TC

ÇANAKKALE ONEKÿZ MART UNIVERSITY

QUALITY ASSURANCE COMMISSION

2022 PROGRAM SELF-EVALUATION REPORT

QUALITY ASSESSMENT REPORT

LANDSCAPE ARCHITECTURE DR PROGRAM

Canakkale – 2023

CONTENTS

ENTRANCE

YÖKAK UMIS-ÜYBS via Çanakkale Onsekiz Mart University website

Program Self-Evaluation Reports, which must be prepared for the previous year by every program that produces graduates through the Program Self-Assessment Module, are prepared by Çanakkale Onsekiz Mart University for Associate Degree, Undergraduate,

To ensure the Education and Training Quality Assurance of Postgraduate Programs and aims to support continuous improvement.

Each criterion is determined by the relevant (Department Head/US Head) program management; against students, faculty members, the relevant sector, society and the profession.

It forms the basis for a quantitative and qualitative self-assessment in terms of fulfilling its responsibilities.

In this context, an evaluation of ÖDR and KIDR 3.1 criteria

It should be seen that at least 3-4 evidences are loaded within the scope of each sub-criterion. Relevant higher education institution, especially program accreditation and institutional

Within the scope of evaluation of any program regarding accreditation, it absolutely meets the criteria in important reports such as Strategic Plan, ÖDR and KIDR.

has the burden of proving it.

DEFINITIONS

In evaluating the relevant criteria, the following information and criteria are taken as a basis:

It needs to be done. In this regard, the following basic definitions should be taken as a consistent basis.

and providing evidence for these topics is essential.

I. Aims of the Training Program: Graduates of the program will have

General statements describing the career goals and professional expectations they are expected to achieve.

II. Program Outcomes: Students' earnings until they graduate from the program

Statements that describe the required knowledge, skills and behaviors.

III. Measuring: Levels of access to the aims and outputs of the training program

data and evidence identification, collection and editing process.

IV. Evaluation: Various data and evidence obtained as a result of the measurements

The process of interpretation using methods. Evaluation process, program training

should give their level of access to their goals and outputs, and the data obtained in this process should

It should be used in the decisions to be taken and actions to be taken to improve the situation.

V. Credit: A credit is one hour (45-50 hours) given regularly every week throughout the semester.

minutes) of the theoretical lesson or two or three hours of practice or laboratory

is equivalent to the educational load of their studies.

VI. ECTS Credit: European Credit Transfer System based on student workload

Credit defined as .

VII. Stakeholder: Involved in the educational institution's activities, goals, policies and

individuals, groups, organizations that can affect or be affected by its results

or systems.

VIII. Internal Stakeholder: Within the institution that is affected by or affects the educational institution.

person, group or related/affiliated organizations (if any). Preparation and execution of the training program

and training with all institution employees who take an active role in every stage of evaluation.

Students participating in the program, faculty members, institutional administrators and administrative staff of the institution

staff.

IX. External Stakeholder: Affected by or affecting the educational institution, institution

persons, groups or organizations other than Preparation and execution of the training program,

Professionals who do not take an active role in every stage of the evaluation, but whose opinions are consulted

organizations, alumni, managers of the institutions where graduates work, society and other relevant civil

Parties such as social organizations.

X. Lifelong Learning: The roles that an individual will undertake throughout his life,

can be applied safely, creatively and with pleasure in situations and environments where

It is a continuous development process that provides professional and social knowledge, skills and value understanding.

PROGRAM SELF-EVALUATION REPORT

QUALITY ASSESSMENT REPORT

Relevant Unit (Institute/Faculty/YO/VOC): Faculty of Architecture and Design

Prepared by Department/Program: Landscape Architecture DR Program

Program Self-Assessment Report Submission Date: Unspecified

Program Self-Evaluation Report Evaluation Date: 26.05.2023

Unit Quality Assurance and Internal Control Commission / (Evaluation Commission) Members			
Title/Name, Surname	Email	Telephone	Signature
Prof. Dr. Füsun ERDURAN NEMULU	fusunerduran@comu.edu.tr	0 (286) 218 0018 Ext: (17154)	
Assoc. Dr. Çiÿdem KAPTAN AYHAN	cigdemayhan@yahoo.com	0 (286) 218 0018 Internal: (17150)	
Dr. Lecturer Member Özgür HERO	ozgurkahraman@comu.edu.tr	0 (286) 218 0018 Ext: (17155)	
Dr. Lecturer Member Passion WHITE	tak@comu.edu.tr	0 (286) 218 0018 Ext: (17165)	
Res. See. Dr. Necla Ece ÖNCÜL	ecedevecioglu@comu.edu.tr	0 (286) 218 0018 Ext: (17143)	
Res. See. Mehmet ÿlkan BAYRAK	mehmetbayrak@comu.edu.tr	0 (286) 218 0018 Ext: (17142)	

