

Self Evaluation Report

GÜMÜŞHANE UNIVERSITY

ELECTRONICS TECHNOLOGY PR.

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0. INTRODUCTION

0.1. INFORMATION ABOUT THE PROGRAM

The Electronics Technology program started its education and training as the "Industrial Electronics" program when our school was first established under Erzincan University. After Kelkit Aydın Doğan Vocational School was opened to Gümüşhane University, it was connected to our university and continued its education under this roof. After 2009, its name changed as "Electronics Technology" program. After graduating for many years, the program was closed to student intake due to the lack of sufficient student preference in the 2017-2018 semester. As of 2019-2020 Fall semester, the program started to accept students again and active education continues.

Evidence

[Program.bilgileri4.docx](#)

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 should be evaluated over the years.

To be successful in the ÖSYS exam conducted by the Student Selection and Placement Center (ÖSYM). The admission requirements for foreign students are announced on the university's web page at the beginning of each academic year. In order to ensure the continuity of the students and to provide the necessary qualifications, our students pass the courses directly or conditionally with certain letter grades. However, in case of conditional passing, according to the examination regulations: Students who receive one of the letter grades AA, BA, BB, CB and CC from a course are considered to have passed that course. In addition, students with a grade point average of at least 2.00 for a semester are also considered successful in the courses in which they receive a DC letter grade in the final exam and make-up exam in that semester. Accordingly, according to the years, if there is a general failure, it is possible to increase the success in general, if there is a partial failure in any course, it is compensated by the general average and passing with the average. However, all these situations are subject to certain conditions. If a student who fulfills the requirement of taking the final exam from a course once, repeats this course in the following semesters, the attendance requirement is not required only for theoretical courses. However, attendance is required for practice, laboratory and other semester studies related to the course. Students can take other elective courses opened by the department chairmanship, college or vocational school directorate instead of the elective courses that need to be repeated. However, in this case, the student must count the new elective course taken during course registration through the automation system to the elective course he/she wants to drop. In this case, the rights used for previous courses and studies are not used again.

Evidence

[Program.bilgileri.docx](#)

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.

Intra-institutional and inter-institutional transfers are made according to the provisions of the Regulation on the Principles of Transferring Between Associate and Undergraduate Programs, Double Major, Minor and Inter-Institutional Credit Transfer in Higher Education Institutions published in the Official Gazette dated 24/4/2010 and numbered 27561.

The maximum period is calculated by taking into account the time spent at the institution he/she came from.

For students who are decided to transfer from within or outside the University, the courses they have previously taken will be considered equivalent to the courses in the program they transfer to and the semester in which they will be adjusted are decided by the relevant board of directors upon the proposal of the department.

The letter grades of the courses previously taken by the students who are decided to transfer from within the university are considered valid for the courses considered equivalent and these grades are included in the averages. In intra-university transfers, students who want to transfer from programs whose equivalence is accepted by the relevant board are required to have a weighted grade point average of at least 3.00. Since our program is a two-year program, vertical transfer cannot be made.

Evidence

[Yök.Mevzuat.Çift.Anadal.docx](#)

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. Previously, technical trips were organized and attempts were made to prevent students from having problems in finding internships and jobs. In particular, negotiations were held with Türk Telekom in this regard. However, due to the lack of industrial development in the region where our school is located, we have not achieved the level of success we aimed for in this regard.

1.4. Counseling service should be provided to guide students on course and career planning issues. According to Gümüşhane University Education and Examination Regulations, counseling service is carried out as follows:

Orientation programs may be organized by the relevant departments before the start of the courses in order to introduce the University to the first year students who are registered for sure. An academic advisor is assigned for each student by the head of the department they are enrolled in before the start of the courses. Academic advisor

Within the period specified in the academic calendar, the academic advisor checks and approves the course syllabi approved by the student, warns the student for incorrect course registrations and approves them after making the necessary corrections.

Academic advisors carry out other advising duties within the framework of the principles determined by the Senate.

