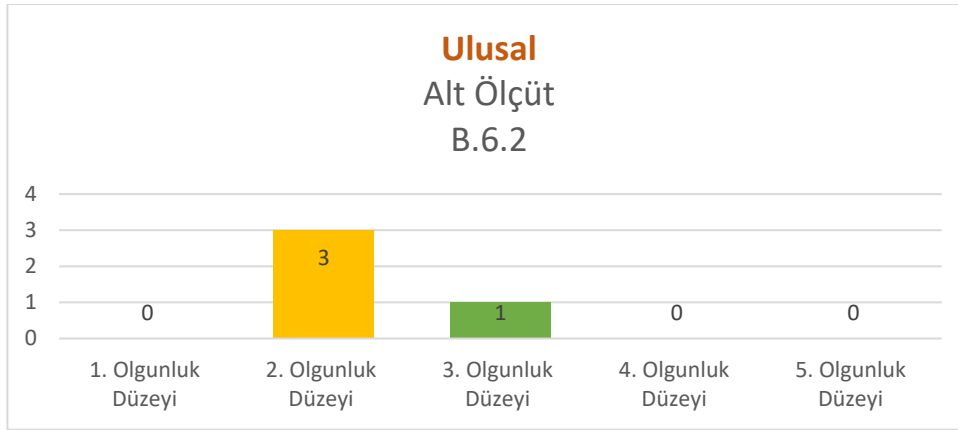


With respect to this sub-criterion, it is observed that among the nationally accredited programs, one program remains at the first maturity level, while three programs are at the second maturity level.

## B.6.2. Graduate Tracking System

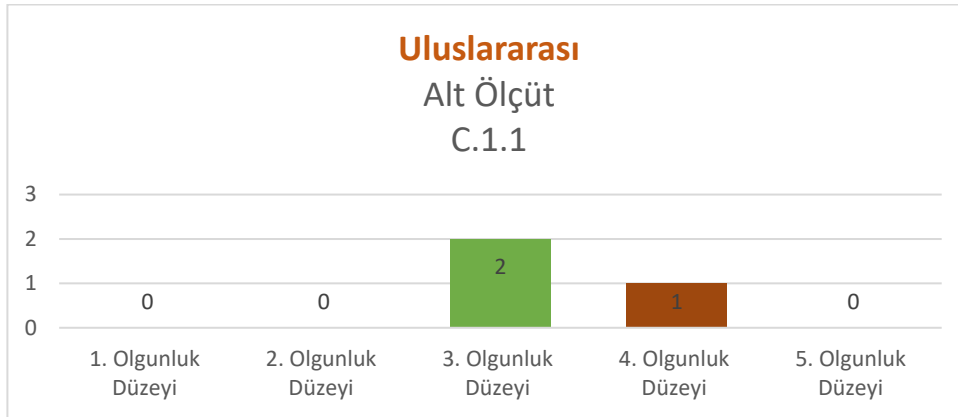


With respect to Criterion B.6.2, among the programs receiving international accreditation, one program is at the second maturity level and two programs are at the third maturity level. All programs have areas open to improvement related to monitoring, evaluation, and enhancement. In addition, one program has deficiencies related to implementation.

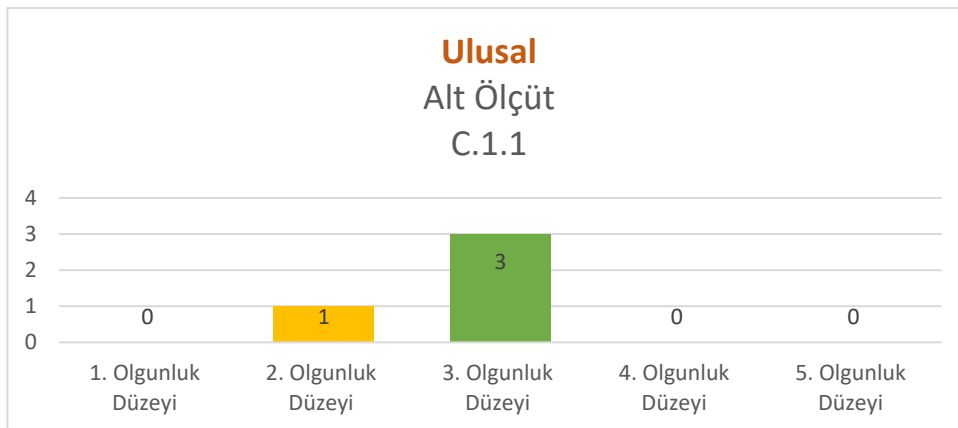


With respect to this sub-criterion, it is observed that three of the nationally accredited programs have planning in place; however, there are areas open to improvement in implementation, monitoring, and enhancement. Accordingly, three programs are at the second maturity level, while one program is at the third maturity level.

## C.1.1. The institution's research policy, goals, and strategy.

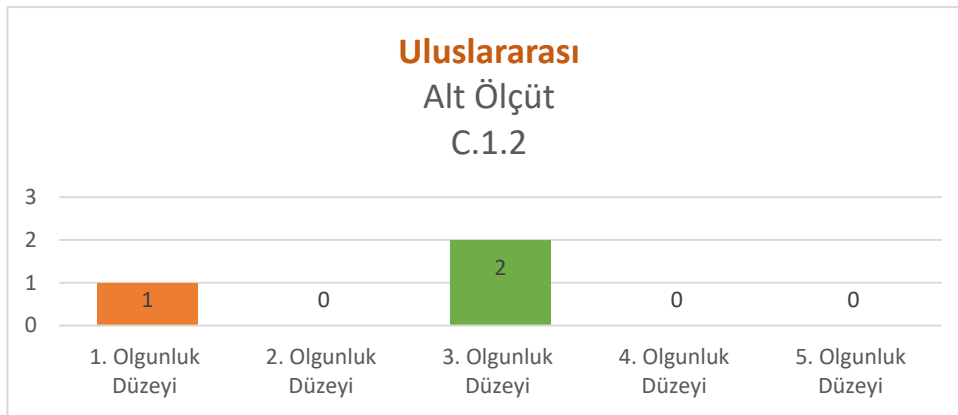


Within this sub-criterion, IAA expects the institution to have defined research policies, objectives, and strategies that are publicly announced; to conduct research activities in line with these frameworks; and to carry out monitoring, evaluation, and updating of the policies, objectives, and strategies. With respect to Criterion C.1.1, among the programs receiving international accreditation, two programs are at the third maturity level and one program is at the fourth maturity level. In two programs, there are areas open to improvement related to monitoring, evaluation, and enhancement.

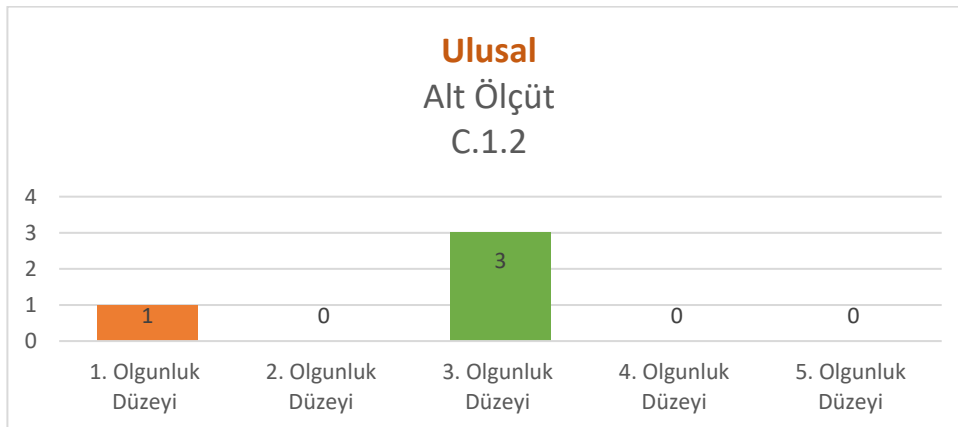


With respect to this sub-criterion, it is observed that among the programs receiving national accreditation, one program is at the second maturity level and three programs are at the third maturity level. In one program, there are areas open to improvement related to implementation, monitoring, evaluation, and enhancement.

## C.1.2 Management and organizational structure of Research and Development processes.

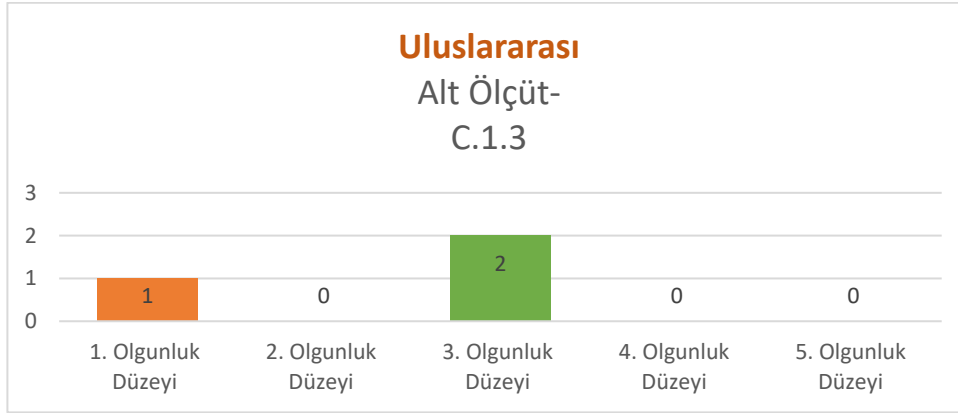


Within this sub-criterion, IAA expects the management of research and development processes to be ensured, an appropriate organizational structure to be established, the effectiveness of this organizational structure to be monitored, and necessary improvements to be implemented based on evaluation results. With respect to Criterion C.1.2, among the programs receiving international accreditation, it is observed that one program remains at the first maturity level, while two programs are at the third maturity level. In one program, there are areas open to improvement related to planning, implementation, monitoring, evaluation, and enhancement.

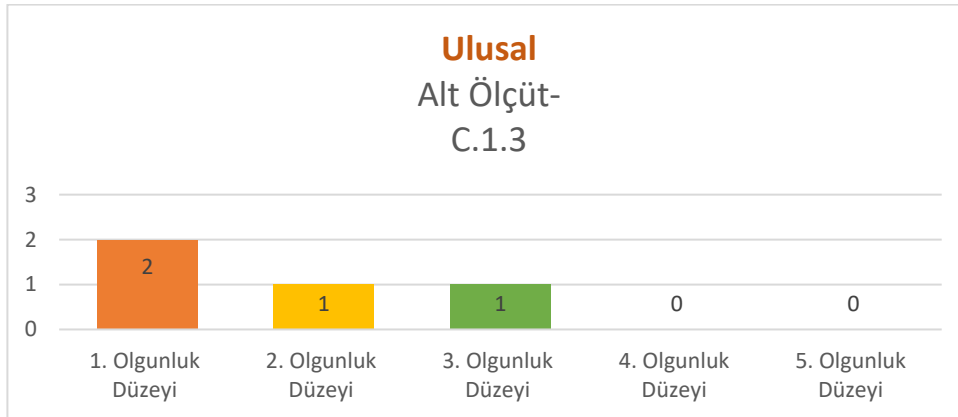


With respect to this sub-criterion, it is observed that among the programs receiving national accreditation, one program remains at the first maturity level, while three programs are at the third maturity level. In one program, there are areas open to improvement related to planning, implementation, monitoring, evaluation, and enhancement.

## C.1.3. The relationship of research to local/regional/national needs and demands.

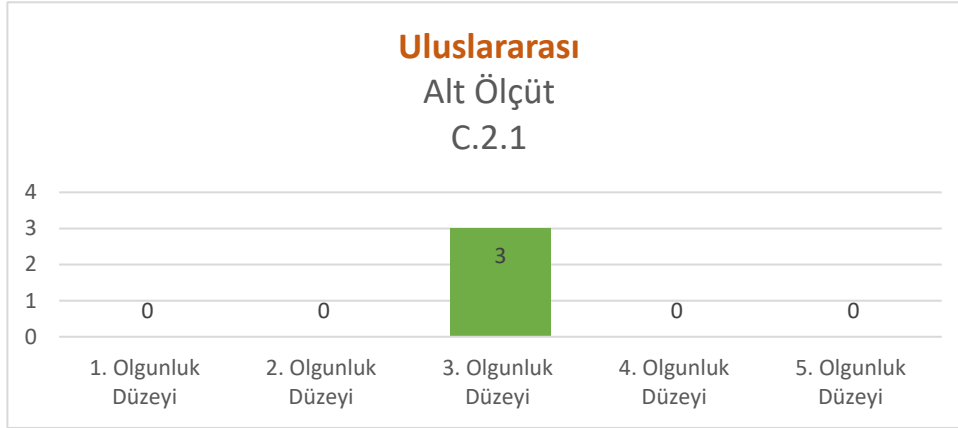


Within this sub-criterion, IAA expects research conducted within the program's faculty to be carried out in alignment with local, regional, and national needs and demands. With respect to Criterion C.1.3, it is observed that among the programs receiving international accreditation, one program remains at the first maturity level, while two programs are at the third maturity level. In one program, there are areas open to improvement related to planning, implementation, monitoring, evaluation, and enhancement.

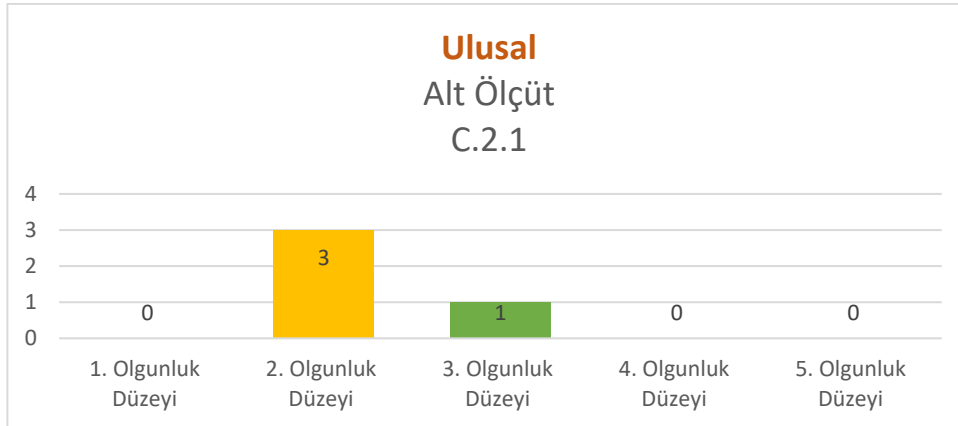


With respect to this sub-criterion, it is observed that among the programs receiving national accreditation, two programs remain at the first maturity level, one program is at the second maturity level, and one program is at the third maturity level. Overall, it is evident that the PDCA (Plan–Do–Check–Act) cycles are not being effectively implemented.

