ÜYBS
Üniversite Yönetim Bilgi Sistemi

Self-Assessment Report

GÜMÜŞHANE UNIVERSITY

ELECTRONICS TECHNOLOGY PR.

Asst. Prof. Kenan KUZULUGİL (Head of Department)

Lecturer Sedat ATASEVEN (Member)

Lecturer Şahin SOYDAŞ (Member)

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0. INTRODUCTION

0.1. PROGRAM INFORMATION

Electronics Technology programme started its education and training as "Industrial Electronics" programme in the first period 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 and training under this roof. After 2009, its name changed as "Electronics Technology" programme. After graduating for many years, the programme was closed to student intake in the 2017-2018 semester due to insufficient student preference. As of 2019-2020 autumn semester, the programme started to accept students again and active education continues.

Evidence

Programme Information.docx Programme Information

1. STUDENTS

1.1. Students admitted to the programme must have the infrastructure to acquire the outcomes (knowledge, skills and behaviours) that the programme 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.

To be successful in the ÖSYS exam conducted by the Student Selection and Placement Centre (ÖSYM). The admission requirements for foreign students are announced on the university website 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, according to the examination regulations in case of conditional passing: 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 fulfils 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 head of the department, 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 the 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

Programme Information.docx Programme Information

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 programmes 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 Degree and Bachelor's Degree Programmes, 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 found by taking into account the periods spent at the institution of origin.

The courses taken by the students who are decided to transfer from within or outside the University will be counted as equivalent to the courses in the programme 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 programmes whose equivalence is accepted by the relevant board must have a weighted GPA of at least 3.00.

Since our programme is a two-year programme, vertical transfer is not possible.

Evidence

CoHE Legislation Double Major.docx CoHE Legislation Double Major

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

Previously, technical trips were organised and attempts were made to prevent students from having problems in finding internships and jobs. In particular, negotiations were held with Kayseri Özsüt Mining (Centrera Gold Inc.) in this regard. However, the fact that the industry has not developed in the region where our school is located has not achieved the level of success we aimed in this regard.

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

According to Gümüşhane University Education and Examination Regulations, counselling service is carried out as follows:

Orientation programmes can be organised 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 counsellor is assigned for each student by the head of the department in which they are registered before the start of the courses. Academic counsellor;

checks and approves the course software approved by the student he/she is advisor within the period specified in the academic calendar.

It warns the student for incorrect course registrations and approves them after making the necessary correction. Academic advisors carry out other counselling duties within the framework of the principles determined by the Senate.

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

All students take midterm, final, make-up and graduation exams at the same standards, in a fair, consistent and transparent manner, and are measured with standardised letter grades.

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

Exams; There are six types of exams: 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 the Student Affairs

Department is informed about this issue. In this case, the letter grade of the student is evaluated by evaluating the semester studies.
Midterm exam

ARTICLE 19 - (1) At least one midterm exam is held for each course in 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 studies, the contribution of the sum of the percentages of these exams or semester studies to the letter grade is determined by the instructor of the course not exceeding 40%.

In-semester studies and calendar are submitted to the relevant board at the beginning of the semester by the head of the department and announced to the student. For the courses of a class, the programme is prepared in such 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 no later than fifteen days after the end of the exams.

Midterm exams are not held for project, graduation and seminar courses. In health schools and vocational schools of health services, the contribution of the application grade of applied vocational courses such as clinic 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.

Final exam

Final exams are held in two weeks at the place, date and time announced by the relevant department chairmanship or college 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 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

Programme Information.docx Programme Information

1.6. In order to decide on the graduation of students, reliable methods must be developed and applied to determine that all the requirements of the programme have been fulfilled.

The student must have successfully completed all the courses in the programme and must not have a grade of FF, DZ or YZ. In this programme, the student must have a minimum of 120 ECTS credits and a GPA of at least 2.00 out of 4.00. In this programme, 30 days internship is compulsory.

Evidence

Programme Information.docx Programme Information

2. PROGRAMME EDUCATIONAL OBJECTIVES

2.1. Programme educational objectives must be defined for each programme to be assessed.

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

Evidence

Programme Information.docx Programme Information

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

Students are able to be employed in the field of electronics in public institutions and organisations and private sector by developing basic electronic knowledge and skills with the compulsory courses in the department. In addition, their equipment about current applications is developed with elective courses. 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

Department Career Objective.docx Department Career Objective

2.3. It should be compatible with the self-definitions of the institution, faculty and department.

The self-definition of our university's mission is as follows: "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, and to provide services that contribute to the development of the city, region and country". Our programme education objectives are compatible with our university's mission.

Evidence

Department Mission.docx Department Mission

2.4. Identify and involve various internal and external stakeholders of the programme.

Kayseri Özsüt Mining (Centerra Gold Inc.) was identified as the external stakeholder and Gümüşhane University Kelkit Aydın Doğan Vocational School Electricity and Energy Department was identified as the internal stakeholder.

2.5. It should be published in an easily accessible manner. It is easily accessible from the web page of

our university.