ASSESSMENT CRITERIA

Evaluation Title	Decision	Explanation *
Self-Assessment Report Format: The 2022 Self-Assessment Report (January 1-December 31) should cover the 2022 period and be prepared within the first 8 months of 2023. At least one piece of evidence for each title must be uploaded and the appropriate option among the sample application, immature application and no application options must be selected. ÖDR Report should be the output of UMIS ÜYBS Program Self-Assessment Module. Information regarding the university, the relevant faculty and all programs carried out in this faculty must be compatible with the current information of our University. The ÖDR must be prepared in PDF format, which can be printed on A4 paper, and sent electronically to the Quality Assurance Commission of our University via ÜBYS or e-mail.	X Eligible ÿ Incomplete ÿ Unsuitable	The prepared ÖDR is in the relevant legislation. stated rules within the framework Prepared in accordance with the format. At least one of the relevant headings and subheadings evidence has been given. Report distribution and Delivered in a format suitable for reproduction has been made.
Consistency of form and content of the Self-Assessment Report	X Suitable ÿ Partially Suitable ÿ Not Suitable	The ODR has been prepared in accordance with the relevant legislation and the format and content standards determined by the ÇOMÜ Quality Assurance Unit.

* If it is missing or not suitable, fill in the explanation section in the form of feedback to the relevant program.

EVALUATION OF THE CRITERIA

1. Very Inadequate: There is no indication of meeting the criterion in the relevant section of the ADR.

lack of evaluation, misinterpretation and description of practices,

is the level to be marked in the absence of supporting documents/evidence (defined and

no written process, invalid definition, no documentation/evidence, no implementation).

2. Insufficient: Some of the criteria related to meeting the criterion in the relevant section of the SSR

where definitions/applications/documents/evidence exist but will meet criteria

It is the level to be marked if the level is not at the level (basic processes are not defined,

significant deficiencies in evidence/documentation and/or implementation, etc., implementation

no).

3. Acceptable: Regarding meeting the criterion in the relevant section of the SSR

Definitions/practices/documents/evidence are sufficient but need to be improved.

recommended points (whether the application is systematic, until we see the results)

in case of insufficient time, institutionalization, etc.)

is the level to be marked. (Immature application)

4. Good: Criteria in the relevant section of the ÖDR   to be met   related

It is the level to be marked when definitions/applications/documents/evidence are found in full.

(Sample Application)

5. Very Good: Regarding meeting the criteria in the relevant section of the SER

It is the level where definitions/applications/documents/evidence are obtained with a comprehensive and

systematic approach and will set an example. (Sample Application)

*   The criteria should be evaluated using the scale above. The features or deficiencies that
explain the evaluation score given in the Justification column should be stated.
General comments and explanations should be filled. In this section, a holistic evaluation should be
made and explanations, information and suggestions should be written, which will form the basis of
the decision of the Quality Assurance Internal Auditor of Çanakkale Onsekiz Mart University and
will form the basis for future correspondence with the institution.

A. LOGIN AND INFORMATION ABOUT THE PROGRAM

1) Was the report written in 2023? (Yes No)

Yes

2) Has there been any information that the report covers the period (January 1-December 31) 2022? (Yes No)

Yes (However, the date range given on the cover page of the report must be corrected)

3) Is the report an UMIS output in PDF format and is it at a level that can be examined electronically? (Yes No)

Yes

4) In the introduction section of the self-evaluation report, are the contact information of the commission members who prepared the report and the level of their contribution to the report stated? (Yes/No)

Yes (However, the contribution level of the lecturers who prepared the report is not specified)

