ZIDEK

Association for Evaluation and Accreditation of Agricultural Engineering Educational Programs
Ziraat Fakülteleri Eğitim Programları Değerlendirme ve Akreditasyon Derneği

SELF-ASSESSMENT REPORT

ZİDEK
Ziraat Fakülteleri Eğitim Programları Değerlendirme ve Akreditasyon Derneği
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ZİDEK
Self-Assessment Report

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ZİRAAT FAKÜLTELERİ EĞİTİM PROGRAMLARI DEĞERLENDİRME VE AKREDİTASYON DERNEĞİ • 2011

General Information

Introduction

The Self-Assessment Report (SAR) is prepared by the institution for use by the Agricultural Engineering Educational Programs Accreditation Board (ZAK) and the evaluation team during the ZİDEK evaluation. In this document, rules, explanations, suggestions and a SAR template are provided to be followed while preparing the SAR.

Content

The SAR is to provide information required for the quantitative and qualitative evaluation of the program and institution by ZİDEK. The SAR should be written in accordance with the template provided in this document and contain all the required information.

A separate SAR must be prepared for each program. Each report must consist of three sections:

(1) Main Section,

(2) Appendix I (Additional Information on the Program) and

(3) Appendix II (Institution Profile).

Appendix II must be common to all programs to be evaluated within the institution.

Additional Documents

The following additional documents related to the program to be evaluated must be presented together with the SAR:

1. A university catalogue including the description of the program, course syllabi and other relevant information about the institution.
2. All types of publications prepared by the institution, related to the promotion of the program
3. Internet address containing program information

Format and Preparation

The page inserted right after the General Information Section of this document must be used as the cover page of the SAR. The program title on the cover page should be the same as its used in the university catalogue, on transcripts, diplomas, and the evaluation application.

In filling out the SAR, the terms within brackets should be replaced with the terms pertaining to the program. For example, [Program Title] in the cover page of SAR should be replaced by the full title of the program being evaluated.

The cover page of this document that you are currently reading and the General Information section of this document should not be included and deleted in the SAR to be presented. Neither should explanations related to each title and subtitle be included.

The SAR should be prepared in a way that it could be printed to A4 in pdf format if necessary, and should be sent to ZİDEK as both printed and electronic copies. All appendices (Appendix I) except Appendix II (Institution Profile) should be included in SAR. Appendix II (Institution Profile), which contains information related to the university, the relevant faculty, and all programs offered at this faculty, should be prepared as a separate file in the same format as SAR.

All cells of the tables, except those that are shaded, used in SAR must be filled with valid information. No data should be entered to the shaded cells. If the data, which should be entered, does not exist (e.g., no graduation in that year), that cell must be filled with "-" sign.

Delivery and Distribution of the Report

The SAR and its appendices should be delivered to the ZİDEK Office at the address given below, as printed and electronic copies (CD, flash memory, etc.), by the deadline announced on ZİDEK's web site (http://www.zidek.org.tr/) for the year that evaluation request is made.

Association for Evaluation and Accreditation of Agricultural Engineering Educational Programs

ZİDEK İktisadi İşletmesi

Meşrutiyet Mah. Karanfil Sokak. Hisar Apt. No:28
Kat:7 Daire: 20 Kızılay-Ankara / TURKEY

SAR and its appendices can also be submitted in a way that allows downloading from a server determined by the institution. In such a case, all the information necessary to download SAR and its appendices should be e-mailed to the following e-mail address by the due date.

info@zidek.org.tr

After pre-inspection of SAR for its format or content, some short-term improvement may be requested. In such a case, the revised SAR should be re-sent to ZİDEK in the same way, as printed and electronic copies.

In the case that new information or documents become available in the period between the preparation of the SAR and the site visit, they should be sent to the ZİDEK office in the same way, as printed and electronic copies. This information and the documentation will be sent to related boards and/or team members by the ZİDEK Office.

After the evaluation teams have been formed, SAR will be delivered to the members of evaluation teams of each program by the ZİDEK office.

Confidentiality

Information contained in SAR is only for the use of ZİDEK and the evaluation team and may not be disclosed to third parties without prior permission of the institution. However, it may be used for ZİDEK's educational activities or publications, provided that the name of the institution is not revealed, whether explicitly or implicitly.

Self-Assessment Report Template

The template to be used for the SAR begins on the following page. The information ZİDEK – Self-Assessment Report (Version 2.3 – 01.01.2025) given in the footer of pages must be replaced by [Name of the University] [Program Name] Self-Assessment Report ([Date]).

This template should be strictly followed in general evaluations. No title or subtitle should be omitted, and tables should be completed in accordance with the notes provided below each table.

For interim evaluations, **Part A General Information on Program** of the template should be completed with all details; only those sections of **Part B (Assessment Summary), Appendix I – Additional Information on the Program** and **Appendix II – Institution Profile**, related to shortcomings and observations reported in **Section A.6 Actions Taken to Eliminate Previous Shortcomings and Observations** should be completed.

