A STUDY ON
THE EVALUATION OF TOURISM AND HOTEL MANAGEMENT PROGRAM AT BAŞKENT UNIVERSITY IN TERMS OF TOTAL QUALITY MANAGEMENT PRINCIPLES

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ABSTRACT

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The purpose of this study was to evaluate the Tourism and Hotel Management Program at Başkent University in terms of Total Quality Management (TQM) principles based on a model developed by the researcher.

This study was conducted in three main phases. In the first phase, in order to analyse the inputs of the program written documents were reviewed and those directly related to the TQM implementations were analysed. In the second phase, transforming process of the program was analysed on the base of the perceptions of shareholders. In this stage, 320 students were given three different questionnaires; 22 instructors were given two different questionnaires; and 24 parents were given a questionnaire. Then, an interview was conducted with the Quality Coordinator of the

school. Reliability of the instruments was measured by using Cronbach Alpha test. All the instruments were pilot-tested. Data were analysed using means and standard deviations. In the last phase, outputs of the program were analysed through the review of written documents; interviews with employers; and questionnaire for the graduates. Data gathered from the interviews were analysed using qualitative data analysis. Data gathered through the graduates' questionnaires were analysed using means and standard deviations.

Results of the input stage showed that the activities were implemented and documented in accordance with Total Quality Management principles. In terms of transforming process, shareholders seemed to be neutral about the program operations. As for the last stage, employers' expectations from the graduates and the program were based on the affective characteristics like communication skills, interpersonal relations, work discipline and working culture.

Key Words: Program Evaluation, Total Quality Management, Higher Education.

ÖZ

BAŞKENT ÜNİVERSİTESİ SOSYAL BİLİMLER MESLEK YÜKSEKOKULU TURİZM VE OTELCİLİK PROGRAMININ TOPLAM KALİTE YÖNETİMİ İLKELERİNE GÖRE DEĞERLENDİRİLMESİ

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Bu çalışmanın amacı, Başkent Üniversitesi Sosyal Bilimler Meslek Yüksek Okulu Turizm ve Otelcilik Programını Toplam Kalite Yönetimi ilkeleri açısından değerlendirmektir. Çalışmada araştırmacı tarafından geliştirilen bir değerlendirme modeli kullanılmıştır.

Çalışma üç aşamada gerçekleştirilmiştir. Birinci aşamada, programın girdilerini analiz etmek için yazılı belgeler incelenmiştir. İkinci aşamada, programın dönüşüm süreci pay sahiplerinin görüşleri açısından incelenmiştir. Bu aşamada, 320 öğrenciye üç farklı anket, bölümde çalışan 22 öğretim elemanına iki farklı anket ve 24 öğrenci velisine bir anket uygulanmıştır. Anketlere ek olarak, Sosyal Bilimler Meslek Yüksek Okulu kalite koordinatörüyle de bir görüşme yapılmıştır. Veriler, frekans dağılımı ve standart sapma hesabı ile analiz edilmiştir. Ölçeklerin güvenilirliği Cronbach Alpha testi ile sağlanmıştır. Bütün ölçeklerin ön-testleri

yapılmıştır. Son aşamada, programın çıktıları, yazılı belgelerin incelenmesi, otel müdürleri ile görüşmeler yapılması ve 33 mezuna anket uygulanması yoluyla değerlendirilmiştir. Görüşmelerden ve anketlerden elde edilen veriler niceliksel ve niteliksel analiz yöntemleri kullanılarak incelenmiştir.

Çalışma sonunda, girdi sürecinde, faaliyetlerin çoğunlukla Toplam Kalite Yönetimi ilkelerine uygun olarak belgelendiği ve uygulandığı saptanmıştır. Dönüşüm süreci uygulamaları açısından, pay sahiplerinin programa ve öğretime yönelik görüşlerinin genellikle tarafsız olduğu saptanmıştır. Ayrıca, otel müdürlerinin mezunlardan ve programdan beklentileri daha çok iletişim becerileri, kişilerarası iletişim, çalışma disiplini ve iş kültürü gibi duyuşsal özelliklerin geliştirilmesine yöneliktir.

Anahtar Kelimeler: Program Değerlendirme, Toplam Kalite Yönetimi, Yüksek Öğretim.

To the memory of my father

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CHAPTER I

INTRODUCTION

1. 1 Background to the study

In recent years, a need for a renewed focus on higher education has been felt. Universities seek for more effective systems to eliminate the increasing dissatisfaction with the performance of higher education system. Parallel to this, the world in which university learning operates is changing dramatically because of increased market forces and competition in higher education. Students who believe that higher education will provide the key to employment and career growth are assessing the value of a degree based on their perceptions of quality learning, service, timeliness, and price.

In Turkey, with the initiation of private universities and the rise in private sector's demands for quality employees, competition is encouraged by technological developments. Thus a progression for betterness is needed in order to provide quality education, so as to satisfy the market needs. One way to continuously improve and catch up with changes is providing open systems for quality education. Thus, in order to initiate positive, quality-focused, and learner-centred programs, the basic total quality models are adopted by higher education institutions.

Also community and industry needs like funding pressures from government are stressing to introduce mechanism of quality control systems over teaching and research. These systems have potential to shift the old system into new dimensions.

In the face of this competition, Lewis and Smith (1994) stated that universities have to response certain questions to define their future. For example:

- How important is teaching when compared to a learning environment, how important is research?
- Where are students likely to come from?
- What are students looking for?
- Can we build a "learning environment" that will be attractive to them?
- Can we define and afford a learning infrastructure that will attract our target students?
- How do we publicise ourselves to our market?

In educational terms, there has been a shift away from traditional models in which most students are viewed as passive recipients of teaching, absorbing information in an uncritical way to a growing enthusiasm for active, independent learning, which encourages deep, rather than surface, processing of information. This in turn requires a greater range of assessment methods.

Total Quality Management (TQM), as one of these quality systems, is introduced by business and industry to establish standards and techniques that ensure the quality of products leaving and reaching firms through continuous actions rather than through one final inspection. To operationalize this concept in educational institutions, a number of implementation models and strategies have been developed.

Likewise, in Turkey, the trends and needs pave the way to Quality Systems in higher education institutions. Başkent University is one of these institutions implementing TQM totally in its units. The university is also the only holder of International Organizations for Standardization (ISO) 9000, a series of quality

system standards designed to improve productivity and reduce costs in marketplace. It is originally focused on the need for minimum international standards for quality control in manufacturing companies. Based on its success in manufacturing, it has been expanded to address quality issues in the service industries and most recently in training and education. The focus of ISO 9000 is on the organisation's quality system, its design, development, production, and servicing capacities.

Quality management systems such as Total Quality Management and ISO 9000 focus on the continuous improvement of products and services, customer satisfaction, and participatory management. The reception of ISO 9000 quality system accreditation hinges upon the positive assessment of a company's quality operations and achievement of continuous improvement, which results in a certification of excellence. ISO 9000 and current quality system assessment standards offer criteria on customer satisfaction, administrative procedures and technical system assessment through measured and documented data. Statistical analysis is an important key issue to assessment.

1.2 Purpose of the study

This research study was designed and conducted for a few purposes. Mainly, the study aimed to evaluate the Tourism and Hotel Management program under the Vocational School of Social Sciences in terms of Total Quality Management principles. Since the University is applying the Total Quality Management system in the academic, educational and managerial processes, the main goal is to investigate the practices of TQM principles adopted. The evaluation process included

development of an "evaluation model" appropriate for the Total Quality Management implementations at Başkent University. Besides evaluating the effectiveness of TQM practices in vocational higher education, a description of the program and perceptions of the share- holders were presented. As a newly adopted system TQM in education was discussed in terms of relevancy to higher education.

The specific aims of the study are:

1. To develop an evaluation model relevant to Total Quality Management in Higher Education;
2. Based on the evaluation model developed, to evaluate the effectiveness of the program as perceived by share holders
3. To suggest any relevant changes and ways to achieve further improvement

1.3 Significance of the study

Başkent University, as a holder of ISO 9000 registration, has an external quality control system. ISO 9000, a series of quality standards, aims to promote development of standards worldwide to improve operating efficiency and productivity and reduce cost. It also intends to stimulate trade by providing third party assurance of an organisation's ability to meet specifications and perform to negotiated standards. The focus is on basic process control of products and services in regard to quality (İzadi et al., 1996). The ISO 9000 series are clearly defined but implementation focus with respect to what the ways are and how the standards are reached is not defined. It also lacks the unit level assessment focus especially in managerial and educational issues. Because both TQM and ISO 9000 are originally

created for industry organizations, education related aspects are to be reconsidered and developed answering the needs of educational questions. Hence, the concepts related to educational issues need to be improved and implemented to the programs. This study was planned and conducted to evaluate the effectiveness of the educational program in terms of TQM principles in the Vocational School of Social Sciences. Also, this study is the first to develop and propose a program evaluation model for TQM implementations in higher education.

Therefore, it is intended that this study will open the way to improve and apply the evaluation of program-based aspects of Total Quality Management implementations and make decisions.

1.4 Definition of terms

Some brief definition of terms to be used in this study is as follows:

1.4.1 Program evaluation

Program evaluation, in this study, is defined in the understanding of TQM principles. These principles allow an overall definition for the evaluation of program dimensions in terms of quality standards. Program dimensions are defined as the processes in which program activities occur. Content, delivery, competence, attitude, and tangibles are the components that characterize the quality of implementations. These components, as the characteristics of a quality program, are described as follows by Owlia and Aspinwall (1998):

Content: Content of a program refers to relevance of curriculum to the future jobs of students, effectiveness, containing primary knowledge and skills, completeness, use of computer, communication skills and team working, flexibility of knowledge and being cross-disciplinary.

Delivery: Delivery is the effective presentation, sequencing, timeliness, consistency, fairness of examinations, feedback from students and encouraging students.

Competence: This dimension refers to sufficient academic staff, theoretical knowledge, qualifications, practical knowledge and up-to-dateness, being teaching expertise, and communication skills.

Attitude: Attitude is understanding student's needs, willingness to help, availability for guidance and advisory, and giving personal attention, emotion and courtesy.

Tangibles: Sufficient equipment and facilities, modern equipment and facilities, ease of access, visually appealing environment, and support services.

Program evaluation also leads a process in which a systematic collection and analysis of data is needed to make decisions for the improvement of program to reach higher quality standards. Evaluation is an important tool in improving the quality of a program if it is integrated into the fabric of an educational program rather than added on after the fact.

1.4.2 Total Quality Management

Total Quality Management is a concept introduced by business and industry to establish standards and techniques that ensure the quality of products leaving and reaching firms through continuous actions rather than through one final inspection. As used in this study, it relies on the experiences, expertise, and commitment of all members of an organisation to improve the processes by which customers are served. The terms "continuous quality improvement" and "quality improvement" are also used correspondingly in higher education implementations (Lewis and Smith, 1994).

Total Quality Management involves some terms and concepts, some of which are stated as principles and key terms to implementation. The ones related to higher education implementations as used in this study were defined as follows:

Process improvement: Work is the result of a series of interrelated steps and activities that result in an output. Continuous attention to each of these steps in the work process is the basic issue. The first goal of continuous improvement is processes that are reliable. Reliability is in the sense that they produced the desired output each time with no variation. If variability has been minimized and the results are still unacceptable, the second goal is to redesign the process (Langford and Cleary, 1999).

Customer (shareholder in this study): Customer can be a person, a community, or an organization that involved directly or indirectly in the processes of a product or service. In this study, the term "shareholder" is used for customer. The concern is here the debate and discussions on unfavourably labelling those people involved in education (especially students) as "customers", a term of industry and

manufacturing. Shareholders are found more explanatory and suggested for education. Students, academic staff, administrators, parents, graduates and community, government, educational organizations and business sector employers can be the shareholders of an educational institution (Greenwood and Gaunt, 1994).

Shareholders satisfaction: Requirements, needs and expectations of above-mentioned groups (namely customers) are met through collection and analysis of the needs, and when these requirements are understood and accepted, they must be met.

Leadership: Leadership is defined as "...a responsibility distributed throughout the organization. Every action taken by the members of the organization will either move the organization towards its goals or carry it away from them" (Tofte, 1995, p. 476). In this regard senior management must lead this effort by example, by applying the tools and language, by requiring the use of data, and by recognizing those who successfully apply the concepts of TQM. The role of senior managers as advocates, teachers and leaders cannot be overstated.

Communication: A strategic approach to communications, which determines what, when and how key messages are to be communicated to those concerned. Managers should meet personally with employees to disseminate information, provide direction, and respond to questions from everyone. Success stories recognizing individuals, examples of application of quality tools, and cases of improved customer satisfaction are all material for quality communications.

Change: Quality management implementation, by its very definition and application means change in the way things are done, or are expected to be done. According to Kanter change;

> involves the crystallisation of new action possibilities (new policies, new behaviours, new patterns, new methodologies, new products or new market ideas) based on reconceptualized patterns in the organization. The architecture of change involves the design and construction of new patterns, or the re-conceptualization of old ones, to make new, and hopefully more productive, actions possible (Kanter in James, 1996)

Change is defined as an essential prerequisite if educational institutions are to survive and prosper in the new climate. Cultural change can be seen in the areas of corporatism, customer focus, financial awareness and accountability. And the change agenda is influenced by the systems, communications, training, delegation and audit.

Cooperation: At the core of cooperation are communication systems and procedures, and the way in which groups can be created and sustained to co-ordinate improvement effort across a range of levels or departments. Of particular importance are specific strategies for insuring that all staff are kept informed about development priorities and activities as this is information vital to informed self-direction (Hopkins et al., 1994).

Participation: For a quality school, success is associated with the identification and involvement of shareholders. At the school level, teaching staff should be involved in decision-making while students are encouraged to take responsibility for their own learning and, through involvement, to learn organizational, planning, discussion, decision-making and leadership skills (Hopkins et al., 1994).

Problem solving: Problem-solving task in TQM involves solving existing problems, predicting and preventing potential problems, and instituting continuous improvement. Continuous improvement is a consequence of the first two tasks.

Continuous improvement: Continuous improvement is reached by training and education of employees. It is the human equivalent equipment maintenance and upgrades. Training is the process of developing; changing and reinforcing required job-related behaviours (James, 1996).

1.4.3 Students

Students are the ones who are enrolled at the Başkent University Vocational School of Social Sciences Tourism and Hotel Management Program in the 1999-2000 academic year.

1.4.4 Instructors

Instructors are the ones who teach at Başkent University Vocational School of Social Sciences Tourism and Hotel Management Program.

1.4.5 Parents

Parents are fathers and/or mothers of the second year students in the Tourism and Hotel Management Program.

1.4.6 Employers

Employers are the 5-star hotels' department managers in Ankara, namely Hotel Bilkent, Hilton Hotel, Hotel Mega Residence and Patalya Hotel.

1.4.7 Quality coordinator of the Vocational School of Social Sciences

The coordinator is responsible for the TQM implementations and activities in the Vocational School. She conducts, monitors and revises the activities. She is one of the instructors in the school.

1.4.8 Vocational School of Social Sciences

Vocational School of Social Sciences is the institution where this study was carried out. It was opened in 1995 and still offering four vocational programs, namely, Tourism and Hotel Management, Tour Guidance, Bureau Management and Food and Beverage.

Tourism and Hotel Management Program has been operating since 1995 and gave the first graduates in 1998. It awards a two-year associate degree on tourism and hotel management. A one-year English Preparatory class is compulsory to continue the program.

There are 320 first and second year students attending the program currently. Twenty-two instructors are affiliated in tourism and other related fields. There is a

school principal, a vice-principal and a TQM coordinator in school management.

CHAPTER II

REVIEW OF LITERATURE

This literature review consists of three sections: (1) theoretical framework of TQM in Higher Education (2) practices in the world and in Turkey, and (3) model development process. In the first section, adaptation of TQM philosophy and principles in Higher Education was discussed. Second section presented implementation models and most common quality awards; practices in the world and in Turkey with case study examples; and evaluation of TQM in higher education and in vocational education. In the third section, model building process was presented with reference to theoretical and practical background.

2.1 Total Quality Management in Higher Education

Discussion of whether Total Quality Management is an appropriate tool or method for higher education is still a hot issue. The industry-based characteristics of TQM lead most discussions and dissatisfaction in transforming the principles and concepts. Especially the traditional and conventional structure of higher education institutions seems to resist to the new "non-grounded" quality trials. However, endeavour of transformation and adaptation to implement the system into higher education tends to rationalize the appropriateness discussions.

Two of the advocates of this approach are Lewis and Smith (1994). In their book, after the discussion of the issue, they exemplify the implementation of TQM at Ohio State University. According to them, principles and concepts of total quality are compatible with the best tradition and practices of higher education. The underlying philosophy, values, and norms reflected in total quality and continuous improvement are appropriate to higher education. These include (1) an emphasis on service; (2) anticipating and meeting the needs and expectations of the constituents; (3) recognizing and improving transformation processes and systems; (4) implementing teamwork and collaboration; (5) instituting management based on leadership, knowledge-based decisions, and involvement; (6) solving problems based on systematic identification of facts and the use of feedback systems and statistical methods or tools; and (7) implementing a genuine respect for and development of human resources- the people who work in colleges and universities.

Regarding the TQM as an open system, the emphasis is placed on the quality-based systems and processes providing a framework for integrated institutional decision- making and problem solving. The basic elements in an open systems model of an organisation are (1) recognition that all organizations operate in an environment that can influence the success or failure of the organization, (2) an identified organizational mission (purpose), and (3) a transforming process that involves inputs to the organization from the external environment, throughputs or the actual techniques (methods) used to transform (add value to) the inputs, and outputs represented by the product and/or service provided to members of the external environment.

On the adaptation of TQM in higher education, Sporn (1996) undertook six university case studies in Europe and the USA. On the basis of interviews with executives, she drew out ten untested hypotheses:

1. Universities need an environmental crisis to cause them to adapt
2. Discretionary sources of university funding enhance adaptability
3. Universities with high degrees of autonomy are more adaptable
4. Transformational leadership promotes a vision encompassing the changing environment and facilitates adaptation
5. Collegial forms of decision-making are necessary to implement adaptations successfully
6. Universities need professional management for successful adaptation
7. A change oriented mission statement creates a climate for adaptation
8. Universities that mainly coordinate their activities around the market adapt more quickly than bureaucracies
9. Decentralised structures and decision-making facilitate adaptation, and
10. Higher degrees of differentiation in academic units and disciplines facilitate adaptation.

The literature offers a wide variety of examples of how and why to adapt quality systems in higher education. However, some people prefer being cautious about the issue especially when higher education and academic aspects are taken into account. In this manner, as for the contradictory opinions, James Tannock (in Kanji and Malek, 1999) criticises ISO 9000 standards by implicating it as a government ploy (tactic) to impose bureaucratic standards derived from industry on academic departments while preferring introduction of TQM philosophy and practices.

Buckingham refers to ISO 9000 standards as a "straightjacket" because the translation of the standards when applied to educational institutions causes "confusion and consternation".

At this point, Koch and Fisher (1998) criticize as

> Many institutions of higher education have committed themselves to TQM programs. Thus far, however, the results are somewhat pedestrian, and include reformation of campus copy centers, better bill collection and check writing, more efficient handling of admission and financial aid applications, and more productive scheduling of physical plant jobs... Of course one should not sneer at such non-academic improvements, for they have the potential to release badly needed resources for other important tasks within the institution, and probably result in increased student satisfaction...(p 670)

Koch and Fisher view so far TQM implementations as non-academic and they state that these advances might well have been obtained by other methods quite unconnected to TQM.

Based on the critics, it can be said that there is a general hesitation on applying ISO 9000 and TQM in university platforms. Most people suggest that the issues must be clarified first before any further progress is made. As a conclusion, quality implementations have the potential of improving quality in educational institutions as far as to establish relevant means and objectives. And it seems to keep influencing the movements in higher education with its pros and cons.

2.1.1 Models of implementation and Quality Improvement Awards

Although the TQM philosophy is sound, implementation success is varied depending upon the strategies employed to achieve the organisation's goal of quality improvement. Several implementation models are described by Seymour and Collett (1992): the "cascade" or "trickle down" model, the "infection" or "bubble up"

model, and the "loose-tight" model.

The "cascade" model involves educating and training senior officers of an organisation in TQM principles. These officers then develop a vision and plan for the organisation that they pass down to division and unit officers, who also receive training in TQM and subsequently implement the agreed-upon plan. Although this model creates movement and a sense of purpose, its weakness is that it suggests (or leads others to decide) that there is one right way of doing things, which is counter to the TQM philosophy.

The "infection" or "bubble up" model does not rely on top-level commitment but uses voluntary programs to demonstrate success and then promotes the TQM philosophy through the organisation by reference to those programs. This approach encourages individual initiative; however, it often lacks the commitment and leadership from senior officers that is so important to successful implementation.

The "loose-tight" model is an approach in which senior officers function as facilitators as well as leaders. The officers demonstrate commitment and engage in detailed and comprehensive planning that involves employees, often assembled in teams, to execute quality improvement procedures. This model combines the strengths of the "cascading" and "infection" models.

In analysing these models for their application in institutions of higher education, Seymour and Collett (1992) point out the varying levels of visibility among three approaches to implementation. They suggest that the high-visibility "cascade" model may be appropriate at smaller institutions where everything tends to be highly visible. Large campuses, however, are fragmented into specialized academic disciplines and autonomous centers and research units; therefore they may

opt for the low-key visibility more common with the "infection" model. The "loose-tight" model, which combines low-key and high-visibility, may be most appropriate for a number of institutions that have a more "middle of the road" approach to TQM. Whichever implementation model is employed, it should be appropriately linked to the "institution's mission, its culture, its strengths and weaknesses, its opportunities and threats, and the number and location of change agents and would-be champions".

Crumrine and Runnels (1991) offer a model for implementing TQM in a vocational-technical school or similar institutions that identifies five phases or categories for implementation and the tasks associated with each category:

1. *Commitment.* Investigate, evaluate, adopt, and obtain commitment to TQM.
2. *Organizational Development.* Integrate TQM into key management processes; educate, train, and offer support to employees.
3. *Customer Focus.* Determine work teams; analyse customers, products/services.
4. *Process orientation.* Identify, standardize, and improve process control.
5. *Continuous Improvement.* Develop method for identifying opportunities and integrating the improvement process into daily operations.

Sutcliffe and Pollock (1992) allude to similar strategies as they discuss the implementation of TQM in institutions of higher education. They suggest that "implementation begins with the drawing up of a quality policy statement and the establishment of an organizational framework for both managing and encouraging the involvement of all parties in attaining quality through teamwork" (p.24). They recommend that all workers throughout the institution be trained in quality assurance

methods, problem solving techniques, and communication and that evaluation occurs at all levels and include the customers' perceptions as well.

Many other TQM models based on the TQM philosophy principles exist in the world. Some of these are the models developed at Auburn University, Aston University, the Leicester Business School and the Business Excellence model (Kanji and Malek, 1999). The question arises whether a model being used in a certain situation would be transferable to another because of their contextual characteristics.

Two traditional approaches to assuring quality in higher education are accreditation and outcome assessment. Accreditation focuses on the inputs of the institution, such as student achievement, faculty degrees, facilities and physical resources. The basic assumption of this approach is that if high quality inputs exist, high quality outputs will result. This approach provides data on what goes into the system, but very little data on "what happens in the system and what comes out of it" (Lewis and Smith, 1994).

The Malcolm Balridge National Quality Award recognizes quality improvement among manufacturing, service, and small business. The primary goal of the Balridge Award is customer satisfaction. The award criteria reflect the following seven categories (Izadi et al., 1996, p.62): leadership, information analysis, strategic quality planning, human resources development and management, management of process quality, quality and operational results, and customer focus and satisfaction.

The Deming Application Prize, established in honor of Dr. W. Edward Deming, is awarded to companies that continually apply Company-Wide Quality Control and have achieved a certain quality standard. The focus of this award is

quality achievement of Deming's fourteen points, which are verified through the use of statistical methods (Lankard, 1992). The judging criteria consists of 10 major categories: (1) policy and objectives, (2) organisation and its operation, (3) education and dissemination, (4) assembly and disseminating information, (5) analysis, (6) standardization, (7) control, (8) quality assurance, (9) results, and (10) future plans.

In 1987, the ISO published a series of global quality system standards called ISO 9000, which are designed to improve productivity and reduce costs in the marketplace. "The ISO 9000 series intends to stimulate trade by providing third-party assurance of an organisation's ability to meet specifications and perform negotiated standards" (Izadi et al., 1996, p.65). The focus of ISO 9000 is on the organisation's quality system—its design, development, production, and servicing capacities, not on product quality. ISO 9000 registration attests that a company has a documented "quality system that is fully deployed and consistently followed".

2.2 Practices in Higher Education

This section involves four sub- headings; practices in the world, practices in Turkish Higher Education, evaluation of TQM implementations in higher education and evaluation of TQM implementations in vocational education.

2.2.1 Practices in the world

As an example to practices of above-mentioned models in higher education institutions, in the United States, Fox Valley Technical College used the "loose-

tight" model. In unit level, senior managers were involved in the implementation of needs assessment and data gathering stages. It was reported that as a result of TQM, the college has become more efficient in areas such as placement of graduates, employer satisfaction with contracted training programs, acceptance of college credits at receiving institutions and improvement in its learning environment. Other universities applying quality improvement principles are University of Visconsin-Madison, North Dakota University System, Delaware Community College and Oregon State University, and 160 other universities. Similarly, 50% of the universities have established an organizational structure for quality. There are other applications including projects at Virginia Commonwealth University, Oregon State University, Pennsylvania State University, University of Pennsylvania and Kansas State University (Kanji and Malek, 1999).

As reported in Doherty (1994), case studies, in the United Kingdom, are represented by the projects at South Bank University, University of Ulster, Aston University, and Wolverhampton University. The move to quality in universities in this country becomes in a three-staged process. First, the university establishes an internal quality assurance system. The system is evaluated by an external audit in the second stage. And, they together complete a judgemental apparatus linked to the funding agency, namely Quality Audit Agency (QAA). QAA offers a framework of education quality assessment that makes use of self-assessment, external review and benchmarking. The areas covered in the framework are curriculum design, content organization; teaching learning and assessment; student progression and achievement; student support and guidance learning resources; and quality assurance and enhancement.

