

## **Peer Review Report**

# **GÜMÜŞHANE UNIVERSITY ELECTRONICS TECHNOLOGY PR.**

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**6.06.2023-20.06.2023**

## **0. Introduction**

### **0.1. PROGRAM INFORMATION**

Information about the program is given sufficiently.

## **1. STUDENTS**

**1.1.** Students admitted to the program must have the infrastructure to acquire the outcomes (knowledge, skills and behaviors) that the program aims to provide within the prescribed period. The indicators taken into account in the admission of students should be monitored and their development over the years should be evaluated. Students admitted to the program should have the infrastructure to acquire the outcomes (knowledge, skills and behaviors) that the program aims to provide within the prescribed period. The indicators taken into account in the admission of students should be monitored and their development over the years should be evaluated.

**1.2.** Policies applied in the admission of students with horizontal and vertical transfer, double major, minor and student exchange practices, and the evaluation of courses taken and credits earned in other institutions and/or programs must be defined and implemented in detail.

Sufficient information is given about student admission with horizontal and vertical transfer, double major and student applications.

**1.3.** Measures should be taken by the institution and/or program to encourage and ensure student mobility through agreements and partnerships with other institutions.

Necessary explanations have been made by the institution and/or the program regarding the agreements and partnerships to be established with other institutions and agreements with new institutions can be made for the future.

**1.4.** Counseling services should be provided to guide students on course and career planning.

The counseling service process to guide students on course and career planning issues is explained.

**1.5.** Students' achievements in all courses and other activities within the program must be measured and evaluated by transparent, fair and consistent methods.

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**1.6.** In order to decide on students' graduation, reliable methods must be developed and implemented to determine that all the requirements of the program have been met.

Sufficient information on graduation has been provided.

## **2. PROGRAM EDUCATION OBJECTIVES**

**2.1.** Program training objectives must be defined for each program to be evaluated.

Program educational objectives must be defined for each program to be evaluated.

Program objectives are described.

**2.2.** These objectives should match the program's description of the career goals and professional expectations that graduates of the program are expected to achieve in the near future.

Career goals and professional expectations are explained in line with the objectives. Career goals and professional expectations are explained in line with the objectives.

**2.3.** It should be in line with the core missions of the institution, faculty and department. It should be in line with the core tasks of the institution, faculty and department.

It is in line with the tasks of the institution, faculty and department.

**2.4.** It should be determined by involving various internal and external stakeholders of the program. It should be determined by involving various internal and external stakeholders of the program.

Internal and external stakeholders can be included in the process.

**2.5.** It must be published in an easily accessible format.

Sufficient information was provided about the access process.

**2.6.** It should be updated at appropriate intervals in line with the requirements of the internal and external stakeholders of the program.

Plans have been announced.

### 3. PROGRAM OUTCOMES

**3.1.** Program outcomes must cover all of the knowledge, skills and behavioral components required to achieve the program educational objectives and must be defined in a way that includes the relevant (such as MÜDEK, FEDEK, SABAK, EPDAD, etc.) Assessment Outcomes. Programs may define their own additional program outcomes, provided that they are consistent with the program educational objectives.

Sufficient information is given about the program outcomes, knowledge, skills and behaviors necessary to achieve the educational objectives of the program.

**3.2.** An assessment and evaluation process used to periodically determine and document the level of achievement of program outcomes must be established and operated.

Sufficient information is given about the program output process.

**3.3.** Programs should prove that their students who have reached the graduation stage have met the program outcomes.

Sufficient examples are given to show that their students who have reached the graduation stage have met the program outcomes.

### 4. CONTINUOUS IMPROVEMENT

**4.1.** Evidence should be provided that the results obtained from the established assessment and evaluation systems are used for continuous improvement of the program.

Assessment and evaluation systems can be diversified.

**4.2.** These improvement efforts should be based on systematically collected, concrete data on all areas of the program that are open to improvement, especially those related to Criterion 2 and Criterion 3.

Assessment and evaluation systems can be diversified.

## **5. TRAINING PLAN**

**5.1.** Each program must have an education plan (curriculum) that supports the program educational objectives and program outcomes. The education plan should include the common components and discipline-specific components given in this criterion.