ZİRAAT FAKÜLTELERİ EĞİTİM PROGRAMLARI DEĞERLENDİRME VE AKREDİTASYON DERNEĞİ
2011

ZİDEK

SELF-ASSESSMENT REPORT

[Name of the Program]

[Name of the University]

[Address]

[Date]

ZİRAAT FAKÜLTELERİ EĞİTİM PROGRAMLARI DEĞERLENDİRME VE AKREDİTASYON DERNEĞİ • 2011

SELF-ASSESSMENT REPORT
[Name of the Program]
[Name of the University]

A. General Information on Program

1. Contact Information

Indicate the responsible person to be contacted by the program evaluator prior to the visit (Department Chair, or person assigned by the Department Chair); provide his/her name, telephone and fax numbers, and e-mail address.

2. Program Titles

Provide the names of all the degrees, including the options, awarded within the framework of the program exactly as written on transcripts and diplomas, and include any necessary explanations.

3. Program Type

Indicate the type of the program.

4. Educational Language of Program

Describe the program's educational language (Turkish, English, 30% English, etc.).

5. Brief History and Changes of the Program

Provide a brief history of the program. Explain the latest major changes to the program (focusing on changes made since the last evaluation of the program if previously evaluated by ZİDEK).

6. Actions Taken to Eliminate Previous Shortcomings and Observations

If ZİDEK identified shortcomings in the program during the previous (general or interim review or show cause evaluation) please enumerate all of them one by one, in the same order with ZİDEK assessment report and separately indicate the measures taken to remedy each of them. If the shortcomings determined during the previous evaluation are common to all programs, then these must be addressed separately in the SAR of each program. If ZİDEK is evaluating the program for the first time, it is sufficient to indicate as such in this subsection.

B. Assessment Summary

Criterion 1. Students

1.1 Student Admission

1.1.1 Explain the process on which student admissions to the program are based.

1.1.2 Provide ÖSYS (Student Selection and Placement Exam) student quota, number of students admitted, ÖSYS scores and ranking of last five years in Table 1.2. An updated version of this table should be provided to the evaluation team members during the site visit.

1.1.3 Evaluate the change of student quota and number of students accepted over the years. Also evaluate whether the students accepted to the program have the necessary background to acquire the targeted outcomes (knowledge, skills and behavior) of the program in expected period.

1.1.4 Explain the regulations regarding the preparation school (if there is any) for the accepted students to the program, and provide statistical information for the success status of those students. You may use a table for this purpose.

1.2 Vertical and Horizontal Transfer, Double Major, Minor and Transfer of Courses

1.2.1 Complete Table 1.2 for last five years. An updated version of this table should be provided to the evaluation team members during the site visit.

1.2.2 Summarize the policies used in admitting students via vertical and horizontal transfer, double major and minor programs, as well as in the evaluation of courses taken and credits completed at other programs and/or institutions. Describe how these policies are applied.

1.3 Student Exchange

1.3.1 Describe the agreements signed and partnerships established with other institutions by the institution and/or program.

1.3.2 Summarize the measures that the institution and/or program take to encourage and ensure the mobility of students.

1.3.3 Provide information about the numbers and profiles of students benefiting from exchange programs.

1.4 Advising and Monitoring

1.4.1 Summarize the advisory services that guide students in their courses and career planning and that ensure the monitoring of students' progress.

1.4.2 Provide quantitative and qualitative information regarding the advisory services by faculty members.

1.5 Performance Evaluation

1.5.1 Summarize the methods based on which the performance of students in courses and other activities is measured and evaluated.

1.5.2 Explain with the necessary justifications that these methods are fair, consistent and transparent.

1.6 Graduation Requirements

1.6.1 Fill in Table 1.3, which shows the variation in the number of students and graduates over the years. An updated version of this table should be provided to the assessment team members during the site visit.

1.6.2 Explain the methods used to control whether the students fulfill the program requirements for graduations, and graduation decision is taken.

1.6.3 Explain with necessary justifications that these methods are reliable.

Table 1.1 Information for YKS (Higher Education Institutions Examination) Standings of Undergraduate Students

Academic Year(1)	Quota	Number of Students Registered	YKS Score		YKS Ranking	
			Highest	Lowest	Highest	Lowest
[Current academic year]						
[1 year before]						
[2 years before]						
[3 years before]						
[4 years before]						

Notes:
(1) Provide information for the last five years including the current year.
(2) Updated version of this table should be provided to the assessment team members during the site visit.

Table 1.2 Horizontal and Vertical Transfers, Double Major and Minor Information

Academic Year(1), (2)	Number of Horizontal Transfers	Number of Vertical Transfers	Number of Students from other Departments Following Double Major Program	Number of Students Following Double Major Program of Another Department	Number of Students following a Minor Program of another Department
[Current academic year]					
[1 year before]					
[2 years before]					
[3 years before]					
[4 years before]					

Notes:
(1) Provide information for last five years including current year.
(2) Numbers are for the students transferred or started double major or minor in that year.
(3) Updated version of this table should be provided to the assessment team members during the site visit.

Table 1.3 Number of Students and Graduates

Academic Year[1]	Prep School	Year [2]				Number of Students [3]			Number of Graduates [3]		
		1.	2.	3.	4.	B.S.	M.S.	Ph.D.	B.S.	M.S.	Ph.D.
[Current academic year]											
[1 year before]											
[2 years before]											
[3 years before]											
[4 years before]											

Notes:

(1) Provide information for last five years including current year.

(2) Explain the definition used for "year" by the institution.

