Peer Review Reports

GUMUSHANE UNIVERSITY

LABORANT AND VETERINARY HEALTH PR.

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0. INTRODUCTION

0.1. INFORMATION ABOUT THE PROGRAM

Information about the program is given sufficiently.

Valid.

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 prescribed period. The indicators taken into consideration in the acceptance of students should be monitored and their development over the years should be evaluated.

> The answer given was deemed sufficient since the measurement and evaluation standards were accepted

1.2. The policies applied in the evaluation of horizontal and vertical transfer student acceptance, double major, minor and student exchange practices, and courses taken in other institutions and/or programs and credits earned should be defined in detail and implemented.

> The answer given was deemed sufficient since the measurement and evaluation standards were accepted.

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

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

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

> Counseling 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 with transparent, fair and consistent methods.

> Information regarding the letter grades of students' success in all courses and other activities within the scope of the program is sufficiently provided.

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

> Sufficient information has been provided on students' graduation conditions and is supported and shown by Article 44.

2. PROGRAM EDUCATIONAL AIMS

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

The educational objectives of the program have been sufficiently explained.

2.2. These objectives should be in line with the definition of career goals and professional expectations that the graduates of the program are expected to achieve in the near future.

The educational objectives of the program have been found to be in line with the career goals and professional expectations desired by the graduates.

2.3. It should be compatible with the core missions of the institution, faculty and department.

The information provided is sufficient.

2.4. It should be determined by including various internal and external stakeholders of the program in the process.

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

2.5. It should be published in a way that can be easily accessed.

Internet extensions have been shared 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 internal and external stakeholders of the program.

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

3. PROGRAM OUTCOMES

3.1. Program outcomes should cover all the knowledge, skills and behavior components required to achieve program educational objectives and should be defined in a way that includes relevant Evaluation Outcomes (such as MÜDEK, FEDEK, SABAK, EPDAD, etc.). Programs may define additional program outcomes specific to them, provided that they are consistent with the program educational objectives.

Compliance between program outcomes and educational objectives can be ensured.

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

Information on the measurement and evaluation process is sufficiently explained.

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

Programs should provide sufficient information about the program outcomes of their students who have reached the graduation stage.

4. CONTINUOUS IMPROVEMENT

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

There is no measurement and evaluation unit directive in the program.

4.2. These improvement studies should be based on systematically collected, concrete data related to all areas of the program that are open to development, 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 related to the improvement studies.

5. TRAINING PLAN

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

Adequate information about the education objectives of the program is provided with evidence.

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

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

5.3. There should be an education management system that will ensure that the education plan is implemented as envisaged and that will ensure its continuous development.

Adequate information is provided regarding the education management system.

5.4. The Education Plan should 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 education science ECTS credits.

5.5. It should include basic (engineering, science, health... etc.) sciences and vocational training appropriate to the relevant discipline for at least one and a half years or at least 48 credits or at least 90 ECTS credits.

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

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

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

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

Sufficient information is provided and evidence is provided regarding the transformation of the knowledge acquired by the students into experience through internship.

6. TEACHING STAFF

6.1. The teaching staff must be sufficient in number to ensure the faculty-student relationship, student counseling, service to the university, professional development,

and relations with industry, professional organizations and employers, and to cover all areas of the program, each at an adequate level.

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

6.2. The teaching staff must have sufficient qualifications and ensure the effective maintenance, evaluation and development of the program.

The teaching staff in the program is considered sufficient for the program.

6.3. The criteria for faculty appointment and promotion must be determined and implemented to provide and develop the above-mentioned.

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

7. INFRASTRUCTURE

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

No deficiencies have been observed in the physical equipment required for education.

7.2. There should be an appropriate infrastructure that allows students to do extracurricular activities, meets their social and cultural needs, creates an environment for professional activities, supports their professional development and revitalizes student-faculty relations.

Planning activities that will strengthen the relationship between students and faculty members outside of education and training 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 should be sufficient for the scientific and educational studies of students and faculty members in line with the educational objectives of the program.

The facilities have been successfully explained and supported with evidence.

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

Within the scope of educational activities offered in the program, the College library and ULAKBİM infrastructure should be at a minimum level to meet the needs of the program.

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

The security measures taken in the teaching environment and the infrastructure arrangements made for disabled students are visually presented in the evidence section.

8. INSTITUTION SUPPORT AND FINANCIAL RESOURCES

8.1. The administrative support, constructive leadership, financial resources and the strategy followed in its distribution should be at a level that will ensure the quality of the program and its sustainability.

The information about the program has been clearly stated in the unit report and has been found to be sufficient.

8.2. The resources should be sufficient to attract, retain and continue the professional development of a qualified teaching staff.

The first of the five items that will attract qualified teaching staff, the possession of a computer, is not sufficient. The processes in the other four items have been explained and demonstrated with evidence.

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

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

8.4. Support personnel and institutional services that will meet the program requirements should be provided. Technical and administrative staff should be in sufficient numbers and qualities to support the delivery of program outcomes.

It has been concluded that the equipment and personal services, technical and institutional staff for the program are currently sufficient for the program.

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 achievement of educational objectives.

Decisions taken for the program can be presented as evidence.

10. PROGRAM SPECIFIC CRITERIA

10.1. Program Specific Criteria must be provided.

It is considered sufficient that program-specific criteria are explained and supported by evidence.

CONCLUSION

The information provided as a result of the self-assessment is explanatory.