

Peer Review Reports

GUMUSHANE UNIVERSITY

LAND REGISTRY AND CADASTRE PR.

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0. INTRODUCTION

0.1. INFORMATION ABOUT THE PROGRAM

Information about the program is given enough.

Valid.

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. Consideration in the admission of students indicators should be monitored and their development over the years should be evaluated.

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. Consideration in the admission of students indicators should be monitored and their development over the years should be evaluated. 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. Student profile and objectives of the program are given in sufficient amount.

Valid.

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

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

Valid.

- 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.

Measures should be taken by the institution and/or program to encourage and ensure student mobility through agreements and partnerships with other institutions. 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. Measures should be taken to encourage and ensure Necessary explanations about institutions and agreements and targets for the future were set.

Invalid.

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

Maintain counseling services to guide student course and career responsibilities. Sufficient information is provided on how to find community counseling offices.

Valid.

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

Achievements in all courses and other activities within the scope of the education program should be measured and evaluated in a transparent, fair and should be measured and evaluated.

Valid.

- 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.

Reliable means of determining that all program requirements have been met must be developed and implemented in order to decide on student graduation.

Valid.

2. PROGRAM EDUCATIONAL AIMS

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

Program educational objectives must be defined for each program to be evaluated. Program objectives and strategy are adequately explained.

Valid.

- 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.

This purpose should fit within the description of the desired career goals and beloved influences that graduates will pursue. Career goals and program objectives are given in line with each other.

Valid.

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

It must be compatible with the self-duties of the institution, faculty and department. It has been stated that there is harmony between the program and institutional goals.

Valid.

- 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. Stakeholder objectives and contributions have been successfully incorporated into the process.

Valid.

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

It must be published in a way that is easily accessible. The process of accessing publications is explained in detail.

Valid.

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

It should be updated at intervals appropriate to the requirements of internal and external extensions of the program. Stakeholders were targeted and consulted.

Valid.

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.

Program outputs should cover the entire scope of knowledge, skills and scope required to achieve the program training objectives, and relevant evaluation outputs (such as MÜDEK, FEDEK, SABAK, EPDAD, etc.) should also be defined within the scope. Programs may define their own additional program output with the organizations they own for program education purposes. The educational objectives of the program and the preparation process with external stakeholders are adequately explained.

Valid.

- 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.

A measurement and evaluation process used to periodically determine and document the level of achievement of program outcomes must be established and operated. The program output process is adequately explained.

Valid.

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

Programs must prove that their students who have reached the graduation stage achieve the program outcomes. Course outcomes and relevant references are provided in terms of program outcome objectives.

Valid.

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.

The results obtained from the established unloading and evaluation uses should be presented to those used for the continuous use of the program. Since the program is new and evaluation methods can be improved.

Invalid.

- 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.

These works should be concrete-based, with systems collected in some way, related to all areas open to development for the manager, mainly the areas related to Criterion 2 and Criterion 3. Since the program is new, it can enrich measurement and evaluation methods.

Invalid.

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.

Each program must have an educational plan (curriculum) that uses program educational objectives and program outcomes. The training should include the common outcome and discipline characteristics given in the facility criteria. The process is adequately explained.

Valid.

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

The educational methods to be used in the implementation of the education plan must ensure that students acquire the desired knowledge, skills and behaviors. The process and method of obtaining the gains are adequately explained.

Valid.

- 5.3.** Ensure that the training plan is implemented as planned. There must be an education management system that will ensure continuous development.

There must be a training management system that will ensure the training plan in its intended form and continuously train it. The process is adequately explained.

Valid.

- 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.

The education plan must include at least one year of basic science education or at least 32 credits or at least 60 ECTS credits. A training plan reference is provided and a link to relevant evidence is provided.

Valid.

- 5.5.** It must include basic sciences (engineering, science, health, etc.) 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.

It must include basic sciences (engineering, science, health, etc.) 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. The training plan, relevant evidence and links are provided.

Valid.

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

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

Valid.

- 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.

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

Valid.

6. TEACHING STAFF

- 6.1.** Faculty staff must be sufficient in number to cover all areas of the program, each at an adequate level, to ensure faculty-student relationships, student counseling, service to the university, professional development, and relationships with industry, professional organizations, and employers.

Teaching staff must be sufficient in number to enable faculty-student relations, student counseling, service to the university, industrial production, industry, commercial institutions and employers to sustain the family, and to expand all areas of education. Necessary contents and qualification features regarding the teaching element and proficiency have been shared.

Valid.

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

Teaching staff must be adequately qualified and ensure effective maintenance, evaluation and generality of programmes. Sample practice and instructional teaching schedule objectives are adequately explained.

Valid.

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

Faculty appointment and training criteria must be determined and implemented based on the experiences listed above. Faculty appointment and promotion criteria are planned to achieve goals.

Valid.

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.

Classrooms, laboratories, and other equipment should help create a learning-oriented atmosphere that is adequate to achieve educational objectives and program outcomes. The conditions for education and learning and the physical qualification process are explained. Relevant links have been shared.

Valid.

- 7.2.** There should be appropriate infrastructure 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.

There must be an appropriate infrastructure that allows them to carry out extracurricular activities within the institution, aims at social and cultural structuring, creates a targeted environment, uses their professional development and revitalizes student-faculty members. The activity and interaction process and goals of the program students were adequately explained.

Valid.

- 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.

Programs should provide students with opportunities to learn how to use modern engineering tools. Computer and informatics infrastructures should be at a sufficient level for scientific and educational studies of students and education in line with supporting the educational objectives of the programs. The process is explained successfully.

Valid.

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

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

Valid.

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

Necessary security measures must be taken in the teaching environment and student laboratories. Infrastructure arrangements must be made for disabled people. The security process and disability measures have been successfully explained.

Valid.

8. INSTITUTION 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.

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. The process is adequately explained.

Valid.

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

Resources must be sufficient to attract and retain qualified faculty and enable them to continue their professional development. The process is adequately explained.

Valid.

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

Sufficient financial resources must be provided to procure, maintain and operate the infrastructure required for the program. Program description has been made.

Invalid.

- 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.

The cost of support personnel and institutional services that program costs will provide. Technical and administrative staff must be in number and quality to provide satisfactory support for program outputs. The goal statement has been made adequately.

Valid.

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.

The organization of the higher education institution and all decision-making processes within and between the rectorate, faculties, departments and other sub-units, if any, must be arranged in a way to ensure that the program outcomes are realized and the educational objectives are achieved. Necessary explanation has been made.

Valid.

10. PROGRAM SPECIFIC CRITERIA

- 10.1.** Program Specific Criteria must be provided.

Program-specific criteria must be met. The specific criteria process has been successfully explained.

Valid.

CONCLUSION

While the department is new, it has determined its goals and made efforts to provide and develop the necessary infrastructure and needs. Currently, as can be seen from the statements, the program is successfully achieving its goals and student education together with its teaching staff.

Valid.