(3) B.S.: Undergraduate (Bachelor's), M.S.: Masters, Ph.D.: Doctorate

(4) Updated version of this table should be provided to the assessment team members during the site visit..

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2011

Criterion 2. Program Educational Objectives

ZİDEK Definitions:

Program Educational Objectives: General statements defining the career goals and Professional accomplishments that graduates are expected to achieve in the near future following graduation.

Assessment: Assessment under this criterion is the process of defining, collecting, and arranging data and evidence with the help of various methods in order to determine the achievement levels of the program educational objectives.

Evaluation: Evaluation under this criterion is the process of interpreting the data and evidence obtained from assessments through various methods. The evaluation process should yield the achievement levels of the program educational objectives and its results should be used for decisions and actions aimed at improving the program.

2.1 Defined Program Educational Objectives

2.1.1 List the program educational objectives defined.

2.2(a) Compliance of Program Educational Objectives with ZİDEK Definitions

2.2(a).1 The program educational objectives should be compliant with the definition given above, and it should not contain individual knowledge, skills, and behaviors of graduates. “Near future” means a 3-5 year-period. The educational objective should be written by focusing on the career objectives of the graduates not as the mission of institution.

2.2(b) Compliance with the Missions of the Institution

2.2(b).1 If any, provide the missions of the institution, the faculty, and the department.

2.2(b).2. Explain where those missions are published.

2.2(b).3 Discuss the degree of compliance of the program educational objectives with the missions of the institution, the faculty, and the department separately. Explain the cross relations among the components of program educational objectives with the components of missions of the institution, the faculty and the department. It is recommended to use table(s) for this purpose.

2.2(c) Method for Determining Program Educational Objectives

2.2(c).1 List the internal and external stakeholders of the program.

2.2(c).2 Explain how the program educational objectives are determined, considering the needs of the internal and external stakeholders. The method used for this purpose should be systematic and based on concrete evidence.

2.2(d) Method for Updating Program Educational Objectives

2.2(d).1 Explain how and how often the program educational objectives are updated/are going to be updated in view of the needs of internal and external stakeholders. The method used for this purpose should be systematic and based on concrete evidence.

2.2(e) Publishing Program Educational Objectives

2.2(e).1 Explain where the program educational objectives are published in an easily accessible manner.

2.3 Achieving Program Educational Objectives

2.3(a) Describe the measurement and evaluation process used to determine and document the achievement of the program educational objectives. The method used for this purpose should be systematic and based on concrete evidence.

2.3(b) Explain how you measure, using this process, the achievement level of program educational objectives with evidences.

Criterion 3. Program Outcomes

ZİDEK Definitions:

Program Outcomes: Statements defining the knowledge, skills, and attitudes that students must have acquired by the time they graduate.

Assessment: Assessment under this criterion is the process of defining, collecting, and arranging data through various methods, in order to determine the achievement levels of the program outcomes

Evaluation: Evaluation under this criterion is the process of interpreting the information, data and evidence obtained from assessments through various methods. The evaluation process should yield the achievement levels of the program outcomes, and its results should be used for the decisions and actions aimed at improving the program.

3.1 Defined Program Outcomes

3.1.1 List the defined program outcomes here. These outcomes should be in compliance with the definitions above, and they should consist of knowledge, skills and behaviors gained by the student by their graduation.

3.1.2 Program outcomes should contain all ZİDEK outcomes described in the document of Evaluation Criteria for Faculties of Agriculture (3.3-a,b,c,d,e,f,g,h,i,j and k). Show how all outcomes are completely covered. If the program outcomes are defined differently from ZİDEK outcomes, use a table showing cross correlations among the components of both.

3.1.3 Examine the compliance of the program outcomes with the program educational objectives, and explain how the program outcomes support the achievement of the program educational objectives, by referring to the relationship between them.

3.1.4 Explain the method used to determine the program outcomes.

3.1.5 Explain the methods used to periodically review and update the program outcomes.

3.2 Additional Program Outcomes

3.2.1 Programs may define additional program outcomes of their own, provided that they are consistent with the program educational objectives. Although programs may define their own program outcomes, these program outcomes must completely cover all of the ZİDEK outcomes. If the program outcomes are defined differently from the ZİDEK outcomes, a detailed cross-correlation table at the component level should be used.

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3.3 Achievement of Program Outcomes

3.3.1 For each and every program outcome, explain how far each graduating student achieves that outcome, and summarize the relevant concrete evidence obtained from the assessment and evaluation system established for this purpose.

3.3.2 For each and every program outcome, list the documents that may be related to that outcome, which will be presented separately to the ZİDEK program evaluators during the site visit as evidence that this outcome has been achieved (students' work, evaluations of students' work etc.) With the help of examples, explain the relationship between the documents to be presented as evidence and the program outcomes.

3.4 Assessment and Evaluation Process of Program Outcomes

3.4.1 For each program outcome, separately describe the assessment and evaluation process used to periodically determine and document the extent to which the outcome is being achieved. The assessment and evaluation process used for this purpose should be systematic, allow the use of direct measurement methods, and be based mostly on student work and concrete data. Processes based only on indirect assessment methods, such as surveys and/or students' course grades, will not be considered sufficient.

