# STUDENTS' AND COORDINATORS' VIEWS ON THE EFFECTIVENESS OF THE ERASMUS STUDENT EXCHANGE PROGRAM AT MIDDLE EAST TECHNICAL UNIVERSITY

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

BETÜL BULUT ŞAHİN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
EDUCATIONAL SCIENCES

JUNE 2008

Approval of the Graduate School of Social Sciences

_____

Prof. Dr. Sencer AYATA
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

_____

Prof. Dr. Ali YILDIRIM
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

_____

Prof. Dr. Hasan ŞİMŞEK
Supervisor

**Examining Committee Members**

Assoc. Prof. Dr. Ayşegül DALOĞLU (METU, FLE) _____

Prof. Dr. Hasan ŞİMŞEK (METU, EDS) _____

Assoc. Prof. Dr. Ercan KİRAZ (METU, EDS) _____

# PLAGIARISM

**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

Name, Last name: Betül BULUT ŞAHİN

Signature        :

# ABSTRACT

ADMINISTRATIVE AND SERVICE SATISFACTION WITH THE
ERASMUS STUDENT EXCHANGE PROGRAM AT MIDDLE EAST
TECHNICAL UNIVERSITY FROM THE VIEWS OF STUDENTS AND
COORDINATORS

Bulut Şahin, Betül

M.S., Department of Educational Sciences

Supervisor: Prof. Dr. Hasan ŞİMŞEK

June 2008, 131 pages

As a result of globalization, educational systems become more and more
internationalized through mobility and exchange programs. The supra-natural
organizations, such as European Union, have developed organized education
programs to adapt to this transformation. Since 1987, the mobility of students
and faculty throughout Europe has dramatically increased through Erasmus,
which is the Program of European Union for higher education. Turkey, as a
candidate country for European Union, became one of the participants of this
program in 2004. Yet, the influence of the quality administration on such
programs and customer satisfaction is relatively unexplored in Turkey. In this
research, Middle East Technical University (METU), one of the leading
universities in Turkey, is analyzed in scope of its effectiveness in the
administration of Erasmus Program from the students' and Erasmus
coordinators' point of view through questionnaires. Total Quality Management

framework is used to design the research. The results of this study showed that students and departmental coordinators are generally more satisfied with the administrative services than communication, interaction with customers and academic issues.

**Keywords:** Higher Education, Internationalization, Mobility, Total Quality Management (TQM), Administration, Exchange, Study Abroad, Erasmus Program.

# ÖZ

## ÖĞRENCİLERİN VE KOORDİNATÖRLERİN GÖZÜNDEN ORTA DOĞU TEKNİK ÜNİVERSİTESİ'NDE ERASMUS ÖĞRENCİ DEĞİŞİM PROGRAMINDA YÖNETİM VE HİZMETLERDEN MEMNUNİYET

Bulut Şahin, Betül

Yüksek Lisans, Eğitim Bilimleri Bölümü

Tez Yöneticisi: Prof. Dr. Hasan ŞİMŞEK

Haziran 2008, 131 sayfa

Küreselleşme sonucunda, hareketlilik ve değişim programları aracılığıyla eğitim sistemleri her geçen gün daha fazla uluslararasılaşmaktadır. Avrupa Birliği gibi ulus aşırı örgütler bu dönüşüme uyum sağlamak için sistemli eğitim programları geliştirmiştir. 1987'den bu yana, tüm Avrupa'da Avrupa Birliğinin yüksek öğrenim için geliştirdiği hareketlilik programı olan Erasmusla öğrencilerin ve öğretim üyelerinin hareketliliği çarpıcı düzeyde artmıştır. Avrupa Birliğine aday ülkelereden olan Türkiye 2004 yılında bu programın katılımcılarından birisi olmuştur. Ancak, Türkiye'de yönetim kalitesinin ve müşteri memnuniyetinin bu programların uygulanmasındaki etkileri göreli olarak keşfedilmemiş bir alandır. Bu çalışmada, Türkiye'nin önde gelen üniversitelerinden Ortadoğu Teknik Üniversitesi, anketler yoluyla, öğrencilerin ve Erasmus Koordinatörlerinin bakış açılarından Erasmus Programında yönetiminin etkinliği bakımından incelenmiştir. Araştırmanın tasarımında Toplam Kalite Yönetimi çerçevesi kullanılmıştır. Çalışmanın sonuçları öğrenci

ve bölüm koordinatörlerinin verilen yönetsel hizmetlerden; iletişim, etkileşim ve akademik konulara göre daha fazla memnun olduklarını göstermiştir.

**Anahtar Kelimeler:** Yüksek Öğrenim, Uluslararasılaşma, Hareketlilik, Toplam Kalite Yönetimi (TKY), Yönetim, Öğrenci Değişimi, Yurt Dışı Öğrenim, Erasmus Programı.

To my daughter Sudem and my son Erdem…

# ACKNOWLEDGEMENTS

# TABLE OF CONTENTS

# LIST OF TABLES

# LIST OF FIGURES

# CHAPTER 1

# INTRODUCTION

## 1.1. Background of the Study

Today, influence of globalization could be observed in nearly all spheres of life and education is not an exception to this all-encompassing process. Forces of globalization transform perception and application of educational paradigm in many ways. Yet, practically, visible outcomes can be followed mostly in the changing operational scale of education. For instance, national boundaries valid for education are not viable enough to comprehend the forces for using the opportunities created by globalization on behalf of various objectives. For this respect, one of the most common outcomes of globalization in education is internationalization. All facets of education including schools, students, teachers, curriculum, administrators etc. become more and more internationalized through different processes. Turkey and Turkish educational system is an integral part of this transformation. In fact, changes in educational system are not happening by itself, but as a part of a strategy to integrate into various supra-national frameworks such as European Union. Therefore, an important source for the internationalization of Turkish educational system can be said to be the European Union (EU). EU has various educational policies for decades and most of them aimed for further integration of countries in Europe through standardization and internationalization of education without losing merits of different historical experiences. EU adopted diverse systems – shared goals principle in its education policies which means that EU accepts the

1

differences in the educational systems of the countries', but it also develops common programs, aims and standards which can be implemented for all European countries.

As a part of these attempts, EU has developed European Union Life-Long Learning and Youth Programs to increase mobility and cooperation between different European countries starting from 1980's. At the outset, these programs were not realized in an organized fashion but in 1995-96 academic year with the Socrates I Program, a concrete step was put forward towards betterment organization and planning. After the 5 years of this first phase, the Socrates II Program was started in 2000-01 academic year including three main fields which were Socrates (General Education Programs), Leonardo da Vinci (Vocational Training) and Youth (Non-formal Education). The Socrates Programs has the fallowing sub-programs: Comenius (from pre-school to secondary school education), Erasmus (higher education), Grundtvig (Adult Education), Minerva (Information and Communication Technologies in Education), Joint Actions, Observation and Innovation (General Education Policies) and Accompanying Measures. Since the 2007-08 academic year the name Socrates and Leonardo were replaced with Life-Long Learning Programs as the main programs for exchange in European Union till the year 2013. Among them, Erasmus Program is the one, which deals only with higher education, and it started in 1987.

On the other hand, Turkey participated in Erasmus program in 2003-2004 academic years through pilot projects and fully participated in 2004-2005 academic year, long after the beginning of the program. Although Turkey joined the Erasmus Program quite recently, the number of students participating in this program is continuously increasing every year. In the last three years, the number of students was nearly quadrupled. Including 2006-2007 academic year, 8468 students have participated in the Erasmus Program from Turkey and 2462 students came to Turkey under the Erasmus Program.

Nevertheless, the increase in the number of students participated to the Program cannot necessarily be taken as an indicator of superior quality of administration.

As the above numbers indicate, Erasmus Program becomes more and more important for the internationalization of Turkish higher education, a policy relevant as a part of the integration to the European Union. As in most countries, Turkish higher education suffers from the lack of substantial financial resources. State support to universities is insufficient, and universities try to find new financial sources for their survival. Universities become more and more competitive in a market economy, as they are obliged to promote themselves and their services. That is believed to be one and foremost strategy to derive additional financial resources. Under such circumstances, the internationalization of the students in higher education could not be the primary concern of Turkish universities. Small amount of financial resources are allocated for this aim, and this renders the number of students who can participate in exchange programs during their studies. Besides, this opportunity is open only to the students who have enough financial resources to study abroad, since universities' limited resources for the exchange program are only for organization of programs, not as a scholarship. However, with the Erasmus Program in Turkey, this picture has started to change. Since the Erasmus Program supports universities both with grants given to the Study Abroad Offices and with grants given to every student, more and more students started to study abroad from Turkey. Therefore, there is an urgent need to examine the administration of the Erasmus Program in Turkey, to benefit more from this program.

It can be said that, the main aim to the Erasmus Program is further integration of the European Higher Education System. On the other hand, from the viewpoint of Turkey, this program is the open door for its younger generations in higher education students to have a chance experiencing European cultures

and new frontiers. Yet, the quality of the exchange process in providing such offspring is directly related with the success in the administration of Erasmus Program.

Organization and planning of the Erasmus Program is realized by the European Commission at the European level and National Agencies at the national level. Yet, the crucial part of the student exchange, the administration of the Erasmus Program is realized by special units established within home universities.

However, the literature on the research of the administration of the Erasmus Program in home university is largely neglected the Study Abroad Offices of the home universities. First of all, they comprise and constitute the initial points where the students meet and learn about the Erasmus Program. Secondly, students spend a very important and exhaustive six-month period with the units responsible for the administration of Erasmus Program, before they leave for an exchange visit. This six-month period includes finding the appropriate partner university, course selection, travel and accommodation arrangements, getting passport and visa etc. In this process, the students overcome every problem with the help of the Study Abroad Offices. Therefore, the administration of these Offices have to be to be researched and analyzed to improve them.

## 1.2. Scope of the Study

In general, the administration of an educational program can be analyzed taking different aspects into consideration: services, communication, interaction etc. The administration of Erasmus Program involves a routine which comprises of a lengthy and complex process from announcement of the program to the departure of the student for exchange. The scope of this

research covers this process and the satisfaction of customers with the administration of this process.

By analyzing the administration of the Erasmus program, it is also to reach the results on the quality of the program. For that aim, a common Total Quality Management (TQM) frame is devised and it was tried to measure customer satisfaction. Hence, the students and coordinators of the departments who are the most important customers of the program were examined.

In this study, administration of the Erasmus Program in one of the Turkish universities was analyzed. Turkey was chosen because she is one of the newest countries in the Erasmus Program. Besides, she is the only country which is not yet a member of European Union or European Economic Area Countries. However, with her strong belief in the programs, she is the 11th country in Europe as the outgoing students' numbers of 2006-2007 academic year taking into consideration.

In this study, Middle East Technical University (METU) and especially its Study Abroad Office were analyzed. METU is one of the leading universities of Turkey, which is settled in the capital city of Ankara. METU has conducted Erasmus Program since 2003-2004 academic year, starting with the pilot projects. Therefore, this research analyzes the past three academic years, namely 2004-2005, 2005-2006 and 2006-2007. However, the METU Study Abroad Office does not deal with the only Erasmus student exchange program. It also deals with the Erasmus teaching staff mobility program and the other exchanges of METU students with non-European countries. Erasmus teaching staff mobility program is very similar to student exchange program in which the academicians of METU  visit the partner European universities for one week to give lecture, seminars etc. with a grant from European Union. The organization (application, selection, placement etc.) of the other exchanges to non-European countries is also made by this office through either bilateral agreements with other universities or through international consorsiums for

exchange of students. Under these exchange programs students don't get a grant but they are exempted from tuition fees of these universities. Since the organization of the Erasmus teaching staff exchange programs and exchange programs to non-European countries are different from the Erasmus student exchange program, these tasks of the office were excluded in this research.

## 1.3. Purpose

To improve an administrative unit, the starting point should be the determination of the problematic areas. In the literature, certain number of researches was held in order to evaluate the problematic areas of the administration of the education programs. For Turkey, also, some general problems are stated in the literature. However, an administrative unit related with particular programs has not been analyzed yet. In other words, the specific problems of the study abroad offices as the main administrative units of the exchange problems are not mentioned before. For this reason, the purpose of this study is to have an overall understanding of the quality of the administration and services given by the study abroad office, as one of these administrative units, in the Middle East Technical University related with Erasmus Program.

There are two research questions of the study. First one is "How do students evaluate the effectiveness of the Study Abroad Office and its affiliated departments?" Second one is "How do the departmental coordinators evaluate the effectiveness of the Study Abroad Office?" This study can be a very important contribution because the studies on the effectiveness of the study abroad offices are very limited. In addition, there are very few studies on the administration of the Erasmus Program in Turkey. Since the program is new in Turkey, it should to be improved through researches.

To analyze these research questions, a questionnaire was prepared for the students consisting of three main parts. The questions in the first part are for measuring the satisfaction levels of students from the services of the Study Abroad Office. In the second part, questions are about the communication and interaction of the Study Abroad Office with the students and the outside world. And lastly, third part of the questionnaire is about the academic issues that the students face on the courses that they take abroad. Most of the questions of the first two sets were also asked to the coordinators and academic questions are excluded for them.

## 1.4. Significance of the Study

As Pitman (2000) argues most of what has been recently written about quality service focuses on the teaching aspect of education, however the role of administrative staff in the educational experience for students has been generally ignored in academic research. He also added that the role of administrative staff in tertiary organizational culture has been somewhat ignored. Therefore, this study is important in a sense that it deals with the administrative part of university education.

Most of the studies made on the exchange programs, and particularly on the Erasmus Program, are focused on the outcomes of the program such as the satisfaction level of the students in the host country, the change in the academic level of students after the program etc. However, this study focuses on the satisfaction of the students with their home university, and especially with the study abroad office as the supplier of the service that they took before their travel. Therefore, the difference of this study from the previous ones is its aim to analyze the period before the study abroad, not the results of experiences. Besides, this study is important because it aims to analyze the approximately six months period prior to study abroad by using an instrument drawn from a TQM perspective. The literature (Greenwood & Gaunt, 1994; Teeter & Lozier,

1993; Agasisti & Catalano, 2006; Lomas, 2007) shows that TQM method can be applied especially for the service sector part of higher education institutions. Even if there are not many studies that use TQM for higher education research, this study takes the TQM as the main body of the research.

It's obvious that these new programs are very important for Turkey and especially for Turkish educational system. The future of the programs is closely related with Turkey's possible membership to European Union. Malitza (2003) states that for the countries in question, not yet members of European Union, educational reform, particularly the reform of higher education along the lines of the Bologna Process, are viewed as crucial steps to be taken on the way to membership. Improved mobility in Turkish higher education can be a vehicle for internationalization and for optimal positioning in the global knowledge society (Mızıkacı, 2005). As Şimşek (1997) also states:

> During any paradigm change, the only thing to do is to cooperate with the rising paradigm instead of resisting to it. Therefore, nations should integrate into new paradigms and global systems in order to share economic, social and cultural surplus. Otherwise, they become marginalized and leave out of mainstream development. For this reason, Turkey's direction should be precisely and exactly towards European Union membership (pp.121-122).

## 1.5. Limitations of the Study

In this study, it was only dealt with METU's outgoing students' satisfaction before their study abroad period. Therefore, it is a limited study since the Study Abroad Office has many other tasks and duties concerning many other people and institutions such as incoming students, academic staff participating in teaching staff mobility, other universities' study abroad offices, other administrative staff at METU, the Turkish National Agency, METU administrators etc. To overcome this limitation, the Erasmus coordinators of the departments at METU were also surveyed about their general satisfaction

with METU's Study Abroad Office. However, it's not true to evaluate METU Study Abroad Office from only outgoing students' and Erasmus coordinators' point of view. Therefore, since this study is about the administration of the outgoing Turkish students in the Erasmus Program, the incoming students who came to Turkey through the Erasmus Program were excluded. It can be a subject for another research since the organization of incoming students is different from the organization of outgoing students. Hence, this a limitation of analyzing the Study Abroad Office from only the perspective of the outgoing students' and departmental coordinators'.

One of the main limitations of this study is related with the method used. A web-based survey was prepared for the students and coordinators and they were informed through their e-mail addresses. However, the e-mail addresses may be changed or closed and some of the students or coordinators could not have been reached. To overcome this limitation, the e-mail addresses which gave errors were confirmed using telephone. Besides, repetitive fillings of questionnaires by the same students or coordinators were tried to be avoided through having questionnaires double-checked.

Moreover, attitudes of subjects might have been an internal validity threat as students may fear to express their negative ideas since most of them were still students at METU. To overcome this threat, the participants filled the questionnaire anonymously.

In addition, there may be an external validity threat if the results of this study are generalized for the whole Turkish universities by analyzing METU alone. So, only the inferences for the METU Study Abroad Office were made in the results section. However, the results of that study may be a good reference for the other researches who will study on the organization of the Erasmus program in the world and especially in Turkey.

**1.6. Definition of Terms**

Erasmus Program is one of the European Union Education Programs which only deals with higher education. Actually, Erasmus program has different sub-programs such as Student and Teaching Staff Mobility, Curriculum Development, Intensive Programs, Thematic Networks etc. However, in this research whenever the term "Erasmus Program" is used, it only refers to the "Student Mobility" sub-program.

Stakeholder is a party who affects, or can be affected by, an organization's action. In this research the term stakeholder is used to define the parts of the administration of the Erasmus Program such as METU students, METU Erasmus coordinators, the personnel at Study Abroad Office, the National Agency etc.

Customers are the stakeholders of the Erasmus program that are serviced by the Study Abroad Office such as the Turkish National Agency, the students and teaching staff who participated in Erasmus program, the Erasmus coordinators in the departments and faculties, the administrative and academic personnel at METU, etc. Among these customers, it was only dealt with METU students who have already participated in the program and the Erasmus coordinators of the departments.

Study Abroad Office is the central administrative unit in a university which organizes the exchange programs. It coordinates the activities with students, Erasmus coordinators, partner universities, faculty, National Agency, the university administration etc. In legal terms, it doesn't have a fixed legal status, the personnel number and type is subject to change from one university to the other.

National Agencies are the national organizations which were founded to organize European Union Education and Youth Programs in European countries. They coordinate all activities concerning education in their countries and they mediate between the European Commission and universities.

Erasmus Coordinators are the faculty who deals with the Erasmus Program in a single department, faculty or graduate school. They approve the application and recognition forms of the students. So, they help the students to choose the universities that they can study and also to take the relevant courses abroad to make them recognized by the home university. These coordinators are also responsible for signing partnership agreements with European universities.

# CHAPTER 2


# REVIEW OF THE LITERATURE


## 2.1. Total Quality Management in Education


Total quality management (TQM), the popular trend in organizations, is implemented worldwide. Total quality is a set of philosophies by which management systems can direct the efficient achievement of the objectives of the organization to ensure customer satisfaction and maximize stakeholder value; this is accomplished through the continuous improvement of the quality system, which consists of the social system, the technical system and the management system (Lewis & Smith, 1994). This new philosophy affects different aspects of the institutions, such as communication, leadership, customer relationships, and decision-making. This management paradigm, when thoroughly implemented, promises positive changes on the part of both internal and external stakeholders. A TQM-implementing system, in this perspective, brings more productivity, creativity and offers more satisfaction. In this sense, satisfaction of customers is expected to reach higher levels. As Berry (2002) argues within the emerging systems worldwide, a fundamental concept underlying the quality movement is the notion of the quality system, which describes the set interrelated processes which are undertaken by the organization to provide assurances that a culture of continual improvement exists within the organization. A quality system, therefore, attempts to identify the interrelationship of key processes on which the organization needs to focus

in order to achieve its purpose or mission. The central themes of this philosophy are that all employees must be trained in statistical and problem-solving techniques and they must be seen as an asset. Sallis (1996), on the other hand, argued that quality can be defined as that which best satisfies and exceeds customer needs and wants. This means that satisfaction of both customers and employees lies at the very basis of the TQM philosophy. In other words, quality has come to be defined as meeting or exceeding customer expectations (Maguad, 2007). Unlike other programs (such as the automation of production systems), TQM involves changing the way people interact and work in organizations, and since it's a context-dependent program, it's success depends on a large extent on cultural and structural factors (Tata & Prasad, 1998).

Although the priority of customer and employee satisfaction appears to be the same, the competitive market conditions urge the organizations to be more customer-focused. In order to be responsive to the needs and requirements of the customers, organizations should make regular assessments using various tools such as surveys and interviews. The self-assessment helps the department to identify weaknesses in organization which can be remedied within the department's current resources, and it helps the review group to identify key areas which may require particular attention and to make recommendation for improvement (Byrne, 1998).

To summarize TQM principles, the four basic ones should be stressed (Sims & Sims, 1995):

> - Customer Focus: Customer satisfaction is the criterion for quality and quality is defined by the customer.
> - Commitment to Process Improvement: Everything is a process and TQM focuses on how each process can be improved. Continuous improvement assumes well-defined objectives and measurement (assessment).
> - Total Involvement: Involvement goes beyond many earlier participatory management notions. It means more than encouraging cooperation,

sharing responsibility, participating in some decision making, and working in teams.
- <u>System Thinking:</u> TQM asserts 85% of total error is "common cause variation" or "system error", only 15% results from individual performance (pp.7-8).

Although it is hard for some to reconcile the idea of management with education, as Greenwood and Gaunt (1994) stated, Total Quality Management is a system which could be applied successfully in an educational environment. Through the primary functions and the full array of supporting services, colleges and universities serve a broad range of customers, both within and without the institution: employees, students, parents, government officials, business and industry, alumni and funding agencies (Teeter & Lozier, 1993). Indeed, education is unique, in that students may be seen as an institution's product as well as its raw material (Rowley, 1996). In schools, quality needs to be defined broadly as a long-term process of continuous improvement towards perceived standards of excellence within the context of core ethic values accepted by the school community (Berry, 2002). It is also argued that higher education has its own market characteristics, producing private goods with some public goods characteristics, such as coming together of demands and offers of education goods- looking at students as consumers and universities as producers (Agasisti & Catalano, 2006). Morley (2003) also argues that there is a promotion of market approaches to higher education choice and services. Similarly, Lomas (2007) argues that changes in the higher education sector in recent years have significantly reduced the differences between universities and other types of organization and it has been argued that students have become "consumers" of higher education services. The author also added that the development of strategic plans, mission statements, objectives, and action planning and performance indicators within universities are examples of the growth of managerialism in the academic sector. The principles and practices associated with total quality provide a framework consistent with the best existing practices in higher education, but one that allows a positive response

to conditions in the environment, viewing them as opportunities, not as threats (Lewis & Smith, 1994).

In the literature, there is a debate on whether the TQM model can be applied to educational institutions or not. This debate includes all the areas of education such as operational and administration problems, curriculum development, teaching and research. Many academic staff rejects the universal view of the student as a customer on the grounds that higher education is not like other forms of service provision (Lomas, 2007). As also Maguad (2007) argues the faculty and administrators find the commercial flavor distracting and difficult to translate to education. However, he added that, the future success of colleges and universities will increasingly be determined by how they satisfy their various customers. Teeter & Lozier (1993) also argues that in spite of the suspicion of the faculty and staff, there is growing evidence that the principles and concepts of TQM have much to offer higher education. In this research, TQM model was used for the administrative problems. In a non-academic setting, students should be treated as typical customers by providing them services when they request for them, and answering their queries when they ask for assistance (Maguad, 2007). Therefore, the debate on the applicability of TQM model to educational setting should be analyzed in two distinct parts. First one is the applicability to teaching and academic issues and the second one is the applicability of administrative issues. Maguad (2007) summarizes this distinction:

> In the academic subsystem, students assume various roles including that of a customer. Due to the nature of these multiple academic roles, they cannot simply be reduced to being a typical customer. But in the administrative subsystem, students are clearly the primary internal customers of the college or the university (p.342).

As Schwartzman (1995) states TQM certainly can improve some aspects of higher education, namely those that provide specific services to students such as registration, food services which conduct discrete business-like transactions.

Arif and Smiley (2003) argues that the quality of non-instructional services can definitely be improved using Malcolm Baldrige Awards for education, which are defined as an effort towards inculcating "accountability" in education. These awards use industrial successes as benchmarks to incorporate more business-styled efficiency at public and higher education sites (see Figure 1).
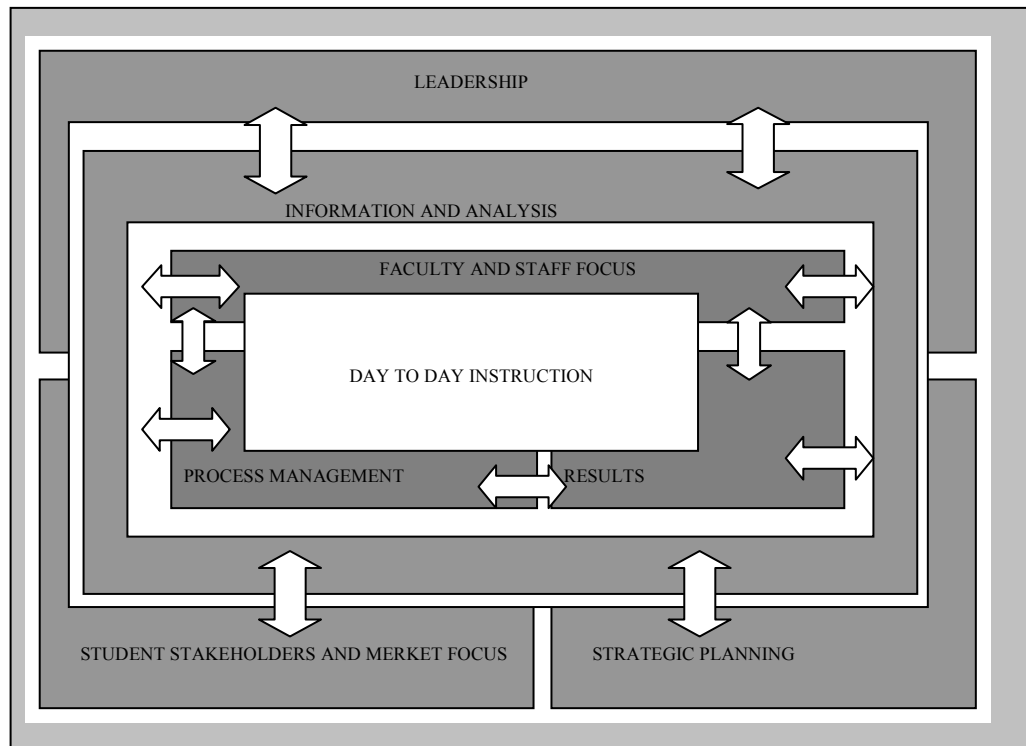


Source: Arif and Smiley, 2003, p.756.

*Figure 1.* Graphical Representation of the Baldrige Award Criteria in Education.

Arif, Smiley and Kulonda (2005) explain this process from the push-pull process. They argue that American businesses have moved from push-type of systems where producers produced one size fits all type of products to pull-type systems where customers' needs are of primary importance. And now, the similar philosophy is seen in academia. They also argue that research indicates growing concern of accountability, an increasing emphasis of customer service, and a new zeal to produce quality products- students.

Houston (2007) argues that at multiple levels, TQM does not fit the purpose of advancing quality of higher education and the conceptual frame of TQM seems

16

to fit higher education only superficially. However, he also adds by quoting from Srikanthan and Dalrymple (2005) that TQM concepts and tools may be applicable to those parts of university systems that map more comfortably to the image of business such as administrative and service functions.

Like in the service sector of higher education institutions, TQM can be applicable for all service sectors. If social services want to get serious about quality, we have to get serious about how we structure social services job and test whether different configurations are associated with better quality processes and outcomes (Mc Millen et al., 2005). Managerial principles applied in commercial service organizations and other public-sector service organizations, such as health trusts, hospitals and local councils, are just as relevant in a higher education context (Lomas, 2007).

First of all, as it was explained in the previous section, a university's administrative side is more similar to the business sector than the academic side. Therefore, it's more common to analyze administrative issues from TQM, customer-producer, push-pull, quality awards perspectives. Secondly, it can also be argued that administrative staff more likely to perceive the students as customers than the academic staff. Pitman (2000) conducted a survey in the Curtin University's Academic Registrar's Office and examined the extent to which university administrative staff perceives academics and students as customers. He concluded that administrative staff tends to relate closely to students, perceiving them as internal customers, since 61, 5% of the respondents defined students as customers. For these two reasons, TQM method was used to analyze the effectiveness of Study Abroad Office since it is an administrative unit at METU.

Van Damme (2001) argues that contemporary forms of internationalization in higher education have developed without much concern for the quality issue, which in other domains of higher education systems is becoming a central

17

preoccupation. From that point, this research analyzes the administration of the Erasmus program from total quality management (TQM) perspective through "customer satisfaction" approach.  As Greenwood and Gaunt (1994) state, satisfaction of customer needs and requirements is achieved through the provision of quality. Sallis (1996) also put the emphasis of customer for TQM as the primary mission of a TQM institution is to meet the needs and wants of its customer and quality is what the customer wants and not what the institution decides is best for them.