5) Are the purpose, scope, implementation plan of the relevant report, introductory information of the relevant faculty and department, organization chart, history of the faculty and department adequately mentioned in the introduction section? (Yes No)

Yes

6) As it is known, the report should not consist of statements without evidence. YÖKAK program and institutional accreditation processes require identified and proven data. Considering that pre-accreditation self-evaluation reports are examined in this manner, are at least 3 pieces of evidence for each title included in the prepared report? (Yes No)

Yes

7) Are department job descriptions, work flow charts, strategic plan, strategic plan performance indicators up to date and monitored on a yearly basis? Has it been mentioned how the department's strategic plan, KIDR and ÖDR performance indicators are monitored? (Yes No)

Yes (However, the explanation part of the Department regarding how the Strategic plan, KIDR and ÖDR performance indicators are monitored is missing or not prepared)

8) Have the aspects of the department open to improvement and developed areas been mentioned by mentioning how many times the report was written and comparing it with the previous year's self-evaluation report? (Yes No)

No

9) Has the report been shared in the department's and unit's quality assurance tab? (Yes No)

Yes

10) Have the academic staff of the program and the strengths of this staff been mentioned?
(Yes No)

Yes

11) Have the educational objectives of the program based on the Bologna ECTS information package been mentioned? Has a connection been made between these objectives and the core tasks of the program? (Yes No)

Yes

12) Have the evidence that internal and external stakeholder opinions were taken while determining core tasks and training objectives and improvements regarding the survey results been added to the report? (Yes No)

Yes

13) Course evaluation surveys, faculty member evaluation surveys, student, academician and administrative staff satisfaction surveys, graduate student surveys, external stakeholder surveys, strategic plan monitoring surveys, surveys to measure quality culture and process leadership should be conducted based on the survey results and stakeholder feedback (wish). Is a sustainable process designed and implemented to achieve the necessary improvements (e.g., suggestion, complaint)? (Please answer in detail!)

As stated in the report, importance is given to the participation of internal and external stakeholders when measuring the level of achievement of program outputs. In this context, in addition to the participation of relevant faculty members, feedback from students is also sought through surveys. These processes are tried to be evaluated with the student course evaluation survey conducted twice a year (Report p. 31). The same study is also mentioned under the heading of Continuous improvement on page 33 of the report. In addition, in this context, as stated on page 35 of the report, "When looking at the program outputs, the opinions and views of external stakeholders are taken into account when preparing the education plan." It is seen that it is necessary to focus more on the expectations of students and increase the number of student exchange programs. As of 2020, the results of the surveys applied to the stakeholders in the preparation of our University's new internal evaluation report will be taken into account and will be presented in the 2022 internal evaluation report." As stated on the 36th page of the report, the studies planned to be carried out from now on in order to evaluate the feedback from stakeholders and students are also mentioned. Accordingly, ; "Also, as explained in detail in the section above, there is a need for continuous improvement.
our data; Meeting with internal stakeholder commission members once a year, meeting with external stakeholders once a year, internal stakeholder survey once a year, external stakeholder survey once a year, new graduate survey once a year, student course evaluation survey twice a year, twice a year Evaluation of students' success in courses with the faculty member's course evaluation form, participation in academic board meetings, all meetings organized by the unit management and meetings that concern the Department, commissions for creating strategic plans and internal control reports, activity reports, job descriptions, work flow charts and their systematics. "It is planned to be achieved by updating it in some way."

B. STUDENTS

1) Do the students accepted to the program have the infrastructure to acquire the outcomes (knowledge, skills and behaviors) that the program aims to provide within the stipulated time? students

Are the indicators taken into account in the adoption monitored and their development over the years evaluated? (Please answer in detail!)

In the report, explanations are made regarding the necessary practices and legislation for student admission to the program (Pages 4-6; Pages 11-14). The admission conditions of the students and the qualifications they must have for admission are also stated in the report (page 8). Likewise, the advisor appointment processes, which are the primary actors for the education and development of students, and the duties and responsibilities of advisors are also described in the report (pages 17-18). Criteria for tracking students and evaluating their success are also stated in the report (pages 18-21). Graduation requirements from the program are also on page. It is mentioned in 21-22. Studies, practices and plans for monitoring the success of students and whether the goals of the program have been achieved are stated in the report (pages 27-33). Studies on the development of the education and training program based on all these data and resources are also stated on page 33 under the title "USE OF MEASUREMENT AND EVALUATION RESULTS FOR CONTINUOUS IMPROVEMENT". However, it should be noted here that in all these studies, no explanation, study or evidence was found that the development of students over the years was evaluated statistically. It seems useful to make corrections and studies on this issue.