3.4.2 Provide evidence indicating that this process is in effect.

Criterion 4. Continuous Improvement

4.1 Explain the problems you have determined based on concrete data collected through the established assessment and evaluation methods since the previous ZİDEK evaluation (for programs being evaluated for the first time, within the last five years), also explain your improvement efforts to eliminate these problems, with evidences. These evidences are the records for suggested solutions for continuous improvement, the responsible persons who implemented these solutions, implementation dates, monitoring the implementing personnel, and sufficiency of the improvement achieved.

4.2 Provide evidence that continuous improvement activities are based on concrete data collected through systematic methods related to the continuous improvement of the program's areas which have room for improvement, primarily related to Criterion 2 and Criterion 3. Provide information on the evidence that documents your efforts and can be presented to the evaluation team during their visit.

Criterion 5. Curriculum

ZİDEK Definitions:

Credit: A credit is equivalent to an education load of a one lecture hour of theoretical class held regularly every week during a semester, or two to three hours of applied, practical or laboratory studies.

ECTS Credit: Credit defined by the European Credit Transfer System.

5.1 Curriculum

5.1.1 Provide the curriculum by filling Tables 5.1 and 5.2. You may add rows as necessary. In Table 5.1, Mathematics and Science category is expected to be fulfilled usually in the first year and partially during the second-year through basic science courses, such as physics, chemistry, biology, and statistics courses and fundamental discipline specific courses. On the other hand, "Discipline-Related Courses" are expected to be attended in the second and upper classes. The credits of each course given in this table are expected to be counted for one category only.

5.1.2 Explain how the curriculum supports the achievement of program objectives and outcomes and prepare the students for their career or future studies in the same discipline. It is suggested that how each course in the curriculum contributes to the components of program objectives and outcomes should be shown in a table. Explain the details of all approaches and applications that are used so that each student gains all outcomes.

5.1.3 Show that the curriculum contains discipline specific component given in Criterion 10.

5.1.4 Provide the syllabi of all courses in curriculum (including courses from other departments) in a format given in Appendix I.1.

5.2 Curriculum Implementation Method

5.2.1 Describe the educational methods used in the implementation of the curriculum (theoretical, modular, problem-based, applied etc.). Provide the curriculum so as to show the hierarchy of courses/modules.

5.3 Curriculum Management System

5.3.1 Describe the management system used to ensure that the curriculum is implemented as stipulated and continuously improved. It is expected, through the chairperson of the department executing the program and/or committees formed by the faculty members, that a system is established to continuously monitor and improve the curriculum.

5.4 Components of Curriculum

5.4.1 Show how the curriculum meets the requirements of “mathematics and basic sciences”, “basic engineering sciences and discipline specific education”, and “general education” in Table 5.1 using quantitative data.

5.4.2 If some components are fulfilled by the elective courses, explain how you ensure that these components are met for all the students.

5.5 Major Design Experience

5.5.1 Describe how the students gain the major design experience based on knowledge and skills acquired in the previous courses and that the major design experience contains engineering standards and realistic conditions and constraints. The works solely based on literature survey or analysis, partial designs carried out as part of theoretical/applied courses or designs that do not contain realistic constraints/conditions are not considered as major design experiences.

5.5.2 If the major design experience is gained by some elective courses, explain how you ensure that it is gained by all the students.

Table 5.1 Undergraduate Curriculum

[Program Name]

Course Code	Course name (1)	Instruction Language (2)	Category (Credit or ECTS Credit) (3),(4)			
			Mathematics and Basic Sciences (5)	Discipline Topics (6) *Check (√) if it contains significant design*	General Education (7)	Other (8)
1. Semester						
				( )		
				( )		
				( )		
				( )		
				( )		
				( )		
				( )		
2. Semester						
				( )		
				( )		
				( )		
				( )		
				( )		
				( )		
				( )		
3. Semester						
				( )		
				( )		
				( )		
				( )		
				( )		
				( )		
				( )		
4. Semester						
				( )		
				( )		
				( )		
				( )		
				( )		
				( )		
				( )		
5. Semester						
				( )		
				( )		
				( )		
				( )		
				( )		
				( )		
				( )		

EĞİTİM PROGRAMLARI DEĞERLENDİRME SİSTEMİ ZİRAAT FAKÜLTELERİ ÖNDERNEĞİ 2011

Course Code	Course name (1)	Instruction Language (2)	Category (Credit or ECTS Credit) (3),(4)			
			Mathematics and Basic Sciences (5)	Discipline Topics (6) *Check (√) if it contains significant design*	General Education (7)	Other (8)
6. Semester						
				( )		
				( )		
				( )		
				( )		
				( )		
				( )		
				( )		
7. Semester						
				( )		
				( )		
				( )		
				( )		
				( )		
				( )		
				( )		
8. Semester						
				( )		
				( )		
				( )		
				( )		
				( )		
				( )		
				( )		
CATEGORY TOTAL IN PROGRAM(10)						
Total Credit for Graduation/ECTS						
PERCENTAGE OF TOTALS IN GRAND TOTAL						
Total should satisfy one of these rows	Minimum credit / ECTS credit		32/60	48/90		
	Minimum Percentage		% 25	% 37,5		

***Notes**:*

(1) Write the name of course in Turkish even if instruction language is not Turkish.

(2) Write the instruction language.