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

All students take midterm, final, final and graduation exams on the same standards, in a fair, transparent and transparent manner, and are awarded standardized letter grades.

According to Gümüşhane University Education and Examination Regulations, exams are administered as follows:

Exams are of six types: midterm, final exam, make-up exam, graduation exam, excuse exam and exemption exam. Exam grades are evaluated out of 100 points. Courses that are not included in the grade point average are specified in the education plan. Educational activities that do not require exams are determined by the relevant academic board and specified in the education plan and given to the Student Affairs Department. In this case, the letter grade of the student is evaluated by evaluating the semester studies.

Midterm exam

ITEM 19 - (1) At least one midterm exam is held for each course each semester. The contribution of the midterm exam to the letter grade is 40%. In case of a midterm exam, the contribution of 40%, and in case of more than one midterm exam and semester work, the contribution of the sum of the percentages of these exams or semester work to the letter grade is determined by the instructor of the course not exceeding 40%.

The semester studies and schedule are presented to the relevant board at the beginning of the semester by the department chairmanship and announced to the students. For the courses of a class, the program is prepared in a way that no more than two exams are held in one day. Midterm exams are held in the eighth week, no classes are held this week. Grades are announced within fifteen days at the latest from the end of the exams.

There is no midterm exam for project, capstone and seminar courses. In health schools and health services vocational schools, the contribution of the application grade of applied vocational courses such as clinical and field work to the letter grade is 50%. The letter grade is calculated by taking 50% of the weighted average of the midterm and final exam and 50% of the application grade.

End of semester exam

Final exams are held over two weeks at the place, date and time announced by the relevant department chairmanship or school directorate and the Student Affairs Department is also informed about this issue. The contribution of the final exam to the letter grade is 60%. It is obligatory to get at least 45 points out of 100 in the final exam. Students who do not take the final exam or who do not get at least 45 points from this exam, midterm exams and in-semester studies are not included in the evaluation and these students are evaluated with a letter grade of FF.

Evidence

[Program.bilgileri1.docx](#)

1.6. In order to decide on the graduation of students, reliable methods must be developed and applied to determine that all the conditions required by the program have been met.

The student must have succeeded in all courses in the program and must not have a grade of FF, DZ or YZ. In this program, the student must provide a minimum of 120 ECTS credits and have a GPA of at least 2.00 out of 4.00. There is a 30-day internship requirement in this program.

Evidence

[Program.bilgileri2.docx](#)

2. PROGRAM EDUCATIONAL OBJECTIVES

2.1. Program educational objectives should be defined for each program to be assessed.

The aim of the Electronics Technology program is to train well-equipped and self-confident intermediate manpower who will work in the assembly, repair and commissioning of electronic and electrical equipment used in industry.

Evidence

[Program.bilgileri3.docx](#)

2.2. These objectives should meet the definition of career goals and professional expectations that the graduates of the program are expected to reach in the near future.

Students are able to be employed in the field of electronics in public institutions and organizations and private sector by developing basic electronic knowledge and skills with the compulsory courses in the department. In addition, with elective courses, their equipment is developed about current applications. Our graduates are employed in all companies from Türk Telekom and electricity distribution companies in every province and district to installation, maintenance and repair in the private sector.

Evidence

[Bölüm.kariyer.hedefi.docx](#)

2.3. It should be compatible with the self-definition of the institution, faculty and department. The self-definition of our university's self-definition is made as "To be able to educate individuals who can think critically, entrepreneurial, productive, competitive, personally and professionally renew themselves continuously, to conduct research that can make a universal contribution to science, to be sensitive to the problems of the region, country and the world with all its values, to provide services that contribute to the development of the city, region and country". Our program educational objectives are in line with our university's mission.

Evidence

[Bölüm.misyonu.docx](#)

2.4. It should be determined by involving various internal and external stakeholders of the program. Gümüşhane Türk Telekom Directorate has been determined as an external stakeholder and Gümüşhane University Kelkit Aydın Doğan Vocational School Electrical Energy Department has been determined as an internal stakeholder.