2.2.2. Practices in Turkey

In Turkey the need for a change in higher education comes as a result of a number of forces. First, there is strong competition among higher education institutions as the number of them has increased over the last decade. Second, with the rapid entrance of information technology in education, new models of educational programs meeting the requirements of this change are to be designed. Finally, increasing expectations and needs of community and professional environment for quality manpower cause a redefinition of qualified graduates of higher education. In order to meet the needs and expectations, higher education institutions cannot remain far from the developments in new concepts and approaches to education across the world. Initiations in Turkish institutions are usually observed as the adoption of a registered quality improvement standards system or an accreditation systems or implementation of quality management principles.

One of the first examples of TQM implementation in higher education in Turkey is Marmara University Engineering Faculty. The focus of the Faculty's model is the customers defined as students, parents, Higher Education Council, government, industry, community, and academic and administrative staff. After a survey on customer needs, they determined 5 key issues of teaching and learning strategies: 1) communication, 2) leadership, 3) teamwork, 4) technical ability and 5) entrepreneurship and innovation. Then, the faculty developed focusing on these issues (Köksal, 1998).

In 1998, Turkish Higher Education Council (HEC) introduced an accreditation system for Education Faculties consisting of 7 quality control areas. The control areas are 1) planning, implementation and evaluation of education, 2) academic staff, 3) students, 4) faculty-school cooperation, 5) learning sources (materials, physical conditions), 6) management and 7) quality insurance system. After the pilot implementation in 6 education faculties, the plan submitted to HEC to make decision on initiation (YÖK/Dünya Bankası, 1999).

Another example in this area is ABET (Accreditation Board of Engineering Teaching) a process of accrediting engineering programs in the US. It was founded as the Engineer's Council for professional development in 1932, which monitors, evaluates, and certifies the quality of such programs at colleges and universities. ABET is governed by 21 participating bodies. Its board of directors consists of representatives of each of these bodies. In evaluating a program ABET considers five general areas; program faculty, program administration, program support, program facilities, and curriculum. As a nation-wide example, Middle East Technical University Faculty of Engineering and Marmara University Faculty of Engineering managements agreed for evaluation of their programs by ABET (Külahçı, 1995).

A yearly congress on implementations of total quality management in higher education has been organized at Başkent University since 1996. The aim of these congresses is to discuss the adaptability of the continuous quality improvement principles in Turkish higher education institutions and present application examples. Proceedings have been published in English and Turkish (Çoruh, 1997; 1998).

Practices of TQM at departmental or unit level were found many in number. Any singular effort like gathering information about students and students'

evaluation of instructors (Varinli and Uzay, 1997; in Çoruh, 1997), organizing regular meetings with instructors (Peker, 1997; in Çoruh, 1998), reporting student achievement rates by years (Kart and Akgün, 1997; in Çoruh, 1998), and document data on what has been done to improve physical conditions (Varinli and Uzay, 1997; in Çoruh, 1997) are presented as TQM efforts in universities. More examples can be found in Çoruh (1997; 1998).

A nation-wide example worth to mention is the Turkish Ministry of Education's "National Quality Movement". It is a Nation-wide Movement initiated in 1999 that requires wide variety of TQM implementations in all levels in an organization, and registers a "National Quality Award". The initiator is the "KalDer", which is the Quality Organization of Turkey. The purpose of this project is stated as follows by the Ministry of Education:

- To adopt the philosophy of TQM in the educational management system
- To make use of the resources of education in all levels in an efficient and productive way
- To widen the motto of "learning individuals and learning organizations"
- To offer a more qualified education in all levels
- To provide students with knowledge and skills

The Ministry recognizes that TQM philosophy provides both a democratic structure in organizational level and production, share and use of knowledge in educational level. In this manner, the ministry's research department (EARGED) formed a Quality Committee and a Quality Improvement Committee. These teams constructed an implementation plan and self-evaluation procedures. Meanwhile "improvement teams" were formed to initiate short, middle and long-term

improvement plans. Since it was planned as a long-term project, the results have not been gathered yet (MEB, 2001).

This general review clarifies the situation in Turkey. The need for quality in all levels paved the way to new understandings in education. Efforts and initiative projects occur both in organizational/institutional and unit level. A dense trend to adapt the philosophy and principles, as in the world, are observed.

2.2.3 Evaluation of TQM implementations in Higher Education

The term quality assessment (also assurance), as stated in Harman (1998), refers to systematic assessment procedures adopted to reach achievement of defined quality or improved quality, and to ensure key stakeholders to have confidence in the management of quality and the outcomes achieved. In line with the definition, goals, main approaches and methodologies, levels of participation and reporting and follow-up strategies are explained in assessment practices in higher education. All these above-mentioned issues are presented analysing the quality assurance practices in a wide variety of different countries in Western Europe, North America, Asia and South Africa. His analysis on main approaches and methods includes different levels of agency or unit responsible for assessment, participation in reviews, methodology of review and assessment, focus, purpose and reporting/follow-up strategies. Then a concise criteria checklist for the evaluators is given at the end of the study. Harman's analysis provides a good picture of assessment strategies with differences and similarities in the approaches, methodologies and management levels from a variety of countries.

Other assessment studies in higher education seem to have a broader scope in terms of content and depth since they analyse a specific example or propose an assessment model. For example, Napier University (Scotland) assessment study examines the practices focusing on issues arising in the first two rounds of evaluation site visits, including a definition of quality, role of the evaluator, framework for the visit, role of the student, quality of the reports, and cost-benefit analysis (Dickinson et al., 1995). In the paper, the role of evaluator is explained in detail and some criteria are presented to be an external or internal evaluator.

Among those, the one suggesting specific assessment models is Van Vught and Westerheijden's (1994). They incorporate both accountability (representing extrinsic values) and peer-review/collegiality (reflecting intrinsic values) in an evaluation outline. It is presented in both a historical context and the context of experiences with quality assessment in North America and Western Europe.

Several studies suggest assessment standards for the practice of quality assessment. Thomas (1991), in a paper presented at the Annual Meeting of the Association for the Study of Higher Education in Boston, speaks from research to produce a limited number of assessment standards judged by experts as the most important standards in the practice of quality assessment in undergraduate higher education. The study collected the opinions of a group of national assessment experts and employed a modification of the Delphi technique in order to arrive at a group consensus. The research resulted in identification of 40 standards that were agreed upon by the expert group. The rationale for each of these standards is presented. The study's research phases included: (1) the clarification of the component of the institution/program to be assessed and its context: (2) the designing of the assessment

process; (3) collecting and analysing the data; (4) communicating the assessment's findings; and (5) using the findings to make recommendations, make decisions about improvements, and make judgements about quality.

Various measuring instruments have been developed in order to determine the quality of products or service. A model developed by Parasuraman et al. (1985) is focused on the measurement of customers' expectations and the perception of service quality, and therefore is oriented to the end-user of the service. Owlia (1996) introduces a model for measuring the quality of engineering programs at universities in the UK. He performed a factor analysis on respondents' ratings of each questionnaire item and derived a set of critical factors.

Kanji and Yui (1997) propose a culture focused assessment model whereby an organization creates strategies about its market, product, technology and customers to be coherent with its environment in order to improve continuously its people and management processes. Here, culture refers to the unified approach through which everybody in the organization thinks, acts and feels in a quality sense for most of the time. TQM process is described as a never-ending improvement of all people and managements systems. However, every organization has its own stories, myths, norms, values, ethics and beliefs that are shared among organizational members. An exploratory survey that emphasizes determining the critical success factors that affect organizational performance and business excellence. In addition, the research investigated some cultural elements in UK higher education. The methodology involved selecting a sample of interest, from which data were obtained. Following this, data were collected via questionnaires that were sent by mail. There were 163 higher education institutions. Data were analysed using frequency

distributions, cross-tabulation and correlation analysis. It is found that there are nine critical success factors that affect performance of the institution. These factors are synonymous with the TQM principles; leadership, external customer satisfaction, process improvement, teamwork, internal customer satisfaction, people management, measurement of resources and prevention.

Another nation-wide investigation on the quality of higher education was conducted by Ledic et al. (1999). They developed questionnaires for exploring the opinions of university teachers and students concerning the quality of teaching. The questionnaire was based on the 15 criteria in two main inquiries; 1) to explore the teachers' and students' opinion about the general importance of the criteria and 2) to explore the teachers' and students' opinion on the extend to which every criterion is respected in actual university teaching. The results showed that for teachers the image of quality is; 1) well preparedness for teaching, 2) being expert in the subject, 3) teaching with clearly defined objectives and 4) assessment of students fairly. On the contrary, the teachers ranked the aspects related to students such as "respect for individual differences", "responding to students' feedback" and "asking for feedback" the lowest. However, the students' image of quality teaching is almost the same; students value "teachers who are expert in their subject", "fair assessment", "well-prepared teachers" and "good availability of resources". What they consider least important is the same with teachers. The Mann-Whitney's U-test showed that statistically significant difference could not be found for the criteria.

Among other issues encompassed in evaluation studies are the factors influencing the effectiveness of programs and recommendations to improve the quality programs. Several factors that influence the effectiveness of program

evaluation in higher education and some recommendations are presented in a study by Lincoln (1986). Implications and recommendations include: evaluators must understand that evaluation is a continuous and divergent process; evaluation not only uncovers various reality constructions but creates realities; evaluation is an emergent process; and program evaluation is a collaborative process between equals.

Another issue in evaluation studies seems to be the focus of evaluation. In this respect, in terms of the focus of evaluation, Illinois state-wide program evaluation in higher education presents new criteria for program approval and review. New guidelines that focus on curriculum, faculty, students, and support services are recommended to strengthen the program review and approval process (Illinois State Board of Higher Education, 1997).

As for the effectiveness of assessment, two papers presented are the crucial examples. The first one (Fredericks, 1993) evaluates the effectiveness of assessment practices of educational quality at universities in the Netherlands. The project involved analysis of questionnaire responses from 239 study programs at all 13 Netherlands universities followed by 12 case studies. The paper provides a brief account of the theoretical background of the research project, identifying hypotheses expected to explain the degree of effectiveness of the quality assessment procedures. The study concluded that: 1) quality management in teaching has received much more attention in recent years; 2) larger amounts of resources based on assessment findings are being employed to foster improvement; and 3) the Dutch quality management system has been receiving a high level of approval within the institutions.

The second study examines the higher education quality control structures emerging in West European countries. Here, the current trend toward definition of quality predominantly from one centre is criticized. Methodological and substantive weaknesses in the system are discussed, and an approach taking into account other interests and perspectives is advocated (de Weert, 1990).

An analysis of so far examination of assessment studies conclude that practices of assessment in higher education can be grouped as those giving specific example (case study) and those suggesting assessment standards with specific foci. Others present the effectiveness or weaknesses of the evaluation systems putting on criticism.

As for the research studies on the evaluation of TQM implementations in higher education, there existed two studies conducted in Turkish Universities. First, as a case study, Külahçı (1995) examined the implementation of TQM studies at Marmara University Faculty of Engineering. The analysis of the activities was done through a descriptive document analysis. He concluded that there is a top level commitment provided by the Faculty Council lead by the Dean. A strong leadership exists in the top management but it must be provided at all levels of the management. The quality council and other quality teams were established but they were not trained in using quality tools and problem-solving techniques. He recommends that teams must be trained in order to study on the breakthrough items that will be determined by the quality council. Mission, vision and the goals of the faculty and strategic plan for 1993-1997 years were all established. But the critical processes of the Faculty were not defined.

Second, Hergüner (2000) conducted a longitudinal case study inquiring the organizational culture change through the implementation of TQM concepts in higher education context. The inquiry deals with the relationship between national culture and the company corporate culture, the consequences of manager style change for TQM implementation and how culture change can be measured adequately. The results were achieved by utilization of external and internal measurement devices. The main conclusion is that the maintenance of TQM systems without continued senior managerial commitment may not suffice to secure change and prevent a reversion to earlier cultural patterns. With this study, Hergüner emphasizes the importance of top management commitment for a culture change, which is a prerequisite to improve TQM systems.

The literature of TQM studies in higher education suggests a variety of shareholder perceptions or satisfaction research. Willis and Taylor (1999) explored the question of how business employers perceive the quality of college graduates. They concluded that even though business employers are basically satisfied with the college graduates that they have hired, there is room for improvement on the part of institutions of higher learning to produce better quality students. They recommend that understanding the personnel needs of business employers is necessary to make the assessment and enhance the quality of the college graduates.

2.2.4 Evaluation of TQM implementations in Vocational Education

Hereafter, the literature surf covers more specifically, the vocational education evaluation and Total Quality Management evaluation in vocational

education. In vocational education, skill standards describe the essential knowledge, skills and behaviours critical to an occupational area; assessments measure the achievement of those standards; and certifications result in credentials that state the standards that have been achieved. Similarly, two themes are evident for vocational higher education: assessment of standards for learning and performance (student and employee) and assessment of education/management process and design (school and business/industry). Quality system standards like ISO 9000, Balridge Award, and Deming Prize offer blueprints for assessing quality in vocational education. Educational institution's effectiveness in meeting customer needs and expectations, the "customers" being students, parents, alumni, and taxpayers. Student satisfaction, retention, and recruitment become the parallel educational focus to customer satisfaction, customer retention, and market share gain. Strategy of using statistical methods as a means of assessing vocational education enrolment, completion and recruitment patterns; student progress; and teacher performance are also stated as evaluation standards (Brown and Summerlad, 1992). The goal is toward continuous improvement through the leadership of quality teams and development of skilled workers who are of value of the employer.

Reports on vocational education evaluation are grouped in line with problems identified, recommendations, evaluation components/elements, and model-building process. For example, in a report on Consultation of the Illinois Council on Vocational Education with the Illinois State Board of Education on Evaluation, Hartzel (1989) introduces a new evaluation system begun in 1984. The evaluation system provides for the assessment of indicators of program quality, efficiency and expanded student opportunities. The identified indicators include placement,

enrolment, employer satisfaction, student satisfaction, student performance, program cost, and objective labour market justification. In the new evaluation system, it is the responsibility of local personnel to conduct self-evaluations, analysing information pertinent to the indicators and determining whether accepted standards are met in their programs. The Illinois Council on vocational Education made two recommendations to the vocational education evaluation system: (1) implement an evaluation system that has the potential to provide high quality education for employment programs to assist in preparing and maintaining the work force; and (2) include in the State Board of Education's annual report the outcome of student successes in vocational education.

In a report for vocational program evaluation, a comprehensive framework for evaluating vocational education quality is conceptualised in terms of the elements of quality related to educational outcomes. These outcomes were identified through the model-building process. Two general types of outcomes are included: individual and societal, with a subset of societal outcomes specific to employers (Campell and Panzano, 1985).

2.3 A need for an evaluation model

Quality management systems such as Total Quality Management, Quality Control, and International Organisation for Standardization (ISO) 9000 focus on the continuous improvement of products and services, customer satisfaction, and participatory management. Although much has been written about quality management systems and their application in business, industry, and (more recently)

education, little connection has been made between these systems and educational evaluation.

Quality systems adapted from business and industry operations need to be originated and reinstalled for higher education conditions to turn the focus from the management-based into the education-based practices. One way to do this is to evaluate the system's effectiveness through a set of activities with the concepts of educational evaluation. Thus, sides to be improved and sides fit-well can be determined.

Program evaluation is crucial for determining how and to what extent quality improvement systems are changing educational practices and outcomes. Standards against which program, course objectives, teaching-learning practices, needs, learning outcomes need to be established and integrated into the evaluation system. To do this, beside statistical analysis, qualitative research methods for program evaluation should also be used in order to provide deeper analysis and information.

Although much has been implemented and searched about "quality management systems", emphasizing management and process assessment, of TQM, there seems to be dissatisfaction with educational evaluation in the framework of program effectiveness and assessment. Similarly, the new systems' effectiveness and even appropriateness to the needs in terms of educational processes and program applications remain open to be investigated. Educational practices like instructional implementations; design, program, methods, students, courses and faculty components are not in depth included in the assessment systems. In relation to this, evaluation of the new system in respect with the dimensions of program evaluation seems to lack research. In this sense, an evaluation system including a deep analysis

of these issues needs to be developed.

Although the application of TQM in higher education originally requires the systematic evaluation of all aspects related to education, approaches developed so far do not propose an explanatory and adequate model to evaluate the educational issues.

Current implementation and assessment models of quality systems in education are the forms of industry based concepts and might lead to situations in which educational incidents remain unanswered.

2.3.1 Model development process

In developing the model, the following were taken into consideration:

- whether the model is appropriate to Total Quality Management implementations in higher education,
- what are the implementation models of TQM in higher education institutions
- whether the model is appropriate to ISO 9000 standards
- Başkent University case, and
- program evaluation strategies

The proposed evaluation model is developed through a search of theory and implementations of TQM in higher education. In developing the "Total Quality Management Evaluation Model", a combination of different approaches was used. The underlying approaches are of two. The first underlying proposition is the "systems approach" developed by Tribus on Deming's teachings. According to this

approach total quality must be seen as a combination of three separate systems: a social system, a technical system, and a management system. (These systems are explained in detail following the model). The second approach is the higher education application framework. It accepts higher education program operations as a transforming process that involves:

- Inputs to the organization from the external environment,
- Throughputs or the actual techniques (methods) used to transform (add value to) the inputs, and
- Outputs represented by the product and/or service provided to members of the external environment (Lewis and Smith, 1994).

This transforming process is reflected in the technical system. A technical system for a higher education institution involves inputs and methods that transform the inputs into outputs. Thus the incorporated form of these two ideas leads the model.

As for the principles and concepts, Deming's ten major categories of judgement, Crumrine and Runnels' (1991) five categories for implementing TQM in vocational-technical schools, relevant standards of TS-EN-IS0 9000, and The Malcolm Balridge National Quality Award' customer satisfaction dimensions mainly led the Conceptualisation process. The model involves the TQM concepts developed for educational institutions. Each component was carefully examined in the sense that their appropriateness to higher education and workability in the evaluation process. Similarly, attainability, reasonability and practicality of each item were also taken into consideration. The focus was kept in program and instructional

operations.

2.3.2 Management-oriented evaluation models

Since Total Quality Management is a management approach, its conformity to management-oriented (also decision-oriented) evaluation approaches needs to be mentioned. The management-oriented evaluation approach serves for decision-makers and the information gathered from evaluation is crucial for administrators, policy-makers, school boards and teachers.

The models developed relied on this approach involve a systems approach to education in which decisions are made about inputs, processes, and outputs. Stufflebeam and Alkin made important contributions to this approach in terms of model development processes (Worthen and Sanders, 1973).

Stufflebeam (in Worthen and Sanders, 1973) developed an evaluation framework to serve managers and administrators facing four different kinds of educational decisions:

1. *Context evaluation*, to serve planning decisions. Determining what needs are to be addressed in an educational program helps in defining objectives for the program.
2. *Input evaluation*, to serve structuring decisions. Determining what resources are available, what alternative strategies for the program should be considered, and what plan seems to have best potential for meeting needs facilitates design of program procedures.
3. *Process evaluation*, to serve implementing decisions. How well is the plan being implemented? What barriers threaten its success? What revisions are needed? Once

these questions are answered, procedures can be monitored, controlled and refined.

4. *Product evaluation,* to serve recycling decisions. What results were obtained? How well were needs reduced? What should be done with the program after it has run its course? These questions are important in judging program attainments.

Alkin's UCLA evaluation model involves parallel aspects to the CIPP model. Alkin defined evaluation as "the process of ascertaining the decision areas of concern, selecting appropriate information and collecting and analysing information in order to report summary data useful to decision-makers in selecting among alternatives". As summarized in Worthen and Sanders (1973), the model included very similar aspects with the CIPP model:

1. *Systems assessment* (context evaluation in the CIPP model)
2. *Program planning* (very similar to input evaluation)
3. *Program implementation,* to provide information about whether a program was introduced to the appropriate group in the manner intended
4. *Program improvement* (similar to process evaluation)
5. *Program certification* (similar to product evaluation)

The above-mentioned models are similar to the model developed in this study in two aspects; 1) both rely on systems approach to education, 2) both involve inputs, processes and outputs as the aspects to be evaluated in an evaluation study. TQM as a systems approach is used especially in the context of higher education. According to the systems approach, the core elements of program evaluation should be analysed in input (context), process and output stages. Thus, the framework of

both approaches involves the same stages.

In terms of the differences, the audience of the management-oriented evaluation studies is the decision makers, managers and administrators while the model of this study addresses to all shareholders including decision makers, managers and administrators. Another aspect is that the components of the model developed in this study are generated mainly based on the TQM approach.

2.3.3 The model

According to the model (figure 2.1), Total Quality Management movement in higher education needs to lead to establishing social, technical and managerial systems together. Thus, the evaluation of TQM implementation in higher education requires inquiry of these systems components together. However, in this study only technical system was examined. There are two reasons for this: first, the focus and aim of this study is program evaluation and technical system includes program aspects, and second, to include three systems together would be unmanageable. Hence, evaluation of other two systems, namely social and managerial, should be the subject of other studies since the application of complete model requires a very detailed data.

A SYSTEMS MODEL FOR THE EVALUATION OF TQM IN HIGHER EDUCATION

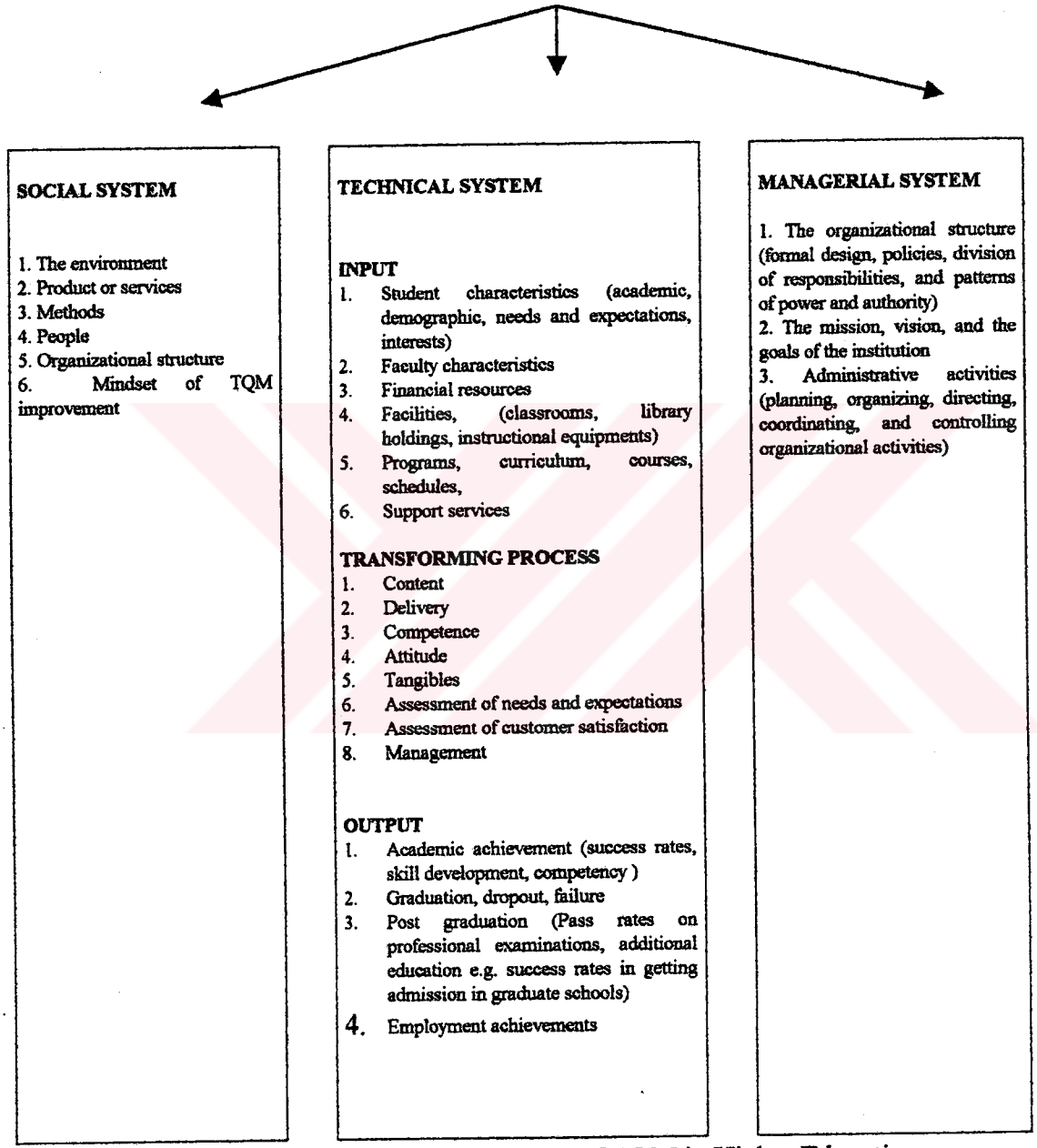

Figure 2.1. A systems model for the evaluation of TQM in Higher Education

1) The social system

According to the model, the social system requires a culture change in

1. Organizational culture (the values, norms, attitudes, role expectations),
2. Communications (quality of relationships between individual members and among groups, reward structure, symbols of power), and
3. Behavioural patterns

Customer satisfaction, continuous improvement, management based on facts, and respect for people are also among the characteristics of the social system. In higher education this requires a substantial change in the traditional system and culture. In order to achieve a culture change six areas must be recognized:

1. The environment
2. Product or services
3. Methods
4. People
5. Organizational structure
6. Mindset of TQM improvement

2) The technical system

In industrial and business terms, the technical system includes all the tools and machinery, the practice of quality and quantitative aspects of quality, and its inputs and outputs. In higher education, it is concerned with the flow of work. Fulfilment of mission and service to customer are the two core

elements. The technical system includes transformation process as the "interaction" among the input, resources and output. According to this, three elements are explained as follows:

Inputs:

Inputs of a higher education institution are defined as

- Student characteristics (academic, demographic, needs and expectations, interests)
- Faculty characteristics
- Financial resources (sufficient, effectively used?)
- Facilities (classrooms, library holdings, instructional equipments)
- Programs, curriculum, courses, schedules,
- Support services (canteen, recreation, food, transportation etc.)

