

Architectural Education Accreditation Association - MiAK
Thematic Analysis Report - 2023
March 8, 2024

Preface.

ARCHITECTURAL EDUCATION ACCREDITATION ASSOCIATION, MiAK for short, was established on 10.09.2019. Having carried out its activities in cooperation with the TMMOB Chamber of Architects under the name of "Architecture Accreditation Board" between 2006 and 2019, it has established its independent structure under the roof of the Association as of 2019.

The main purpose of MiAK is to contribute to the improvement of the quality of architectural education by conducting accreditation, external quality assessment, and information studies for architectural education programs. Thus, it aims to improve social welfare and the quality of the natural and built environment by increasing the quality of architectural services.

MiAK aims to ensure the development of the architectural profession through education and to evaluate and improve architectural education through competency studies in cooperation with the official institutions related to education and through the recommendations it will form.

MiAK aims to ensure inclusiveness and participation by including a broad representation of components such as educators, academics, students, graduates, graduates, employers, and professional organizations in the formation of its members, management staff, all boards and teams, and/or in the realization of its activities.

MiAK aims to improve the quality of education by contributing to the accreditation of architecture undergraduate programs as well as architecture graduate programs and other design-related education programs (interior architecture, industrial product design, urban and regional planning, etc.) under its institutional structure.

MiAK's activities:

- To prepare, update, and publish documents such as processes, conditions, institutional quality policy, visiting team guide, etc. related to the accreditation of architectural education programs,
- To evaluate and accredit programs upon the application of institutions providing architecture education,
- To carry out the selection and training of evaluators who will take part in accreditation studies,
- To inform and train program directors and faculty members on program evaluation,
- To continuously monitor the current and future needs of the stakeholders of architecture programs, to determine the program evaluation criteria, and to review and renew the evaluation criteria and processes when necessary.

During the application period of the MiAK-MAK 2023 accreditation calendar, applications were received from 10 different institutions and 9 institutions submitted their self-assessment reports. There are 7 architecture programs that applied in 2022 and the accreditation decision was taken in 2023.

This report aims to examine the evaluations of the programs whose accreditation decision was finalized in MiAK-MAK in 2023 and announced on the MiAK website in thematic areas through tables and graphs, and to identify the strengths and areas open to improvement through the analysis.

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Abbreviations:

MiAK Architectural Education Accreditation Association

MAK Architectural Accreditation Board

ZT: Visiting Team

ZTSR Visiting Team Final Report

1. General Analysis

General analyses were made on the number of architecture programs that applied for accreditation to the Architectural Accreditation Board of the Accreditation Association for Architectural Education and completed the process in 2023, the types of universities, the number of programs that did not continue the process despite submitting a letter of intent, the reasons for not continuing, the characteristics of the visiting team formed for the programs, the number of program and evaluator information workshops held, the number of participating programs/person, the results of the evaluation of the self-assessment pre-assessment reports by the AC, the distribution of the accreditation decisions of the programs.

In 2023, five of the programs whose accreditation process was completed were initial applications and two were accreditation renewal applications. One of the applicant programs is located in state universities and six are located in foundation universities. Table 1, Figure 1, and Figure 2 show these data numerically and graphically.

1.1. Number of programs with completed accreditation process

In 2023, the accreditation process was completed and the accreditation decision was made by MAK can be seen in Table 1. Of the 7 accredited programs, 71% are initial applications and 29% are programs that applied for accreditation renewal. Of these programs, 15% are in public universities and 85% are in foundation universities.

Table 1. Number of programs with completed accreditation process in 2023

YEAR	Number of programs applied			Number of programs undergoing accreditation assessment	
	First application	Renewal	Total	State	Foundation
2023	5	2	7	1	6
TOTAL					

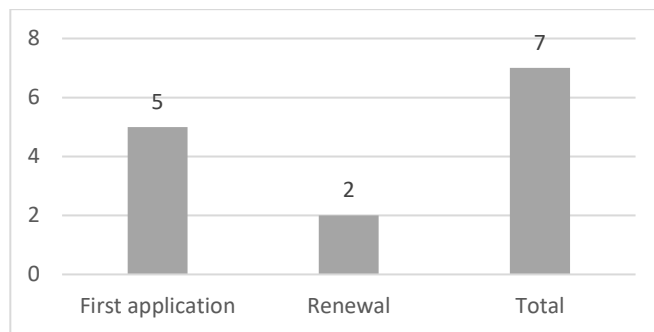


Figure 1. Number of programs with completed accreditation process in 2023

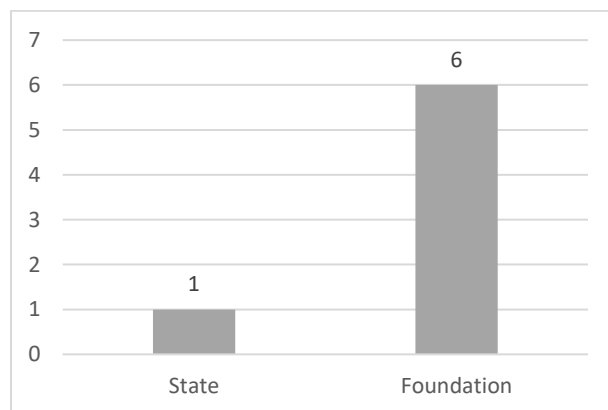


Figure 2. University types of programs whose accreditation process was completed in 2023

In 2023, apart from the programs whose accreditation process was completed, there were no programs that did not continue the process despite submitting a letter of intent.