It is easily accessible from the web page of our university

Evidence

Electronic Technology.docx Electronic Technology

2.6. The programme should be updated at appropriate intervals in line with the requirements of internal and external stakeholders.

Elective courses are updated in the 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. PROGRAMME OUTCOMES

3.1. Programme outcomes must cover all the knowledge, skills and behaviour components required to achieve the programme educational objectives and must be defined in a way to include the relevant (e.g. MÜDEK, FEDEK, SABAK, EPDAD etc.) Assessment Outcomes. Programmes may define their own additional programme outcomes, provided that they are consistent with the programme educational objectives.

Our programme outputs within the scope of Bologna are as follows;

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

Recognise semiconductor elements and make measurements,

Can use direct current and alternating current motors, can programme microcontrollers as desired,

Can realise circuits with semiconductor elements,

Can make computer-aided circuit drawing and simulation,

Easily establishes dialogue with people inside and outside the sector, healthy living rules, knows the social and political history of his/her country, uses his/her language well, benefits from technology, knows mathematics well.

Knows technical terms in a foreign language and can communicate.

Evidence

Programme Information.docx Programme Information

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

Programme outputs are measured both in exams and projects and in internships by the feedbacks sent from institutions and companies.

3.3. Programmes must prove that their students who have reached the graduation stage have achieved the programme outcomes.

Students who have reached the graduation stage have successfully completed the courses, projects and assignments and completed their internship at the end of the semester. All students in this situation meet the programme 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 programme.

In line with the information obtained from lectures, assignments and projects, course contents are updated according to learning levels. This depends on the capacity of the students per semester and there is no official update in the course content. Only theoretical examples and laboratory applications are increased for students to understand the course better.

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

These data are exam results, project and assignment results and feedback from internships.

5. EDUCATION PLAN

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

Our course curriculum is determined by the Bologna process in 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

Programme Information.docx Programme Information

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 behaviours.

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

Programme Information.docx Programme Information

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. 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. General education should complement the technical content of the training programme and be in line with the programme objectives.

Theoretical and practical courses are given in order to gain equipment in line with the programme objectives.

5.7. Students should be prepared to utilise 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 learnt 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 learnt and to market and present it.

6. TEACHING STAFF

6.1. The teaching staff should be sufficient in number, each at an adequate level, to cover all areas of the programme and to ensure the continuation of the faculty-student relationship, student counselling, service to the university, professional development, and the relationship with industry, professional organisations and employers.

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

Evidence

CV.Kenan.docx	CV.Kenan
CV.Sedat.docx	CV.Sedat
CV.Şahin.docx	CV.Şahin

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

Our teaching staff has the necessary qualifications and equipment to ensure the effective continuation and development of the programme.

Evidence

CV.Kenan.docx	CV.Kenan
CV.Sedat.docx	CV.Sedat
CV.Şahin.docx	CV.Şahin

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.

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

Evidence

gumushane_kriter.pdf	Gümüşhane Kriter

7. INFRASTRUCTURE

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

Our school has a closed area of 15.000 m2 on a campus area of 50.000 square metres. 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 cafeteria and offices for teaching staff.

Evidence

Annual Report.pdf Annual Report

7.2. There should be an 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 revitalises student-faculty relations.

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

Evidence

Student Clubs.docx Student Clubs

7.3. Programmes 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 programme.

A total of four fully equipped laboratories, one analogue electronics laboratory, one digital electronics laboratory and two computer laboratories, which will support the application courses of the programme, 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 programme outcomes.

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

Evidence

Databases.docx Databases

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

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

In-depth presentation to students Benefiting from the scholarship opportunities of our university

Covering health expenses of students who do not have health insurance

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

8. INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES

8.1. The University's administrative support, constructive leadership, financial resources and strategy for their distribution should be such as to ensure the quality of the programme and its sustainability.

In our school, the purchase of the equipment needed by our programme is met within the framework of the possibilities of the school budget. In addition, the school administration provides all kinds of support to improve the quality of all programmes.

Evidence

Annual Report.pdf Annual Report

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 availability of lodging for academic staff in our school are sufficient to attract qualified staff to our programme.

Evidence

Annual Report.pdf Annual Report

8.3. Sufficient funds should be made available to provide, maintain and operate the infrastructure required for the programme.

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 programme requirements. Technical and administrative staff should be of sufficient number and quality to support the delivery of programme outcomes.

Technical and administrative staff are sufficient in number and quality to support the delivery of programme outcomes.

Evidence

Annual Report.pdf Annual Report

9. ORGANISATION AND DECISION- MAKING PROCESSES

9.1. The organisation of the higher education institution and all decision-making processes within and between the rectorate, faculties, departments and other sub-units, if any, should be organised in a way that supports the realisation of programme outcomes and the achievement of educational objectives.

The organisation of our university and school is designed to support the realisation of programme

outcomes and the achievement of educational objectives.

10. PROGRAM SPECIFIC CRITERIA

10.1. Programme Specific Criteria must be met.

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