Transforming process:

1. Design (courses, programs, schedules, inputs, class size)
2. Delivery (methods to deliver course material to the students)
3. Measurement of the outputs (number and frequency of quizzes, assignments and examinations)
4. Evaluation of the program, the courses and the professors (student surveys, alumni, parents, employers)

Outputs:

1. Academic achievement (success rates, skill development, competency)
2. Graduation, dropout, failure
3. Post graduation (Pass rates on professional examinations, additional education e.g. success rates in getting admission in graduate schools)
4. Employment achievements (employer satisfaction)

3) The managerial system

The managerial system includes the issues related with

1. The organizational structure (formal design, policies, division of responsibilities, and patterns of power and authority)
2. The mission, vision, and the goals of the institution
3. Administrative activities (planning, organizing, directing, coordinating, and controlling organizational activities)

Management provides the framework for the policies, procedures, practices, and leadership of the organisation.

As a result, the model was developed with the integration of two underlying approaches; the systems model of TQM and higher education implementation of TQM.

In this study, the technical system will be the focus of program evaluation and other components of the systems model will be excluded because of time and practicality constrains.

This literature review was documented through a set of issues; concepts related to quality and quality assessment, standards established for higher education, models of implementation and evaluation, effectiveness of quality systems and models, case studies in the world and in Turkey, recommendations as post evaluation activities and improvement studies. Finally, a need for an evaluation model to measure the effectiveness of the implementations was referred and a model was built in line with the defined needs and TQM principles.

To summarize, quality assessment in higher education is a site-specific issue although there occurred some common standards and procedures. Culture of organizations, values, politics of states and institutions, educational applications, external stakeholders, educational philosophies adapted are the factors influencing evaluative approach and practices. These aspects need to be improved by research and practice.

Quality assurance is not a concept having accepted as right or wrong. Each institution will establish its own quality assurance system according to its internal structure and dynamics using standards and concepts determined by the philosophy. However, it is essentially stated that establishment of statewide assurance and evaluation standards will help to enrich the quality systems.

CHAPTER III

METHOD

3. 1 Overall research design

This study was designed on the base of evaluation model created by the researcher. Main components and the systems approach concepts were adapted from Lewis and Smith (1994). Conceptualisation and refiguration of systems approach were integrated into higher education in the model (figure 2.1).

In terms of methodological approach, overall research design was based on the approach combining qualitative and quantitative methods in a single study. This approach relies on mixing methods to measure the same phenomenon. The term mixed-methodology design refers to mixing aspects of qualitative and quantitative paradigm at all or many methodological steps in the design (Creswell, 1994). In this sense, purpose statement, sampling strategies and some of the data collection instruments as well as interpretation of findings of this study relied on qualitative approaches while majority of the data collection techniques and analysis of results were on the base of quantitative approaches.

3.2 Research question

In order to reach the purposes of the study, following research questions were searched for:

- How do the Total Quality Management implementations at the Vocational School of Social Sciences at Başkent University function with respect to technical system presented in the model?

Sub-questions related to input, transforming process and output:

1. What are the inputs for the transforming process in terms of student characteristics, faculty characteristics, financial resources, facilities, program, courses, schedules, and support services?

2. How effective is the transforming system in terms of content, delivery, competence, attitude, and tangibles as perceived by the shareholders?

3. What are the outputs of the program in terms of academic achievement, graduation, dropout, failure, post graduation, and employment achievements?

3.3 Research site

Başkent University Vocational School of Social Sciences was identified as the particular site for investigation in this study. The site was selected according to the "convenience sampling strategy" since it was easy to get access and inexpensive. The rationale under this specific site's selection can be presented as follows:

Adopting a quality system, Başkent University initiated the implementation of ISO 9000 registration standards in 1995. Since then the twenty TS-EN-ISO 9000 standards are continually negotiated on a yearly bases to perform without any change or modification to education. The standards are completely industry/business-driven and recognize the industry relevant concepts and terms. The main approach relies on

the control and detection of management processes and recording system. Başkent University established the following units in its body to perform ISO 9000 standards and TQM studies:

1) Total Quality Management Centre

In order to carry out the ISO 9000 registration requirements at organizations level (Başkent University Hospitals, Health Centers and educational institutions), in 1996, Başkent University Total Quality Management Centre (Toplam Kalite Yönetimi Merkezi) was founded. The Center's mission was defined as to supervise the President, and to support private and state associations applying for the University's divisions for training and research activities. The Centre is not shown in the organizational structure (App.A).

2) Joint-centre for Quality in Education (Eğitimde Kalite Koordinatörlüğü)

This sub-centre was founded in 1998 and the mission was defined as to carry out the TQM activities in university level. It is shown as a joint-centre dependent to the Vice President in the organizational structure (App.A).

3) Quality Coordinator of the Vocational School of Social Sciences

Quality coordinator was appointed by the head of the Vocational School to carry out TQM implementations in Vocational School of Social Sciences. She is

responsible for conducting, monitoring and revising the activities in the department.

The twenty standards in the ISO 9000 series are not easy to relate to training and education. Some have almost no application in teaching and learning. The following are the ISO 9000 modules that are of particular importance to training and education (Freeman, 1992):

1. Management responsibility
2. Quality system
3. Contract review
4. Design control

6. Purchasing

7. Purchaser-supplied product

9. Process control

13. Control of non-conformance

14. Corrective actions

16. Quality records

17. Internal quality audits

18.Training

Başkent University Joint-centre for Quality in Education made a study on the modification of some standards in order to make them relevant to higher education. For example, article "4.4 Design Control" is for "building and infrastructure" issues in industry, in the University, it is used for the issues of educational program. However, the questions related to content and implementation like "how educational design will be defined" "what it will include" remain unanswered. Using ISO 9000

standards still leads to conflicts in practice especially in the issues related to courses (design, practice, materials and assessment), teaching-learning environment, program evaluation. No standards include descriptions on these issues.

In order to overcome this conflict, the Joint-Centre published a *Quality Booklet.* In this booklet, quality strategies of Başkent University are defined as follows:

1. Define the needs and expectations of education and training periodically.
2. Define the characteristics of students entering the programs, and introduce the university to the potential students.
3. Establish the Quality Assurance System (which is ISO 9000)
4. Establish the organizational structure in accordance with the Quality Assurance System
5. Define the roles and responsibilities
6. Provide the documented job descriptions
7. Provide the empowerment
8. Define the coordination and communication in work flow
9. Provide the information systems and management planning
10. Provide the work procedures
11. Provide the documented data and procedures on equipment service, control, review and correction actions
12. Provide continuity on these activities

As for the before mentioned implementation models, the University does not seem to adopt a specific one. On the other hand, some elements of TQM especially the ones related to identification of problems, problem solving, cause and effect

diagram and statistical data analysis are adopted in unit level. Because the idea of TQM implementation was automatically brought into consideration just as a requirement of ISO 9000 registration, a relevant implementation model has not been developed yet. A concise review of implementation and evaluation models needs to be done. Thus, the University can develop an appropriate one to its structure, culture and characteristics, or adopt some required elements of it.

In the site, data were collected from two main sources; 1) data collected from subjects and 2) written documents. Written documents provided data on the input and output analysis while data gathered from the subjects yielded to the analysis of transforming process.

3.4 Data sources

Data were collected from two main sources; 1) subjects and 2) written documents. In the following section, sampling strategies and information about the sources were presented.

1) Subjects

Purposeful sampling strategies were used in order to identify the subjects of the study. In this sense, all of the students and instructors in the site were included to get information. 1998-1999 academic year graduates who were the last graduates of the school and parents of 1999-2000 academic year students who are the currently attending students were also selected purposefully to provide the best information

about the program. Similarly, five-star hotel managers were chosen since most of the so-far graduates of the school seem to prefer five-star hotels to work.

The subjects of the study were; 1) students attending the program, 2) instructors currently teaching in the program, 3) Quality Coordinator of the Vocational School, 4) graduates of the program, 5) parents of the currently attending students, and 6) employers (hotel unit managers) in tourism sector. Number of subjects is shown in Table 3.1.

Table 3.1

Subjects of the Study

SUBJECTS OF THE STUDY	QUANTITIY OF SUBJECTS
Students	320
Instructors	22
Quality Coordinator	1
Employers	5
Parents	24
Graduates	33
TOTAL	406

Table 3.2 shows the number of students in Tourism and Hotel Management Program by grade level.

Table 3.2

Number of Students by Grade Level

GRADE	NUMBER OF STUDENTS
1	90
2	230
TOTAL	320

2) Written documents

Written documents related to the program issues were reviewed to provide information about the documentation processes. The input and output components of the technical system mostly required the review of documented data as well as the interview with employers and quality coordinator of the vocational school. Written documents, were of two types (departmental and university level), obtained from the Quality Coordinator of the Vocational School. A list of these documents was given below:

1) Departmental level documents

1. Program introduction booklet, University catalogue
2. Course descriptions
3. Course outlines
4. Course evaluation forms
5. Student profile forms
6. Instructor evaluation forms
7. Achievement, graduation and dropout rate records
8. Course evaluation reports
9. Academic staff curriculum vitas
10. Quality Manual
11. Quality files involving procedures, job descriptions, and correction procedures.

2) University level documents

1. Customer satisfaction report
2. University's TQM Adaptation Project
3. Quality standards adapted by the University

3.5 Data collection instruments

Data collection was done through a set of instruments. Type, purpose, number and source of the instruments were shown in Table 3.3.

Table 3.3

Data Collection Instruments

TYPE OF INSTRUMENT	QUANTITY OF INSTRUMENT	AIM OF INSTRUMENT	DATA SOURCE
Questionnaire	3	Perceptions about the program and courses	Students
Questionnaire	2	Perceptions about the program and TQM applications	Instructors
Questionnaire	1	Perceptions about the program	Graduates
Questionnaire	1	Perceptions about the program	Parents
Interview	1	TQM operations	Quality coordinator
Interview	1	Expectations from the graduates	Employers
Written Documents		Technical system operations	Quality Documents of the vocational school

Validity and reliability of the instruments were provided using the following steps.

1) Questionnaires were checked by the experts.
2) Questionnaires were pilot tested.
3) Questionnaires' internal consistency was measured with Cronbach Alpha test.
4) Interview schedules were checked by the experts.

3.5.1 Questionnaires

Questionnaires of the study were developed in order to collect data on the perceptions on the program. Perceptions of the students and instructors on the program were collected with a questionnaire of parallel aspects. Two more questionnaires for the students on course and practice course perceptions were also designed. For the perceptions about TQM implementation, a separate instructor questionnaire was produced. Questionnaire for the parents and graduates were formed in order to find out their perceptions on the program.

1) Questionnaire for perceptions on the program - students and instructors

A five-point likert scale ranging from "strongly disagree" to "strongly agree" questionnaire (App. F and I) was administered to 320 students and 22 instructors. Questions were the same in both questionnaires except for one item in instructor questionnaire, which was on the feedback from the instructors. Thus, student questionnaire was composed of 37 items while instructor questionnaire included 38 items. Components of the questionnaire were on the basis of program dimensions

needed to be assessed in TQM implementing institutions (Owlia and Aspinwall, 1998). These dimensions are 1) content, 2) delivery, 3) competence, 4) attitude, and 5) tangibles. Content of these dimensions is as follows:

1. Content Relevance of curriculum to the future jobs of students, effectiveness, containing primary knowledge and skills, completeness, use of computer, communication skills and team working, flexibility of knowledge, being cross-disciplinary.

2. Delivery Effective presentation, sequencing, timeliness, consistency, fairness of examinations, feedback, encouraging students to lifelong learning, team working and analytical thinking.

3. Competence Sufficient (academic) staff, theoretical knowledge, qualifications, practical knowledge, up-to-dateness, teaching expertise, communication.

4. Attitude Understanding student's needs, willingness to help, availability for guidance and advisory, giving personal attention, emotion, and courtesy.

5. Tangibles Sufficient equipment/facilities, modern equipment/ facilities, ease of access, visually appealing environment, support services (accommodation, sports, etc.)

The draft version of this questionnaire was piloted on 30 students who were attending a different program in the same school. The items, which were unclear to the students, were changed, some were deleted and some were removed.

Additionally, the draft was validated by obtaining three experts' views and judgements. Cronbach-Alpha reliability was measured by the SPSS program. The total internal reliability coefficient of the questionnaire was found as Alpha=0.95.

2) Questionnaire for students' perceptions on the departmental theory courses

In order to obtain the student perceptions about the departmental theory courses, a sixteen-item 5-point likert scale course perception form was designed (App. G).

The items were based on delivery aspect of TQM implementation in the classroom (Jenkins, 1998); creating relaxing and friendly atmosphere, trust, individual differences, teacher as a facilitator, sharing knowledge, encouragement analytical thinking, problem solving, reasoning, developing ideas, telling opinions freely, discussion and voluntary participation, creativity, making critics and judgements, team working and frequent evaluation.

The draft version of the questionnaire was piloted on three voluntary students. The items, which were unclear to the students, were changed, some were deleted and some were removed. Two experts also examined the form and changes in line with the corrections were done. Cronbach- Alpha reliability was found as Alpha=0.97.

3) Questionnaire for students' perceptions on the practice courses

A fourteen-item 5-point likert scale evaluation form was prepared to obtain the student perceptions on the practice courses namely Food and Beverage Production and Food and Beverage Service (App. H). This questionnaire was given to 85 second- year students taking these courses. The items were based on the effectiveness of practice; transfer of knowledge into practice, use of utensil, use of hygiene and nutrition knowledge, skill development, team working, work discipline and physical appearance.

The draft version of the questionnaire was piloted on ten voluntary students. The items, which were unclear to the students, were changed, some were deleted and some were removed. Two experts also examined the form and changes in line with the corrections were done. Cronbach- Alpha reliability was found as Alpha=0.99.

4) Questionnaire for instructors' perceptions on TQM implementations

A twenty-eight multiple-choice and 4 open-ended item questionnaire on TQM applications (App.J) was given to 22 instructors. The dimensions included were mission, vision and philosophy of the school, change, management and decision-making, participation, communication, education, problem solving and team working, and cooperation. (Lewis and Smith, 1997).

5) Questionnaire for parents' and graduates' perceptions on the program

To obtain the perceptions of parents' and graduates' on the program, a five-point scale checklist ranging from "very low" to "very high" was used. The checklist consisted of 10 items and open-ended questions related to general program aspects (App. L and M). Cronbach- Alpha reliability was found as Alpha=0.98. Also the questionnaire was validated by obtaining three experts' views and judgements.

3.5.2 Interviews

Interview schedules were prepared on the base of qualitative data collection techniques. The interviews with quality coordinator of the school and with the employers were designed as open-ended interview schedules.

1) Interview with Quality Coordinator of the Vocational School

The interview was conducted with the quality coordinator of the Vocational School in order to gather information about the TQM applications. Open-ended interview schedule (App. K) involved aspects of TQM implementation; mission, vision and philosophy of the school, change, management and decision making, participation, communication, education, problem solving and team working and cooperation. Note-taking technique was used in the interview.

2) Employer interview

Employers from tourism business were interviewed about the skills and knowledge they expect from the graduates of tourism programs (App. N). The aim of the interview was to find out what skills and knowledge they, as customers of higher education, expect from the graduates, and evaluate the quality of the product, i.e. graduates. A structured 24- characteristics checklist with 2 open-ended questions was administered to the unit managers of 4 five-star hotels in Ankara. Note-taking technique was used in the interview.

3. 6 Data collection procedure

Data were collected in the 1999-2000 Academic Year. In this process, the first step was to pilot the instruments in the same school on different groups. Expert checks were also provided for the instruments.

Turkish versions of three different instruments were administered to the students at different intervals during the Fall semester of 1999-2000 academic year. First, the program perception questionnaire was administered to 320 first and second year-students. One month later, the second questionnaire on departmental theory courses was administered to 275 students. A month later, the questionnaire on practice courses was given to 85 second year students.

Instructors were given two instruments at different intervals during the fall semester of 1999-2000 academic year. In the same semester, quality coordinator of the Vocational School was interviewed.

In order to collect data from the parents, the list of parents' addresses was taken from the student registrar's office and one-hundred parents living in Ankara were mailed the questionnaire. Because of time limitation those who live out of Ankara were not chosen. One hundred parents were sent the form but only 24 were came back.

A list of graduates' addresses was taken from the quality coordinator of the Vocational School and one hundred graduates living in Ankara were mailed the form. Only 33 graduates mailed the form back.

Department managers of four 5-star hotels in Ankara were telephoned and asked for permission to interview. A structured interview schedule including a list of expected graduate characteristics was used.

3.7 Data analysis procedures

The data collected from various sources were analysed using various techniques. Data analysis procedures were presented as follows:

1) Questionnaires

The data collected through the questionnaires of students' perceptions on the program, on the departmental theory courses and on the practice courses; instructors' perceptions on the program; parents' and graduates' perceptions on the program were analysed in terms of means and standard deviations by using the SPSS program.

As for the analysis of data collected from instructors' perceptions on TQM implementations, frequency analysis was conducted in terms of by using the SPSS program.

2) Interviews

Qualitative data were analysed by using content analysis and frequency analysis.

3) Written documents

Analysis of written documents was done in terms of review of the documents. Existence of required documents was checked and those directly related to the TQM and the program were analysed through document analysis.

3.8 Limitations of the study

This study is limited with the TQM applications in the Vocational School of Social Sciences. Results of this study cannot be generalized to other contexts applying TQM. The study focuses on the contextual application and needs to be enriched with other studies on its applicability to other situations. With similar studies in other units of the university, a comparative approach and an overall research might enhance the results.

Another limitation is that the study was planned, implemented and concluded by an internal evaluator. The researcher is a member of the institution under scrutiny. Since it is known that this might have caused bias and subjectivity in the implementation procedure and interpretation of results, the framework had been used in line with established criteria.

Some factors stemming from the university context limited the researcher to make classroom observations and focus group interviews with students and instructors. When asked for classroom observations, instructors stated that it could be difficult to observe the sessions since they used different teaching strategies each

time. Similarly, when asked for focus group interviews they hesitated and said they got tired of meetings on the issues related to quality implementations.

Lastly, Turkish and worldwide examples of program evaluation in total quality management have not been noted in literature survey. Most studies are found on the assessment and assurance systems and have situation-specific models. This made the researcher in scarce of sources and examples.

CHAPTER IV

RESULTS

Results have been presented according to the research questions. Data collection methods and various groups of subjects formed the subtitles as well. Discussions have been done with respect to the sub-questions. Presentation of results were done under three major headings; input, transforming process and output that are the components of the evaluation model as well.

4.1 Input

In this section, data were analysed in line with the research questions. The research question related to the input stage was

- What are the inputs for the transforming process in terms of student characteristics, faculty characteristics, financial resources, facilities, programs, curriculum, courses, schedules, and support services?

Data were gathered through an interview with the quality coordinator of the Vocational School and the review of written documents obtained at two levels - departmental and university levels:

1) Departmental level documents

- Program introduction booklet

- Course descriptions
- Course outlines
- Course evaluation forms
- Student profile forms
- Instructor evaluation forms
- Yearly achievement rate records
- Yearly course evaluation reports
- On-the-job training evaluation forms
- Academic staff curriculum vitas
- Quality Manual
- Quality files involving procedures, job descriptions, and correction procedures.

According to the results of written document review, it was observed that the department documented many of the required documents especially the ones related to instructional operations, evaluations and achievement rates. These documents were kept systematically in a file called "quality file". This showed that the department fulfilled the first step of the principle of "rely on documented data" in terms of TQM. At this stage, only the revision of "whether data were gathered and documented" in line with TQM principles was done and the partial requirement of above-mentioned principle was observed.

2) University level documents

- Student satisfaction study report

- Academic staff satisfaction study report
- University's TQM Adaptation Project
- Quality standards adapted by the University

Review of university level documents showed that there is a systematic documentation system. A general adaptation approach and documented quality principles and standards, as defined in TQM, were observed.

Beside the revision, some of the written documents providing fruitful data to the study's program analysis aspect were analysed. Thus, the documents related to following dimensions were analysed for this purpose.

- Students' characteristics
- faculty characteristics
- program, courses, schedules,
- financial resources,
- facilities
- support services

The presentation of data was done in line with these dimensions answering three questions:

1. What data on the above-mentioned dimensions are collected in the department?
2. Who or which authority collects it?
3. Where are these data used?

4.1.1 Students' characteristics

In the interview conducted with the school administrator, it was reported that a questionnaire (student information form) (App. B) on student characteristics is administered to the new-coming students at the beginning of every academic year. With this questionnaire, some demographic data such as age, school graduated from, socio-economic status of families and education, accommodation type and place, birthplace is gathered as well as interests like sports, free time activities, and other interest areas. Also students university entrance status, score in the entrance exam, reasons(s) and influencing factors in choosing the program and the university and future expectations are explored.

Results are used when specific information is needed about any student individually. Counsellors and/or school management use the forms related to 1) discipline problems, 2) contact with parents, 3) registrar's office information, and 4) post graduation information (in job application). For example, academically low achievers and/or disciplinary problematic students are checked and followed from this form to solve problems and reach the family if needed. In some cases, students are directed or supported in academic, psychological or financial needs.

4.1.2 Faculty characteristics

Total number of academic staff is 23 including the administrator and the assistant administrator. Demographic profile of the staff is presented in table 4.1.

Table 4.1

Instructors' Profile

Male	11
Female	12
Years of Experience	10 instructors more than 10 years, 13 instructors less than 10 years
Years of experience at Başkent University	1-4 years
M.A Degree	7 holding, 6 continuing
Ph.D. Degree	4 holding, 2 continuing

Source: Quality Coordinator

As for the faculty characteristics, it was stated that there was, as documented information, a file of Curriculum Vitae of the faculty. Other than this, works of the faculty members were followed with a Yearly Performance Report submitted to the management at the end of each academic term. This form involves academic/research studies, loads of supervision, teaching and projects. These reports were used in decisions on work loading, course distribution and extra-curricular loads like participating in committees, preparing schedules, seminars, evaluation, data collection and analysis and other managerial and educational works. For example, those whose teaching load is less were given responsibility in other works.

These findings seem to be the evidence of data collection and analysis on student and faculty characteristics through statistical methods were conducted in the department. Thus, it can be said that this aspect of TQM was fulfilled in the

department.

4.1.3 Financial resources

As stated by the director of the school, data collection on the financial resources was not a work of the school administration. Use and control of financial resources was largely bound to the top management policies. When reported the needs, all kinds of financial needs were supplied by the top management. There was not a separate self-controlled budget of the Vocational School.

In terms of TQM principles, this finding can be interpreted that lack of self-controlled budged results in lack of autonomy in financial issues. In TQM approach, lack of autonomy in any aspect can cause dependence to the top management. Thus, commitment of top management to TQM becomes an issue to be reviewed.

4.1.4 The program

The Tourism and Hotel Management associate program contains 24 must courses (excluding Higher Education Council must courses like Turkish and Atatürk's Principles and History of Revolution) and 78 credits. Students also take a four-term English for Professional Purposes course compulsorily (App. C).

1) Program design

In the early years of the school, the program was designed on the base of similar

Tourism and Hotel Management programs operating in other universities. In yearly evaluations, some changes have taken place in order to keep up with market and sector needs and changes. In the last two years, a bridge was constructed between tourism sector and the school. This was done by contacting hotel managers and inviting visiting instructors from the tourism business. Also, conferences, seminars and in-service training programs have been organized so that sector-school corporation has been built. Thus, the needs and expectations of the sector were reflected by changing, adding, abolishing or changing the content of the courses. However, in designing the program, student needs, interests and expectations were not directly taken into consideration. As it will be presented in the next part, a series of course and instructor evaluation was administered.

2) Courses

The coordinator stated that the instructors individually determined the course content, books, materials, methods and techniques, and evaluation strategies.

Instructors had to submit a concise course outline including course objectives, course content, sources, methods and techniques and assessment strategies to the management at the beginning of each semester.

As for the data collected from the students and the instructors, there were two kinds of evaluation of the courses; 1) students' evaluation of the course (as a part of instructor evaluation) (App. D) and 2) instructors' evaluation of the course (App. E). Data gathered from these forms were used to improve the courses. Yearly reports of evaluation and improvement principles were communicated before the beginning of

each semester. In the yearly evaluation meetings, problems were discussed and required preventions were taken. For example, in 1998, an in-service training program on teaching/ learning methods for all the instructors in the department was conducted by one of the instructors whose area was program development.

A systematic procedure on program development and improvement activities was not observed although some efforts took place in the name of improvement. As defined in TQM, procedures on program revision and improvement should take place.

4.1.5 Facilities

1) Computers

There were three computer laboratories in the department and one computer was available per student during the computer course. Other than computer classes, students could use the laboratories. Access to internet systems was possible in the laboratories.

2) Classrooms

There are 25-35 students in a classroom. For each section there is one classroom. Total number of students, 320, was divided into 10 sections.

3) The library

In the university there is one library. In this library there are 385 books and 21 journals on Tourism. A separate department library does not exist.

In the yearly evaluation meetings held in the vocational school, problems and needs related to classrooms, library holdings, and instructional equipment are determined. Needs are communicated to related technical services before the semester begins.

As the indicators of quality, numbers and accessibility of computers and computer labs seemed to be sufficient. Classroom facilities and class sizes were also found sufficient in terms of quality standards. However, library holdings did not seem to answer the needs especially in the area of tourism.

4.1.6 Support services

Support services were defined as transportation, canteen, recreation areas, and food and accommodation services in the model. All kinds of support services defined here are provided by the top management through the related units. A systematic data collection on this has not been done. In 1998, a general university-wide needs and expectations survey was administered. Results were announced with a report. According to the results, students, academic and other staff stated that the most problematic area in the university was support services like canteen, cafeteria, food (price and quality) and transportation services (unpublished Başkent University Customer Satisfaction Survey Report, 1998). But the correction and improvement

studies were not done yet.