## C.2.1. Research resources: physical, technical, financial

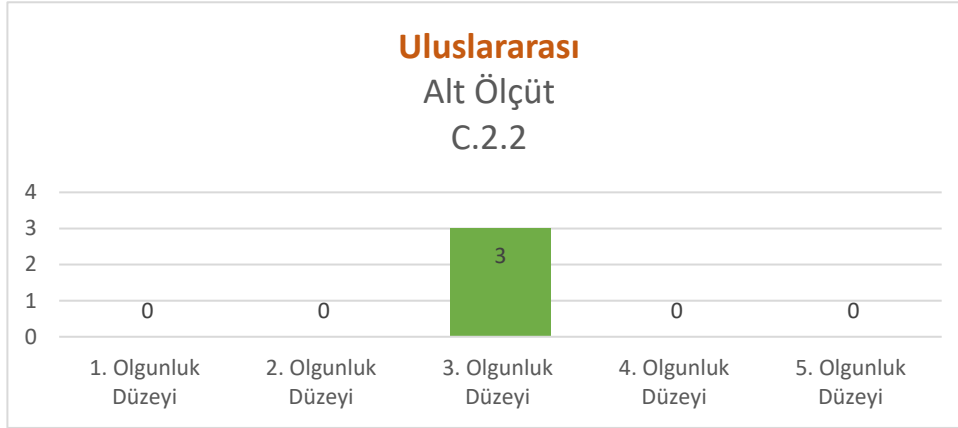


Within the scope of this sub-criterion, IAA expects the faculty to ensure that its research resources are aligned with its mission, vision, and strategies and are adequate in this regard. With respect to Criterion C.2.1, it is observed that the programs receiving international accreditation are at the third maturity level. Across all programs, there are areas open to improvement related to monitoring, evaluation, and enhancement.

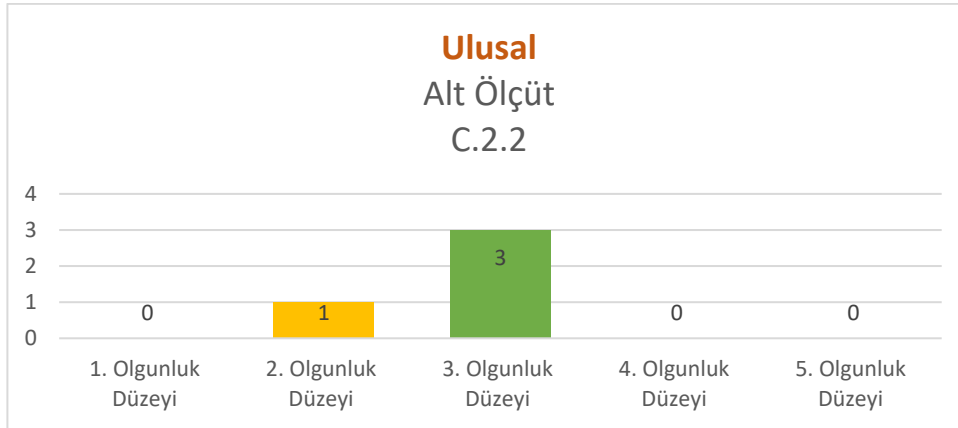


With respect to this sub-criterion, it is observed that three programs are at the second maturity level and one program is at the third maturity level. In the majority of the programs, deficiencies in implementation are evident.

## C.2.2. Internal university resources (BAP, etc.)

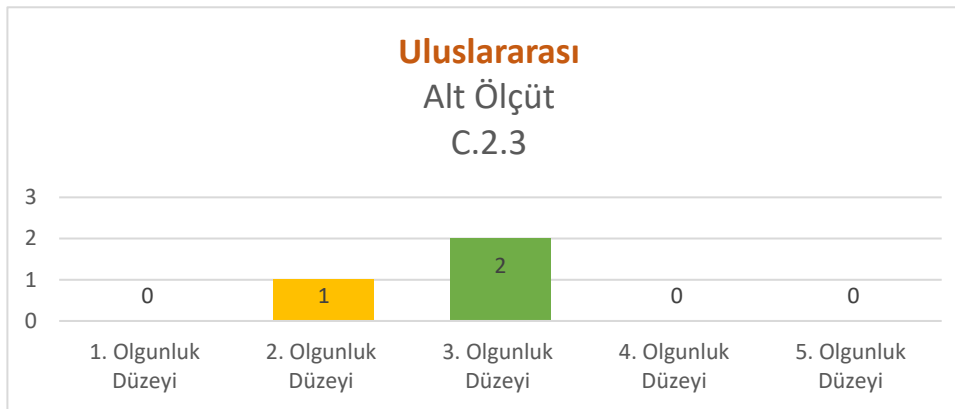


With respect to Criterion C.2.2, it is observed that the programs receiving international accreditation are at the third maturity level. There are areas open to improvement related to monitoring, evaluation, and enhancement.

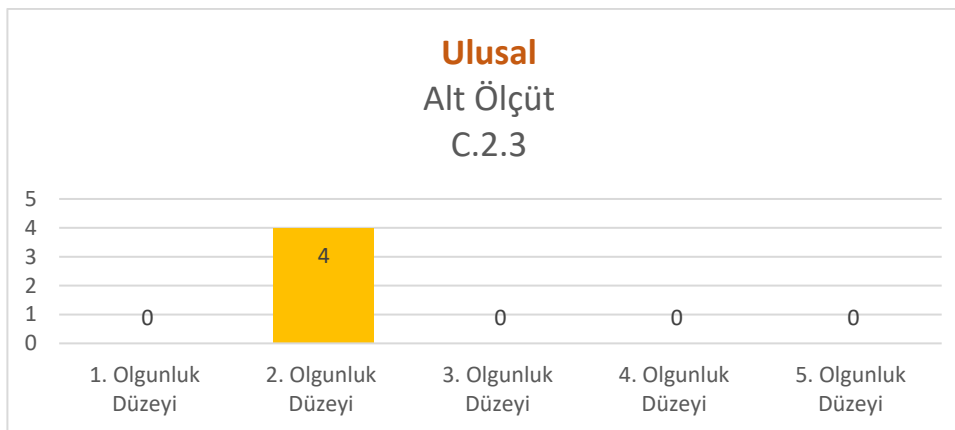


With respect to this sub-criterion, it is observed that among the programs receiving national accreditation, one program is at the second maturity level, while three programs are at the third maturity level.

## C.2.3. Turning to external resources (Methods and support)

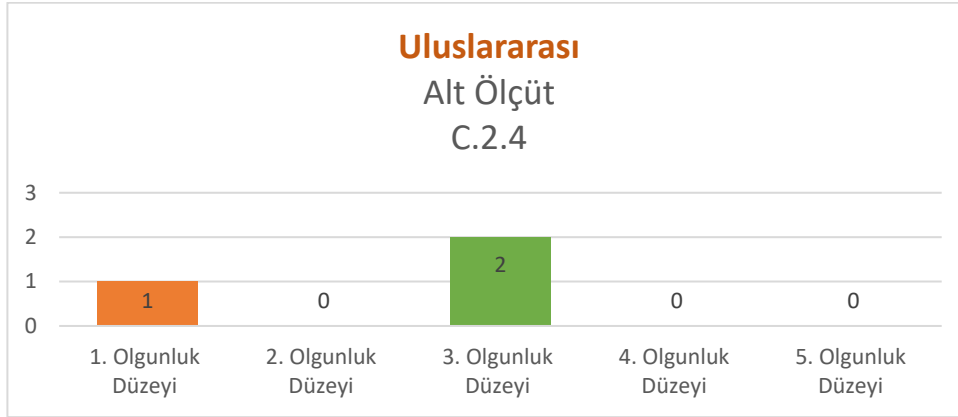


With respect to Criterion C.2.3, among the programs receiving international accreditation, it is observed that one program is at the second maturity level and two programs are at the third maturity level. In one program, there are areas open to improvement related to implementation, monitoring, evaluation, and enhancement.

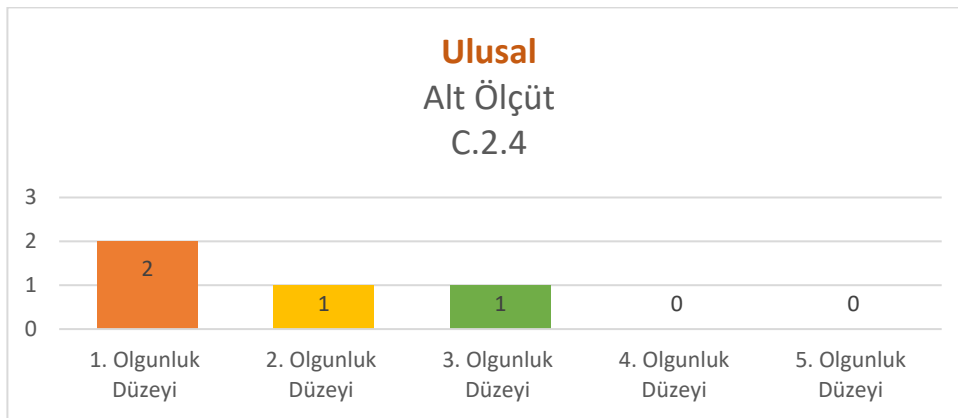


With respect to this sub-criterion, all four nationally accredited programs have been evaluated at the second maturity level. There are areas open to improvement related to implementation, monitoring, evaluation, and taking corrective actions.

## C.2.4. Graduate Programs Aligned with the Institution's Research Policy, Objectives, and Strategy

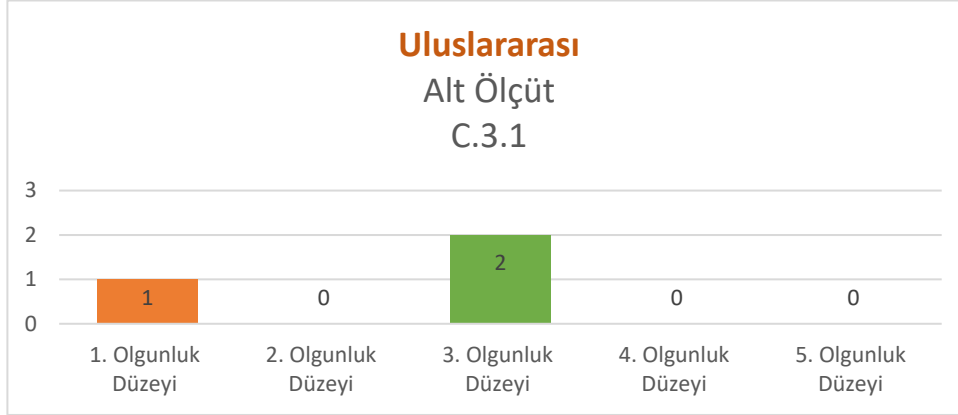


With respect to Criterion C.2.4, among the programs receiving international accreditation, it is observed that one program remains at the first maturity level, while two programs are at the third maturity level. In one program, there are areas open to improvement related to planning, implementation, monitoring, evaluation, and enhancement.

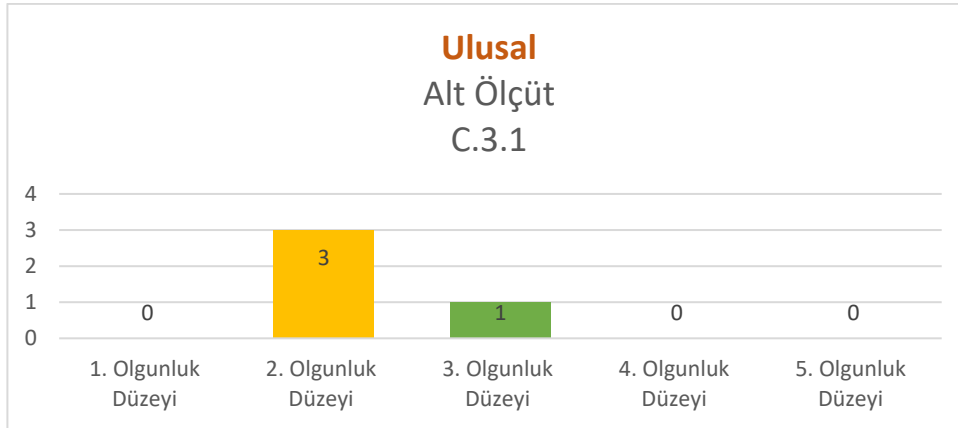


With respect to this sub-criterion, it is observed that two programs remain at the first maturity level, one program is at the second maturity level, and one program is at the third maturity level.

## C.3.1. Research competence of faculty members and the development of their research competence.

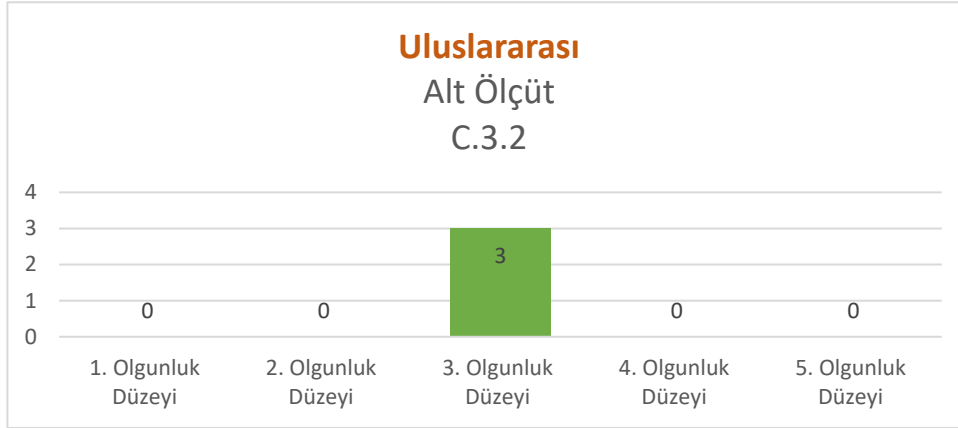


Within this sub-criterion, IAA expects faculties to carry out processes aimed at developing the research competencies of academic staff and to operate the PUKÖ (PDCA) cycle. With respect to Criterion C.3.1, it is observed that among the programs receiving international accreditation, one program remains at the first maturity level, while two programs are at the third maturity level. In one program, there are areas open to improvement related to planning, implementation, monitoring, evaluation, and enhancement.