2) Are the policies applied for student admission through horizontal and vertical transfer, double major, minor and student exchange practices, and the evaluation of courses taken and earned credits in other institutions and/or programs, defined and implemented in detail? (Yes No)

Yes

3) Is there a common elective course pool? Has the ECTS information package and related details been disclosed? (Yes No)

Yes

4) Agreements to be made by the institution and/or the program with other institutions and to be established Measures should be taken to encourage and ensure student mobility through partnerships. Within the framework of a certain policy and plan, students should be offered national and international exchange opportunities and administrative support should be provided. Making announcements about national and international exchange opportunities, informing students and
Availability of student lists. These students should share their experiences with students who do not participate in the exchange through conferences and encourage them, etc. Are the agreements and partnerships made by the relevant program with different institutions within the scope of internationalization mentioned with their evidence, and are the measures of the program management to encourage and ensure student mobility explained? (Please answer in detail!)

Relevant legislation (such as Student Exchange programs) has been conveyed and explained in this regard. However, as stated in the report, it is also necessary to mention the barriers that prevent students from benefiting from such programs. It has been stated that the program has deficiencies and weaknesses in this regard (Page 16). It has been stated that there are no agreements in this regard, especially with international institutions and universities. It would be useful to talk about more detailed policies and approaches to achieve this.

5) Academic consultancy services should be provided at the program level, guiding students on course and career planning, rights and responsibilities. students
It must be shown that they have access to social, cultural, artistic and sports opportunities, as well as health, psychological counseling and guidance services. Continuous and regular interaction should be ensured by using up-to-date communication tools and environments. There must be evidence showing that face-to-face or electronic communication methods for communicating with students are used, institutionalized and maintained. An institutional system that ensures qualified and effective student representation must be established and operated. There must be evidence that the election of faculty, department, program and class student representatives is made in accordance with the relevant legislation and that student representatives participate in the boards. Is there evidence provided that counseling services are provided to guide students in course and career planning?
(Please answer in detail!)

Studies on this subject are presented in the report under the title "CONSULTANCY AND MONITORING" on page 17 (pages 17-18). However, how the measurement and evaluation will be carried out in this regard, how the guidance and consultancy services to be offered to the students are carried out, and what the feedback will be on this issue has not been detailed. Further studies and evidence are needed in this regard. Likewise, there does not appear to be sufficient information and evidence regarding the administrative, academic and spatial needs, structure, planning and implementation of the consultancy services to be provided to students.

6) Bologna ECTS Information Package occupancy rate should be 95% and ECTS Information Packages of all courses should be announced to students. It must be proven that the relationship between the learning outcomes of all courses in the curriculum and the program outcomes is correctly constructed. (Please answer in detail!)

It is stated that Bologna criteria are taken into account and communication is ensured with the Bologna coordinator during the program preparation and implementation processes (Page 29). Likewise, under the title "METHOD OF MEASURING AND EVALUATING PROGRAM OUTCOMES" it is stated that the Bologna criteria are complied with (Page 31). It is stated that Bologna Education and Training Information Package studies, annual activity reports and internal control reports are submitted to the relevant unit management annually (Page 62).

7) It must be proven that the printed exam form and exam envelopes belonging to the relevant unit are used. It must be proven that exam questions or project assignments were given for the course learning outcomes and relevant program outcomes in midterm, final and make-up exams. Students' success in all courses and other activities within the scope of the program should be measured and evaluated using transparent, fair and consistent methods. It must be proven that the measurement and evaluation system at the program level has been established with a regulation or directive, and it must also be proven that different evaluation and teaching methods are used, apart from the midterm final assignment and project, and that students are asked exam questions to measure learning and program outcomes, or activities such as assignments, projects, technical trips, etc. are carried out in this regard. It should be proven that improvement has been made according to internal stakeholder opinions on the relevant issue. Have assessment and evaluation guides for the student-focused assessment and evaluation system been prepared and announced to all academic staff and students? (Please answer in detail!)