Table 2. Number of programs that did not continue the accreditation process despite submitting a letter of intent and their reasons

	Number of programs that submitted a letter of intent but did not continue the accreditation process	Reasons for not continuing the process
2023	0	

1.2. Formation of a visiting team for programs whose accreditation process has been completed

A total of seven visiting teams were formed for the programs. A total of 42 people worked in the visiting teams. Numerical and graphic information is shown in Table 3 and Figure 3.

Table 3. Formation of the Visiting Team

YEAR	Number of accepted programs	Number of programs visited	Visiting team members					TOTAL
			President	Member	MiAK Observer	Institution Observer	Student Observer	
2023	7	7	7	14	7	7	7	42
TOTAL								

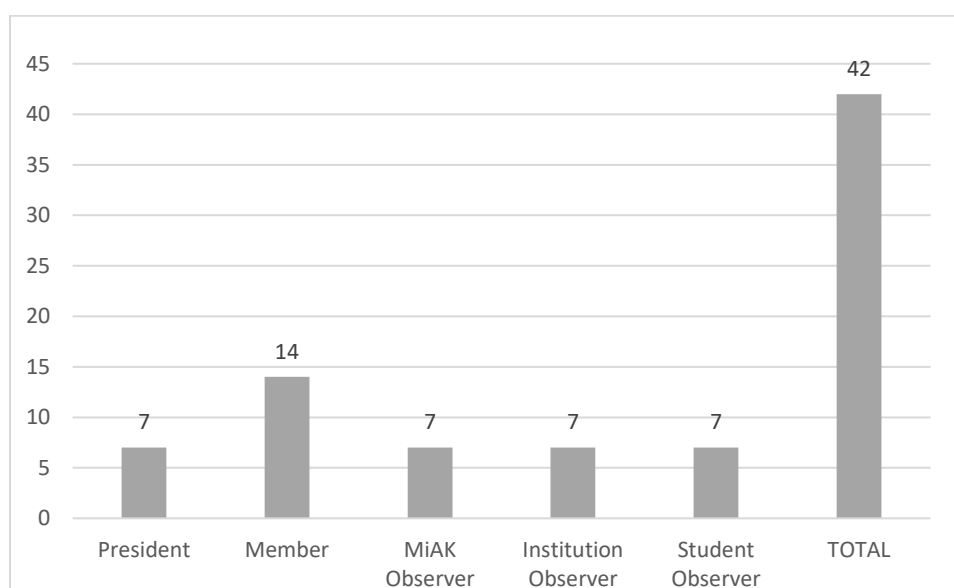


Figure 3. Distribution of the members of the Visiting Teams of the programs that received accreditation in 2023

A total of 42 people served in the visiting teams of 7 programs accredited in 2023. Of the total number of people, 16.5% were presidents, 34% were members of the visiting teams, 16.5% were MiAK observers, 16.5% were institutional observers and 16.5% were student observers.

1.3. Workshops held in 2023

This section analyzes the "Self-assessment preparation workshops" and/or "Visiting Team Workshops" organized for the programs that applied and submitted a self-assessment report in 2023. In 2023, one "self-assessment preparation workshop" was organized. Numerical and graphical information about this situation is given in Table 4 and Figure 4.

Table 4. Workshops

YEAR	Number of programs submitting a self-assessment report	Self-assessment preparation workshops			Visiting team workshops		
		Number of workshops	Number of participating programs	Number of people participating	Number of workshops	Number of institutions to which participants are affiliated	Number of people participating
2023	9	2	22	106	2		98
TOTAL							