(3) Use only Credit or ECTS credit depending on which is being used for student success calculations.

(4) During the site visit, the evaluation team will verify in how far the ZİDEK Criteria are satisfied by the courses in each category above, by examining the course syllabi in SAR, educational material and the students' work

(5) Basic science examples: Physics, Chemistry, Biology, Earth Science, Genetics, Physiology, Biochemistry etc.

(6) Discipline topics examples: Basic engineering sciences (Engineering Mechanics, Thermodynamics, Fluid Mechanics, Materials Science, Computer Science) and discipline specific subjects (Horticulture, Plant Protection, Dairy Technology, Agricultural Economics, Agricultural Machinery, Agricultural Structures and Irrigation, Field Crops, Soil Science and Plant Nutrition, Animal Science etc.)

(7) General education examples: Humanities and Social Science, Economics and Administrative Sciences etc.

(8) Others: the subjects that do not belong to any of the three categories above. Examples: Computer use and programming, subjects for personal development such as sports and music etc.

(9) When calculating totals, all compulsory courses must be included, but the number of elective courses must be the same as listed in the curriculum.

Table 5.2 Courses and Section Sizes

[Program Name]

Course Code	Course Title	Number of sections opened in the last two years	Number of students in the most crowded section	Course Type(1)			
				Lecture	Laboratory*	Recitation	Other

***Note**: (1) Give the appropriate percentage of the class type for each course (e.g., 75% lecture, 25% laboratory).*

*: Laboratory must be minimum 25% of all the courses taken during the entire education

Criterion 6. Faculty Members

Fill in Tables 6.1 and 6.2. All full-time, part-time and adjunct faculty members and instructors in the department executing the program should be included in these tables. You may add rows as necessary.

6.1 Adequacy of Number of Faculty Members

6.1(a) Examine whether the faculty members have an adequate academic level and are sufficient in number to cover all areas of the program.

6.1(b) Examine the adequacy of the faculty members to carry out the effective continuation, evaluation and improvement of the program.

6.1(c) Examine the ability of the faculty members to maintain relations with the relevant sector, professional organizations and employers.

6.2 Qualification of Faculty Members

6.2.1 Examine the adequacy of the faculty members, in addition to carrying out the educational programs, in conducting scientific research, faculty-student interaction, student advising, service to the university and professional development activities.

6.2.2 In the prescribed format, provide brief resumes of the faculty members and instructors who teach courses in Appendix I.2.

6.3 Appointment and Promotion

6.3.1 Explain faculty member appointment and promotion criteria, taking into consideration the points indicated under Criterion 6.3.

Table 6.1 Workload Summary of Faculty Members

[Program N]

Name of the Faculty Member	FT, PT, AF [1]	All Courses Taught in the Last Two Terms (Course Code/Credit/Term/Year) [2]	Total Activity Distribution [3]		
			Teaching	Research	Other[4]

Notes:

(1) FT: Full-Time Faculty Member; PT: Part-Time; AF: Adjunct Faculty Member
(2) For each faculty member, list all courses taught in the last two terms (including graduate courses and courses given at other programs). Add rows as necessary.
(3) Indicate the activity distribution in percentage so that the total activity of each faculty member adds up to 100%.
(4) Indicate long leaves of absence in the "Other" column.

Table 6.2 Analysis of Faculty Members

[Program Name]

Name of the Faculty Member [1]	Title	FT, PT, AF [2]	Highest Degree Earned	Institution from which Highest Degree Earned and Year	Years of Experience			Level of Activity (high, medium, low, none) [3]		
					Government/ Industrial Experience	Teaching Experience	Experience in the current Institution	Professional Institutions	Research	Consultancy Services to the Industry

Notes:

(1) Fill in the table for each faculty member. If necessary, you may use additional pages.
(2) FT: Full-Time Faculty Member; PT: Part-Time; AF: Adjunct Faculty Member
(3) Activity level must reflect the average of the last 3 years

Criterion 7. Facilities

7.1 Education Space and Equipment

7.1.1 Explain, using qualitative and quantitative data that the classrooms, laboratories and equipments used are sufficient for achieving the program objectives and outcomes, and suitable to provide an environment for learning. In this section, in addition to the facilities in the department executing the program, the facilities used for program students in support departments should also be discussed.

7.1.2 List the main laboratories and equipment used in undergraduate education in Appendix I.3, and explain how these equipment are used in undergraduate education.

7.2 Other Areas and Facilities

7.2.1 Describe the areas and facilities allowing students to carry out extra-curricular activities within the scope of Criterion 7.2.

7.2.2 Describe the office space provided to faculty members, instructors, administrative personnel and support personnel.

7.3 Modern Engineering Equipment, Computer and Information Technology Infrastructure

7.3.1 Describe the facilities available to students for learning use of modern engineering tools.

7.3.2 Describe the computer and information technology facilities available to students and instructors. Examine their adequacy in terms of Criterion 7.3.

7.4 Library

7.4.1 Describe the library facilities available to students, and discuss their adequacy in terms of Criterion 7.4.

7.5 Special Measures

7.5.1 Explain the safety precautions undertaken in the education environment and in student laboratories. Indicate any special safety measures that may be required for the particular program type.