In the report, the measurement-evaluation system for students is explained in detail under the heading "ACHIEVEMENT EVALUATION" (Pages 19-22). Relevant legislation and evaluation methods for this are given in detail with evidence. Likewise, under the title "METHOD OF MEASURING AND EVALUATING PROGRAM OUTCOMES" (p. 31), measurement and evaluation legislation and approaches are given together with their evidence. In the report, under the title "USE OF ASSESSMENT AND EVALUATION RESULTS FOR CONTINUOUS IMPROVEMENT", feedback from students and studies for continuous improvement of measurement and evaluation methods and approaches are conveyed (pages 33-37).

8) In order to decide on the graduation of students, reliable methods must be developed and implemented to determine whether all the conditions required by the program have been met.
It must be proven what practices have been implemented to measure program outcomes.
Documents and evidence must be presented to show that the criteria used to decide students' graduation and to determine that they have met all the requirements of the program and that these criteria are reliable. For example, 7+1 application, TYÇ, AYÇ and ECTS labels on diplomas, etc. (Please answer in detail!)

Graduation requirements of the program are explained on page 4 of the report, as required by the legislation. In addition, relevant explanations and legislative evidence are given under the heading "In order to decide on the graduation of students, reliable methods must be developed and implemented to determine whether all the conditions required by the program are met" for deciding on graduation conditions and graduation status (pages 21-22).

B. STUDENTS	EVALUATION	REASON
9. It must determine and request the number of students in accordance with the objectives, characteristics, institutional manpower and infrastructure of the relevant education program.	ÿ1 ÿ2 There are documents showing that this situation has turned into a demand.	There is a need to explain in more detail the basis for determining the number of students.
10. The indicator(s) taken into account in the admission of students should be monitored, their development/change over the years should be evaluated, and these evaluations should be shared with internal and external stakeholders.	ÿ1 ÿ2 Availability of documents showing that indicators (rank in which the program is preferred, base score, ranking, occupancy rate, etc.) are evaluated based on Central Placement Exam data, YÖK, YÖK Atlas, ÖSYM data, and that the change of at least the last five years is monitored and shared.	Although relevant legislation and evidence are provided in this direction, it is evaluated that there is no data and comparisons to monitor this change.
11. Students' rights, duties and responsibilities regarding the education and training processes should be defined and relevant regulations, directives and decisions should be published.	ÿ1 ÿ2 ÿ3 Documents defining students' rights, duties and responsibilities are available and accessible on the unit and program website.	
12. In the admission of students through horizontal and vertical transfer, the legislation, principles and rules based on the recognition of the courses taken from other institutions and/or programs and the credits earned, if any, in the double major or minor program should be defined, documented and implemented in detail.	ÿ1 ÿ2 ÿ3	
13. Within the framework of a certain policy and plan, students should be offered national and international exchange opportunities and administrative support should be provided.	ÿ1 ÿ2 Making announcements about national and international exchange opportunities, informing students and having lists of students benefiting from exchange.	Obstacles and deficiencies in this regard are explained on pages 10-11 of this evaluation report. It needs to be developed.
14. Academic consultancy services should be provided to guide students on course and career planning, rights and responsibilities.	ÿ1 ÿ2 Availability of documents proving that the academic counseling system is implemented.	Evaluation of consultancy services is given in this report (page 11). In addition, the deficiencies in the infrastructure and superstructure of the relevant program and the faculty in which it is located must be eliminated, and the academic and administrative staff and spatial needs must be completed.

