SOCIAL, HUMANITIES BASIC SCIENCES ACCREDITATION and RATING ASSOCIATION

EVALUATION REPORT DIRECTIVE

Evaluation Report

Date of the Report   :
The Council of the Higher Education :
Faculty   :
Undergraduate Program   :
Education Language   :
Campus Visit Dates   :

This Evaluation Report has been prepared based on the STAR Evaluation Criteria.

Evaluation Team Members

Chair	Member	Member	Member	Student Member
Name	Name	Name	Name	Name
Signature	Signature	Signature	Signature	Signature

Individuals Interviewed During the Campus Visit

	Name	Role or Class
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Evaluation Report

1.   Students

1.1. Students enrolled in the Undergraduate Program must have the necessary foundation to achieve the Program Learning Outcomes within the expected timeframe. The score ranges used for student admission to the Undergraduate Program should be regularly monitored and evaluated.

Findings:

1.2. Regulations for horizontal and vertical transfers, as well as for double major and minor programs, should be established and implemented.

Findings:

1.3.	Efforts should be made to promote and support both international and national student exchange programs.

<u>Findings:</u>

1.4.	Academic advising services should be provided to guide students in course selection and academic matters.

<u>Findings:</u>

1.5.	Career counseling services should be provided to assist students in career planning.

Findings:

1.6.	Students' academic performance should be measured and evaluated in a transparent, fair, and consistent manner.

Findings:

| 1.7. | A system should be established and implemented to ensure that students meet all the requirements necessary for graduation from the Undergraduate Program. |

<u>Findings:</u>

2.   The **Program Educational Objectives**

2.1. The Program Educational Objectives should be clearly defined and must comply with STAR's definition of Program Educational Objectives.

Findings:

2.2. The Program Educational Objectives should be aligned with the mission of the Higher Education Institution and Faculty.

Findings:

2.3.	The Program Educational Objectives should be publicly accessible to all stakeholders.

<u>Findings:</u>

2.4.	The Program Educational Objectives should be determined in accordance with stakeholder expectations.

<u>Findings:</u>

| 2.5. | The Program Educational Objectives should be regularly reviewed and updated. |

Findings:

| 2.6. | A system should be established and implemented to assess the achievement of the Program Educational Objectives. |

Findings:

| 2.7. | The achievement of the Program Educational Objectives should be demonstrated with evidence. |

Findings:

3. Program Learning Outcomes

3.1. The Program Learning Outcomes should encompass all the knowledge, skills, and competencies necessary to achieve the Program Educational Objectives and should be defined in a way that includes STAR Outcomes. While ensuring alignment with the Program Educational Objectives, the Program Learning Outcomes should also reflect the unique aspects of the Undergraduate Program. The STAR Outcomes align with the Turkish Higher Education Qualifications Framework (TYYÇ) at the Undergraduate Level (Level 6) within the 34-Business and Management Sciences and/or 31-Social and Behavioral Sciences fundamental fields of qualification.

STAR Outcomes

Has theoretical and factual knowledge related to their field.
Possesses cognitive and applied skills relevant to their field.
Has the ability to work independently and take responsibility in their field.
Demonstrates learning competence in their field.
Exhibits communication and social competence in their field.
Has field-specific competencies relevant to their discipline.

Findings:

| 3.2. | A measurement and evaluation system should be established and implemented to assess and document the achievement of the Program Learning Outcomes. |

<u>Findings:</u>

| 3.3. | It must be demonstrated with evidence that students nearing graduation have achieved the STAR Outcomes and Program Learning Outcomes. |

<u>Findings:</u>

4. Program Curriculum

4.1. A Program Curriculum (Syllabus) must be in place to ensure the achievement of the Program Educational Objectives and Program Learning Outcomes. The Program Curriculum should include: Program Learning Outcomes (General Criteria) and Program-Specific Learning Outcomes (Program-Specific Criteria)

Findings:

4.2. The teaching methods used in the implementation of the Program Curriculum should be designed to equip students with the necessary knowledge, skills, and competencies.

Findings:

4.3. A teaching system should be established and implemented to ensure the effective execution of the Program Curriculum and to support its continuous improvement.

Findings:

4.4. The Program Curriculum Should Include the Following Components;

4.4.1. The Program Curriculum must include the core courses of the Undergraduate Program's fundamental field.

Findings:

4.4.2.	The Program Curriculum must include specialized courses related to the Undergraduate Program's area of expertise.

<u>Findings:</u>

4.4.3.	The Program Curriculum must include competency-enhancing courses (both elective and mandatory) for the Undergraduate Program.

<u>Findings:</u>

4.5. Students should be provided with optional or mandatory internship opportunities.

Findings:

5.   Faculty Members

5.1.   The faculty staff should be sufficient in number to support scientific research, student-faculty interaction, academic advising, and academic development, while covering all areas of the Undergraduate Program.