2.5. It should be published in an easily accessible way. It is easily accessible on the web page of our university.

Evidence

[Elektronik.Teknolojisi.docx](#)

2.6. The program should be updated at appropriate intervals in line with the requirements of internal and external stakeholders. Elective courses are updated in subjects that our students want to improve themselves. In this context, different curricula have been created. In addition, as a result of interviews with external stakeholders, it is planned to add elective courses that they can also contribute.

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. Our program outputs within the scope of Bologna are as follows;

Knows the principles of direct current and alternating current and can fulfill the requirements,

Recognizes semiconductor elements and can make measurements,

Can use direct current and alternating current motors,

Can program microcontrollers as desired,

Can perform circuits with semiconductor elements,

Can make computer-aided circuit drawing and simulation,

Easily establishes dialogue with people inside and outside the sector,

knows the rules of healthy living,

knows the social and political history of his country, uses his language well, benefits from technology,

knows mathematics well.

Knows technical terms in a foreign language and can communicate.

Evidence

[Program.bilgileri6.docx](#)

3.2. An assessment and evaluation process that is used to periodically determine and document the level of achievement of program outcomes must be established and operated. Program outcomes are measured both in exams and projects and in internships through feedback from institutions and companies.

3.3. Programs must prove that their students who have reached the graduation stage have achieved the program outcomes. Students who have reached the graduation stage have successfully completed the courses, projects and assignments and have completed their internship at the end of the semester. All students in this situation meet 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. Course contents are updated according to learning levels in line with the information obtained from courses, assignments and projects. This depends on the capacity of the students per semester and there is no official update of the course content. Only theoretical examples and laboratory applications are increased for students to better understand the course.

4.2. These improvement efforts should be based on systematically collected, concrete data related to all areas of the program that are open to improvement, especially those related to Criterion 2 and Criterion 3. These data include exam results, project and assignment results, and feedback from internships.

5. EDUCATION PLAN

5.1. Each program must have an education plan (curriculum) that supports the program's educational objectives and program outcomes.

The education plan should include the common components and discipline-specific components given in this criterion. Our course curriculum is determined by the bologna process as four semesters. All of this information is shared on our university website. This information is available in the courses section in the sub-tabs of the information package tab on the relevant site.

Evidence

[Program.bilgileri7.docx](#)

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

The curriculum includes both theoretical and practical courses. In addition, projects and assignments are given outside of training hours in order for students to better comprehend this knowledge and skills, and the feedback obtained from them guarantees that each student who graduates has acquired these skills

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.

In this context, our university has been included in the Bologna process. Curriculum and education plans have been adapted to the bologna process.

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.

Our education plan includes basic science education of 30 ECTS in one semester and 120 ECTS in total. Of this, 30 ECTS are elective and 90 ECTS are compulsory courses.

Evidence

[Program.bilgileri8.docx](#)

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 training appropriate to the relevant discipline. Must include.

Our education plan includes basic science education of 30 ECTS in one semester and 120 ECTS in total. Of this, 30 ECTS are elective and 90 ECTS are compulsory courses.

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

Theoretical and practical courses are given in a way to gain equipment in line with the program objectives.

5.7. Students should be prepared to apply the knowledge and skills acquired in previous courses through a major application/design experience that will include relevant standards and realistic constraints and conditions.

Apart from the homework and laboratory applications within the courses themselves, they present the knowledge and skills they have learned from all courses by transforming them into a project with the "System Analysis and Design-I" and "System Analysis and Design-II" courses they take in the second semester. Thus, they gain the ability to both apply and develop what they have learned and to market and present it.

6. TEACHING STAFF 6.1. The teaching staff should be sufficient in number to cover all areas of the program and to ensure the faculty-student relationship, student counseling, service to the university, professional development, maintaining relations with industry, professional organizations and employers.

Our teaching staff has a sufficient number of lecturers who have completed their master's and doctoral studies and have private sector experience in their fields. Our academic staff has sufficient knowledge and experience in terms of transferring their academic and professional experiences to students and counseling students.