Due to the above-mentioned dependence on top management in financial issues, support services was most critical aspect need to be improved. In terms of quality standards, support services seemed to be the weakest aspect and need to be redefined and revised in line with TQM principles.

4.2 Transforming process

In this part, following research question was analysed

- How effective is the transforming system in terms of content, delivery, competence, attitude, and tangibles as perceived by the shareholders?

Data were gathered from five groups of subjects; 1) students, 2) instructors, 3) Quality Coordinator of the Vocational School, 4) graduates of the program, 5) parents of present students. Data were gathered through a set of questionnaires, checklists and interviews. Results were presented in terms of subject groups and the instruments used for the mentioned group of subjects. In each group, program dimensions were analysed separately. Findings were as follows:

4.2.1 Students' perceptions

Data gathered from the students were three-dimensional; perceptions on 1) the program, 2) the departmental theory courses and 3) the practice courses. In order to collect these data, three questionnaires were administered; 1) perceptions on the program, 2) perceptions on the departmental theory courses and 3) perceptions on

the practice course. Results were analysed using mean and standard deviations.

1) Perceptions on the program

A thirty-seven-item questionnaire (App. F) was administered to 320 first and second year students. Five different dimensions –content, delivery, competence, attitude and tangibles-related to the program were analysed one by one. Results were as follows:

a) Content

As seen in Table 4.2, in the "content" part, three aspects "relevancy of course contents to students' levels" ($\overline{X}$=3.60), "use of knowledge and skills appropriate to future jobs" ($\overline{X}$=3.55) and "appropriateness of course contents to the degree awarded" ($\overline{X}$=3.55) had means above 3.50. Majority of the means were between 2.00 and 3.50 and regarded as neutral perceptions about these operations.

This can be interpreted that students neither agree nor disagree on the content aspect of the program. However, in terms of TQM principles, a high agreement should be expected. If this was not observed students might feel threat or fear to state their opinions freely, which is not consistent with quality approach.

b) Delivery

In this section, "evaluation of feedback taken from students" and "appropriateness of number of students in a classroom" had higher means; $\overline{X}$=3.86 and $\overline{X}$= 3.73 respectively. Means of other items were between 3.00 and 3.50 showing neutral perception. In this section, having observed average agreement about delivery aspect of the program can be interpreted that students had no high agreement that can mean high satisfaction. However, implementation of TQM principles requires high satisfaction with instructional operations.

c) Competence

As for the competence dimension, "academic staff's being expert in communication" had the highest mean in this group ($\overline{X}$=3.65). Other means were about 3.00 and show neutral perception. Here, neutral perception is not consistent with TQM principles' customer satisfaction dimension.

d) Attitude

Two items "academic staff are available for guidance" and "academic staff's personal attention when needed" had higher means compared to others in this group ($\overline{X}$=3.66 and $\overline{X}$=3.75 respectively). Students' stating not high agreements on attitude can be interpreted that TQM implementations in the department did not

result in student satisfaction in this aspect.

e) Tangibles

The item related to "the sufficiency of classrooms in the department" had a higher mean compared to others in this group ($\overline{X}$=3.50) while "sufficiency of canteen and recreation services" had the lowest mean in all groups ($\overline{X}$=2.32).

The disagreement on support services, in this group, can be interpreted a weakness in the implementation of TQM principles.

Briefly, means in all groups generally showed neutral results around 3.00 and 3.50 while there was no "strongly agree" and "strongly disagree". Thus, it can be said that implementation of TQM principles are not in the level of meeting students' expectations. TQM requires that the implementations should result in high agreement on program aspects.

Table 4.2

Students' Perceptions on the Program

CONTENT	$\overline{X}$	S
1. Course contents are relevant to students' level	3.60	1.18
2. We learn knowledge and skills appropriate to our future job	3.55	1.11
3. Course contents are appropriate to the degree awarded	3.55	1.42
4. Skills and knowledge learnt here are applicable to similar fields to tourism	3.48	1.08
5. We are encouraged to develop communication skills	3.39	1.16
6. Textbooks are relevant to the course content	3.37	1.61
7. Courses contain the environment that we can practice the knowledge and skills	3.12	1.16
8. The program contains ancillary knowledge and skills, e.g. use of computer	3.07	1.36
9. We are encouraged to lifelong learning	3.02	1.16
10. The way the courses presented encourages us to analytical thinking	2.99	1.11
11. We are encouraged to team working in the courses	2.98	1.18
12. Assignments support the knowledge and skills learnt in the courses	2.90	1.24
DELİVERY	$\overline{X}$	S
13. Feedback about the courses and the program taken from us is evaluated	3.86	1.13
14. Number of students in a classroom is appropriate	3.73	1.28
15. Courses are adequately distributed in a week	3.47	1.15
16. Course materials are timely and sequentially presented	3.36	1.44
17. Exams are representative of course taught	3.21	1.24
COMPETENCE	$\overline{X}$	S
18. Academic staff are expert in communication	3.65	1.14
19. Academic staff are expert in teaching	3.43	1.16
20. Theoretical knowledge of academic staff is sufficient	3.43	1.24
21. Number of academic staff is sufficient	3.41	1.27
22. Practical knowledge of academic staff is sufficient	3.37	1.15

ATTITUDE	$\overline{X}$	S
23. Academic staff give personal attention when students need	3.75	1.24
24. Academic staff are available for guidance and advice when needed	3.66	1.17
25. Academic staff understand our academic needs	3.31	1.15
TANGIBLES	$\overline{X}$	S
26. Classrooms in the department are sufficient	3.50	1.25
27. The equipment are modern looking and up- to- date	3.35	1.20
28. Work places in the department are sufficient	3.25	1.23
29. Support staff, technicians, receptionists and secretaries are competent	3.14	1.33
30. Computers in the department are sufficient	3.02	1.35
31. Computer laboratories in the department are sufficient	3.00	1.33
32. Software and internet networks are easily accessed	2.95	1.26
33. Buses and transportation services are adequate	2.91	1.37
34. It is easy to access to the computer laboratories	2.88	1.32
35. Books on my field are sufficient in the library	2.80	1.29
36. Journals on my field are sufficient in the library	2.79	1.27
37. Canteen and recreation services are sufficient	2.32	1.36

N=320

2) Perceptions on the departmental theory courses

A sixteen-item evaluation form (App. G) was administered to 275 students for the six departmental theory courses. Perception criteria were on the "delivery" dimension of the program.

Results of the students' perception of the courses were analysed using mean and standard deviation. Six courses were analysed separately and the range of means was computed to get a general evaluation (Table 4.3). Range for each dimension was the

representative of the highest and the lowest means.

Analysis showed that item related to "relaxing atmosphere in the classroom" had the highest mean range of all (4.29 -4.90) for "Hospitality Accounting" and "Accounting" courses respectively. Similarly, items related to "friendly atmosphere", "trust among parties", teacher as a facilitator", "expressing and defending ideas", "taking place in discussions and questions voluntarily" and "allowance to critics and judgements" had means above 4.00. On the other hand, item on "group work" had the lowest mean range of all dimensions (2.73-3.81) for the courses "Tourism Marketing" and "Accounting" respectively. Other mean ranges were observed around 3.00 and above which showed neutral perception.

Table 4.3

Students' Perceptions on the Departmental Theory Courses

Course	1		2		3		4		5		6		
Item	$\overline{X}$	S	$\overline{X}$	S	$\overline{X}$	S	$\overline{X}$	S	$\overline{X}$	S	$\overline{X}$	S	Range
1	4.76	0.65	4.29	1.17	4.90	0.30	4.58	0.56	4.37	1.12	4.46	0.97	4.29-4.90
2	4.58	0.80	4.22	1.11	4.72	0.46	4.58	0.81	4.19	0.63	4.53	1.05	4.19-4.72
3	4.39	1.03	4.00	1.17	4.36	1.20	4.33	0.75	4.00	0.63	4.60	1.24	4.00-4.60
4	3.97	1.28	3.26	1.35	4.18	1.07	4.33	1.29	3.64	0.88	4.26	1.35	3.26-4.26
5	4.72	0.75	4.31	1.17	4.81	0.40	4.41	0.64	4.40	0.82	4.60	1.04	4.31-4.81
6	4.13	1.11	3.90	1.14	4.45	0.93	4.16	0.92	3.77	0.79	4.26	1.29	3.77-4.45
7	4.21	0.98	3.68	1.17	4.54	0.68	4.27	0.77	3.73	1.01	4.20	1.08	3.68-4.54
8	3.71	1.20	3.89	1.08	4.72	0.64	4.41	1.06	3.55	0.77	3.80	1.19	3.55-4.72
9	4.22	0.97	3.85	1.55	4.72	0.46	4.41	0.83	3.66	1.01	4.20	1.13	3.66-4.72
10	4.57	0.94	4.02	1.17	4.45	0.68	4.50	0.58	4.24	0.63	4.40	0.99	4.02-4.57
11	4.53	0.78	4.18	1.12	4.36	0.67	4.41	0.85	4.37	0.51	4.57	0.82	4.18-4.57
12	4.28	0.88	3.73	1.18	4.45	0.82	4.00	1.07	3.56	0.88	4.26	1.19	3.56-4.45
13	4.62	0.79	4.15	1.07	4.54	0.68	4.41	0.85	4.20	0.63	4.46	0.99	4.15-4.62
14	3.39	1.26	3.11	1.39	3.81	1.16	3.33	1.41	2.73	1.26	3.20	1.30	2.73-3.81
15	3.87	0.93	3.87	1.95	4.72	0.64	4.50	0.99	3.16	1.26	4.07	1.34	3.16-4.72
16	4.72	0.73	3.90	1.45	4.81	0.40	4.66	0.49	3.56	1.64	4.53	1.14	3.56-4.81
N	68		77		11		26		15		78		275

Findings of students' perceptions about the departmental theory courses were quite high. This can be interpreted that they are satisfied with the methods the instructors use in the classroom excluding "group work". However, when comparing the results of this section with the "delivery" aspect of the program, it was observed that satisfaction in this group was higher. In this sense, students seemed to reflect a general low satisfaction or a general neutralism on the program while they could be selective about the courses.

3) Perceptions on the practice courses

Eighty-five students were administered a fourteen item evaluation form (App.H) in order to assess the practice courses namely Food and Beverage Production and Food and Beverage Service. Results were presented in the form of mean and standard deviation (Table 4.4).

As seen in table 4.4, most of the dimensions had high means around 4.00 and above. The highest mean was for the item "we learn how to use utensil and kitchen equipment" ($\overline{X}$=5.00). Similarly, students agreed that the course "develop skills of their future jobs", "learn the importance of teamwork and work discipline" "learn the importance of physical appearance" and "how to behave each other in professional environment". They also agreed "these courses will contribute to their professional life" ($\overline{X}$=4.51). The lowest mean in this group was observed for the item "the transfer of knowledge learnt in nutrition course" ($\overline{X}$=4.04).

Table 4.4

Students' Perceptions on the Practice Courses

Criteria	$\overline{X}$	S
1. We learn how to use the utensil and kitchen equipment	5.00	0.47
2. In these courses, we develop practical skills of our future job	4.62	0.87
3. We learn the importance of teamwork	4.58	0.83
4. We learn the importance of physical appearance	4.57	0.86
5. We learn how to behave each other in professional environment	4.57	0.80
6. We learn work discipline	4.55	0.77
7. These courses will contribute significantly to our professional life	4.51	0.84
8. We learn food keeping methods	4.48	0.90
9. We transfer our hygiene and sterilization knowledge into practice	4.42	1.03
10. We learn cutting techniques	4.40	0.90
11. We learn how to prepare basic sources	4.33	0.93
12. We learn coordination with other units	4.31	0.90
13. We learn international kitchen characteristics	4.21	1.00
14. In these courses, we use the knowledge we learn in nutrition course	4.04	1.15

N=85

Having observed high means in this group can be interpreted that practice courses operate in the expected level. This is also an indicator of satisfaction with these courses.

4) A summary of students' perceptions

A brief presentation of students' perceptions on the program including

courses was shown in table 4.5.

Table 4.5

A Summary of Students' Perceptions

	Positive perceptions	Less positive perceptions
Program	Relevancy of course contents to the student level Appropriateness of knowledge and skills to future jobs Appropriateness of course contents to the degree awarded Evaluation of feedback taken about the program and the courses Appropriateness of number of students in a classroom Academic staff's expertise in communication Academic staff's personal attention when needed Academic staff's availability for guidance and advice when needed	Sufficiency of canteen and recreation services
Courses (delivery)	Relaxing and friendly atmosphere Trust among parties Teacher as a facilitator Expressing and defending ideas freely Taking place in questions and discussions voluntarily Allowance to student critics and judgements	Group work
Practice courses	Developing skills of future jobs Using utensils and kitchen equipment Learning the importance of teamwork Learning work discipline Learning the importance of physical appearance Learning how to behave in professional environment Significant contribution to professional life	Transfer of knowledge of nutrition into practice

4.2.2 Instructors' perceptions

Data gathered from the instructors were two-fold; perceptions on the program and perceptions on TQM implementations. Both data were obtained using questionnaires. Results were presented in terms of means and frequencies in the tables. Findings were as follows.

1) Perceptions on the program

Twenty-two instructors were administered a thirty-eight item questionnaire (App I.). This questionnaire involved the same aspects as the students'. Results were presented in terms of means and standard deviations (Table 4.6).

Analysis of the instructor questionnaire was presented in terms of the dimensions inquired in the form.

a) Content

The most positively perceived aspects were the "relevancy of course contents to level of students" and "appropriateness of course contents to the degree awarded" with means of $\overline{X}$=4.17 and $\overline{X}$=4.08 respectively in this group. Other items related to "relevancy of textbooks to the course content", appropriateness of skills and knowledge taught to future jobs and similar fields to tourism", "encouragement to develop communication skills", "providing a classroom environment that students

can practice the knowledge and skills" and "assignments support the knowledge and skills learnt in the courses" had means higher than 3.50. On the other hand, the lowest mean ($\overline{X}$=2.95) was for item "encouragement to lifelong learning". Other means were observed between 3.00 and 3.50, which showed neutral perception.

When considering the neutral perceptions about "content", instructors could feel thread or fear to state opinion on these issues. However, agreement (relevancy of course contents to level of students) and disagreement (encouragement to lifelong learning) statements are worth noting.

b) Delivery

In this dimension, instructors perceived the item "representativeness of the exams" most positively ($\overline{X}$= 4.45). They also agreed that "feedback about the courses and the program taken from us is evaluated", "course materials are timely and sequentially presented" and "courses are adequately distributed in a week" with the means higher than 4.00. Other means in this group were also higher than 3.50.

Instructors' high agreement on most of the delivery aspects can be interpreted that they think they implemented TQM principles in the classroom effectively.

c) Competence

In terms of competence instructors perceived "sufficiency of number of academic staff" quite positively with a mean of 4.82. Other means were between 3.00 and 3.50.

It is worth noting that instructors were neutral about theoretical, practical and

teaching knowledge of instructors. This can be interpreted that high quality academic and instructional knowledge and skills were not observed. However this should be one of the most important requirements to reach expected high quality standards.

d) Attitude

"Academic staff are available for guidance and advice when needed" and "academic staff give personal attention when students need" were the most positively perceived aspects in this part with means of $\overline{X}$=4.69 and $\overline{X}$=4.78 respectively.

Instructors' views on "the understanding of students' academic needs" were found quite low when considering TQM principles. This aspect like others in this group was expected higher.

e) Tangibles

In this section, the highest mean was 3.95 for two items that "workplaces in the department are sufficient" and "the equipment are modern-looking and up-to-date". The lowest mean ($\overline{X}$=2.30) in this group was for the "adequacy of canteen and recreation services". Library holdings were also found insufficient with the means of 2.82 and 2.60.

Instructors' dissatisfaction with tangibles in general can be explained that TQM implementations in this aspect do not cause satisfaction among the academic staff. Especially the ones related to library holdings do not conform to quality approach.

Table 4.6

Instructors' Perceptions on the Program

CONTENT	$\overline{X}$	S
1. Course contents are relevant to students' level	4.17	0.71
2. Course contents are appropriate to the degree awarded	4.08	0.73
3. Students learn knowledge and skills appropriate to their future job	3.95	0.97
4. Assignments support the knowledge and skills learnt in the courses	3.82	0.88
5. Students are encouraged to develop communication skills	3.78	0.99
6. Skills and knowledge learnt here are applicable to similar fields to tourism	3.68	1.04
7. Textbooks are relevant to the course content	3.65	0.81
8. Courses contain the environment that the students can practice the knowledge and skills	3.54	1.01
9. The way the courses presented encourages students to analytical thinking	3.34	1.19
10. The program contains ancillary knowledge and skills, e.g. use of computer	3.34	1.22
11. Students are encouraged to team working in the courses	3.30	0.76
12. Students are encouraged to lifelong learning	2.95	1.02
DELIVERY	$\overline{X}$	S
13. Exams are representative of course taught	4.45	0.86
14. Feedback about the courses and the program taken from us is evaluated	4.13	1.01
15. Course materials are timely and sequentially presented	4.08	0.73
16. Courses are adequately distributed in a week	4.08	0.73
17. Feedback about the courses and the program taken from students is evaluated	3.65	0.83
18. Number of students in a classroom is appropriate	3.52	1.34
COMPETENCE	$\overline{X}$	S
19. Number of academic staff is sufficient	4.82	1.05
20. Academic staff are expert in teaching	3.43	0.89
21. Academic staff are expert in communication	3.43	0.66
22. Theoretical knowledge of academic staff is sufficient	3.21	1.20

23. Practical knowledge of academic staff is sufficient	3.21	1.08
ATTITUDE	$\overline{X}$	S
24. Academic staff give personal attention when students need	4.78	0.42
25. Academic staff are available for guidance and advice when needed	4.69	0.55
26. Academic staff understand students' academic needs	3.36	0.84
TANGIBLES	$\overline{X}$	S
27. Work places in the department are sufficient	3.95	1.06
28. The equipment are modern looking and up- to- date	3.95	0.76
29. Classrooms in the department are sufficient	3.73	0.96
30. Software and internet networks are easily accessed	3.71	1.00
31. Support staff, technicians, receptionists and secretaries are competent	3.34	1.02
32. Buses and transportation services are adequate	3.17	1.11
33. Computer laboratories in the department are sufficient	3.04	1.42
34. Books on my field are sufficient in the library	2.82	1.23
35. It is easy to access to the computer laboratories	2.69	1.32
36. Computers in the department are sufficient	2.65	1.43
37. Journals on my field are sufficient in the library	2.60	1.23
38. Canteen and recreation services are sufficient	2.30	1.18

2) Perceptions on Total Quality Management implementations

TQM (Total Quality Management) applications in the school as perceived by the instructors were inquired with a questionnaire of 28- multiple-choice and 4 open-ended questions (App. J). Nine sub-dimensions of TQM applications were explored. Results were presented in line with these sub-dimensions. Statistical analysis was done using frequencies.

a) Perceptions about TQM

Instructors' perceptions on the TQM implementations were inquired through a set of dimensions;

a. Necessity of TQM for management and education system

b. Effectiveness of TQM implementations

c. Continuity of TQM implementations

d. TQM makes difference

e. Most emphasized area(s) of TQM in the department

f. Area(s) that should be most emphasized

g. Perceived definition of TQM implementations in the department

Results were presented in line with these sub-headings and in tables 4.7 and 4.8.

According to the findings, instructors viewed TQM necessary for better management and for better education. Only 25% of the instructors thought TQM implementations were effective. This can be explained that TQM implementations were not at the expected level for the instructors. It is also striking to find that TQM implementations do not make Başkent University different from others (Table 4.7).

Table 4.7

Instructors' Perceptions of TQM Implementations

Aspect	YES %	NO %	NO IDEA %
a) - TQM is necessary for a better management -TQM implementations are necessary to improve education	65 65	20 15	15 15
b) TQM implementations must continue	55	25	15
c) TQM implementations in the department are effective	25	35	35
d) TQM implementations make Başkent University different from other universities	10	35	50

N=20

When the most emphasized area of TQM was asked, "procedure writing" and "documentation" had the highest percentage (65% and 50% respectively). Here, the least emphasized aspect was stated as " TQM philosophy brought respect for human" by only 5% of the instructors. "Communication" was another less emphasized aspect with 10% (Table 4.8).

It is worth mentioning that instructors stated that TQM mainly involved procedure writing and documentation. Other dimensions especially the one "respect for human" was the least observed dimension. Here it can be said that the department emphasizes procedure writing and documentation while ignoring respect for human and communication aspects, which are the most prerequisite principles to adapt.

When asked "the areas that *should be* emphasized more", 45% of the instructors responded "quality of education" and "problem solving methods". "Physical conditions" was found to be the area that should be least emphasized (15%) (Table 4.8).

Here it was observed that the department seems to ignore the most important aspects of TQM; improving the quality of education, problem solving methods and communication.

As for the definition of TQM implementations, 45% of the instructors defined TQM implementations in the department as "opportunity for improvement" while 5% defined the works as "problem" (Table 4.8).

Here it can be said that although there are weak points in implementing TQM principles 45% of the instructors still believe in TQM as an opportunity for improvement.

Table 4.8

TQM Implementations in General

e) Most emphasized area(s) of TQM in the department	%
Procedure writing	65
Documentation	50
Evaluation	45
Teaching	25
Management	20
Adaptation of philosophy	20
None	20
Classroom operations	15
Participation in management	15
In-service training	15
Communications	10
TQM philosophy brought "respect for human"	5
f) Area(s) that should be most emphasized	%
Quality of education	45
Problem solving methods	45
Communication patterns	40
Human relations	35
Materials supplement	30
Attitude toward the staff	30

Attitude of management	25
Physical conditions	15
g) Definition of TQM implementations in the department	%
Opportunity for improvement	45
Positive works	30
Documentation	25
Work load	15
Change	10
Problem	5

N=20

b) Mission, vision and philosophy and change

When asked about the mission, vision and philosophy, 60% of the instructors stated that there is mission, vision and objectives of the department and majority of the instructors (95%) stated that they were informed about the "philosophy and principles of TQM" (Table 4.9).

Here, it was observed that there was a written mission and vision statement and instructors were informed about it. However, majority of the instructors stated that they did not observe a systematic change stemming from TQM.

c) Management and decision making

For the questions related to management and decision making, instructors' responses were as follows (Table 4.9):

- Eighty five percent of the instructors stated that management supports the TQM works.
- Forty-five percent of the instructors stated that they participate in decision-

making while 55% stated that they do not.

- As for stating opinions freely, 50% of the instructors responded "yes" while 20% said "no".
- On the other hand, 75% thought that "there is an empowerment and power delegation in the department" while 15% stated that "there is empowerment and power delegation in the university".

As can be observed from the results in the table, instructors do not seem to be participating and stating their opinions freely. They also stated that there was no empowerment and power delegation. It should be interpreted that TQM principles on leadership and decision-making were not adapted to the desired level by the university and the department.

Table 4.9

Perceptions on TQM Principles

2) Mission, Vision and Philosophy	YES %	NO %	NO IDEA %
Have you informed about the philosophy and principles of TQM works in the department?	95	5	0
Is there a definition of mission, vision and objectives of the department?	60	20	10
Observed change			
Have you observed a systematic change stemming from TQM works in the department?	40	35	30
3) Management and decision making			
Do you think the department management supports the TQM works?	85	5	5
Do you think there is an empowerment and power delegation observed in the department?	75	10	5
Can you state your opinions freely in the department?	50	20	25 (in some issues)
Do you participate in decision making in the department management?	45	55	0
Do you think there is an empowerment and power delegation observed in the university?	15	55	20

e) Method of participation

In terms of method of participation in decision- making, 30% of the instructors said that "management asks for my opinion" while 15% stated that "democratic ways are used in decision-making". On the other hand, 35% of them stated that they "themselves" state their opinion (Table 4.10).

f) Decisions instructors can participate in

When asked the type of decisions that they can participate in, 70% of the instructors stated that they participate in the decisions related to "educational issues" and 60% said that they participate in "classroom operation issues". On the other hand, 5% stated that they participate in decisions related to "management" (Table 4.10).

Here participation in decisions was observed not in the expected level when considering TQM principles. Instructors could only participate in decision related to instruction and classroom operations. However, participation in all management related issues should take part in terms of TQM.

Table 4.10

Participation in Decision Making

4) Method of participation in decision making	%
"I" state my opinion	35
Management asks for my opinion	30
Democratic ways are used indecision-making	15
5) Decisions instructors can participate	
Educational issues	70
Classroom operations issues	60
Teaching issues	40
Testing issues	30
Program issues	20
Management issues	5
None of them	5

N=20

g) Communication

In this part, tables 4.11 and 4.12 displayed the results of communication related questions. These were "methods of communication in the department", "effectiveness of communication methods", and "communication with outside the institution". Results were presented in this order.

When the methods of communication were asked, the most frequent communication method was found "memorandum" with 100%. "Communication via telephone" had the lowest percentage; 10% (Table 4.11).

The most common communication method was the written form as required in TQM principles. It is required everything must be in procedure and written form in TQM principles. However, via voice was another method most used. This showed that spoken form of communication was also strong in the department.

Table 4.11

Method of Communication

6) Methods of communication	%
Via memorandum	100
Via voice	60
Via other written ways	20
Informally coincidentally	20
Via telephone	10

As for the effectiveness of these methods, 80% of the instructors agreed that the communication methods they stated are effective (Table 4.12).

When asked about systematic communication outside institution, 55% of the instructors stated that "there is a systematic communication between the department and tourism business, parents, community, employers, other schools and Higher Education Council (Table 4.12).

It is worth noting that 45% of the instructors either did not observe or did not know the communication with other institutions. However, it must be an important aspect of TQM to communicate with other institutions as customers and everyone in the institution should participate in this communication.

Table 4.12

Communication

Effectiveness of communication methods	YES %	NO %	NO IDEA %
Do you think the communication methods are effective?	80	10	10
Communication with outside institution			
Is there a systematic communication between the department and tourism business, parents, community, employers, other schools and Higher Education Council?	55	15	30

N=20

h) Education

As for the training on TQM, 60% of them stated that they attended a program in the department while 35% stated that they have not attended any training program on TQM (Table 4.13).