For the Erasmus program there are both internal and external customers. The internal customers are students, teachers, the other personnel at METU and the administrators of METU. Our external customers are the European Commission, the National Agency, the Turkish people as a whole, the host institutions in Europe, the other universities in Turkey. The needs and views of the various customer groups, whether they are internal or external, do not always coincide, especially in large and complex institutions (Sallis, 1996)

Higher education has been re-engineered and quality assurance is perceived as part of the modernization process (Morley, 2003). Interest in the quality of university education has grown considerably over the last decade or two, however assurance and enhancement of quality is often complex and problematic, strong interest in the phenomenon has been stimulated and maintained by a range of factors (Coates, 2005). In other words, the literature from the late 1980's onward suggests a continuing interest in the popular industrial quality models such as TQM in the higher education sector, yet efforts in this direction are weakened by the absence of an agreed model for quality management in higher education (Czismadia, 2006). In some countries, for example, the USA, quality assurance takes the form of accreditation (Morley, 2003).

The quality issue in education and in higher education particularly is understood as "quality assurance" instead of "quality control". Morley (2003) states this difference as follows:

> A movement from quality control to quality assurance and enhancement is noticeable in the evaluation of formal arrangements. Whereas control implies inspection at the end of the production line, assurance involves auditing mechanisms and systems for quality management embedded in every stage of the production process. The aim is to interrogate the regulatory mechanisms through which quality is assured and enhanced (p.19).

Czismadia (2006) proposes the some elements for the quality management in higher education like:

> —A clear focus on designing, implementing and maintaining a quality management system.
> —Developing organizational quality policy, disseminating and improving continuously.
> —Determination of desired learning outcomes which highlights the goals of the course or program and their relations to students' needs.
> —Design of curricula should be continually developing and improving in a responsive way, informed by feedback from a wide variety of stakeholders.
> —Design of teaching/learning processes which requires processes and activities to design, review and improve methods of teaching and learning, teaching materials, and students' learning environment. (pp.68-69).

## 2.2. Internationalization of Higher Education

Internationalization of higher education is not a new concept. During decades, the higher education institutions are internationalized through different ways. This is about the nature of higher education since it includes research and the concept of research includes finding and exploring related data. This makes universities related to each other to share their knowledge and researches. So, universities and researchers are internationalized in this way.

Yang (2002) defines internationalization for higher education as follows:

> For a university, internationalization means the awareness and operation of interactions within and between cultures through its teaching, research and service functions, with the ultimate aim of achieving mutual understanding across cultural borders. For a national higher education system, internationalization refers to dialogue with those in other countries. Internationalization, then, is not a new phenomenon. In fact, it dates from very ancient century (p. 83).

Change in higher education is being driven, in part, by the needs of large transnational companies and related knowledge-based industries; partnerships between universities and knowledge-based industries are being formed and carefully nurtured (Morley, 2003).

Study abroad programs emerged with the aim of internationalizing students. Study abroad programs make universities to revise themselves and their curriculum, to send and receive students.

### 2.2.1. Globalization and Its Effects on Higher Education

The individuals from all parts of the world follow the new and rapid developments with a great curiosity and everybody tries to guess the future. All of these new developments of the changing world, especially the ones related with the capitalist economies, are expressed by a new movement called "globalization" Globalization has been effective in all economic, social, political aspects; moreover, globalizations make all of these aspects integrated to each other. One of the main effects of globalization is the weaker position of nation states in front of newly emerging supranational regional organizations. Through globalization, we have been moving from the regular rhythms of the mechanical age, dominated by the forces of production (and, also, of classical Weberian bureaucracy) to the irregular (even chaotic) rhythms of the electronic

age, dominated by the forces of consumption (and of the de-construction of traditional institutions – and privatization) (Scott, 2003).

In recent years, globalization affects our lives more and more. Educational policies are also influenced by globalization. Especially in higher education, we can see its effect more obviously, since universities are the most important institutions which produce and disseminate knowledge. In a networked global environment in which every university is visible to every other, and the weight of the global dimension is increasing, it is no longer possible for nations or for individual higher education institutions to completely seal themselves off from global effects (Marginson, 2007). The challenges resulting from internationalization and globalization are enormous and pushing universities to develop new forms of internationalization efforts and policies (Van Damme, 2001). Internationalization in higher education institutions has different forms. As Van Damme (2001) argues the best known form of internationalization certainly is the increasing mobility of students studying abroad. As Kienle and Loyd (2005) states, leaders of American colleges and universities need to be able to build new understanding of global relationships and propel their individual institutions into the mix of newly formed international organizations and partnerships in the knowledge producing community. This is not only true for USA, but also for all the countries.

In addition trends such as the international cooperation in research, migration of students to universities outside their native lands, internationalization of the curriculum and the development of study abroad programs have gained prominence in discussions concerning the globalization of higher education (Kienle & Loyd, 2005).

The consolidation of the system gave rise to a variety of international organizations through which the international flow of information has become increasingly regular and standardized (McNeely & Cha, 1994). A few

21

examples of these supranational organizations include the following:  the World Bank, the World Trade Organization, the European Union, the Organization for Economic Cooperation and Development, the United Nations etc.

### *2.2.2. Internationalization of Higher Education in Europe*

Universities across the world can no longer afford to ignore the challenges and opportunities created by the internationalization of higher education. Driven by the globalization of the economy, the demands of the labor market, and competition for students, academics and funding, the international dimension to higher education is increasingly important. Strategies for internationalization need to be defined and integrated in a coherent way for each institution.

Different stakeholders in different countries interpret internationalization in different ways and there is confusion and complexity in defining internationalization (Gift & Bell-Hutchinson, 2007). However, it is mostly accepted that studying abroad is one of the most important means for the internationalization of higher education. Teichler (1996) states that the largest research project on study abroad programs so far in the mid-1980's was undertaken to analyze the organization of the student exchanges long after higher education became part of the EC agenda, in 1996. This research has two main conclusions. First one is about the difference between US and Europe. In the US, international offices are responsible for student exchange for the whole university; on the other hand in Western Europe, most exchange programs are based on networks of departments that cooperate in matters of curricular coordination which contribute to make the study period abroad a valuable academic experience and facilitate the recognition of academic achievements abroad upon return. Secondly, most people responsible for study abroad programs stressed that the greater participation in study abroad was likely to be achieved if not only the universities received subsidies for exchange programs.

Studying abroad is not a new concept. In the 20th century, talented, wealthy and adventurous students also studied abroad for part on the whole of their course (Teichler, 1996). However, through the systematic programs it becomes more organized and standardized. These systematic programs for mobility are developed either by the states themselves or by the supranational organizations. European Union is one of these supranational organizations which develop different policies to increase student and teaching staff mobility in all levels of education.

To better analyze the internationalization, and mainly study abroad programs, the history of them should be analyzed. Wit (2002) explains this historical development as follows: Internationalization has become an important issue in the development of higher education. At the same time, it is still a phenomenon with a lot of question marks regarding its historical dimension; its meaning, concept, and strategic aspects; its relationship to developments in society and higher education in general, in particular movement to globalization and regionalization; and regarding its status as an area of study and analysis. The international dimension of the higher education, prior to 20th century, was more incidental than organized. Most publications on the internationalization of higher education refer back to the days of the Middle Ages and up to the end of the eighteenth century. In the 15th century, when higher education was more widespread across Europe, short-term study abroad and migration for complete studies were important factors. With the emergence of the nation-state, universities became de-Europeanized and nationalized. By the mid-16th century, the Reformation and counter-Reformation did have a strong negative impact on mobility. Although there is very little statistical information on the mobility of students and scholars in the 18th and 19th centuries, mobility never completely came to an end. Until the 20th century, in sharp contrast to the present situation, the mobility of students was grater in the direction from the United States to Europe than from Europe to the United States. Even before

World War II, one can observe a certain shift in the direction of more international cooperation and exchange in higher education. After World War II, international educational exchange expanded, first and foremost in the United States. In general, the international dimension was marginal, certainly at the institutional level. After the cold war, the European Community invested in programs of cooperation for research and development between the member states, with specific reference to the technological race with Japan and the United States. Major changes in internationalization took place in the 1980's. The move from aid to trade in Australia and the United Kingdom; the development of the European programs for research and development (the Framework programs and their predecessors) and for education (Socrates, Leonardo da Vinci and their predecessors); the development of transnational education, and the presence of internationalization in the mission statements, policy documents, and strategic plans of institutions of higher education were clear manifestation of these changes. With the implementation of the Erasmus Program in 1987, significant results have been achieved in cooperation and exchange within higher education in the European Union.

European approach to internationalization is highly different from the U.S.A.'s one. This difference is very important since the university analyzed in this research deals both with European and American exchange programs, and lived a very strong change while starting to participate in European programs.

Wit (2002) explains some differences as follows:

> - Immediately after World War II the international dimension of higher education was more dominant in the U.S.A. and founded on arguments of foreign policy and national security. In Europe the tradition is still rather young, only became more important as part of the European economic and political integration.
> - The international dimension of higher education has a longer tradition of organization and higher level of professionalization in the U.S.A. than in Europe.
> - In the U.S.A., the objective of international education, both at governmental and institutional levels, is more directed to global and

intercultural awareness in response to cultural parochialism, while in Europe the accent is more on the extension and diversification of academic performance.

- In U.S.A., the emphasis on study abroad activities is on undergraduate mobility, while in Europe exchanges at the graduate level have more priority.

- The focus of international education in the U.S.A. is more directed to globalization of the curriculum, area studies, and foreign language study, while in Europe the focus is more on networking and mobility. (pp.76-77).


*2.2.2.1. The Bologna Process as a Strategy for Integration of European Higher Education*


The European Union engages in the higher education issue through both the Erasmus program and also through the Bologna Process which is like a strategic plan aiming to create the European Higher Education Area by 2010. Mobility in Europe is also one of the goals of the Bologna Process. In Prague Communiqué, the European ministers reaffirmed that efforts to promote mobility must be continued to enable students, teachers, researchers and administrative staff to benefit from the richness of the European Higher Education Area including its democratic values, diversity of cultures and languages and the diversity of the higher education systems (Prague Communiqué, 2001).

"Bologna" has become a new European higher education brand, today easily recognized in governmental policies, academic activities, international organizations, networks and media (Zgaga, 2003). This new process called "Bologna" begins to be the most popular policy of European higher education institutions. The Bologna Declaration not only looks at the internal implications for higher education, but also explicitly refers to the need to increase the international competitiveness of European higher education and to make it more attractive to students from other continents (Wit, 2002).

In June 1999, 29 European ministers in charge of higher education met in Bologna to lay the basis for establishing a European Higher Education Area by 2010 and promoting the European system of higher education worldwide. The Ministers of National Education has agreed in the following goals to be pursued (Van der Wende, 2000): adopt a system of easily readable and comparable degrees, adopt a system with two main cycles (undergraduate/graduate), establish a system of credits, promote mobility by overcoming obstacles to effective free movement, promote European cooperation in quality assurance, promote necessary European dimensions in higher education.

The idea of a global world threatening European competitiveness is part of the discourse framing the Bologna Process (Barkholt, 2005). Bolls and Nillson (2004) explain that the sense of urgency of the Bologna Process is the fact that higher education is becoming global. Students from all over the world study everywhere in the world, but mainly in North America and Australia, and not as much in Europe. With a more compatible system of higher education throughout Europe, ministers are hoping that more foreign students would choose Europe for study, and at the same time students within Europe will become more study "mobile"

At that point, it can be useful to Bologna Process Stocktaking Report, to see Turkey's success in the realization of the Bologna goals (See Appendix C).

*2.2.2.2. The Erasmus Program*

Erasmus is one of the most important programs which were developed by the European Union. The name Erasmus is both the name of the famous philosopher and the acronym of the European Community Action Scheme for the Mobility of University Students.

The aim of the Erasmus Program is to increase the quality of the higher education in Europe, and strengthen the European dimension in the higher education in Europe. Actually, Erasmus is mostly related with the "mobility of university students". Erasmus is a program funded by European Union (EU), established to link universities in the member states of the European Union. Erasmus program was launched in 1987-88 academic year. Between 1995-96 and 1999-2000 academic years, the Erasmus Program was under the Socrates I Program. Between 2000-01 and 2006-07 academic years the Erasmus program was under the Socrates II Program. Since the 2007-08 academic year the Erasmus Program has been a major branch of the EU- Lifelong Learning Program (LLP). Although the Erasmus Program has different actions mobility (for student and teaching staff), European projects and Networks; I only mean student mobility by stating the term Erasmus Program in this research.

It would be explanatory to quote from the key objectives of the LLP Program, determined by the LLP Bureau in Brussels (European Commission, 2008):

-To achieve a significant increase in student and staff mobility between European Higher Education Institutions
-To promote broad and lasting inter-institutional co-operation
-To contribute to the concept of a people's Europe
-To contribute to the economic and social development of Europe through the creation of a significant number of higher education graduates with direct experience of intra- European cooperation.

Adopted on 14 December 2006 and spanning the period until the end of 2013, LLP and its Erasmus action are now open to the participation of 31 countries (European Commission, 2008):

1) 27 Member States of the European Union
2) the 3 European Economic Area countries (Iceland, Liechtenstein and Norway)
3) Turkey.

The number of outgoing students distributed to these countries is given in Table 1. The numbers given in this table includes the first year of the Socrates Program until the 2006-2007 academic year.  In total, the countries that send

most outgoing students are France, Germany, Spain, Italy and UK, respectively.

Teichler (1996) describes the characteristics of the Erasmus Program as follows:

-Erasmus supports regional mobility, i.e. mobility between European countries rather than global mobility
-Erasmus promotes temporary study abroad, i.e. period of study of up to one year which was part of a course program leading a degree
-Erasmus almost exclusively supports collective mobility, i.e. directed flows of students between countries
-Erasmus promotes mobility and cooperation within Networks of departments which sent students abroad and hosted students
-Erasmus expects organized study abroad, i.e. participation pre-supposed measures on the part of the participating institutions and programs to facilitate study abroad: preparatory programs, foreign language training, help with accommodation and administrative matters and so forth
-Erasmus encourages curricular integration, ranging from coordinated curricular activities to study abroad programs being an integral part of home curriculum
-Erasmus has an inclusive approach towards temporary study abroad, with recognition on return of the progress achieved during the study period abroad being the key criterion for granting support
- Erasmus is a partial and incentive-funding scheme. Students are awarded a moderate grant to cover the additional costs of study abroad, and networks or the universities received a moderate subsidy for the costs incurred (pp.155-156).

To participate in the LLP/Erasmus program, a university student must fulfill the following conditions (European Commission, 2008):

-Being a student and enrolled in a formal program of study at higher education level leading to a degree or a diploma (including doctoral level) in one of the participating countries
-Being a citizen of one the participating countries (or are recognized as having an official status of refugee or stateless person or permanent resident)
-Having completed at least the first year of the university studies.

Once a university establishes a bilateral exchange agreement with another university covering interested departments; then the university can use the fund provided for Erasmus activities such as language training of the students, translation of documents, preparatory visits and covering any additional expenses related to student's participation in the program.

According to the Erasmus agreements and regulations established between the partner universities the students - except the preparatory school and 1st year students- , including doctorate students, can spend their 3-12 months abroad, at the host partner university or higher education institution, via the "Student Mobility" (SM) activity of the Erasmus. In addition to these, via ECTS (European Credit Transfer and Accumulation System), the time spent in the host country and the efforts of the student can be recognized by the student's home university.

Table 1. *Timeseries Erasmus Student Mobility: 1987/88 – 2005/06*

| Home Country | Erasmus 1987/88 | 1988/89 | 1989/90 | 1990/91 | 1991/92 | 1992/93 | 1993/94 | 1994/95 | Socrates I 1995/96 | 1996/97 | 1997/98 | 1998/99 | 99/2000 | Socrates II 2000/01 | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 | Total | % of the total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Belgium | 55 | 404 | 795 | 1154 | 1357 | 2314 | 2509 | 3450 | 3978 | 4101 | 4233 | 4446 | 4404 | 4427 | 4521 | 4620 | 4789 | 4833 | 4971 | 62174 | 4.08 |
| Czech R. | | | | | | | | | | | | | | 2001 | 2433 | 3002 | 3439 | 4178 | 4722 | 22156 | 1.45 |
| Denmark | 57 | 189 | 417 | 729 | 950 | 1282 | 1561 | 1771 | 1930 | 1730 | 1795 | 1721 | 1764 | 1730 | 1845 | 1845 | 1636 | 1793 | 1682 | 26434 | 1.73 |
| Germany | 649 | 1727 | 3774 | 4995 | 6333 | 9011 | 11118 | 12633 | 13633 | 13070 | 13785 | 14695 | 15715 | 15872 | 16626 | 18482 | 20688 | 22427 | 23848 | 239517 | 15.71 |
| Estonia | | | | | | | | | | | | 183 | 235 | 274 | 304 | 305 | 444 | 511 | | 2276 | 0.15 |
| Greece | 39 | 195 | 459 | 566 | 926 | 1266 | 1454 | 1929 | 1397 | 1601 | 1451 | 1765 | 1910 | 1868 | 1974 | 2115 | 2385 | 2491 | 2714 | 28984 | 1.9 |
| Spain | 95 | 1063 | 2201 | 3442 | 4353 | 5697 | 7043 | 8537 | 10547 | 10841 | 12468 | 14381 | 16297 | 17138 | 17403 | 18258 | 20054 | 20819 | 22891 | 213525 | 14.01 |
| EU* | | | | | | | | 47 | 25 | 12 | 14 | 20 | 12 | 8 | 10 | 12 | 10 | 3 | 10 | 188 | 0.01 |
| France | 895 | 1785 | 4059 | 5524 | 6360 | 8983 | 8782 | 9844 | 13336 | 12505 | 14821 | 16351 | 16824 | 17161 | 18149 | 19365 | 20981 | 21561 | 22501 | 239787 | 15.73 |
| Ireland | 112 | 167 | 351 | 644 | 894 | 1214 | 1493 | 1652 | 1613 | 1584 | 1564 | 1504 | 1689 | 1645 | 1707 | 1627 | 1705 | 1572 | 1567 | 24292 | 1.59 |
| Italy | 220 | 1365 | 2295 | 3355 | 4202 | 5308 | 6808 | 7217 | 8969 | 8907 | 9271 | 10875 | 12421 | 13255 | 13950 | 15225 | 16329 | 16440 | 16359 | 173299 | 11.37 |
| Switzerland | | | | | | 223 | 480 | 717 | 1048 | | | | | | | | | | | 2468 | 0.16 |
| Cyprus | | | | | | | | | | | | 35 | 42 | | 72 | 91 | 64 | 93 | 133 | 550 | 0.03 |
| Latvia | | | | | | | | | | | | | 166 | 182 | 209 | 232 | 308 | 607 | 681 | 2335 | 0.16 |
| Lithuania | | | | | | | | | | | | | 361 | 624 | 523 | 1002 | 1194 | 1473 | 1910 | 7387 | 0.48 |
| Luxembourg | | 30 | | | | | 47 | | 68 | 61 | 66 | 82 | 87 | 126 | 104 | 119 | 133 | 116 | 146 | 1203 | 0.08 |
| Hungary | | | | | | | | | | | | 856 | 1627 | 2001 | 1736 | 1830 | 2053 | 2316 | 2633 | 15082 | 0.99 |
| Malta | | | | | | | | | | | | | | 92 | 129 | 72 | 119 | 130 | 149 | 691 | 0.05 |
| Netherlands | 169 | 650 | 1261 | 1969 | 2554 | 3290 | 4387 | 4833 | 5180 | 4132 | 4190 | 4352 | 4418 | 4162 | 4244 | 4241 | 4388 | 4743 | 4491 | 67654 | 4.44 |
| Austria | | | | | | 855 | 982 | 1801 | 2301 | 2384 | 2442 | 2711 | 2952 | 3024 | 3024 | 3325 | 3721 | 3809 | 3971 | 37302 | 2.45 |
| Poland | | | | | | | | | 1426 | | | 2813 | 3691 | 4323 | 5419 | 6276 | 8390 | 9974 | 11219 | 42312 | 2.78 |
| Portugal | 25 | 158 | 276 | 543 | 760 | 1025 | 1333 | 1903 | 1609 | 1674 | 1834 | 2179 | 2472 | 2569 | 2823 | 3172 | 3782 | 3845 | 4312 | 36296 | 2.38 |
| Slovenia | | | | | | | | | | | | 170 | 227 | 364 | 422 | 546 | 742 | 879 | | 3350 | 0.22 |
| Slovakia | | | | | | | | | | | 59 | 380 | 505 | 573 | 653 | 682 | 979 | 1165 | | 5001 | 0.33 |
| Finland | | | | | | 779 | 976 | 1641 | 2550 | 2558 | 3052 | 3441 | 3486 | 3286 | 3291 | 3402 | 3951 | 3952 | 3851 | 40156 | 2.63 |
| Sweden | | | | | | 1101 | 1792 | 2300 | 2912 | 2915 | 3264 | 3321 | 3087 | 2726 | 2633 | 2656 | 2667 | 2698 | 2550 | 36604 | 2.4 |
| UK | 925 | 2181 | 3585 | 5047 | 6620 | 8872 | 10519 | 11988 | 11735 | 10557 | 10582 | 9994 | 10056 | 9020 | 8475 | 7973 | 7539 | 7214 | 7151 | 149999 | 9.84 |
| Iceland | | | | | | 33 | 58 | 83 | 103 | 117 | 113 | 147 | 138 | 18 | 147 | 163 | 221 | 199 | 194 | 1830 | 0.12 |
| Liechtenstein | | | | | | | | 3 | 3 | | 3 | 2 | 3 | 15 | 19 | 7 | 19 | 26 | 50 | 131 | 0.01 |
| Norway | | | | | | 441 | 767 | 980 | 1212 | 1165 | 1071 | 1101 | 1107 | 1007 | 970 | 1010 | 1126 | 1279 | 1412 | 14678 | 0.96 |
| Bulgaria | | | | | | | | | | | | | 134 | 398 | 605 | 612 | 751 | 779 | 882 | 4161 | 0.27 |
| Romania | | | | | | | | | | | | 1250 | 1699 | 1899 | 1964 | 2701 | 3005 | 2960 | 3261 | 18741 | 1.23 |
| Turkey | | | | | | | | | | | | | | | | | | 1142 | 2852 | 3994 | 0.0026 |
| TOTAL | 3244 | 9914 | 19456 | 27906 | 36314 | 51694 | 62363 | 73407 | 84642 | 79874 | 83999 | 97601 | 107666 | 111092 | 115432 | 125957 | 133586 | 144037 | 154421 | 1524604 | 100 |

*Source: European Commission (2008)*

30

## 2.3. The Stages of Administration and Planning of the Erasmus Program

Administration and planning of the Erasmus Program can be analyzed on three levels: supra-national, national and institutional. Broadly speaking, internationalization involves two movements: first, at the institutional level, there is an increase in cross-border co-operation, mobility, and research (and in foreign-language teaching to facilitate them); second, there is a change in national or supra-national policies pertaining to internationalization, regionalization or globalization as these relate to higher education (Enders, 2002).There is a perennial debate in Socrates about the extent to which the support program and the Commission aim to steer European educational activities "top-down" and the extent to which the beneficiaries have room for "bottom-up" action through the projects they design and request for support (Teichler, 2002). The program has started by the European Commission and then the nations participated in the program through founding National Agencies. The rules and procedures of the program are set by the Commission and National Agencies transfer this information to the universities. Hierarchical systems like large school districts tend to use downward communication, in which people at higher levels transmit information to people at lower levels (Lunenberg & Ornstein, 1996). To better understand this downward type communication of the Erasmus Program, it will be better to look at these three actors in detail to understand the administration of the Erasmus Program.

As Marginson (2007) explains whereas the Bologna Process emerged bottom-up and the role of the European Commission (EC) in the process was initially limited but over time gradually developed into a leading one, the initiative for the Lisbon strategy was taken by the EC at supra-national level, and in its implementation it exhibits a more top-down character. He also explains that this strategy cannot be characterized completely as top-down, since the formal competences of the EC in the area education policy have not been enlarged and instruments used are thus not legally binding EU directives, but take the form of recommendations, communications, consultations or other working

documents. He calls this as "open method of coordination" which is based on common objectives and is translated into national action plans and implemented through sets of indicators, consultative follow-up and peer review.

## 2.3.1. The Supra-national Level

Groups referred as supranational organizations have emerged in recent years and some of them are increasingly influential in policy making and global communication in higher education (Kienle & Loyd, 2005). According to Froment (2003) who was the president of the European University Association, higher education in Europe must be unified at European level and differentiated with regard to the rest of the world.

Supranational organizations played an important role in stimulating comparative approaches, increasing interest in evidence-based policies and closer cooperation between researchers, policy-makers and practitioners in the domain of higher education (Teichler, 2005). As Van Der Wende (2000) claims unlike what many people from other regions in the world may think, the role of the European Union in the field of higher education is extremely limited due to the so-called Subsidiarity Principle, which implies that in the areas which don't belong to the exclusive competence of the Community (e.g. education) and community policy will only be developed in areas in which national policy-making is insufficient.

## 2.3.2. The National Level

Teichler (2005) argues that higher education is predominantly regulated at a national level: legislation, administration, approval of institutions, curricula and credentials, teaching staff careers, research promotion and similar features

tend to be set nationally. The application of the international educational programs is also set nationally. He also added that international comparison and interest in supra-national developments of higher education have spread thereafter, but it is estimated that still today 90% of higher education research in Europe and other parts of the world have a national focus or, if it looks at individual institutions and regions, is confined in national debates and perspectives.

In Turkey, in 2002, Turkish National Agency was established under the State Planning Organization for the administration and promotion of the European Education and Youth Programs. According to Rencber (2004) the duties of the National Agency are the following:

> -Implementing the working plans and the budget approved after the negotiations between the European Commission and national authorities and introducing and announcing the programs within nations
> -Coordinating, implementing and monitoring the participation to the programs in the framework of working fundamentals and systems and the general policies determined by the Commission
> -Reporting to the Commission and to the national authority about the workings of the National Agency
> -Making necessary conversation and signing agreements with the Commission on the implementation of the programs
> -Administering National Agency – centered actions (which are directly submitted to National Agency) within the framework of the legal documents such as implementation hand books, general budget rules etc.
> -Coordinating the working on the participation to the programs within the country, with the Commission and with the other countries which participated in the programs (pp.97-98).

As Turan (2000) wrote about the danger of centralized systems by quoting from Dewey (1983):

> There is also danger that any centralized system will become bureaucratic, arbitrary and tyrannical in action, and given to useless and perfunctory mechanical work in making useless records,

requirements and filing useless reports from others and in general what is termed in French "papasserie" and in English "red-tape". The functions of the Ministry should be intellectual and moral leadership and inspiration, rather than detailed administrative and executive management (p.551).

The same is true for the national agencies as the mid actor of the program. By being at the center, the national agencies try to make coordination between the Commission and universities and also between universities. They try to standardize the program at the national level. However, sometimes they may be so much bureaucratic and they may cause red-tape in universities. Since financial issues are also auditing by the agencies, they demand long reports from the universities about the details on expenditures. On the other hand, unlike the other public institution, they mostly communicate through e-mail rather than official letters and this may cause some misunderstandings.

### 2.3.3. The Institutional Level

Educational administrators and planners devise various different means to improve their universities and the success level of their students. In a globalizing world, some of the most important means for this respect are international exchange programs. With international exchange programs, increasing mobility of students, diminishing of xenophobia and improvement of cultural dialogue among students and last but not least increasing success of students in the around universities are to be achieved.

In order to be able to participate in Erasmus activities, a university has to fulfill two conditions. Firstly, it has to be recognized by the national authorities as eligible for Erasmus activities. Secondly, it has to have obtained an "Erasmus University Charter" from the European Commission. The Charter is a certificate, signed by the European Commission, which sets out the fundamental principles underlying all Erasmus activities to be respected by the university. Once a university has obtained the Charter, it is entitled to apply to

the Commission for centralized Erasmus funds and to their National Agency for decentralized mobility funds. Erasmus University Charter has replaced the old "Institutional Contracts" since the academic year 2003/2004. The European Policy Statement (EPS) is central to the application for the Erasmus University Charter. It should address the following three main questions (EACEA, 2008):

-What is the current situation of your university's international co-operation in the context of current national, international and European developments?
-Given the strengths and weaknesses of your university's present situation, define your university's aims and priorities for 2004/2005 - 2006/2007 with a special focus on promoting activities within the Socrates program. Briefly describe how the EPS has been developed and how it will be implemented in your institution.
-How will your institution ensure high quality in both student and staff mobility and within Erasmus co-operation projects?

The following list of points could be discussed when addressing the above questions (EACEA, 2008):

-The role of international and European co-operation in your institution's strategic development plan, e.g. innovation and development of the institution's teaching and research areas;
-Future development plans in European and international co-operation (in mobility, curriculum development, networks, etc.);
-How your plans relate to results achieved so far in European co-operation;
-Quality control and evaluation of participation in European programs;
-Internationalization of administrative staff, teachers and students;
-Measures to assure the full recognition of study periods;
-Measures to encourage the participation of academic staff in teaching staff assignments and transnational co-operation projects;
-Extension of the use of foreign languages in teaching and research;
-Policies to combat gender inequality, racism and xenophobia, and the exclusion of socially disadvantaged groups;
-Policies for the implementation of the Bologna process;
-The management of the EPS process and the implementation of the EPS within the institution (e.g. role of the leadership).

