

# Peer Evaluation Report

## Gümüşhane University

Land Registry and Cadastre Program

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01.06.2024-01.07.2025

## 0. INTRODUCTION

### 0.1. INFORMATION ABOUT THE PROGRAM

The information provided about the program is sufficient.

### 1. STUDENTS

1.1. 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 indicators taken into account in the admission of students should be monitored and their development over the years should be evaluated.

Since the measurement and evaluation standards were accepted, the answer given was deemed sufficient.

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

Since the measurement and evaluation standards were accepted, the answer given was deemed sufficient.

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.

Student mobility can be encouraged through agreements with other institutions. Students may be encouraged to participate in centrally coordinated programs such as Erasmus and Farabi.

1.4. Consultancy services should be provided to guide students on course and career planning issues.

Consultancy services to guide students are provided with evidence.

1.5. 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.

Adequate information has been provided regarding the grading of students' success in all courses and other activities within the scope of the program.

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

Adequate information has been given about the graduation conditions of the students and it has been shown supported by Article 44.

### 2. PROGRAM EDUCATIONAL OBJECTIVES

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

The educational objectives of the program are adequately explained.

2.2. These purposes; It must meet the definition of career goals and professional expectations that graduates of the program are expected to achieve in the near future.

The educational objectives of the program are deemed to be in line with the career goals and professional expectations of the graduates.

2.3. It must be compatible with the self-duties of the institution, faculty and department. undefined

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

The information provided is sufficient, but it can be matured and improved by expanding the stakeholders of the application.

2.5. It must be published in a way that is easily accessible.

Internet extensions have been shared along with the evidence to access information about the program.

2.6. It should be updated at appropriate intervals in line with the needs of the program's internal and external stakeholders.

Evidence of updates made in line with the needs of the program's internal and external stakeholders can be added.

### 3. PROGRAM OUTCOMES

3.1. Program outputs should cover all the necessary knowledge, skills and behavioral components to achieve the program educational objectives and should be defined to include the relevant Evaluation Outputs (such as MÜDEK, FEDEK, SABAK, EPDAD, etc.). Programs may define additional program outcomes specific to them, provided that they are consistent with program educational objectives.

Harmony between program outcomes and educational objectives can be achieved. Evidence can be added.

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

Evidence of the assessment process can be added.

3.3. Programs must prove that their students who have reached the graduation stage achieve the program outcomes.

The programs provide sufficient information about the program outcomes of students who have reached the graduation stage.

### 4. CONTINUOUS IMPROVEMENT

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

Evidence must be provided that the results obtained from the established measurement and evaluation systems are used for continuous improvement of the program.

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

It has been stated that there is no need to update the curriculum of the program regarding the improvement works.

## 5. TRAINING PLAN

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

Sufficient information regarding the educational objectives of the program is provided along with evidence.

### 5.2. Used in the implementation of the training plan

The educational methods to be used must ensure that students acquire the desired knowledge, skills and behaviors.

Evidence can be collected about the skills and behaviors that students acquire during the education process.

5.3. There must be a training management system that will ensure the implementation of the training plan as envisaged and ensure its continuous development.

Adequate information is provided about the education management system.

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

Information is provided from basic educational science ECTS credits.

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

ECTS credits or necessary information is provided from credits for the basic science education of the program.

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

General education in line with program objectives is presented with evidence.

5.7. Students should be prepared with a master implementation/design experience that will use the knowledge and skills they have acquired in previous courses, including relevant standards and realistic constraints and conditions.

Sufficient information is given and evidence is shown about how students can transform the knowledge they have acquired into experience through internships.

## 6. TEACHING STAFF

6.1. Teaching staff must be sufficient in number to cover all areas of the program, each at a sufficient level, to enable the faculty-student relationship, student counseling, service to the university, professional development, and relationships with industry, professional organizations, and employers.

The teaching staff has been successfully explained and supported by web link.

6.2. Teaching staff must be adequately qualified and ensure that the program is effectively maintained, evaluated and developed.

It is thought that the teaching staff in the program is sufficient for the program.

6.3. Criteria for faculty appointment and promotion must be determined and implemented to ensure and improve the things listed above.

Sufficient information has been provided with evidence for the faculty member appointment criteria.

## 7. INFRASTRUCTURE

7.1. Classrooms, laboratories, and other equipment should help create a learning-oriented atmosphere that is adequate to achieve educational objectives and program outcomes.

For now, there is no shortage of physical equipment required for education.

7.2. Appropriate infrastructure must be in place that allows students to engage in extracurricular activities, meets their social and cultural needs, creates an environment for professional activities, supports their professional development, and revitalizes student-faculty relations.

It will strengthen the relationship between students and faculty members outside of education and training activities.

Planning of activities will contribute to the department.

7.3. Programs should provide students with opportunities to learn how to use modern engineering tools. Computer and informatics infrastructures must be at a sufficient level for the scientific and educational studies of students and faculty members, in line with supporting the educational objectives of the program.

The possibilities are successfully explained and supported by evidence.

7.4. Library facilities offered to students must be sufficient to achieve educational goals and program outcomes.

Within the scope of the educational activities offered in the program, the School library and ULAKBİM infrastructure are at a minimum level that can meet the needs of the program.

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

The security measures taken in the teaching environment and the infrastructure arrangements made for disabled students are presented visually in the evidence section. However, our disabled students should not be called disabled.

## 8. INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES

8.1. The university's administrative support, constructive leadership, financial resources and the strategy followed in its distribution must be at a level that ensures the quality of the program and its sustainability.

Information about the program was clearly expressed in the unit report and was found to be sufficient.

8.2. Resources must be sufficient to attract and retain qualified faculty and enable them to continue their professional development.

It is not enough for them to have a computer, which is included in the first of the five items, to attract qualified teaching staff. The processes in the other four articles are explained and demonstrated with evidence.

8.3. Sufficient financial resources must be provided to procure, maintain and operate the infrastructure required for the program.

The processes for spending sufficient financial resources to provide, maintain and operate the necessary infrastructure for the program have been successfully explained.

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

It has been concluded that the equipment, personal services, technical and institutional staff for the program are at a sufficient level for now.

## 9. ORGANIZATION AND DECISION MAKING PROCESSES

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

Decisions made for the program can be shown as evidence.

## 10. PROGRAM-SPECIFIC CRITERIA

10.1. Program Specific Criteria must be provided.

It is sufficient for the program-specific criteria to be explained and supported by evidence is considered.

#### RESULT CONCLUSION

By completing the deficiencies identified as a result of the self-evaluation, the program can be enabled to play a leading role in its field.