Table 4.13

Training on TQM

Question	YES %	NO %
Have you attended any training program on TQM in this department?	60	35

N=20

i) Problem solving

Sixty percent of the instructors agreed that problems were solved "after they occurred" while 25% stated that the management took prevention "before problems

occurred". None of the instructors thought that the problems were "never solved" (0%) (Table 4.14).

In terms of TQM principles, problems should be prevented before they occur. In this sense, the department need to change the problem solving methods used to prevent problems before they occur.

Table 4.14

Problem Solving Methods

Problem solving method	%
Problems are solved after they occur	60
Management takes prevention before problems occur	25
Never solved	0

As for the "participation in problem solving", 5% of the instructors stated that they participate in problem solving and 60% of the instructors stated that they "sometimes" participate in problem solving (Table 4.15). TQM requires everyone's involvement in problem solving.

When asked about "getting feedback about the problems from the management", 50% stated that they get feedback while 15% do not get feedback (Table 4.15).

Table 4.15

Participation in Problem Solving

Problem- solving	YES %	NO %	SOMETIMES %
Do you participate in solving problems?	5	35	60
Feedback			
Can you get feedback about the problems from the management?	50	15	30

N=20

k) Teamwork and cooperation

When asked about the equal distribution of workloads in the department, 55% of the instructors stated that "workloads are distributed equitably" while 40% stated that "workloads are not distributed equitably"(Table 4.16).

Table 4.16

Workloads and Team working

Workloads	YES %	NO %	NO IDEA %
Do you think workloads are equitably distributed?	55	40	5
Teamwork			
Is there teamwork in the department?	60	20	15

N=20

As for the team works, 60% stated that there are team works in the department while 20% said "no" (Table 4.16).

l) Responses to open-ended questions

Instructors were asked 3 open-ended questions about the strengths and weaknesses of the TQM implementations. For the open-ended question about the strengths of TQM implementations, instructors stated the following statements as strengths of the implementations (n=20):

- Designing course plans (25%)
- Regular group meetings (18%)
- Everything operates in order and in a systematic way because of TQM (18%)
- Having a more qualified education (16%)
- Conducting course and instructor evaluation activities (16%)
- Participation in decision- making (14%)
- Holding ISO 9000 Quality System Certificate (14%)
- Improvement in communication patterns in the department (6%)
- Documenting all kinds of activities (6%)
- Writing procedures for the activities (4%)
- Having written course objectives (4%)

Instructors responded to the question about the weaknesses of TQM implementations as follows:

- All the units and personnel of the University should believe in quality (10%)
- TQM works are only documentation, not reflected into problem solving (6%)
- Not everybody in the department involved in TQM activities (4%)

3) A Summary of instructors' perceptions

Table 4.17 reveals a brief classification of instructors' perceptions of the program and TQM implementations.

Table 4.17

A Summary of Instructors' Perceptions

	Positive perceptions	Less positive perceptions
Program	Relevancy of the course contents to student level Relevancy of the course contents to the degree awarded Representativeness of the exams Evaluation of feedback taken from instructors Presentation of course material sequentially and timely Distribution of courses in a week Number of academic staff Availability of academic staff when needed Academic staff's personal attention	Sufficiency of journals in the library Sufficiency of canteen and recreation services
TQM	Team working Feedback Problem solving Effective communication Evaluation of education Decision making Empowerment Mission and vision TQM as an opportunity TQM as positive works	Distribution of work load Change in culture Procedure writing Documentation Respect for human

4.2.3 A brief comparison of students and instructors perceptions

1) Similarities

When the perceptions of two major subject groups, namely students and instructors, were compared, similarities were observed. As seen in table 4.18, program aspects of "relevancy of course contents to the student level and to the degree awarded", "evaluation of feedback taken about the program and the courses", academic staff's personal attention when needed" and "academic staff's availability for guidance and advice" were perceived positively by both groups. Similarly, both groups thought "canteen and recreation services" are not sufficient.

2) Differences

Students perceived the dimensions "appropriateness of knowledge and skills to future jobs", "appropriateness of number of students in a classroom" and " academic staff's expertise in communication" more positive (Table 4.18). On the other hand, instructors stated positive perceptions about the "representativeness of the exams", "presentation of course material sequentially and timely", "distribution of courses in a week" and "number of academic staff". Also, instructors' perceptions were found less positive on the "encouragement to lifelong learning".

When compared student perceptions with the instructors', some aspects of the program were perceived positively by the instructors while they were neutral for the

students. This can be interpreted that instructors seem to be more positive about the issues directly related to themselves like representativeness of the exams, presentation of course material timely and sequentially, distribution of courses in a week and number of academic staff. On the other hand, students tend to be less positive or neutral about these issues. Similarly, students were more positive about the issues directly related to themselves while instructors seem to be less positive about these issues. For example, appropriateness of knowledge and skills to future jobs and appropriateness of number of students in a classroom were perceived positively by the students while they were perceived neutral by the instructors. This can also be interpreted that both groups can easily be critical about the issues outside themselves and vice verse.

Table 4.18 summarizes only the items found positive and less positive by the students and the instructors.

Table 4.18

A Comparison of Students' and Instructors' Perceptions

Program dimension	Students	Instructors
▪ Relevancy of course contents to the student level	P	P
▪ Appropriateness of course contents to the degree awarded	P	P
▪ Evaluation of feedback taken about the program and the courses	P	P
▪ Academic staff's personal attention when needed	P	P
▪ Academic staff's availability for guidance and advice	P	P
▪ Appropriateness of knowledge and skills to future jobs	P	N
▪ Appropriateness of number of students in a classroom	P	N
▪ Academic staff's expertise in communication	P	N
▪ Representativeness of the exams	N	P
▪ Presentation of course material sequentially and timely	N	P
▪ Distribution of courses in a week	N	P
▪ Number of academic staff	N	P
▪ Sufficiency of canteen and recreation services	LP	LP
▪ Encouragement to lifelong learning	N	LP

P= Positive perception ($\overline{X}$ =3.50 and more)

LP= Less positive perception ($\overline{X}$ =2.50 and less)

N= Neutral ($\overline{X}$ = between 2.50 and 3.50)

4.2.4 Quality coordinator of the vocational school

In an open-ended interview (App. K) with the quality coordinator of the Vocational School dimensions of TQM implementations were asked. These dimensions were mission and vision of the school, change in culture, leadership, management, decision-making, communication, education, problem solving,

teamwork, cooperation, motivation and promotion and feedback. Results were presented in line with these dimensions:

1) Mission and vision

The coordinator stated that mission, vision and philosophy of the school were not specified separately but a university level mission and vision statement, and principles on quality education was defined, and accepted by other units. Other than this, in relation with the organizational structure, the following information was provided:

- There is a written organizational structure of the school
- There are written aims of the school stated in the school introductory booklet
- There is a coordinator responsible for the TQM applications
- There are job descriptions at all levels
- There are work procedures at all levels
- Personnel policies are clearly specified in writing and administered fairly at university level.

This aspect of TQM seemed to be adapted and implemented effectively in the department as TQM starts with a concise statement of mission and vision of the institution.

2) Change

According to the coordinator, change is not an easily reached and observable dimension. It needs a total culture transformation so in five years time it is difficult to see it. Though TQM implementation has caused change, signs for observation have not been defined. If the reachable and observable objectives are taken into consideration as change we can say that the academic achievement have an increasing trend last years.

To interpret this dimension, department did not seem to adapt a change in culture; it was not a concern of the management whether TQM implementations cause change or not.

3) Leadership, management, decision making

As the nature of university organizational structure requires, the school manager is seen as a coach rather than an authority. There is not a hard hierarchal communication pattern between the management and the staff. Decisions on educational issues are made with the academic staff. Decisions on courses, classroom operations, practice works, seminars, field works, program, physical conditions and the like are made together. Instructors can easily communicate the problems and demand with the management and coordinator. As a result, program and education related decisions are decentralized but university top management level decisions are also in charge in terms of physical conditions, facilities, support services, and the

like.

These findings contradict with the results of instructors' perceptions about the TQM implementations. They stated that they cannot participate in the decisions related to management and management was not perceived as leadership in the department.

In terms of TQM, the department and the top management did not give the impression that they adapt leadership and management principles. Especially the department's dependency to the top management should be viewed as a weakness and an aspect to be improved.

4) Communication

When asked about communication patterns in the department, the coordinator stated that most of the communication is provided via written ways. Telephone and oral ways are also used. In TQM principles, communication is defined as "managers should meet personally with employees to disseminate information, provide direction, and respond to questions everyone". Also, success stories recognizing individuals, examples of application of quality tools, and cases of improved customer satisfaction are all materials for quality communication. In this respect, it can be said that communication is not perceived different from its definition in TQM and quality communication patterns need to be improved.

5) Education

Training programs for a continuous development of the staff take place but not in a systematic manner. In order to determine the needs of education there is not a systematic application, thus, the training programs are not designed on the base of assessed needs but the felt needs. Two years ago, for all the instructors in the department, a two-week in-service training program on the teaching methods, motivation, course design and evaluation techniques were held. The training program was designed and conducted by an instructor specialized in program development in the same department.

According to TQM principles, the department fulfils the training programs but these programs were not done through systematic needs assessment. What needs should be met through the training programs remains unclear.

6) Problem solving

Previous Total Quality Management activities did involve a team, formed by the volunteer 15 instructors, namely "quality circle" in order to define and solve the problems. The "quality circle" was meeting weekly and the problems discussed were usually about the classroom operations, student matters, evaluation, teaching techniques, achievement rates, physical conditions and student complaints. The Total Quality Coordinator and education coordinator led the circle. During the meetings brainstorming was used. This team met regularly and documented the problems first,

and then the possible solutions and corrections studies were made. Now problems are directed to related unit manager or top management. These are the problems of physical conditions or materials and administrative ones. In the pre-year and post-year evaluation meetings and administrative committee meetings, problems are also handled.

It can be interpreted that the department tends to solve the problems with teams and group works but this was observed only in the issues related to instruction, evaluation and classroom operations. Problems related to management seem to be the issues untouchable by the instructors. However, TQM requires problems should be prevented before they occurred or should be solved with participation when occurred.

7) Teamwork and cooperation

The coordinator stated that there used to be regularly meeting "course teams" in the past but this year, these teams are not formed. These groups used to meet regularly and discussed the course content, course materials, teaching methods, assessment and problems with the course, students and any other course related subjects. The management has changed and new management did not direct the course groups. Thus, they naturally disappeared. Still, for some courses, instructors come together informally to achieve coherence among courses. Other than this, there used to be a "quality circle" that met weekly and discussed all kinds of courses-related problems, students, instructors and management. This team did also function

as problem solver by documenting and communicating the problems. Currently there exists no "quality circle". This year, teams were formed by more experienced instructors in teaching and in the related issue. Different subject area instructors take part in the teams depending on the issue discussed. The theme and member of the teams are:

1. Program development (all instructors teaching in the program),
2. Program coordination (program coordinator and an assisting instructor),
3. Instrument development, data collection and analysis on the evaluation of instructors and courses (program coordinator and an assisting instructor),
4. Data collection and analysis of achievement rates (quality coordinator and one assisting instructor)
5. Outside training, seminars, in-service training ((subject area?) area specialized instructors)
6. Social activities, meetings, trips etc.

Teamwork and cooperation aspects seem to be implemented effectively but this was done only in the issues related to instruction. Management related issues still cannot be discussed in teams or teams were not formed for these purposes.

8) Evaluation and Feedback

Here, evaluation was inquired in three stages;

1) Program evaluation; there is not a systematic program evaluation study. In

the yearly committee meetings, good and bad sides of the program and courses are discussed and necessary changes are decided.

2) Management evaluation; evaluation or assessment of management does not exist in the school. Informal evaluations by the top management can take place from time to time.
3) Instructor evaluation; It was pointed out that instructors are systematically evaluated by the students at the end of each academic term. Instructors are informed with the results. Also, the top management inquires yearly academic works and education works.

Evaluation aspects of TQM were implemented in one dimension. Other evaluation strategies from different sources did not take place. In this respect, the department did not seem to adapt quality principles sufficiently.

9) Motivation and promotion

There is not a systematic promotion or rewarding system as required in TQM. Academic Career promotions as defined by the HEC (Higher Education Council) are applied. Any other financial promotion or rewarding system stemming from Total Quality Management is not adopted.

Absence of a particular promotion or rewarding system can be interpreted as a weakness for an institution implementing TQM principles on the base of TQM principle that motivation of personnel as a systematic work of the management.

4.2.5 Parents

One hundred parents of second year students were mailed the evaluation form (App. L) and only 24 of them sent it back. Parents' evaluation of the program is analysed with respect to different program aspects (Table 4.19).

According to the results, the highest means of this group were observed for "communication with academic staff" and "physical conditions" ($\overline{X}$ =3.86 and $\overline{X}$=3.73 respectively). Other higher means were 3.63 and 3.52 for "quality of education" and "quality of academic staff" respectively. The lowest mean was for "support services" ($\overline{X}$=2.50) in this group. As seen in the table, means were generally between 2.50 and 3.73, which meant neutral perception.

Table 4.19

Parents' Perceptions on the Program

Aspects of the program	$\overline{X}$	S
1. Communication with academic staff	3.86	0.94
2. Physical conditions	3.73	1.09
3. Quality of education	3.63	0.84
4. Quality of academic staff	3.52	0.73
5. Social activities	3.40	1.05
6. Learning environment	3.36	0.90
7. Counselling services	3.30	1.36
10. Post graduation job opportunities	3.16	0.85
5. Use of modern technology	3.00	1.06
6. Support services (canteen, transportation etc.)	2.50	0.85

N=24

Lack of a high satisfaction on the program issues can be interpreted that

program operations need to be improved in terms of quality standards that cause customer satisfaction.

As for the open-ended questions, results of parents' evaluation were as follows:

1) Reasons to choose the program

With an open-ended question, parents were asked the reasons to choose the program. Responses were classified as follows.

- Better job opportunities after graduation (50%)
- My son/daughter's preference (30%)
- Tourism is a popular field in Turkey and in the world (30%)
- Relevant to their background education (18%)
- Başkent University is more qualified than other universities (18%)

As seen in the list only 18% of the parents thought that Başkent University is more qualified than the others. This should be interpreted that TQM principles has not yet caused a perception change among most of the parents.

2) Satisfaction with the school

Two open-ended questions were asked to the parents; 1) whether they are satisfied with the school, and 2) what are the strengths and weaknesses of the

program. Sixteen of the 24 parents answered "yes" to the first question while 7 said "no" and one did not answer at all.

When asked strengths and weaknesses of the school, parents answered as follows:

Table 4.20

Parents' Responses to Open-ended Questions

Perceived strengths of the program	N	Perceived weaknesses of the program	N
- Başkent University is open to innovations	8	- the university needs to offer better foreign language education	9
- Başkent University is more qualified than the others	10	- needs to use of modern technology	2
- graduates have better job opportunities	3	- needs to offer new subject areas and study fields	1
- modern technology is used	3	- needs to support the graduates in job placement	5
		- provide better social activities	10
		- better support services (canteen, transportation, library)	10
		- support services (food & accommodation) should be cheaper	15
		- needs to improve university-sector cooperation	2

As observed in table 4.20, parents' perceptions about the weaknesses are more than the strengths. This should be considered that the school did not cause striking changes in the perceptions adapting TQM principles.

3) Satisfaction with the academic achievement of son/daughter

When asked whether they were satisfied with the academic achievement of their son/daughter, 20 of the 24 parents stated that they were satisfied while the rest stated reasons why they were not satisfied. The reasons they stated were "failure in foreign language" and "lack of motivation".

4.3 Output

In this stage, the research question related to outputs of the program was answered through a set of written document collection procedure. Interview with the TQM coordinator did also provide data. Academic achievement rates, graduation, dropout, failure and post graduation rates, and employment achievements were inquired in order to reach the answer. Also graduates' perceptions about the program and employers' expectations from the graduates provided data for output analysis.

The research question was as follows:

- What are the outputs of the program in terms of academic achievement, graduation, dropout, failure, post graduation, and employment achievements?

The question was inquired in line with three basic aspects of outputs; 1) whether the department makes systematic data collection on academic achievement, graduation, dropout and failure, 2) whether the graduates of the school are followed up in terms of post graduation; additional education and employment achievement and 3) whether the results used effectively to improve the program.

The results were presented under these three basic inquiry:

4.3.1 Systematic data collection

In this section, results of data collection analysis on academic achievement, graduation, dropout and failure were presented.

a) Academic achievement

Academic achievement was defined on the base of GPA as 2.00 out of 4.00 per semester and 65 out of 100 for each course registered. In the first academic year of the school no data were recorded so the academic success results beginning from 1996-1997 academic year were obtained. As seen in table 4.21 the highest achievement rate was in 1997-1998 while the lowest achievement rate was observed in 1996-1997.

In the year the achievement was the highest when TQM implementations first initiated.

Table 4.21

Success and Failure Rates of Last Four Years

	1996-1997		1997-1998		1998-1999		1999-2000	
	N	%	N	%	N	%	N	%
Achieved Success	13	25	221	82	309	71	245	68
Failure	40	75	49	18	126	29	116	32
Total	53	100	270	100	435	100	361	100

Data on academic achievement have been gathered since the initiation of TQM implementations and recorded systematically in quality file and referred when needed.

b) Graduation, dropout and failure

Data were gathered through the analysis of TQM Coordination Office documents namely the Quality File. All documents related to graduation, dropout and failure rates by year were filed in the office. It was observed that the documents were kept in the form of tables and presented by year. When examined the documents, following results were reached (Table 4.22): Graduation rate in 1999-2000 was 75% while non-graduation was 18%. Drop out rate was 7%.

As stated by the Quality Coordinator, a systematic search for the reasons of drop-out has not been carried out yet. But in the interview with the coordinator, the reasons for dropouts were explained as failure, preferring another university, dissatisfaction with the school and financial factors.

When considering TQM principles, the department seemed not to follow a systematic data collection on dropout and failure reasons, which can provide valuable information for the evaluation and improvement of program.

Additionally, in the 1998-1999 academic year, a departmental level questionnaire was administered in order to seek the reasons of failure. According to the results, the highest rated reason was "not knowing self-studying techniques". A two-hour seminar on the issue was offered. But the effects of this were not assessed

Table 4.22

Graduation and Drop out Rates

	1999-2000	
	N	%
Graduate	200	75
Non graduate	48	18
Drop out	16	7
Total	264	100

4.3.2 Follow up studies

This section summarizes the results of follow up studies in post graduation, additional education and employment achievement.

In order to obtain data on this aspect, TQM Coordinator was interviewed and TQM Coordination office documents were examined. It was observed that data on post-graduation were not gathered systematically and regularly. The only study on graduates was done with the first year's graduates. The first 20 graduates of the school in 1997-1998 were followed and 85% of them could be reached. It was found that 41% of them work in tourism sector and 47% of them continue their education (source: Quality Coordinator). In the following years the study was quitted and there was no other data on graduates.

This year, a study on graduate follow up was initiated by the University Career Planning Centre. According to the study initiated, all the graduates will be contacted with and the following information will be gathered with a questionnaire:

- Year of graduation
- Present status (work, education, unemployment)
- The way of finding the job
- Name of work place
- Work position
- Satisfaction with the work

4.3.3 Use of results

To analyse this aspect TQM Coordinator was interviewed. The results obtained on academic achievement, failure, graduation, and post graduation, as stated by the coordinator, have not been used in program improvement. However, in the yearly Management Reviewing meetings, these results are presented to the top management, and reasons and improvement plans are asked. Achievement and graduation rates are expected to increase each year. Units are responsible for this, and by the top management every kind of support is promised to provide this.

Use of results of gathered data is very important in TQM implementations. In this regard, the department seemed to ignore this aspect.

4.3.4 Graduates' perceptions

The results of the graduate questionnaire (App. M) were presented under two subtitles. First, the results of Likert scale type of items were analysed and then open-

ended questions were analysed.

According to the results, the highest mean score ($\overline{X}$=4.12) was for the "communication with the academic staff". Similarly the item related to "counselling services" had high mean ($\overline{X}$=3.88). "Quality of education", "quality of academic staff" and "learning environment" had also high means in this group (Table 4.23). On the other hand, "support services" got the lowest mean in this group ($\overline{X}$=2.48).

Table 4.23

Graduates' Perceptions on the Program

Aspects of the program	$\overline{X}$	S
1. Communication with academic staff	4.12	1.08
2. Counselling services	3.88	1.26
3. Quality of education	3.61	0.84
4. Quality of academic staff	3.51	1.06
5. Learning environment	3.51	0.99
6. Use of modern technology	3.32	0.97
7. Physical conditions	3.00	0.74
8. Post graduation job opportunities	2.70	0.95
9. Social activities	2.67	0.94
10. Support services (canteen, transportation etc)	2.48	1.15

N=33

Here, the expected high satisfaction, as required in TQM approach, with all aspects of the program was not observed. Only the interpersonal relations with the academic staff was satisfactory, which may not be a result of TQM implementations.

As for the open-ended questions, the results were as follows:

a) Reasons to choose the program

With an open-ended question graduates were asked the reasons to choose the program. Seventeen of the thirty-two graduates stated that they entered the program because they preferred the area of tourism. Other 10 graduates entered the program with other reasons. Five of them did not answer this question. Other reasons the graduates stated were as follows:

- I prefer the area of tourism and hotel management (21)
- In this area there is better job opportunities (9)
- My parents encouraged me to enter this program (3)

b) Satisfaction with the academic achievement

The second open-ended question was about the satisfaction with academic achievement. Twenty-three of 32 graduates stated that they were satisfied with their academic achievement while the rest stated that they were not satisfied.

c) Present status and satisfaction with the present position (job or post graduate education)

Thirteen of 32 graduates stated that they have got a job at present and 10 of them stated that they are satisfied with the position they are in. Three stated that they are not satisfied with the situation they are in.

Here, expected job placement rates does not seem to occur. About one third of the graduates work at present.

d) Knowledge and skills learned in the school

Twelve graduates stated that they use the knowledge and skills effectively in their job and other working graduates answered this question "partly". Five stated that they do not use knowledge and skills.

Use of skills and knowledge were expected more. However, this finding seems to be consistent with the findings of program evaluation about the relevancy of course contents to the future jobs (it was also neutrally perceived).

4.3.5 Employers' needs and expectations from the graduates

Five hotel personnel managers were interviewed using a structured form (App. N). The form consisted of twenty-four items on the affective and cognitive characteristics of graduates and four open ended questions. During the interview, each characteristic was directed as a question and noted their opinions on the graduates' adequacy or inadequacy in these domains. Results were presented under two main subtitles- affective and cognitive characteristics- since these two domains were emphasized by the managers.

a) Affective characteristics

Interview results showed that inadequate aspects were usually on the affective side. For example, general knowledge, commitment to work, patience for people, devotion, taking responsibility, work discipline, attendance to work, relations with customers and interpersonal relations were the characteristics found inadequate and expected to be developed (Table 4.24). All the interviewees recommended that in school education affective characteristics should be emphasized.

Table 4.24

Employers' Assessment of the Graduates on Affective Characteristics

CHARACTERISTICS	ADEQUATE	INADEQUATE
SERVICE SKILLS-RESTAURANT	4	1
FOOD PRODUCTION SKILLS-KITCHEN	4	1
GENERAL KNOWLEDGE	1	4
COMMITMENT TO WORK	1	4
PATIENCE FOR PEOPLE	2	3
OPENNESS TO INNOVATIONS	3	2
OBEDIENCE	3	2
TEAMWORKING SKILLS	2	4
TAKING RESPONSIBILITY	-	5
INTERPERSONAL RELATIONS	-	5
EAGERNESS FOR PROMOTION	4	1
WORK DISCIPLINE	-	5
ATTENDANCE TO WORK	-	5
RELATIONS WITH COSTUMERS	1	4
POLITENESS	4	1
PHYSICAL APPEARANCE	5	-

N=5

b) Cognitive characteristics

Hotel managers stated that cognitive domain knowledge and skills were expected in the basic level (Table 4.25). Majority of them found these characteristics adequate. They agreed that these characteristics could also be developed on the job. For example, knowledge of "tourism law" or "economy" could be improved if the graduate knew the basic concepts. Practice courses of "food production" and "food and beverage service" were found adequate by most of the managers. "Housekeeping" and "front office" knowledge and skills could be developed with "on the job" experience as well.

Table 4.25

Employers' Assessment of the Graduates on Cognitive Characteristics

CHARACTERISTICS	ADEQUATE	INADEQUATE
TRANSFER OF KNOWLEDGE INTO PRACTICE	5	-
FOREIGN LANGUAGE	4	1
COMPUTER SKILLS	4	1
KNOWLEDGE OF HOUSEKEEPING	5	-
KNOWLEDGE OF FRONT OFFICE	5	-
KNOWLEDGE OF ACCOUNTING	5	-
KNOWLEDGE OF TOURISM LAW	5	-
ECONOMY	5	-

As for the open ended questions "what course(s) would you recommend if you were the program developer in a tourism school?" managers recommend that the subjects related to public relations, communication, work discipline, organizational behaviour, effective speaking skills have to be integrated into the program or emphasized in the courses. One of the managers recommended that "work discipline" or "work culture" course need to take place in the program separately.

In all the hotels the interview was conducted, Başkent University graduates were employed and employers stated that they were satisfied with their work performance.

4.4 Summary of results

This section involves a summary of results in line with the research questions.

4.4.1 Inputs

In relation with input stage of the program evaluation, the following summary can be presented:

In terms of written documents, the department has a variety of documentation required in TQM implementations and required in ISO 9000 registration standards. A systematic data collection procedure takes place. Data on student and faculty characteristics are gathered regularly. Pre-term and end-term documentations including course descriptions, course plans and evaluation reports, yearly evaluation reports, informative program booklets and "quality" files are also available in TQM Coordination Office.

Since the management and control of financial resources and university-wide facilities like transportation, canteen and recreation services are in the control of university management, documentation and improvement activities are not done by the department.