At the institutional level, students also participate in the organization of the Erasmus Program. Erasmus Student Network (ESN) has the aim to support and enhance student mobility in higher education institutions through founding local branches and groups of ESN volunteers, often former Exchange students, to help students during their period abroad.

## 2.4. Administration and Planning of the Erasmus Program in Turkey

As Moneta (1997) argues the administration and management of student services and the organization of a student affairs division are quite different when considered in the light of changing student needs, contemporary institutional administrative and educational practices and societal expectations for higher education. Therefore, student affairs leaders –including senior officials, department heads, mid- and entry level professionals, and faculty in student affairs- higher education administration – are responsible for responding to these demands. New developments emerged due to the European Union are one of these new changes that the administrators need to be adopted.

According to Mızıkacı (2005), at the university level, decision-makers stand to take advantage of European integration in different ways. First, the concept of Europeanization is a familiar one with regard to Turkey's modern history; it does not require great adaptation. Secondly and in market terms, being a part of the EU and/or EU programs brings about undeniable opportunities for growth and competition. Turkish universities welcomed the European Education programs. Most of them established or developed their international offices and make contacts with the European universities. Turkey has 89 universities which has got European University Charter and get right to make student and teaching staff exchange under the Erasmus Program. The rest 34 Turkish universities are working on the process to receive the Charter.

The grants giving the students during their studies abroad are changing due to the countries. In Turkey, in 2003-2004 academic year, during the pilot project, students took 300 Euro per month. In 2004-2005 academic year students took

400 Euro per month. Since 2006-2007 academic year, the amounts of grants have been distributed three or four subgroups. This data have been provided in Table 2 and Table 3.

Table 2. *The Erasmus Grants for Student Mobility for the 2006-2007 Academic Year (per month)*

| I. Group (330 Euro) | II. Group (440 Euro) | III. Group (550 Euro) |
|---|---|---|
| Letonia | Luxemburg | Finland |
| Litvania | Italy | Sweden |
| Slovakia | Spain | Denmark |
| Poland | Belgium | Ireland |
| Slovenia | France | UK |
| Czech Republic | Germany | Holland |
| Cyprus | Austria | |
| Hungary | | |
| Estonia | | |
| Malta | | |
| Portugal | | |
| Greece | | |

*Source:* Derived by the author from the archive of METU Study Abroad Office from Erasmus Handbook sent every year by Turkish National Agency.

Table 3. *The Erasmus Grants for Student Mobility for the 2007-2008 Academic Year* (per month)

| I. Group (300 Euro) | II. Group (400 Euro) | III. Group (500 Euro) | IV. Group (600 Euro) |
|---|---|---|---|
| Letonia | Slovak Republic | Luxemburg | Finland |
| Litvania | Czech Republic | Italy | Sweden |
| Bulgaria | Hungary | Spain | Denmark |
| Poland | Portugal | Belgium | Ireland |
| Slovenia | Greece | France | UK |
| Estonia | Malta | Austria | |
| Cyprus | | Holland | |
| Romania | | Germany | |

*Source:* Derived by the author from the archive of METU Study Abroad Office from Erasmus Handbook sends every year by Turkish National Agency.

In Turkey, more and more students are participating in the Erasmus Program. Figure 2 shows the number of the students who participated in the Erasmus Program between 2004/2005 and 2006/2007 academic years:
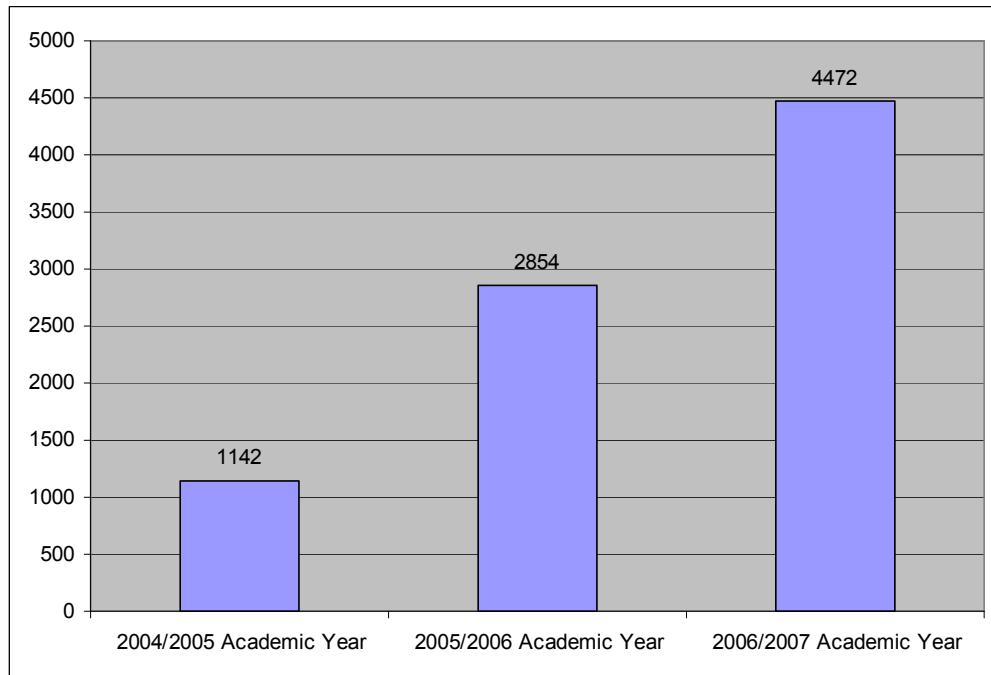


*Source: Turkish National Agency 2008a*

*Figure 2.* The number of students who participated in the Erasmus Program from Turkey between 2004/2005 and 2006/2007 academic year.

These increasing numbers brings Turkey to the fore between other European universities. The following figures 3, 4 and 5 shows Turkey's place between European universities in 2004/2005, 2005/2006, 2006/2007 academic years respectively.
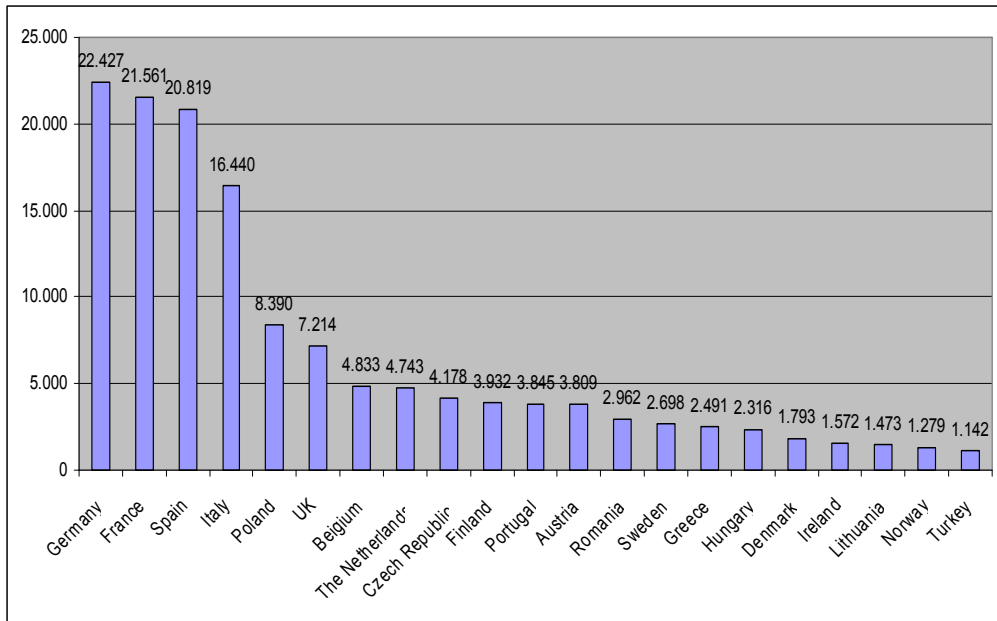
*Figure 3.* Turkey's place between European Universities as outgoing students in 2004/2005 academic year.
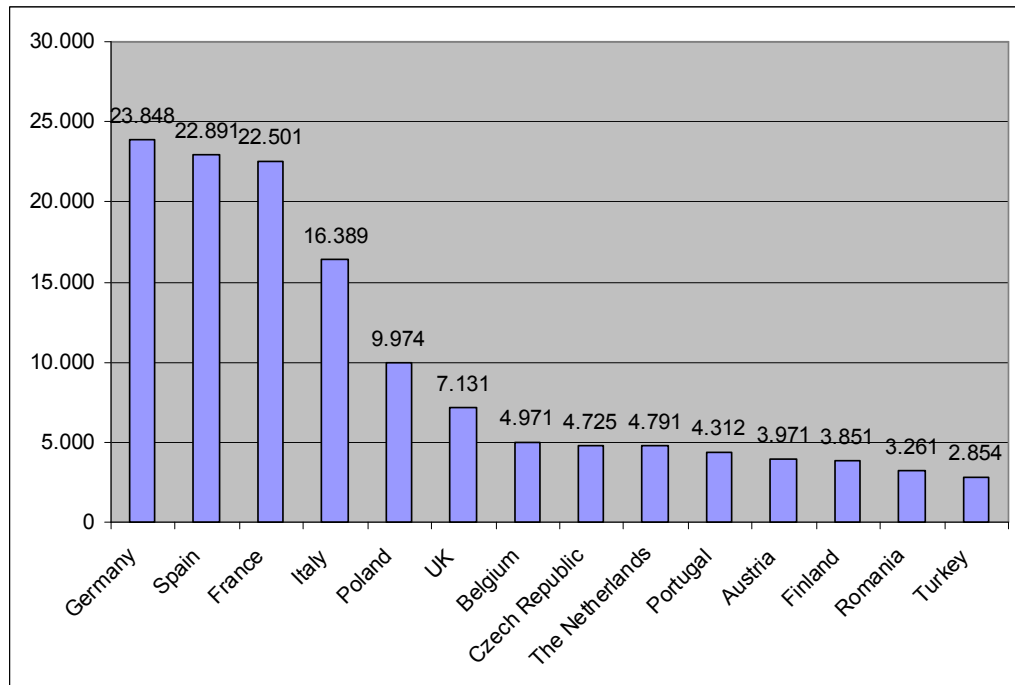
*Figure 4.* Turkey's place between European universities as outgoing students in 2005/2006 academic year.
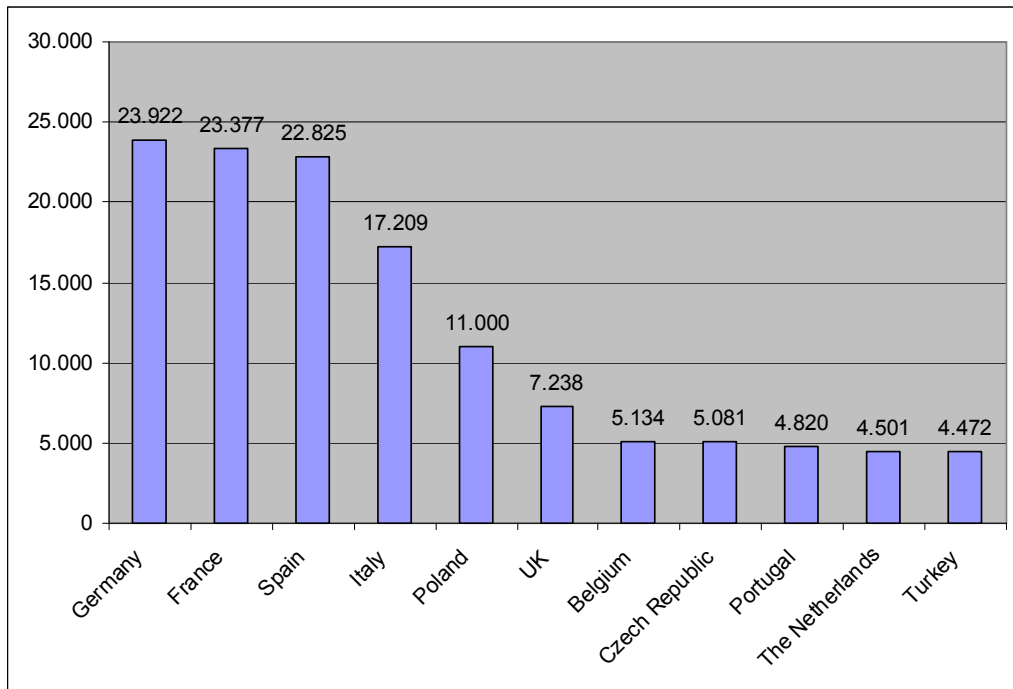
*Source:* Turkish National Agency 2008a

*Figure 5.* Turkey's place between European universities as outgoing students in 2006/2007 academic year.

## 2.5. Administration and Planning of the Erasmus Program at METU

Middle East Technical University (METU), a state university founded in 1956, currently has over 22,000 students, academic staff of about 2,700, and 50 undergraduate programs in 5 faculties, and 85 master's and 55 PhD programs in 5 graduate schools. The European context has been assuming increasing attention in the research and education programs of the University. METU actively took part in Med-Campus, MEDA, COST, Eureka, NASA, NATO, NSF, UN, World Bank, Jean Monnet, INCO, Avicenne, 6th Framework, Leonardo and Socrates projects. the University is a member of many networks and associations to include EAU, EAIE, SEFI, UNESCO-International Association of Universities, Digital Education Network, and Black Sea Universities Network. English as the language of instruction in all its degree programs has greatly facilitated METU's efforts to accommodate international

40

students and researchers. METU hosts about 1300 international students from nearly 65 different countries. METU has recently launched 7 joint PhD programs with French universities, 4 joint undergraduate programs with State University of New York (USA) and 1 joint masters program with Middlesex University (UK). ECTS and Diploma Supplement are being issued. METU received "Diploma Supplement Label" in 2006. METU is a member of many associations dealing with international education and exchange such as EAIE, IEE, GE3 and CIEE. METU actively participates in AIESEC and IAESTE summer internship programs.

In the strategic plan 2005-2010, METU's goals on internationalization are stated under the "Strategic Initiative 6: Foundation for Communication and Collaboration with Stakeholders" as (METU, 2008):

> -Strategy 2.1.3: Effectively announcing and encouraging participation in student and faculty exchange programs, primarily EU exchange programs
> -Strategy 2.1.4: Becoming a member of international associations and initiatives (EUA, EAIE, SEFI) in the sector of higher education and effective participation in their activities
> -Strategy 2.1.5: Continuing to carry out joint undergraduate programs and developing joint graduate programs
> -Strategy 2.1.6: Developing a program for the invitation of short-term visiting professors/lecturers from universities abroad; creating a fund by providing aid from external institutions

Study Abroad Office at METU was founded in 1991-1992 academic year with the name of "International Relations Office" Its responsibilities were foreign faculty and students at METU, exchange programs, international presentations and short-term international academic programs. In 2001, the mission statement of the office changed. It started to deal only with exchange programs and foreign students and its name changed as "International Students and Study Abroad Office". Lastly, in 2005, it has started to deal only with exchange programs and its name has become just "Study Abroad Office" The first agreements of Study Abroad Office were with American universities. As in the

American system, the exchange programs were organized through the Office. However, after the Erasmus Program the departments participated in the system. For that reason, this research deals with the Erasmus program and tries to analyze the complex picture by including also the departments.

Before the Erasmus program METU have had many exchange agreements with some American, Australian, Japanese, Canadian universities. So, all the organization and planning of the exchange programs were made through the center; i.e. the Study Abroad Office. There were almost no communication between the departments and the center. The departments were only dealing with academic issues (such as choosing the courses to be taken, recognizing the courses that were taken abroad etc.) and the office deals with administrative issues (sending the application and accommodation forms, helping to overcome visa procedures etc.). However, Erasmus program needs the other stakeholders to participate in organization and planning. Under the Erasmus program, the departments conclude bilateral agreements with European universities and they give information to the office about the agreement to announce to students. Besides, the Erasmus program has a lot of paper work, which should be done by the student, the department and the office collectively, such as "learning agreement" To better understand the relationships between the Office, the departments and the students, it will be better to look at the whole process before the study abroad period (See Appendix A).

When we look at the organization of the administration of the Erasmus Program at METU, we can see different actors at different levels. One of the vice-rectors of METU is the institutional Erasmus Coordinator of the University and the Study Abroad Office works directly with the vice-rector. The University Erasmus Committee consists of the vice-rector dealing with the Erasmus Program, five faculties' Erasmus coordinators, five graduate schools' Erasmus coordinators and the coordinator of the Study Abroad Office. This

Committee is responsible for taking strategic decisions about the program and also selecting the students who participate in the Erasmus Program.

Every faculty, graduate school and department at METU has an "Erasmus Coordinator" who is one of the teaching staff of this unit. Faculties' Erasmus coordinators are the vice-deans of the faculties responsible for student affairs. Departmental coordinator is one of the academic staff of the department who is appointed by the Department Chairs. These coordinators are responsible for the Erasmus agreements of the particular unit and they make the coordination between the unit and the Study Abroad Office. They also academically advise students on choosing the higher education institution to study and determining the related courses to take. They are also responsible for the recognition of the courses that the students take during their study abroad period. Academic advising, though sharing similarities with the role of "tutors" should be seen as a means of maintaining closer contact with the students thereby enabling proactive action in the event that students require support of one kind or another; be it academically or socially related (Gitf & Bell-Hutchinson, 2007).

METU has 124 bilateral agreements with European universities as of November 2007. The distribution of these agreements according to the countries can be seen in Figure 6.
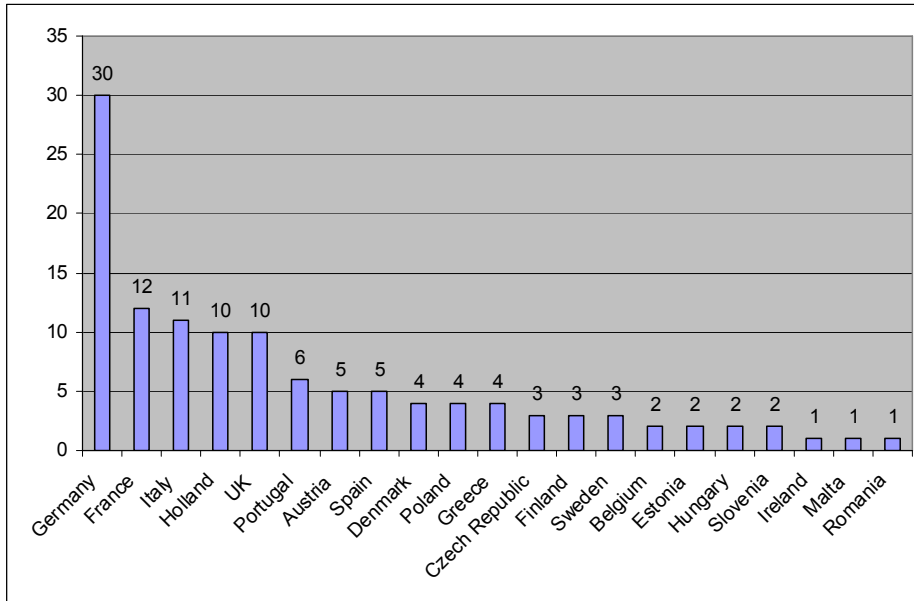
*Source:* Derived from the data compiled by the researcher from METU Study Abroad Office data by January 2008

*Figure 6.* METU's Erasmus Agreements distributed to the countries.

To see the place of METU between Turkish universities numbers in terms of Erasmus outgoing students in 2004/2005, 2005/2006 and 2006/2007 academic years, please look at the figure 7.
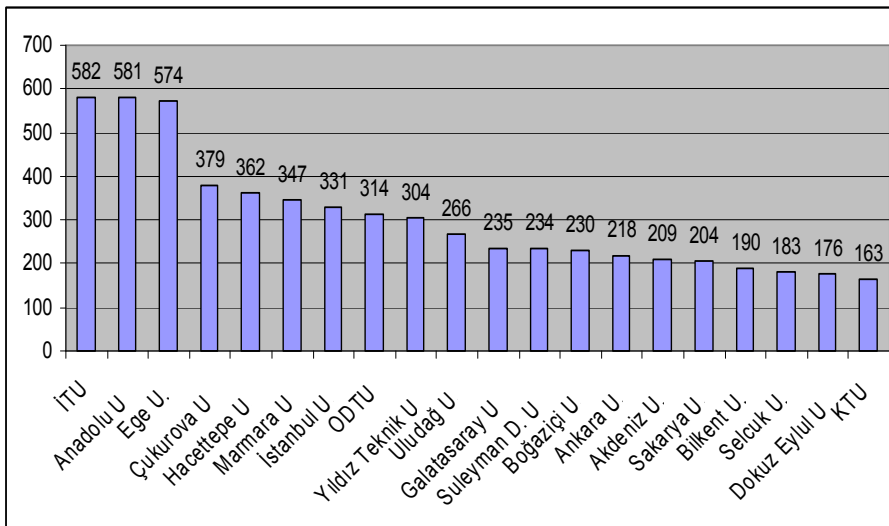


*Source: From Turkish National Agency 2008a*

*Figure 7.* The total number of Erasmus outgoing students in 2004/2005, 2005/2006 and 2006/2007 academic years.

## 2.6. The Observed Problems in the Administration of the Erasmus Program

The literature shows that there are many problems in the administration and planning of the Erasmus Program to be solved. The most common ones are lack of institutional commitment, visa problems, insufficient grants, bureaucracy, recognition problems and lack of transparency. This research deals only with the problems emerged prior to study abroad period.

Organizational structure of higher education institutions has great importance in administering the exchange programs. Van Damme (2001) stresses that at the institutional level; there are also important variations in the level of institutional commitment towards internationalization. These can be measured by the establishment and internal institutional authority to the internationalization office. He summarizes very well the importance of administration issues in Erasmus program:

> All kinds of administrative problems hinder the smooth functioning of internationalization schemes…In the Erasmus/ Socrates programs, as with most EU programs, project promoters disapprove the exaggerated research work and very long application procedures. There is a general need for simple and clear application procedures and transparent evaluation procedures (p.430).

Reichert and Tauch (2004) states that the number and level of mobility grants for students is not sufficient to allow for equal access to mobility for those from financially less privileged backgrounds. They also add that institution-wide procedures for recognition seem to be quite underdeveloped, and the recognition of study abroad periods often takes place on a case-by-case basis. Lastly, they set forth that at the institutional level, the UK, Iceland, France, the Czech Republic, Slovakia and Bulgaria have the highest percentages of higher education institutions with Life-long Learning strategies, while Germany, Austria, Italy, Hungary, Turkey, Romania and other Southeast European countries have the lowest percentages.

According to Kelly (1999, cited in Van Damme, 2001) the involvement of academic authorities, especially the role of the rector or vice-chancellor, as an integral part of their strategic leadership seems to be a decisive factor. According to Barblan (2002) the capacity of integration of the (Erasmus) program was based on the commitment of professors ready to compare their courses with those of colleagues in other countries and to adopt teaching so that home and guest students would develop a sense of common value. A substantial number of applicants, who have been awarded a grant, change their mind at a very last stage. This is not only frustrating for the persons at the home and host institutions preparing the exchange, but may also rob other students who initially wanted to go, were not accepted, and were finally informed that they could go but too late (Teichler, 2004). Often, Erasmus students face financial problems at the beginning, because the Erasmus grant in most cases is paid too late by the agency acting in charge of the Commission (Teichler, 2004).

According to Leidenfrost (2004) the progressive growth of mass universities during the last decade causes the problems and complaints which include anonymity within the higher education system, decreasing commitment in student-institution relations, lack of information on who is responsible for what, little or no concrete information on students' rights and obligations etc. The mass system means that there are fewer opportunities to engage face-to-face with students (Morley, 2003). Keller (2004) also states that almost no attention has been paid to the growing problem of finding accommodation when going abroad, which is a major difficulty and one that will not simply disappear by itself.

**2.7. The Observed Problems in the Administration of the Erasmus Program in Turkey**

The National Action Plan of the 2005-2006 academic year describes the fallowing problems in Turkey (Turkish National Agency, 2008b):

- Visa Issues: Many European countries have tougher visa policies and procedures that caused great difficulties especially for Turkish students taking part in Erasmus program longer than three months period. Since those countries were asking for so many documents to provide and income guarantee to prove, many students were exhausted to complete the requirements before they were actually granted visa. That discouraged many institutions to send students to those countries although there was pre-existing cooperation between institutions.

- Lack of Qualified Staff at Turkish Institutions: Since many Turkish institutions are taking part in Erasmus mobility for the first year, the staff working at the international office is not all experienced in dealing with Erasmus matters such as student applications, bilateral agreements, housing etc. Besides, some institutional Erasmus coordinators have been replaced with new ones and that also caused some missing gaps.

- Late announcement of EUC (European University Charter) results: Due to the delay in signing the Memorandum of Understanding between the Turkish government and the EU Commission, the Erasmus EUC results were not announced by the Commission until very late. That made the partners of Turkish institutions quite reluctant to have cooperation with Turkish institutions.

- First Time Experience: Some Turkish universities had experienced mobility for the first time. This slowed down the process greatly.

- Grant Is Not Enough: The Erasmus grant that a student receives is not enough to cover all expenses of a Turkish student who is going to study in a European city.

- Late Transfer of the Grants by the Commission: This caused great dissatisfaction and complaints by the Turkish students.

In 2004-2005 National Report on Turkey, the main factors influencing mobility of students are the following (Turkish National Agency, 2008b):

-Difficulties in getting visa for outgoing students (in terms of length and requirements)
-Insufficient supplementary funding schemes for outgoing students

47

-Lack of information or misunderstanding ECTS applications among the faculty members (that cause problems during the approval of learning agreements)
-Lack of up-to-date course information (course offerings) of the partner institutions (that causes reluctance of students to participate in exchange)
-Lack of knowledge among European students about the quality of higher education in Turkey

In the same report, the special measures taken in Turkey to improve mobility of students are the following (Turkish National Agency, 2008b):

-Establishment of administrative offices within universities dealing specifically with the Erasmus Program
-Promotion of Erasmus Program within universities (such as organizing info days for students and academic staff, encouraging students to learn/improve a second language, encouraging the faculty to increase their European-wide activities towards signing Erasmus agreements, participated in related networks, projects and propose new projects)
-Usage of ECTS as an additional credit transfer system
-Increasing the visibility of Turkish universities in the Erasmus Program (via setting up web-pages for Erasmus activities, publications of ECTS Information packages, course catalogues)
-Increasing the number of course offerings (mostly) in English language
-Site visits to/from the potential partner institutions
-Participating in related activities, organizations of the National Agency.

## 2.8. The European Approach to Quality

As a rationale for internationalization of higher education, the issue of enhancement of the quality of higher education is relevant in a sense that quality relates to internationalization in the way in which internationalization contributes to the improvement of the quality of higher education, and in the way one assesses and enhances or maintains the quality of internationalization activities and strategies (Wit, 2002). Europe has some policies to assure quality in higher education. However these policies are not explicit in the ways to assure quality. Mostly, the results are evaluated to counter if the quality exists

or not. Therefore, the concept of recognition and the desires of the labor market are very important. However, this research deals with the desires of the students as the most important stakeholders of the higher education institutions.

The quality understanding of Europe mostly means "recognition". The quality of internationalization policies and practices itself is an important problem, but of more importance are the issues of the recognition of foreign diplomas and degrees and the recognition of credits and credit-transfer (Van Damme, 2001). Institutions will be requested to ensure high quality in organizing student and staff mobility as detailed in the Erasmus University Charter. It is expected that this will also result in an increased volume of mobility. Sebkova (2002) claims that the European approach to quality assurance and the accreditation systems of higher education in Europe has been relatively strongly and centrally directed and controlled by the State. He explains the historical development of this idea as the fundamental reduction of state influence on universities' functioning during in 1970's and 1980's; which causes the questions on the possible performance evaluation of institutional activities. As he also explains diversified types of evaluation bodies were established either by the states or by the institutions themselves. Through the Bologna Process this issue was discussed and "a common European Accrediting Body" concept emerged. This concept has converted into "a common European platform" since most of the participant didn't want a single agency enforcing a common set of standards.

As published in the European University Association (EUA) web page (2007), quality is seen as an essential element to meet the combined requirements of creating a European knowledge society and promoting the Bologna Process and quality assurance in higher education comprises three levels (EUA, 2007):

1. Institutional Level: Enhancing internal quality
2. National Level: Enhancing external accountability procedures
3. European Level: Promoting the development of European dimension for quality assurance

On the institutional level, EUA took the lead for developing capacity of higher education institutions to create internal quality processes through the "Institutional Evaluation Program" and the "Quality Culture Project". Launched in 1994 as a strategic tool for change in higher education institutions the EUA Institutional Evaluation Program seek to strengthen institutional autonomy, support quality development and foster a European dimension in universities. More than 170 universities (16 Turkish universities including METU) have participated in the program. Besides, Quality Culture Project had carried out between 2002 and 2006 with 134 higher education institutions. As the main conclusions of the project expressed the reason of choosing the concept of "quality culture" is explained as the following (EUA, 2007):

> "On national level, many countries have signed Bologna Declaration have at least one quality assurance or accreditation agency. Forty-two of these agencies are members of the European Association for Quality Assurance (ENQA). On European level, EUA regularly meet with ENQA, students and other stakeholders to discuss how to develop a European dimension for quality assurance."