7.5.2 Describe the facilities and arrangements provided for the disabled.

Criterion 8. Institutional Support and Financial Resources

8.1 Institutional Support and Budget Process

8.1.1 Provide concrete evidence that the managerial support and constructive leadership of the university is in sufficient level to achieve and sustain the quality of program.

8.1.2 Describe the budget planning process of the program and the relevant support provided by the institution (Faculty, University, Board of Trustees, and so on) in this process, as well as the sustainability of this support. Explain the sources of the financial support provided to the program. Fill in Table 8.1 for the department carrying out the program. Provide an updated copy of this table to the assessment team member during instructional visit.

8.2 Budget Adequacy for Faculty Members

8.2.1 Examine the adequacy of the budget in terms of attracting and retaining qualified faculty members.

8.2.2 Explain the adequacy of the financial support provided to faculty members to pursue career development.

8.3 Facilities and Equipment Support

8.3.1 Describe the financial support to acquire, maintain, and operate the facilities and equipment. Discuss the adequacy of this support

8.4 Technical, Administrative and Service Personnel Support

8.4.1 Provide information about the number and qualifications of the technical and administrative personnel providing support to the program; discuss their adequacy in terms of numbers and qualifications.

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Table 8.1 Expenses

[Program Name]

Financial Year / Expense Items	Preceding Year (Realized) (TL)	Year of Application (Budgeted) (TL)	Following Year [5] (Budgeted) (TL)
Salaries [1]			
Travel Allowances			
Service Procurements			
Consumer Goods and Materials Procurement			
Expenses for educational infrastructure [2]			
Building and Facilities [3]			
Simple Maintenance/Repair			
Equipment and Transportation Vehicles			
Various research and publications			
Other [4]			

***Notes**:*

(1) Indicate all expenses for personnel including payments to faculty members for extra courses, expenses for public relations, student awards, expenses of student council.
(2) The expenses for building and office infrastructure, educational equipment, books, journals, safety and fire prevention
(3) Expenses for maintenance of building and large infrastructures and landscaping
(4) Membership fees, court expenses, tax and similar expenses
(5) Updated tables must be provided during the site visit.

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Criterion 9. Organization and Decision-Making Processes

9.1 Describe the decision-making processes in the president's office, the faculty, the department, and, if any, at other sub-unit levels. Examine these in terms of the realization of program outcomes and the achievement of educational objectives.

Criterion 10. Discipline-Specific Criteria

10.1 Describe how discipline-specific criteria are met through the program curriculum, the courses and measurement and evaluation methods.

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Appendix I – Additional Information on the Program

I.1 Course Syllabi

In this section, provide the course syllabi, as indicated in B 5.1.4. The format to be used for course syllabi must be the same for all courses. The information provided should not exceed two pages per course. Each syllabus should include the following:

- Department, code and title of the course
- Compulsory/elective course information
- Course credit or ECTS credit
- Course (catalogue) content
- Prerequisites
- Textbooks and/or other necessary materials
- Course objectives
- Learning outcomes of the course
- Topics
- Contribution of the course to the professional education
- Relationship between the course learning outcomes and the program outcomes
- Person(s) who prepared the syllabus and date of preparation

I.2 Curricula Vitae (Resumes) of Instructors

Provide the resumes of all instructors, including part-time and adjunct instructors, participating in execution of the program as indicated in B.6.2.1. All resumes must be presented in the same format. The information provided must not exceed two pages per person. Each CV must contain the following:

- Name, surname and title
- Acquired degrees (together with the field, institution, and date)
- Service period in the institution, first appointment date, and dates of promotions in rank
- Other work experience (education, industry, etc.)
- Consulting, patents, etc.
- Principal publications within the last five years
- Membership to professional and scientific institutions
- Awards received
- Institutional and professional services provided within the last five years and
- Professional development activities within the last five years

I.3 Equipment

Explain the main educational and laboratory equipment used in undergraduate education, as explained in B7.1.2.

I.4 Other Information

This section can be used for the information that the institution wishes to include in SAR.

Appendix II – Institution Profile

Evaluators will need additional information about the institution and the department offering the program. Appendix II must be prepared as a separate document to be presented in addition to the SAR. Even there are more than one programs applied for accreditation, Appendix II should be the same for all programs.

II.1 Information on the Institution

Name of the university and contact information

Type of Institution

Indicate the type of governance of the university (public or private).

Higher Management of the University

Provide the names and the distribution of duties of the president, vice-presidents and, if any, advisors to the president.

Accreditation and Evaluation Information

List the names of organizations from which the programs of the institution have received accreditation and/or by which they have been evaluated. Indicate the commencement and expiry dates of the latest accreditations/evaluations.

Mission

Provide the published mission of the university, if any.

Administrative Support Units

Provide information about the supporting units essential to achieve the program objectives (library, computer center, office of student affairs, health, culture, congress and sport facilities, dining room and dormitory, etc.).

II.2 Information on the Faculty

General Information

Provide the name and contact information of the faculty of which programs will be evaluated.

Provide the names and duties of the dean, associate deans, and, if any, advisors to the dean.

Provide the name and title of the person who prepared Appendix II.

Provide the names of the departments and department chairs of the faculty.