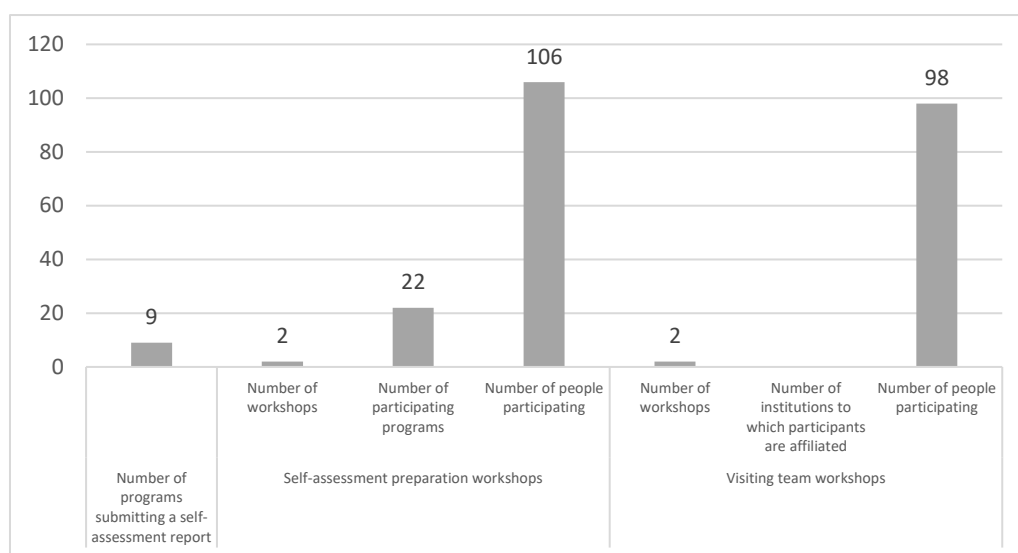


Figure 4. Workshops

In 2023, two self-assessment preparation workshops were held. 11 architecture programs and 106 people participated in the workshops. Two visiting team information workshops were held. 98 people participated in the workshops.

1.4. In 2023, preliminary report results of programs whose accreditation process was completed

In 2023, the preliminary report results of the self-assessment reports of the architecture programs that were accredited are analyzed in this section. Information about the 7 architecture programs accredited in 2023 is given in Table 5 and Figure 5.

Table 5. Results of Preliminary Reports of the Self-Evaluation Report

YEAR	Number of programs submitting a self-assessment report	The decision of the Visiting Teams on Making Visits			
		Institution Visit accepted ACCEPTANCE	Institution visit accepted additional information requested ACCEPTANCE	Additional information was requested because the self-assessment report was found incomplete CORRECTION	Self-Assessment Report found inadequate RED
2023	7	1	6	0	0
TOTAL					

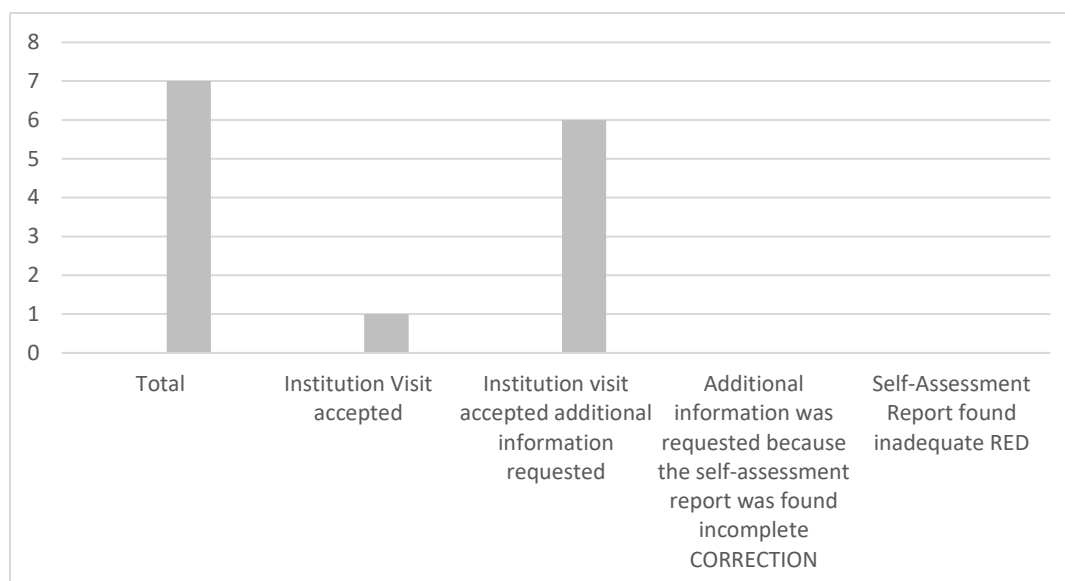


Figure 5. Evaluation of preliminary reports

In 2023, the self-evaluation report of one of the seven programs (14%) whose accreditation process was completed was accepted directly, while the self-evaluation report of six programs (86%) was accepted, but some additional information was requested to be provided until the visit.

1.5. In 2023, the distribution of accreditation decisions of accredited programs

In this section, the distribution of the accreditation decisions made by the MAK for the architecture programs whose accreditation process was completed in 2023 is given. The distribution of decisions is shown numerically and graphically in Table 6 and Figure 6.