Besides, the so-called Bologna Process gives a great emphasis on the development of quality in higher education. One of the six main goals of the Bologna Declaration is the promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies.

## 2.9. Specific Research Results

According to Wit (2002) it is extremely difficult to make generalizations in the analysis of internationalization that are valid for Europe as a whole for two reasons. First of all, general overviews of development in Europe do not give sufficient credit to the complexity of Europe, in particular its regional and national differences. Secondly, any analysis of internationalization is faced with the lack of research aspects and to the effects of internationalization.

Although many reports have been published about the programs for internationalization in the European Union, few are about the processes of internationalization as institutional and national strategies.

Again Wit (2002) summarizes the historical beginnings of the researches on internationalization for higher education. The call for research on study abroad has been around since before the 1990's, but became stronger in that decade. The need for research and evaluation of study abroad was already being stressed in 1985 by Barbara Burn and this call was recognized by a broad coalition of American and European organizations. This joint interest resulted in a comparative study of study abroad programs in the United States and Europe.

This study is called "The Study Abroad Evaluation Project" conducted between 1984-1986 by Burn, Cerych, Smith (1990) and Opper, Teichler, Carlson (1990). The aim is to evaluate the extent to which study abroad program outcomes can be judged as successful. In the framework of this research a large number of surveys were conducted including a written questionnaire with follow-up interviews, a longitudinal survey of study abroad participants who were sent a questionnaire before and after their sojourn and a survey of study abroad program graduates. The research shows that a striking characteristic of almost all the programs under review was that they live thanks to the immense effort put in by one or more key persons. This is in turn rendered the programs vulnerable in management terms, since the continuity of a program may be seriously endangered if the key person was no longer available. Secondly, support schemes, introduced by national or international agencies and clearly viewed very positively by those involved, have encouraged the establishment and development of a significant number of study abroad programs. Thirdly, even after the financial support made available from support schemes, the net additional costs falling on the student were found to be significant.

Another research is the "Erasmus Evaluation Research Project" (Teichler, 1996). The European Commission asked the Centre for Research on Higher Education and Work of the University of Kassel to undertake data collection and surveys on Erasmus program over a period of 7 years (from 1987-88 academic year to 1993-94 academic year). By the end of 1995, almost 20 studies were completed in this framework; annual statistical studies on participation, student questionnaire surveys, as well as surveys of former students, analyses of coordinator reports, questionnaire surveys of professors who teach abroad for some period and of presidents of universities who receive Erasmus grant. According to the research, five problems during the study abroad period were frequently rated as serious by Erasmus students of the 1990/91 academic year: accommodation (22%), financial problems (21%), too much contact with people from the home country (20%), administrative problems abroad (18%) and matters of recognition and credit transfer (18%).

Maiworm & Teichler (1998) conducted a study which is based on the information provided by the ICP local directors of the partner units (mostly departmental coordinators) in 1991-92. 2682 ICP local directors responded to a questionnaire comprising 59 predominantly standardized questions. According to the results, most local directors felt well informed about their partner's curricula, academic calendar, and accommodation provisions. Some 61% of the ICPs employed systematic criteria for selection of students, and in almost all cases of systematic selection, academic achievement was taken into account as well as foreign language proficiency. Preparatory assistance, guidance, and advice were provided by more than three-quarters of all ICP's sending students abroad with regard to studying in the host country. About two-thirds each named assistance and advice regarding academic matters in general, registration and course selection abroad, as well as financial issues.

Maiworm, Steube and Teichler (1991) conducted a similar study called "Experience of Erasmus Students 1988/89". The study is based on replies to a

52

written questionnaire by 3212 students who undertook a study period abroad in 1988/89 with the help of Erasmus grant. According to the study, 51% of the students participated in mandatory preparatory courses before study abroad.

Another research on that subject was conducted between 1987-1997 with the students who participated in the Erasmus Program and studied abroad with the grant from the Regional Council of Rhone-Alpes (Papatsiba, 2005). A report on personal experiences of studying and living abroad was requested from the students and 80 reports were analyzed. The results may be summarized as follows. Professional motivation was often quoted as an important reason for participating in the Erasmus program and students generally did not seem aware of the Erasmus program objectives, except for those who studied Law, Political Science or Economics.

Maiworm and Teichler (2000) conducted a study called "The Policies of Higher Education Institutions" through sending a questionnaire to 1608 higher education institutions. The results showed that the Socrates-supported institutions lay great emphasis on the Europeanization and internationalization of their policies and activities. The study also showed that key managers (rectors, pro-rectors etc.) in most cases took the main decisions regarding funds for international activities. Staff of international offices often prepared the administrative agenda for cooperation and exchange, determining the use of resources provided by Socrates. Both staff of international offices and academics in charge of was often important actors in taking the initiative for the development of joint curricula, establishing or discounting partnerships and implementing ECTS. Committees at the central level, committees within departments, administrators in the departments and students were key actors in only a minority of cases. The representatives of higher education institutions pointed out that it was mostly academics who played an important role in selecting students and the study program and its recognition; both with regard to incoming and outgoing students. In contrast, staff of international offices at

the central level played a major role in matters concerning information, funding, and services and for preparation of study periods abroad or upon arrival of foreign students.

Eurostrat III project (Barblan, Reichert, Schotte-Kmoch & Teichler, 2000) is another important project on this subject. It aims to elucidate the ways in which higher education institutions participating in the Socrates Program develop and adapt their European profiles, institutional strategies, and modes of operations with respect to the cooperation under the impact of Socrates. The project consist of two parts: First, nearly 486 European Policy Statements (EPS) were analyzed on the basis of the same grid and sets of questions. In the second part of the project, 31 site visits have been organized in order to study institutional development of strategies and modes or operation concerning European cooperation in the first two years of the implementation of the institutional contract under Socrates. The results showed that with the advent of Socrates, many institutions enlarged their international offices. Besides, special coordination procedures for Socrates were introduced in near to all cases. In most of the institutions, there is a Socrates Committee consisting of the top person responsible for Socrates on the central level, the director of the international relations office, faculty and departmental Socrates coordinators, and sometimes individual academics particularly active in Socrates. Most institutional representatives agreed that some operational problems pertaining to student mobility are clearly more efficiently dealt with on the institutional level. In this context, recognition, accommodation, information dissemination and reciprocity guidelines were mentioned frequently. The increased top-level involvement (mostly vice-rectors) and enlarged coordination functions of central and faculty administrators are reflected in their relatively high level of motivation and their readiness to take initiatives.

Teichler (2001) wrote a research about "Socrates 2000 Evaluation Study" which tried to establish how far conditions, processes, and outcomes of student

mobility and teaching staff have changed. Questionnaire surveys were sent to a sample group Erasmus students, former mobile students who had graduated some years ago and to the teachers, many of whom had taught abroad or were assigned coordination tasks for Erasmus. The study showed that problems of late timing of the award decision and the actual provision of money, as well as some problems of administration, accommodation and funding while abroad remained stable. The students considered preparatory means by their home institution and support measures by the host institution on average as satisfactory. Some findings of the institutional and teaching staff surveys undertaken in this study deserve attention: few reassignments of responsibilities were made between the central and department level and between the various actors, the administration and service functions of academics were reduced, but academics continue to take over still almost as many educational tasks as before and continue to be involved in the decision-making processes as the number of staff position for the administration and services related to international activities only grew marginally, many of the respective activities remained the academics' tasks.

Another research called "The Experience of Studying Abroad for Exchange Students in Europe" was conducted by Erasmus Student Network (ESN) in 2005 (Krzaklewska & Krupnik, 2006). The questionnaire was available online during June and July 2005 on the ESN website. Students were able to complete the survey entirely online and only in English. It was launched to university-level students throughout Europe, who had completed or were in the process of completing an international exchange or independent study programs abroad. 7754 valid questionnaires were received to analyze. According to results, 68% of the respondents were very satisfied with their study abroad and 26% of them were rather satisfied. The respondents were most satisfied with the social dimension of their stay and less satisfied with the problem-solving dimension.

Bracht et. all (2006) conducted the Valera project (Value of Erasmus Mobility) to establish the impact of mobility within the Erasmus program on the mobile students' and teachers' careers. The evaluation study was divided into two major phases. The first phase started with the analysis of previous studies and expert survey. The expert questionnaires were sent to representatives of the Erasmus program itself and representatives of higher education policy, student organizations, teachers, administrators and employers' organizations. Information was provided by 67 experts. Subsequently, four key surveys were undertaken: survey of former Erasmus students of the 2000/01 academic year (4589 persons replied), online survey of former mobile Erasmus teachers (755 persons replied), survey of university leaders with a research questionnaire (626 persons replied) and survey for employers (312 persons replied). The results show that 54% of former Erasmus students believe that the period abroad was helpful in obtaining first job.

Beside the above studies, there are also two Turkish studies worth mentioning. First one is done by Şahin (2007). She conducted a master's thesis in Boğaziçi University. This is a qualitative case study investigated what perceptions outgoing Turkish students have of their Erasmus exchange period. The research questions are "what are the perceptions of Turkish Erasmus students regarding the Erasmus Program itself" and "what are the perceptions of Turkish Erasmus students regarding the European aspects of their experience within Erasmus Program" Data was collected through semi-structured interviews from 10 Erasmus exchange students and was analyzed using a content analysis approach. Results indicate that all participants were extremely satisfied with their period abroad with Erasmus Program.

The second one is made by İşeri in 2005 again as a master's thesis. In this study, the effects of Erasmus practice on Turkey's higher education programs and on academicians and student exchange was examined using a qualitative research method. The research question is "what are the opinions of curriculum

experts on Erasmus Program on the way to the European Union?" Curriculum experts' viewpoints are compared with observations and experiences of both academicians and students who took part in exchange programs and also with field literature. The participants were 5 curriculum experts, 3 academicians and 5 students who took part in exchange programs. They state that living in different cultural richness, getting adapted to these richness will have an effect on the development of social and intellectual abilities, on the development of self-confidence and value, and on having different points. Another point that the experts pointed out that an action plan on the transformation of institutional structure, credit transfer system, and diploma and curriculum development will create a change in higher education.

# CHAPTER 3

# METHOD

## 3.1. Theoretical Background to Quantitative Research

In this chapter, methodology of chapter will be explained in detail. Characteristics and phases of the research will be laid down.

### *3.1.1. Characteristics of Quantitative Research*

Quantitative research is a type of educational research in which the researcher decides what to study, asks specific, narrow questions, collects numeric (numbered) data from participants, analyzes these numbers using statistics, and conducts the inquiry in an unbiased, objective manner (Creswell, 2005). Fraenkel and Wallen (2006) describes the main characteristics of quantitative research as follows:

> -quantitative data deal primarily with numbers
> -quantitative researchers usually base their work on the belief that facts and feelings can be separated, that the world is a single reality made up of facts that can be discovered
> -quantitative researchers seek to establish relationships between variables and look for and sometimes explain the causes of such relationship
> -quantitative research has established widely agreed-on general formulations of steps that guide researchers in their work
> -quantitative research designs tend to be pre-established
> -the ideal researcher role in quantitative research is that of a detached observer
> -the prototypical study in the quantitative tradition is the experiment

-most quantitative researchers want to establish generalizations that transcend the immediate situation or particular setting (pp.15-16).

Similarly, the quantitative research can be defined with the following characteristics (Gall, Gall & Borg, 2007):

-assume an objective social reality
-assume that social reality is relatively constant across time and settings
-view causal relationships among social phenomena from a mechanistic perspective
-take an objective, detached stance toward research participants and their setting
-study populations or samples that represent populations
-study behavior and other observable phenomena
-study human behavior in natural or contrived settings
-analyze social reality into variables
-use preconceived concepts and theories to determine what data will be collected
-generate numerical data to represent the social environment
-use statistical methods to analyze data
-use statistical inference procedures to generalize findings from a sample to a defined population
-prepare impersonal, objective reports of research findings (p.32).

### 3.1.2. Quantitative Research Data Collection Methods

According to Creswell (2005) the process of collecting quantitative data consists of more than simply collecting data. He describes the five steps of collecting quantitative data as follows:

-deciding on what participants to study
-obtaining the permission to be studied
-identifying the types of measures that will answer the research question
-locating instruments to use
-beginning collecting data (p.144).

There are many types of data collection methods. Fraenkel and Wallen (2006) classifies these methods as follows:

Quantitative measurement uses some type of instrument or device to obtain numerical indices that correspond to characteristics of the subjects (Mc.Millan & Schumacher, 2006).

*3.1.2.1. Questionnaires*

Questionnaires are one of the most common types using for quantitative research. Fraenkel and Wallen (2006) explains questionnaires as follows:

> In a questionnaire, the subjects respond to the questions by writing or, more commonly, by marking an answer sheet. Advantages of questionnaires are that they can be mailed or given to a large numbers of people at the same time. The disadvantages are that unclear or seemingly ambiguous questions cannot be clarified, and the respondent has no chance to expand on or react verbally to a question of particular interest or importance (p.126).

In other words, questionnaires are printed forms that ask the same questions of all individuals in the sample and for which respondents record their answers in verbal form (Gall, Gall & Borg, 2007). Questionnaires can use statements or questions, but in all cases, the subject is responding to something written for specific purposes (Mc.Millan & Schumacher, 2006).

The characteristics of an ideal questionnaire is the following (Davidson, 1970 as quoted in Cohen & Manion, 1994):

- it is clear, unambiguous and uniformly workable

- its design must minimize potential errors from respondents
- since people's participation in surveys is voluntary, a questionnaire has to help in engaging their interest, encouraging their co-operation, and eliciting answers as close as possible to the truth (pp.92-93).

The questionnaires can be structured, semi-structured or unstructured. The larger the size of the sample, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be (Cohen, Manion & Morrison, 2000). The advantages of the questionnaires are the facts that the cost of sampling respondents over a wide geographical area is lower and the time required to collect the data typically is much less (Gall, Gall & Borg, 2007). Besides, the questionnaire has the same questions for all subjects and can ensure anonymity (Mc.Millan & Schumacher, 2006).

However, questionnaires cannot probe deeply into respondents' beliefs, attitudes and inner experience. Also, once the questionnaire has been distributed it is not possible to modify the items, even if they are unclear to some respondents (Gall, Gall & Borg, 2007).

### 3.1.2.2. Web-based Questionnaires

There are many ways of collecting quantitative data. Web-based electronic data collection is one of the popular one. In computer-assisted self interviewing method the participant in a study logs onto a computer, uses the Internet or a website to locate and download a questionnaire, completes the questionnaire, and sends the completed questionnaire back to the researcher (Creswell, 2005). Saxon et all. (2003) argues that web-based survey methods are an emerging methodology and the response rates are similar or slightly lower than rates obtained from other methods.

However, this method has the following limitations (Mertler, 2001 as quoted in Creswell 2005):

-limitation involving the use of listservs and obtaining of e-mail addresses
-limitations of the technology itself
-lack of a population list
-the questionable representatives of the sample data (p.159).

Gall, Gall and Borg (2007, p.236) describe the advantages and disadvantages of web-based questionnaires as following:

Advantages:
- postal costs are eliminated
- the possibility of missing data within questionnaires is reduced
- there is no need to transfer data manually from the questionnaire into an electronic format
Disadvantages:
- there is a need to have access to a Web server and the ability to use specialized software to design the questionnaire
- there is a need to guard against data-security breaches and multiple submissions from the same respondent or a submission from an individual not in the sample
- each respondent needs to have access to a Web browser and the ability to use it (p.236).

Saxon et all. (2003) summarizes the advantages and disadvantages of web-based surveys as follows:

Advantages: speed of creation, ease of access, speed of response, improved attractiveness of the questionnaire, reduction in research and postage costs, an increasing array of sophisticated features such as pages, item skipping and conditional branching, enabling the collection of large amounts of data.
Disadvantages: sampling and coverage errors, restriction of samples that have access to the technology, the risk of deleting or ignoring the introductory message sent by electronic mail (pp.53-54).

### 3.1.3. Analysis of the Quantitative Data

The first step is preparing and organizing data for analysis in quantitative research through scoring the data and creating a codebook, determining the types of scores to use, selecting a computer program, inputting the data into the program and clearing the data (Creswell, 2005). Creswell (2005) describes the next step as presenting the results in tables, figures concluding the research by summarizing the detailed results in general statements.

The quantitative data were analyzed to yield frequencies and percentages of respondents checking each response category on particular closed-form questions (Gall, Gall & Borg, 2007). In most of the researches, a pilot study is a part of the research design. A pilot study involves small-scale testing of the procedures that the researcher plan to use in the main study and revising the procedures based on what the testing reveals (Gall, Gall & Borg, 2007).

### 3.2. Problem Statement

This research was designed to investigate whether or not students and coordinators are satisfied with the administrative services given by the METU Study Abroad Office in the framework of the Erasmus Program. Related with this problem, the following sub-problems were considered to be investigated.

A) How satisfied are the students with the administrative services provided by METU Study Abroad Office?

    A1) Does the satisfaction levels of students differ significantly with respect to their participation year?

    A2) Does the satisfaction levels of students differ significantly with respect to their classes?

A3) Does the satisfaction levels of students differ significantly with respect to their faculties and graduate schools?

A4) Is there a significant relationship between participation year and satisfaction levels of students?

A5) Is there a significant relationship between classes and satisfaction levels of students?

B) How satisfied are the Erasmus coordinators with the administrative services provided by METU Study Abroad Office?

## 3.3. Population and Sampling

For this research, a quantitative approach was used to study the problem stated above. The research was designed to measure the satisfaction levels of METU students who participated in the Erasmus program and the faculty who are responsible from the Erasmus program in their departments through web based questionnaires. Particularly the administration and planning of the program prior to the mobility period was under concern. The participants of this study were the METU students who participated in the Erasmus Program in 2004/2005, 2005/2006 and 2006/2007 academic years. The Erasmus Coordinators of the departments were also the participants of this study.

The questionnaire was a web-based one. It was prepared by the researcher and published in two different web sites that were specifically designed for this research, one is for students and one is for coordinators. The questionnaires started to be published in February 2008. Since it was an online questionnaire, students and coordinators just clicked the link which they saw in the e-mail message sent to them, and they just replied the questions through clicking to their answer. So, filling the questionnaire took 3 or 4 minutes for one person. The results were sent directly to the researcher's e-mail inbox anonymously.

The students were informed through sending e-mails telling the research aims and stating the web page of the questionnaire. The e-mail addresses of the students were taken from the METU Study Abroad Office data. The students consist of 25 students from 2004-2005 academic year, 99 students from 2005-2006 academic year and 194 students from 2006-2007 academic year. In total, 233 undergraduate students and 85 graduate students have participated in the Erasmus Program between 2004-2007 years and all of them were informed from this research. To see the distribution of these students to the faculties and departments, please see Appendix B. The questionnaire comprises 33 questions which can be replied through 5-item Likert Scale (Strongly Agree, Agree, Disagree, Strongly Disagree, and No Idea).

Table 4. *The numbers of student participants of the study distributed to academic years*

| Academic Year | Number of METU students who participated in the Erasmus Program | Number of METU students who replied the questionnaire for this research | Response Rate (%) |
|---|---|---|---|
| 2004-2005 | 25 | 17 | 68 |
| 2005-2006 | 99 | 50 | 50 |
| 2006-2007 | 194 | 141 | 72 |
| Total | 318 | 208 | 65 |

As can be seen from Table 4. 213 METU students and graduates who participated in the Erasmus Program have replied the questionnaire and the response rate is 65%. The table shows that response rate is highest for the 2006-2007 Erasmus students. The reason behind that can be the fact that most of them are still students at METU and they use the same e-mail address that they give to the Study Abroad Office. Surprisingly, the response rate for 2004-2005 students is also high, this may because of the fact that they were first Erasmus students of METU and they are more willing to participate in such a research.

The table also infers the distribution of the participants to three academic years that the students participated in the Erasmus Program. 8.2% participated in 2004-2005, 24% participated in 2005-2006 and 67.8% participated in 2006-2007 academic year.

Table 5. *The numbers of student participants of the study distributed to academic levels*

| Academic Level | Number of METU students who participated in the Erasmus Program | Number of METU students who replied the questionnaire for this research | Response Rate (%) |
|---|---|---|---|
| Undergraduate | 233 | 142 | 60 |
| Graduate | 85 | 66 | 77 |
| Total | 318 | 208 | 65 |

Table 5 shows that the response rate for the graduate level students are higher than the undergraduate students. 68.3% of the participants were undergraduate students and 31.7% of them were graduate students during their study abroad period. The reason may be the fact that the graduate students make more research than undergraduates and they give more importance to such projects.

Table 6. *The numbers of student participants of the study distributed to faculties and graduate schools*

| Faculties | Number of METU students who participated in the Erasmus Program | Number of METU students who replied the questionnaire for this research | Response Rate (%) |
|---|---|---|---|
| Education Faculty | 10 | 3 | 30 |
| Arts & Science Faculty | 65 | 34 | 52 |
| Economics & Adm. Sciences Faculty | 100 | 50 | 50 |
| Architecture Faculty | 56 | 30 | 54 |
| Engineering Faculty | 46 | 25 | 54 |
| Graduate School of Natural and Applied Sciences | 43 | 33 | 77 |
| Graduate School of Social Sciences | 39 | 30 | 77 |
| Graduate School of Applied Mathematics | 3 | 3 | 100 |
| TOTAL | 318 | 208 | 65 |

The distribution to faculties and graduate schools can be seen in Table 6. The first five departments are as fallows: Business Administration (%11.5), Sociology (%9.1), Architecture (%8.7), Industrial Design (%8.2), and International Relations department (%7,7). When it's looked at the distribution of the METU students who participated in the Erasmus Program in Appendix B, it can be seen that these departments are the most student sending ones. However, by only looking at the number of outgoing students from each department irrespective of the total number of students of those departments is misguiding.

Table 7. *The numbers of student participants of the study distributed to countries*

| | Number of METU students who participated in the Erasmus Program | Number of METU students who replied the questionnaire for this research | Response Rate (%) |
|---|---|---|---|
| Germany | 83 | 60 | 72 |
| The Netherlands | 86 | 56 | 65 |
| Italy | 31 | 20 | 65 |
| UK | 27 | 11 | 41 |
| Denmark | 15 | 10 | 67 |
| Sweden | 6 | 2 | 33 |
| Spain | 8 | 5 | 63 |
| Portugal | 3 | 2 | 67 |
| Poland | 4 | 2 | 50 |
| Norway (Erasmus Link) | 3 | 0 | 0 |
| Ireland | 1 | 1 | 100 |
| Hungary | 4 | 4 | 100 |
| France | 10 | 8 | 80 |
| Finland | 8 | 6 | 75 |
| Estonia | 7 | 6 | 86 |
| Czech Republic | 12 | 7 | 58 |
| Belgium | 6 | 6 | 100 |
| Austria | 4 | 2 | 50 |
| Total | 318 | 208 | 65 |

About the countries that the participants went the sort of first five countries is the same with the sort that is given in Appendix B: Germany (%28.8), The Netherlands (%26.9), Italy (%9.6), UK (%5.3) and Denmark (%4.8).

The questionnaire was also sent to the 68 Erasmus coordinators at the departments at METU. This questionnaire comprises 22 questions which are the same with the students' questions. The other 11 questions have been excluded from coordinators' study since they are the academic questions that can not be asked to the coordinators. From the 68 Erasmus Coordinators, 51 of them have replied the questionnaire. So the response rate is 75%.

To summarize, in this research, the administration of the Erasmus Program in Turkey, at METU, was analyzed through questionnaires by using Total Quality

Management framework. METU was selected because it's one of the most experienced universities in mobility programs since it has participated exchange programs long before the Erasmus Program through American universities. TQM was used in this study because it is the appropriate method for institutional analysis of Erasmus program since it's the institutions which have face-to-face contact with the students, in other words, customers. Questionnaires were chosen as the main tool because "satisfaction questionnaires" are effective in TQM applications.

The results showed that 8.2% of the participants from METU participated in the Erasmus Program in 2004-2005 academic year, 24% of them participated in 2005-2006 academic year and 67.8% of them participated in 2006-2007 academic year. Most of the students (38%) were in their third year during their study abroad period. 26.9% were in the fourth year and 2.9% of them were in the second year. 24.5% of them were doing their master studies and 7.7% of them were doing their Ph.D. studies in the year that they participated in the Erasmus Program. Most of the participants (11.5%) were from Business Administration department. 9.1% of them were from Sociology, 8.7% of them were from Architecture department and 8.2% of them were from Industrial Design. 28.8% of the students went to Germany and 26.9% of them went to the Netherlands for their study abroad period.

### 3.3.1. Data Collection

The type of instrument used to measure satisfaction is the questionnaire. Instead of using an existing questionnaire a new one was produced. The data was collected from the students who participated in the Erasmus Program at METU through this questionnaire. In the questionnaire the satisfaction levels of the students on Study Abroad Office and their departments was tried to be

measured. Besides, parallel questionnaire forms for the Erasmus coordinators of the departments at METU were applied about using the same questions.

The questionnaire for students consists of questions which try to measure three aspects. First aspect is the services of Study Abroad Office and satisfaction levels of students. This aspect is important because since Study Abroad Office is an administrative unit at METU and the students get many of services from the office. So, the evaluation of these services is important for this study. Second aspect is communication and interaction of the Office with students and outside world. This aspect is also very important since the office is an international office and its communication and interaction with students, with Erasmus coordinators, and also with the other partner universities and its technical capability for realizing this interaction is worth to be researched. Lastly, the academic aspect of the Program was evaluated by the students. Although the Study Abroad Office can be seen as an administrative unit; it also advise students on how to make their courses to be recognized through the bureaucratic process. Besides, the Erasmus Program itself is not a totally non-academic program, since the recognition of the courses is one of the first facets of it.

For the coordinators, only the first two aspects are questioned and academic questions were excluded in their study.

### 3.3.2. Validity and Reliability

While validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher make; reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another (Fraenkel and Wallen, 2006). For

this research the validity and reliability were checked through the pilot study, factor analysis and statistical reliability analysis.

*3.3.2.1. Pilot Study*

The research has been realized at the beginning of the spring semester of 2006-2007 academic year. Before the actual study, a pilot study was conducted to review and develop the instrument. The sample for the pilot study was the 30 students who randomly selected between the outgoing Erasmus students.

First of all, 30 questionnaires were collected from a randomly sampled group to conduct the pilot study. At the end of the pilot study, a reliability analysis was made for these results. The value of Cronbach Alpha which is .84 for the pilot study is found reliable to continue the study with that questionnaire. Then a factor analysis was conducted for the pilot study (see Table 8). It's found that the questions were loaded mainly to three factors as expected at the beginning of the study; but question 19, question 24 and question 27 weren't loaded to any factors. However, since they were loaded very close values to 0.30 and since these questions were important for this research, they haven't been excluded to reevaluate them in the main study.

As can be seen from Table 8, the factor analysis of the pilot study shows that most of questions were loaded to Factor 1 and it explains % 22.18 of the total variance. In total, all questions explain %43, 89 of the total variance. The validity values of the factors (eigenvalues) were 7.322, 3.931 and 3.233.

71

Table 8. Factor Analysis For the Pilot Study (with Varimax Rotation)

| Question | 1 | 2 | 3 |
|---|---|---|---|
| 2. I am satisfied with the treatment and behavior of the personnel of SAO towards me. | **.823** | | |
| 17. Advisors of the SAO have the necessary experience and knowledge about their job. | **.822** | | |
| 1. In general, I am satisfied with the services of the Study Abroad Office (SAO). | **.791** | .195 | .287 |
| 4. I am satisfied with the support provided by SAO before going abroad with Erasmus Program. | **.747** | .129 | .150 |
| 8. I think the service of the SAO is fast enough. | **.746** | -.178 | .244 |
| 3. Office hours of SAO satisfied my needs. | **.671** | -.427 | -.320 |
| 26. In the process before going out I have reached my advisor in the SAO easily whenever I need. | **.667** | | |
| 31. I have been guaranteed to take the courses I selected in the university I was going to go to beforehand. | **.576** | | |
| 12. I have experienced mistakes and errors while being served by the SAO from time to time. | **.554** | | -.283 |
| 11. While being served by the SAO it takes a long time waiting for one's turn | **.552** | .176 | |
| 16. I believe that the instructions given about the services of the SAO and their procedures are sufficient. | **.543** | | |
| 28. The course load of the university I will have gone and the course load in my department were the same. | **.519** | .469 | .191 |
| 29. I have easily reached the contents of the courses of the university I will have gone beforehand. | **.434** | .395 | -.328 |
| 6. I was adequately serviced by SAO through telephone access. | **.389** | .216 | |
| 14. I got responses for my complaints, wish and claims from the SAO | **.365** | .280 | |
| 5. I was adequately serviced by SAO through e-mail access. | **.326** | .168 | .203 |
| 15. I find technical and working conditions of the SAO sufficient to serve effectively. | **.326** | .243 | -.316 |
| 24. Before going abroad, I was adequately informed about the courses I could take and their recognition by my Erasmus Coordinator in the Department. | **.206** | .182 | -.194 |
| 33. I am content with the number of universities, diversity of them with respect to department and country that METU had contracts with. | | **.795** | .128 |
| 32. I had 80% of my Erasmus grant before going abroad. | -.103 | **.720** | .223 |
| 18. I think applications to Erasmus Program is well announced METU-wide. | -.188 | **.615** | |
| 22. I think a just selection and placement were realized based on objective criteria while I was placed for the university I went. | .286 | **.598** | .216 |
| 23. Before going abroad, I was adequately informed about the university I am placed in and accommodation opportunities. | .241 | **.522** | -.162 |
| 25. Before going abroad, my appointed advisor easily realized all kinds of administrative procedure (transcript, sending of official letters, communication with the other side etc.) | .454 | **.455** | .206 |
| 30. I have easily reached the knowledge about the language of the courses beforehand. | .340 | **.420** | -.363 |
| 27. I have been guaranteed that the courses I will have taken will be recognized for the courses of mine at METU. | | **.249** | -.151 |
| 21. I got necessary instructions and knowledge from my SAO advisor about the universities that I can go to before making my choices. | | | **.816** |
| 13. The mistakes and errors made in service are corrected rapidly in the SAO. | .197 | -.168 | **.777** |
| 20. While filling in the application form I found necessary information in the web site about the universities I would go. | .106 | | **.621** |
| 9. I use(d) the web site of the SAO for the purpose of being informed. | | .127 | **.621** |
| 7. I am content with the location of the SAO within campus. | .150 | .122 | **-.538** |
| 10. I think the announcements in the web site of the SAO are updated. | .152 | .322 | **.407** |
| 19. I find it fair that applications to the SAO are paid. | .165 | -.117 | **-.204** |

Source: Loadings below 0.10 were suppressed in the Table.