Facilities like classrooms and computers, computer labs, library holdings and work places were reported sufficient to meet the needs of the department by the TQM coordinator. It was also reported that improvements and corrective activities are done in the beginning of each semester. Newly occurred needs on these issues are

assessed by the top (university) management.

4.4.2 Transforming process

For the second research question, results can be summarized in terms of subject groups' results:

1) Students' perceptions on the program and the courses – departmental theory and practice:

The highest means in program perceptions occurred for "evaluation of feedback taken about the courses and the program" and "academic staff's personal attention when students need". The lowest mean in this group was for "sufficiency of canteen and recreation services".

As for students' perceptions about the departmental theory courses, the highest mean ranges occurred for the dimensions of "having a relaxing atmosphere during the lessons" and "the role of teacher is facilitator". On the other hand, "using group work in the courses" had the lowest mean range.

For the practice courses, namely food and beverage production and food and beverage service, the highest mean was for "learning how to use utensils" while the lowest mean was for "transfer of knowledge learnt in nutrition course".

2) Instructors' perceptions on the program and TQM implementations

The highest means of instructor perceptions were for the "sufficiency of number of academic staff", "academic staff's personal attention to students when needed" and "availability of academic staff for guidance and advice". The lowest means occurred for "sufficiency of canteen and recreation services" and "sufficiency of journals on their field in the library".

As for the perceptions about TQM implementations in the department, instructors thought that TQM is necessary for a better management and for the improvement of education. They also agree that TQM is an opportunity for improvement and positive implementations in general. Similarly majority of the instructors stated that they knew the philosophy and principles of TQM. As for the support of management to TQM implementations, most of them thought the management supports the works. Instructors stated that they most frequently participate in only educational oriented decision. Majority of the instructors found the current communication methods in the department effective. The most frequent problem solving method was stated as "after the problems occurred". Sixty percent of the instructors stated that they attained a training program on TQM in the department. Instructors stated that they could get feedback from the management when they communicate it. As for the team works, most of the instructors stated that there are team works in the department.

3) TQM Coordinator' perceptions on the TQM implementations

The information gathered from the interview with the TQM coordinator provided that TQM implementations are done through a systematic approach defined with ISO 9000 standards. Mission and vision were stated by the university and it was defined in the departments' Quality File. Other than this, there were job descriptions, work procedures and personnel policies in written form. Change was stated as a difficult concept to observe in five years time. Leadership and decision-making were viewed as defined in the principles of TQM by the management. However, instructors stated that they can not participate all kinds of decisions. Although the coordinator stated that strong hierarchical structure from top to bottom was not the policy of management instructors' perceptions were inconsistent with this. According to the coordinator, education and training for continuous improvement as recommended in TQM principles were taken into account by the management and training programs have been conducted for the instructors. As for the teamwork and cooperation, the coordinator stated that teams were formed to discuss and solve the problems on the program issues. The dimension of evaluation and feedback were inquired on three aspects and absence of following evaluation strategies was observed; a) systematic program evaluation b) evaluation of management and c) systematic instructor evaluation and course evaluation. As for the motivation and promotion there existed not a rewarding policy accepted by the management.

4) Parents' perceptions on the program

In the analysis of parents' perceptions on the program, the highest mean was observed for the "communication with academic staff" while the lowest mean was observed for "support services".

4.4.3 Output

According to the data obtained from Quality Coordination Office, academic achievement was the highest in 1997-1998 academic year which was the beginning of TQM implementations. Data have been collected and documented systematically since then.

Graduation rate was 75% in 1999-2000 academic year while dropout rate was 7%. As for the reasons for failure and dropout, no systematic data collection and documentation has been reported.

As for the post graduation follow up studies, the department reported no data collection procedure. The only year data were gathered on the post graduation was on 1997-1998 graduates. Presently, a university-wide follow up study is being planned by University Career Planning Centre.

1) Graduates' perceptions on the program

The highest mean was observed for the "communication with the academic staff" while the lowest mean occurred for "support services".

2) Employers' needs and expectations from the graduates

Interview results with the employers showed that expectations and needs of the sector were mainly based on the affective characteristics of the graduates. The most expected characteristics were patience, devotion to work, taking responsibility, work discipline, attendance to work and interpersonal relations. Cognitive characteristics were the second important aspect emphasized by the managers. They agreed that cognitive characteristics could be improved during the professional life. They also recommended the courses or special trainings to develop affective characteristics such as "working discipline" and "working culture".

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This chapter presents the discussion of implementation of the evaluation model, discussion of the results; implications for theory and future practices and recommendations.

5. 1 Discussion of the evaluation model

In this study, a new evaluation model based on TQM concepts which can be used to examine and evaluate higher education programs was developed and implemented. Model development process and related issues were discussed in Chapter 3.

The model makes valuable contributions to the field of higher education program evaluation for two reasons;

1) So long evaluation models are assessment-based relying on the institutions' meeting quality requirements through a set of standards generally structured to register quality awards like ISO 9000, Malcolm Balridge and Deming Prize; The standard-based assessment systems focus on the structural changes, usually managerial, in the institution and inspected by a controlling body.

2) These assessment approaches usually seem to ignore in-depth evaluation of program aspects since the foci of assessment are performance of key process and

product characteristics. By meeting the standardized requirements, the institution neither obtains detailed information about the program activities nor is informed of the effectiveness of the program from the viewpoint of shareholders. In this respect, the model proposed in this study, allows an evaluation approach, which can be informative about the effectiveness of program implementations of TQM through descriptive analysis of activities and perspectives of shareholders.

As for the practicality, it can be said that the model is systematic and general enough to suit different contexts. It has clear links between components and asks "how" question presenting a clear guideline for implementation.

The study is the first in terms of implementation of a "systems approach evaluation model" in TQM principles. Viewing Total Quality Management as "systems approach", Edwards Deming (1986) stated that "*...the people work in a system. The job of the manager is to work on the system, to improve it continuously, with their help*". This expression is key importance for this study since it focused on system assessment for continuous improvement, a basic drawing in program evaluation as well. Hence, the systems approach model used in this study combined TQM concepts and principles with program evaluation understanding. It is also unique in terms of implementation in an institution applying ISO 9000 standards in Turkey. Thus, it presented a three dimensional framework in program evaluation with its conformance to TQM principles, program evaluation and ISO 9000 standards. In this manner, the model provided a guide for program evaluation and improvement activities in accordance with "continuous improvement" principle of TQM.

As for the measurement aspect, the model provided applicability of means in the analysis of system components and shareholder-oriented measurement through a variety of criteria. It allowed data gathering from a large scope on shareholders' judgement of the service they received. With a large scale of data gathering procedure, the model components, especially in transforming process, paved the way to evaluate shareholders' perceptions as a basis for quality measurement in higher education. In this respect, the model is adoptable to a shareholder-oriented approach to quality as well. For the importance of measuring shareholder perceptions, Owlia and Aspinwall (1998) argue as follows:

> ...this is reinforced when considering the fact that quality of service in general is subjective, unlike quality of products, which can be measured objectively, and so an appropriate way of measuring this characteristic is to assess the perception of consumer.

Another facet is that measuring the effectiveness of a program with an emphasis on teaching aspects consistent with higher education environment, the model anticipated the identification of what quality dimensions should be. As well as program quality dimensions, practice and departmental theory courses dimensions in accordance with TQM principles were integrated. Course and program level findings from different subjects groups were compared. Although the social and the managerial systems analysis was not involved in this study, the model let, by applying appropriate criteria, gathering perceptions of the instructors on management and the social aspects in transforming process analysis.

As a conclusion, it is possible to say that the model is powerful in two ways; 1) it is a well-integrated model for curriculum evaluation and understanding of TQM and ISO 9000 standards in higher education institutions, 2) it offers a multiple-

sources approach to shareholder-oriented measurement in terms of both the variety of dimensions and the sources.

Even though the results cannot be generalized, the model can be used in the institutions with similar context. Future research and case studies are recommended implement the social and managerial systems components.

As for the limitations of the model implementation procedure, the "social system" and the "managerial system" components of the model could not been included due to time and manageability factors. It is suggested that in a larger scope study, implementation of these components would provide valuable complementary data on the system as a whole.

5.2 Discussion of the results

Discussion of the results was presented under three subheadings; discussion of the results of input analysis, discussion of the results of transforming process analysis and discussion of the results of output analysis.

5.2.1 Results of the input analysis

Input analysis was done through a set of written documents and an interview with the TQM coordinator. Discussion of the results were presented under four sub themes:

1) Technical system core elements

Results of the input analysis showed that the department accumulates a considerable amount of data on faculty and student characteristics as required in TQM principles (in accordance with "quality measurement" and "customer oriented" approach). According to Crosby (in James, 1996), quality measurement means generating data about current and potential non-conformities and developing appropriate corrective actions. Measurement data must be current and preferably on line. In this manner, in terms of identification of customers, the department's systematic data collection about student characteristics and faculty characteristics should be viewed as meeting "systematic data collection" principle. Data processing is also conducted and yearly results are evaluated. Use of data is usually on the base of individual student support and guidance. Information sheets are referred when an individual student needs support or guidance. Faculty characteristics are also analysed one by one following and renewing the CVs. Continuing post graduate MA and PhD programs are highly encouraged by the management. In this regard, the principle on "educate and develop people" is followed through collecting data on academic studies. Also in-service training schedules, seminars and similar activities are kept in Department Quality File.

Here, one aspect to be improved is the definition and needs analysis of remaining shareholders, namely employers in tourism sector, parents, alumni, other higher education institutions, Ministry of Education, Ministry of Tourism and Higher Education Council. In a similar study conducted at Marmara University, Külahçı

(1995) found that, in the Faculty of Engineering, the shareholder identification studies were done only for the students and instructors; still needs and expectation analysis of these groups were not carried out.

2) Data collection and processing

In discussing the technical system analysis Tribus' analysis must be referred to. According to him (1990) "the technical system includes all the tools and machinery, the practice of quality science and the quantitative aspects of quality. If you can measure it, you can probably describe and perhaps improve it using the technical system approach". The technical system is concerned with the flow of work through the organization to the ultimate customer. Included are all the work steps performed, whether by equipment, computers, or people; whether manual labour or decision-making. In the same manner, Tribus states that the technical system contains the following core elements:

- scientific accumulation of technology
- pursuit of standardization
- workflow, materials, and specifications
- job definitions and responsibility
- machine/person interface
- number and type of work steps
- availability and use of information
- decision-making process

- problem-solving tools and process
- physical arrangement of equipment, tools, and people

Results of the technical system analysis showed consistency with the fore-mentioned analysis. In order to accommodate these core elements, the department fulfils the "input stage" requirements. For example, with the number and up-to-dateness of computer labs, class-sizes, number of faculty members, course schedules and course outlines; the department fulfils physical arrangement of equipment, tools and people. With keeping the Quality File, availability and use of information is provided. The File also involves a large variety of processes and information from job definitions and responsibility of the faculty and other staff to number and type of work steps. In all data gathering procedures, data are analysed and reported in terms of statistical methods like frequency tables, graphs, and comparative statistics (e.g. yearly achievement rates, demographic data on students). Thus, it can be concluded that in the department, besides student and faculty profiles, all the work steps performed are documented in order to provide "the flow of work" through written documents such as course descriptions, course outlines, course evaluation forms, instructor evaluation forms.

3) Shareholder identification

From the shareholder-oriented point of view, as Lewis and Smith (1994) stated two most basic questions for all organizations are *what is our mission* and *who are our customers?* Most colleges and universities have a mission, but very few fully

identify whom they serve. Even fewer acknowledge that they serve shareholders. In this regard, it can be said that shareholders of Tourism and Hotel Management Program are identified as the students and the instructors only. However, although parents, alumni, and employers and community are identified as shareholders in the Quality Book of the University, no particular study aiming to analyse their needs and expectations was observed.

4) Conclusions

Thus, the department was found partly compatible in the following principles of TQM in terms of inputs of the technical system:

1. Identify who are the customers (the first step of Juran's quality planning in Quality Triology) (Juran, 1988). This aspect needs to be developed for other customers.
2. Establish specific goals to be reached and establish plans for reaching goals (Juran, 1988).
3. Understand the purpose of inspection, for improvement of processes and reduction of cost. (Deming principle 3).

As a conclusion, a systematic process to constantly measure and evaluate quality has been established in terms of ISO 9000 standards but not in terms of TQM principles. However, objectives for the quality of services beyond present needs and expectations of customers should be defined since innovation is required to meet the customer needs. Results of customer identification data, classroom operations, course

improvement forms should be evaluated and reflected in all related operations. Market surveys, competitive comparisons, supplier lists, employee-related data and cost and financial figures should be gathered and used actively.

5.2.2 Results of the transforming process analysis

The aim of data gathering in this stage was to measure the effectiveness of the program as perceived by the shareholders (with special reference to the teaching aspects). The question of what the dimensions should be to measure the effectiveness as perceived by the shareholders was supported by a study conducted by Owlia and Aspinwall (1998). The results of their study provided an explanatory framework for quality measurement putting the emphasis on teaching aspects. They validated the framework through internal consistency testing, factor analysis and predictive validity. The program dimensions they suggested were confirmed in measuring shareholder perceptions in this study. Program effectiveness as perceived by the shareholders was measured in five dimensions suggested by them; content, competence, attitude, delivery and tangibles. Thus, the results validated framework by both studies.

For the importance of shareholder perceptions in the process of transforming inputs into operation, Gupta (1993) stated,

> Teaching as a subsystem, within the larger system of higher education, consists of its own sets of input resources, outputs and the process. To put it in the context of TQM, we have to identify "customers" of teaching and the "quality" of teaching desired by the customers. Once this is done, an appropriate transformation process could be designed.

In this respect, the results of this study showed inconsistency with literature in terms of yielding to the work activities that transform the inputs, adding value to them and making them the outputs of the subsystem through the perceptions of shareholders. Perceptions of almost all subject groups showed an average satisfaction between the means of 2.50 and 3.50 in many aspects of the program and TQM implementations. Neutrality on the program issues should be interpreted that high quality implementations do not exist since TQM implementations are expected to cause high satisfaction among shareholders. For example, issues related to program content, program delivery, competence and attitude are the critical ones that TQM implementations should be reflected directly in. In this respect, results of students, instructors, parents and graduates showed consistency with each other. Briefly, it can be said that TQM philosophy and principles were not reflected in program implementations in a way that cause shareholder satisfaction.

Similarly, as for the implementation of TQM principles in the departmental level, "respect for human", "problem solving", "participation in decisions", "promotion and rewarding" and "leadership and teamwork" were the weak points in terms of quality standards. For the instructors, TQM is "documentation and paper work" but not the philosophy or culture change.

The highest mean of all these four groups namely students, instructors, parents and graduates was for the "communication with academic staff". This result can be interpreted that there is a consistency with Deming Principle 10 which refers to "breakdown barriers between departments and programs and between faculty, administration, staff, and students. Those involved in teaching, research (faculty and

institutional), student services, food service, accounting, academic affairs, etc. must work as a team (work teams and cross-teams). Develop strategies for increasing the cooperation among groups and individuals. However, the question whether TQM implementations cause "good communication" or not remains to be discussed. Because not a systematic approach to improve communication patterns among the parties was observed or noted.

On the other hand, students' perceptions about the departmental theory courses, high means occurred for the aspects defined as very important principles of TQM. "Creating a relaxing and friendly atmosphere in the classroom, trust among the students and the instructors", "teacher's role as a facilitator rather than an authority", "expressing and defending ideas freely in the classroom", "taking place in discussions and questions voluntarily" and "allowance to student critics and judgements" were among these dimensions. These aspects are also consistent with Deming Principle 8 stated as "drive out fear, so that everyone can work effectively for the college or university. Create an environment in which people are encouraged to speak freely".

As for the results of students' perceptions about the practice courses, majority of the means were high, especially the ones "we learn how to use utensils and kitchen equipment" and "we develop skills for our future job". This can be interpreted that course contents were designed relevant to "develop skills and performance" principle of TQM.

The aspects perceived as insufficient in the program showed consistency in all four-subject groups. "Sufficiency of canteen and recreation services" and "support

services" was the dimensions perceived as insufficient. Since these program aspects are under the control of university management it can be interpreted that there is a lack of commitment to TQM philosophy by the top management. This conclusion can be done for two reasons; 1) results of the interview with TQM coordinator showed that results of a previous university-wide shareholder-satisfaction survey were not taken into consideration, and 2) informally stated complaints about the canteen and recreation services from shareholders in all levels were not evaluated. In a similar study, Hergüner (2000) found that the maintenance of TQM systems without continued senior managerial commitment might not suffice to secure change and prevent a reversion to earlier cultural patterns. The results seem to confirm in this respect; lack of senior managerial commitment on the issue might lead inadequate implementations and shareholder dissatisfaction.

Another program dimension that needed to be improved was library holdings. Especially the results of instructors' perception about the program showed that library holdings (especially journals) on specialized areas are in scarce.

As for the delivery dimension, students' perceptions showed that "group work" did not take place in teaching/learning process. This dimension is very important in implementing TQM principles in the classroom. As a teaching technique it should be integrated in in-service training programs for the instructors.

Instructors' evaluation of TQM implementations and managerial aspects showed that there is not a participatory management in the department. In problem solving and decision making-teaching-based- processes all members are not involved. The role of management seems as not the facilitator as Deming (1986)

promoted the role of management as one of the facilitating workers to do their best by involving workers in decision-making. Then, this aspect is not consistent with TQM principles.

5.2.3 Results of the output analysis

The aim of the output analysis was to search whether the processes were based on the facts and data gathered and analysed on the outputs. It was found that partial data were gathered and analysed on student success, graduation, failure and drop-out.

However, majority of required data were not gathered from the shareholders and the ones collected were not used in program improvement process. Although feedback strategies in some issues like instructors' evaluation, course evaluation were observed, analysis and transforming strategies seemed to be less emphasized. The reasons lead to students' failure and dropout stemming from program weaknesses were not inquired with systematic data collection and analysis. Furthermore, data on remaining shareholders, namely employers in tourism sector, parents, alumni, other higher education institutions, Ministry of Education, Ministry of Tourism and Higher Education Council, were not gathered and transformed into program development activities. Needs assessment strategies need to be adopted.

Additionally, follow up studies on the graduates were not conducted and use of these data was not systematized. As one of the prerequisities of TQM, graduate follow up studies; job placement, success on job entrance exams and employer

satisfaction studies should be conducted and the results should be reflected in program improvement activities.

As for the needs and expectations of the employers, Willis and Taylor (1999) inquired the perceptions of employers about the graduates of quality colleges. They found out that employers thought communication skills, lack of work ethic, sense of commitment and patience were the most frequent weaknesses of the graduates. Their findings were very similar to those of the present study. Hotel managers' major expectations from the graduates were patience, devotion to work, taking responsibility, work discipline, attendance to work and interpersonal relations. In the same concern, Lankard's (1994) analysis of employers' expectations of vocational education revealed that 51.2% of the surveyed employers stated that the new graduates had lack of communication and interpersonal skills. They also stated that in focus group interviews, young people lack discipline; they expect to be catered to; they don't want to do dirty jobs; they don't respect authority. Results of employer expectations from the graduates analysis showed that TQM principles on shareholders' expectations and satisfaction (here employers) were not implemented. However, in order to provide all parties satisfaction and participation in program design, systematic data collection and communications with outside institutions and employers must be established.

As a summary, majority of TQM implementations in the department remain ineffective in terms of the dimensions evaluated in this study. The program aspects of content, delivery, competence, attitude and tangibles were found insufficient. For the instructional aspects, student-centred approaches involving the terms of

leadership, group work, cooperation, communication, self-development, creativity, critical thinking, ability to put learning into action, problem solving skills and decision-making skills feedback, rewarding and motivation were not perceived as positive as need to be in TQM. As for the implementations in management, the aspects related to philosophy adaptation, culture change, respect for human, decision-making, problem solving, communication, quality of education were found not in the desired level.

Besides, communication with academic staff, sufficiency of work places, number of classrooms and computers, effectiveness of practice courses, communication patterns in the department, evaluation of education were the aspects perceived in the desired level.

5.3 Implications and recommendations

In this study, a variety of information (institutional, instructional, program, personal) was collected from multiple sources (students, instructors, employers, parents, graduates, management) using multiple ways (questionnaires, interviews, written documents). The implications and recommendations were presented in three sub-headings; implications for theory, implications for practice and a program development framework recommended based on the components of the evaluation model.

5.3.1 Implications for practice

1) The evaluation model developed for the Tourism and Hotel Management Program should be integrated into the program improvement studies. The model will provide an in-depth analysis of the program activities and TQM implementations. The model also provides shareholder identification from a larger scope.

2) Shareholders should be identified as students, instructors, administration, parents, graduates, employers, other higher education institutions, Higher Education Council, and Ministry of Education.

3) Through a shareholder identification strategy, needs assessment studies should be done systematically and the results should be integrated into program improvement strategies.

4) Extra-curricular aspects, such as support services, in needs assessment studies should be emphasized more. Canteen, recreation services, transportation and library holdings should be reviewed and improvement studies should be conducted.

5) Development of teaching aspects should be emphasized, especially the more appropriate teaching/learning methods to TQM principles such as cooperative learning.

6) The program should be improved integrating affective aspects into the courses or courses should be designed to meet the sector's needs and expectations. Training modules could be developed to improve communication skills, work discipline, working culture etc.

7) School-sector communications should be improved and their needs and

expectations should be integrated into the program development studies.

8) Senior management support to the unit-level TQM studies should be improved.

9) All these studies should be systematized in a continuing manner as suggested in TQM principles and program evaluation approaches.

5.3.2 Implications for theory

Based on the results of the study, it can be said that the most important implication should be "reconsidering the new theory" in educational context. It has been observed that there were some problems in the adaptation of theory into education in terms of philosophy and conceptualisation.

For philosophy adaptation, educational institutions should understand TQM requires an orientation change in their approaches to education. This change may not be stated so overtly in the theory of TQM that originally has industry roots; and appeared with its loops when transforming into other areas. The term culture change, which possesses a "softer" meaning, does not sufficiently meet the idea of a total orientation change in strictly defined academic systems. Orientation change requires a new understanding of management and education. For education, we need a shift from simple teaching to a systematic and strategic management of learning; and for management, a transform from hierarchical top-down structures to top management commitment, management participation and leadership.

In order to transform industry-based concepts into education-based terms, a

reconceptualization process should take place. TQM for educational institutions should be viewed as an independent educational theory and principles and concepts should be reconsidered in terms of educational approaches. Especially the concepts of ISO 9000 cause misimplications in educational institutions adapting these quality assurance standards. Although there existed education based principles and concepts in the implementation models of TQM, a common acceptance and agreement on these terms are not observed; instead each institution creates its own concepts relevantly to that specific context. The first thing that needs to be done is to begin with redefining the terms and concepts and reviewing the principles in accordance with educational approaches and context.

In summary, we need a new concept; "educational theory of TQM" so that we can review the concept "implementation of TQM in education".

5.3.3 Recommendations

A program development framework should be suggested for tourism and hotel management vocational education. The model in this study should be the basis of the framework and contain the following criteria:

1. Set criteria for program development

- The criteria the program based on are the Total Quality Management principles redefined for higher education

- Adopt the systems approach model in order to set strategies for program.

2. Shareholder identification

- Define the shareholders of tourism and hotel management program as students, academic staff, administration, parents, graduates, employers, Higher Education Council, Ministry of Education, Ministry of Tourism and other educational institutions with same context.
- Conduct a survey to define the needs and expectations of the shareholders.

3. Sector analysis

  - What inputs and sources go currently into the tourism sector in the level of trained personnel.
  - What are the performance skills and knowledge expected from trained employees.
  - Analysis of what kind of sources the tourism sector has.

4. Identification of resources

- Identify what resources are available (use the model components)
- Identify whether the resources are feasible and appropriate to the objectives defined

- Analyse cost effectiveness

5. Data gathering

- Rely all the strategies and activities on data
- Gather data from multiple sources
- Gather both qualitative and quantitative data
- Use statistical methods and data analysis procedures suggested by TQM principles

- Adopt a systematic data collection procedure (collect, analyse, interpret and make use of data systematically)

6. Program development

- Plan all the stages identified in the technical system of the model
- Make use of TQM principles in planning instructional processes
- Make use of relevant educational research on planning teaching/learning processes
- Make use of technologies when planning instructional material
- Give credit frequent feedback and evaluation
- Plan continuous education strategies
- Adopt suitable evaluation strategies for program improvement

This framework was developed on the base of findings of the study and the evaluation model. The focus of the framework is on the dimensions identified as aspects need to be improved in this study. Identification of the components in the model will serve program development studies as well as program evaluation and improvement strategies. The social and managerial subsystems should also be taken into consideration in decision making stage.

As a concluding remark Deming's (1986) principle must be mentioned here. He pointed out that "improve constantly and forever the system of production and service (principle 5)". Improvement is not a one-time effort. Management is obligated to continually look for ways to reduce waste and improve quality. Hence, the most important interpretation of this study can be the continuous evaluation for continuous development.