Prepare an organization chart showing the position of the dean and associate deans of the faculty and the faculty itself within the university, and entitle this chart “Table II-1 Organization Chart.” Indicate the titles of administrators superior to the faculty (vice president responsible for academic affairs, and the like).

Mission

Provide the published mission of the ~~university~~ faculty, if any.

Programs at the Faculty and Awarded Degrees

Using information on all undergraduate programs offered at the faculty of engineering, fill Table II-2, list all degrees provided by the faculty (without making a distinction between undergraduate and postgraduate degrees) in Table II.3.

Information on Administrators

Provide the resumes of the dean, associate deans, and, if any, advisors to the dean. Each resume must not be longer than two pages.

Information on Academic Support Units

Provide information about the units providing academic support to the evaluated programs. Fill Table II-4 using information related to all units in or outside of Faculty. An updated version of this table should be provided at the beginning of assessment visit.

Budget of the Faculty

Provide the expenditures of the faculty in Table II-5. This information must be provided for a period of three financial years, including the year of application and the preceding and following years. A current version of this table should be provided at the beginning of assessment visit.

II.3 Personnel and Personnel Policies

Personnel and Student Numbers

Provide the number of all personnel (full-time, part-time, and adjunct) and students at the faculty, both for the faculty and for each of the programs evaluated in separate tables (use Table II-6). A current version of this table should be provided at the beginning of assessment visit.

Wages/Salaries and Personnel Policies

Provide information on the appointment and promotion criteria within the faculty. Information about the salaries of the faculty members is optional (see Table II-7).

II.4 Workload of Faculty Members

Describe the policies related to the teaching load, as implemented within the faculty. Define what constitutes a "full-time workload."

II.5 Monitoring of Part-Time and Adjunct Faculty Members

Provide the policies implemented for monitoring and evaluating part-time and adjunct faculty members employed by the faculty.

II.6 Information on Student Registration and Graduation

Provide the student registration and graduation statistics of the last five years for the entire faculty and for each program to be evaluated using Table II-8.

II.7 Credit Definition

Normally, one credit corresponds to an education load of a one lecture-hour theoretical class held regularly every week during a semester, or two to three hours of applied, practical, or laboratory studies. One academic year consists of at least 28 weeks, excluding the final exam periods at the end of the semester.

ECTS credit, on the other hand, is the indicator of total time that a student should spend for all activities of a course, and 30 hours of student load is usually considered as one ECTS credit.

If a program uses different credit definitions, an explanation must be provided.

II.8 Student Admission, Horizontal and Vertical Transfer, Double Major, Minor and Graduation Requirements

Information provided in this section must be valid for all programs of the faculty. If an exception applies to any program to be evaluated, then this must be indicated here, and its details must be provided in the SAR of the relevant program.

Student Admission

Provide information about the ÖSYS scores and ranking of the students enrolled in the programs at the faculty within the last five years in Table II-9.

Provide information on how courses completed at other institutions are transferred and replaced the courses in the curriculum.

Horizontal and Vertical Transfer

Explain the regulations and implementations related to student admission into the programs at the faculty through horizontal and vertical transfer. Provide the criteria (minimum average grade, required courses, course equivalences) used in admitting students.

Provide statistical information on students who have enrolled to the faculty through horizontal and vertical transfer in Table II-10.

Double Major

Explain the regulations and implementations related to the enrollment and monitoring of students in double major programs at the faculty. Provide the criteria (minimum average grade, required courses, course equivalences) used in student admission and monitoring.

Provide statistical information on students admitted to double major programs at the faculty in Table II-10.

Minor

Explain the regulations and implementations related to the enrollment and monitoring of students in minor programs at the faculty. Provide the criteria (minimum average grade, required courses, course equivalences) used in student admission and monitoring.

Provide statistical information on students admitted to minor programs at the faculty in Table II-10.

Graduation Requirements

Describe the practices used to ensure that students fulfill graduation requirements. Provide all types of documents used for this purpose

Indicate the grade point average required for graduation.

Table II-1 Organization Chart

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Table II-2 Undergraduate Programs at the Faculty

Program Name (1)	Duration of the Program	Name and Surname of Program Administrator or Department Chair	Has applied for evaluation (2)		Exists, but has not applied for evaluation (3)	
			Accreditation		Accreditation	
			Accredited	Not Accredited	Accredited	Not Accredited
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

Notes: *Fill in the table according to the information given below, for all undergraduate programs at the faculty.*

(1) Provide the title of the program as given in the university catalogue.
(2) Indicate only the programs to be evaluated in this evaluation period.
(3) Indicate the programs you do not wish to be evaluated in this evaluation period.

Table II-3 Degrees Awarded at the Faculty

Program Name [(1)]	Name of the Awarded Degree as on the Diploma	Name of the Program as on the Transcript

Notes: *Fill in the table according to the information given below, for all programs (undergraduate and graduate) at the faculty*

(1) Provide the title of the program as given in the university catalogue.

Table II-4 Academic Support Departments

Academic Year [(1)]:_____

Name of the Department [(2)]	Number of Full-Time Faculty Members [(3)]	Number of Part-Time and Adjunct Faculty Members [(4)]	Full-Time Equivalent (FTE) Academic Staff [(5)]	Research Assistants [(6)]	
				Number	FTE
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					

***Notes**:*

(1) Write data belonging to the academic year ending in the year of applications. Provide a current version of this table to the assessment team at the beginning of assessment visit.