*3.3.2.2.. Reliability and Factor Analysis for Students' Questionnaire for the Whole Population*

A statistical reliability analysis was made to see if the items are reliable between them. Cronbach Alpha's value is found .84 which can be accepted as reliable.

A factor analysis was conducted for the results of the questionnaire in the main study. The analysis showed that the questions are grouped under three factors. However, four of the questions weren't loaded to any factor and they were excluded from the study: Question 7, Question 13, Question 32 and Question 33. These four questions loaded values below .30 and it was seen that their contents are not fit with the related factors that they stand for. These questions were also excluded from the descriptive statistics analysis. The raw scores of the factor analysis is given in Table 9. The results were rotated once through Varimax Rotation. The new values after extracting question 7, 13, 32 and 33 were given in Table 10. The validity values of the factors (eigenvalues) were 6.843, 2.798 and 2.044. Three factors explained 35.408 % of the total variance. Factor 1 represents the questions about the services of the Office, Factor 2 represents the academic issues and lastly Factor 3 represents the communication and interaction of the Office.

Table 9. Row Factor Loadings from Factor Analysis for the Students' Questionnaire

| Question | 1 | 2 | 3 |
|---|---|---|---|
| 1. In general, I am satisfied with the services of the Study Abroad Office (SAO). | **.774** | -.266 | -.137 |
| 8. I think the service of the SAO is fast enough. | **.768** | -.163 | -.110 |
| 2. I am satisfied with the treatment and behavior of the personnel of SAO towards me. | **.765** | -.289 | -.074 |
| 17. Advisors of the SAO have the necessary experience and knowledge about their job. | **.720** | | |
| 4. I am satisfied with the support provided by SAO before going abroad with Erasmus Program. | **.711** | -.120 | -.179 |
| 26. In the process before going out I have reached my advisor in the SAO easily whenever I need. | **.663** | -.181 | |
| 5. I was adequately serviced by SAO through e-mail access. | **.661** | -.074 | |
| 16. I believe that the instructions given about the services of the SAO and their procedures are sufficient. | **.628** | -.108 | |
| 25. Before going abroad, my appointed advisor easily realized all kinds of administrative procedure (transcript, sending of official letters, communication with the other side etc.) | **.628** | | |
| 3. Office hours of SAO satisfied my needs. | **.569** | -.237 | -.111 |
| 11. While being served by the SAO it takes a long time waiting for one's turn. | **.551** | -.271 | -.117 |
| 12. I have experienced mistakes and errors while being served by the SAO from time to time. | **.521** | | |
| 23. Before going abroad, I was adequately informed about the university I am placed in and accommodation opportunities. | **.510** | .399 | -.142 |
| 6. I was adequately serviced by SAO through telephone access. | **.400** | -.104 | |
| 21. I got necessary instructions and knowledge from my SAO advisor about the universities that I can go to before making my choices. | **.394** | .184 | .327 |
| 14. I got responses for my complaints, wish and claims from the SAO | **.348** | | .332 |
| 27. I have been guaranteed that the courses I will have taken will be recognized for the courses of mine at METU. | | **.574** | |
| 29. I have easily reached the contents of the courses of the university I will have gone beforehand. | .241 | **.566** | -.240 |
| 31. I have been guaranteed to take the courses I selected in the university I Was going to go to beforehand. | .232 | **.565** | -.240 |
| 24. Before going abroad, I was adequately informed about the courses I could take and their recognition by my Erasmus Coordinator in the Department. | .197 | **.532** | -.144 |
| 30. I have easily reached the knowledge about the language of the courses beforehand. | .132 | **.449** | -.300 |
| 28. The course load of the university I will have gone and the course load in my department were the same. | .174 | **.418** | -.368 |
| 22. I think a just selection and placement were realized based on objective criteria while I was placed for the university I went. | .309 | **.348** | .110 |
| 15. I find technical and working conditions of the SAO sufficient to serve effectively. | .197 | **.230** | .193 |
| 9. I use(d) the web site of the SAO for the purpose of being informed. | .202 | .181 | **.668** |
| 10. I think the announcements in the web site of the SAO are updated. | .355 | .196 | **.542** |
| 20. While filling in the application form I found necessary information in the web site about the universities I would go. | .328 | .356 | **.379** |
| 18. I think applications to Erasmus Program is well announced METU-wide. | .181 | .239 | **.376** |
| 19. I find it fair that applications to the SAO are paid. | | .182 | **.243** |

Note. Loadings below 0.10 were suppressed in the table.

Table 10. *Factor Analysis for Students' Questionnaire (with Varimax Rotation)*

| Question | 1 | 2 | 3 |
|---|---|---|---|
| 1. In general, I am satisfied with the services of the Study Abroad Office (SAO). | **.828** | | |
| 2. I am satisfied with the treatment and behavior of the personnel of SAO towards me. | **.819** | | |
| 8. I think the service of the SAO is fast enough. | **.781** | .104 | |
| 4. I am satisfied with the support provided by SAO before going abroad with Erasmus Program. | **.725** | .160 | |
| 17. Advisors of the SAO have the necessary experience and knowledge about their job. | **.703** | .116 | .151 |
| 26. In the process before going out I have reached my advisor in the SAO easily whenever I need. | **.672** | | .141 |
| 5. I was adequately serviced by SAO through e-mail access. | **.632** | | .182 |
| 3. Office hours of SAO satisfied my needs. | **.626** | | |
| 11. While being served by the SAO it takes a long time waiting for one's turn. | **.623** | | |
| 16. I believe that the instructions given about the services of the SAO and their procedures are sufficient. | **.610** | | .180 |
| 25. Before going abroad, my appointed advisor easily realized all kinds of administrative procedure (transcript, sending of official letters, communication with the other side etc.) | **.545** | .169 | .272 |
| 12. I have experienced mistakes and errors while being served by the SAO from time to time. | **.526** | | |
| 6. I was adequately serviced by SAO through telephone access. | **.411** | | |
| 29. I have easily reached the contents of the courses of the university I will have gone beforehand. | | **.648** | .116 |
| 31. I have been guaranteed to take the courses I selected in the university I was going to go to beforehand. | | **.645** | .112 |
| 28. The course load of the university I will have gone and the course load in my department were the same. | | **.575** | |
| 24. Before going abroad, I was adequately informed about the courses I could take and their recognition by my Erasmus Coordinator in the Department. | | **.561** | .168 |
| 30. I have easily reached the knowledge about the language of the courses beforehand. | | **.555** | |
| 27. I have been guaranteed that the courses I will have taken will be recognized for the courses of mine at METU. | -.110 | **.534** | .217 |
| 23. Before going abroad, I was adequately informed about the university I am placed in and accommodation opportunities. | .345 | **.524** | .215 |
| 9. I use(d) the web site of the SAO for the purpose of being informed. | | -.141 | **.707** |
| 10. I think the announcements in the web site of the SAO are updated. | .163 | | **.657** |
| 20. While filling in the application form I found necessary information in the web site about the universities I would go. | .107 | .180 | **.578** |
| 21. I got necessary instructions and knowledge from my SAO advisor about the universities that I can go to before making my choices. | .239 | | **.482** |
| 18. I think applications to Erasmus Program is well announced METU-wide. | | | **.478** |
| 14. I got responses for my complaints, wish and claims from the SAO | .293 | -.154 | **.359** |
| 22. I think a just selection and placement were realized based on objective criteria while I was placed for the university I went. | .137 | .306 | **.342** |
| 15. I find technical and working conditions of the SAO sufficient to serve effectively. | | .139 | **.325** |
| 19. I find it fair that applications to the SAO are paid. | | .163 | **.297** |

Note. Loadings below 0.10 were suppressed in the Table.

### 3.3.2.3. Reliability and Factor Analysis for Coordinators' Questionnaire for the Whole Population

The reliability analysis was also made for the coordinators' questionnaire. The Cronbach Alpha's value is found .86 which can be accepted as reliable. The coordinators' questionnaire have the same questions with the students' one. However, the academic questions in the students' questionnaire are excluded from the coordinators' one. The factor analysis was applied for this questionnaire whose results are given in Table 10. Since Question 10 and 11 include negative items, they were statistically reversed during the analysis. The raw loadings were given in Table 11. The results were rotated once through Varimax Rotation. The new values were given in Table 12. The validity values of the factors (eigenvalues) were 6.124 and 3.038. The factors explained 41.646 % of the total variance. Factor 1 represents the questions about the communication and interaction of the Office and Factor 2 represents the services of the Office.

Table 11. *Row Factor Loadings Factor Analysis for the Coordinators' Questionnaire*

| Questions | 1 | 2 |
|---|---|---|
| 8. I use(d) the web site of the SAO fort he purpose of being informed. | **.768** | .347 |
| 9. I think the announcements in the web site of the SAO are updated. | **.736** | .228 |
| 1.In general, I am satisfied with the services of the Study Abroad Office (SAO). | **.735** | -.335 |
| 21. I think a just selection and placement were realized based on objective criteria while students of our department were placed for the university they went. | **.706** | -.274 |
| 7. I think the service of the SAO is fast enough. | **.697** | -.426 |
| 2. I am satisfied with the treatment and behavior of the personnel of SAO towards me. | **.694** | .105 |
| 16. Advisors of the SAO have the necessary experience and knowledge about their job. | **.648** | -.219 |
| 5. I was adequately serviced by SAO through telephone access. | **.602** | |
| 3. Office hours of SAO satisfied my needs. | **.581** | .156 |
| 6. I am content with the location of the SAO within campus. | **.552** | |
| 4. I was adequately serviced by SAO through e-mail access. | **.427** | |
| 12. The mistakes and errors made in service are corrected rapidly in the SAO. | **.422** | .341 |
| 19. While filling in the application form our students found necessary information in the web site about the universities they would go. | **.420** | |
| 20. Students of our department got necessary instructions and knowledge about the universities that they would go to from their SAO advisor before making choices. | **.380** | -.128 |
| 11. I have experienced mistakes and errors while being served by the SAO from time to time. | | **.702** |
| 17. I think applications to Erasmus Program is well announced METU-wide. | .423 | **-.632** |
| 10. While being served by the SAO it takes a long time waiting for one's turn. | .313 | **.620** |
| 22. I am content with the number of universities, diversity of them with respect to department and country that METU had contracts with. | .518 | **-.566** |
| 13. I got responses for my complains, wish and claims from the SAO. | .374 | **.562** |
| 18. I find it fair that applications to the SAO are paid. | .300 | **.381** |
| 14. I find technical and working conditions of the SAO sufficient to serve effectively. | .194 | **.378** |
| 15. I believe that the instructions given about the services of the SAO and their procedures are sufficient. | .252 | **.255** |

Note. Loadings below 0.10 were suppressed in the Table.

Table 12. *Factor Analysis for Coordinators' Questionnaire (with Varimax Rotation)*

| Questions | 1 | 2 |
|---|---|---|
| 7. I think the service of the SAO is fast enough. | **.816** | |
| 1.In general, I am satisfied with the services of the Study Abroad Office (SAO). | **.805** | |
| 21. I think a just selection and placement were realized based on objective criteria while students of our department were placed for the university they went. | **.751** | |
| 22. I am content with the number of universities, diversity of them with respect to department and country that METU had contracts with. | **.726** | -.247 |
| 17. I think applications to Erasmus Program is well announced METU-wide. | **.675** | -.351 |
| 16. Advisors of the SAO have the necessary experience and knowledge about their job. | **.674** | .120 |
| 2. I am satisfied with the treatment and behavior of the personnel of SAO towards me. | **.558** | .126 |
| 6. I am content with the location of the SAO within campus. | **.511** | .216 |
| 5. I was adequately serviced by SAO through telephone access. | **.483** | .371 |
| 3. Office hours of SAO satisfied my needs. | **.435** | .216 |
| 20. Students of our department got necessary instructions and knowledge about the universities that they would go from their SAO advisor before making choices. | **.395** | |
| 4. I was adequately serviced by SAO through e-mail access. | **.370** | .213 |
| 19. While filling in the application form our students found necessary information in the web site about the universities they would go. | **.339** | .255 |
| 10. While being served by the SAO it takes a long time waiting for one's turn. | | **.694** |
| 8. I use(d) the web site of the SAO fort he purpose of being informed. | .207 | **.674** |
| 13. I got responses for my complaints, wish and claims from the SAO. | | **.673** |
| 11. I have experienced mistakes and errors while being served by the SAO from time to time. | -.295 | **.638** |
| 9. I think the announcements in the web site of the SAO are updated. | .136 | **.554** |
| 12. The mistakes and errors made in service are corrected rapidly in the SAO. | .206 | **.502** |
| 18. I find it fair that applications to the SAO are paid. | | **.479** |
| 14. I find technical and working conditions of the SAO sufficient to serve effectively. | | **.425** |
| 15. I believe that the instructions given about the services of the SAO and their procedures are sufficient. | | **.345** |

Note. Loadings below 0.10 were suppressed in the Table.

The results showed that coordinators and students understood questions differently. Although some questions of the students loads to first factor, the same questions lies under the second factor in the coordinators' questionnaire. Therefore, showing that a comparison of the means of each factor can't be made since it's not meaningful to compare the means of different questions. It can be inferred that students and coordinators perceive the services of the Office differently. The data gathered from students and coordinators were analyzed using different statistical methods. Descriptive statistics were used to analyze the data gathered from the questionnaires' closed ended questions. The means, percentages and standard deviations were stated. Besides, one-way ANOVA test was applied to comment on mean differences. Then, a correlation analysis was applied. All of these analysis were conducted through using SPSS (Statistical Package for Social Scientists) Program.

# CHAPTER 4

## RESULTS

The quantitative analysis of results were presented in this chapter with the order stated in problem statement and sub-problems that were given in 3.2. part.

### 4.1. Satisfaction Levels of Students

The student questionnaire consists of 4 personal questions, 33 common questions and an open-ended question (See Appendix D). The first four questions ask the department and class of the student and also the country that they went and the academic year in which they participated in the Erasmus Program. The descriptive results of these four question were given in Chapter 3 as the characteristics of the participants.

To evaluate the means of the questions, it will be better to comment them according to the curve of the means. The formula to find it is (n-1)/n, and n is the Likert scale. Therefore (4-1)/4=.80 and that means that without opinion questions' means are between 0 and .80; strongly disagreed questions means are between .81 and 1.60; disagreed questions' means are between 1.61 and 2.40; agreed questions' means are between 2.41 and 3.20 and lastly strongly agreed questions' means are between 3.21 and 4.00.

For the other 33 questions, the means are given in Table 11. When it's looked at the highest means, it can be seen that there is no strongly agreed question whose mean should be between 3.21 and 4. The highest mean was elicited for Question 2, "I am satisfied with the treatment and behavior of the personnel of SAO towards me", whose score was 2.99. This showed that the students had

few problems with the behavior styles of the Office personnel. The next highest score was for Question 30, "I have easily reached the knowledge about the language of the courses beforehand" which was 2.97. That indicated that students had the opportunity to learn the language of the courses they will take and had no problems on that matter. The next highest item was Question 5, "I was adequately serviced by SAO through e-mail access", whose score was 2.90. This showed that most of the students communicate with their advisors before going to program and during their study abroad through e-mail. The next one was Question 11, "While being served by the SAO it takes a long time waiting for one's turn", whose score was 2.78. Since this was a negative item, it was reversed in the analysis and that means that students were not waiting in the Office to get services. The fifth highest question was the first one, "In general, I am satisfied with the services of the Study Abroad Office", whose score was 2.75. This clearly showed that most of the students were satisfied with the Study Abroad Office services.

Table 13. *Descriptive Statistics For Students' Questionnaire*

| Question | Mean | SD[a] | N |
|---|---|---|---|
| 1. In general, I am satisfied with the services of the Study Abroad Office (SAO). | 2.75 | .780 | 206 |
| 2. I am satisfied with the treatment and behavior of the personnel of SAO towards me. | 2.99 | .868 | 208 |
| 3. Office hours of SAO satisfied my needs. | 2.56 | .915 | 208 |
| 4. I am satisfied with the support provided by SAO before going abroad with Erasmus Program. | 2.60 | .907 | 207 |
| 5. I was adequately serviced by SAO through e-mail access. | 2.90 | .903 | 208 |
| 6. . I was adequately serviced by SAO through telephone access. | 2.28 | 1.316 | 208 |
| 8. I think the service of the SAO is fast enough. | 2.50 | .874 | 208 |
| 9. I use(d) the web site of the SAO for the purpose of being informed. | 2.39 | 1.164 | 207 |
| 10. I think the announcements in the web site of the SAO are updated. | 2.00 | 1.433 | 208 |
| 11. While being served by the SAO it takes a long time waiting for one's turn. | 2.78 | .782 | 202 |
| 12. I have experienced mistakes and errors while being served by the SAO from time to time. | 2.45 | .905 | 201 |
| 14. I got responses for my complaints, wish and claims from the SAO. | 2.19 | 1.344 | 208 |
| 15. I find technical and working conditions of the SAO sufficient to serve effectively. | 2.12 | 1.114 | 204 |
| 16. I believe that the instructions given about the services of the SAO and their procedures are sufficient. | 2.35 | .924 | 206 |
| 17. Advisors of the SAO have the necessary experience and knowledge about their job. | 2.64 | .899 | 206 |
| 18. I think applications to Erasmus Program is well announced METU-wide. | 2.55 | 1.093 | 206 |
| 19. I find it fair that applications to the SAO are paid. | 1.67 | .976 | 206 |
| 20. While filling in the application form I found necessary information in the web site about the universities I would go. | 2.01 | 1.038 | 206 |
| 21. I got necessary instructions and knowledge from my SAO advisor about the universities that I can go to before making my choices. | 1.88 | .945 | 206 |
| 22. I think a just selection and placement were realized based on objective criteria while I was placed for the university I went. | 2.73 | 1.227 | 206 |
| 23. Before going abroad, I was adequately informed about the university I am placed in and accommodation opportunities. | 2.10 | .873 | 204 |
| 24. Before going abroad, I was adequately informed about the courses I could take and their recognition by my Erasmus Coordinator in the Department. | 2.41 | 1.040 | 206 |
| 25. Before going abroad, my appointed advisor easily realized all kinds of administrative procedure (transcript, sending of official letters, communication with the other side etc.) | 2.74 | .971 | 206 |
| 26. In the process before going out I have reached my advisor in the SAO easily whenever I need. | 2.69 | .954 | 205 |
| 27. I have been guaranteed that the courses I will have taken will be recognized for the courses of mine at METU. | 2.48 | 1.155 | 206 |
| 28. The course load of the university I will have gone and the course load in my department were the same. | 2.26 | .978 | 205 |
| 29. I have easily reached the contents of the courses of the university I will have gone beforehand. | 2.44 | .995 | 206 |
| 30. I have easily reached the knowledge about the language of the courses beforehand. | 2.97 | .942 | 206 |
| 31. I have been guaranteed to take the courses I selected in the university I was going to go to beforehand. | 2.17 | 1.038 | 206 |

Note. Values are the means of reported scores on a 5-point scale (1=Strongly Disagree, 4=Strongly Agree, 0=No Idea).
[a]Standard Deviation

When it's looked at the lowest items, it can be seen that there is no strongly disagreed question whose score should be between .81 and 1.60. Only the question 19 is very close to this limit, "I find it fair that applications to the SAO are paid", whose score was 1.67. This showed that the students did not agree with the application fees which were charged by the Study Abroad Office. The second one was Question 21, "I got necessary instructions and knowledge from my advisor about the universities that I can go in the SAO before making my choices" whose score was 1.88. This showed that students were not satisfied with the services of the Office before applying the Program. Next one was Question 10, "I think the announcements in the web site of the SAO are updated", whose score was 2.00. That showed that students found the web pages of the Study Abroad Office static, not dynamic and updated. The next lowest question was Question 20, "While filling in the application form I found necessary information in the web site about the universities I would go", whose score was 2.00. This item was the mix of the above two items which showed the dissatisfaction of the students with both the content of the web page and also the services given by the Office before the application process. The next lowest one was Question 23, "Before going abroad, I was adequately informed about the university I am placed in and accommodation opportunities", whose score was 2.11. That means that the students were not satisfied with the help of the office to get information about the foreign university and accommodation matters.

To have a better idea on the answers of the questions the percentages of each question is given in Table 12.

Table 14. *Percentages of the answers for students' questionnaire*

| Question Number | Strongly Agree | Agree | Disagree | Strongly Disagree | No Idea | Missing Values |
|---|---|---|---|---|---|---|
| 1 | 13.0 | 55.3 | 24.0 | 6.3 | 0.5 | 1.0 |
| 2 | 27.4 | 52.9 | 12.0 | 6.7 | 1.0 | 0 |
| 3 | 12.5 | 46.6 | 26.9 | 12.5 | 1.4 | 0 |
| 4 | 12.5 | 49.0 | 26.4 | 9.1 | 2.4 | 0.5 |
| 5 | 24.5 | 50.0 | 18.8 | 4.3 | 2.4 | 0 |
| 6 | 13.0 | 46.2 | 16.3 | 5.3 | 19.2 | 0 |
| 8 | 8.7 | 47.6 | 29.8 | 12.5 | 1.4 | 0 |
| 9 | 11.1 | 48.6 | 19.7 | 8.2 | 12.1 | 0.5 |
| 10 | 10.6 | 41.3 | 13.9 | 5.3 | 28.8 | 0 |
| 11r | 13.9 | 54.8 | 21.2 | 7.2 | 0 | 2.9 |
| 12r | 12.5 | 33.2 | 36.1 | 14.9 | 0 | 3.4 |
| 14 | 9.1 | 50.5 | 13.5 | 3.8 | 23.1 | 0 |
| 15 | 6.7 | 34.6 | 33.2 | 11.1 | 12.5 | 1.9 |
| 16 | 5.8 | 43.8 | 34.1 | 10.6 | 4.8 | 1.0 |
| 17 | 11.5 | 53.8 | 22.6 | 8.2 | 2.9 | 1.0 |
| 18 | 17.8 | 39.9 | 27.9 | 5.8 | 7.7 | 1.0 |
| 19 | 4.8 | 13.0 | 35.1 | 37.5 | 8.7 | 1.0 |
| 20 | 13.0 | 25.5 | 40.4 | 17.3 | 9.6 | 1.0 |
| 21 | 3.8 | 19.7 | 44.2 | 23.6 | 7.7 | 1.0 |
| 22 | 24.5 | 51.0 | 7.7 | 3.8 | 12 | 1.0 |
| 23 | 5.8 | 24.0 | 44.2 | 22.6 | 1.4 | 1.9 |
| 24 | 15.9 | 34.1 | 24.5 | 24 | 0.5 | 1.0 |
| 25 | 20.7 | 47.1 | 17.8 | 12 | 1.4 | 1.0 |
| 26 | 18.8 | 43.8 | 25.5 | 8.2 | 2.4 | 1.4 |
| 27 | 19.7 | 35.6 | 21.6 | 16.3 | 5.8 | 1.0 |
| 28 | 8.7 | 35.6 | 28.4 | 24.5 | 1.4 | 1.4 |
| 29 | 13.0 | 40.4 | 24 | 20.7 | 1.0 | 1.0 |
| 30 | 30.8 | 45.7 | 12 | 10.1 | 0.5 | 1.0 |
| 31 | 12.5 | 23.1 | 34.6 | 26.4 | 2.4 | 1.0 |

Note. 'r' besides questions 11 and 12 stands for the reversal of these questions statistically since they include negative items.

### 4.1.1. The Difference Between the Means of Different Students

One-way ANOVA test was applied to compare the means of the questions under the three factors whether there is a reliable difference among them due to the academic years, classes and faculties/graduate schools. For all the ANOVA tests, there were three dependent variables, which were the means of the questions in the same factors. The questions under factor one are called "Services of the Office", the questions under factor two are called "Academic Issues" and lastly the questions under factor three are called as

"Communication and Interaction of the Office". The distribution of the questions to these three factors were given in Chapter 3.

First of all, a one-way analysis of variance was conducted to evaluate the relationship between the means of the questions under the three factors and academic years that the students participated in the Erasmus Program. The independent variable, the academic year, included three academic years: 2004-2005, 2005-2006 and 2006-2007.

Table 15. *Analysis of Variance for Factors According to Academic Year*

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| SERVICES | Between Groups | 1,561 | 2 | ,780 | 2,083 | ,127 |
| | Within Groups | 70,066 | 187 | ,375 | | |
| | Total | 71,627 | 189 | | | |
| ACADEMIC | Between Groups | ,132 | 2 | 6,610E-02 | ,180 | ,835 |
| | Within Groups | 73,335 | 200 | ,367 | | |
| | Total | 73,467 | 202 | | | |
| COMMUNIC | Between Groups | 3,569 | 2 | 1,785 | 5,508 | ,005 |
| | Within Groups | 64,473 | 199 | ,324 | | |
| | Total | 68,042 | 201 | | | |

The results showed that with an alpha level of 0.5, the results for the first factor (services of the Office) were not statistically significant, $F_{(2, 187)} = 2,083$, $p=.127$. Again the results showed that with an alpha level of 0.5, the results for the second factor (academic issues) were not statistically significant, $F_{(2, 200)} = .180$, $p=.835$.

However, with an alpha level of 0.5, the result for the third factor (communication and interaction) questions were statistically significant, $F_{(2, 199)} = 5.508$, $p<0.5$. That means that the means of the students from different academic years differ from each other in terms of their satisfaction with the communication and interaction of the Office.

85

To understand the direction of that difference, a follow-up test, namely Tukey B test was applied to understand which group(s) was significantly different from the other(s), in other words to evaluate pair wise differences among the means.

The results showed that the scores of 2005-2006 and 2006-2007 academic year students do not differ from each other but do differ from the scores of 2004-2005 academic year students. The mean score of the 2004-2005 academic year students (1,78) is much lower than the 2005-2006 academic year (2,10) and 2006-2007 academic year (2,24) students. This proves that the 2004-2005 academic year students had more communication and interaction problems than the others.

Secondly, another one-way analysis of variance was conducted to evaluate the relationship between the means of the questions under the three factors and classes of the students. The independent variable, the class of students, included five levels: second, third, fourth, master's and Ph.D.

Table 16. *Analysis of Variance for Factors According to Academic Year*

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| SERVICES | Between Groups | 5,930 | 4 | 1,482 | 4,175 | ,003 |
| | Within Groups | 65,697 | 185 | ,355 | | |
| | Total | 71,627 | 189 | | | |
| ACADEMIC | Between Groups | 3,642 | 4 | ,911 | 2,582 | ,038 |
| | Within Groups | 69,825 | 198 | ,353 | | |
| | Total | 73,467 | 202 | | | |
| COMMUNIC | Between Groups | 2,848 | 4 | ,712 | 2,151 | ,076 |
| | Within Groups | 65,194 | 197 | ,331 | | |
| | Total | 68,042 | 201 | | | |

The result for the third factor (communication and interaction), with an alpha level of .05, were not statistically significant, $F(4, 197) = 2,151$, $p=.076$.

However, with an alpha level of .05, the results for the first factor (services of the Office) is statistically significant, $F(4,185)=4,175$, $p<.05$. Because the F test was significant, a follow-up test, namely Tukey B test, was conducted to evaluate pair wise differences among the means.

The results showed that there was a difference between means of undergraduate students and graduate students, especially Ph.D. ones. The mean levels of second (2.13), third (2.57) and fourth (2.59) year students do not differ from each other, but do differ from master's (2.65) and Ph.D. (3.14) students' means. Hence, graduate students were more satisfied with the services of the Office than the undergraduate ones.

