

TC

ÇANAKKALE ONEKÿZ MART UNIVERSITY

QUALITY ASSURANCE COMMISSION

2022 PROGRAM SELF-EVALUATION REPORT

QUALITY ASSESSMENT REPORT

CITY AND REGIONAL PLANNING DEPARTMENT

CONTENTS

CONTENTS.....	2
ENTRANCE.....	3
DEFINITIONS.....	3
PROGRAM SELF-ASSESSMENT REPORT	5
EVALUATION GUIDE	5
ASSESSMENT CRITERIA	6
EVALUATION OF THE MEASUREMENTS	7
A. LOGIN AND INFORMATION ABOUT THE PROGRAM	8
B. STUDENTS	9
C. OBJECTIVES OF THE PROGRAM	14
D. PROGRAM OUTCOMES	15
E. EDUCATIONAL PROGRAM	16
F. TEACHING STAFF	17
G. INFRASTRUCTURE AND FACILITIES	18
H. INSTITUTION SUPPORT AND FINANCIAL OPPORTUNITIES.....	19
I. CORPORATE GOVERNANCE AND DECISION MAKING PROCESSES	20
J. CONTINUOUS IMPROVEMENT AND RESULT	21

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 provide Educational Quality Assurance of Graduate Programs and to ensure that these programs aims to support continuous improvement.

Each criterion is related to (Department/USA Presidency) program management; towards students, faculty, 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 regarding the ÖDR and KÿDR 3.1 criteria

It should be seen that at least 3-4 evidences are loaded within the scope of each sub-criterion. The 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 earn until they graduate from the program

Statements describing the knowledge, skills, and behaviors required.

III. Measuring: Levels of attainment of educational program goals and program outcomes

data and evidence identification, collection and analysis carried out using various methods to determine 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 its objectives 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: One credit is one hour (45-50) given regularly each week during the semester. minutes) of the theoretical lecture or two or three hours of practical or laboratory equivalent to the educational load of their work.

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

VII. Stakeholder: From the activities, objectives, policies and individuals, groups, organizations that are affected by or can influence 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 training with all the employees of the institution who take an active role in every stage of the students participating in the program, faculty members, institution 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 community organizations.

X. Lifelong Learning: The roles that the 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

Related Unit (Institute/Faculty/Vocational School/Vocational School): Faculty of Architecture and Design

Prepared by Department/Program: Department of City and Regional Planning

Program Self-Assessment Report Submission Date: Unspecified (Also

The period was also written incorrectly, it needs to be corrected)

Program Self-Assessment Report Evaluation Date: 26.05.2023

Unit Quality Assurance and Internal Control Commission / (Evaluation Commission) Members			
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ASSESSMENT CRITERIA

Evaluation Title	Decision	Explanation *
<p>Self-Assessment Report Format:</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>X Eligible Incomplete ̈ Unsuitable</p>	<p>The prepared ÖDR is in the relevant legislation. stated rules within the framework</p> <p>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.</p>
Consistency of form and content of the Self-Assessment Report	<p>X Suitable ̈ Partially Suitable ̈ Not Suitable</p>	<p>The ODR has been prepared in accordance with the relevant legislation and the format and content standards determined by the ÇOMÜ Quality Assurance Unit.</p>

* 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. It was stated that a survey was conducted with first graders in this direction (Report p. 18). In the relevant part of the report, it is stated that it is planned to conduct a survey with internal and external stakeholders (Page 18). It is stated that a survey was conducted to get feedback from students to update the program (p. 20). It is stated in the report that survey studies are planned for continuous improvement regarding stakeholders (p. 24). In different sections of the report, and especially when listing the strategic objectives, the importance of survey studies was emphasized and it was stated that preparatory work was carried out for this purpose.

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? Are the indicators taken into account in the admission of students 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; 9). The admission conditions of the students and the qualifications they must have for admission are also stated in the report (p. 6). Students accepted to the program must have the infrastructure to acquire the outcomes (knowledge, skills and behaviors) that the program aims to provide within the stipulated time. The importance of this issue is emphasized with the statement that the indicators taken into consideration in the admission of students should be monitored and their development over the years should be evaluated (page 9). Information about the student profile is also briefly explained. However, a detailed explanation of the steps to be taken towards the monitoring, comparison and development of these processes has not yet been made.

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 program with other institutions and Measures should be taken to encourage and ensure student mobility through partnerships. Students should be offered national and international exchange opportunities within the framework of a specific policy and plan, and administrative support should be provided in this regard. Making announcements about national and international exchange opportunities, informing students and Availability of student lists. Have these students shared their experiences with the students who did not participate in the exchange and encourage them, etc. Are the agreements and partnerships of the relevant program with different institutions within the scope of internationalization mentioned together with the evidence, and the measures of the program administration to encourage and ensure student mobility have been 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 (Pages 10-11). It has been stated that agreements in this regard are limited, especially with international institutions and universities. It would be useful to talk about more detailed policies and approaches to increase and diversify 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. Course and career planning

Has evidence been presented that counseling has been provided to guide their issues?

(Please answer in detail!)

