

2024-2025 ACADEMIC YEAR

COMPUTER PROGRAMMING PROGRAMME

PROGRAMME QUALIFICATIONS EVALUATION SURVEY RESULT REPORT

#	Soru	A	A (K)	A (E)	A Oran	B	B (K)	B (E)	B Oran	C	C (K)	C (E)	C Oran	D	D (K)	D (E)	D Oran	E	E (K)	E (E)	E Oran
1	Temel tasarımın ilke ve elemanlarını, kuram ve kuramcılarını bilir.	1	1	0	%3	0	0	0	%0	10	4	6	%32	9	8	1	%29	11	3	8	%35
2	Grafik tasarımında kullanılan çoklu medya tekniklerini bilir.	1	1	0	%3	2	1	1	%6	10	3	7	%32	9	9	0	%29	9	2	7	%29
3	Grafik tasarım konusunda ulusal ve uluslararası etik kuralları, standartları bilir.	1	1	0	%3	1	1	0	%3	11	5	6	%35	7	6	1	%23	11	3	8	%35
4	Grafik tasarım uygulamaları için gereken araç, yöntem ve teknikler ile bilgisayar yazılımlarını kullanır.	1	1	0	%3	0	0	0	%0	8	3	5	%26	9	7	2	%29	13	5	8	%42
5	Yaratıcı ve yenilikçi fikirler üretmeye ve bu fikirleri grafik, fotografik, tipografik, illüstratif, 2 boyutlu, görsel ifadelerle dönüştürür.	1	1	0	%3	0	0	0	%0	8	3	5	%26	10	7	3	%32	12	5	7	%39
6	Yeni medya ortamlarındaki tasarım teknolojileri ile grafik tasarım tekniklerini uygular.	1	1	0	%3	0	0	0	%0	9	4	5	%29	9	7	2	%29	12	4	8	%39
7	Soyut ve somut kavramları; yaratıcı düşünceye, yenilikçi ve özgün yapıtlara dönüştürür.	1	1	0	%3	0	0	0	%0	8	3	5	%26	9	6	3	%29	13	6	7	%42
8	Tasarım süreçlerinde estetik ve işlevi bir arada kullanarak tasarım fikirlerini görselleştirir.	1	1	0	%3	0	0	0	%0	7	3	4	%23	10	7	3	%32	13	5	8	%42
9	Bir tasarım projesi geliştirme sürecinde; problem çözme, planlama, projeyi yönetme ve sunma yetkinliğine sahiptir.	1	1	0	%3	0	0	0	%0	7	3	4	%23	11	7	4	%35	12	5	7	%39
10	Geleneksel ve yenilikçi gerekli baskı çözümlerini tanımlar, uygular.	1	1	0	%3	0	0	0	%0	7	3	4	%23	12	8	4	%39	11	4	7	%35
11	Grafik Tasarım alanında yapılacak işlerin planlamasını (tasarım, baskı öncesi, baskı ve baskı sonrası) için teslim sürelerini dikkate alarak yapar.	1	1	0	%3	1	1	0	%3	7	2	5	%23	10	7	3	%32	12	5	7	%39
12	Tasarımlarını bir portfolyo dokümanı haline getirir ve sunar.	1	1	0	%3	1	1	0	%3	7	2	5	%23	11	8	3	%35	11	4	7	%35

A-I never passed the qualification

B-I gained minimal qualification

C-I gained the competence at an intermediate level

D-I gained competence to a great extent

E-I gained the competence completely

1. Introduction

This report analyses the results of the 'Programme Competencies Assessment Survey' in which 30 students enrolled in the Graphic Design Programme participated. The questionnaire aims to enable students to determine their level of attainment in different professional competence areas through self-assessment. Students rated on a five-point scale from A (not at all) to E (entirely). The report analyses the 'Rate E.' In other words, it was formed according to the rate of the students who said 'I gained the competence completely.'

2. Strongest Competences

The competences that the students showed the highest gains in are listed below:

1. To be able to use tools, materials, and techniques for graphic design applications (43%)
2. Express abstract and concrete concepts creatively (43%)
3. To be able to evaluate aesthetics and function together in design processes (43%)
4. Generating and implementing creative and innovative ideas (40%)
5. To be able to apply design technologies in new media environments (40%)

Interpretation: These results show the programme successfully provides basic application and creativity skills. Students feel strong in aesthetic perspective, technological applications, and creative thinking.

3. Weakest Competences

The areas where students reported the lowest rate in terms of competence acquisition are as follows:

1. Entrepreneurship and business planning in graphic design profession (23%)
2. To be able to communicate professionally in a foreign language (23%)
3. To be able to contribute to projects by receiving information from different disciplines (27%)
4. To be able to report and present the design process (30%)
5. To know graphic design culture and history (30%)

Comment: The low rates in these areas indicate that students need development in complementary competences (entrepreneurship, foreign language, interdisciplinary approach, presentation, and historical awareness) that will support success in business life.

4. Suggestions for Development

- **Vocational Entrepreneurship Training:** Students should be given courses in freelancing, client management, and project bidding.
- **English and International Follow-up:** Students should be integrated with the global design world by developing technical English skills.
- **Presentation and Portfolio Preparation:** Reporting, portfolio presentation, and oral expression skills should be supported by practical courses.
- **Design History and Theoretical Content:** The history, theoretical background, and cultural influences of graphic design should be conveyed to students.
- **Interdisciplinary Projects:** Project development opportunities should be offered with communication, advertising, media, and software.

5. Conclusion

Graphic Design Programme strongly supports students' practical and creative competencies. However, it is recommended that entrepreneurship, foreign language, interdisciplinary thinking, and presentation skills be integrated into the education programme so that graduates can participate in the sector more equipped and competitively.