The results in Table 14 also showed that with an alpha level of .05, the results of the second factor questions (academic issues) were statistically significant, $F(4, 198)=2,582$, $p<.05$. Therefore a follow-up test was conducted for the questions under the second factor.

The results indicated the means of all the classes in one subset, which means that they do not differ from each other. The mean scores were 2.17 for master's students, 2.41 for fourth class students, 2.47 for third class students, 2.57 for second class students and 2.58 for the Ph.D. students. Hence, the mean of the academic issues questions' scores is lowest for the master's students and highest for the Ph.D. students. It can be inferred that Ph.D. student had less problems with academic issues and master's students had more problems with them.

Lastly, another one-way analysis of variance was conducted to evaluate the relationship between the means of the questions under the three factors and faculties or graduate schools of the students. The independent variable, the faculties and graduate schools were the following: education faculty, architecture faculty, administrative sciences and economics faculty, arts and sciences faculty, engineering faculty, graduate school of natural and applied

sciences, graduate school of social sciences and graduate school of applied mathematics.

Table 17. Analysis of Variance for Factors According to Faculties and Graduate Schools

|  |  | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| SERVICES | Between Groups | 6,219 | 7 | ,888 | 2,472 | ,019 |
|  | Within Groups | 65,408 | 182 | ,359 |  |  |
|  | Total | 71,627 | 189 |  |  |  |
| ACADEMIC | Between Groups | 5,074 | 7 | ,725 | 2,067 | ,049 |
|  | Within Groups | 68,393 | 195 | ,351 |  |  |
|  | Total | 73,467 | 202 |  |  |  |
| COMMUNIC | Between Groups | 6,412 | 7 | ,916 | 2,884 | ,007 |
|  | Within Groups | 61,629 | 194 | ,318 |  |  |
|  | Total | 68,042 | 201 |  |  |  |

The results of ANOVA in Table 17 showed that with an alpha level of .05, the results of the first factor questions (services of the Office) were statistically significant, $F(7, 182)=2,472$, $p<.05$. Therefore a follow-up test, namely Tukey B test, was conducted also for the questions under this factor.

The results of the Tukey B test indicated that the mean scores of the students from education (1.84), architecture (2.42), economics and administrative sciences (2.50) and arts and sciences (2.59) faculties do not differ from each other but do from the graduate school of natural and applied sciences (2.73), graduate school of social sciences (2.81), engineering faculty (2.87) and graduate school of applied mathematics (3.05) students' mean scores. As a cluster, all mean scores seem to not be different from each other, but the means of education faculty and graduate school of applied mathematics differ from each other. It can be inferred that the students of the education faculty were the less satisfied students with the services of the Office.

The results of ANOVA in Table 17 showed that with an alpha level of .05, the results of the second factor questions (academic issues) were statistically

88

significant, $F(7, 195)=2,067$, $p<.05$. Therefore a follow-up test, namely Tukey B test, was conducted also for this factor questions.

The results indicated all the faculties and graduate schools in one subset, which means that they do not differ from each other. The mean scores were 2.20 for graduate school of natural and applied sciences, 2.29 for arts and sciences faculty, 2.30 for graduate school of social sciences, 2.33 for architecture faculty, 2.48 for engineering faculty, 2.61 for economics and administrative sciences faculty, 2.66 for graduate school of applied mathematics and 2.80 for education faculty students. Hence, the mean of the academic issues questions' scores is lowest for the graduate school of natural and applied sciences' students and highest for education faculty students. It can be inferred that graduate school of natural sciences' students had less problems with academic issues and education faculty students had more problems with them.

The results of ANOVA in Table 17 showed that with an alpha level of .05, the results of the third factor questions (communication and interaction) were statistically significant, $F(7, 194)=2,884$, $p<.05$. Therefore a follow-up test, namely Tukey B test, was conducted also for this factor questions.

The results of the Tukey B test indicated that the mean scores of the students from architecture faculty (1.96), graduate school of social sciences (2.17), arts and sciences faculty (2.22), economics and administrative sciences (2.23), education faculty (2.33) and engineering faculty (2.46) do not differ from each other. As a cluster, all mean scores seem to not be different from each other, but the means of graduate school of natural and applied sciences (1.93) and graduate school of applied mathematics (2.74) differ from each other. It can be inferred that the students of the graduate school of natural and applied sciences were the less satisfied students with the communication and interaction of the Office.

The results showed that the mean score of graduate school of natural and applied sciences' (1.93) students is different from the mean score of graduate school of applied mathematics' (2.74) students. However, architecture faculty (1.96), gradate school of social sciences (2.17), arts and sciences faculty (2.22), economics and administrative sciences faculty (2.23), education faculty (2.33) and engineering faculty (2.46) settled in the two subsets and that means that they do not from each other as a cluster.

### 4.1.2. Relationship Between the Classes and Academic Years of the Students and Their Satisfaction Levels

To find out that if there is a correlation between the Question 1, "I generally satisfied with the services of the Study Abroad Office" and the class; and also Question 1 and the academic year a correlation analysis was conducted.

The results showed that there was no significant correlation between the classes and Question1 ($p$=0.45, Pearson Correlation= 0.140) since the Pearson value is very far away from 1. Again, there was no significant correlation between the academic year and Question 1 ($p$=.655, Pearson Correlation= -.031). That means that we can't conclude that the satisfaction levels of students increases or decreases when their classes or academic year of their participation change.

### 4.1.3. Open-ended Questions

In the students' questionnaires, there was an open-ended question at the end stating that "if there is anything you want to add to this questionnaire, please write about it". When these questions were analyzed, it was seen that 21 of the students claimed that the advisors didn't give sufficient information to the students about the process. 9 of them had problems on the recognition of the

courses. 8 of the students stated that they were very satisfied with their advisors. 7 of the students claimed about the insufficient knowledge of the advisor. While 7 of them were not satisfied with their departmental Erasmus Coordinators; 5 of them were satisfied with them. 5 of the participants declared that they had communication problems with their advisors. 5 other students had problems arising from the host university. 4 of them claimed that they remarked differences between the advisors. And 4 of them lived delays in office works. Other subjects that were stated by the 3 or less students were insufficient web page, insufficient knowledge of the advisors on accommodation, insufficient office hours, getting the grants after going abroad, insufficient promotion of the Erasmus Program, problems in conformity of the courses, insufficient number of advisors, bureaucracy in the application process, insufficient room for the Office, insufficient partnerships, the fee for application and transparency of the election process.

## 4.2. Satisfaction Levels of Coordinators

The questionnaire for the coordinators consists of 22 questions is given in Appendix E.

The means for the answers of the coordinators were given in Table 18. The means showed that coordinators' answers for questions were more positive than the students' ones. The questions with highest means are the strongly agreed questions whose score is between or very near to 3.21 and 4. The highest mean was 3.56 for Question 1, "In general, I am satisfied with the services of the Study Abroad Office". This showed that the Erasmus coordinators were generally satisfied with the services of the Office. Second highest mean was for Question 2, "I am satisfied with the treatment and behavior of the personnel of SAO towards me", whose score was 3.50. This supported the first question and showed that the coordinators were also satisfied with the personnel in the Study Abroad Office. The third highest question was the fifth one, "I was adequately serviced by SAO through

telephone access", whose score was 3.33. This means that while the students used e-mail to communicate with the office, the coordinators were more satisfied to use telephone to communicate. The next one was Question 7, "I think the service of the SAO is fast enough", whose score was 3.33. So, the coordinators could get services fast and they haven't to wait for being served. The fifth highest one was Question 16, "Advisors of the SAO have the necessary experience and knowledge about their job", whose score was 3.28. This item supported the second question and showed that the coordinators found the personnel in the Office satisfactory in knowledge.

Table 18. *Means for Coordinators' Questionnaire*

| Questions | Mean | $SD^a$ | N |
|---|---|---|---|
| 1.In general, I am satisfied with the services of the Study Abroad Office (SAO). | 3.56 | .57 | 52 |
| 2. I am satisfied with the treatment and behavior of the personnel of SAO towards me. | 3.50 | 1.0 | 52 |
| 3. Office hours of SAO satisfied my needs. | 3.19 | 1.27 | 52 |
| 4. I was adequately serviced by SAO through e-mail access. | 3.21 | 1.35 | 52 |
| 5. I was adequately serviced by SAO through telephone access. | 3.33 | 1.21 | 51 |
| 6. I am content with the location of the SAO within campus. | 2.75 | 1.51 | 52 |
| 7. I think the service of the SAO is fast enough. | 3.33 | .88 | 52 |
| 8. I use(d) the web site of the SAO fort he purpose of being informed. | 2.82 | 1.37 | 51 |
| 9. I think the announcements in the web site of the SAO are updated. | 2.63 | 1.33 | 52 |
| 10. While being served by the SAO it takes a long time waiting for one's turn. | 2,77 | 1,58 | 52 |
| 11. I have experienced mistakes and errors while being served by the SAO from time to time. | 3.06 | 1.16 | 52 |
| 12. . The mistakes and errors made in service are corrected rapidly in the SAO. | 1.58 | 1.72 | 52 |
| 13. I got responses for my complains, wish and claims from the SAO. | 1.44 | 1.74 | 52 |
| 14. I find technical and working conditions of the SAO sufficient to serve effectively. | .96 | 1.52 | 52 |
| 15. I believe that the instructions given about the services of the SAO and their procedures are sufficient. | 2.88 | .94 | 50 |
| 16. Advisors of the SAO have the necessary experience and knowledge about their job. | 3.28 | .90 | 50 |
| 17. I think applications to Erasmus Program is well announced METU-wide. | 3.10 | .80 | 52 |
| 18. I find it fair that applications to the SAO are paid. | 1.55 | 1.12 | 51 |
| 19. While filling in the application form our students found necessary information in the web site about the universities they would go. | 2.10 | 1.16 | 52 |
| 20. Students of our department got necessary instructions and knowledge about the universities that they would go from their SAO advisor before making choices. | 1.98 | 1.48 | 52 |
| 21. I think a just selection and placement were realized based on objective criteria while students of our department were placed for the university they went. | 3.08 | 1.17 | 52 |
| 22. I am content with the number of universities, diversity of them with respect to department and country that METU had contracts with. | 2.54 | .96 | 52 |

Note. Values are the means of reported scores on a 5-point scale (1=Strongly Disagree, 4=Strongly Agree, 0=No Idea).ªStandard Deviation

When it's looked at the lowest items, the lowest means for coordinators are either in without opinion part (between 0-.81) or strongly disagreed part (.81-1.60). The first one was Question 14, "I find technical and working conditions of the SAO sufficient to serve effectively", whose score was .96. This score was the lowest because of the fact that 69.2% of the coordinators had no idea about that item. This supported the idea that the coordinators didn't come to the office to being served, rather they used telephone. The second lowest item was Question 13, "I got responses for my complains, wish and claims from the SAO" whose score was 1.44. For this item also, 57.7% of the coordinators had chosen the "no idea" choice. That means most of the coordinators didn't have any complaints to the office until now. The third lowest one was Question 18, "I find it fair the that applications to the SAO are paid", whose score was 1.55. This showed that, like the students, the coordinators also didn't approve the application fee. The next one was Question 12, "The mistakes and errors made in service are corrected rapidly in the SAO", whose score was 1.58. This showed that even the coordinators had face with mistakes, they recovered fast, and they didn't need to make complaint about them. The fifth lowest one was Question 20, "Students of our department got necessary instructions and knowledge about the universities that they would go from their advisor in the SAO before making choices", whose score was 1.98. This item was also one of the lowest items in the students' answers and it's seen that the coordinators also find the support of the Office before the application unsatisfactory. The percentages of all 22 questions are given in Table 19.

Table 19. The percentages of the answers for the coordinators' questionnaire

| Question Number | Strongly Agree | Agree | Disagree | Strongly Disagree | No Idea | Missing Values |
|---|---|---|---|---|---|---|
| 1 | 59.6 | 36.5 | 3.8 | 0 | 0 | 0 |
| 2 | 69.2 | 23.1 | 1.9 | 0 | 5.8 | 0 |
| 3 | 55.8 | 30.8 | 1.9 | 0 | 11.5 | 0 |
| 4 | 61.5 | 25.0 | 0 | 0 | 13.5 | 0 |
| 5 | 63.5 | 23.1 | 1.9 | 0 | 9.6 | 1.9 |
| 6 | 38.5 | 40.4 | 0 | 0 | 21.2 | 0 |
| 7 | 48.1 | 44.2 | 3.8 | 0 | 3.8 | 0 |
| 8 | 36.5 | 38.5 | 7.7 | 0 | 15.4 | 1.9 |
| 9 | 25.0 | 48.1 | 7.7 | 3.8 | 15.4 | 0 |
| 10r | 48.1 | 25.0 | 3.8 | 1.9 | 21.2 | 0 |
| 11r | 46.2 | 28.8 | 17.3 | 0 | 7.7 | 0 |
| 12 | 17.3 | 28.8 | 0 | 1.9 | 51.9 | 0 |
| 13 | 19.2 | 21.2 | 1.9 | 0 | 57.7 | 0 |
| 14 | 11.5 | 11.5 | 7.7 | 0 | 69.2 | 0 |
| 15 | 19.2 | 57.7 | 13.5 | 0 | 5.8 | 3.8 |
| 16 | 44.2 | 42.3 | 5.8 | 0 | 3.8 | 3.8 |
| 17 | 30.8 | 51.9 | 15.4 | 0 | 1.9 | 0 |
| 18 | 0 | 26.9 | 21.2 | 28.8 | 21.2 | 0 |
| 19 | 5.8 | 38.5 | 30.8 | 9.6 | 15.4 | 0 |
| 20 | 13.5 | 34.6 | 19.2 | 1.9 | 30.8 | 0 |
| 21 | 42.3 | 42.3 | 5.8 | 0 | 9.6 | 0 |
| 22 | 13.5 | 42.3 | 32.7 | 7.7 | 3.8 | 0 |

Note. 'r' besides questions 10 and 11 stands for the reversal of these questions statistically since they include negative items.

## 4.3. A General Evaluation of Results

The factor analysis showed that the questions in the questionnaire grouped under three parts. The first part of the questions is about the services of the Study Abroad Office in general. Second part is about the interaction and communication of the office. And the last part, which was not asked to coordinators, consists of the questions on academic matters. The reliability analysis showed that the questions were consistent in themselves with a value of .86. The correlation tests showed that there was not a significant correlation between the general satisfaction levels of the students and their class or

academic year. The ANOVA test and post-hoc tests showed the 2004-2005 academic year students had more communication and interaction problems than the others. They also showed that graduate students were more satisfied with the services of the Office than the undergraduate ones. It can also be inferred from that tests that Ph.D. student had less problems with academic issues and master's students had more problems with them.  Another result showed that graduate school of natural sciences' students had less problems with academic issues and education faculty students had more problems with them. On the other hand, it can also be inferred that the students of the education faculty were the less satisfied students with the services of the Office about the services given by the office, 80.3% of the students and 92.3% of the coordinators were satisfied with the treatment and behavior of the personnel at the Office. 59.1% of the students and 86.6% of the coordinators were satisfied with the office hours of the office. 61.5% of the students were satisfied with the support provided by the Office before going abroad with Erasmus Program. %74.5 of the students and 86.5% of the coordinators were adequately serviced by SAO through e-mail access. 59.2% of the students and 86.6% of the coordinators were adequately serviced by SAO through telephone access. 56.3% of the students and 92.3% of the coordinators think the service of the SAO was fast enough. 68.7% of the students and 73.1% of the coordinators stated that they didn't wait long time for being served by the Office. 45.7% of the students and 75% of the coordinators stated that they didn't experienced mistakes and errors while being served by the SAO from time to time. However, 51% of students have experienced mistakes made by the office. 49.6% of the students and 76.9% of the coordinators believe that the instructions given about the services of the SAO and their procedures were sufficient. However, 44.7% of the students didn't find the information given by the Office on the services and procedures satisfactory. 65.3% of the students and 86.5% of the coordinators think that advisors of the SAO had the necessary experience and knowledge about their job. 67.8% of the students think that before going abroad, the appointed advisor easily realized all kinds of

administrative procedure (transcript, sending of official letters, communication with the other side etc.). 62.6% of the students reached their advisor in the SAO easily whenever they needed before the study abroad period.

About the interaction and the communication of the office, 59.7% of the students and 75% of the coordinators used the web site of the SAO for the purpose of being informed. 51.9% of the students and 73.1% of the coordinators think the announcements in the web site of the SAO were updated. 59.6% of the students and 40.4% of the coordinators got responses for their complaints, wishes and claims from the SAO. However, 23.1% of the students and 57.7% of the coordinators had no idea that means they didn't have any complaints. 41.3% of the students found technical and working conditions of the SAO sufficient to serve effectively. Yet, 44.3% of the students had the opposite idea on that matter, and 69.2% of the coordinators had no idea about it. This showed that the coordinators mostly use e-mail and telephone to access the office and they didn't know the spatial and technical equipment of the office. 57.7% of the students and 82.7% of the coordinators think that the applications to Erasmus Program were well announced METU-wide. 72.6% of the students and 50% of the coordinators disagreed that they should pay to the office to apply for the Erasmus Program. 57.7% of the students and 40.4% of the coordinators think that the students could not find the necessary information in the web site about the universities that they can go to. 67.8% of the students and 21.1% of coordinators think that the students couldn't get necessary instructions and knowledge about the universities that they can go to from their SAO advisor before making their choices. 75% of the students and 84.6% of the coordinators think a just selection and placement were realized based on objective criteria while the students were placed for the university they went.

About the academic issues, which were only asked to students, 66.8% of the students think that before going abroad, they were adequately informed about the university they were placed in and accommodation. 50% of the students agreed that before going abroad, they were adequately informed about the courses they could take and their recognition by my Erasmus Coordinator in the Department. However, 48.5% of the students disagreed with that question. 55.3% of the students had been guaranteed that the courses they will have taken will be recognized for their compulsory courses they were suppose to take in METU. However, 37.9% of them haven't got this guarantee of recognition before going. The course load abroad of 55.9% students and the course load in their department were not the same the same. Although 53.4% of the students had easily reached the contents of the courses of the university they will have gone beforehand; 44.7% of them haven't. 76.5% of the students had easily reached the knowledge about the language of the courses beforehand. 61% of the students had not been guaranteed to take the courses that they selected in the university for whom they will have gone beforehand.

# CHAPTER 5

# CONCLUSIONS AND IMPLICATIONS

## 5.1. Conclusion

The aim of this study was to evaluate the Study Abroad Office (SAO) of Middle East Technical University (METU) by analyzing the views of students and departmental coordinators. It is assumed in this research that, administrative services and customer satisfaction are very influential factors hindering the success of the Erasmus Program. Therefore the idea behind this research is to provide contribution to the comprehension and resolution of the problems concerning administration of Erasmus Program in Turkey, by studying a small-scale case that is the Middle East Technical University's Study Abroad Office.

As stated in the second chapter of this study, Erasmus Program is one of the education programs of the European Union which only deals with different aspects of higher education. European Union has developed different educational programs to make Europe more attractive in the eyes of potential students and also to strengthen the cooperation between European countries in terms of education. Higher education is seen as an important part of that process and the strategy to create the "European Higher Education Area" in 2010 that was set up by European ministers and by the "Bologna Process".

Turkey participated in the Erasmus Program in 2003-2004 academic year through pilot projects and fully participated in 2004-2005 academic year. Before that date, Turkish universities were not very familiar with the exchange programs, mostly because of the lack in financial resources. However, Erasmus Program offered grants to students and teaching staff for mobility and also to higher education institutions for the organization of mobility. This aroused interest in Turkish universities about the program and 1142 Turkish students benefited from the Program in the first year. These numbers have increased over the years, as 2854 students in the second and 4472 students participated in the third year of the program. At the national level, Turkish National Agency was established in 2002 to put the national policies into practice.

Since the program is very new in Turkey, there are few studies on the subject. The research made in Europe are also limited and they mostly concentrate on the abroad experiences of the students and teaching staff. Therefore, this study tried to serve two needs; first one is making a research on Erasmus Program in Turkey and second one is evaluating the period before going abroad, that means evaluating the home institutions' services instead of the host one. The spine of this study is the "Total Quality Management" perspective since the METU Study Abroad Office was evaluated by the outgoing students and the Erasmus coordinators as the main customers of the Office. There are some debates in the literature about using TQM perspective in education and most of the authors (Greenwood & Gaunt, 1994; Teeter & Lozier, 1993; Agasisti & Catalano, 2006; Lomas, 2007) find TQM more convenient for the administrative parts of the education than the academic ones. The administrative units of the universities serving for students, academicians, administrators etc. may be seen as operating in the market serving for their customers. As the TQM philosophy suggests, these units should satisfy their customers' needs like a firm. Therefore, the customers' views for these units should be taken into consideration to make them working efficiently and developing consistently.

The results of this research showed that using TQM approach to design the study helped the researcher to reach the needed results. TQM methodoly suggests that the feedback mechanism from the customers is very important to evaluate the success of the units. Since the Study Abroad Office is an administrative unit in a university serving mostly for the students, their evaluation must be the main tool for the self-evaluation of the office. Without taking the views of cutomers, the administrators and staff of the office may think that they do everthing correct and applicable with the rules of European Union and Turkish National Agency. However, they can miss the problematic ares without listening their customers.

Therefore, it can be said that using TQM methodology was a very good decision for this research. The evaluation from just the number of students that METU send through the Erasmus Program was unsufficient. However, using TQM, and asking the students and coordinators about the main processes of the Erasmus Program and their general satisfaction level, helped the researcher to analyze the deficit points better. On the other hand, using only TQM methodology might caused the research to be insufficient since it gives micro results about the Erasmus execution at METU. Therefore, to see the macro picture, the Study Abroad Office data on the numbers of Erasmus students at METU, in Turkey and in Europe was also analyzed.

With that perspective, the research was made through a web-based questionnaire. 318 METU outgoing students and 68 METU departmental Erasmus coordinators were informed from this research. 208 students and 52% coordinators participated in the study and the response rates were 65% and 76% respectively. The data were analyzed through using descriptive statistics; factor, reliability, ANOVA and correlation analysis.

Hence, in general, the problem statement of this research is whether or not students and coordinators are satisfied with the administrative services given by the METU Study Abroad Office in the framework of the Erasmus Program. The results of the questionnaire imply that most of the students and departmental Erasmus coordinators of METU are satisfied with the Study Abroad Office in general but have some reservations about the communication-interaction of the Office and some academic concerns.

The student participants of the study are the METU students or graduates which participated in the Erasmus Program in 2004/2005, 2005/2006 or 2006/2007 academic years. Most of the students were from 2006-2007 academic year and doing their undergraduate studies. When looked at the distribution of students with respect to departments, most of the participants were from Business Administration and Sociology. Regarding the host countries, most of the participants went to Germany and Netherlands for their study abroad period. Although the results of the questionnaire imply that most of the students and departmental Erasmus coordinators of METU are satisfied with administration and services of the Study Abroad Office in general, the results also show that there are some areas that needs improvement through the views of the Office's main customers. The results of both the questionnaires and open-ended questions show that more than half of the students experienced problems while being served by the office. Since the Erasmus Program has burden of bureaucratic procedures, the Erasmus Office should execute all of them for each student every semester. However, the results show that the heavy burden of work may cause some errors made by the Office. Again nearly half of the students think that the Office doesn't give satisfactory information on services and procedures. This problem may be solved through a more information-rich web site or more written-material given by the Office. Nearly half of the students found the technical and working conditions unsatisfactory and they stated the insufficient place of the Office in the open-ended questions.

So, that shows that such an office who deals with the large number of students should have more physical space. Three-fourth of the students and half of the coordinators are unhappy with the application fee charged by the Office. So, the application fee was removed in 2007-2008 academic year and this problem has solved.

More than half of the students and half of the coordinators claim that the students can't get information on the website before choosing the universities to state in the application form. Similarly, more than half of the students state that they can't get necessary information about the universities that they go. In the open-ended questions, the students state that the Office didn't give the necessary service of pre-application process and tell the students to research the universities by themselves or getting help from their departmental Erasmus coordinators.

So, again the heavy bureaucracy of the Erasmus program may cause this deficit, since in the application period, the office deals with the selected students' processes. New personnel may be hired for specifically deal with the potential Erasmus students and pre-application process. Half of the students were not adequately informed on the courses that they can take abroad as well as the content of these courses. This is a problem mostly caused by the host institutions and the departmental Erasmus coordinators can be active on that matter through communicating with their foreign colleagues.

Recognition of the courses that were taken in the host university is one of the main facets of the Erasmus Program. More than one-third of the students had recognition problems at METU. This may be solved again by the departmental coordinators through choosing their partners with similar curriculum and also through directing their students to take the courses which can be recognized in their METU curriculum.

At this point, it may be useful to look at the previous research results. Some research (Maiworm, Steube & Teichler, 1991; Teichler, 1996) showed that most of the students participated in mandatory preparatory courses before they study abroad. In addition, some other researches (Maiworm & Teichler, 1998; 2000; Teichler, 2001) indicated that preparatory assistance, guidance and advice were provided to most of the sending students. In this research, it's seen that METU also is given the assistance and guidance for the sending students going abroad; however it doesn't offer mandatory preparatory courses. Some of these researches (Maiworm & Teichler, 1998; Maiworm & Teichler, 2000) showed that most of the institutions have a systematic criteria for selection of students and mostly academicians played an important role in selecting students. They also indicated that academic achievement and foreign language proficiency were taken into account in selection process. This is almost the same at METU since the selection of the students is made by the University Erasmus Committee based on the cumulative GPA and the English proficiency exam result.

About the international offices, some research (Barblan, Reichert, Schotte-Kmoch & Teichler, 2000) showed that with the advent of Socrates, many institutions enlarged their international offices. However, some of them (Teichler, 2001) claimed that as the number of staff positions for the administration and services related to international activities only grew marginally, many of the respective activities remained academics' tasks. At METU, before the Erasmus Program, there were two advisors and one coordinator in the Study Abroad Office and this number increased to four advisors and one coordinator with the Erasmus Program. As shown in one of the previous researches (Barblan, Reichert, Schotte-Kmoch & Teichler, 2000), in most of the institutions there is a Socrates Committee consisting of the top person responsible for Socrates on the central level, the director of international relation office, faculty and departmental coordinators and academicians. At

METU, the mentioned committee is established with the Erasmus Program and all departmental coordinators were appointed after the Erasmus Program.


**5.2. Implications for Practice**

Since the Erasmus Program is relatively new for Turkey and Turkish universities, a lot of suggestions can be made for the improvement of the Program in Turkey. The literature shows that the most common problems that the Turkish students face are the visa procedure and financial issues. These problems can be solved by the national authorities. To overcome the visa problems the Ministry of Foreign Affairs, the Turkish Consulates in European countries and also Turkish National Agency should work to deal with European countries to ease the visa procedures of the Erasmus students. For the financial resources problem, Turkish National Agency may give up its policies of increasing the number of students through increasing the money amount that each student takes. That means that less students can go Europe through Erasmus Program with more financial support.

Specifically for METU, the goals for exchange programs, and specifically for Erasmus program, should be set and the strategic aims should be put into practice. When the strategic plan of METU for 2005-2010 reviewed, it's seen that METU put the aim of announcing and encouraging participation in student and faculty exchange programs, primarily EU exchange programs. The unit that is supposed to implement this aim is Study Abroad Office. The Office itself should determine its strategic goals to realize this aim. Furthermore, the Office should make its own strategic plan by taking the growing number of students into account. The number of staff, the place of the office, the job specification, the communication strategies should be taking into account and regular meetings should be held with other stakeholders of the Office such as the departmental coordinators, students, the Registrar's Office, the other

academic and administrative units and the administrators of METU. Feedbacks should be taken from the customers regularly and the aims or practices of the Office should be renewed in the light of these feedbacks.

More importantly, the legal status of the Office should be clarified. Study Abroad Office was founded under the Rectorate structure, however it has no legal status like a department or directorate; and it has no place in any regulations of METU. The staff tenure is mostly enlisted under various departments of METU, and mostly as research assistant cadre. There is nearly no opportunity for the staff for promotion for this reason. Moreover, in-service training is very limited and staff have to find ways of improving their skills. As a part of in service training programs, it is very important that, staff have necessary opportunities to participate in the seminars and training programs abroad. This is reflected directly in the specialization of the staff. Nearly all staff does the same thing. Therefore, although most of the time internet and web pages are the most important means of communication as the administration necessitates working closely with institutions abroad, efficient use of these means can not be realized. Similar to means of communication, physical conditions of the Office is insufficient. Six people have to work in a small room, which avoids formation of a healthy working environment which is vital for administration and face to face interaction with students and coordinators. Above explained problems about low degree of specialization can be overcome through hiring new staff for specialized activities like accounting and web design and secretary.

For the administration of the SAO to be improved, it has to be recognized and enlisted as an integral and important administrative part of the university first of all. Without such recognition, it could not be transformed into a corporate body dealing with the issues of student exchange.