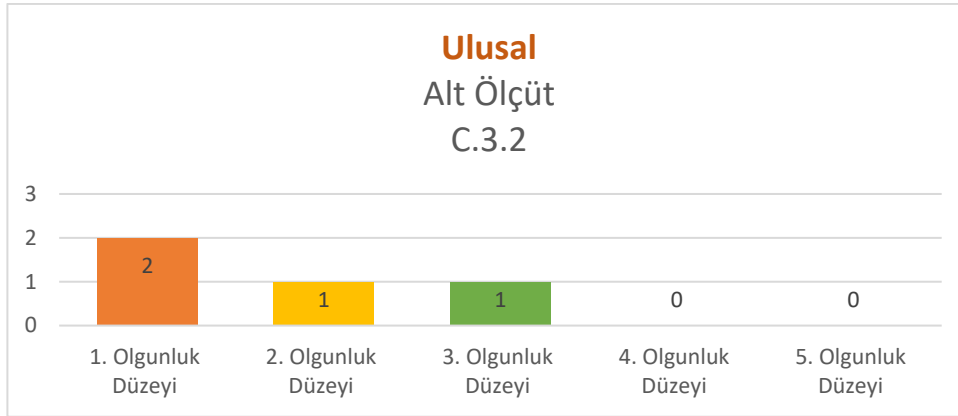


It is observed that all accredited programs have planning in place; however, due to the absence of implementation or shortcomings in the comprehensiveness of existing practices, three programs are evaluated at the second maturity level, while one program that has implemented practices is evaluated at the third maturity level.

## C.3.2. National and International Joint Programs and Joint Research Units

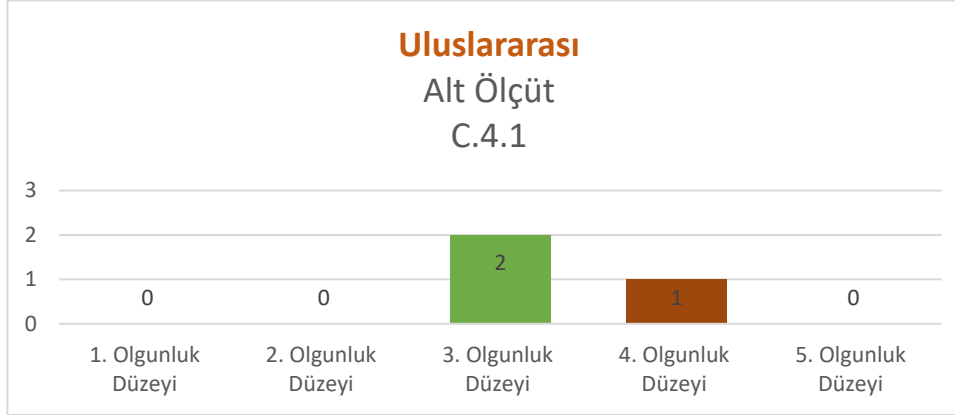


Within the scope of this sub-criterion, the establishment of national and international joint programs, the creation of joint research mechanisms, or participation in such mechanisms is expected. With respect to Criterion C.3.2, it is observed that the programs receiving international accreditation are at the third maturity level. There are areas open to improvement related to monitoring, evaluation, and enhancement.

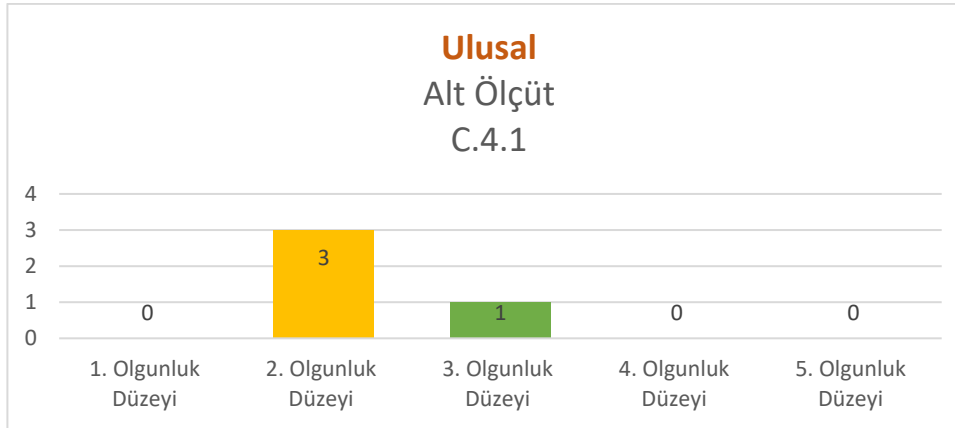


With respect to this sub-criterion, it is observed that among the programs receiving national accreditation, two programs remain at the first maturity level, one program is at the second maturity level, and one program is at the third maturity level.

## C.4.1. Faculty performance evaluation

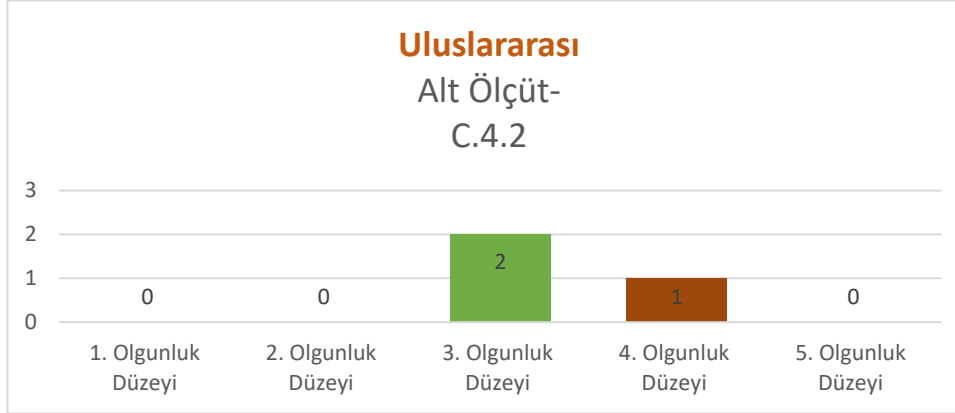


Within the scope of this sub-criterion, it is expected that the research performance of academic staff is monitored and evaluated, and that the results are shared transparently. With respect to Criterion C.4.1, among the programs receiving international accreditation, it is observed that two programs are at the third maturity level and one program is at the fourth maturity level. In the programs at the third maturity level, there are areas open to improvement related to monitoring, evaluation, and enhancement.

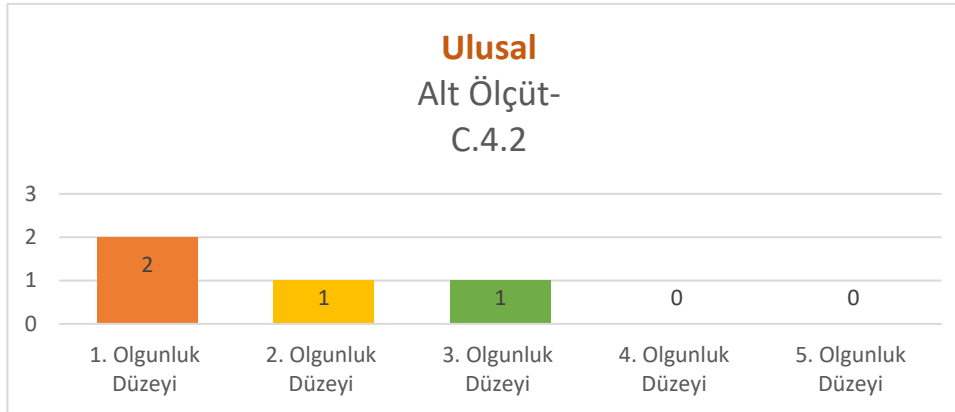


Within the scope of this sub-criterion, it is expected that the research performance of academic staff is monitored and evaluated, and that the results are shared transparently. Due to deficiencies in the monitoring and evaluation stages, one nationally accredited program has been assessed at the third maturity level, while three programs have been assessed at the second maturity level due to shortcomings in implementation, monitoring, evaluation, and improvement.

## C.4.2. Evaluation of research performance and improvement based on results.

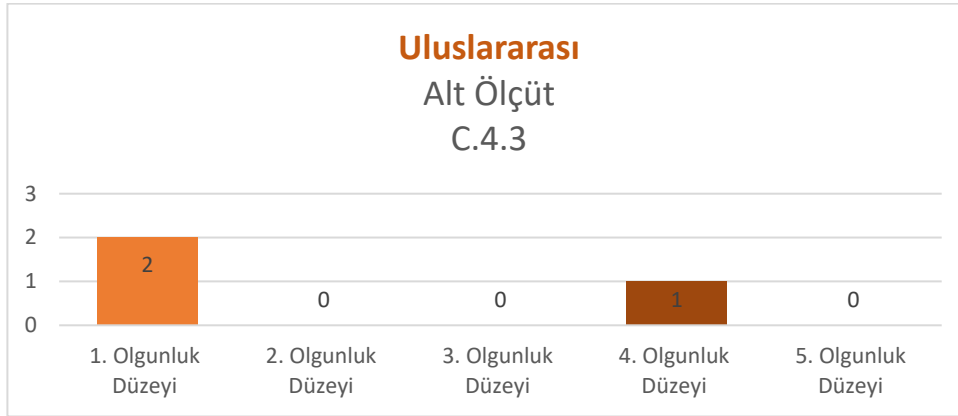


Within the scope of this sub-criterion, it is expected that research activities conducted within the faculty of the program are monitored and evaluated, that these activities are compared with defined targets, and that the results are assessed. In addition, the establishment of incentive and recognition mechanisms based on research performance is expected. With respect to Criterion C.4.2, among the programs receiving international accreditation, it is observed that two programs are at the third maturity level and one program is at the fourth maturity level. In the programs at the third maturity level, there are areas open to improvement related to monitoring, evaluation, and enhancement.

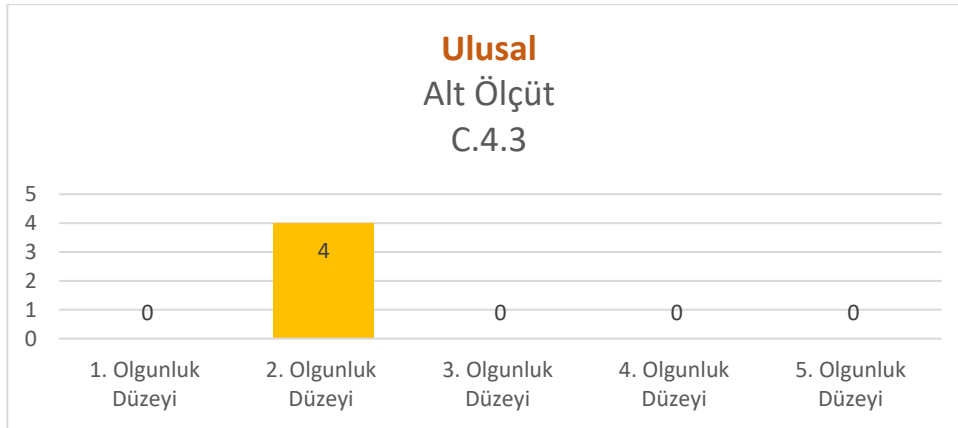


With respect to this sub-criterion, it is observed that among the programs receiving national accreditation, two programs remain at the first maturity level, one program is at the second maturity level, and one program is at the third maturity level.

## C.4.3. Research budget performance

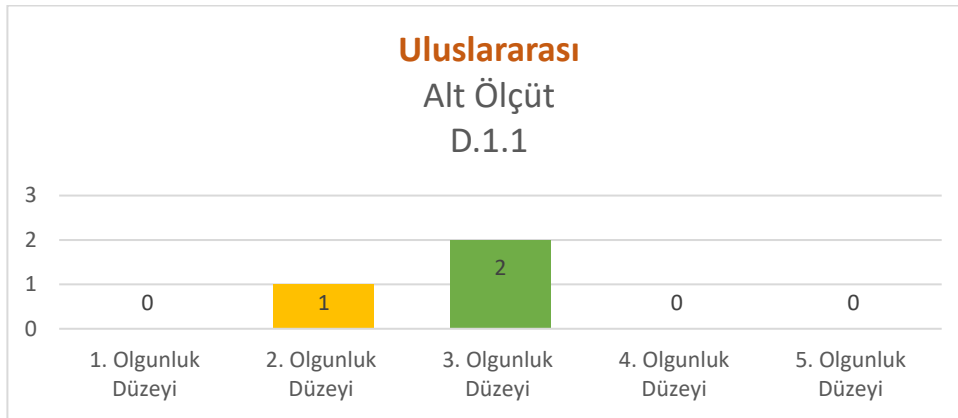


Within the scope of this sub-criterion, IAA expects the monitoring and improvement of processes related to the adequacy and development of the research budget. With respect to Criterion C.4.3, among the programs receiving international accreditation, it is observed that two programs remain at the first maturity level, while one program is at the fourth maturity level. In two programs, there are areas open to improvement related to planning, implementation, monitoring, evaluation, and improvement.

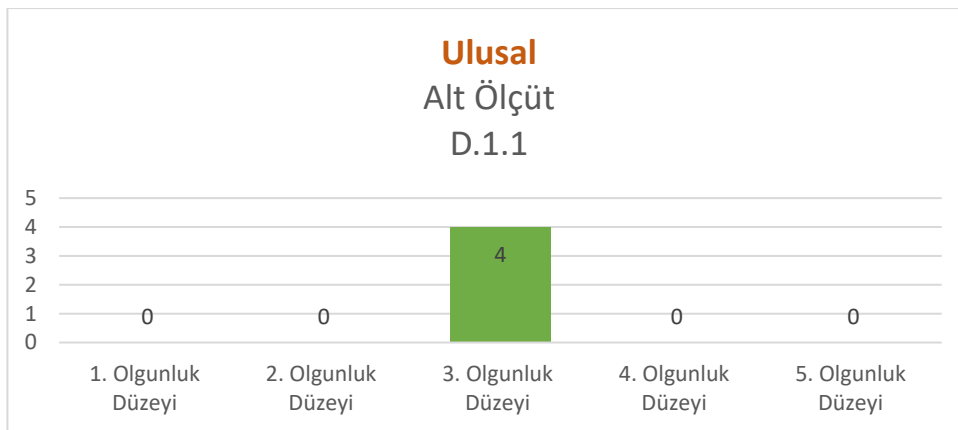


Within the scope of this sub-criterion, IAA expects the monitoring and improvement of processes related to the adequacy and development of the research budget. With respect to this sub-criterion, all programs receiving national accreditation have been evaluated at the second maturity level due to areas open to improvement in implementation.