Table 6. Distribution of Accreditation Decisions

YEAR	Number of accredited programs	Accreditation Decision			
		2-year supervised accreditation	3-year accreditation	6-year conditional accreditation	6-year accreditation
2023	7	2	2	2	1
TOTAL					

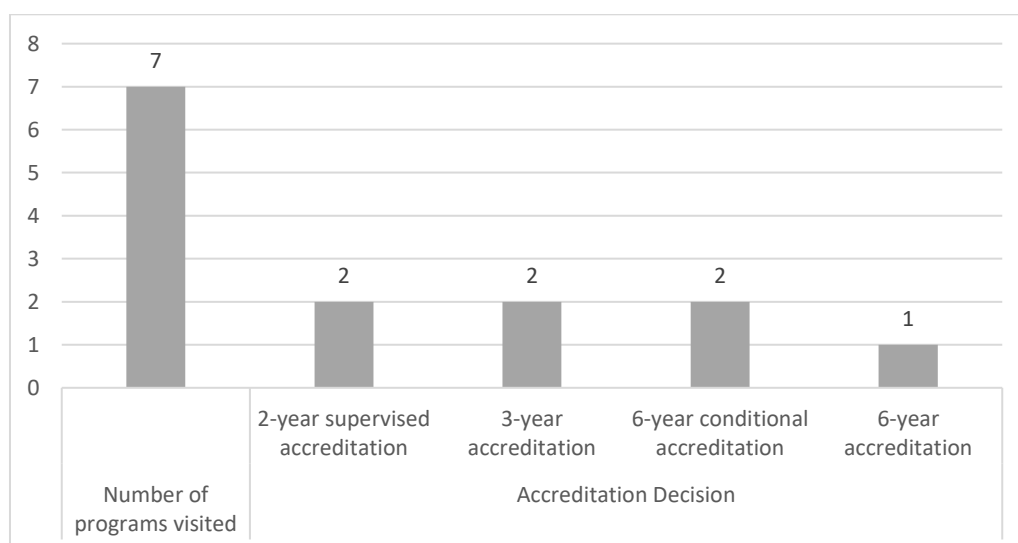


Figure 6. Distribution of Accreditation Decisions

14.5% of the programs accredited in 2023 were accredited with "Six Year Accreditation", 28.5% with "Conditional Six-Year Accreditation", 28.5% with "Three Year Accreditation" and 28.5% with "Two Year Supervised Accreditation".

2. Strengths and Areas for Improvement According to Visiting Team Final Reports (VTSR) of Programs in the Accreditation Process According to MiAK Conditions Document:

2.1. Program Affiliated Institution

This section includes the founding philosophy, history, mission, and vision of the program and the institution in which it is located. Information is given about the disciplinary uniqueness and autonomy of the program within the institution. The support provided and expected to be provided by the institution for the development of the program is evaluated.

Table 7. University and faculty of the program

YEAR	Number of accredited programs	Faculty types								Other	
		Architecture		Architecture and Design		Fine Arts, Design and Architecture		Engineering Architecture			
		State	Foun datio n	State	Foun datio n	State	Founda tion	State	Foun datio n	State	Found ation
2023	7	1	1		2		3				
TOTAL											

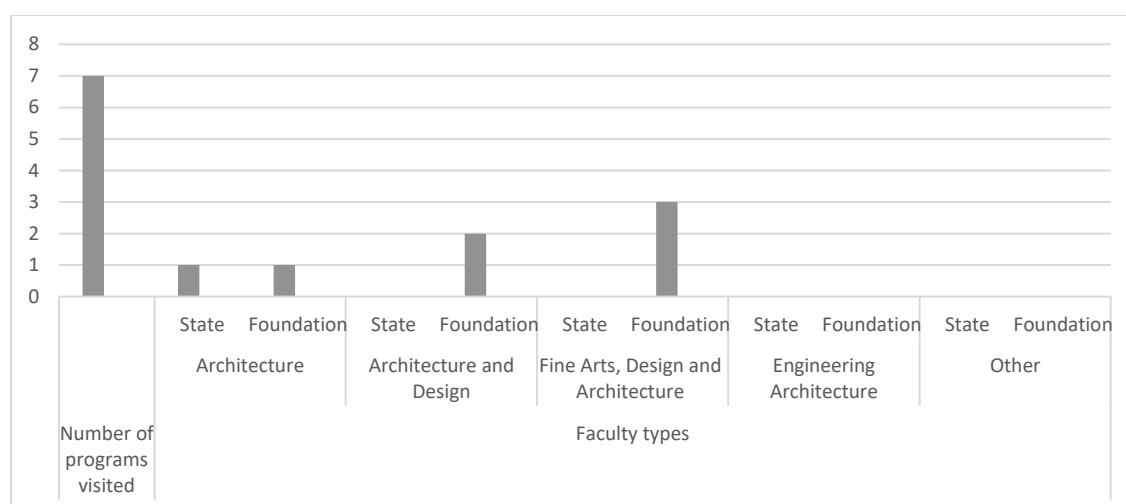


Figure 7. Distribution of universities and faculties in which the program is located

Architecture programs are located in different faculties. Although the department to which the programs are affiliated is always "Architecture", the name of the faculty may change. Of the 7 programs, 28.5% are in the "Faculty of Architecture", 28.5% are in the "Faculty of Architecture and Design" and 43% are in the "Faculty of Fine Arts, Design and Architecture".

2.2. General Features of the Program

Within the scope of the general features of the program, a) history, b) mission and vision of the program are explained. Programs make successful and original explanations on this topic. The evaluations of the Visiting Team Final Reports under this heading are positive.