The problems that METU face while executing the Erasmus Program is very similar in many Turkish universities. Since the Erasmus Program is relatively new in Turkey, most Turkish universities made their first exchanges in recent years and even most of them had no study abroad offices. Therefore, from the results of this research some suggestions can be made for all Turkish universities. First of all, the legal status of these offices should be clarified and some cadres for only study abroad officiers should be opened. Secondly, like METU students, most of the university students in Turkey need to be guided more in the pre-application process. Therefore, the study abroad office staff or the departmental Erasmus coordinators should give more information to their students on the right choice of partner university to make Erasmus period personally and academically more effective. The final reports of the National Agency shows that most of the Turkish universities give their grants back since

selected students withdrew from the program when they remarqued that their choices are wrong. This is mostly because of the misguidance or insufficient information that students get in pre-application process. An important amount of students withdraw from the Erasmus Program after the selection since they can't find the relevant courses or they can't find the required visa or residence permit fees. This caused Turkish universities to get the grant back to European Commission which was allocated to these students. Thirdly, with related to the second problem, Turkish universities need to make more agreements with European Universities. However, these agreements should be with the universities which have the similar curriculum and/or English thought courses since most of the Turkish students prefer English as a foreign language.

## 5.3. Implications for Further Research

Since this study only deals with the first three years of the program, it should be repeated in the coming years since the number of students increase in a significant way.

A further research may be done for all the universities' Study Abroad Offices in Ankara or may be in Turkey. Since Turkey is new in the Erasmus Program more research is needed for Turkish universities and students to disseminate and effectively execute the Program.

A further research should also be made for incoming students coming to Turkey under the Erasmus Program, to increase the number of incoming students. The Study Abroad Offices' procedures for incoming students may be analyzed. The motives of the foreign students who choose Turkey can also be investigated to give feedback to SAO's in Turkish universities.

The other sub-programs of the Erasmus Program such as teaching staff mobility, curriculum development projects etc. may be another research subject of research. The Student Placement program for internships which Turkey participated in 2006-2007 academic year, can be another area for further research. Other programs under the umbrella of Life-Long Learning Program may also be analyzed in Turkey, such as Comenius, Lingua, Arion, Leonardo da Vinci etc.

Since the Erasmus Program is based on the partnerships between the countries, Turkish universities' partnerships may become another subject of research analyzing the most chosen countries by the Turkish universities and Turkish students.

# REFERENCES

Agasisti, T. & Catalano, G. (2006). Governance models of university systems-towards quasi-markets? Tendencies and perspectives: A European comparison, *Journal of Higher Education Policy and Management, 28*(3), 245-262.

Arif, M. & Smiley, F. (2003). Business-like accountability in education: Commentary on Morrill to Baldrige, *Education, 123*(4), 740-763.

Arif, M., Smiley F. & Kulonda, D. (2005). Business and education as push-pull processes: an alliance of philosophy and practice, *Education, 125*(4), 602-614.

Barblan, A. (2002). Academic cooperation and mobility in Europe: How it was and how it will be. *Higher Education in Europe*, *27*(1-2), 31-58.

Barblan, A., Reichert, S., Schotte-Kmoch, N. & Teichler, U. (2000). *Implementing European Policies in Higher Education Institutions,* The Project of the Association of European Universities (CRE): Centre for Research on Higher Education and Work of the University of Kassel.

Barkholt, K., (2005) The Bologna Process and integration theory: convergence and autonomy*, Higher Education in Europe*, *30*(1)

Berry, G. (2002). Towards quality development in NSW public schools, *School Effectiveness and School Improvement, 13*(2), 201-223.

Bols, A. & Nillson, T. (2004), A revolution at your university?*, Pharmacy Education, 4*(2), 103-105

Bracht, O., Engel, C., Janson, K., Over, A., Schomburg, H. & Teichler, U. (2006). The professional value of Erasmus mobility, *International Centre for Higher Education Research, University of Kassel: Final Report, presented to the European Commission.*

Burn, B., Cerych, L. & Smith, A. (1990) *Study Abroad Programs.* Jessica Kingsley Publishers: London.

Byrne, G. (1998), Total quality management in engineering education- A case study from University College Dublin, *European Journal of Engineering Education, 23* (4), 435-442

Coates, H. (2005), The value of student engagement for the higher education quality assurance, *Quality in Higher Education, 11*(1), 25-36.

Cohen, L. & Manion, L. (1994) *Research Methods in Education.* Routledge: London.

Cohen, L., Manion, L. & Morrison, K. (2000) *Research Methods in Education.* Routledge: London.

Creswell, J.W. (2005) *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research,* Pearson: New Jersey

Czismadia, T.G. (2006). *Quality management in Hungarian higher education*, Center for Higher Education and Policy Studies (CHEPS), retrieved November 20, 2007 from http://www.utwente.nl/cheps/publications /downloadable_ publications/downloadablesenglish.doc/

Education Audiovisual and Culture Executive Agency (EACEA), (2008). The European Policy Statement. Retrieved March,18, 2008 from http://eacea.ec.europa.eu/static/en/overview/overview_erasmus_ic_refo rm/european_policy_statement.htm.

Enders, J. (2002). *Higher education, internationalization and the nation-state: Recent developments and challenges to governance theory.* Research prepared for the CHER conference, Vienna, Austria.

Erasmus University Association (EUA). (2007). Quality, accountability and autonomy. Retrieved  November 6, 2007 from http://www.eua.be/index

European Commission, (2008). Erasmus Statistics. Retrieved March,21, 2008 from  http://ec.europa.eu/education/programmes/ llp/erasmus/statisti/ table1.pdf

Fraenkel J. R. & Wallen, N. E. (2006) *How to design and evaluate research in education.* McGraw-Hill Companies: New York.

Froment, E. (2003). The European higher education area: a new framework for the development of higher education. *Higher Education in Europe, 28*(1), 27-32.

Gall M.D, Gall, J.P. & Borg, W.R (2007) *Educational research: an introduction.* Pearson Education, Inc.

Gift, S. & Bell-Hutchinson, C. (2007). Quality assurance and the imperatives for improved student experiences in higher education: the case of the university of the West Indies, *Quality in Higher Education, 13*(2), 145-157.

Greenwood, M. & Gaunt, H. (1994) *Total Quality Management for Schools*. London; New York: Cassel.

Houston, D. (2007). TQM and higher education: A critical systems perspective on fitness for purpose, *Quality in Higher Education, 13*(1), 3-17.

İseri, A. (2005). *The expert opinions about application of Erasmus Program in the entrance process of European Union.* Thesis submitted to Graduate School of Social Sciences Abant İzzet Baysal University.

Keller, S. (2004). Finding accommodation when going abroad: a major obstacle to student mobility, *Forum – European Association for International Education*, *6*(3).

Kienle, A.W., & Loyd, N.L. (2005). Globalization and the emergence of supranational organizations: implications for graduate programs in higher education administration. *College Student Journal, 39*(3), 580-587.

Krzaklewska, E. & Krupnik, S. (2006). *The experience of studying abroad for exchange students in Europe.* Erasmus Student Network.

Leiden, J. (2004). Ombudsing: Quality assurance on the micro level, *Forum – European Association for International Education*, *6*(1), 30-31.

Lewis, R.G. & Smith D.H. (1994) *Total Quality in Higher Education.* St. Lucie Press: Florida.

Lomas, L. (2007). Are students customers? Perceptions of academic staff, *Quality in Higher Education, 13*(1), 31-44.

Lunenburg, F.C., & Ornstein, A.C. (1996). *Educational Administration: Concepts and Practices.* California: Wadsworth Publishing Company.

Maguad, B. A. (2007). Identifying the needs of customers in higher education, *Education, 127*(3), 332-343.

Maiworm, F. & Teichler, U. (1996) Erasmus student mobility programs 1991-92 in the view of the Local Directors, *European Education, 30*(3).

Maiworm, F. & Teichler, U. (2000) The policies of higher education institutions, edited by Teichler,U. (2002) in *Erasmus in the Socrates Program,* 57-83, ACA Researches on International Cooperation in Education, Lemmens Verlags & Mediengesellschaft: Bonn.

Maiworm, F., Steube, W. & Teichler, U. (1991) *Learning in Europe: the Erasmus experience.* Jessica Kingsley Publishers: London

Malitza, M. (2003). Towards the European higher educational area: inclusion of the borderline countries of the Black Sea area. *Higher Education in Europe*, *28*(3), 273-295.

110

Marginson, S. (2007) Globalization and higher education, *OECD Directorate for Education Working Research Series, 3*(8).

Mc.Millan, J.H., Schumacher, S. (2006). *Research in Education,* Pearson: U.S.A.

Mc.Neely, C. & Cha Y.K. Worldwide educational convergence through international organizations: Avenues for research*, Education Policy Analysis*, *2*(14).

McMillen, J., Proctor, E.K., Megivern, D., Striley, C.W., Cabassa, L.J., Munson, M.R. & Dickey, B. (2005). Quality of care in the social services: research agenda and methods. *Social Work Research, 29*(3), 181-191.

Middle East Technical University (METU) (2008), Strategic Plan of METU. Retrieved February 24, 2008 from http://www.metu.edu.tr

Mızıkacı, F. (2005). Prospects for European integration: Turkish higher education. *Higher Education in Europe*, *30*(1), 67-79.

Moneta, L. (1997). The integration of technology with the management of student services, *New Directions for Student Services,* 78, 5-16.

Morley, L. (2003) *Quality and Power in Higher Education.* SRHE & Open University Press: McGraw-Hill.

National Report 2004-2005 on Turkey. Retrieved November 5, 2007 from http://www.bologna.gov.tr/Bologna/documents/files/TemelBelgeler/National_Reports-Turkey_050111.pdf.

Opper, S., Teichler, U. & Carlson, J. (1990). *Impacts of Study Abroad Programs on Students and Graduates.* Jessica Kingsley Publishers: London.

Papatsiba, V. (2005). Political and individual rationales of student mobility: a case-study of Erasmus and a French regional scheme for studies abroad, *European Journal of Education, 40*(2), 174-188.

Papatsiba, V. (2006). Making higher education more European through student mobility? Revisiting EU initiatives in the context of the Bologna Process, *Comparative Education, 42*(1), 93-111

Pitman, T. (2000). Perceptions of academics and students as customers: A survey of administrative staff in higher education, *Higher Education Policy and Management, 22*(2), 165-175.

Prague Communiqué. (2001). Retrieved April 28, 2006, from http://www.bologna.gov.tr

Rawley, R. (1996) *Student Support Services,* edited by Warner, D. & Palfreyman, D. in Higher Education Management. SHRE & Open University Press: USA

Reichert, S. & Tauch, C. (2004) Bologna four years later. *European Education, 36* (3), 36-50.

Rencber, A. (2005). Avrupa Birliği Eğitim ve Gençlik Programları: Genel Eğitim Programı çerçevesinde yüksek öğretim alanında AB programı (Erasmus), *Maliye Bakanlığı Devlet Bütçe Uzmanlığı Araştırma Raporu, Ankara*

Sahin, İ. (2007). *Perceptions of Turkish Exchange students of the European Union's Erasmus Program.* Thesis submitted to Graduate School of Social Sciences, Bogazici University.

Sallis, E. (1996) *Total Quality Management in Education.* London; Philadelphia: Kogan Page.

Saxon, D., Garratt, D., Gilroy, P. & Cairns, C. (2003) Collecting Data in the Information Age, *Research in Education,* 69, 51-66.

Schwartzman, R. (1995). Are students customers? The metaphoric mismatch between management and education. *Education, 116*(2), 215-222.

Scott, P. (2003). Challenges to academic values and the organization of academic work in a time of globalization. *Higher Education in Europe, 28*(3), 295-305.

Sebkova, H. (2002). Accreditation and quality assurance in Europe, *Higher Education in Europe, 27* (3), 239-247.

Sims, R.R. & Sims, S.J. (1995). Toward an understanding of total quality management: Its relevance and contribution to higher education, edt. by Sims,R.R. & Sims, S.J., *Total Quality Management in Higher Education,* Praeger Publishers: U.S.A.

Simsek, H. (1997). *Paradigmalar Savaşı: Kaostaki Türkiye.* İstanbul: Sistem Yayıncılık.

Tata,J. & Prasad, S. (1998). Cultural and structural constraints on total quality management implementation, *Total Quality Management, 9*(8), 703-710

Teeter, D.J. & Lozier, G.G. (1993) *Pursuit of Quality in Higher Education: Case Studies in Total Quality Management.* Jossey-Bass Publishers: San Francisco

Teichler, U. (1996). Student mobility in the framework of Erasmus: findings of an evaluation study. *European Journal of Education*, *31*(2), 153-179.

Teichler, U. (2001) Changes of Erasmus under the umbrella of Socrates, *Journal of Studies in International Education, 5*, 201-237.

Teichler, U. (2002) The Socrates support program: Framework and management, edited by Teichler,U. (2002) in *Erasmus in the Socrates Program,* 201-216, ACA Researches on International Cooperation in Education, Lemmens Verlags & Mediengesellschaft: Bonn.

Teichler, U. (2004) Temporary Study Abroad: the life of Erasmus students. *European Journal of Education, 39* (4), 395-408.

Teichler, U. (2005). Research on higher education in Europe, *European Journal of Education, 40*(4), 447-469.

Turan, S. (2000). John Dewey's Report of 1924 and his recommendations on the Turkish educational system revisited. *History of Education, 29* (6), 543-555.

Turkish Higher Education Council (2007). Bologna Process Stocktaking Report. Retrieved January, 10, 2008 from http://www.yok.gov.tr /duyuru/stocktaking.pdf

Turkish National Agency (2008a).15-16 Kasım 2007 Erasmus Güz Toplantısı Antalya. Retrieved February 25, 2008 from http://www.ua.gov.tr/ uploads/erasmus/genel %20bakis.pdf

Turkish National Agency (2008b). National Action Plan for Mobility Activities under Erasmus. Retrieved March 21,2008 from http://www.ua.gov.tr/ /uploads /erasmus/Erasmus_NationalActionPlan_TR_2005.pdf

Van Damme, D. (2001). Quality issues in the internationalization of higher education. *Higher Education, 41*, 415-441.

Van Der Wende (2000). The Bologna Declaration: Enhancing the transparency and competitiveness of European higher education. *Higher Education in Europe, 25*(3), 305-310.

Wit, H., (2002) *Internationalization of the Higher Education in the United States of America and Europe.* Greenwood Press: London

113

Yang, R. (2002). University internationalization: its meanings, rationales and implications, *Intercultural Education, 13*(1), 81-95.

Zgaga, P. (2003) The Bologna Process: Bologna 1999, Prague 2001, Berlin 2003 and what will be next?*,* the Rapporteur in the Bologna Follow-up

## APPENDICES

A. **The Before-Going Procedures of the METU Outgoing Erasmus Students**

1) The deadline to apply for the Erasmus Program for the next academic year is announced by the Study Abroad Office

2) Five meetings in different dates and times are organized by the Study Abroad Office to give information on the Erasmus Program

3) The students check the METU Erasmus web site and choose maximum 6 universities that METU has bilateral agreements with

4) The Erasmus Coordinators of the Departments approve these application forms

5) The Graduate School that the student is attached  approves the application form (if the student is a master or Ph.D. student)

6) The student pay 30 Turkish liras fee and give the application form with the receipt to Study Abroad Office

7) The percentages of evaluation criteria of the students are determined by the National Agency. In 2005-2006 the criteria were %50 GPA, %40 Language Competency, %10 Interview. In 2006-2007 the criteria were %45 GPA, %45 Language Competency, %10 Interview.

8) The Erasmus Coordinators of the departments conduct interviews with students and give their grade online to the Student Affairs Information System.

9) The Foreign Language High School prepare an exam for English competency and its results are given online to the Student Affairs Information System.

10) The University Erasmus Committee places the students to their choices according to their overall points. This Committee consists of the Institutional Erasmus Coordinator of METU, the faculties' Erasmus coordinators, Graduate Schools' Erasmus Coordinators and Study Abroad Office personnel

11) The results are announced by the Study Abroad Office through Erasmus web page.

12) The advisors in the Study Abroad Office deal with different universities and different students. They help students to organize their works, such as filling the application and accommodation forms of the host university, getting transcript of records to send to host university, help writing letter of intention, getting and sending a letter of reference etc.

13) Study Abroad Office isn't responsible for choosing and recognizing the courses that the students will take during their study abroad period. Students choose their courses with the Erasmus Coordinators of the departments and programs. After choosing the courses, a "Learning Agreement" is signed by the student, METU's Departmental and Institutional Erasmus Coordinators. This agreement is sent to the host university by the Study Abroad Office and is approved by the host university's Departmental and Institutional Erasmus Coordinators.

14) The ECTS (European Credit and Transfer System) credits of the courses that the student will choose must be 30 and they should be successful minimum from 2/3 of them to have an Erasmus grant.

15) The student should also fill an "Academic Approval Form" to state how the courses that he/she will take abroad will be replaced by METU courses. This form is approved by the Department Chair and Faculty Dean (or Program Head and Graduate School Director if he/she is a graduate student).

16) The host university sends a "Letter of Acceptance" to Study Abroad Office. The students use this letter to apply for visa and to freeze their registration at METU.

17) The student should bring a "Study Period Confirmation Letter" from the host university to prove the exact dates of the period that he/she stays. The student should get this form from the Study Abroad Office before going.

18) The student can apply for "Erasmus Intensive Language Courses" through the Study Abroad Office to attend the language course before the start of the semester .

19) The Erasmus grants of the students are paid through Study Abroad Office (%80 before going and %20 after coming). A legal agreement is made between Study Abroad Office and the student to get the grant.

20) The student should apply to Registrar Office to be exempt from the passport fee and going abroad fee. They should fill the form and get the approvals of the department, faculty (or program and institute if he/she is a graduate student) and Assistant to the Rector. The Study Abroad Advisors help students to fill this form.

21) The student is responsible to get a student visa and they get a petition from the Study Abroad Office stating that they will get an Erasmus grant.

**B. The Erasmus Statistics at METU in 2004/2005, 2005/2006 and 2006/2007 Academic Years**

**(All the data is compiled by the researcher from the Study Abroad Office data)**

Table 20. *The numbers of outgoing and incoming students distributed to the academic years*

| | OUTGOING STUDENT | | | INCOMING STUDENT | | |
|---|---|---|---|---|---|---|
| | ERASMUS | OTHER EXCHANGE PROGRAMS | TOTAL | ERASMUS | OTHER EXCHANGE PROGRAMS | TOTAL |
| **2004-2005** | 25 | 11 | **36** | 22 | 38 | **60** |
| **2005-2006** | 99 | 14 | **113** | 54 | 56 | **110** |
| **2006-2007** | 194 | 20 | **214** | 58 | 61 | **119** |
| **TOPLAM** | **318** | **45** | **363** | **134** | **155** | **289** |
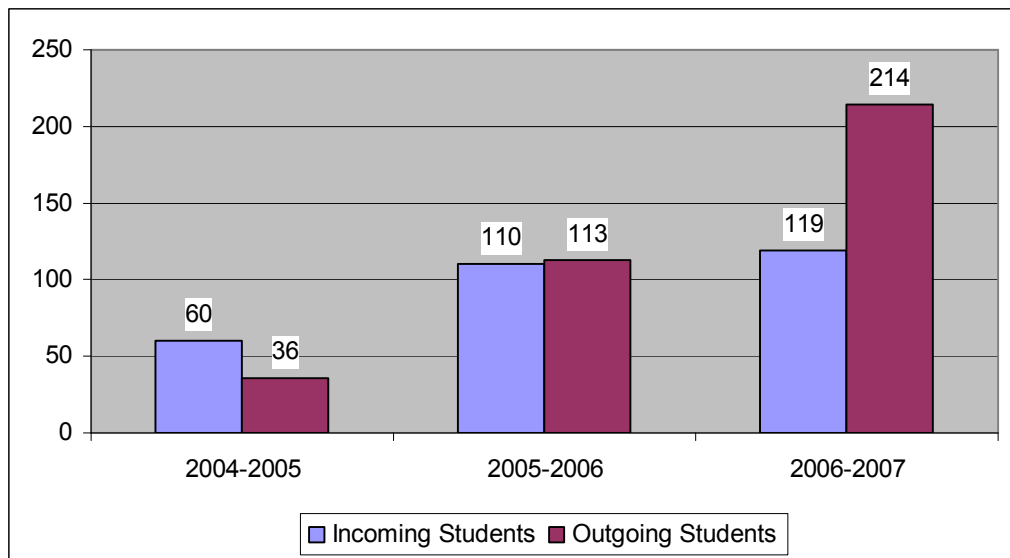


Figure 8. The comparison of outgoing and incoming students distributed to academic years (including the Erasmus Program and other Exchange programs)

118

Table 21. *The numbers of outgoing students distributed to the faculties and graduate schools*

| | 2004-2005 | | 2005-2006 | | 2006-2007 | | Tot. |
|---|---|---|---|---|---|---|---|
| | Erasmus | Other Exc. Prog. | Erasmus | Other Exc. Prog. | Erasmus | Other Exc. Prog. | |
| Education F. | 0 | 0 | 3 | 0 | 7 | 0 | **10** |
| Arts & Science F. | 2 | 1 | 19 | 4 | 32 | 7 | **65** |
| Economics & Adm. Sciences F. | 12 | 7 | 28 | 2 | 46 | 5 | **100** |
| Architecture F. | 6 | 1 | 13 | 1 | 35 | 0 | **56** |
| Engineering F. | 2 | 2 | 7 | 7 | 21 | 7 | **46** |
| Natural Sciences Gra. Sch. | 2 | 0 | 17 | 0 | 24 | 0 | **43** |
| Social Sciences Gra. Sch. | 1 | 0 | 12 | 0 | 26 | 0 | **39** |
| Applied Math. Gra. Sch. | 0 | 0 | 0 | 0 | 3 | 0 | **3** |
| Informatics Gra. Sch. | 0 | 0 | 0 | 0 | 0 | 1 | **1** |
| Marine Sciences Gra. Sch. | 0 | 0 | 0 | 0 | 0 | 0 | **0** |
| TOTAL | **25** | **11** | **99** | **14** | **194** | **20** | **363** |
| GENERAL TOTAL | | **36** | | **113** | | **214** | **363** |

Table 22. *The number of undergraduate Erasmus outgoing students distributed to the departments*

| Outgoing Country | 2004-2005 | 2005-2006 | 2006-2007 | Total |
|---|---|---|---|---|
| **Erasmus** | | | | |
| Germany | 5 | 20 | 58 | **83** |
| The Netherlands | 5 | 32 | 49 | **86** |
| Italy | 5 | 10 | 16 | **31** |
| United Kingdom | 7 | 8 | 12 | **27** |
| Denmark | 1 | 4 | 10 | **15** |
| Sweden | 0 | 1 | 5 | **6** |
| Spain | 1 | 3 | 4 | **8** |
| Portugal | 0 | 0 | 3 | **3** |
| Poland | 0 | 2 | 2 | **4** |
| Norway (Erasmus Link) | 0 | 2 | 1 | **3** |
| Ireland | 0 | 0 | 1 | **1** |
| Hungary | 0 | 1 | 3 | **4** |
| France | 0 | 5 | 5 | **10** |
| Finland | 0 | 2 | 6 | **8** |
| Estonia | 0 | 1 | 6 | **7** |
| Czech Republic | 0 | 6 | 6 | **12** |
| Belgium | 1 | 0 | 5 | **6** |
| Austria | 0 | 2 | 2 | **4** |
| **Other Exchange Programs** | | | | |
| U.S.A. | 9 | 11 | 12 | **32** |
| Canada | 0 | 1 | 4 | **5** |
| Turkey (Bogazici University) | 2 | 1 | 1 | **4** |
| Japan | 0 | 1 | 1 | **2** |
| Australia | 0 | 0 | 2 | **2** |
| TOTAL | **36** | **113** | **214** | **363** |

Table 23. The number of undergraduate Erasmus outgoing students distributed to the departments

| | 2004-2005 | 2005-2006 | 2006-2007 | TOTAL |
|---|---|---|---|---|
| **UNDERGRADUTE EDUCATION F.** | | | | |
| CEIT (Computer Edu. & Inf. Tech.) | 0 | 2 | 2 | 4 |
| ECE  (Early Childhood Edu.) | 0 | 0 | 2 | 2 |
| CHED (Chemistry Edu.) | 0 | 0 | 1 | 1 |
| EME (Elementary Math. Edu.) | 0 | 0 | 1 | 1 |
| FLE (Foreign Language Edu.) | 0 | 1 | 1 | 2 |
| SSME (Secondary Science & Math. Edu.) | 0 | 0 | 0 | 0 |
| **TOTAL** | **0** | **3** | **7** | **10** |
| **ARTS & SCIENCE F.** | | | | |
| SOC (Sociology) | 2 | 8 | 10 | 20 |
| CHEM (Chemistry) | 0 | 1 | 8 | 9 |
| PSY (Psychology) | 0 | 3 | 6 | 9 |
| PHIL (Philosophy) | 0 | 2 | 2 | 4 |
| MATH (Mathematics) | 0 | 0 | 3 | 3 |
| GENE (Genetics) | 0 | 3 | 1 | 4 |
| STAT (Statistics) | 0 | 0 | 1 | 1 |
| HIST (History) | 0 | 1 | 0 | 1 |
| BIOL (Biology) | 0 | 1 | 1 | 2 |
| PHSY (Physics) | 0 | 0 | 0 | 0 |
| **TOTAL** | **2** | **19** | **32** | **53** |
| **ECONOMICS & ADM. SCIENCES F.** | | | | |
| BA (Business Adm.) | 2 | 7 | 20 | 29 |
| IR (International Relations) | 5 | 9 | 8 | 22 |
| ADM (Political Science & Public Adm.) | 4 | 6 | 9 | 19 |
| ECON (Economics) | 1 | 6 | 9 | 16 |
| **TOTAL** | **12** | **28** | **46** | **86** |
| **ARCHITECTURE F.** | | | | |
| ARCH (Architecture) | 4 | 5 | 11 | 20 |
| ID (Industrial Design) | 1 | 2 | 13 | 16 |
| CRP (City & Regional Planning) | 1 | 6 | 11 | 18 |
| **TOPLAM** | **6** | **13** | **35** | **54** |
| **ENGINEERING F.** | | | | |
| FDE (Food Eng.) | 0 | 0 | 5 | 5 |
| ME (Mechanical Eng.) | 1 | 1 | 2 | 4 |
| CENG (Computer Eng.) | 0 | 0 | 2 | 2 |
| IE (Industrial Eng.) | 0 | 3 | 2 | 5 |
| CE (Civil Eng.) | 0 | 1 | 0 | 1 |
| EE (Electrics & Electronics Eng.) | 0 | 1 | 3 | 4 |
| CHE (Chemistry Eng.) | 0 | 0 | 2 | 2 |
| GEOE (Geological Eng.) | 1 | 0 | 0 | 1 |
| AEE (Aerospace Eng.) | 0 | 0 | 3 | 3 |
| ENVE (Environmental Eng.) | 0 | 0 | 0 | 0 |
| METE (Metallurgical Eng.) | 0 | 1 | 1 | 2 |
| MINE (Mining Eng.) | 0 | 0 | 1 | 1 |
| **TOTAL** | **2** | **7** | **21** | **30** |
| **UNDERGRADUATE TOTAL** | **22** | **70** | **141** | **233** |