## D.1.1. Social contribution policy, objectives and strategy

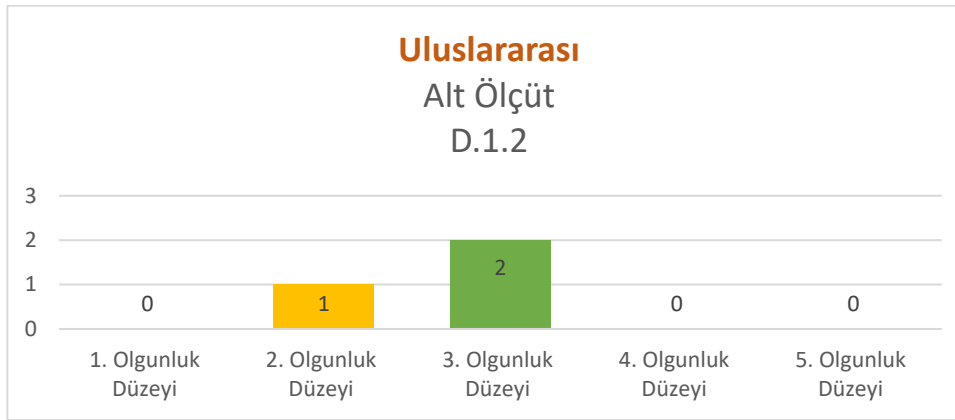


Within this sub-criterion, IAA expects the faculties of the programs to define their social contribution policies, objectives, and strategies; to carry out social contribution activities within this framework; and to monitor, evaluate, and update these policies, objectives, and strategies accordingly. With respect to Criterion D.1.1, among the programs receiving international accreditation, it is observed that one program is at the second maturity level, while two programs are at the third maturity level.

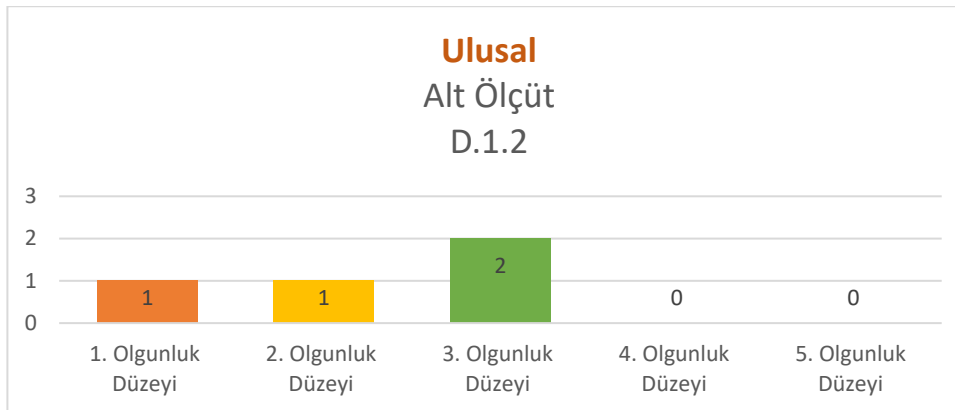


With respect to this sub-criterion, all nationally accredited programs have been evaluated as being at the third maturity level. In all programs, there are areas open to improvement related to monitoring, evaluation, and enhancement.

## D.1.2. Management and organizational structure of community contribution processes.

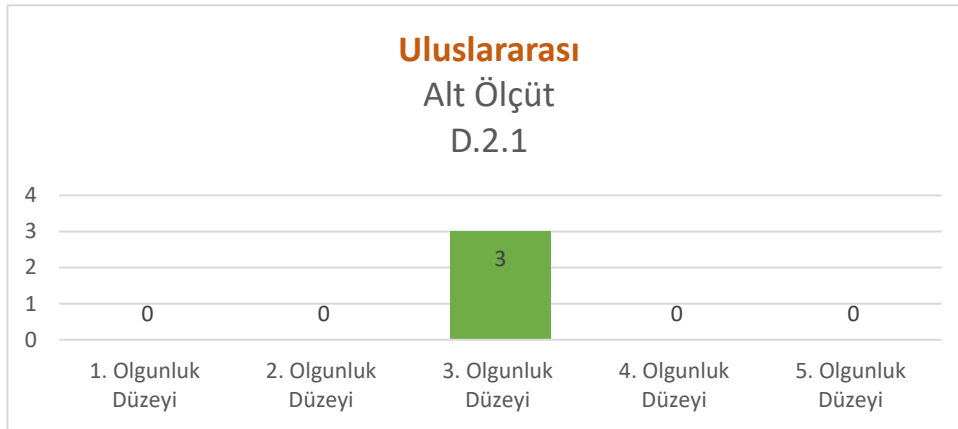


Under this sub-criterion, it is expected that an organizational structure exists for community engagement services, that practices are carried out through this structure, and that the efficiency of the structure is monitored, evaluated, and improved when necessary. With respect to Criterion D.1.2, among the programs receiving international accreditation, one program is at the second maturity level, and two programs are at the third maturity level.

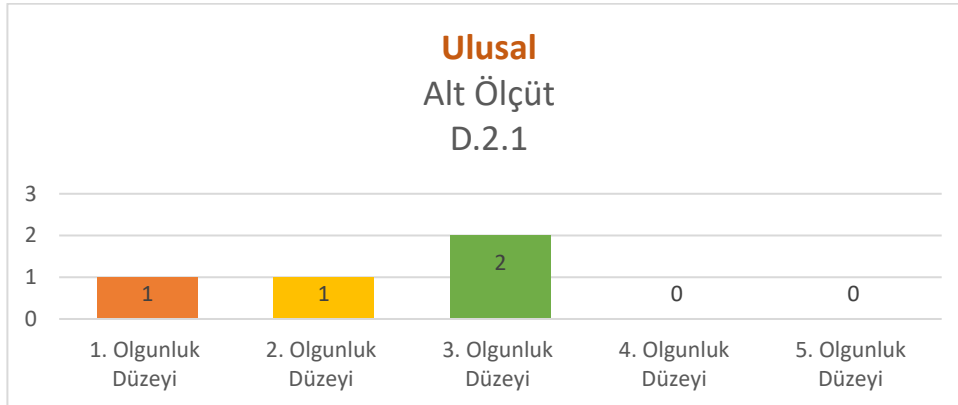


Regarding this sub-criterion, among the programs receiving national accreditation, one program is at the first maturity level, one program is at the second maturity level, and two programs are at the third maturity level.

## D.2.1. References

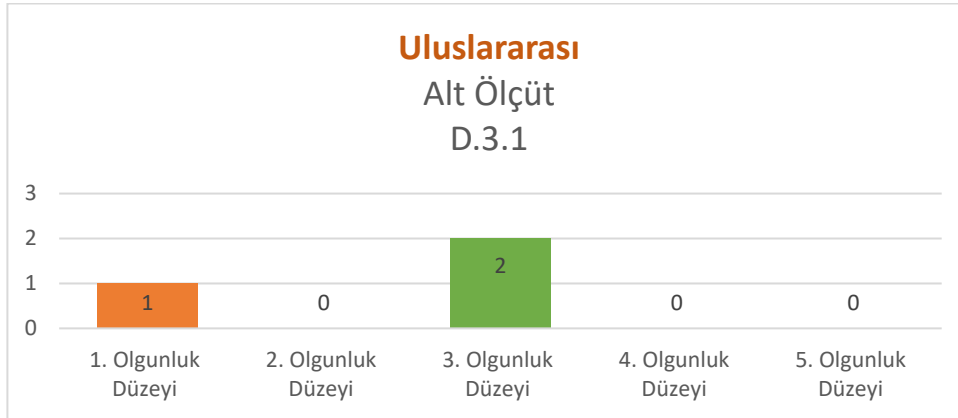


Within this sub-criterion, IAA expects the establishment of social contribution resources with adequate quality and quantity, and the operation of processes for improvement, evaluation, and corrective actions. With respect to Criterion D.2.1, it is observed that the programs receiving international accreditation are at the third maturity level. In all programs, there are areas open to improvement related to monitoring, evaluation, and enhancement.

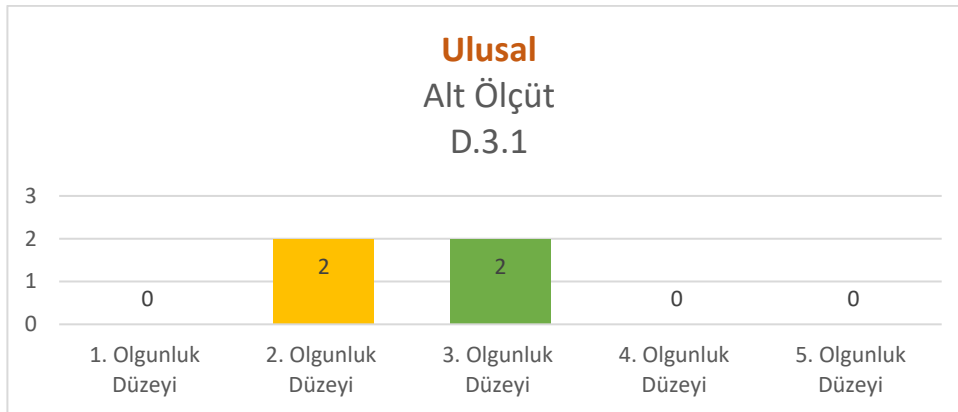


Regarding this sub-criterion, it is observed that among the programs receiving national accreditation, one program is at the first maturity level, one program is at the second maturity level, and two programs are at the third maturity level.

## D.3.1. Monitoring and improving community contribution performance

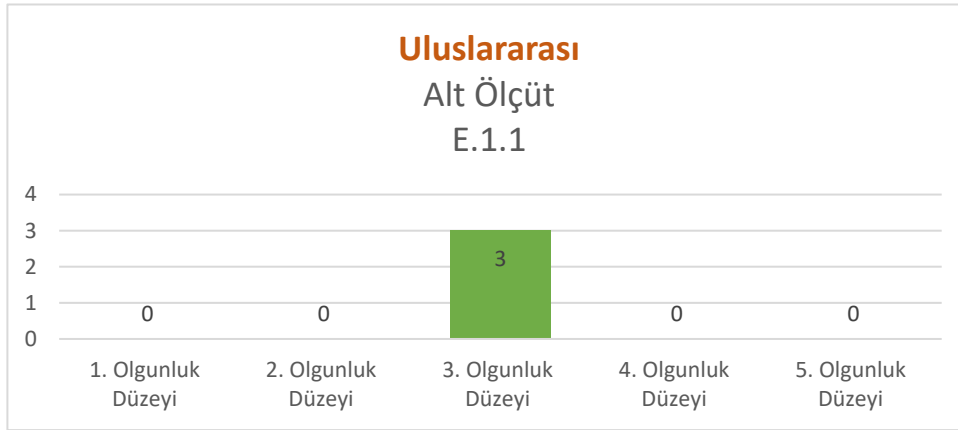


Within this sub-criterion, IAA expects the faculty to monitor the achievement level and performance of its social contribution objectives, to establish mechanisms for this monitoring, and to take steps for improvement. Regarding Criterion D.3.1, among the programs receiving international accreditation, one program is at the first maturity level, and two programs are at the third maturity level. In the program at the first maturity level, there are areas open to improvement not only in monitoring, evaluation, and enhancement but also in planning and implementation.

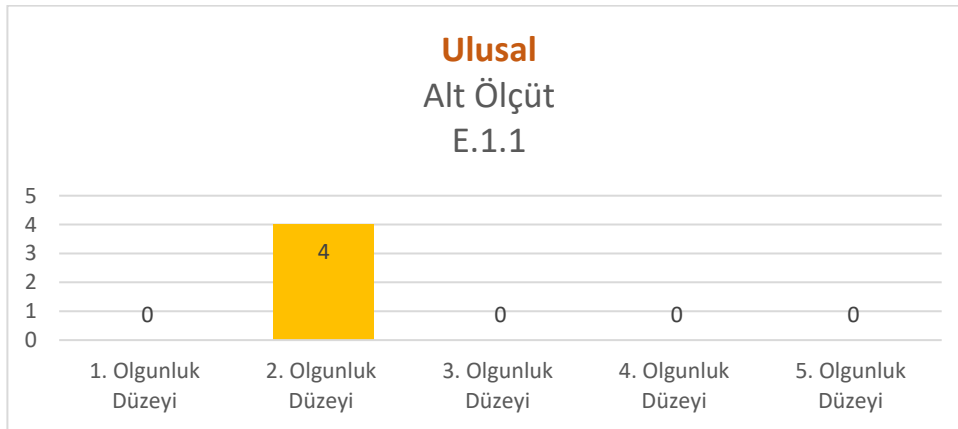


Regarding this sub-criterion, two programs are at the second maturity level, and two programs are at the third maturity level.

## E.1.1. Management model and administrative structure

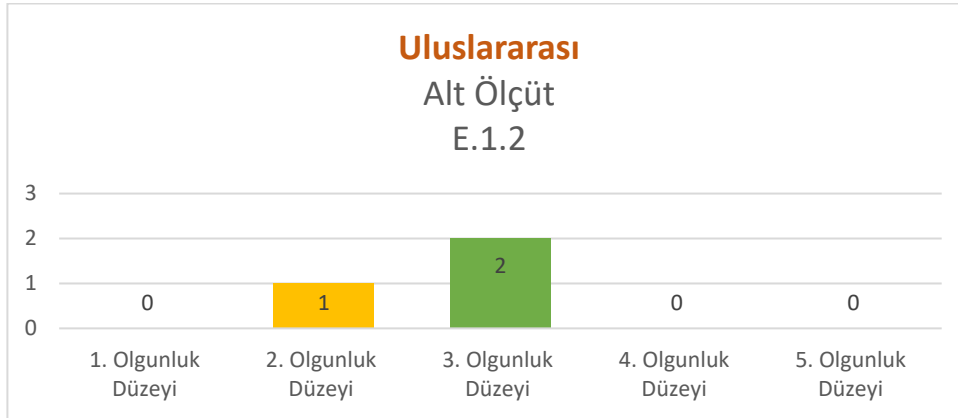


Within this sub-criterion, IAA expects the faculty to define its management model and administrative structure, determine and announce associated authorities and responsibilities, and establish workflow processes. With respect to Criterion E.1.1, it is observed that programs receiving international accreditation are at the third maturity level. In all programs, there are areas open to improvement related to monitoring, evaluation, and enhancement.