15. It should be shown that students have access to social, cultural, artistic and sports opportunities, as well as health, psychological counseling and guidance services.	ÿ1 ÿ2 ÿ3 Documenting the monitoring of how much students benefit from social, cultural, artistic and sports opportunities. ÿ1 ÿ2 ÿ3 X4 ÿ5 Documenting the extent to which students benefit from health, psychological counseling and guidance services.	There is also a need to take steps to diversify and improve these services in the campus area. However, the authority, responsibility and administrative decision-making mechanism for studies to be carried out in this direction belong to the university administration.
16. Opportunities that support the educational, professional and personal-social development of students should be provided.	ÿ1 ÿ2 ÿ3	Studies in this direction are being carried out adequately within the framework of the infrastructure and spatial opportunities provided by the faculty building.
17. Continuous and regular interaction should be ensured by using up-to-date communication tools and environments.	ÿ1 ÿ2 ÿ3	
18. An institutional system that provides qualified and effective student representation should be established and in operation.	ÿ1 ÿ2 ÿ3	
19. In order to decide on the graduation of students, reliable methods and processes must be developed and implemented to determine that all conditions required by the program are met.	ÿ1 ÿ2 ÿ3 Criteria used to decide students' graduation and to determine that they meet all the requirements of the program; and that these criteria are reliable Availability of documents showing the situation.	
20. Mechanisms that ensure continuous and regular communication with graduates should be established.	ÿ1 ÿ2	The transition to the Quality Assurance System and the steps taken in this direction were effective in establishing these mechanisms. Therefore, there is evidence that communication processes with graduates have been developed in line with the current Quality Assurance System.
GENERAL COMMENT AND SUGGESTION	X MEETS ÿ PARTIALLY MEETS ÿ NOT MEETED	

C. PROGRAM OBJECTIVES	EVALUATION	REASON
1. Educational objectives must be defined for each program. Objectives should fit the definition of program educational objectives in that area, if any. The mission of the program should be compatible with the core duties of the university, the relevant unit (institute, faculty, yo, myo). Goals, in the process should be determined to include the internal and external stakeholders of the program in the process.	ÿ1 ÿ2 ÿ3 Compliance of the training program objectives with the definition stated in the guide and the compatibility of the educational program objectives with the university's mission. The existence of easily accessible objectives that are compatible with domain-specific objectives is sufficient.	
2. Objectives of the training program should be published in a way that can be easily accessed by giving a link to the UBYS Training Catalogue of the relevant program in the quality assurance, department/programs tab.	ÿ1 ÿ2 ÿ3 Achievement of educational program objectives.	
3. Training program objectives, in line with the needs of internal and external stakeholders at appropriate intervals (3-5 year) should be updated.	ÿ1 ÿ2 ÿ3 X4 ÿ5 The status of updating the training program objectives at appropriate intervals.	
4. An evaluation process should be established and operated to determine and document that the objectives of the training program have been achieved. With the help of this process, it must be proven that the educational objectives of the program have been achieved. Internal-external stakeholder opinion, internal-external stakeholder surveys, academic boards, etc.	ÿ1 ÿ2 ÿ3 Operating an evaluation system that questions whether the training program has achieved its goals or not	
GENERAL COMMENT AND SUGGESTION	X MEETS ÿ PARTIALLY MEETS ÿ NOT MEETED	

D. PROGRAM OUTCOMES	EVALUATION	REASON
1. Program outcomes should be defined to include the Turkish Higher Education Qualifications Framework (TYYÇ), the qualifications of the relevant field, if any, and knowledge, skills and competencies compatible with the National Core Education Program (CEP), industry 4.0 qualifications and our University's 2021-2025 Strategic Plan. Programs may define additional program outcomes specific to them, provided that they are consistent with the objectives of the training program.	ÿ1 ÿ2 ÿ3 compliance with its objectives and compliance with the definition set out in the guide. ÿ1 ÿ2 ÿ3 X4 ÿ 5 Compliance of program outputs with TYYÇ status. ÿ1 ÿ2 ÿ3 Compatibility of program outcomes with field/core program competencies (if any).	
2. Program outputs should be easily accessible, and the ÜBYS link of the relevant program should be published in the quality assurance tab or department/program tab.	ÿ1 ÿ2 ÿ3 X4 ÿ 5 Access status of program outputs.	
3. An evaluation process must be established and operated to periodically evaluate and document the level of achievement of program outcomes.	ÿ1 ÿ2 X 3 ÿ4 ÿ5 Demonstration of the level of achievement of program outcomes in the form of evaluation matrices or tables of specifications (accompanied by exam examples for different learning areas). ÿ1 ÿ2 Existence status and evidence of improvement works carried out in line with the data obtained as a result of the applied measurement tools (commission studies, decisions, etc.).	There is a need to increase and support studies in this direction. Likewise, it is necessary to establish a measurement and evaluation mechanism in which the nature of the decisions taken, their effects and their contribution to change are evaluated.
4. It must be proven that students who reach the graduation stage have acquired the knowledge, skills and behaviors envisaged in the program outcomes.	ÿ1 ÿ2 Existence status and evidence of improvement studies (commission studies, decisions, etc.)	There is a need to increase and support studies in this direction. Likewise, it is necessary to establish a measurement and evaluation mechanism in which the nature of the decisions taken, their effects and their contribution to change are evaluated.
GENERAL COMMENT AND SUGGESTION	X MEETS ÿ PARTIALLY MEETS ÿ NOT MEETED	