Studies on this subject are described in the report under the heading "Consultancy services should be provided to guide students on course and career planning" on pages 12-13.

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 used in program preparation and implementation processes (Page 12). Same way " A measurement and evaluation process used to periodically determine and document the level of achievement of the program outputs has been established and is in operation. It was stated that the reports were submitted to the relevant unit management (Page 63).

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, " Under the heading "A measurement and evaluation process used to periodically determine and document the level of achievement of program outcomes should be established and operated" (Pages 23-24), the measurement-evaluation system for students is explained in detail. The relevant legislation and evaluation methods for this are given in detail with evidence. However, especially for archiving studies, spatial

needs are addressed. In the report, under the heading "Evidence that the results obtained from the established measurement and evaluation systems are used for the continuous improvement of the program should be presented", the feedback from students and the studies for the continuous improvement of measurement and evaluation methods and approaches are conveyed (pages 24-25).

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. What kind of practices have been carried out to measure program outputs should be proven. 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!)

In the report, it is aimed to decide the graduation conditions and graduation status of the program. In order to decide on the graduation of the students, reliable methods must be developed and applied to determine that all the conditions required by the program are fulfilled, together with the relevant explanations and legislative evidence (p. 14-15). Likewise, the conditions and qualifications that students who will graduate from the program must meet are also conveyed under the heading of "Programs must prove that their students who have reached the graduation stage have achieved the program outcomes" (p. 24).

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.	<p>ŷ1 ŷ 2</p> <p>There are documents showing that this situation has turned into a demand.</p>	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.	<p>ŷ1 ŷ 2</p> <p>Availability of documents showing that indicators (in which order the program is preferred, base score, ranking, occupancy rate, etc.) are evaluated on the basis of Central Placement Exam data, YÖK, YÖK Atlas, and ÖSYM data, and that at least the last five years' change has been monitored and shared.</p>	Although it is given with the relevant legislation and evidence in this direction, it is considered that the data and comparisons regarding this change are not sufficient.
11. Students' rights, duties and responsibilities regarding education processes are defined	<p>ŷ1 ŷ2 ŷ 3</p>	

and relevant regulations, directives and decisions must be published	status.	
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. Students should be offered national and international exchange opportunities within the framework of a specific policy and plan, and administrative support should be provided in this regard.	ÿ1 ÿ2 Announcements about national and international exchange opportunities, informing students and finding lists of students benefiting from the exchange.	Obstacles and deficiencies in this regard are discussed on page 10 of this evaluation report. explained. 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 (pages 10-11). 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.	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.
	ÿ1 ÿ2 ÿ3 Student health and psychological counseling and documenting that the extent to which the person benefits from guidance services is being monitored.	
16. Opportunities that support the educational, professional and personal-social development of students should be provided.	ÿ1 ÿ2 ÿ3 X4 ÿ5 Availability of documents indicating that activities such as orientation program, social responsibility projects, peer support system and career days were organized for first year students and that students benefited from these activities.	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.	<p>ȳ1 ȳ2 ȳ3</p> <p>The presence of documents showing that face-to-face or electronic communication methods that provide communication with students are used, institutionalized and maintained.</p>	
18. An institutional system that provides qualified and effective student representation should be established and in operation.	ȳ1 ȳ2 ȳ3	
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.	<p>ȳ1 ȳ2 ȳ3</p> <p>that these criteria are reliable</p> <p>Availability of documents showing the situation.</p>	
20. Mechanisms that ensure continuous and regular communication with graduates should be established.	ȳ1 ȳ2	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	<p>X MEETS ȳ</p> <p>PARTIALLY MEETS</p> <p>ȳ NOT MEETED</p>	

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.	<p>ȳ1 ȳ2 ȳ3</p> <p>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.</p> <p>The existence of easily accessible objectives that are compatible with domain-specific objectives is sufficient.</p>	
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.	<p>ȳ1 ȳ2 ȳ3</p> <p>Achievement of educational program objectives.</p>	

3. Training program objectives, in line with the needs of internal and external stakeholders at appropriate intervals (3-5 year) should be updated.	<p>̃1 ̃2 ̃3 X4 ̃5 The status of updating the training program objectives at appropriate intervals.</p>	
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.	<p>̃1 ̃2 ̃3</p> <p>Operating an evaluation system that questions whether the training program has achieved its goals or not</p>	
GENERAL COMMENT AND SUGGESTION	<p>X MEET ̃ PARTLY MEET ̃ NOT MEETED</p>	