2.3. Program-Institution Relationship

Under this heading, the administrative organizational structure of the academic unit and institution in which the program is located is discussed. The self-evaluation reports of the programs contain successful and original explanations on this subject. The evaluations made by the Visiting Team in their Final Reports under this heading are positive.

2.4. Program Self-Assessment Studies

This section briefly describes the program's self-assessment processes, strengths, weaknesses, and progress. A plan for the vision of development is presented. Evaluations made by the program's stakeholders (faculty members, students, graduates, etc.) include surveys on course content, scope, delivery methods, and learning outcomes. The educational approach of the program is prepared as a common view of the institution and methods are expected to be specified. If the self-evaluation studies of the programs are found insufficient in their first submission, they are expected to be returned to the program and corrected and submitted again. If it is found insufficient in the re-submission, the program's application self-evaluation report is found insufficient and the accreditation process is not continued. It is stated that the self-evaluation studies of the programs whose self-evaluation reports are accepted have been adequately addressed.

2.5. Report on Progress

This section is not considered by programs applying for the first time. The continuity of the program's accreditation is only possible if the program proves that sufficient work has been done to address the deficiencies identified in the Visiting Team Report. Programs applying for renewal of accreditation have successfully addressed the areas for improvement identified during the previous visit.

2.6. Program Approach

The program's relations with the components of the architectural environment, namely the academic environment, faculty, students, the professional field of architecture, other professional fields, and society are included. How these components are addressed within the framework of the program's mission, the vision, goals, and approaches related to each of them, the self-assessment, and statistical values on which long-term plans and strategies for future improvements are based are stated. It successfully demonstrates the extent to which the program responds to the expectations of the components and environments, including the institution to which it is affiliated, other educational institutions, professional chambers, and other relevant institutions. In programs accredited in 2023, programs were found successful in this section of the visiting team result reports.

2.7. Human Resources

Under the heading of human resources, the human resources opportunities of the programs are evaluated under the headings of a) teaching staff; b) students; c) administrative staff. The evaluations of the Visiting Teams on the programs accredited in 2023 are shown in Table 8 and Figure 8.

Table 8. Human Resources

YEAR	Number of accredited programs	Teaching Staff		Students		Administrative Staff		Description
		Proven	Not Proven	Proven	Not Proven	Proven	Not Proven	
2023	7	7	0	7	0	7	0	
TOTAL								

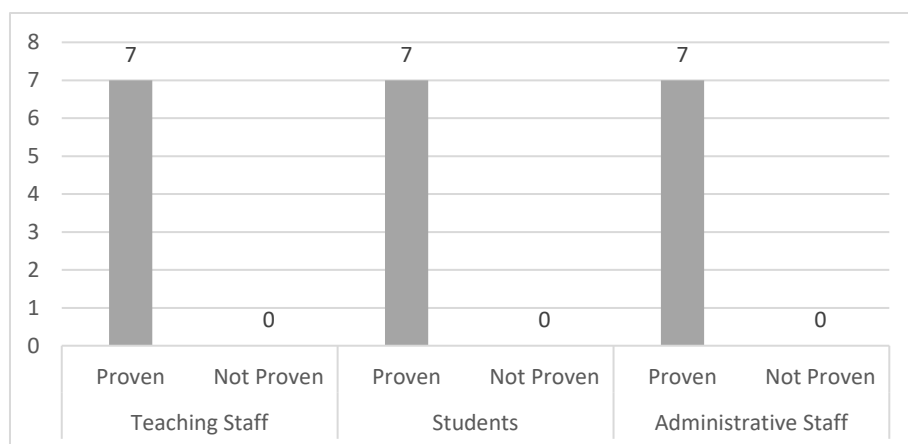


Figure 8. Status of human resources data of accredited programs in 2023

In 2023, all accredited programs were evaluated as proven by the Visiting Teams with their data on human resources and their work on this issue.

2.8. Resources for the Learning Environment / Financial Resources

In this section, "Physical Facilities" and "Information Resources" are analyzed under the heading "Resources for the Learning Environment". In this section, "Financial Resources" were evaluated by the Visiting Teams through the self-assessment report and its annexes and analyzed as reflected in the ZTSR.

Table 9. Resources for the Learning Environment / Financial Resources

YEAR	Number of accredited programs	Physical facilities		Information Sources		Financial Resources		Description
		Proven	Not Proven	Proven	Not Proven	Proven	Not Proven	
2023	7	7	0	7	0	6	1	
TOTAL								

