

Architecture Education Accreditation Association - MiAK
Thematic Analysis Report - 2024
14 March 2024

Foreword.

THE ARCHITECTURE EDUCATION ACCREDITATION ASSOCIATION, legally abbreviated as MiAK, was established on September 10, 2019. Having carried out its activities between 2006-2019 under the name “Architecture Accreditation Board” in cooperation with the TMMOB (Union of Chambers of Turkish Engineers and Architects) Chamber of Architects, as of 2019, it established its independent structure under the umbrella of an Association.

MiAK’s primary objective is to contribute to the improvement of the quality of architecture education by conducting accreditation, external quality assessment, and information activities for architecture education programs, while not limiting these activities. In this way, it aims to improve the quality of social welfare and the natural and built environment by raising the quality of architectural services.

MiAK aims to ensure the advancement of the architectural profession through education and to evaluate and develop architectural education through cooperation with official bodies related to education and the recommendations it will develop, and through competency studies.

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

MiAK aims to improve the quality of education by contributing, where there is demand, to the accreditation of architecture postgraduate programs and other design-related education programs (interior architecture, industrial product design, urban and regional planning, etc.) in addition to architecture undergraduate programs under its institutional structure.

MiAK’s activities:

- Preparing, updating, and publishing documents related to processes, conditions, institutional quality policy, visiting team guides, etc. for the accreditation of architecture education programs,
- Evaluating and accrediting programs upon application from institutions providing architectural education,
- Conducting the selection and training of evaluators who will serve in accreditation activities,
- Providing information and training to program administrators and faculty members on program evaluation,
- Continuously monitoring the current and future needs of the stakeholders of architecture programs, determining program evaluation criteria, and ensuring that evaluation criteria and processes are reviewed and renewed when necessary.

During the application period of the MiAK-MAK 2024 accreditation calendar, applications were received from seven institutions, and all seven institutions submitted their self-evaluation reports.

This report aims to examine, through tables and charts, the evaluations of programs whose accreditation decisions were concluded and announced on the MiAK website in 2024, and to identify strengths and areas for development through the analyses conducted.

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Abbreviations:

MiAK: Architecture Education Accreditation Association

MAK: Architecture Accreditation Board

VT: Visiting Team

VTFR: Visiting Team Final Report

1. General Analyses

Within the scope of the general analyses, the number of architecture programs that applied to the Architecture Education Accreditation Association Architecture Accreditation Board for accreditation and completed the process in 2024, the types of universities, the number of programs that submitted letters of intent but did not continue in the process, and the reasons for non-continuation have been analyzed. Analyses were conducted on the characteristics of the visiting teams formed for programs that applied for accreditation, the number of programs and evaluator information workshops held, the number of participating programs/persons, the assessment results of the self-evaluation preliminary assessment reports by the VT, and the distribution of accreditation decisions for programs.

Of the programs with completed accreditation processes in 2024, five were initial applications, and two were accreditation renewal applications. One of the applying programs belongs to a public university and six to foundation universities. These data are shown numerically and graphically in Table 1, Figure 1, and Figure 2.

1.1. Number of programs with completed accreditation process

The architecture programs for which accreditation decisions were issued by MAK in 2024 following the completion of the accreditation process are shown in Table 1. Of the 7 accredited programs, 71% applied for the first time and 29% applied for accreditation renewal. Of these programs, 57% are at public universities, 29% at foundation universities, and 14% at a TRNC university.

Table 1. Number of programs with completed accreditation process in 2024

YEAR	Number of applying programs			Number of programs assessed for accreditation		
	Initial application	Renewal	Total	State	Foundation	TRNC (KKTC)
2024	5	2	7	4	2	1
TOTAL						