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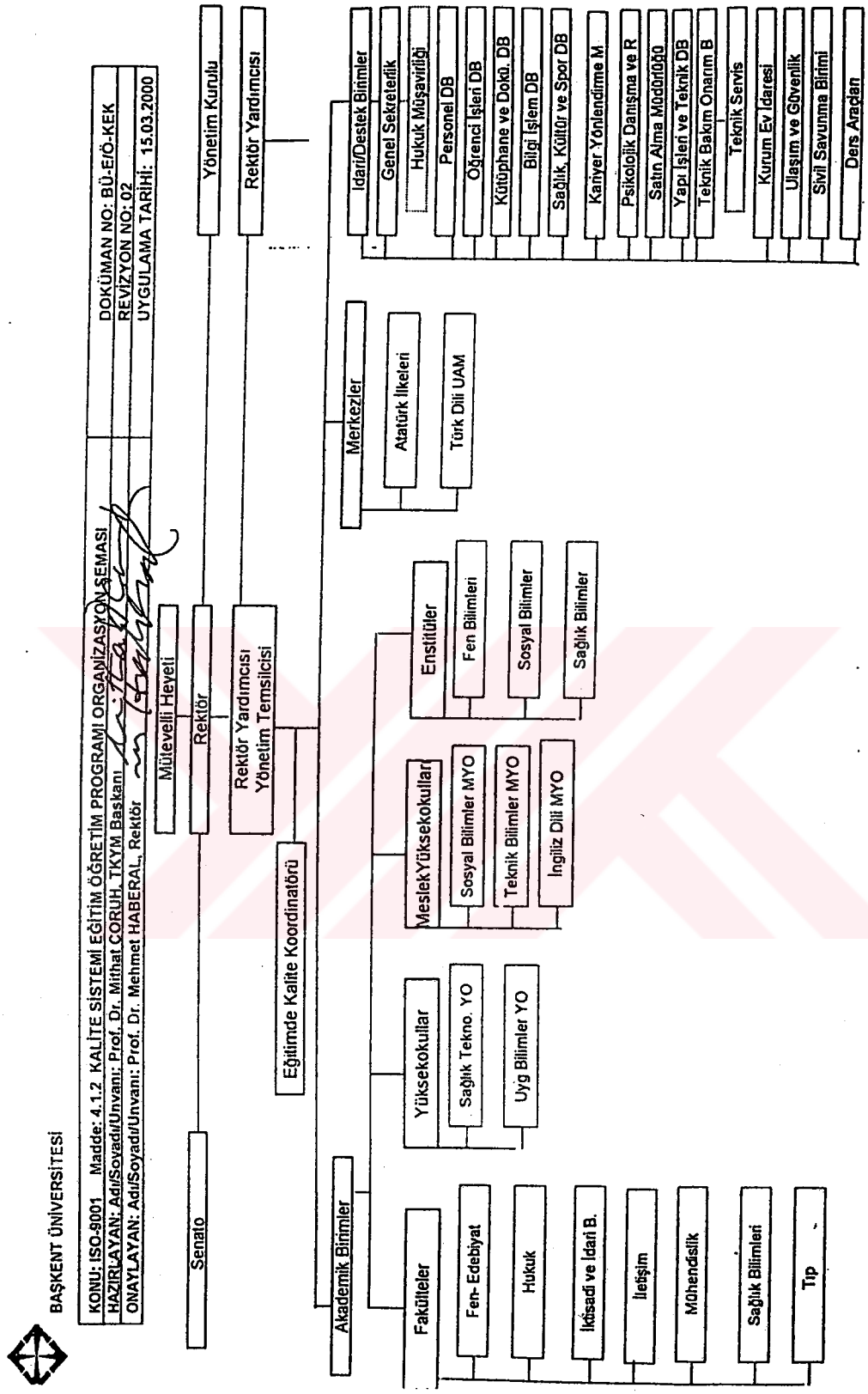
APPENDIX A


BAŞKENT ÜNİVERSİTESİ
KONU: ISO-9001 Madde: 4.1.2 KALİTE SİSTEMİ EĞİTİM ÖĞRETİM PROGRAMI ORGANİZASYON ŞEMASI
HAZIRLAYAN: Adı/Soyadı/Unvanı: Prof. Dr. Mithat CORUH, TKYM Başkanı
ONAYLAYAN: Adı/Soyadı/Unvanı: Prof. Dr. Mehmet HABERAL, Rektör
DOKÜMAN NO: BÜ-E/Ö-KEK
REVİZYON NO: 02
UYGULAMA TARİHİ: 15.03.2000
Yönetim Kurulu
Rektör Yardımcısı
Müteveffi Heyeti
Rektör
Rektör Yardımcısı Yönetim Temsilcisi
Senato
Eğitimde Kalite Koordinatörü
Akademik Birimler
Merkezler
Atatürk İlkeleri
Türk Dili UAM
Enstitüler
Fen Bilimleri
Sosyal Bilimler
Sağlık Bilimler
Meslek Yüksekokullar
Sosyal Bilimler MYO
Teknik Bilimler MYO
İngiliz Dili MYO
Yüksekokullar
Sağlık Tekno. YO
Uyg Bilimler YO
Fakülteler
Fen- Edebiyat
Hukuk
İktisadi ve İdari B.
İletişim
Mühendislik
Sağlık Bilimleri
Tıp
İdari/Destek Birimler
Genel Sekreterlik
Hukuk Müşavirliği
Personel DB
Öğrenci İşleri DB
Kütüphane ve Doküm. DB
Bilgi İşlem DB
Sağlık, Kültür ve Spor DB
Kariyer Yönlendirme M
Psikolojik Danışma ve R
Satın Alma Müdürlüğü
Yapı İşleri ve Teknik DB
Teknik Bakım Onarım B
Teknik Servis
Kurum Ev İdaresi
Ulaşım ve Güvenlik
Sivil Savunma Birimi
Ders Araçları

APPENDIX B

BAŞKENT ÜNİVERSİTESİ SOSYAL BİLİMLER MESLEK YÜKSEKOKULU ÖĞRENCİ TANITIM FORMU

Sevgili öğrencimiz, bu anket sizi daha yakından tanımak ve iletişimimizi güçlendirmek amacıyla hazırlanmıştır. Lütfen sorulara içtenlikle yanıt verin.

Okul Müdürü

****

A. Kişisel Bilgiler

Adı-Soyadı :

Doğum Yeri :

Doğum Tarihi :

Adres :

Telefon :

ÖSS puanınız :

ÖYS puanınız: :

Aşağıdaki sorulara (X) işareti koyarak yanıtlayınız.

B. Aileye ait Bilgiler

1. Anneniz -----a) Yaşıyor ------b)Vefat etti
2. Annenizin eğitim durumu
   - --------a) İlkokul mezunu
   - --------b) Ortaokul mezunu
   - --------c) Lise mezunu
   - --------d) Üniversite mezunu
3. Annenizin mesleği
   - -------a) Ev hanımı
   - -------b) Devlet memuru (çalıştığı kurumu ve ünvanını belirtin) _____
   - -------c) İşçi (çalıştığı kurumu ve ünvanını belirtin) _____
   - -------d) Emekli
   - -------e) Serbest (işini belirtin)_____
   - -------f) Diğer (lütfen belirtin) _____

4. Babanız -------a)Yaşıyor -------b) Vefat etti

5. Babanızın eğitim durumu

--------a) İlkokul mezunu

--------b) Ortaokul mezunu

--------c) Lise mezunu

--------d) Üniversite mezunu

6. Babanızın mesleği

-------a) Devlet memuru (çalıştığı kurumu ve ünvanını belirtin) _____.

-------b) İşçi (çalıştığı kurumu ve ünvanını belirtin) _____

-------c) Serbest (işini belirtin)_____

-------d) Emekli

-------e) İşsiz

7. Anneniz ve babanız

--------a) Beraber yaşıyorlar

--------b) Ayrı yaşıyorlar

--------c) Boşandılar

8. Kardeşiniz --------a) Var -------b) Yok

9. Kaç kardeşsiniz? ----------

10. Aşağıdakilerden hangisi sizin için geçerli?

---------a) Ailemle Ankara'da yaşıyorum

---------b) Ailem Ankara'da ve onlardan ayrı yaşıyorum

---------c) Ailem Ankara dışında ve evde kalıyorum

---------d) Yakınlarımın yanında kalıyorum

---------e) Ailem Ankara dışında ve yurtta kalıyorum

11. Ailem --------a) Kirada oturuyor

--------b) Kendilerine ait evde oturuyor

--------c) Lojmanda oturuyor

C. Okul Bilgileri

12. Kayıtlı olduğunuz programı işaretleyin

-------a) Büro Yönetimi

-------b) Yiyecek ve İçecek İşletmeciliği

-------c) Turizm ve Otelcilik

-------d) Turizm Rehberliği

13. Üniversite sınavına kaçıncı girişinizde bu programa yerleştirildiniz?

--------a)Birinci

--------b) İkinci

--------c) Üçüncü

--------d) Üçten fazla

14. Daha önce başka bir üniversitede öğrenci olarak bulundunuz mu ?

----------a) Evet -------b) Hayır

15. Evet ise hangi üniversitenin hangi bölümünde idiniz ?

_____

16. Bu programı seçmenizde aşağıdakilerden hangisi sizin için etkili oldu ? (Öncelik sırasına göre 1'den başlayarak numaralandırınız)

----------a) Ailemin tercihi ve yönlendirmesi

----------b) Tamamen kendi tercihim

----------c) Bu bölümde okuyan arkadaşlarımın etkisi

----------d) Diğer (lütfen belirtin)

D. Beklentiler ve Planlarla İlgili Bilgiler

17. Başkent Üniversitesini seçmenizin sebebi aşağıdakilerden hangisi/hangileridir ? (Sizin için önemli olan ilk üçünü öncelik sırasına göre 1'den başlayarak numaralandırınız)

----------a) Başka bir üniversiteye girememiş olduğum için

----------b) Özel bir üniversitede okumayı tercih ettiğim için

----------c) Eğitim kalitesinin daha yüksek olduğuna inandığım için

----------d) Askerliğimi tecil ettirmek için

----------e) Ailem istediği için

----------f) Sadece üniversite diplomasına sahip olmak için

----------g) Başka bir üniversitede başarısız olduğum için

----------h) Diğer (lütfen belirtin) _____

18. Bu programı seçmenizin sebebi aşağıdakilerden hangisi/hangileridir ? (Öncelik sırasına göre 1'den başlayarak numaralandırınız)

---------a) Bir meslek sahibi olmak için

---------b) Sosyal çevre edinmek için

--------c) Bu alan ilgimi çektiği için

---------d) Diğer (lütfen belirtin) _____

19. Okulunuzu seçmeye karar vermeden önce Başkent Üniversitesi hakkında bir fikriniz var mıydı?

--------a) Evet --------b) Hayır

20. Yanıtınız **Evet** ise bilgi aldığınız kaynağı ve bilgiyi yazınız.

_____

_____

21. Bu programdan mezun olduğunuzda eğitiminizle ilgili bir iş yapmayı düşünüyor musunuz ?

----------a) Evet ----------b) Hayır

22. Onuncu soruya **Hayır** dediyseniz aşağıdaki sebeplerden hangisi sizin için geçerli?

----------a) Bu alanı sevmediğim için

----------b) Sadece diploma almak önemli olduğu için

----------c) Bu alanda iş bulmak zor olduğu için

----------d) Maddi açıdan beni tatmin etmeyeceği için

----------e) Diğer (lütfen belirtin) _____

E. Sosyal ve Kültürel Bilgiler

23. Aşağıdaki aktivitelerden hangisine/hangilerine düzenli olarak zaman ayırıyorsunuz?

---------a) Spor

---------b) Resim

---------c) Müzik

---------d) Sinema

---------e) Tiyatro

----------f) Güzel sanatların diğer alanları

----------g) Diğer (lütfen belirtin) _____

24. Üniversitede bu alanlardan hangisinde aktif olarak yer almak istersiniz?

---------a) Spor

---------b) Resim

---------c) Müzik

---------d) Sinema

---------e) Tiyatro

----------f) Güzel sanatların diğer alanları

----------g) Diğer (lütfen belirtin) _____

25. Hangi sıklıkla gazete okursunuz?

----------a) Hergün

----------b) İki günde bir

----------c) Üç günde bir

----------d) Haftada bir

----------e) Haftada birden daha az

----------f) Hiç

26. Düzenli olarak aldığınız yada abone olduğunuz bir dergi var mı?

----------a) Evet ----------b) Hayır

27. Yukarıdaki soruya **Evet** dediyseniz derginin adını belirtin. _____

28. Ankette yer alan sorular dışında belirtmek istediğiniz bir şey varsa lütfen yazın.

_____

_____

_____

Ankete verdiğiniz içten yanıtlar için teşekkür ederiz.

APPENDIX C

DERS PROGRAMI

			D	U	K
Birinci Yarıyıl (Güz)					
TURO	101	Genel Turizm	2	-	2
TURO	103	Genel İşletme	2	-	2
TURO	107	Davranış Bilimleri	2	-	2
TURO	109	Ekonomi	3	-	3
TURO	111	Genel Muhasebe	2	-	2
TURO	113	Hukuka Giriş	2	-	2
ING	191	Mesleki İngilizce I	3	2	4
TÜRK	101	Türk Dili I	2	-	2
İkinci Yarıyıl (Bahar)					
TURO	118	Bilgisayara Giriş	2	2	3
TURO	120	Turizm Pazarlaması	2	-	2
TURO	122	Seyahat Acenteciliği	2	-	2
TURO	124	Otel İşletmeciliği	2	-	2
TURO	126	Konaklama Muhasebesi	3	-	3
TURO	128	Halkla İlişkiler	2	-	2
ING	192	Mesleki İngilizce II	3	2	4
TÜRK	102	Türk Dili II	2	-	2
TURO	130	Staj	-	-	-
Üçüncü Yarıyıl (Güz)					
TURO	211	Bilgisayar Uygulamaları I	2	2	3
TURO	219	Önbüro	1	2	2
TURO	221	Kat Hizmetleri	1	2	2
TURO	223	İstatistik	2	-	2
TURO	241	Yiyecek Üretimi I	1	2	2
TURO	243	Yiyecek ve İçecek Servisi I	1	2	2
ING	291	Mesleki İngilizce III	3	2	4
ATA	201	Atatürk İlkeleri ve İnkılap Tarihi I	2	-	2
Dördüncü Yarıyıl (Bahar)					
TURO	212	Bilgisayar Uygulamaları II	2	2	3
TURO	234	Turizm Seminerleri	2	-	2
TURO	236	Çevre ve Alternatif Turizm	2	-	2
TURO	238	Turizm Mevzuatı	2	-	2
TURO	242	Yiyecek Üretimi II	1	2	2
TURO	244	Yiyecek ve İçecek Servisi II	1	2	2
ING	292	Mesleki İngilizce IV	3	2	4
ATA	202	Atatürk İlkeleri ve İnkılap Tarihi II	2	-	2

Not: D: Haftalık teorik ders saati, U:Haftalık uygulama saati, K:Dersin kredisi

APPENDIX D

BAŞKENT ÜNİVERSİTESİ SOSYAL BİLİMLER MESLEK YÜKSEK OKULU
ÖĞRETİM ELEMANI VE DERS DEĞERLENDİRME FORMU
(2000-2001 GÜZ YARIYIL)

Sevgili öğrenciler bu form ile ders sorumlusu öğretim elemanını değerlendirmeniz istenmektedir. Başlamadan önce dikkatlice okuyun.

1. Optik formda sadece "dersin adı", "ders sorumlusunun adı" ve "yarıyıl" kısmını doldurun.
2. Soruları dikkatlice okuduktan sonra acele etmeden ve hata yapmadan optik formdaki karşılıklarını işaretleyin. Optik formdaki soruların karşısında yer alan sıralamada "EN DÜŞÜK PUAN 1", "EN YÜKSEK PUAN 5" tir.

1. Öğretim elemanı dersin başında dersin hedeflerini açıkça ifade etti.
2. Dersin başında bizden beklediklerini açıkladı.
3. Her dersi dikkatli bir şekilde planlamıştı.
4. İşlenecek derse ilişkin önemli noktaları önceden belirtti.
5. Önemli konuları iyi bir şekilde vurguladı ve özetledi.
6. Anlamadığımız karmaşık noktaları iyi açıkladı.
7. Konuyu ilgi çekici bir şekilde anlattı.
8. Ders boyunca dinamik ve istekli idi.
9. Açık ve anlaşılır bir dil kullandı.
10. Konuya hakimdi.
11. Sınıf/laboratuvar ortamına hakimdi.
12. Ders anlatımını görsel-işitsel araç gereçlerle destekledi.
13. Yazı tahtasını etkin bir şekilde kullandı.
14. Derslerin başlama ve bitiş saatlerine özen gösterdi.
15. Ders işlenişinde farklı öğretim yöntemlerine yer verdi.
16. Derste öğrenci katılımına ve sınıf içi tartışmalara ağırlık verdi.
17. Bizleri öğretim sürecine etkin olarak katılmaya teşvik etti.
18. Bizlerden geri bildirim almak için çaba sarfetti.
19. Geri bildirimleri cesaretlendirici idi.
20. Bizleri soru sormaya teşvik etti.
21. Sorularımızı açık ve net bir şekilde cevaplandırdı.
22. Farklı görüşleri dinledi.
23. Bizimle bilgi düzeyimize uygun iletişim kurdu.
24. Kullanılan materyal (kitaplar, notlar, v.b) derse uygun seçilmişti.
25. Sınav soruları derste işlenen konuları yansıtıyordu.
26. Verilen ödev, proje ve benzeri çalışmalar dersin amacına uygundu.
27. Sınav ve ödevlerle ilgili yeterli ve faydalı geri bildirimi sağladı.
28. Sınav kağıtlarını görme ve soru sorma olanağı tanıdı.
29. Sınav ve porjeleri adil bir şekilde değerlendirdi.
30. Ders dışında derse yönelik iletişim kurmak istediğimizde yaklaşımları samimi ve içtendi.

31. Bunların dışında eklemek istediğiniz şeyler varsa belirtiniz.

.....
.....
.....
.....

APPENDIX E

B.Ü. SBMYO AYLIK DERS DEĞERLENDİRME FORMU
Bu form aylık olarak doldurulduktan sonra her ayın ilk haftasında ilgili program sorumlusuna teslim edilmelidir.
Her öğretim elemanı ayrı ayrı doldurmalıdır.

ÖĞRETİM ELEMANI : DERSİN KODU VE ADI: AİT OLDUĞU AY :			
SINAVLAR	SAYISI	BAŞARI ORANI	AĞIRLIĞI (% olarak etkisi)
1. QUİZ 2. ARA SINAV 3. FİNAL 4. ÖDEV/PROJE (VARSA) 5. DİĞER (AÇIKLAYINIZ)			
DERSE KATILIM/DEVAM DURUMU : (BİR AYLIK ORTALAMA DEVAM)			
DERS İŞLEYİŞ YÖNTEMİ			
DERSE YÖNELİK PROBLEMLER			
DEĞERLENDİRMEYE /SINAVA YÖNELİK PROBLEMLER			
GELİŞTİRİLMESİ GEREKEN YÖNLER/ YAPILAN İYİLEŞTİRMELER			
İYİ YÖNLER			
HAFTANIN GENEL OLARAK DEĞERLENDİRİLMESİ			

APPENDIX F

QUESTIONNAIRE
STUDENTS' PERCEPTIONS ON THE PROGRAM

This questionnaire is a component of the data collection procedures for the evaluation of Tourism and Hotel Management Program at Başkent University. It has been designed to collect data on your perceptions about the program. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential.

Thank you for your contribution.

Fatma Mızıkacı
Middle East Technical University
Department of Educational Sciences
May 2000

Please rate the statements about the program on the following criteria.

(1=strongly disagree, 2= disagree, 3=neutral, 4=agree, 5=strongly agree)

IN OUR DEPARTMENT;	1	2	3	4	5
1. Course contents are relevant to students' level	1	2	3	4	5
2. Textbooks are relevant to the course content	1	2	3	4	5
3. We learn knowledge and skills appropriate to our future job	1	2	3	4	5
4. Skills and knowledge learnt here are applicable to similar fields to tourism	1	2	3	4	5
5. We are encouraged to develop communication skills	1	2	3	4	5
6. The way the courses presented encourages us to analytical thinking	1	2	3	4	5
7. The program contains ancillary knowledge and skills, e.g. use of computer	1	2	3	4	5
8. Courses contain the environment that we can practice the knowledge and skills	1	2	3	4	5
9. We are encouraged to lifelong learning	1	2	3	4	5
10. We are encouraged to team working in the courses	1	2	3	4	5
11. Assignments support the knowledge and skills learnt in the courses	1	2	3	4	5
12. Course contents are appropriate to the degree awarded	1	2	3	4	5
13. Exams are representative of course taught	1	2	3	4	5
14. Feedback about the courses and the program taken from us is evaluated	1	2	3	4	5
15. Course materials are timely and sequentially presented	1	2	3	4	5

16. Courses are adequately distributed in a week	1	2	3	4	5
17. Number of students in a classroom is appropriate	1	2	3	4	5
18. Number of academic staff is sufficient	1	2	3	4	5
19.Theoretical knowledge of academic staff is sufficient	1	2	3	4	5
20. Practical knowledge of academic staff is sufficient	1	2	3	4	5
21. Academic staff are expert in teaching	1	2	3	4	5
22. Academic staff are expert in communication	1	2	3	4	5
23. Academic staff are expert in communication	1	2	3	4	5
24. Academic staff are available for guidance and advice when needed	1	2	3	4	5
25. Academic staff give Personal attention when students need	1	2	3	4	5
26. Computer laboratories in the department are sufficient	1	2	3	4	5
27. Computers in the department are sufficient	1	2	3	4	5
28. It is easy to access to the computer laboratories	1	2	3	4	5
29. Software and internet networks are easily accessed	1	2	3	4	5
30. Classrooms in the department are sufficient	1	2	3	4	5
31. Work places in the department are sufficient	1	2	3	4	5
32. The equipment are modern looking and up- to- date	1	2	3	4	5
33. Books on my field are sufficient in the library	1	2	3	4	5
34. Journals on my field are sufficient in the library	1	2	3	4	5
35. Buses and transportation services are adequate	1	2	3	4	5
36. Canteen and recreation services are sufficient	1	2	3	4	5
37. Support staff, technicians, receptionists and secretaries are competent	1	2	3	4	5

APPENDIX G

QUESTIONNAIRE
STUDENTS' PERCEPTIONS ON THE DEPARTMENTAL THEORY COURSES

This questionnaire is a component of the data collection procedures for the evaluation of Tourism and Hotel Management Program at Başkent University. It has been designed to collect data on your perceptions about the program. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential.

Thank you for your contribution.

Fatma Mızıkacı
Middle East Technical University
Department of Educational Sciences
May 2000

Please rate the statements about the program on the following criteria.

(1=strongly disagree, 2= disagree, 3=neutral, 4=agree, 5=strongly agree)

1. In this course there is a relaxing atmosphere	1	2	3	4	5
2. In this course there is a friendly atmosphere	1	2	3	4	5
3. In this course there is trust among parties	1	2	3	4	5
4. In this course there is respect for individual differences	1	2	3	4	5
5. In this course the role of the teacher is facilitator	1	2	3	4	5
6. In this course we share knowledge and help each other	1	2	3	4	5
7. In this course we are encouraged to develop higher order thinking skills	1	2	3	4	5
8. In this course we are encouraged to develop problem solving skills	1	2	3	4	5
9. In this course we are encouraged to develop reasoning skills	1	2	3	4	5
10. In this course we can express and defend our ideas	1	2	3	4	5
11. We voluntarily take place in questions and diseussions	1	2	3	4	5
12. We are encouraged to develop creativity	1	2	3	4	5
13. In this course students' critics and judgements are allowed	1	2	3	4	5
14. In this course we did group work	1	2	3	4	5
15. In this course our work is frequently evaluated	1	2	3	4	5
16. My attitude to this course is positive	1	2	3	4	5

Courses Evaluated

Course 1	Environment and Alternative Tourism
Course 2	Hospitality Accounting
Course 3	Accounting
Course 4	Introduction to Business
Course 5	Tourism Marketing
Course 6	Tourism Law

APPENDIX H

QUESTIONNAIRE
STUDENTS' PERCEPTIONS ON PRACTICE COURSES

This questionnaire is a component of the data collection procedures for the evaluation of Tourism and Hotel Management Program at Başkent University. It has been designed to collect data on your perceptions about the program. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential.

Thank you for your contribution.

Fatma Mızıkacı
Middle East Technical University
Department of Educational Sciences
May 2000

Please rate the statements about the program on the following criteria.

(1=strongly disagree, 2= disagree, 3=neutral, 4=agree, 5=strongly agree)

1. In these courses, we develop practical skills of our future job	1	2	3	4	5
2. We learn how to use the utensil and kitchen equipment	1	2	3	4	5
3. We transfer our hygiene and sterilization knowledge into practice	1	2	3	4	5
4. In these courses, we use the knowledge we learn in nutrition course	1	2	3	4	5
5. We learn cutting techniques	1	2	3	4	5
6. We learn how to prepare basic souses	1	2	3	4	5
7. We learn food keeping methods	1	2	3	4	5
8. We learn international kitchen characteristics	1	2	3	4	5
9. We learn coordination with other units	1	2	3	4	5
10. We learn the importance of teamwork	1	2	3	4	5
11. We learn work discipline	1	2	3	4	5
12. We learn the importance of physical appearance	1	2	3	4	5
13. We learn how to behave each other in professional environment	1	2	3	4	5
14. These courses will contribute significantly to our professional life	1	2	3	4	5

APPENDIX I

QUESTIONNAIRE
INSTRUCTORS' PERCEPTIONS ON THE PROGRAM

This questionnaire is a component of the data collection procedures for the evaluation of Tourism and Hotel Management Program at Başkent University. It has been designed to collect data on your perceptions about the program. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential.

Thank you for your contribution.

Fatma Mızıkacı
Middle East Technical University
Department of Educational Sciences
May 2000
Please rate the statements about the program on the following criteria.