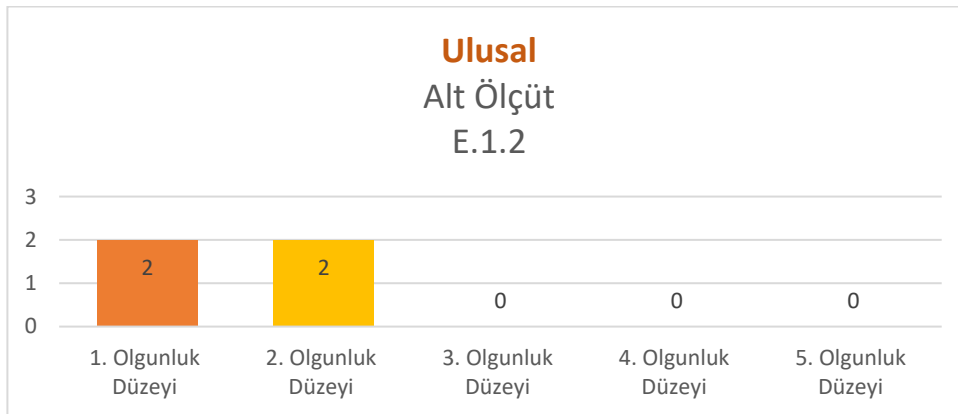


Regarding this sub-criterion, it has been observed that all nationally accredited programs are at the second maturity level. In all programs, there are areas open to improvement related to implementation in accordance with defined processes.

## E.1.2. Process management

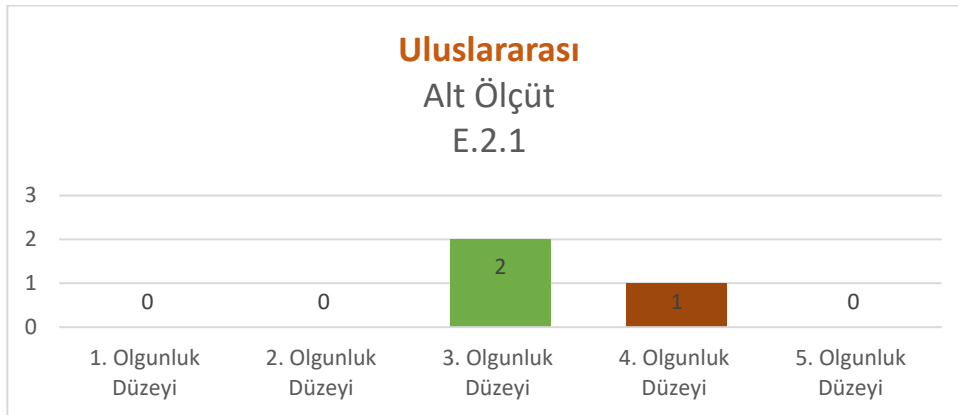


Within this sub-criterion, IAA expects that planning is carried out for all RUBRIC criteria and that the PDCA (Plan-Do-Check-Act) cycles are implemented. With respect to Criterion E.1.2, among the programs receiving international accreditation, one program is at the second maturity level, and two programs are at the third maturity level. In the programs at the third maturity level, there are areas open to improvement related to monitoring, evaluation, and enhancement.

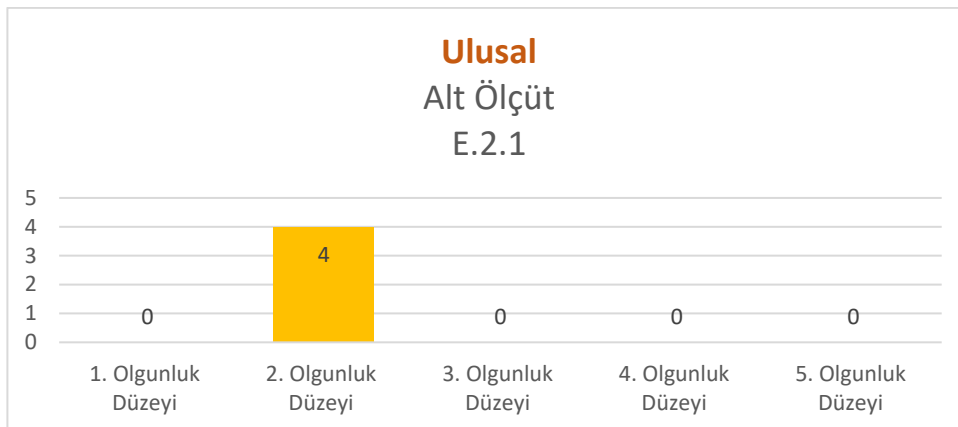


Regarding this sub-criterion, among the nationally accredited programs, two programs remained at the first maturity level, and two programs are at the second maturity level.

## E.2.1. Human resources management

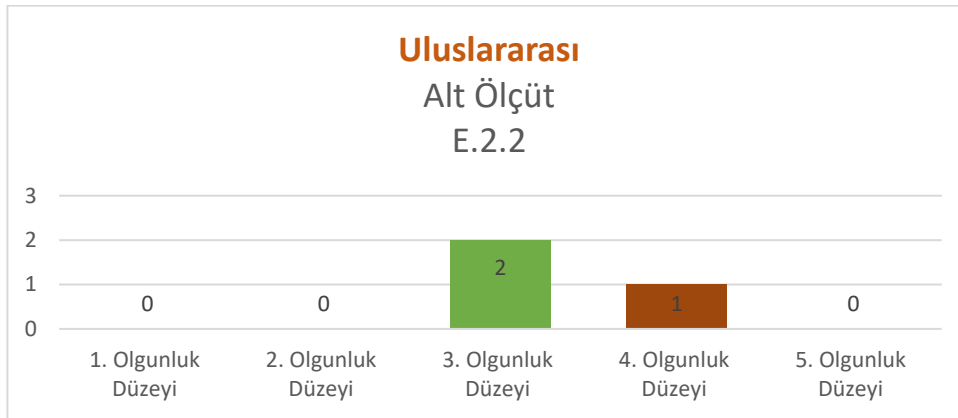


Regarding this sub-criterion, IAA expects clearly defined rules and processes for both academic and administrative staff, with transparent implementation. It also expects mechanisms for conducting satisfaction surveys. With respect to Criterion E.2.1, among the programs receiving international accreditation, two programs are at the third maturity level, and one program is at the fourth maturity level. In the programs at the third maturity level, there are areas open to improvement related to monitoring, evaluation, and enhancement.

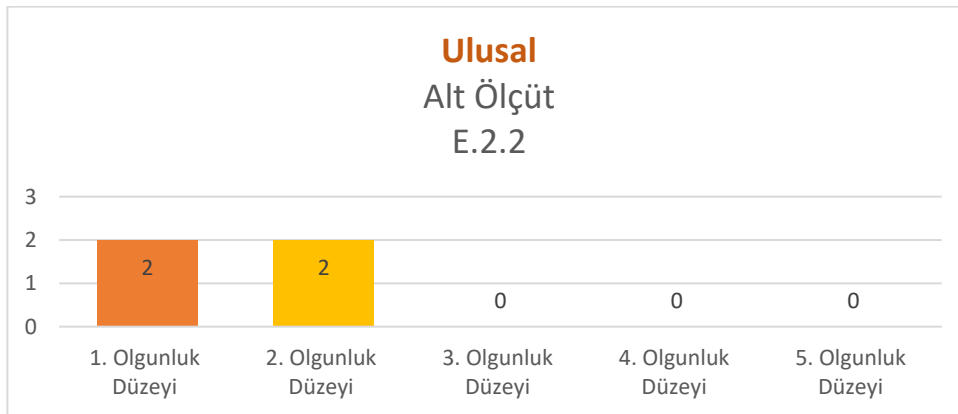


Regarding this sub-criterion, IAA expects that rules and processes for both academic and administrative staff are clearly defined, well-known, and transparently implemented. It also expects that satisfaction surveys are conducted through established mechanisms. Concerning this sub-criterion, all nationally accredited programs have been evaluated at the second maturity level. There are areas open to improvement in terms of mechanisms, implementation, monitoring, evaluation, and enhancement.

## E.2.2. Management of financial resources



Regarding this sub-criterion, IAA expects the identification of revenue sources and expense items, their monitoring over the years, and improvements based on evaluations. With respect to Criterion E.2.2, among the programs receiving international accreditation, two programs are at the third maturity level, and one program is at the fourth maturity level. In the program at the fourth maturity level, monitoring, evaluation, and enhancement processes are implemented.

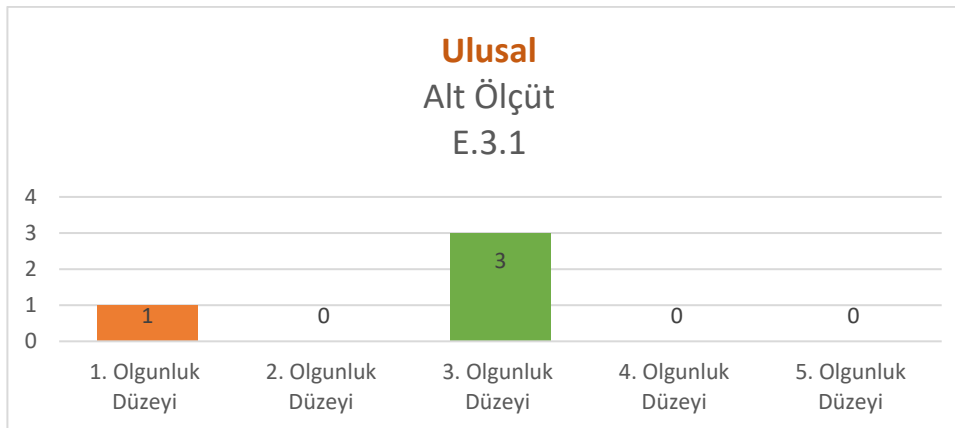


Regarding this sub-criterion, IAA expects the identification of revenue sources and expense items, their monitoring over the years, and improvements based on evaluations. With respect to Criterion E.2.2, among the programs receiving international accreditation, two programs are at the third maturity level, and one program is at the fourth maturity level. In the program at the fourth maturity level, monitoring, evaluation, and enhancement processes are implemented.

## E.3.1. Integrated information management system

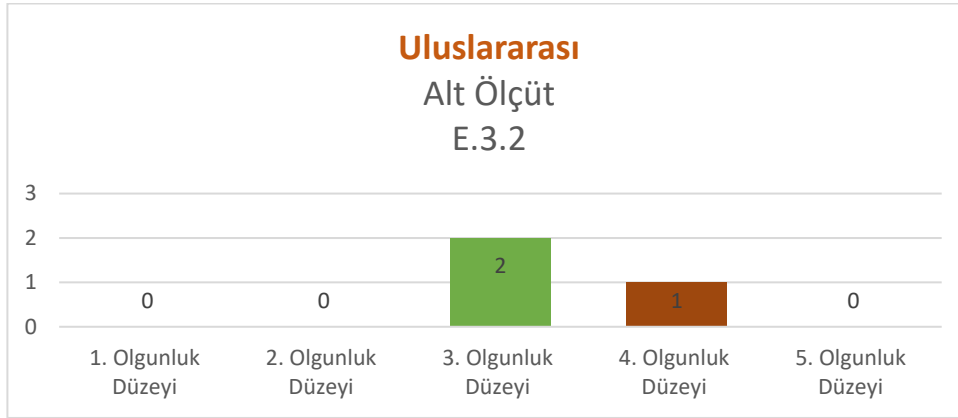


Regarding this sub-criterion, IAA expects the faculty to have an information management system used by both academic and administrative units, which is integrated, supports the quality management system, and provides data for monitoring and evaluation of practices. With respect to Criterion E.3.1, among the programs receiving international accreditation, one program is at the first maturity level, and two programs are at the second maturity level. In all programs, there are areas open to improvement related to implementation, monitoring, evaluation, and enhancement.

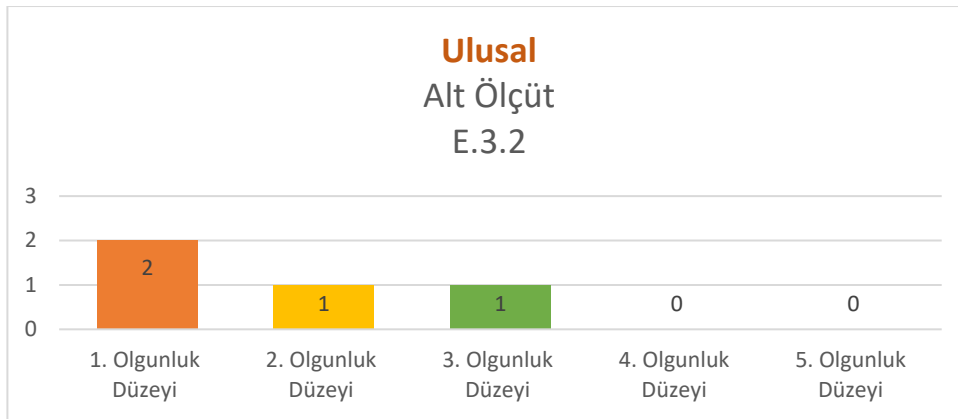


Regarding this sub-criterion, among the programs receiving national accreditation, one program is at the first maturity level, and three programs are at the third maturity level.

## E.3.2. Information security and reliability

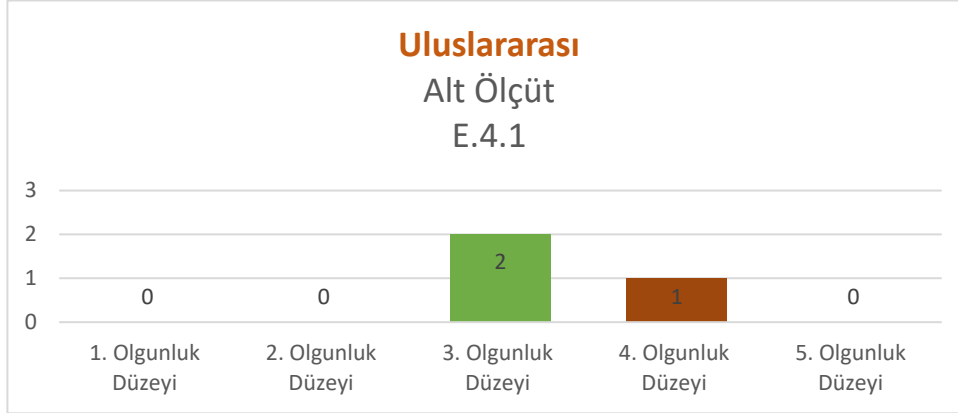


Within this sub-criterion, it is expected that the information management system used by academic, administrative, and other units ensures security, confidentiality, and reliability. Regarding Criterion E.3.2, among the programs receiving international accreditation, two programs are at the third maturity level and one program is at the fourth maturity level. In the programs at the third maturity level, there are areas open to improvement related to monitoring, evaluation, and enhancement.