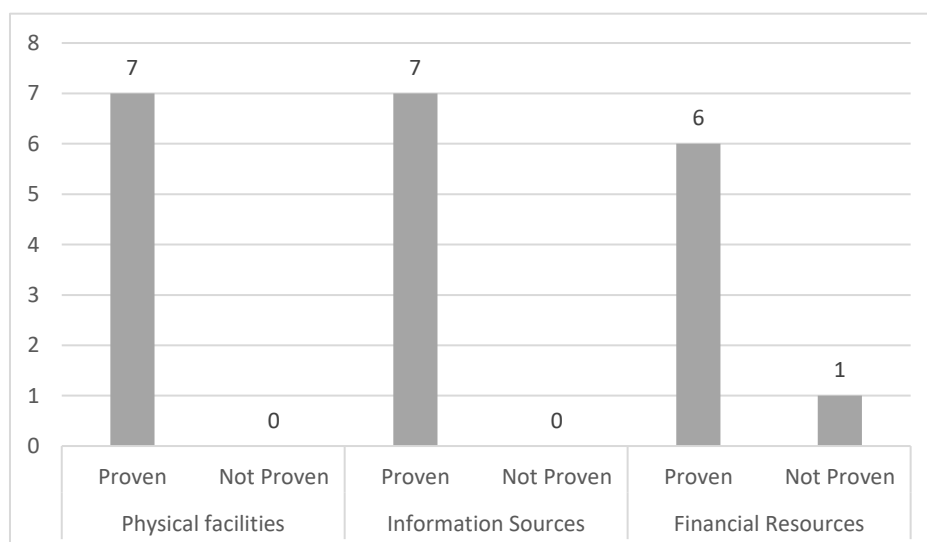


Figure 9. Status of data on the learning environment and financial resources of accredited programs in 2023

In 2023, all accredited programs were evaluated as proven by the Visiting Teams with their data on "information resources" and "physical facilities". In the case of "financial resources", 14% were evaluated as unproven and 86% as proven.

2.9. Education and Learning Features of the Program

"Education Degrees and Curriculum", "Learning Environment and Achievement Level", and "Learning Culture" are evaluated by the Visiting Teams in the ZTSR within the framework of the self-assessment reports, relevant documents, and the statements made by the program components in the interviews during the visit. The analysis of the results of these evaluations reflected in the ZTSR is shown in Table 10 and Figure 10.

Table 10. Program Education and Learning Characteristics

YEAR	Number of accredited programs	Education Degrees and Curriculum		Learning Environment and Achievement Level		Learning Culture		Description
		Proven	Not Proven	Proven	Not Proven	Proven	Not Proven	
2023	7	7	0	5	2	6	1	
TOTAL								

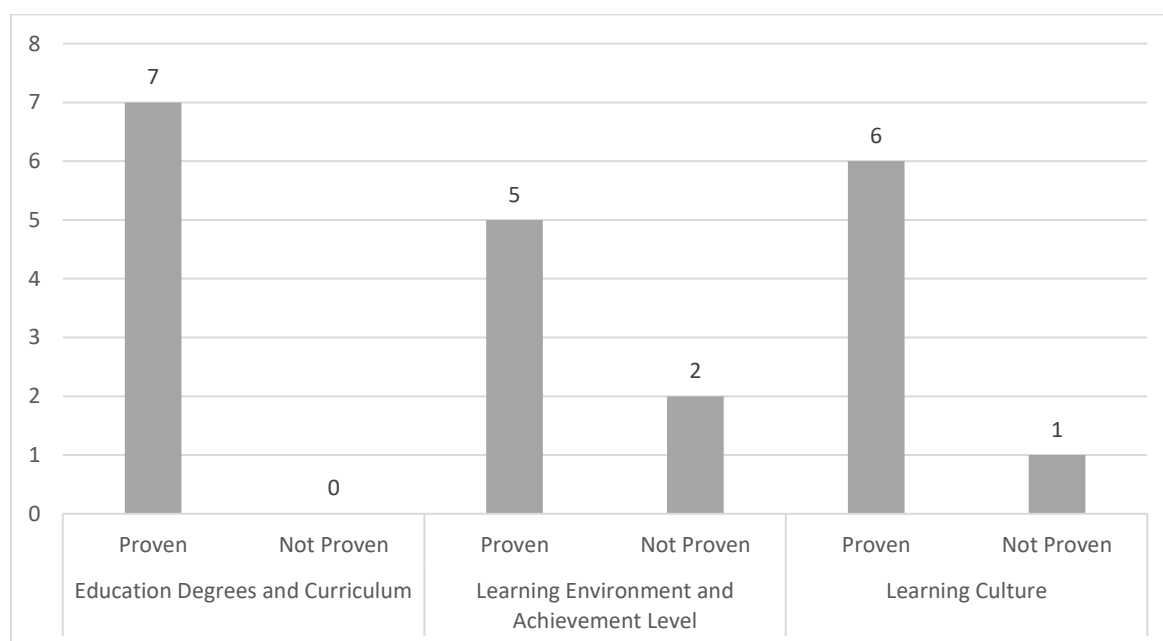


Figure 10. Status of data on education and training characteristics of accredited programs in 2023

In 2023, it was stated in the visiting team reports that all programs accredited in 2023 proved the subject in their self-assessment reports on "educational degrees and curriculum". In the evaluation of the data on "learning environment and achievement level", 71% of the programs were evaluated as proven by the Visiting Teams and 86% of the programs were evaluated as proven in the evaluation of the data on "learning culture".