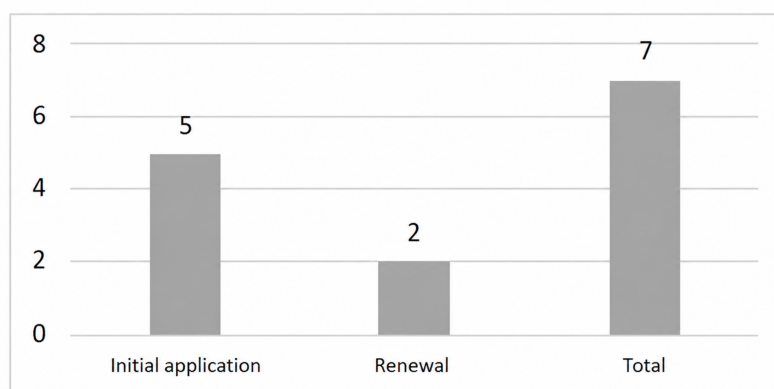


Figure 1. Number of programs with completed accreditation process in 2024

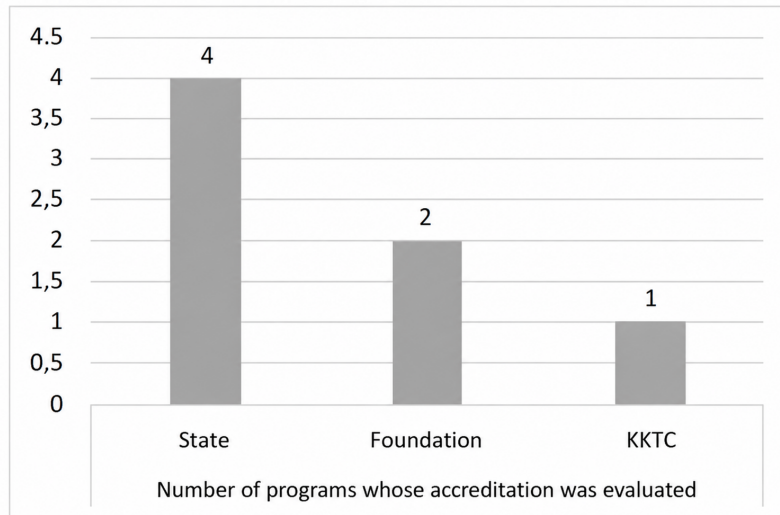


Figure 2. Types of universities of programs with completed accreditation process in 2024

There are no programs that submitted a letter of intent but did not continue in the process, apart from those with completed accreditation processes in 2024.

Table 2. Number of programs that submitted a letter of intent but did not continue in the accreditation process, and their reasons

	Number of programs that submitted a letter of intent but did not continue in the accreditation process	Reasons for not continuing in the process
2024	0	

1.2. Visiting team composition of programs with completed accreditation process

A total of seven visiting teams were formed for the programs. A total of 42 persons served on the visiting teams. Numerical and graphical information is shown in Table 3 and Figure 3.

Table 3. Formation of Visiting Teams

YEAR	Number of accepted programs	Number of visited programs	Visiting team members					TOTAL
			Chair	Member	MiAK Observer	Institution Observer	Student Observer	
2024	7	7	7	14	7	7	7	42
TOTAL								