Sufficient information about the education plan is provided.

**5.2.** The educational methods to be used in the implementation of the education plan should be able to guarantee that students acquire the desired knowledge, skills and behaviors.

Sufficient information about the educational methods, desired knowledge, skills and behaviors is provided.

**5.3.** A training management system should be in place to ensure that the training plan is implemented as envisaged and to ensure its continuous development.

Sufficient information about the process has been provided.

**5.4.** The Education Plan must include at least one year or at least 32 credits or at least 60 ECTS credits of basic science education.

Sufficient information about the process has been provided.

**5.5.** At least one and a half years or at least 48 credits or at least 90 ECTS credits of basic (engineering, science, health...etc.) sciences and vocational education appropriate to the relevant discipline.

Sufficient information about the process has been provided.

**5.6.** There should be general education that complements the technical content of the training program and is in line with the program objectives.

Sufficient information has been provided about the process.

**5.7.** Students should be prepared with a major application/design experience in which they will utilize the knowledge and skills acquired in previous courses, incorporating relevant standards and realistic constraints and conditions.

Sufficient information is provided about the process.

## **6. TEACHING STAFF**

**6.1.** The teaching staff must be sufficient in number, each at an adequate level, to ensure the faculty-student relationship, student counseling, service to the university, professional development, maintaining relations with industry, professional organizations and employers, and covering all areas of the program.

Adequate information about the process has been provided.

**6.2.** The teaching staff should be adequately qualified and ensure that the program is effectively maintained, evaluated and developed.

Teaching staff with adequate qualifications should be increased.

**6.3.** Criteria for the appointment and promotion of faculty members must be determined and implemented in order to ensure and improve the above-mentioned criteria.

Sufficient information about the process has been provided.

## **7. INFRASTRUCTURE**

**7.1.** Classrooms, laboratories and other equipment should help to create an atmosphere conducive to learning and sufficient to achieve the educational objectives and program outcomes.

Sufficient information has been provided on the conditions and physical adequacy process for education and learning

**7.2.** Appropriate infrastructure should be available that allows students to engage in extracurricular activities, meets their social and cultural needs, supports their professional development by creating an environment for professional activities, and stimulates student-faculty relations.

Sufficient information has been provided on the activity process of program students.

**7.3.** Programs should provide opportunities for students to learn how to use modern engineering tools. Computer and informatics infrastructures should be adequate for the scientific and educational activities of students and faculty members in line with the educational objectives of the program.

Sufficient information about the process has been provided.

**7.4.** Library facilities offered to students should be sufficient to achieve educational objectives and program outcomes.

Sufficient information about library facilities and program outcomes process is provided.

**7.5.** Necessary security measures must be taken in the teaching environment and student laboratories. Infrastructure arrangements must be made for the disabled.

Sufficient information about the process has been provided.

## **8. INSTITUTIONAL SUPPORT AND MONETARY RESOURCES**

**8.1.** The University's administrative support, constructive leadership, monetary resources and the strategy followed in their distribution should be at a level to ensure the quality of the program and its sustainability. Sufficient information on the process has been provided.

**8.2.** Resources should be sufficient to attract and retain a qualified teaching staff and to enable them to continue their professional development.

Sufficient information about the process has been provided.

**8.3.** Sufficient funds should be provided to procure, maintain and operate the infrastructure required for the program.

Sufficient information about the process has been provided.

**8.4.** Support staff and institutional services must be provided to meet program requirements. Technical and administrative staff must be of sufficient number and quality to support program outcomes.

Sufficient information about the process has been provided.

## **9. ORGANIZATION AND DECISION-MAKING PROCESSES**

**9.1.** The organization of the higher education institution and all decision-making processes within and among the rectorate, faculties, departments and other sub-units, if any, should be organized in a way that supports the realization of program outcomes and achievement of educational objectives.

Sufficient information about the process is provided.

## **10. Program Specific Criteria**

**10.1.** Program Specific Criteria must be met.

Program-specific tools should be provided.

Measures related to the process should be determined.

## **CONCLUSION**

Criteria related to the process  
should be determined.