2.10. Knowledge, Skills, and Competencies Required for Graduates

The knowledge, skills, and competencies expected to be gained by architects graduating from an architecture program are grouped under five main headings at the levels of understanding and skill. The five main topics are defined as "I) Architecture - Design - Creative Thinking", "II) Architecture - History / Theory, Culture / Art", "III) Architecture - Environment / City / Society", "IV) Architecture - Technology", "V) Architecture - Professional Environment". These knowledge, skills, and competencies are explained in detail in MiAK-MAK documents. Visiting Teams are expected to prove the defined

knowledge, skills, and competencies with the self-assessment report and its annexes and the knowledge, skills, and competencies/courses matrix, program outputs, course learning outcomes, course files, and documents in the additional information provided by the program and are expected to evaluate these documents and make a decision with one of three results (meets / partially meets/does not meet).

The results of the "Knowledge, Skills and Competencies Expected to be Acquired by Graduates" assessments for the 10 architecture programs whose accreditation process was finalized in 2023 are given numerically and graphically in Table 11 and Figure 11.

Table 11. Knowledge, Skills, and Competencies Required for Graduates

	Knowledge/skills / competencies	2022			TOTAL		
		Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
I. Architecture - Design / Creative Thinking	Critical Thinking (B)	7					
	Communication (B)	7					
	Research (B)	7					
	Designing (B)	7					
II. Architecture - History / Theory, Culture / Art	World Architecture (A)	6	1				
	Vernacular Architecture / Cultural Diversity (A)	5	1	1			
	Cultural Heritage and Conservation (A)	4	2	1			
III. Architecture - Environment / City / Society	Sustainability (B)	5	1	1			
	Social Responsibility (A)	6	1				
	Nature and Man (A)	5	2				
	Geographical Conditions (A)	6		1			
IV. Architecture - Technology	Life Safety (A)	3		4			
	Structural Systems (A)	7					
	Building Physics and Environmental Systems (A)	6	1				
	Building Envelope Systems (A)	6	1				
	Building Service Systems (A)	5	1	1			
	Building Materials and Applications (A)	5	2				
	Integration of Building Systems (B)	5	1	1			
V. Architecture - Professional Environment	Program Preparation and Evaluation (B)	3	2	2			
	Comprehensive Project Development (B)	4	2	1			
	Consideration of Building Cost (A) *	5		1			
	Architect-Employer Relationship (A)	3	1	3			
	Teamwork and Cooperation (B)	4		3			
	Project Management (A)	4		3			
	Application Management (A)	5		2			
	Leadership (A) *	2	1	3			
	Legal Rights and Responsibilities (A) *	4		2			
	Professional Practice (A) *	2		4			
	Professional Ethics (A) *	2	1	3			
TOTAL							

* In a Visiting Team Final Report, these criteria were not assessed as the information was not clear in the annexes of the program's *self-assessment report.

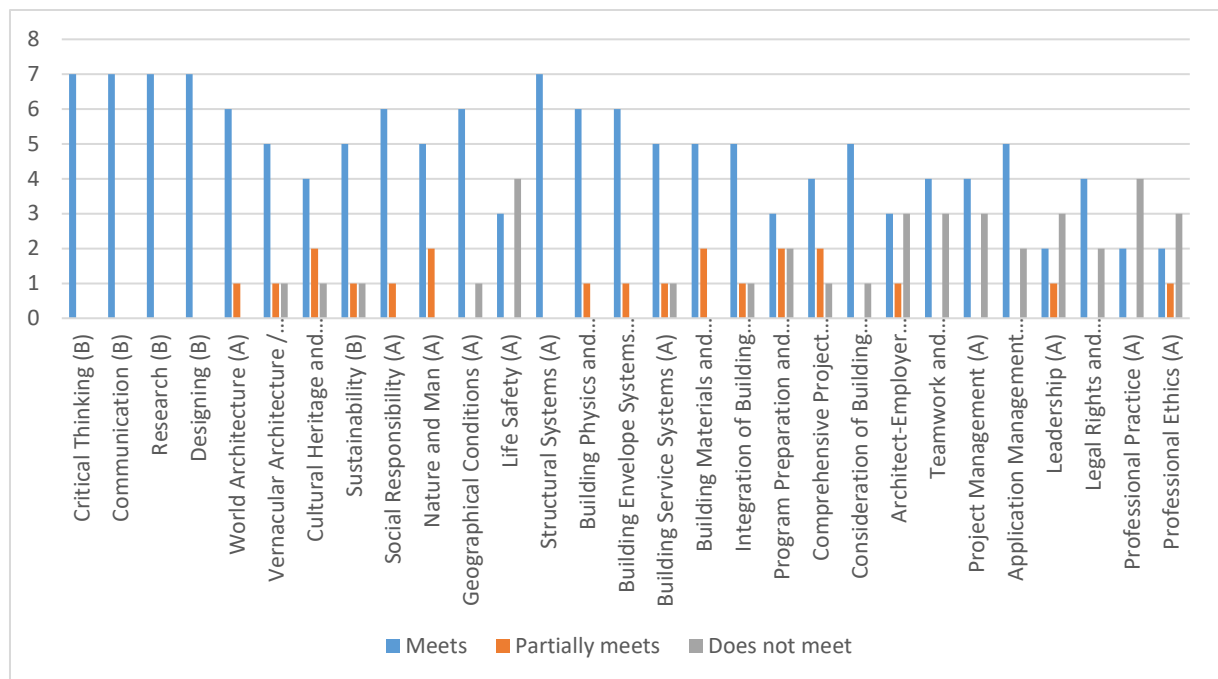


Figure 11. Data on the knowledge, skills and competencies expected to be acquired by graduates of accredited programs in 2023