(1=strongly disagree, 2= disagree, 3=neutral, 4=agree, 5=strongly agree)

IN THE DEPARTMENT;					
1. Course contents are relevant to students' level	1	2	3	4	5
2. Textbooks are relevant to the course content	1	2	3	4	5
3. Students learn knowledge and skills appropriate to their future job	1	2	3	4	5
4. Skills and knowledge learnt here are applicable to similar fields to tourism	1	2	3	4	5
5. Students are encouraged to develop communication skills	1	2	3	4	5
6. The way the courses presented encourages students to analytical thinking	1	2	3	4	5
7. The program contains ancillary knowledge and skills, e.g. use of computer	1	2	3	4	5
8. Courses contain the environment that the students can practice the knowledge and skills	1	2	3	4	5
9. Students are encouraged to lifelong learning	1	2	3	4	5
10. Students are encouraged to team working in the courses	1	2	3	4	5
11. Assignments support the knowledge and skills learnt in the courses	1	2	3	4	5
12.Course contents are appropriate to the degree awarded	1	2	3	4	5
13. Exams are representative of course taught	1	2	3	4	5
14. Feedback about the courses and the program taken from students is evaluated	1	2	3	4	5

15. Feedback about the courses and the program taken from us is evaluated	1	2	3	4	5
16. Course materials are timely and sequentially presented	1	2	3	4	5
17. Courses are adequate distributed in a week	1	2	3	4	5
18. Number of students in a classroom is appropriate	1	2	3	4	5
19. Number of academic staff is sufficient	1	2	3	4	5
20. Theoretical knowledge of academic staff is sufficient	1	2	3	4	5
21. Practical knowledge of academic staff is sufficient	1	2	3	4	5
22. Academic staff are expert in teaching	1	2	3	4	5
23. Academic staff are expert in communication	1	2	3	4	5
24. Academic staff understand student's academic needs	1	2	3	4	5
25. Academic staff are available for guidance and advice when needed	1	2	3	4	5
26. Academic staff give personal attention when students need	1	2	3	4	5
27. Computer laboratories in the department are sufficient	1	2	3	4	5
28.Computers in the department are sufficient	1	2	3	4	5
29. It is easy to access to the computer laboratories	1	2	3	4	5
30. Software and internet networks are easily accessed	1	2	3	4	5
31. Classrooms in the department are sufficient	1	2	3	4	5
32. Work places in the department are sufficient	1	2	3	4	5
33. The equipment are modern looking and up- to- date	1	2	3	4	5
34. Books on my field are sufficient in the library	1	2	3	4	5
35. Journals on my field are sufficient in the library	1	2	3	4	5
36. Buses and transportation services are adequate	1	2	3	4	5
37. Canteen and recreation services are sufficient	1	2	3	4	5
38. Support staff, technicians, receptionists and secretaries are competent	1	2	3	4	5

APPENDIX J

QUESTIONNAIRE
INSTRUCTORS' PERCEPTIONS ON TQM

This questionnaire is a component of the data collection procedures for the evaluation of Tourism and Hotel Management Program at Başkent University. It has been designed to collect data on your perceptions about the program. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential.

Thank you for your contribution.

Fatma Mızıkacı
Middle East Technical University
Department of Educational Sciences
May 2000

Put a thick in the best choice(s) for you.

1. Do you think TQM applications are necessary for a better management?
   a) yes b) no c) no idea
2. Do you think TQM applications are necessary for the improvement of education?
   a) yes b) no c) no idea
3. In what areas do the TQM applications take place?
   a) management
   b) teaching
   c) adaptation of philosophy
   d) classroom operations
   e) participation in management
   f) evaluation of education
   g) in-service training
   h) communication
   i) respect for human
   j) documentation
   k) procedure writing
   l) none
   m) other (please specify)_____
4. Do you think the TQM applications in the department are effective?
   a) yes b) no c) no idea
5. Do you think TQM applications should go on?
   a) yes b) no c) no idea
6. How would you define the TQM applications in the department?
   a) "problem"
   b) "opportunity for improvement"
   c) "work load"
   d) "documentation"
   e) "positive works"
   f) "change"

g) other (please specify)_____

7. What issue(s) do you think should be emphasized with the TQM applications?
   a) quality of education
   b) attitude of management
   c) human relations
   d) physical conditions
   e) material supplement
   f) communication patterns
   g) problem solving methods
   h) attitude towards the staff
   i) other (please specify)_____

8. Are there mission, vision and objectives statements of the school?
   a) yes b) no c) no idea

9. Have you informed about the philosophy and principles of TQM implementations in the department?
   a) yes b) no c) no idea

10. Have you observed a systematic change stemming from the TQM applications?
   a) yes b) no c) no idea

11. Do you think the department management supports the TQM implementations?
   a) yes b) no c) no idea

12. Do you participate in decision- making procedure in the department management?
   a) yes b) no c) no idea

13. If your answer is "yes" to question 12, in what ways do you participate?
   a) I am asked my opinion
   b) Democratic decision making in meetings
   c) I myself state my opinion freely
   d) Other (please specify)_____

14. In what kind of decisions are you involved in most?
   a) teaching issues
   b) top management issues
   c) education issues
   d) classroom operation issues
   e) program issues
   f) examination issues
   g) none of them
   h) other (please specify)_____

15. Do you think there is an empowerment and power delegation observed in the department?
   a) yes b) no c) no idea

16. Do you think there is an empowerment and power delegation observed in the university?
    a) yes b) no c) no idea
17. Can you freely state your opinions?
    a) yes b) no c) in some issues
18. What is the common way to communicate in the department?
    a) via memorandum
    b) via telephone
    c) via voce
    d) via written ways
    e) informally coincidentally
    f) other (please specify)

    _____

19. Do you think the ways you stated are effective?
    a) yes b) no c) no idea
20. Is there a systematic communication between the department and tourism business, employers, other schools, Higher Education Council, parents and community?
    a) yes b) no c) no idea
21. Have you attended in TQM training programs in this organization?
    a) yes b) no c) no idea
22. What is the most common way of solving problems in the department?
    a) taking prevention before problems occurred
    b) solving after problems occurred
    c) never solving
    d) other (please specify)

    _____

23. Do you participate in problem solving process?
    a) yes b) no c) in some issues
24. Can you get feedback when you communicate problems?
    a) yes b) no c) sometimes
25. Do you think workloads are fairly distributed?
    a) yes b) no c) no idea
26. Are there team-works in the department?
    a) yes b) no c) no idea
27. If your answer is "yes" to question 26, please specify the issues team working take place?

_____

_____

28. Do you think TQM implementations make Başkent University different from other universities?
    a) yes b) no c) no idea
29. If your answer is "yes" to question 28 please specify the ways that make difference.

_____

30. What do you think are the positive sides of TQM implementations in the department?

31. What do you think are the negative sides of TQM implementations in the department?

32. Please specify if you have anything to add?

APPENDIX K

INTERVIEW SCHEDULE
TOTAL QUALITY MANAGEMENT COORDINATOR OF THE SCHOOL

This interview is a component of the data collection procedures for the evaluation of Tourism and Hotel Management Program at Başkent University. It has been designed to collect data on your perceptions about the program. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential.

Thank you for your contribution.

Fatma Mızıkacı
Middle East Technical University
Department of Educational Sciences
May 2000

1. How and where are the school's mission, vision and objectives stated?
   - Do you think they are stated realistically, and in challenging and feasible way in accordance with TQM.
   - How the members of the department are informed about the mission, vision and the objectives?
2. What observed changes TQM implementations caused in the department?
3. In what ways the management delegates responsibility and authority?
   - In what issues and to what extend?
4. How do the members take part in decision-making?
   - In what kind of decisions and how?
   - In what ways does the management recognize contributions of members?
5. In what ways is leadership learned and encouraged?
6. How and to what degree does the department develop and train teams and encourage teamwork?
   - In what kind of issues teams are formed

7. How and to what degree does the department provide every member with the knowledge and skills needed to do his or her job and to take part in the TQM process?
8. What are the communication patterns in the department? In what ways are the mission, vision and philosophy of the institution communicated?
9. How are the problems solved in the department? Are there systematic problem solving methods defined?
10. What feedback strategies are used in the department?
    - What are the ways to get feedback from the participants?
11. What methods are used to motivate the instructors?
12. What statistical approaches and methods are used to get feedback and assess the activities?
    - What strategies are used to evaluate the program?
    - When designing the curriculum are student needs and expectations taken into consideration?
    - How are the data used gathered in program improvement?
13. What can you tell about the systematic data collection and analysis on success rates, dropout and failure? What about the studies on the reasons of dropout and failure?
14. What kind of follow up studies is used? Can you give information about the graduates' employment achievement, job placement and additional education?
15. What can you tell about the sufficiency of classrooms, computers, computer labs, library holdings and work places sufficient?

APPENDIX L

QUESTIONNAIRE
PARENTS' PERCEPTIONS ON THE PROGRAM

This questionnaire is a component of the data collection procedures for the evaluation of Tourism and Hotel Management Program at Başkent University. It has been designed to collect data on your perceptions about the program. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential.

Thank you for your contribution.

Fatma Mızıkacı
Middle East Technical University
Department of Educational Sciences
May 2000

Please answer the questions about Başkent University Tourism and Hotel Management Program.

1. Have you encouraged your son/daughter to enter this program? Why?
2. Are you satisfied with the school? What are the good and bad sides of the school?
3. Are you satisfied with the academic achievement of your son/daughter in this school until now? If not, explain why?

Rate the following aspects of the program.

1= very low **5=very high**

ASPECTS OF THE PROGRAM	1	2	3	4	5	No idea
1.Teaching–learning environment	1	2	3	4	5	
2. Physical conditions	1	2	3	4	5	
3. Technology up-to-date	1	2	3	4	5	
4. Education quality	1	2	3	4	5	
5. Teaching staff	1	2	3	4	5	
6. Job opportunities	1	2	3	4	5	
7. Counselling services	1	2	3	4	5	
8. Communication with the staff	1	2	3	4	5	
9. Support services	1	2	3	4	5	
10. Social activities	1	2	3	4	5	

APPENDIX M

QUESTIONNAIRE
GRADUATES' PERCEPTIONS ON THE PROGRAM

This questionnaire is a component of the data collection procedures for the evaluation of Tourism and Hotel Management Program at Başkent University. It has been designed to collect data on your perceptions about the program. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential.

Thank you for your contribution.

Fatma Mızıkacı
Middle East Technical University
Department of Educational Sciences
May 2000

Answer the questions about the program you graduated.

1. Why did you prefer Başkent University Tourism and Hotel Management Program?
2. Are you satisfied with the academic achievement you gained in this school?
3. Do you work or continue your education at the moment?
4. Are you satisfied with the position you are at now?
4. How effectively are you using the knowledge and skills you gained in the school in your job now?

Rate the following aspects of the program.

1= very low **5=very high**

ASPECTS OF THE PROGRAM	1	2	3	4	5	No idea
1.Teaching–learning environment	1	2	3	4	5	
2. Physical conditions	1	2	3	4	5	
3. Technology up-to-date	1	2	3	4	5	
4. Education quality	1	2	3	4	5	
5. Teaching staff	1	2	3	4	5	
6. Job opportunities after graduation	1	2	3	4	5	
7. Counselling services	1	2	3	4	5	
8. Communication with the staff	1	2	3	4	5	
9. Support services	1	2	3	4	5	
10. Social activities	1	2	3	4	5	

APPENDIX N

INTERVIEW SCHEDULE
EMPLOYERS' EXPECTATIONS FROM THE GRADUATES

This interview is a component of the data collection procedures for the evaluation of Tourism and Hotel Management Program at Başkent University. It has been designed to collect data on your perceptions about the program. Results will be used in a dissertation only for academic purposes and your responses will be kept strictly confidential.

Thank you for your contribution.

Fatma Mızıkacı
Middle East Technical University
Department of Educational Sciences
May 2000

In what ways are the graduates of tourism programs adequate and inadequate for professional readiness?

CHARACTERISTICS	ADEQUATE	INADEQUATE
1.TRANSFER OF KNOWLEDGE INTO PRACTICE		
2. FOREIGN LANGUAGE		
3. COMPUTER SKILLS		
4. KNOWLEDGE OF HOUSEKEEPING		
5. KNOWLEDGE OF FRONT OFFICE		
6. KNOWLEDGE OF ACCOUNTING		
7. KNOWLEDGE OF TOURISM LAW		
8. KNOWLEDGE OF ECONOMICS		
9. SERVICING SKILLS-RESTAURANT		
10. FOOD PRODUCTION SKILLS-KITCHEN		
11. GENERAL KNOWLEDGE		
12. COMMITMENT TO WORK		
13. PATIENCE FOR PEOPLE		
14. OPENNESS TO INNOVATIONS		
15. OBEYENCE		
16. TEAMWORKING SKILLS		
17. TAKING RESPONSIBILITY		
18. INTERPERSONAL RELATIONS		
19. EAGERNESS FOR PROMOTION		
20. WORK DISCIPLINE		
21. ATTENDANCE TO WORK		
22. RELATIONS WITH COSTUMORS		
23. POLITENESS		
24. PHYSICAL APPEARANCE		

1. Besides the characteristics listed above, what other characteristics would you expect from our graduates?
2. If you were asked to recommend course(s) for a tourism program in vocational education what course(s) would you offer?

APPENDIX O

ÖZET

BAŞKENT ÜNİVERSİTESİ SOSYAL BİLİMLER MESLEK YÜKSEKOKULU TURİZM VE OTELCİLİK PROGRAMININ TOPLAM KALİTE YÖNETİMİ İLKELERİNE GÖRE DEĞERLENDİRİLMESİ

Bu çalışmanın amacı Başkent Üniversitesi Sosyal Bilimler Meslek Yüksek Okulu Turizm ve Otelcilik Programını Toplam Kalite Yönetimi ilkeleri açısından değerlendirmektir. Çalışmada öncelikle Yüksek Öğretimde Toplam Kalite Yönetimi ilkelerine dayanan bir değerlendirme modeli geliştirilmiştir. Bu çerçevede programın, Toplam Kalite Yönetimi ilkelerinin uygulanması açısından etkililiği değerlendirilmiş ve gerekli değişiklikler ve geliştirme çalışmaları önerilmiştir.

Çalışmanın dayandığı kuramsal çerçeve Yüksek Öğretimde Toplam Kalite Yönetimi ve program değerlendirme ile ilgilidir. Öncelikle Toplam Kalite Yönetiminin felsefesi tartışılmış daha sonra eğitimde uygulanabilirliği konusundaki yaklaşımlar incelenmiştir. Yüksek Öğretimde kullanılan veya önerilen uygulama modelleri, değerlendirme modelleri, program değerlendirme yaklaşımı, mesleki eğitimdeki uygulama ve değerlendirme modelleri incelenmiş; dünyadaki ve Türkiye'deki uygulamalara ve çalışmalara da değinilmiştir.

Çalışmanın ilk aşamasında, "Yüksek Öğretimde Toplam Kalite Yönetimi" uygulamalarını değerlendirmek için bir sistem yaklaşımı modeli geliştirilmiştir. Model üç alt sistemden oluşmaktadır; 1) sosyal sistem, 2) teknik sistem, 3) yönetim sistemi. Model Toplam Kalite Yönetimini sistem yaklaşımına göre ele alan teorik çerçevede oluşturulmuştur. Buna göre Toplam Kalite Yönetimi alt sistemlerden oluşan bir sistem olarak görülmektedir. Model aynı zamanda Yüksek Öğretimde program değerlendirme yaklaşımlarından da etkilenmiştir.

Değerlendirme, modelin alt sistemlerinden olan ve Toplam Kalite Yönetimini program açısından değerlendiren teknik sistem boyutunda gerçekleştirilmiştir. Çalışma, teknik sistemde yer alan "programın girdileri", girdilerin işlendiği "dönüşüm süreci" ve "programın çıktıları" nı değerlendirecek biçimde kurgulanmıştır. Programın girdileri; öğrenci özellikleri, öğretim elemanlarının özellikleri, programın mali kaynakları, dershane, laboratuar, öğretim materyali ve kütüphane kapasitesi gibi fiziksel koşulları, dersler, müfredat, program ve destek hizmetler gibi konuları içermektedir. Dönüşüm süreci ise, programın içerik, aktarım, yeterlilik, yaklaşım ve destek hizmetleri boyutlarını içermektedir. Teknik sistemin son boyutu programın çıktılarını içermektedir. Bunlar, akademik başarı oranları; mezuniyet, okuldan atılma ve okulu bırakma oranları; mezuniyet sonrası iş bulma, eğitime devam ve mesleki yaşam başarıları gibi konulardır.

Çalışma üç aşamada gerçekleştirilmiştir. Birinci aşamada, programın girdilerini analiz etmek için yazılı belgeler incelenmiştir. Belgeler üniversite düzeyinde ve bölüm düzeyinde olmak üzere iki grupta incelenmiştir. Toplam Kalite

Yönetimi açısından bulunması gereken belgeler gözden geçirilmiş, değerlendirmeye konu olan bazı belgeler ise analiz edilmiştir. Bunlar, öğrenci özellikleri, öğretim elemanı özellikleri, ders işleyiş planları, dersler, program ve derslere ve öğretim elemanlarına yönelik değerlendirme formlarıdır. Gözden geçirilen diğer formlar ise bölüm kalite dosyasında bulunan prosedürler ve işleyişle ilgili diğer dökümanlardır. Ayrıca, üniversitenin misyon, vizyon ve hedefleri ile örgütsel yapısı da incelenen belgeler arasındadır.

İkinci aşamada, programın dönüşüm süreci pay sahiplerinin görüşleri açısından incelenmiştir. Pay sahipleri, öğrenciler, öğretim elemanları, bölüm kalite koordinatörü, aileler, mezunlar ve işveren kesiminden temsilciler olarak belirlenmiştir. Dönüşüm sürecindeki aktiviteleri, öğrenciler, öğretim elemanları, kalite koordinatörü ve aileler değerlendirmişlerdir. Bu aşamada, 320 öğrenciye üç farklı anket, bölümde çalışan 22 öğretim elemanına iki farklı anket ve 100 öğrenci velisine bir anket uygulanmıştır. Anketlere ek olarak, Sosyal Bilimler Meslek Yüksek Okulu kalite koordinatörüyle de görüşme yapılmıştır.

Öğrenci anketleri program ve derslerin işlenişi (teorik ve pratik) konularında geliştirilmiştir. Öğretim elemanı anketleri ise program ve bölümde uygulanan Toplam Kalite Yönetimi ilkeleri konularını içermektedir. Aileler verilen anketle programı genel boyutları açısından değerlendirirken bölüm kalite koordinatörü de Toplam kalite Yönetimi ilkelerinin bölümde uygulanışı hakkında bilgi vermiştir.

Üçüncü aşamada, programın çıktıları, yazılı belgeler incelenerek, mezunlara anket verilerek ve 5 otel müdürü ile görüşmeler yapılarak değerlendirilmiştir. Bu aşamada, akademik başarı, mezuniyet, atılma, okul bırakma, mezun izleme

konularında bölümde yapılan çalışmalar incelenmiş gerekli belgeler analiz edilmiştir. Ayrıca, 100 mezuna programın genel boyutlarını içeren bir anket gönderilmiştir. Otel müdürleri görüşme formları ise mezunlardan beklentiler ve işveren gereksinimleri konularını içermektedir.

Anketlerden elde edilen veriler, SPSS programı kullanılarak frekans dağılımı ve standart sapma hesabı ile analiz edilmiştir. Ölçeklerin güvenilirliği Cronbach Alpha testi ile sağlanmıştır. Bütün ölçeklerin ön-testleri yapılmıştır. Yazılı belgelerin analizi niteliksel veri analizi yöntemleri analiz edilmiştir. Görüşmelerden elde edilen veriler niteliksel analiz yöntemlerinden durum analizi kullanılarak incelenmiştir.

Verilerin analizi, girdi sürecinde, faaliyetlerin çoğunlukla Toplam Kalite Yönetimi ilkelerine uygun olarak belgelendiğini ve uygulandığını göstermiştir. ISO 9000 kalite belgesine sahip bir kurum olarak Başkent Üniversitesi Sosyal Bilimler Meslek Yüksekokulunda, belgelerin toplanıp saklanmas işlemlerinin uygun şekilde yapıldığı gözlemlenmiştir.

Dönüşüm süreci uygulamaları açısından, pay sahiplerinin programa ve öğretime yönelik görüşlerinin genellikle kararsız düzeyde olduğu saptanmıştır. Öğrenciler, uygulama dersleri konusunda olumlu görüş geliştirmişler, özellikle bu derlerin (Yiyecek İçecek Servisi ve Yiyecek İçecek Üretimi) gelecekteki mesleklerinde faydalı olacağı konusunda birleşmişlerdir. Ancak, öğrencilerin, öğretim elemanlarının, ailelerin, ve mezunların "destek hizmetleri" ile ilgili olan boyutlara ilişkin görüşlerinin diğerlerine göre olumsuz olduğu gözlemlenmiştir. Öğretim açısından ise "grup çalışması" ve "ömür boyu öğrenmeye teşvik edilme" konularında öğrencilerin ve öğretim elemanlarının daha az olumlu görüş bildirdikleri

görülmüştür. Öğretim elemanlarının, öğrencilerin, mezunların, ailelerin ve işverenlerin Toplam Kalite Yönetimi uygulamalarını değerlendirmeleri sonucunda Toplam Kalite Yönetimi felsefesinin ve ruhunun yerleşmesi için zaman gerektiren çalışmaların yapılması gerekliliği ortaya çıkmıştır.

Çıktıların değerlendirilmesi sonucunda, bölümde Toplam Kalite Yönetimi ilkelerinin gerektirdiği biçimde veri toplama ve değerlendirme çalışmalarının yapıldığı ancak verilerin kullanılması, değerlendirilmesi ve gelişim sürecinde faydalanılması ile ilgili yeni adımlar atılması gerekliliği ortaya çıkmıştır. Mezuniyet, okuldan atılma, okul bırakma, mezun izleme gibi konularda neden sonuç ilişkisini araştırabilecek çalışmaların daha sistemli bir şekilde yapılması gerekliliği de gözlemlenmiştir. Ayrıca, otel müdürlerinin mezunlardan ve programdan beklentileri daha çok iletişim becerileri, kişiler arası iletişim, müşterilerle ilişkiler, zaman yönetimi, motivasyon, işe bağlılık, çalışma disiplini ve iş kültürü gibi duyuşsal özelliklerin geliştirilmesine yöneliktir. Bilişsel özelliklere yönelik beklentilerin ise işbaşında geliştirilebileceği vurgulanmıştır. Ayrıca işverenlere Turizm ve Otelcilik Programı için önerebilecekleri dersler sorulduğunda, yine iş disiplini ve çalışma kültürü gibi duyuşsal özelliklere dayalı konuları içeren dersler tavsiye etmişlerdir.

Sonuç olarak, bu çalışma için geliştirilen değerlendirme modelinin çok yönlü işlevi ve benzer durumlar için kullanılabileceği saptanmıştır. Model, Toplam Kalite Yönetimi ilkelerini uygulayan ve ISO 9000 standartlarını benimseyen yüksek öğretim kurumlarında program değerlendirme aracı olarak kullanılabilir.

Araştırmadan elde edilen verilere dayanarak Toplam Kalite Yönetiminin Yüksek Öğretimde uygulanması ile ilgili bazı kuramsal ve uygulamaya yönelik çıkarımlar yapılmıştır.

Kuramsal çıkarımlardan en önemlisi, Toplam Kalite Yönetiminin endüstri ve üretim sektörü kökenli olmasından kaynaklanan kavramlarının ve prensiplerinin yeniden gözden geçirilmesi ile ilgilidir. Kavramların üretim ortamlarına uygun şekilde geliştirilmiş olması Toplam Kalite Yönetiminin eğitim ortamlarında kullanılmasında bazı zorluklar ortaya çıkarmaktadır. Örneğin, "müşteri" kavramı Toplam Kalite Yönetiminin en önemli kavramlarından biridir ve en geniş anlamı ile ürünün ortaya çıkmasından tüketiciye ulaşmasına kadar olan süreçte katkısı olan herkes olarak tanımlanabilir. Ancak eğitim ortamlarında "müşteri"nin kim olacağı ve nasıl belirleneceği hala tartışılan bir konudur. Benzer şekilde, eğitimde "ürün" kavramının tanımlanması oldukça zordur. Bazı eğitim kurumları öğrenciyi "müşteri olarak adlandırırken diğerleri ürün olarak görmektedir. Bu bağlamda, Toplam Kalite Yönetimi eğitimde uygulanmadan önce kavramsal düzeyde var olan eksikliklerin uygulama sırasında sorunlar yaratacağı göz önünde bulundurulmalıdır. Ayrıca ISO 9000 standartlarının da yüksek öğretim kurumlarında uygulanmasında benzer zorluklar yaşanmaktadır. Standartlarda yer alan ifadeleri eğitim ortamında yorumlanması konusunda çelişkiler oluşmakta, farklı kurumlar farklı yorumlar getirerek standartları yerine getirmeye çalışmaktadırlar. Kavramsal düzeyde yapılacak çalışmalar eğitim yönetimin konuları arasında yer almalıdır ve kuramsal çerçeve yeniden gözden geçirilmelidir.

Uygulamaya yönelik olarak ta öncelikle, eğitimin yöneticilerine Toplam Kalite Yönetimi eğitiminin verilmesi ile başlamalıdır. Çünkü Toplam Kalite yönetiminin en önemli kuralı yönetimin felsefeye bağlılığıdır. Yönetim felsefeyi benimsemediği sürece kültür değişiminden söz etmek mümkün olmayacaktır. Planlama ikinci önemli adım olmalıdır. Kurumlar, Toplam Kalite Yönetimi uygulamaya karar verdiklerinde, hem Toplam Kalite Yönetimi konusunda hem de eğitim ve planlama konusunda uzman kişilerle çalışmalıdırlar.

Verilere dayanarak, Turizm ve Otelcilik Programı ve benzer programlar için bir program iyileştirme modeli önerilmiştir. Program iyileştirme, bu çalışmada geliştirilen ve kullanılan değerlendirme modelinin içeriğine dayanmaktadır. Belirli kriterlere dayanarak modelin kullanımı sağlanabilir. Teorik çerçevede yer alan kriterler şunlar olmalıdır:

1) program geliştirme kriterlerinin geliştirilmesi
2) pay sahiplerinin belirlenmesi
3) sektör analizinin yapılması
4) kaynakların belirlenmesi
5) veri toplama sistemi oluşturma ve
6) program geliştirme stratejileri oluşturma

Bu kriterler, çalışmadan elde edilen sonuçlara ve Toplam Kalite Yönetiminin teorik çerçevesinde yer alan yaklaşımlara dayanarak saptanmıştır.

Deming' in Toplam Kalite Yönetimi konusundaki yaklaşımı bu çalışmada elde edilen sonucu destekler niteliktedir: üretim ve hizmet sistemini sürekli geliştirin.

Gelişim bir defaya mahsus bir işlem değildir. Yönetim, kaliteyi artırmak ve zararı azaltmak için sürekli yollar aramalıdır.

VITA

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