Table 24. *The number of graduate Erasmus outgoing students distributed to the graduate school*

| | 2004-2005 | 2005-2006 | 2006-2007 | |
|---|---|---|---|---|
| **GRADUATE** | | | | **TOTAL** |
| **GRADUATE SCHOOL OF NATURAL & APPLIED SCIENCES** | | | | |
| ARCH (Architecture) | 0 | 4 | 4 | 8 |
| PHYS (Physics) | 1 | 0 | 0 | 1 |
| FDE (Food Eng.) | 0 | 2 | 0 | 2 |
| CRP (City & Regional Planning) | 1 | 2 | 0 | 3 |
| BIOL (Biology) | 0 | 0 | 1 | 1 |
| UD (Urban Design) | 0 | 0 | 4 | 4 |
| EM (Engineering Management) | 0 | 0 | 3 | 3 |
| CE (Civil Eng.) | 0 | 0 | 1 | 1 |
| STAT (Statistics) | 0 | 0 | 1 | 1 |
| IE (Industrial Eng.) | 0 | 0 | 1 | 1 |
| BS (Building Science) | 0 | 1 | 1 | 2 |
| REST (Restoration & Conservation) | 0 | 0 | 1 | 1 |
| ENVE (Environmental Eng.) | 0 | 0 | 2 | 2 |
| GEOE (Geological Eng.) | 0 | 1 | 1 | 2 |
| ME (Mechanical Eng.) | 0 | 2 | 0 | 2 |
| ID (Industrial Design) | 0 | 4 | 3 | 7 |
| PST (Polymer Science & Technology) | 0 | 1 | 0 | 1 |
| BTEC (Biotechnology) | 0 | 0 | 1 | 1 |
| **TOTAL** | **2** | **17** | **24** | **43** |
| **GRADUATE SCHOOL OF SOCIALSCIENCES** | | | | |
| SOC (Sociology) | 0 | 7 | 8 | 15 |
| HIST (History) | 0 | 1 | 0 | 1 |
| EUS (European Studies) | 1 | 0 | 0 | 1 |
| IR (International Relations) | 0 | 1 | 3 | 4 |
| ADM (Political Science & Public Adm.) | 0 | 0 | 3 | 3 |
| AH (Architectural History) | 0 | 1 | 1 | 2 |
| STPS (Science & Technology Policies) | 0 | 2 | 0 | 2 |
| EDS (Educational Sciences) | 0 | 0 | 2 | 2 |
| MCS (Media & Cultural Studies) | 0 | 0 | 1 | 1 |
| PHIL (Philosophy) | 0 | 0 | 4 | 4 |
| SSME (Secondary Science & Math. Edu.) | 0 | 0 | 1 | 1 |
| MES (Middle Eastern Studies) | 0 | 0 | 2 | 2 |
| UPL (Urban Policy Planning) | 0 | 0 | 1 | 1 |
| **TOTAL** | **1** | **12** | **26** | **39** |
| **GRADUATE SCHOOL OF APPLIED MATHEMATICS** | | | | |
| FMLI (Financial Math. & Life Insurance) | 0 | 0 | 2 | 2 |
| FM (Financial Math.) | 0 | 0 | 1 | 1 |
| **TOTAL** | **0** | **0** | **3** | **3** |
| **GRADUATE SCHOOL OF INFORMATICS** | | | | |
| **TOTAL** | **0** | **0** | **0** | **0** |
| **GRADUATE SCHOOL OF MARINE SCIENCES** | | | | |
| **TOTAL** | **0** | **0** | **0** | **0** |
| **GRADUATE TOTAL** | **3** | **29** | **53** | **85** |
| **TOTAL ERASMUS NUMBERS (undergraduate + graduate)** | **25** | **99** | **194** | **318** |
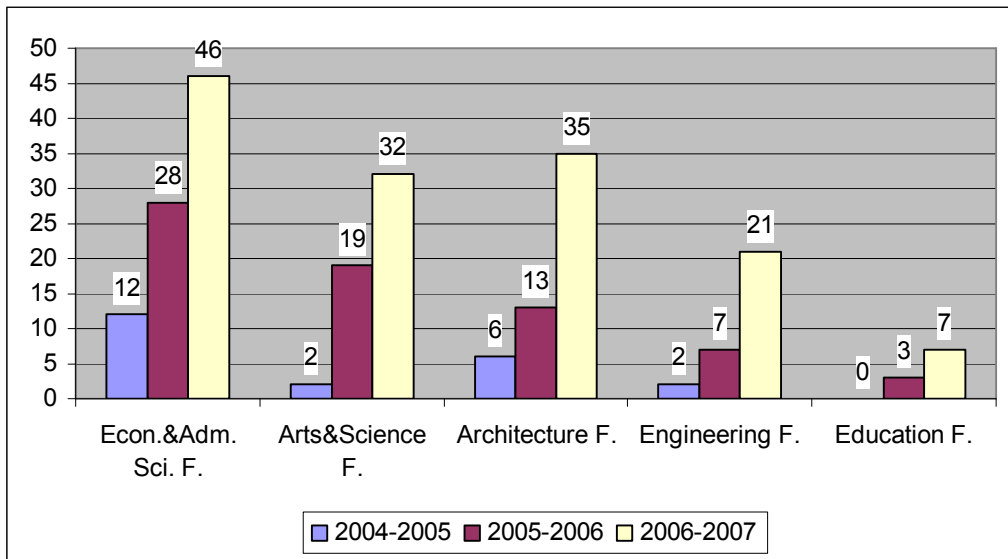
*Figure 9.* The numbers of undergraduate Erasmus outgoing students distributed to the faculties
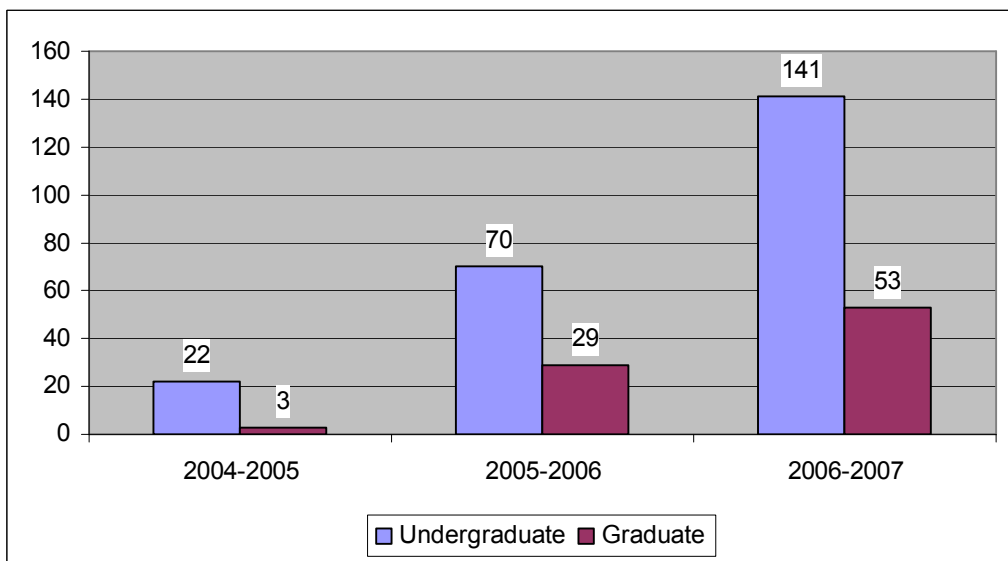


*Figure 10.* The comparison of undergraduate and graduate Erasmus outgoing students

## C. Bologna Process Stocktaking Report, London 2007

(Turkish Higher Education Council, 2007)



*Figure 11.* Turkey's performance in the Bologna Process Evaluation Report for 2005



*Figure 12.* Turkey's performance in the Bologna Process Evaluation Report for 2007

*Figure 13.* The Average of Bologna Countries in Bologna Process Evaluation Report for 2007

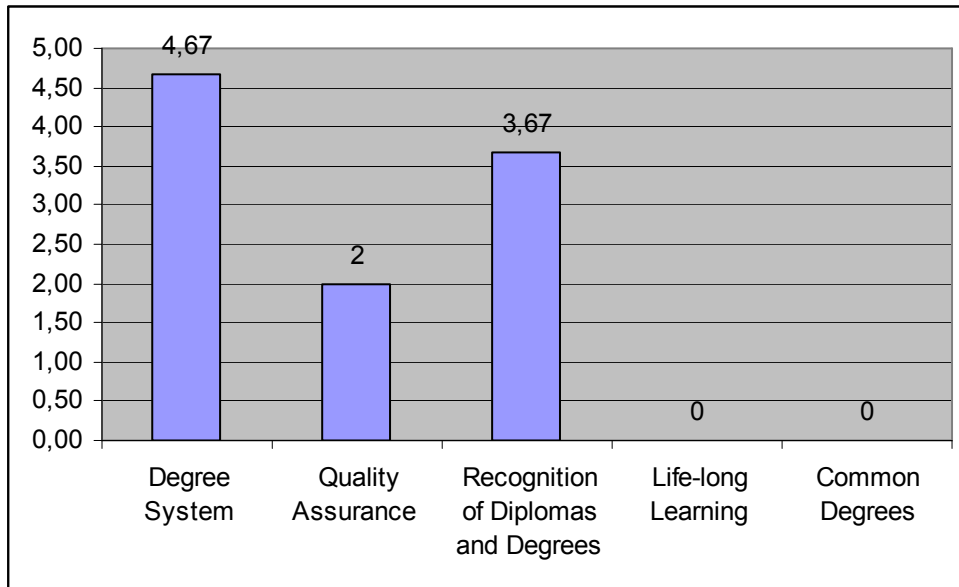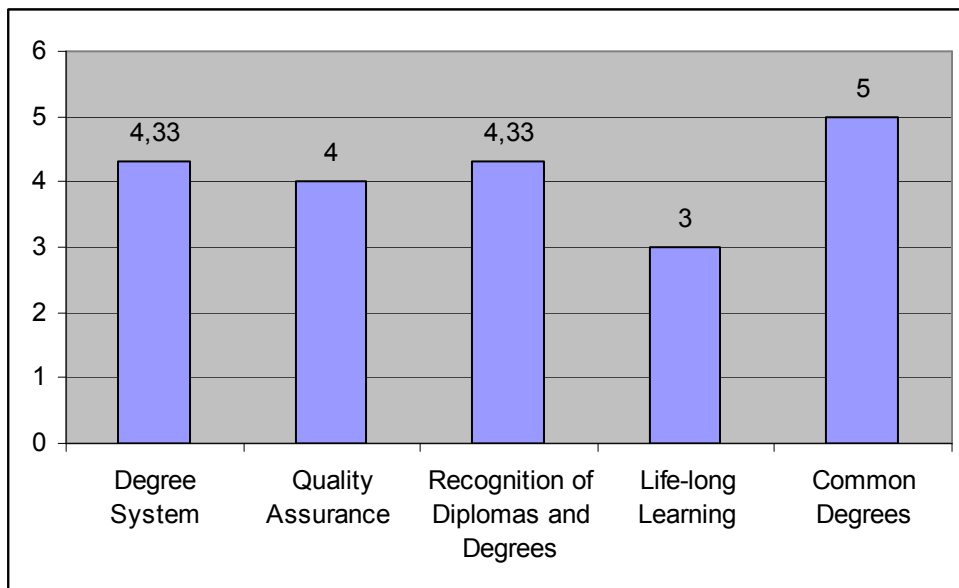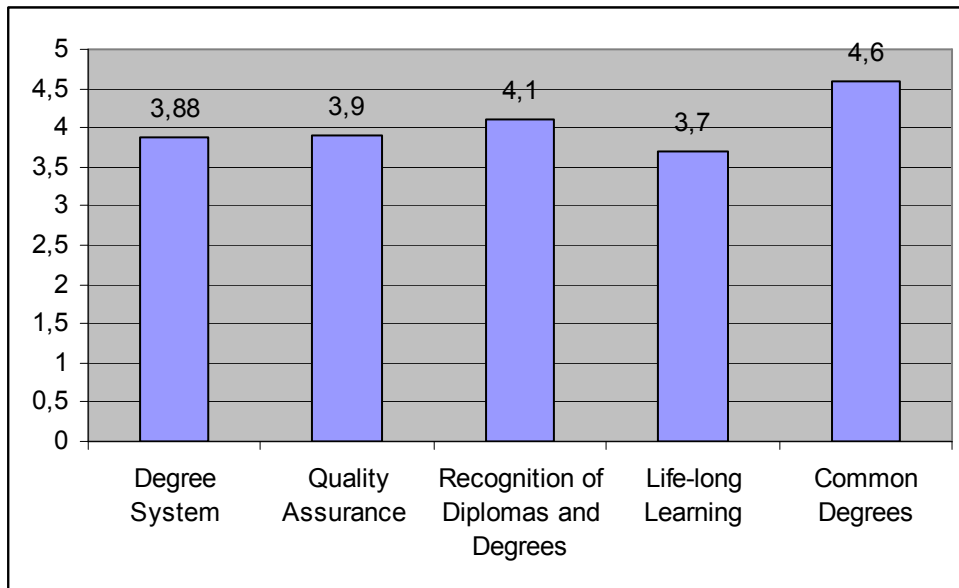## D. The Questionnaire for Students

ODTÜ'DE ERASMUS PROGRAMINA KATILMIŞ ÖĞRENCİLERE
MEMNUNİYET ANKETİ

Bu anket formu, Orta Doğu Teknik Üniversitesi'nde Erasmus Programı kapsamında değişim programlarına katılmış öğrencilerin **ODTÜ'de Erasmus programının yönetilmesi ile ilgili genel memnuniyetini** ölçmek amacı ile hazırlanmıştır. Bu anket bir yüksek lisans tezi kapsamında yapılan Toplam Kalite Yönetimi çalışmasında kullanılacaktır. Çalışmaya katılım gönüllülük esasına dayanmaktadır ve elde edilen bilgiler hiçbir şekilde amacı dışında kullanılmayacaktır. Anketin Erasmus Programı'na katılmış öğrenciler tarafından doldurulması beklenmektedir. Anketi doldururken lütfen her bir maddeyi dikkatlice okuyarak ilgili kutucuğa koyacağınız (X) işareti ile düşüncenizi belirtiniz.

Katılımınız için şimdiden teşekkür ederim.
Betül BULUT ŞAHİN

Sınıfınız (Erasmus'a katıldığınız yılki sınıfınız)    1    2    3    4    Yüksek Lisans
Doktora
Bölümünüz    :
Gittiğiniz ülke:
Erasmus Programı'na katıldığınız akademik yıl:
2004-2005
2005-2006
2006-2007

| | Kesinlikle Katılıyorum | Katılıyorum | Katılmıyorum | Kesinlikle Katılmıyorum | Fikrim Yok |
|---|---|---|---|---|---|
| 1. Değişim Programları Ofisi'nin hizmetlerinden genel olarak memnunum. | | | | | |
| 2. Değişim Programları Ofisi'nde çalışan personelin bana karşı tutum ve davranışlarından memnunum. | | | | | |
| 3. Değişim Programları Ofisi'nin çalışma saatleri ihtiyacımı karşılıyor. | | | | | |
| 4. Erasmus Programı ile yurtdışına gitmeden önce Değişim Programları Ofisi'nin bana sağladığı destekten memnunum. | | | | | |
| 5. Değişim Programları Ofisi'ne e-posta ile erişim sağlayarak yeterli hizmet aldım. | | | | | |
| 6. Değişim Programları Ofisi'ne telefonla erişim sağlayarak yeterli hizmet aldım. | | | | | |
| 7. Değişim Programları Ofisi'nin kampus içindeki konumundan memnunum. | | | | | |
| 8. Değişim Programları Ofisi'nde verilen hizmetin yeterince hızlı olduğunu düşünüyorum. | | | | | |
| 9. Değişim Programları Ofisi'nin web sitesini bilgilenme amacıyla kullandım/ kullanıyorum. | | | | | |
| 10. Değişim Programları Ofisi'nin web sitesindeki duyuruların güncel olduğunu | | | | | |

| | | | | |
|---|---|---|---|---|
| düşünüyorum. | | | | |
| 11. Değişim Programları Ofisinden hizmet alırken uzun süre sıra beklemek gerekiyor. | | | | |
| 12. Değişim Programları Ofisinden aldığım hizmetlerde zaman zaman hatalar/yanlışlıklarla karşılaştım. | | | | |
| 13. Değişim Programları Ofisi'nde hizmetlerde yapılan hata/yanlışlar hızlı şekilde düzeltiliyor. | | | | |
| 14. Değişim Programları Ofisi'ne yapmış olduğum şikayet, dilek ve isteklerime cevap aldım. | | | | |
| 15. Değişim Programları Ofisi'nin mekansal ve teknik donanımını işleri yürütmek için yeterli buluyorum. | | | | |
| 16. Değişim Programları Ofisinde verilen hizmetler ve süreçleri hakkında yapılan bilgilendirmenin yeterli olduğuna inanıyorum. | | | | |
| 17. Değişim Programları Ofisindeki danışmanlar işleriyle ilgili yeterli bilgiye sahiptirler. | | | | |
| 18. Erasmus Programı'na başvuruların ODTU çapında iyi duyurulduğunu düşünüyorum. | | | | |
| 19. Değişim Programları Ofisi'ne yapılan başvuruların ücretli olmasını doğru buluyorum | | | | |
| 20. Başvuru formunu doldururken gidebileceğim okullar hakkında web sayfasında yeterli bilgi buldum. | | | | |
| 21. Tercihlerimi yapmadan önce gidebileceğim okullar hakkında Değişim Programları Ofisi'ndeki Erasmus danışmanımdan yeterli bilgiyi aldım. | | | | |
| 22. Gideceğim okula yerleştirilirken objektif kriterler kullanılarak adil bir seçim ve yerleştirme yapıldığını düşünüyorum | | | | |
| 23. Gitmeden önce Erasmus Ofisi tarafından yerleştirildiğim okul ve kalabileceğim yerler hakkında yeterince bilgilendirildim | | | | |
| 24. Gitmeden önce alabileceğim dersler ve dönünce saydırabileceğim dersler hakkında bölümdeki Erasmus koordinatörümden yeterli bilgi aldım. | | | | |
| 25. Gitmeden önce ofiste bana atanan danışman her türlü idari işlemi (transkript çıkarılması, evrakların gönderilmesi, karşı tarafla gerekli yazışmalar vs.) kolaylıkla yürüttü. | | | | |
| 26. Gitmeden önceki süreçte ihtiyacım olduğu her zaman Ofisteki danışmanıma kolayca ulaştım. | | | | |
| 27. Alacağım derslerin döndüğümde ODTU'deki derslerimin yerine sayılacağı garantisi gitmeden önce bana verildi. | | | | |
| 28. Gideceğim üniversitede alacağım ders yükü bölümümde alacağım ders yükü ile eşitti. | | | | |
| 29. Gideceğim üniversitedeki derslerin içerik bilgilerine gitmeden önce kolayca ulaşabildim. | | | | |
| 30. Alacağım derslerin hangi dilde verileceği bilgisine gitmeden kolaylıkla ulaştım. | | | | |
| 31. Karşı üniversiteden seçtiğim dersleri alma garantisi bana gitmeden verildi. | | | | |
| 32. Erasmus bursumun %80lik kısmı gitmeden önce tarafıma ödendi. | | | | |
| 33. ODTÜ'nün anlaşmalı olduğu üniversitelerin sayısından, bölüm ve ülke bazında çeşitliliğinden memnunum. | | | | |

ODTU Değişim Programları Ofisi'nin ve bölümdeki Erasmus Danışmanı'nın gitmeden önce size verdiği destekle ilgili bu ankete eklemek istediğiniz konular/sorular var mı? Evet ise bunları lütfen aşağıya yazınız.


**THE APPLIED QUESTIONNAIRE TO THE STUDENTS**


QUESTIONNAIRE OF SATISFACTION FOR THE STUDENTS OF METU PARTICIPATED ERASMUS PROGRAM

This questionnaire was prepared in order to measure the general satisfaction of students of METU who chose to join Erasmus Program among other exchange programs with the administration of Erasmus Program in METU. This questionnaire will be used in a research on total quality management in education within the context of a masters thesis. Participation in research is utterly voluntary and under any circumstances responses to the questionnaires will ever be used out of this purpose. It is expected that the questionnaire will be filled by students who joined the Erasmus Program.

While filling in the questionnaire please do carefully read each question and put a tick to the relevant box to indicate your opinion.

I thank you for your contribution beforehand.
Betül BULUT ŞAHİN


Your Class(in which you joined Erasmus Program):1     2     3     4
Master's     PhD
Your Department     :
Country You Visited  :
The Year that you joined Erasmus Program:
2004-2005
2005-2006
2006-2007

| | Strongly Agree | Agree | Disagree | Strongly Disagree | No Idea |
|---|---|---|---|---|---|
| 1. In general, I am satisfied with the services of the Study Abroad Office (SAO). | | | | | |
| 2. I am satisfied with the treatment and behavior of the personnel of SAO towards me. | | | | | |
| 3. Office hours of SAO satisfied my needs. | | | | | |
| 4. I am satisfied with the support provided by SAO before going abroad with Erasmus Program. | | | | | |
| 5. I was adequately serviced by SAO through e-mail access. | | | | | |
| 6. . I was adequately serviced by SAO through telephone access. | | | | | |
| 7. I am content with the location of the SAO within campus. | | | | | |
| 8. I think the service of the SAO is fast enough. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 9. I use(d) the web site of the SAO for the purpose of being informed. | | | | | |
| 10. I think the announcements in the web site of the SAO are updated. | | | | | |
| 11. While being served by the SAO it takes a long time waiting for one's turn. | | | | | |
| 12. I have experienced mistakes and errors while being served by the SAO from time to time. | | | | | |
| 13. The mistakes and errors made in service are corrected rapidly in the SAO. | | | | | |
| 14. I got responses for my complaints, wish and claims from the SAO. | | | | | |
| 15. I find technical and working conditions of the SAO sufficient to serve effectively. | | | | | |
| 16. I believe that the instructions given about the services of the SAO and their procedures are sufficient. | | | | | |
| 17. Advisors of the SAO have the necessary experience and knowledge about their job. | | | | | |
| 18. I think applications to Erasmus Program is well announced METU-wide. | | | | | |
| 19. I find it fair that applications to the SAO are paid. | | | | | |
| 20. While filling in the application form I found necessary information in the web site about the universities I would go. | | | | | |
| 21. I got necessary instructions and knowledge about the universities that I can go to from my SAO advisor before making my choices. | | | | | |
| 22. I think a just selection and placement were realized based on objective criteria while I was placed for the university I went. | | | | | |
| 23. Before going abroad, I was adequately informed about the university I am placed in and accommodation opportunities. | | | | | |
| 24. Before going abroad, I was adequately informed about the courses I could take and their recognition by my Erasmus Coordinator in the Department. | | | | | |
| 25. Before going abroad, my appointed advisor easily realized all kinds of administrative procedure (transcript, sending of official letters, communication with the other side etc.) | | | | | |
| 26. In the process before going out I have reached my advisor in the SAO easily whenever I need. | | | | | |
| 27. I have been guaranteed that the courses I will have taken will be recognized for the courses of mine at METU. | | | | | |
| 28. The course load of the university I will have gone and the course load in my department were the same. | | | | | |
| 29. I have easily reached the contents of the courses of the university I will have gone beforehand. | | | | | |
| 30. I have easily reached the knowledge about the language of the courses beforehand. | | | | | |
| 31. I have been guaranteed to take the courses I selected in the university I was going to go to beforehand. | | | | | |
| 32. I had 80% of my Erasmus stipend before going abroad. | | | | | |
| 33. I am content with the number of universities, diversity of them with respect to department and country that METU had contracts with. | | | | | |

Are there any question(s) that you would like to add about the support that METU SAO and Erasmus Coordinator in your department have given to you? If yes please write them down.

128

## E. The Questionnaire for METU Erasmus Coordinators

ODTU'DE ERASMUS KOORDİNATÖRLERİNE MEMNUNİYET ANKETİ

Bu anket formu, Orta Doğu Teknik Üniversitesi bölümlerinin Erasmus koordinatörlerinin **ODTU'de Erasmus programının yönetilmesi ile ilgili genel memnuniyetini** ölçmek amacı ile hazırlanmıştır. Bu anket bir yüksek lisans tezi kapsamında yapılan Toplam Kalite Yönetimi çalışmasında kullanılacaktır. Çalışmaya katılım gönüllülük esasına dayanmaktadır ve elde edilen bilgiler hiçbir şekilde amacı dışında  kullanılmayacaktır. Anketin Erasmus Programı'na katılmış öğrenciler tarafından doldurulması beklenmektedir. Anketi doldururken lütfen her bir maddeyi dikkatlice okuyarak ilgili kutucuğa koyacağınız (X) işareti ile düşüncenizi belirtiniz.

Katılımınız için şimdiden teşekkür ederim.
Betül BULUT ŞAHİN

| | Kesinlikle Katılıyorum | Katılıyorum | Katılmıyorum | Kesinlikle Katılmıyorum | Fikrim Yok |
|---|---|---|---|---|---|
| 1. Değişim Programları Ofisi'nin hizmetlerinden genel olarak memnunum. | | | | | |
| 2. Değişim Programları Ofisi'nde çalışan personelin bana karşı tutum ve davranışlarından memnunum. | | | | | |
| 3. Değişim Programları Ofisi'nin çalışma saatleri ihtiyacımı karşılıyor. | | | | | |
| 4. Değişim Programları Ofisi'ne e-posta ile erişim sağlayarak yeterli hizmet aldım. | | | | | |
| 5. Değişim Programları Ofisi'ne telefonla erişim sağlayarak yeterli hizmet aldım. | | | | | |
| 6. Değişim Programları Ofisi'nin kampus içindeki konumundan memnunum. | | | | | |
| 7. Değişim Programları Ofisi'nde verilen hizmetin yeterince hızlı olduğunu düşünüyorum. | | | | | |
| 8. Değişim Programları Ofisi'nin web sitesini bilgilenme amacıyla kullandım/ kullanıyorum. | | | | | |
| 9. Değişim Programları Ofisi'nin web sitesindeki duyuruların güncel olduğunu düşünüyorum. | | | | | |
| 10. Değişim Programları Ofisinden hizmet alırken uzun süre sıra bekliyorum. | | | | | |
| 11. Değişim Programları Ofisinden aldığım hizmetlerde ya da bölümüm öğrencilerinin aldığı hizmetlerde zaman zaman hatalar/yanlışlıklarla karşılaştım | | | | | |
| 12. Değişim Programları Ofisi'nce hizmetlerin sunumu sırasında yapılan hata/yanlışlar hızlı şekilde düzeltiliyor. | | | | | |
| 13. Değişim Programları Ofisi'ne yapmış olduğum şikayetlere cevap aldım. | | | | | |
| 14. Değişim Programları Ofisi'nin mekansal ve teknik donanımını işleri yürütmek için yeterli buluyorum. | | | | | |
| 15. Değişim Programları Ofisinde verilen hizmetler ve süreçleri hakkında yapılan bilgilendirmenin yeterli olduğunu | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| düşünüyorum. | | | | | |
| 16. Değişim Programları Ofisindeki danışmanlar yeterli bilgiye sahiptirler. | | | | | |
| 17. Erasmus Programı'na başvuruların ODTÜ çapında iyi duyurulduğunu düşünüyorum. | | | | | |
| 18. Değişim Programları Ofisi'ne yapılan başvuruların ücretli olmasını doğru buluyorum | | | | | |
| 19. Bölümümüz öğrencileri, başvuru formunu doldururken gidebilecekleri okullar hakkında web sayfasında yeterli bilgi buldular. | | | | | |
| 20. Bölümümüz öğrencileri tercihlerini yapmadan önce gidebilecekleri okullar hakkında Değişim Programları Ofisi'ndeki Erasmus danışmanlarından yeterli bilgiyi aldılar. | | | | | |
| 21. Öğrenciler yerleştirilirken objektif kriterler kullanılarak adil bir seçim ve yerleştirme yapıldığını düşünüyorum | | | | | |
| 22. ODTÜ'nün anlaşmalı olduğu üniversitelerin sayısından, bölüm ve ülke bazında çeşitliliğinden memnunum. | | | | | |

# THE APPLIED QUESTIONNAIRE TO THE METU ERASMUS COORDINATORS

## QUESTIONNAIRE OF SATISFACTION FOR THE METU ERASMUS COORDINATORS

This questionnaire was prepared in order to measure the general satisfaction of students of METU who chose to join Erasmus Program among other exchange programs with the administration of Erasmus Program in METU. This questionnaire will be used in a research on total quality management in education within the context of a masters thesis. Participation in research is utterly voluntary and under any circumstances responses to the questionnaires will ever be used out of this purpose. It is expected that the questionnaire will be filled by students who joined the Erasmus Program.

While filling in the questionnaire please do carefully read each question and put an (x) to the relevant box to indicate your opinion.

I thank you for your contribution beforehand.
Betül BULUT ŞAHİN

|  | Strongly Agree | Agree | Disagree | Strongly Disagree | No Idea |
|---|---|---|---|---|---|
| 1.In general, I am satisfied with the services of the Study Abroad Office (SAO). |  |  |  |  |  |
| 2. I am satisfied with the treatment and behavior of the personnel of SAO towards me. |  |  |  |  |  |
| 3. Office hours of SAO satisfied my needs. |  |  |  |  |  |
| 4. I was adequately serviced by SAO through e-mail access. |  |  |  |  |  |
| 5. I was adequately serviced by SAO through telephone access. |  |  |  |  |  |
| 6. I am content with the location of the SAO within campus. |  |  |  |  |  |
| 7. I think the service of the SAO is fast enough. |  |  |  |  |  |
| 8. I use(d) the web site of the SAO fort he purpose of being informed. |  |  |  |  |  |
| 9. I think the announcements in the web site of the SAO are updated. |  |  |  |  |  |
| 10. While being served by the SAO it takes a long time waiting for one's turn. |  |  |  |  |  |
| 11. I have experienced mistakes and errors while being served by the SAO from time to time. |  |  |  |  |  |
| 12. . The mistakes and errors made in service are corrected rapidly in the SAO. |  |  |  |  |  |
| 13. I got responses for my complains, wish and claims from the SAO. |  |  |  |  |  |
| 14. I find technical and working conditions of the SAO sufficient to serve effectively. |  |  |  |  |  |
| 15. I believe that the instructions given about the services of the SAO and their procedures are sufficient. |  |  |  |  |  |
| 16. Advisors of the SAO have the necessary experience and knowledge about their job. |  |  |  |  |  |
| 17. I think applications to Erasmus Program is well announced METU-wide. |  |  |  |  |  |
| 18. I find it fair that applications to the SAO are paid. |  |  |  |  |  |
| 19. While filling in the application form our students found necessary information in the web site about the universities they would go. |  |  |  |  |  |
| 20. Students of our department got necessary instructions and knowledge about the universities that they would go to from their SAO advisor before making choices. |  |  |  |  |  |
| 21. I think a just selection and placement were realized based on objective criteria while students of our department were placed for the university they went. |  |  |  |  |  |
| 22. I am content with the number of universities, diversity of them with respect to department and country that METU had contracts with. |  |  |  |  |  |