Evidence

[CV.Kenan.docx](#)

[CV.Sedat.docx](#)

6.2. The teaching staff should have adequate qualifications and ensure that the program is effectively maintained, evaluated and developed. Our teaching staff has the necessary qualifications and equipment to ensure that the program is effectively maintained and developed.

Evidence

[CV.Kenan2.docx](#)

[CV.Sedat2.docx](#)

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

The criteria for the appointment and promotion of faculty members are determined and implemented according to the REGULATION ON THE CRITERIA FOR PROMOTION, RECOGNITION AND REAPPOINTMENT OF FACULTY MEMBERSHIP published by our university. In this way, it is aimed to ensure the above-mentioned qualifications and criteria

Evidence

[gumushane_kriter.pdf](#)

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.

Our school has a closed area of 15,000 m2 on a campus area of 50,000 square meters. In the education blocks with a capacity of 755 students; There are 19 classrooms equipped with technological equipment, 8 laboratories, a conference hall for 185 people, a meeting room for 19 people, a library with 4,358 books, an internet cafe for 4 people, a canteen, a dining hall and offices for teaching staff.

Evidence

[2022-yl-birim-faaliyet-raporu.pdf](#)

7.2. There should be appropriate infrastructure 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 relationships.

The Department of Health, Culture and Sports meets the social and cultural needs of students within the scope of extracurricular activities.

Evidence

[öğrenci.Kulüp.docx](#)

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 work of students and faculty in a manner that supports the educational objectives of the program.

A total of four fully equipped laboratories, one analog electronics laboratory, one digital electronics laboratory and two computer laboratories, which will support the application courses of the program, have been put into the service of our department.

7.4. The library facilities offered to students should be sufficient to achieve the educational objectives and program outcomes.

There is a library in our school and in the central location. In addition, there are many databases that students and staff can access through the E-Library.

Evidence

[Veri.Tabanları.docx](#)

7.5. Necessary safety measures must be taken in the teaching environment and student laboratories. Infrastructure arrangements must have been made for people with disabilities.

Necessary security measures have been taken in teaching and learning laboratories. Necessary physical arrangements have been made for disabled students. In addition, the opportunities offered for disabled students are listed as follows at <https://engelsiz.gumushane.edu.tr/>:

Providing in-depth information to students Benefiting from the scholarship opportunities of our University
Covering health expenses of those who do not have health insurance

A separate person is assigned to Student Affairs for disabled students during registration

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 that ensures the quality of the program and its sustainability.

In our school, the purchase of the equipment needed by our program is met within the framework of the school's budget. In addition, the school administration provides all kinds of support to improve the quality of all programs.

Evidence

[2022-yl-birim-faaliyet-raporu2.pdf](#)

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

The development difficulty allowance offered to academic staff at our university and the possibility of housing for academic staff in our school are sufficient to attract qualified staff to our program.

Evidence

[2022-yl-birim-faaliyet-raporu3.pdf](#)

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

The necessary financial resources are provided through the rectorate in accordance with the annual budget of the state institutions.

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

Technical and administrative staff are sufficient in number and quality to support the achievement of program outcomes.

Evidence

[2022-yl-birim-faaliyet-raporu4.pdf](#)

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 subunits, if any, should be organized in a way that supports the realization of program outcomes and the achievement of educational objectives.Üniversitemiz ve okulumuzun organizasyonu program çıktılarının gerçekleştirilmesini ve eğitim amaçlarının ulaşılmasını destekleyecek şekilde düzenlenmiştir.

10. Program Specific Criteria

10.1. Program Specific Criteria must be met.

Since many of the courses in our program require numerical processing skills, we try to ensure that students learn mathematics well.

CONCLUSION

The fact that the average experience of the academic staff in our program has exceeded 10 years, that there are four fully equipped laboratories and that the district where our program is located has the beautiful nature of the Black Sea region constitutes a very important advantage for our program, while the fact that the province and district where our program is located are small cities constitutes the weakness of our program in terms of attracting students.