"Critical Thinking", "Communication", "Communication", "Research", "Designing", and "Structural Systems" knowledge, skills, and competencies are met by 100% of the graduates of the programs. "World Architecture", "Social Responsibility", "Geographical Conditions", "Building Physics and Environmental Systems", and "Building Envelope Systems" knowledge, skills, and competencies are 86% met. "Local Architecture/Cultural Diversity", "Sustainability", "Nature and Human", "Building Service Systems", "Building Materials and Applications", "Integration of Building Systems", "Consideration of Building Cost", and "Application Management" were met by 71%. "Cultural Heritage and Conservation", "Comprehensive Project Development", "Teamwork and Cooperation", "Project Management", and "Legal Rights and Responsibilities" were met by 57%. "Life Safety", "Program Preparation and Evaluation", and "Architect Employer Relationship" were met by 43%. "Leadership", "Professional Practice" and "Professional Ethics" were met in 29% of the programs, while the other programs partially met or did not meet the criteria.

3. Results:

The 2023 thematic analysis report thematically reports the evaluations in the visiting team reports of the programs for which accreditation decisions were made during the year and the general analyses of the institutional, program-related, and visiting teams that affect the preparation of the self-evaluation reports of the programs. Under the heading of "General Analysis", the analysis of the general characteristics of the programs that completed the accreditation process in 2023 and other analyses regarding the accreditation processes in 2023 were carried out. These data will be compared with the following years and suggestions on improving the system will be developed.

Under the heading "Strengths and Areas for Improvement According to the Visiting Team Final Reports (VTSR) of the Programs in the Accreditation Process According to MiAK Conditions Document" a) The Institution to which the Program is Affiliated, b) General Characteristics of the Program. c) Program-Institution Relationship, d) Program Self-Assessment Studies, e) Report on Progress, f) Approach of the Program, g) Human Resources, h) Resources Related to the Learning Environment / Financial Resources, i) Education and Learning Characteristics of the Program were analyzed. In the analysis of "financial resources" under the title of resources related to the learning environment, it was found that the adequacy of the facilities could not be proved in an accredited program. In all other criteria, all programs provided sufficient information that the criteria were met.

There are 29 knowledge, skills, and competencies under five main headings under the heading Knowledge, Skills, and Competencies to be acquired by the Graduate. The evaluations made based on the compulsory courses in the curricula of the programs to provide their graduates with the knowledge, skills, and competencies defined are expressed in three ways in the visiting team report: a) met, b) partially met, c) not met. It has been determined that the knowledge, skills, and competencies of "Critical Thinking", "Communication", "Research", "Designing", and "Structural Systems", which are the strongest aspects of the programs, are 100% met by the graduates of the programs.

In the knowledge, skills and competencies "World Architecture", "Social Responsibility", "Geographical Conditions", "Building Physics and Environmental Systems", "Building Envelope Systems", which are considered to need improvement, 86% fulfillment was determined. "Local Architecture/Cultural Diversity", "Sustainability", "Nature and Human", "Building Service Systems", "Building Materials and Applications", "Integration of Building Systems", "Consideration of Building Cost", "Application Management" were met by 71%. "Cultural Heritage and Conservation", "Comprehensive Project Development", "Teamwork and Collaboration", "Project Management", "Legal Rights and Responsibilities" were met by 57%. "Life Safety", "Program Preparation and Evaluation", "Architect Employer Relationship" were met by 43%. "Leadership", "Professional Practice" and "Professional Ethics" were found to be met in 29% of the programs and were identified as issues that need to be improved.

4. Sources:

Atılım University, Faculty of Fine Arts, Design and Architecture, Architecture Program Visiting Team Final Report

Bahçeşehir University (BAU) Faculty of Architecture and Design, Department of Architecture, Architecture Program (English) Visiting Team Final Report

Başkent University Architecture Program (30% English), Visiting Team Final Report

Dokuz Eylül University, Architecture Undergraduate Program, Visiting Team Final Report

Haliç University, Architecture (Turkish) Undergraduate Program, Visiting Team Final Report

Istanbul Medipol University Faculty of Fine Arts Design and Architecture, Department of Architecture Turkish Program, Visiting Team Final Report

Association for Accreditation of Architectural Education (MiAK) 2023 Annual Report,

TED University, Architecture Undergraduate Program, Visiting Team Final Report