Findings:

5.2.   The faculty staff must possess sufficient qualifications to ensure the sustainability and continuous development of the Undergraduate Program.

Findings:

5.3.	The appointment and promotion criteria should be established and implemented to ensure and enhance the qualifications outlined in 5.1. and 5.2.

Findings:

6.   Infrastructure

6.1. The physical learning environment must be adequate to support the achievement of the Program Learning Outcomes.

<u>Findings:</u>

6.2. There must be an infrastructure that enables students to engage in extracurricular activities, meets their sporting, social, and cultural needs, supports their professional development, and facilitates student-faculty interaction.

<u>Findings:</u>

6.3.	Information systems must be sufficient to ensure Program Learning Outcomes and achieve Program Educational Objectives.

<u>Findings:</u>

6.4.	Library facilities must be sufficient to ensure Program Learning Outcomes and achieve Program Educational Objectives.

<u>Findings:</u>

6.5. Physical security measures must be implemented in the teaching environment

Findings:

6.6. Educational and physical accessibility opportunities must be provided for individuals with disabilities.

Findings:

7.   Institutional Support and Financial Resources

7.1. Institutional support, constructive leadership, financial resources, and budget policies must ensure the quality, development, and sustainability of the undergraduate program.

Findings:

7.2. Financial resources must be sufficient to establish a qualified faculty and support academic development.

Findings:

| 7.3. | Sufficient financial resources must be provided to establish, operate, and maintain the necessary infrastructure for the undergraduate program |

Findings:

| 7.4. | Administrative and technical staff assigned to the undergraduate program must be sufficient in both quantity and quality to support the Program Learning Outcomes. |

Findings:

7.5. External support services procured for the undergraduate program must be sufficient in both quantity and quality to support the Program Learning Outcomes.

Findings:

8. Institutional Structure and Decision-Making Processes

8.1. The institutional structure and the decision-making processes of faculties and departments must be organized to ensure Program Learning Outcomes and achieve Program Educational Objectives.

Findings:

9.   Distance Education in the Program

9.1. A distance education policy must be established for the undergraduate program.

Findings:

9.2. Evidence must be provided for the information systems, user competencies, teaching processes, technical staff, external support services, cybersecurity, compliance with personal data protection regulations, and adherence to ethical principles required for the distance education of the undergraduate program.

Findings:

10.   Program-Specific Criteria

10.1.	Program-specific criteria must be established for the undergraduate program.

<u>Findings:</u>

10.2.	Compliance with program-specific criteria must be demonstrated. Each program-specific criterion should be linked to the courses in the curriculum. If an undergraduate program falls under multiple programs due to its title, program-specific criteria must be met for each one.

<u>Findings:</u>

11.   Continuous Improvement

11.1.	Continuous improvement efforts related to the criteria must be conducted regularly. These improvement efforts should be based on systematically collected concrete data.

Findings:

Evaluation Chart

If any deficiency, weakness, concern, or observation is identified in the relevant criterion, replace * with: 'E' for Deficiency, 'Z' for Weaknes, 'K' for Concern, 'G' for Observation	

1. Students

1.1. Students admitted to the undergraduate program must have the necessary background to achieve the Program Learning Outcomes within the expected timeframe. The score ranges used for student admission must be regularly monitored and evaluated. (*)	*
1.2. Regulations for student admission through horizontal and vertical transfers, as well as for double major and minor programs, must be established and implemented. (*)	*
1.3. Efforts should be made to encourage international and national student exchange programs. (*)	*
1.4. Academic advising services must be provided to guide students in their coursework. (*)	*
1.5. Career counseling services must be provided to support students in career planning. (*)	*
1.6. Students' academic performance must be assessed and evaluated in a transparent, fair, and consistent manner. (*)	*
1.7. A system must be established and operated to ensure that students have fulfilled all the requirements necessary for graduation from the undergraduate program. (*)	*

2. Program Educational Objectives

2.1. Undergraduate Education Objectives must be defined and aligned with STAR's definition of Program Educational Objectives. (*)	*
2.2. Program Educational Objectives must be consistent with the mission of the Higher Education Institution and the Faculty. (*)	*
2.3. Program Educational Objectives must be publicly accessible to stakeholders. (*)	*
2.4. Program Educational Objectives must be determined in accordance with stakeholder expectations. (*)	*
2.5. Program Educational Objectives must be reviewed and updated regularly. (*)	*
2.6. A system must be established and operated to determine whether Program Educational Objectives have been achieved. (*)	*
2.7. Evidence must be provided to demonstrate that Program Educational Objectives have been achieved. (*)	*