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.	<p>̃1 ̃2 ̃3</p> <p>compliance with its objectives and compliance with the definition set out in the guide.</p>	
	<p>̃1 ̃2 ̃3</p> <p>Compliance of program outputs with TYYÇ status.</p>	
	<p>̃1 ̃2 ̃3</p> <p>Compatibility of program outcomes with field/core program competencies (if any).</p>	
2. Program outputs should be easily accessible, the ÜBYS link of the relevant program is published in the quality assurance tab or department/program tab.	<p>̃1 ̃2 ̃3 X4 ̃ 5 Access status of program outputs.</p>	

should be.		
3. An evaluation process must be established and operated to periodically evaluate and document the level of achievement of program outcomes.	<p>ȳ1 ȳ2 X 3 ȳ4 ȳ5</p> <p>The state of displaying the level of achievement of the program outcomes in the form of evaluation matrices or specification tables (with examples of exams for different learning areas).</p>	<p>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.</p>
	<p>ȳ1 ȳ2</p> <p>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.).</p>	
4. It must be proven that students who reach the graduation stage have acquired the knowledge, skills and behaviors envisaged in the program outcomes.	<p>ȳ1 ȳ2</p> <p>Existence status and evidence of improvement studies carried out in line with the data obtained as a result of the measurement tools applied to students who have graduated (commission studies, decisions, etc.).</p>	<p>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.</p>
GENERAL COMMENT AND SUGGESTION	<p>X MEET ȳ PARTLY MEET</p> <p>ȳ NOT MEETED</p>	

E. EDUCATION PROGRAM	EVALUATION	REASON
1. Every program should have an instructional plan (curriculum) that supports educational goals and outcomes.	<p>ȳ1 ȳ2 ȳ3</p> <p>The content qualifications of the program and the examination of the program in terms of Basic Sciences, Professional Subjects, General Education and Other Subjects.</p>	
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.	<p>ȳ1 ȳ2 ȳ3</p> <p>As defined in the Education Information Package, the courses are; acquisition, content, method of presentation of the content and evaluation processes consistency between.</p>	Although explanations and evidence in this direction have been presented at an acceptable level, evaluations and studies that reveal the positive (or negative) effects of the courses and presentation methods on the achievements should be shaped in more detail, and the variety of evidence supporting them should be increased.
3. The training program model used (Lesson-Based, Problem-Based,	<p>ȳ1 ȳ2 ȳ3</p> <p>Definition of education program model and structuring by each semester and ECTS Information Package Occupancy Rate.</p>	

Committee System, Integrated Training, etc.) must be defined. ATKS Information Package Occupancy Rate It should be above 95%.		
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.	<p>1 2</p> <p>usage status.</p>	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.	<p>1 2 3</p> <p>The use of different measurement and evaluation methods and techniques.</p>	
6. An integrated program evaluation system should be operated in the education program to evaluate the learning-teaching process.	<p>1 2 3</p>	
	<p>1 2 3</p> <p>The situation of making improvements based on the data obtained as a result of program evaluation and ÖDR and the evidence for this.</p>	
GENERAL COMMENT AND SUGGESTION	<p>X IS WELCOME</p> <p>1 PARTLY SATISFIED</p> <p>2 NOT MEETED</p>	

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.	<p>1 2 3</p> <p>The qualification analysis of the teaching staff in terms of quantity and quality has been made and proven with data.</p>	
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.	<p>1 2 3</p> <p>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.</p>	
3. Faculty members should be provided with opportunities to renew themselves in their professional field and conduct research.	<p>1 2 3</p> <p>demonstrating that the professional development of faculty members has been supported in the last five years.</p>	

	availability of documents. (Training the Trainer, 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 Availability of documents showing the infrastructure and facilities provided to faculty members 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. INSTITUTION SUPPORT AND FINANCIAL OPPORTUNITIES	EVALUATION SCALE	REASON
<p>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, TÜBİTAK etc. The situation of developing these resources with techniques.</p>	<p>1 2</p> <p>The existence of documents examining the adequacy of financial resources provided to procure, maintain and operate infrastructure and equipment.</p>	<p>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.</p> <p>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.</p>
<p>2. Administrative, technical and support personnel and institutional services must be provided to meet the requirements of the program.</p>	<p>1 2</p> <p>Availability of documents examining the quantity and quality of the administrative, technical and support personnel supporting the program.</p> <p>1 2</p> <p>Meeting the program-specific requirements (technical trip-observation, internship agreements, etc.)</p> <p>Availability of documents showing the existence and effectiveness of corporate services.</p>	<p>There is a need for development and diversification.</p>
<p>GENERAL COMMENT AND SUGGESTION</p>	<p>WELCOME</p> <p>X PARTLY SATISFIED</p> <p>NOT MEETED</p>	

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.	<p>ȳ1 ȳ2 ȳ3</p> <p>Availability of all structure and organization charts at the subunit level and flow diagrams regarding decision-making processes and presentation of sample documents.</p>	
GENERAL COMMENT AND SUGGESTION	<p>X IS WELCOME</p> <p>ȳ PARTLY SATISFIED</p> <p>ȳ NOT MEETED</p>	

J. CONTINUOUS IMPROVEMENT AND CONCLUSION	EVALUATION	REASON
1. An evaluation and continuous improvement system must be established and recorded with evidence.	<p>1 2</p> <p>The existence of documents showing that a system has been established and operated (PDCA Cycle) in which all evaluation criteria are evaluated at regular intervals. There were suggestions for improvement in the conclusion part of the report.</p>	<p>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.</p>
GENERAL COMMENT AND SUGGESTION	<p>X IS WELCOME</p> <p>ÿ PARTLY SATISFIED</p> <p>ÿ NOT MEETED</p>	