E. EDUCATION PROGRAM	EVALUATION	REASON
1. Every program should have an instructional plan (curriculum) that supports educational goals and outcomes.	ÿ1 ÿ2 ÿ3 The status of the program in meeting the content qualifications and being examined in terms of Basic Sciences, Professional Subjects, General Education and Other Subjects.	
2. Achievements, content, content presentation method and evaluation processes in the teaching plans of the courses included in the curriculum There must be consistency between them.	ÿ1 ÿ2 ÿ3 As defined in the Education Information Package, the courses are; acquisition, content, method of presentation of the content and evaluation processes consistency between.	Although explanations and evidence in this direction have been presented at an acceptable level, evaluations and studies revealing the positive (or negative) effects of lectures and presentation methods on engravings should be shaped in more detail, and the diversity of evidence supporting them should be increased.
3. The training program model used (Lesson-Based, Problem-Based, Committee System, Integrated Training, etc.) must be defined. ATKS Information Package Filling Rate It should be above 95%.	ÿ1 ÿ2 ÿ3 Definition of the education program model and structuring for each semester and the ECTS Information Package Filling Rate.	
4. Various teaching methods and techniques (lecture, problem solving, question and answer, active learning, presentation, laboratory work, field work, group work, etc.) appropriate to the learning outcomes should be used in the courses in the training program.	ÿ1 ÿ2 usage status.	A detailed study and evaluation of courses on this subject is needed.
5. Students' learning activities such as lectures, laboratories and practices should be measured and evaluated with different methods and techniques.	ÿ1 ÿ2 ÿ3 The use of different measurement and evaluation methods and techniques.	
6. An integrated program evaluation system should be operated in the education program to evaluate the learning-teaching process.	ÿ1 ÿ2 ÿ3 ÿ1 ÿ2 ÿ3 The situation of making improvements based on the data obtained as a result of program evaluation and ÖDR and the evidence for this.	
GENERAL COMMENT AND SUGGESTION	X IS WELCOME ÿ PARTLY SATISFIED ÿ NOT MEETED	

F. TEACHING STAFF	EVALUATION	REASON
1. The teaching staff must be competent in terms of quantity and quality to ensure the effective execution, evaluation and development of the program.	ÿ1 ÿ2 ÿ3 The qualification analysis of the teaching staff in terms of quantity and quality has been made and proven with data.	
2. Methods and criteria that provide equal opportunity and consider academic merit must be used in the appointment and promotion of faculty members. Implementation of the criteria and legislation determined by YÖK and our University in this regard.	ÿ1 ÿ2 ÿ3 The existence of documents showing how the institution's appointment and promotion methods and criteria were used in the appointment and promotion processes carried out in the last five years in the unit where the program is carried out.	
3. Faculty members should be provided with opportunities to renew themselves in their professional field and conduct research.	ÿ1 ÿ2 ÿ3 Availability of documents showing that the professional development of faculty members has been supported in the last five years. (Training of Trainers, Research Methods and Techniques, Statistical Analysis, Orientation, etc.)	
GENERAL COMMENT AND SUGGESTION	X IS WELCOME ÿ PARTLY SATISFIED ÿ NOT MEETED	