3. Program Learning Outcomes	
3.1. Program Learning Outcomes must encompass all the knowledge, skills, and competencies necessary to achieve the Program Educational Objectives and must be defined in a way that includes STAR Outcomes. Program-specific Learning Outcomes may be defined as long as they align with the Program Educational Objectives. STAR Outcomes cover the Level 6 competencies of the Turkish Higher Education Qualifications Framework in the fields of 34-Business and Management Sciences and/or 31-Social and Behavioral Sciences.	*
STAR Outcomes	*
1. Possesses theoretical and factual knowledge related to the field.	*
2. Has cognitive and practical skills relevant to the field.	*
3. Has the competence to work independently and take responsibility in the field.	*
4. Has learning competence related to the field.	*
5. Possesses communication and social competence in the field.	*
6. Has field-specific competencies.	*
3.2. A measurement and evaluation system must be established and operated to determine and document the achievement of Program Learning Outcomes. (*) 1.1. A measurement and assessment system should be established and operated to determine and document the achievement of program learning outcomes.	*
3.3. It must be demonstrated with evidence that students reaching the graduation stage have achieved the STAR Outcomes and Program Learning Outcomes. (*)	*
4. Program Curriculum	
4.1. There must be a Program Curriculum that ensures the achievement of the Program Educational Objectives and Program Learning Outcomes. The curriculum must include both General Criteria (Program Learning Outcomes) and Program-Specific Criteria (Program-Specific Learning Outcomes). (*)	*
4.2. The **teaching methods** used in the implementation of the Program Curriculum must be designed to equip students with the necessary knowledge, skills, and competencies. (*)	*
4.3. A **teaching system** must be established and operated to ensure the proper implementation and continuous improvement of the Program Curriculum. (*)	*
4.4. The **Program Curriculum** must include the following components: 4.4.1. Core courses of the undergraduate program. (*),	*

4.4.2. Specialization courses of the undergraduate program. (*),	*
4.4.3. Competency-Supplementing Courses in the Undergraduate Program (Elective and Mandatory)	*
4.5. Students should be provided with optional or mandatory internship opportunities.	*
5. Faculty Composition	
5.1. The faculty should be sufficient in number to ensure scientific research, student-faculty interaction, academic advising, and academic development while covering all areas of the undergraduate program.	*
5.2. The faculty should possess the necessary qualifications to sustain and enhance the undergraduate program.	*
5.3. Appointment and promotion criteria should be established and implemented to support and enhance the qualifications listed in sections 5.1 and 5.2.	*
6. Infrastructure	
6.1. The physical learning environment should be adequate to achieve the program learning outcomes.	*
6.2. There should be an infrastructure that allows students to engage in extracurricular activities, meet their sports, social, and cultural needs, support their professional development, and foster student-faculty interaction.	*
6.3. Information systems should be sufficient to achieve the program learning outcomes and educational objectives.	*
6.4. Library facilities should be adequate to achieve the program learning outcomes and educational objectives.	*
6.5. Physical security measures should be implemented in the learning environment.	*
6.6. Educational and physical accessibility opportunities should be provided for individuals with disabilities..	*
7. 7. Institutional Support and Financial Resources	
7.1. Institutional support, constructive leadership, financial resources, and budget policies should ensure the quality, development, and sustainability of the undergraduate program.	*
7.2. Financial resources should be sufficient to establish a qualified faculty and support academic development.	*
7.3. Adequate financial resources should be provided to establish, operate, and maintain the necessary infrastructure for the undergraduate program.	*

7.4. The administrative and technical staff assigned to the undergraduate program should be sufficient in both quantity and quality to achieve the program learning outcomes.	*
7.5. The external support services procured for the undergraduate program should be adequate in quantity and quality to meet the program learning outcomes.	*
8. Institutional Structure and Decision-Making Processes	
8.1. The institutional structure and the decision-making processes of faculties and departments should be organized to ensure the achievement of the program learning outcomes and educational objectives.	*
9. Distance Education for the Program	
9.1. A policy for distance education should be established for the undergraduate program.	*
9.2. For the distance education of the undergraduate program, evidence should be provided regarding the necessary information systems, user competencies, teaching processes, technical personnel, external support services, cybersecurity, compliance with personal data protection regulations, and adherence to ethical principles.	*
10. Program-Specific Criteria	
10.1. Program-specific criteria should be defined for the undergraduate program.	*
10.2. The fulfillment of program-specific criteria should be demonstrated with evidence. Each program-specific criterion should be linked to the courses in the curriculum. If an undergraduate program falls under multiple program categories due to its name, program-specific criteria should be met for each category.	*
11. Continuous Improvement	
11.1. Continuous improvement efforts related to the criteria should be conducted regularly. These improvements should be based on systematically collected concrete data.	*

Evaluation Report Summary

Summary Information About the Undergraduate Program

Report Date	:
The Council of Higher Educsaion	:
Faculty	:
Undergraduate Program	:
Education Language	:
Campus Visit Dates	:

Strengths of the Undergraduate Program

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Areas for Improvement in the Undergraduate Program

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