(2) Support Units are units that offer courses to the students in the program to be evaluated (Horticulture, Plant Protection, Dairy Technology, Agricultural Economics, Agricultural Machinery, Agricultural Structures and Irrigation, Field Crops, Soil Science and Plant Nutrition, Animal Science etc.

(3) Provide the number of full-time instructors in this column

(4) Provide the number of adjunct instructors in this column

(5) Provide the total of full-time equivalents of column 1 and 2 in this column 1 FTE Full-time equivalency workload of instructors will be defined by the Faculty.

(6) Provide the number and full-time equivalents of research assistants in these columns. For research assistants, 1 FTE workload is 20 hours/week

Table II-5 Expenses

[Name of the Faculty]

Financial Year / Expense Items	Preceding Year (Realized) (TL)	Year of Application (Budgeted) (TL)	Following Year [5] (Budgeted) (TL)
Salaries [1]			
Travel Allowances			
Service Procurements			
Consumer Goods and Materials Procurement			
Expenses for educational infrastructure [2]			
Building and Facilities [3]			
Simple Maintenance/Repair			
Equipment and Transportation Vehicles			
Various research and publications			
Other [4]			

***Notes**:*

(1) Indicate all expenses for personnel including payments to faculty members for extra courses, expenses for public relations, student awards, expenses of student council.
(2) The expenses for building and office infrastructure, educational equipment, books, journals, safety and fire prevention
(3) Expenses for maintenance of building and large infrastructures and landscaping
(4) Membership fees, court expenses, tax and similar expenses.
(5) Updated tables must be provided during the site visit

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Table II-6 Personnel and Student Numbers

[Name of the Faculty]
or
[Name of the Evaluated Program]

Academic Year [1]: _____

	Number [2]		FTE [3]	Ratio to the Total FTE [4]
	FT	PT		
Administrators [5]				
Faculty Members				
Instructors				
Adjunct Members				
Research Assistants				
Technicians / Experts				
Other Administrative Staff				
Other[6]				

Registered Undergraduate Students [7]				
Registered Graduate Students [7]				

Fill in separate forms for the faculty and for each of the evaluated programs.

Notes:

(1) Data pertaining to the academic year ending in the year of the application must be provided in this table. Updated tables must be provided during the site visit.
(2) FT: Full time, PT: Part time; FTE: Full time equivalent
(3) For research assistants, 1 FTE (Full Time Equivalent) corresponds to 20 hours per week. For undergraduate and graduate students, 1 FTE corresponds to 15 credits, including all courses taken. For faculty members and instructors, the faculty shall define 1 FTE.
(4) Divide the FTE in each category by the FTE total of the faculty members, instructors and adjunct members in the faculty. Do not include administrators.
(5) List those faculty members who hold both an administrative position and instructor position in both categories, so that their total workload is 1 FTE.
(6) If a different category is in effect, indicate this or leave blank.
(7) Excluding the Preparatory School.

Table II-7 Salary Data of Faculty Members

(Optional)

Academic Year _____

For the entire faculty (including compensation for additional courses)

	Professor	Associate Professor	Assistant Professor	Instructor	Research Assistant
Number					
Highest Salary					
Average Salary					
Lowest Salary					

For each program to be evaluated (including compensation for additional courses)

Program		Professor	Associate Professor	Assistant Professor	Instructor
	Number				
	Highest				
	Average				
	Lowest				
	Number				
	Highest				
	Average				
	Lowest				
	Number				
	Highest				
	Average				
	Lowest				
	Number				
	Highest				
	Average				
	Lowest				
	Number				
	Highest				
	Average				
	Lowest				

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Table II-8 Number of Students and Graduates

For the entire faculty

Academic Year (1)	Prep School	Year (2)				Number of Students (3)			Number of Graduated Students (3)		
		1.	2.	3.	4.	B.S.	M.S.	Ph.D	B.S.	M.S.	Ph.D
[Current Academic Year]											
[1 year before]											
[2 years before]											
[3 years before]											
[4 years before]											

Notes: *(1) Provide information for five years including the present year.*
(2) Explain the meaning of "class" for institution.
(3) B.S.: Undergraduate, M.S.: Master's, Ph.D.: Doctorate

Program: _____

Academic Year (1)	Prep School	Year				Number of Students (2)			Number of Graduated Students (2)		
		1.	2.	3.	4.	B.S.	M.S.	Ph.D	B.S.	M.S.	Ph.D
[Current Academic Year]											
[1 year before]											
[2 years before]											
[3 years before]											
[4 years before]											

Notes: *(1) Provide information for five years including the present year.*
(2) B.S.: Undergraduate, M.S.: Master's, Ph.D.: Doctorate

Table II-9 YKS Standings of Undergraduate Students

Academic Year (1)	YKS Score		Ranking		Number of Registered Students
	Lowest	Highest	Lowest	Highest	

Note: *(1) Provide information for five years including the present year.*

Table II-10 Transfer, Double Major and Minor Information for Students of the Faculty

Academic Year(1)	Number of Students Horizontally Transferred	Number of Students Vertically Transferred	Number of Double Major Students	Number of Minor Students

Note: *(1) Provide information for five years including the present year.*

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