ZİDEK

FORM 3. PROGRAM EVALUATOR WORKSHEET

Institution:	**Program:**
Team Chair:	**Visit Date:**
Program Evaluator:	**Program Co-Evaluator:**

In each line, please use "D" for Deficiency, "W" for Weakness, "C" for Concern, "O" for Observation; if there are no shortcomings or observation please use (√).	Previous Evaluation	Pre-Estimate	Day 0	Day 1	Exit Statement
1. STUDENTS					
1.1 Procedures for student admission, monitoring, and evaluation procedures exist and are applied					
1.2 Procedures for horizontal and vertical transfers, double major, minor, and course equivalencies exist and are applied					
1.3 Student exchange procedures exist and are applied					
1.4 Procedures for advising and monitoring exist and are applied					
1.5 Procedures for the assessment and evaluation of student performance exist and are applied					
1.6 Procedures for determining graduation requirements exist and are applied					
2. PROGRAM EDUCATIONAL OBJECTIVES (PEO)					
2.1 PEO have been defined					
2.2 (a) PEO are consistent with ZİDEK definition					
2.2 (b) PEO are consistent with the missions of the institution, faculty, and department					
2.2 (c) PEO have been determined with the involvement of internal and external constituencies					
2.2 (d)					
2.2 (e) PEO are frequently updated, based on the needs of internal and external constituencies					
2.3 There is an ongoing assessment and evaluation process for periodically determining and documenting achievement of PEO					
2.3 This process (if already defined) is being applied and achievement of PEO is demonstrated					
3. PROGRAM OUTCOMES AND ASSESSMENT					
3.1 Outcomes defined by the program include all ZİDEK outcomes					
3.1 Outcomes defined by the program are consistent with the PEO					
3.2 Process to periodically determine and document achievement of program outcomes is established and operating					
3.3 Achievement by the students of the following ZİDEK outcomes and additional outcomes, if any, defined by the program is demonstrated					
i. Adequate knowledge in mathematics, science and engineering subjects pertaining to the relevant discipline (such as Agricultural Engineering); ability to use theoretical and applied knowledge in these areas in complex engineering problems.					
ii. Ability to identify, formulate, and solve complex engineering problems in the relevant discipline; ability to select and apply proper analysis and modeling methods for this purpose.					
iii. Ability to design a complex system, process, device or product under realistic constraints and conditions, in such a way as to meet the desired result; ability to apply modern design methods for this purpose.					
iv. Ability to devise, select, and use modern techniques and tools needed for analyzing and solving complex problems encountered in relevant engineering practice; ability to employ information technologies effectively.					
v. Ability to design and conduct experiments, gather data, analyze and interpret results for investigating complex engineering problems or discipline specific research questions					
vi. Ability to work efficiently in intra-disciplinary and multi-disciplinary teams; ability to work individually.					
vii. Ability to write effective reports and comprehend written reports, prepare design and production reports, make effective presentations, give and receive clear, intelligible instructions.					
viii. Recognition of the need for lifelong learning; ability to access information, to follow developments in science and technology, and to continue to educate him/herself					
ix. Consciousness to behave according to ethical principles and professional and ethical responsibility; knowledge on standards used in engineering practice.					
x. Knowledge about business life practices such as project management, risk management, and change management in engineering practice; awareness in entrepreneurship, innovation; knowledge about sustainable development.					
xi. Knowledge about the global and social effects of engineering practices on health, environment, and safety, and contemporary issues of the century reflected into the field of engineering; awareness of the legal consequences of engineering solutions.					
Additional outcomes defined by the program					

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4. CONTINUOUS IMPROVEMENT					
4.1 Evidence that the results obtained from the established assessment and evaluation system are used for continuous improvement is provided.					
4.2 These improvement efforts are based on solid data gathered systematically in all areas of the program that are open to development, primarily those that are related to Criterion 2 and Criterion 3					
5. CURRICULUM					
5.1 A curriculum that supports its program educational objectives and program outcomes exists and contains components common to all programs, as described below under this criterion, as well as the discipline-specific components given under Criterion 10					
5.2 Educational methods used in the implementation of the curriculum guarantee that the students acquire the necessary knowledge, skills, and attitudes.					
5.3 An education management system that guarantees the implementation of the curriculum as stipulated and that ensures its continuous improvement is in place.					
5.4. (a) The curriculum contains a minimum of one year or 32 credits or 60 ECTS credits of mathematics and basic sciences. (Basic sciences education is relevant to the specific discipline and is supported by experimental studies.)					
5.4. (b) The curriculum contains a minimum of one-and-a-half years or 48 credits or 90 ECTS credits of agriculture education					
5.4. (c) There is a general education component that is consistent with the program objectives, complementing the technical content of the curriculum					
5.5 The students are being prepared for engineering practice, through a major design experience, based on the knowledge and skills acquired in earlier course work and incorporating engineering standards and realistic constraints.					
6. FACULTY MEMBERS					
6.1.(a) Number of faculty members is adequate to ensure an adequate level of student-faculty interaction, student advising and counseling, service to the university, professional development, and interaction with industrial and professional organizations, as well as employers.					
6.1. (b) Number of faculty members is sufficient to cover all areas of the program.					
6.2 Faculty members have adequate qualifications.					
6.3 Criteria for appointing and promoting faculty members exists and is being used.					
7. FACILITIES					
7.1 Facilities used for education (classrooms, laboratories) and associated equipment are adequate					
7.2 Facilities for students' participation in extra-curricular activities, for their social and cultural needs, and for encouraging their professional development are adequate.					
7.3 Modern engineering tools and computer and information technology facilities are adequate					
7.4 Library services are adequate to accomplish program educational objectives and program outcomes					
7.5 Safety measures and arrangements for disabled persons exist					
8. INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES					
8.1 The level of institutional support and leadership, financial resources and their allocation strategy is adequate to assure the quality and continuity of the program					
8.2 Resources are adequate for attracting and retaining qualified faculty members and for continuing their professional development					
8.3 Resources are adequate to acquire, maintain, and operate facilities and equipment					
8.4 Support personnel and institutional services are being provided; number and quality of technical and administrative staff are adequate					
9. ORGANIZATION AND DECISION-MAKING PROCESSES					
Decision-making processes at the levels of president's office, faculty, department and other sub-units are organized to support achievement of the program outcomes the realization of the program educational objectives					
10. DISCIPLIN-SPECIFIC CRITERIA					
Discipline-specific criteria are being met					