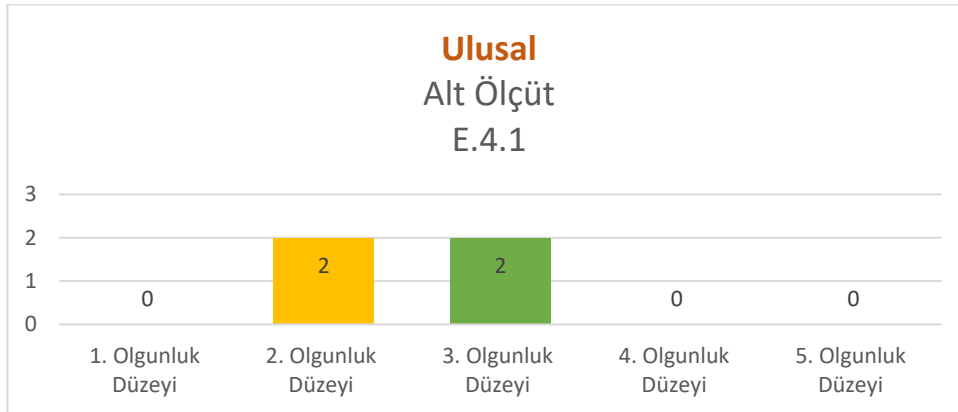


Within this sub-criterion, it is expected that the information management system used by academic, administrative, and other units ensures security, confidentiality, and reliability. It is also expected that user roles and permissions are clearly defined. Regarding this sub-criterion, among the accredited programs, two programs are at the first maturity level, one program is at the second maturity level, and two programs are at the third maturity level.

## E 4.1. Suitability, quality and continuity of services and goods

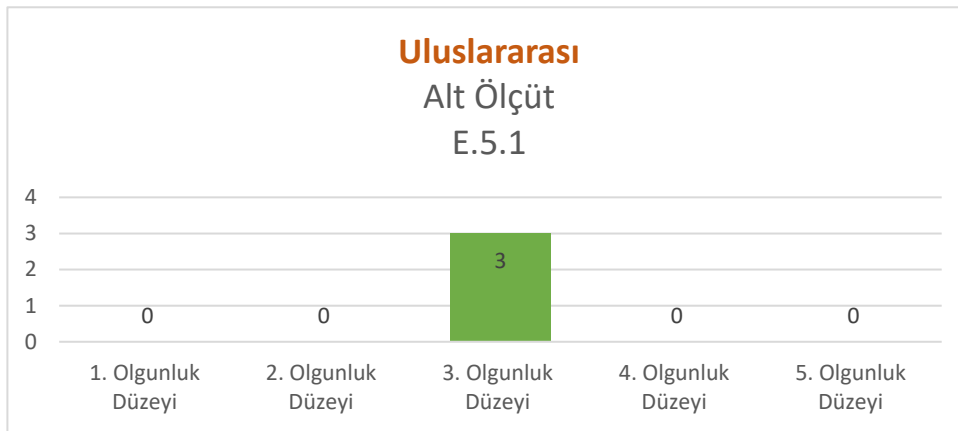


Within this sub-criterion, it is expected that the information management system used by academic, administrative, and other units ensures security, confidentiality, and reliability. It is also expected that user roles and permissions are clearly defined. Regarding this sub-criterion, among the accredited programs, two programs are at the first maturity level, one program is at the second maturity level, and two programs are at the third maturity level.

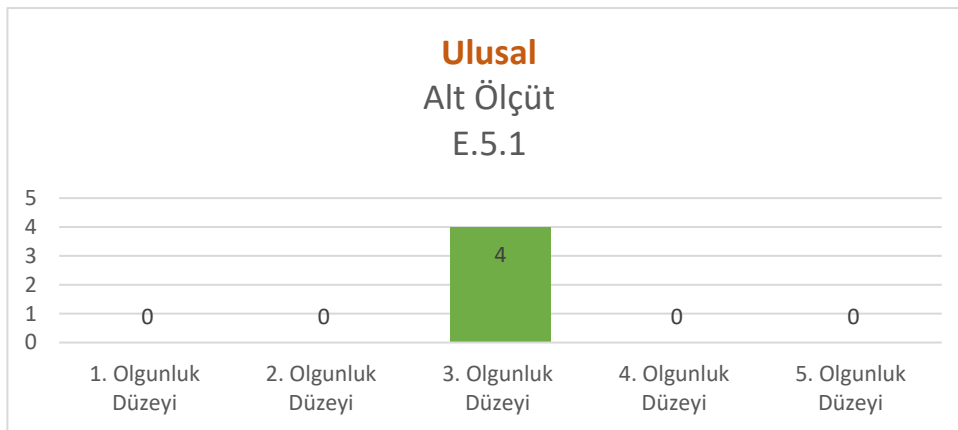


Regarding this sub-criterion, among the programs receiving national accreditation, two programs are at the second maturity level, and two programs are at the third maturity level.

## E.5.1. Informing the public

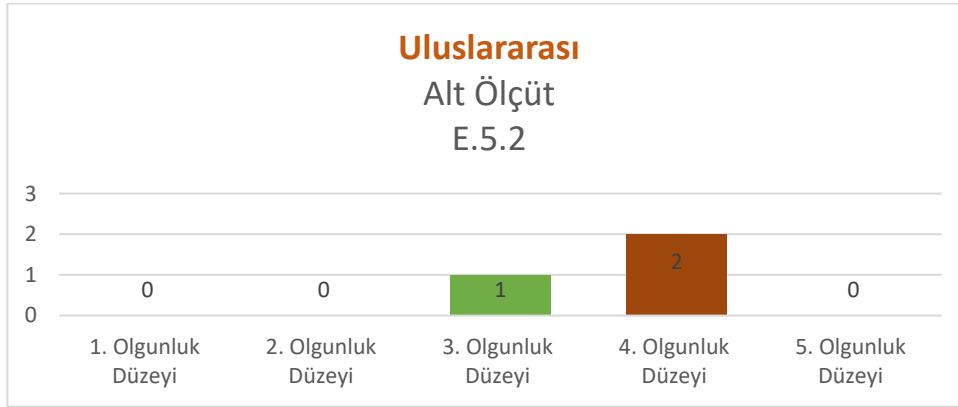


For this sub-criterion, IAA expects the faculty to adopt the principle of informing the public about its activities, to establish information mechanisms, to define systematic steps for communication, and to implement practices accordingly. It also expects the faculty website to be established, accurate, up-to-date, accessible, and user-friendly. Regarding Criterion E.5.1, programs receiving international accreditation are observed to be at the third maturity level. All programs have areas open to improvement in monitoring, evaluation, and enhancement.

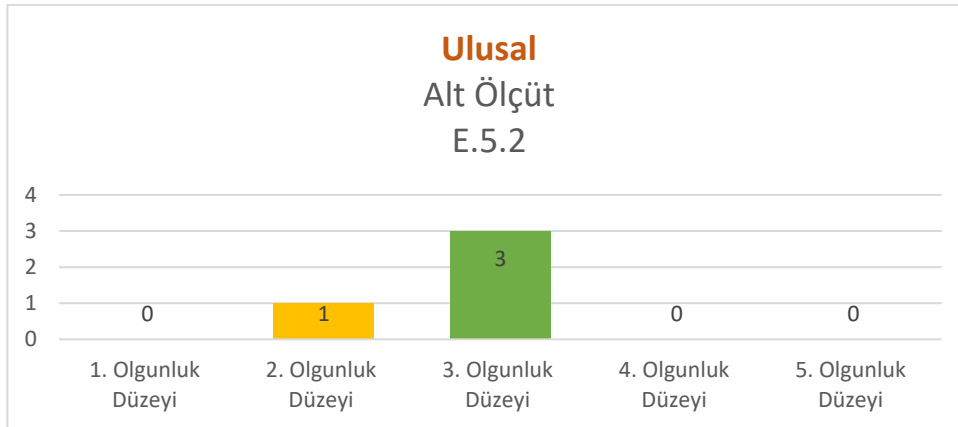


Regarding this sub-criterion, all programs with national accreditation are evaluated to be at the third maturity level. In all programs, there are areas open to improvement related to monitoring, evaluation, and enhancement.

## E.5.2. Accountability methods



Regarding this sub-criterion, IAA expects the faculty to establish accountability mechanisms, set up feedback channels with internal and external stakeholders, and ensure the implementation of these processes. With respect to Criterion E.5.2, among the programs receiving international accreditation, one program is at the third maturity level, while two programs are at the fourth maturity level. In the program at the third maturity level, there are areas open to improvement related to monitoring, evaluation, and enhancement.



For this sub-criterion, among the nationally accredited programs, 1 program is at the second maturity level, and 3 programs are at the third maturity level.

## 5. Institutional Accreditation Information

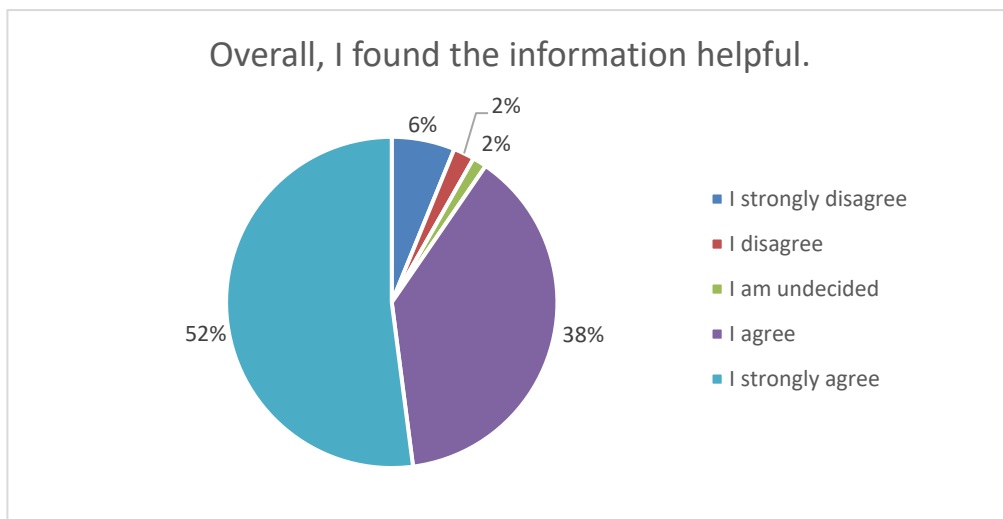
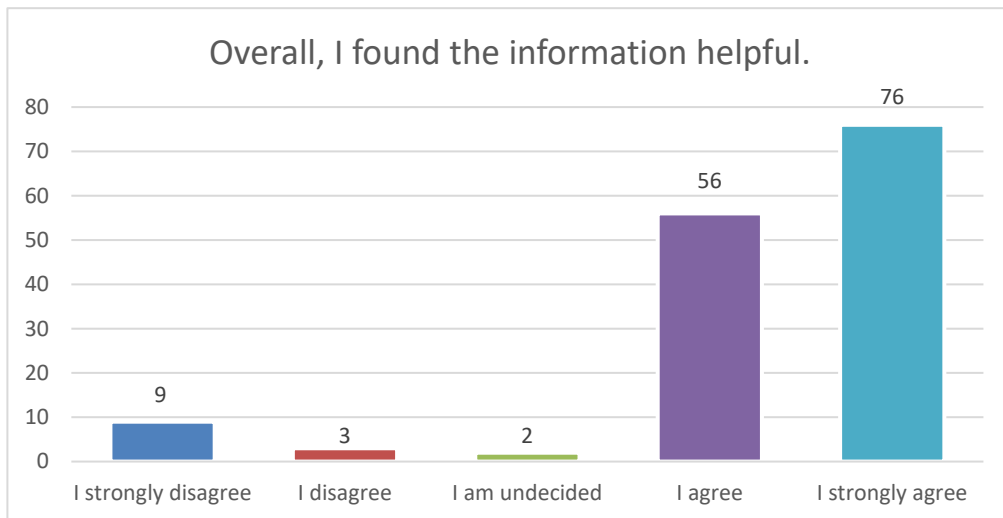
### 5.1. Institutions that have received Accreditation Information

Information Date	Faculty Informed	Method of Information Delivery	Type of Information Delivery
11/01/2024	Kastamonu University Faculty of Theology	Online	National
03/07/2024	Mersin University Faculty of Theology	Online	National
16/07/2024	Kırşehir Ahi Evran University Faculty of Theology	Online	National
23/07/2024	Ordu University Faculty of Theology	Online	National
05/09/2024	Sakarya University Faculty of Theology	Online	National
12/09/2024	Ondokuz Mayıs University Faculty of Theology	Online	National
20/09/2024	Mardin Artuklu University Faculty of Islamic Sciences	Online	National
11/10/2024	Gaziantep Islam Science and Technology University Faculty of Islamic Sciences	Face to face	National
15/10/2024	Iğdır University Faculty of Theology	Online	National
17/10/2024	Muş Alparslan University Faculty of Islamic Sciences	Online	National