G. INFRASTRUCTURE AND FACILITIES	EVALUATION	REASON
1. Classrooms, lecture halls, laboratories and other equipment for educational activities with large and small groups should be sufficient to achieve educational objectives and program outcomes.	ÿ1 X2 ÿ3 ÿ4 ÿ5 The existence of documents showing the condition of the lecture halls, classrooms, seminar rooms, student laboratories used for educational activities and their equipment status, or the availability of information on this matter.	It has also been evaluated in the relevant report that there are important deficiencies in this regard. It was stated that there is a need for investments in this direction, especially for the improvement of spatial structure and infrastructure.
2. Information access opportunities should be provided through libraries and the internet or other electronic media.	ÿ1 ÿ2 ÿ3 Providing information about the library facilities offered to students and faculty members and the adequacy of computer and informatics infrastructures.	
3. There should be appropriate infrastructure and facilities that meet the social, cultural, artistic and sporting needs of students and support their development in this direction.	ÿ1 ÿ2 ÿ3 The availability of documents showing the existence of sports, artistic and social areas and other opportunities reserved for the use of students.	
4. Arrangements must be made to ensure disadvantaged individuals have access to infrastructure, equipment and facilities in line with their needs.	ÿ1 X2 ÿ3 ÿ4 ÿ5 Arrangements made in line with the needs of disadvantaged individuals evidence for.	There are spatial deficiencies in the building of the faculty where the relevant program is carried out and Due to the multitude of needs, it does not seem possible to have a study that can evaluate universal design criteria for disabled people.
5. Infrastructure and facilities must be provided to enable faculty members to carry out their education, research and academic consultancy activities at an adequate level.	ÿ1 X2 ÿ3 ÿ4 ÿ5 Infrastructure provided to faculty members and the availability of documentation showing the facilities and how they are used.	There are spatial deficiencies in the building of the faculty where the relevant program is carried out and It seems unlikely that there will be a study that can evaluate the situation in question due to the many needs.
GENERAL COMMENT AND SUGGESTION	ÿ WELCOME X PARTLY SATISFIED ÿ NOT MEETED	

H. INSTITUTIONAL SUPPORT AND FINANCIAL OPPORTUNITIES	EVALUATION SCALE	REASON
1. Financial resource support sufficient to procure, maintain and operate the infrastructure required for the program should be provided by the senior management and the unit management should provide sponsors, bilateral cooperation, protocols, BAP, TÜBÿTAK etc. The situation of developing these resources with techniques.	ÿ1 ÿ2 The availability of documents examining the adequacy of the financial resources provided to provide, maintain and operate infrastructure and equipment.	It is stated in the report that resources are available on this subject and that faculty members are trying to access these resources through their own efforts, and evidence is presented. Since it is a state university, investments and budget are limited regarding the spatial structure and infrastructure facilities and the adequacy of the hardware infrastructure. The authority and decision-making mechanism in this regard belongs to the university administration.
2. Administrative, technical and support personnel and institutional services should be provided to meet the needs of the program.	ÿ1 ÿ2 Availability of documents examining the quantity and quality of the administrative, technical and support personnel supporting the program. ÿ1 ÿ2 Meeting program-specific requirements (technical trip-observation, internship agreements, etc.) Availability of documents showing the existence and effectiveness of corporate services.	There is a need for development and diversification.
GENERAL COMMENT AND SUGGESTION	ÿ WELCOME X PARTLY SATISFIED ÿ NOT MEETED	

I. CORPORATE GOVERNANCE AND DECISION MAKING PROCESSES	EVALUATION	REASON
1. The organization of the higher education institution and all structures and decision-making processes within and between sub-units should be arranged in a way that supports the realization of program outcomes and the achievement of educational goals. Unit management, unit quality assurance commission and Bologna coordinatorship should work actively on this issue.	ÿ1 ÿ2 ÿ3 Availability of all structure and organization charts at the subunit level and flow diagrams regarding decision-making processes and presentation of sample documents.	
GENERAL COMMENT AND SUGGESTION	X IS WELCOME ÿ PARTLY SATISFIED ÿ NOT MEETED	

J. CONTINUOUS IMPROVEMENT AND CONCLUSION	EVALUATION	REASON
1. An evaluation and continuous improvement system must be established and recorded with evidence.	ÿ1 ÿ2 Availability of documents showing that a system has been established and operated (PUKÖ Cycle) that all evaluation criteria are evaluated at regular intervals. In the conclusion of the report, suggestions for improvement are made has stopped being found.	This system has been created, it works and the evidence is presented. However, as mentioned before, the These mechanisms such as transition to the Quality Assurance System and the steps taken in this direction were effective in its creation. For this reason, it is evaluated that the process is still at the very beginning and there are many aspects that need to be improved.
GENERAL COMMENT AND SUGGESTION	X IS WELCOME ÿ PARTLY SATISFIED ÿ NOT MEETED	