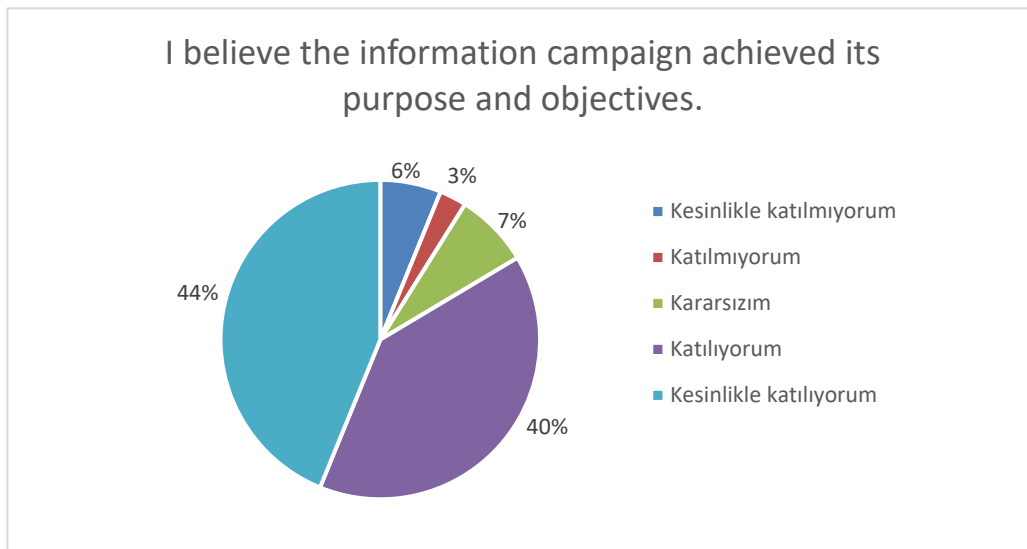
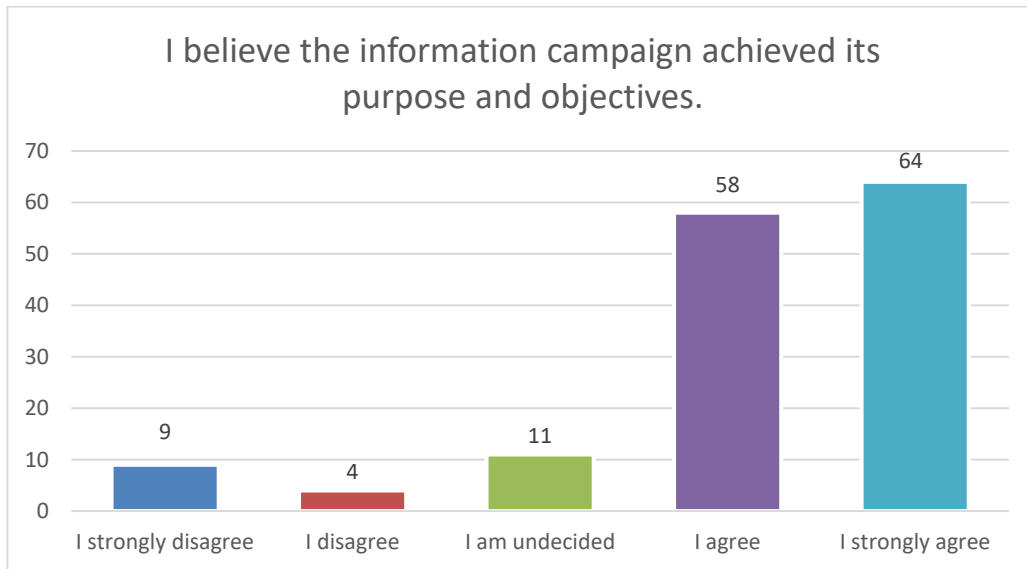
<b>22/10/2024</b>	Artvin Çoruh University Faculty of Theology	Online	National
<b>24/10/2024</b>	Siirt University Faculty of Theology	Online	National
<b>12/11/2024</b>	Kütahya Dumlupınar University Faculty of Theology	Online	National
<b>10/12/2024</b>	Giresun University Faculty of Theology	Online	National
<b>17/12/2024</b>	Trabzon University Faculty of Theology	Online	National
<b>19/12/2024</b>	Yozgat Bozok University Faculty of Theology	Online	National
<b>26/12/2024</b>	Karabük University Faculty of Theology	Online	National

### 5.2. Institution Accreditation Information Feedback

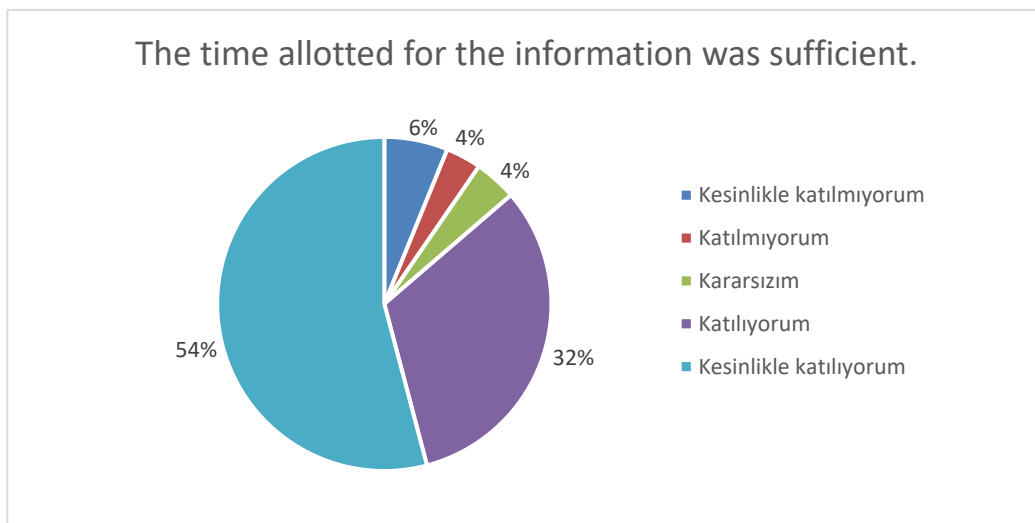
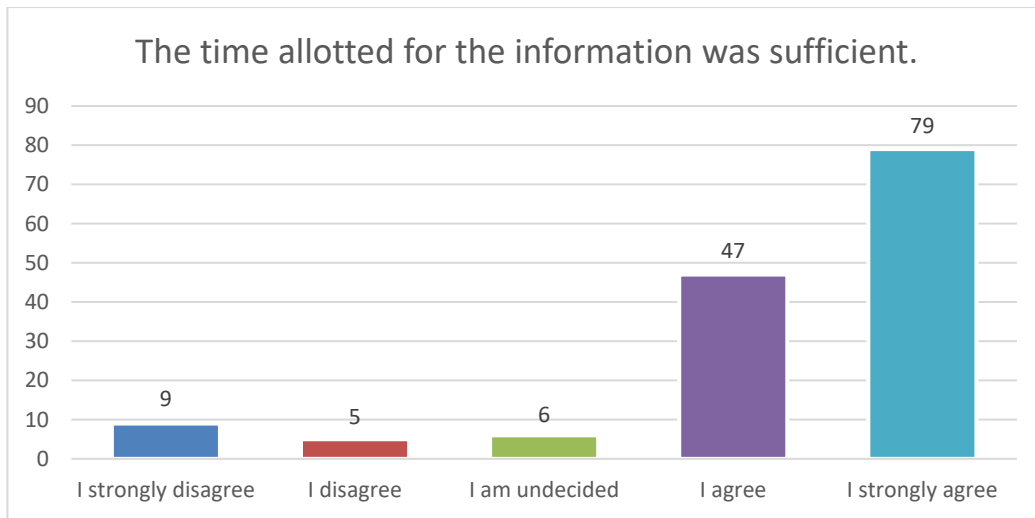
This study was conducted to measure the impact of IAA accreditation information on national programs intending to enter the accreditation process. Within the scope of the study, survey questions were prepared and distributed to participants of the IAA accreditation information meeting, and their opinions were requested. Below are the responses provided to these questions.



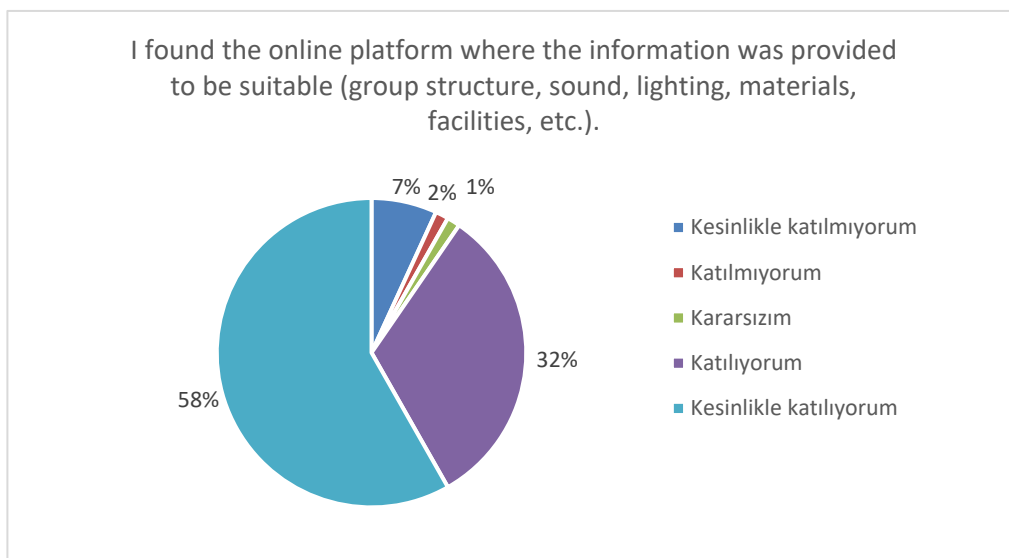
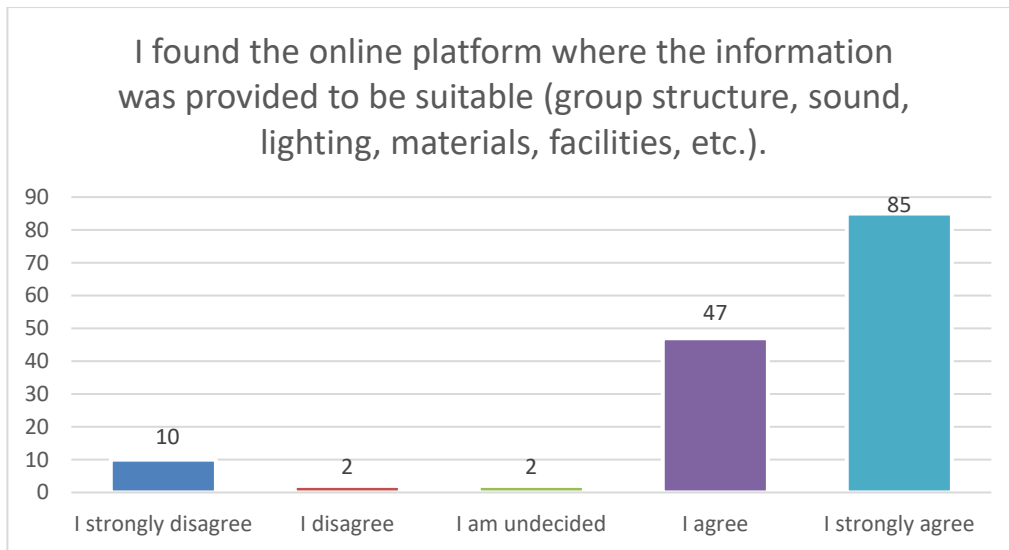
In the study, participants were asked the question, “I found the information session generally useful.” As a result of the study, 90% of the participants responded positively, while 8% indicated that they found it insufficient.



In the study, participants were asked the question, “I believe the information session achieved its purpose and objectives.” As a result, 84% of the participants responded positively, while 9% indicated that they found it insufficient.

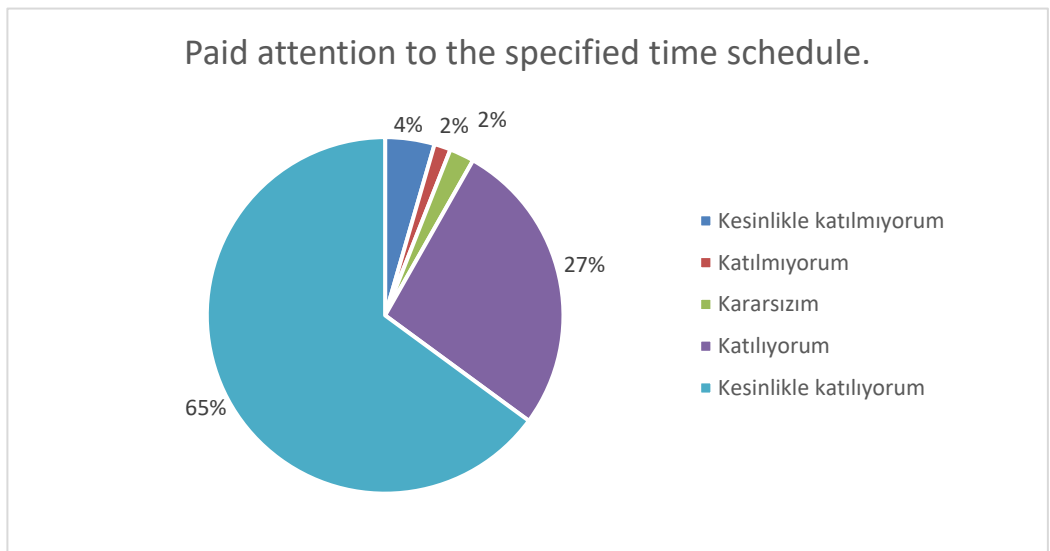
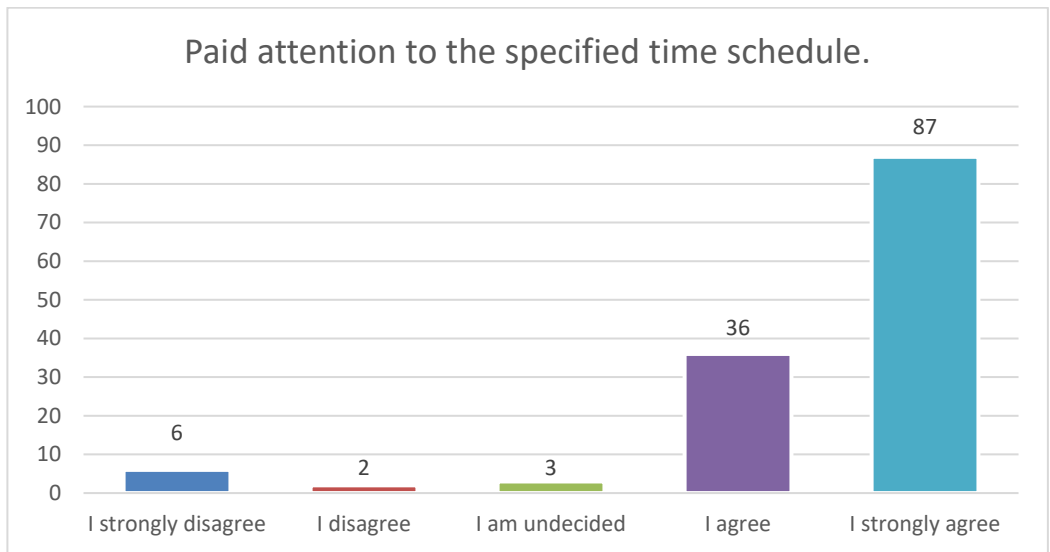


In the study, participants were asked the question, “The time allocated for the information session was sufficient.” As a result, 86% of the participants responded positively, while 10% indicated that they found it insufficient.

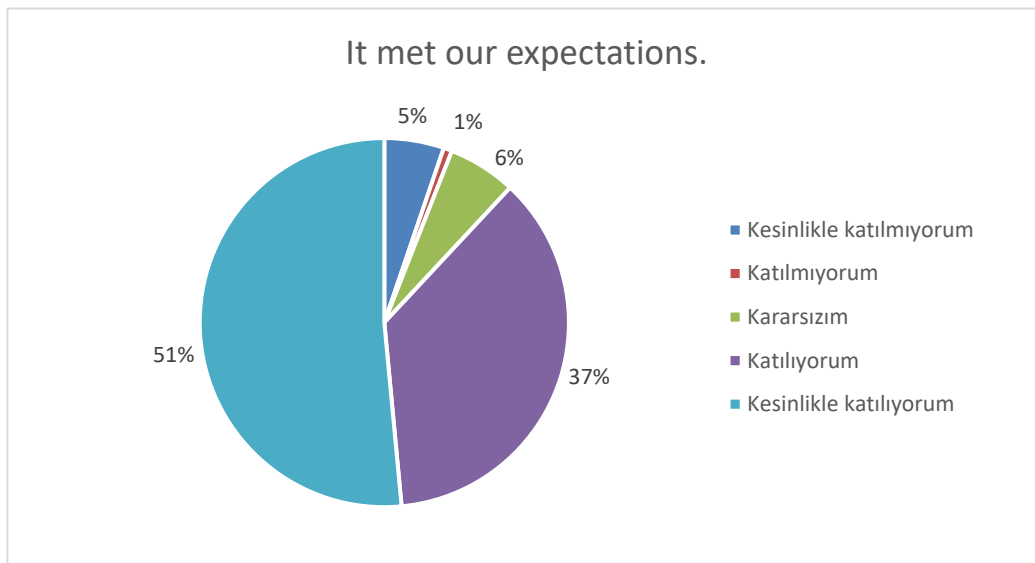
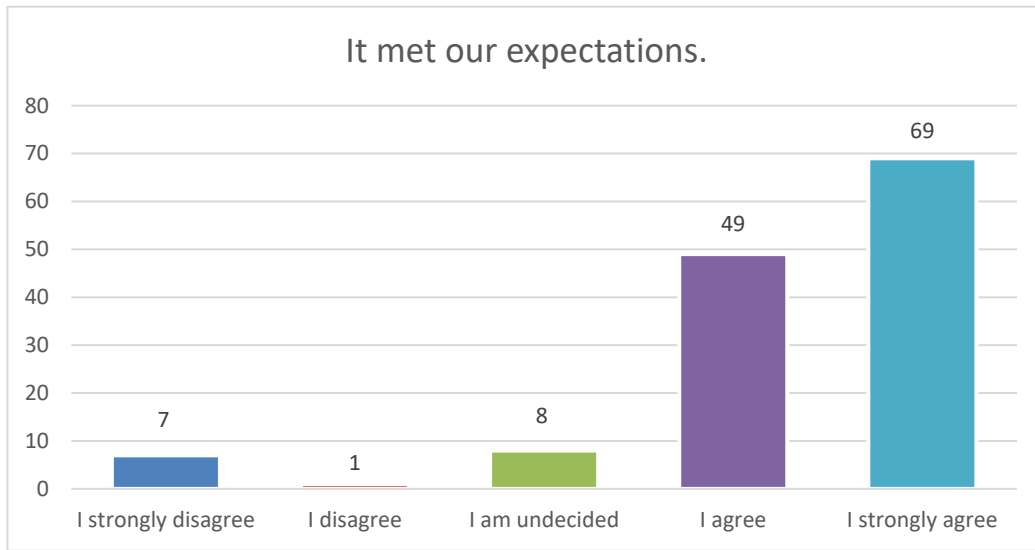


In the study, participants were asked the question, “I found the online environment used for the information session appropriate (group arrangement, sound, lighting, materials, facilities, etc.).” As a result, 90% of the participants responded positively, while 9% indicated that they found it insufficient.

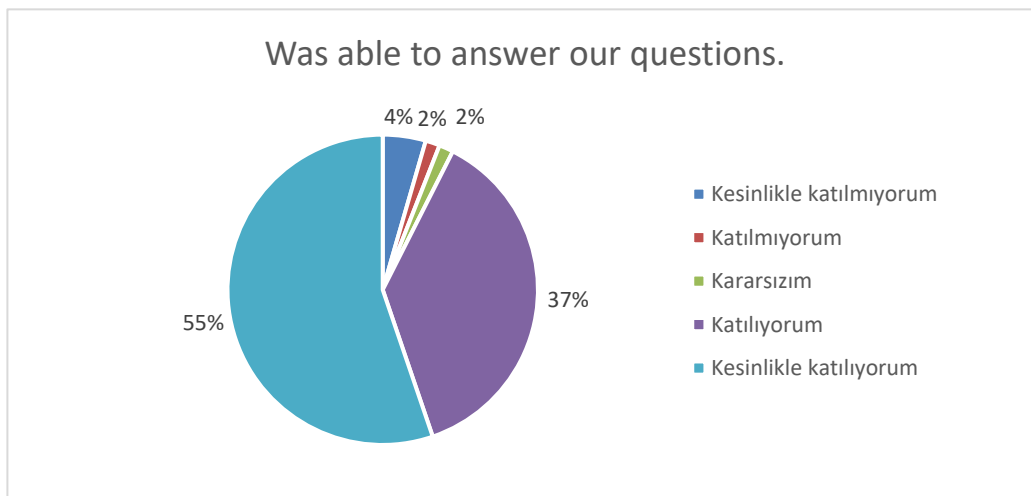
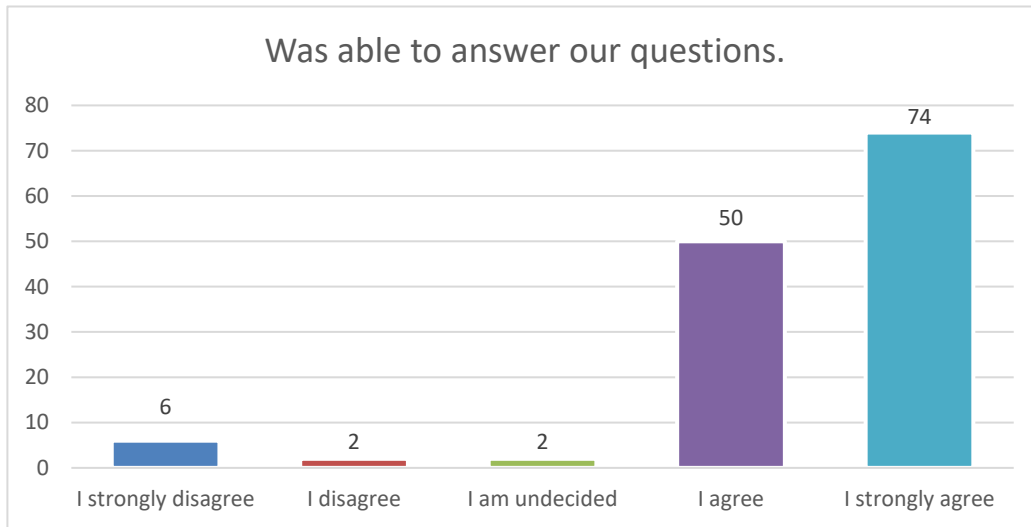
6. Institutional Information Team Evaluation Survey Rates



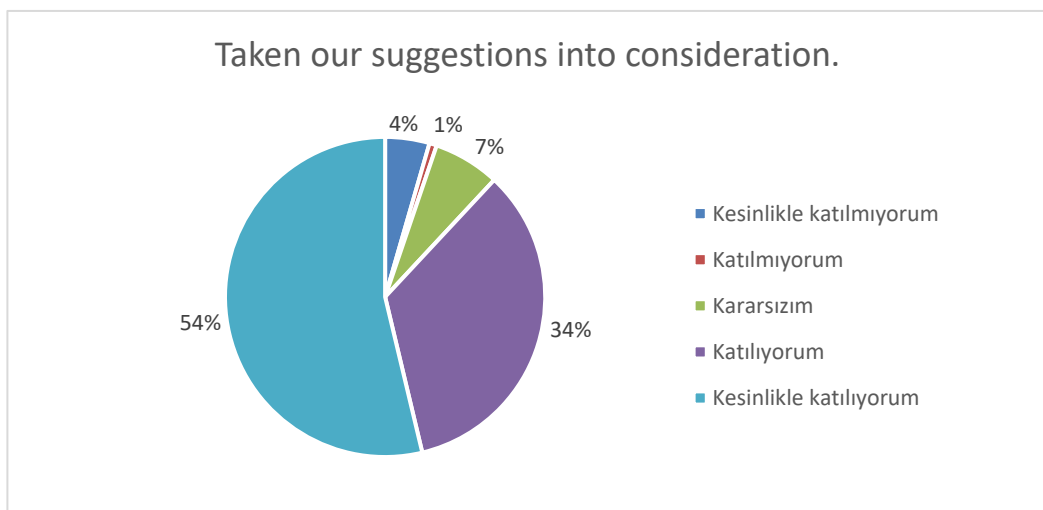
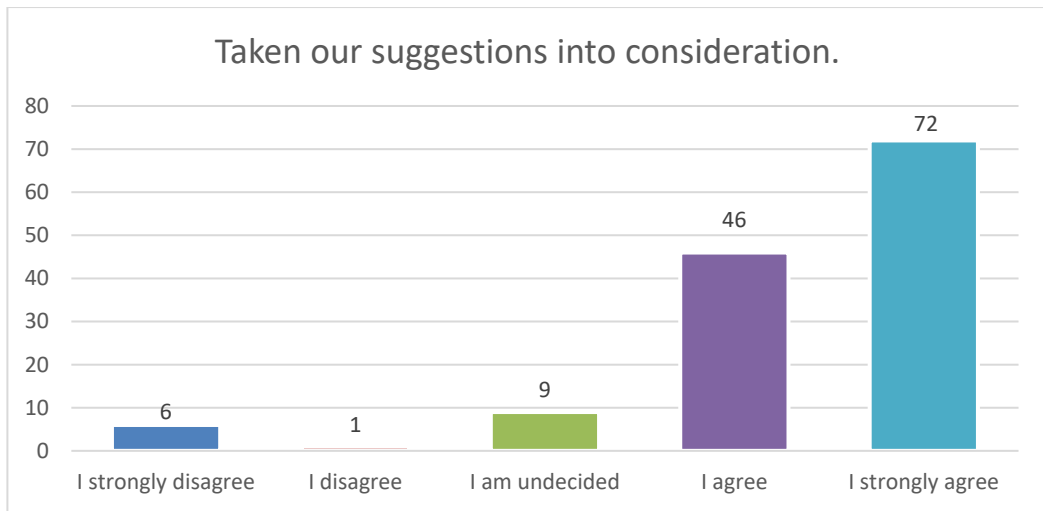
In the study, participants were asked the question, “The session paid attention to the scheduled timetable.” As a result, 92% of the participants responded positively, while 6% indicated that they found it insufficient.



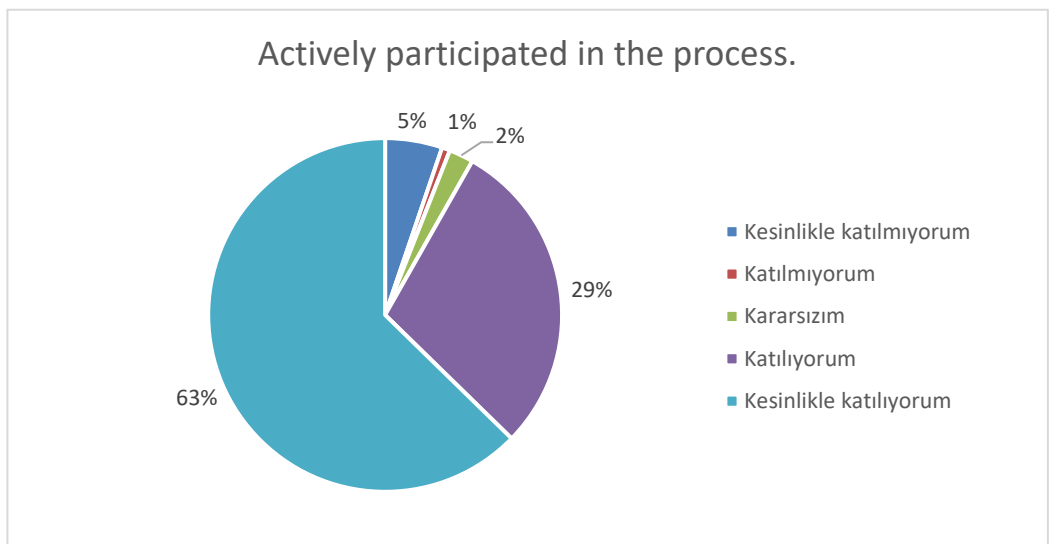
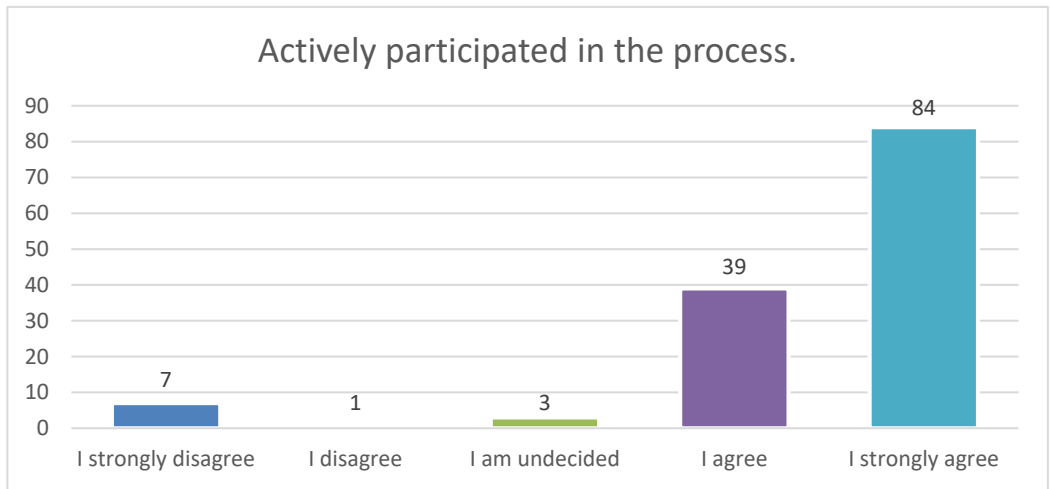
In the study, participants were asked the question, "It met our expectations." As a result, 88% of the participants responded positively, while 6% indicated that they found it insufficient.



In the study, participants were asked the question, “It was able to answer our questions.” As a result, 92% of the participants responded positively, while 6% indicated that they found it insufficient.



In the study, participants were asked the question, “It took our suggestions into consideration.” As a result, 88% of the participants responded positively, while 5% indicated that they found it insufficient.



In the study, participants were asked the question, “It conducted the process actively.” As a result, 92% of the participants responded positively, while 6% indicated that they found it insufficient.