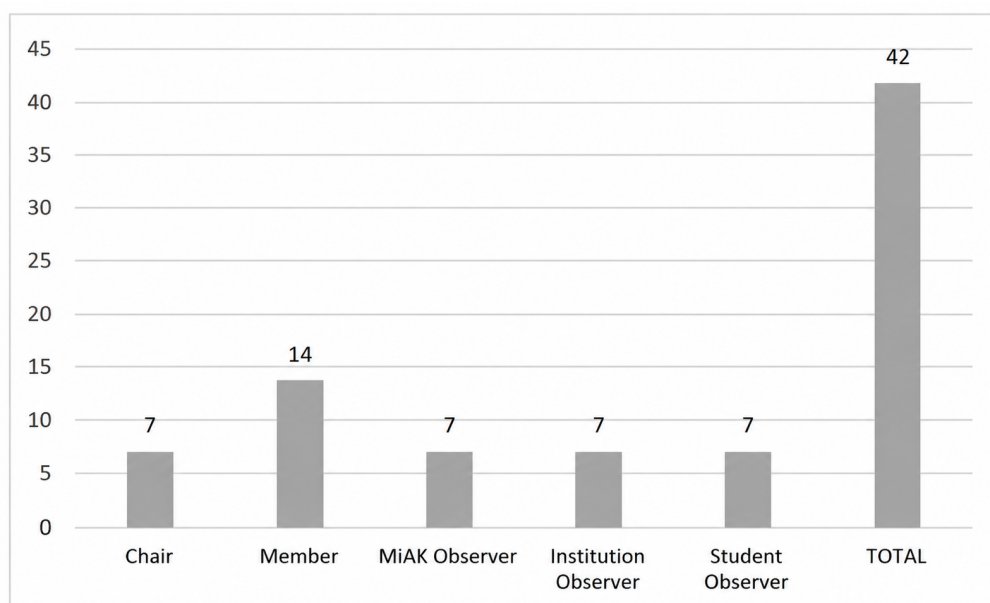


Figure 3. Distribution of persons serving on Visiting Teams of programs accredited in 2024

A total of 42 persons served on the visiting teams of the 7 programs accredited in 2024. Of the total persons serving, 16.5% served as chair, 34% as VT member, 16.5% as MiAK observer, 16.5% as institution observer, and 16.5% as student observer.

1.3. Workshops held in 2024

This section analyzes the “Self-Evaluation Preparation Workshop” and/or “Visiting Team Workshops” organized for programs that applied in 2023 and submitted self-evaluation reports. One “Self-Evaluation Preparation Workshop” was held in 2024. Numerical and graphical information on this matter is provided in Table 4 and Figure 4.

Table 4. Workshops

YEAR	Number of programs submitting Self-Evaluation Reports	Self-Evaluation Preparation Workshops			Accreditation 101 Workshops		
		Number of workshops	Number of participating programs	Number of participating persons	Number of workshops	Number of institutions to which participants belong	Number of participating persons
2024	7	1	20	43	1	18	34
TOTAL							

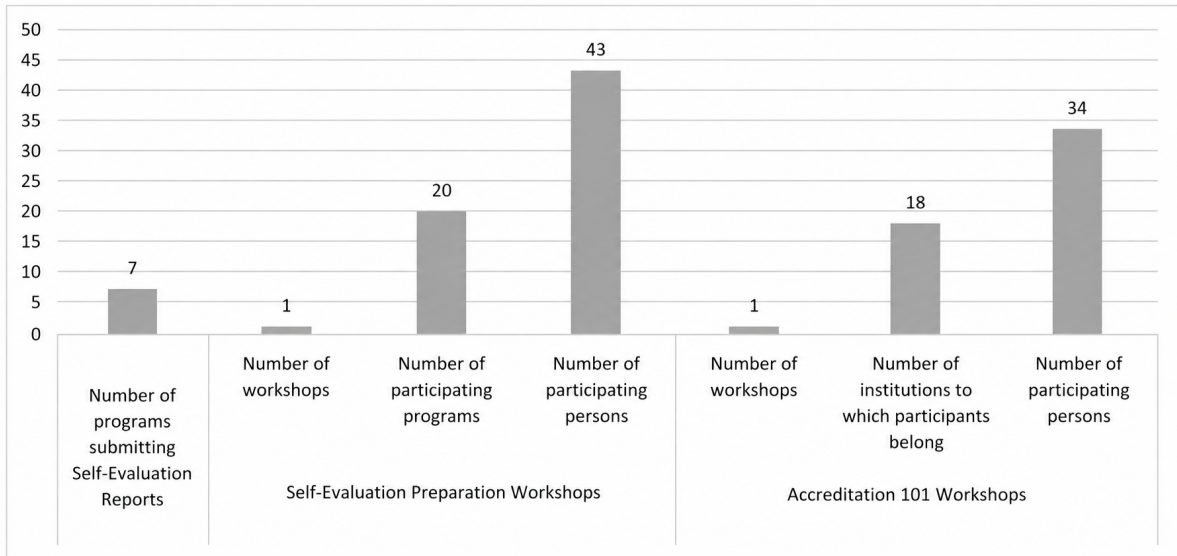


Figure 4. Workshops

One self-evaluation preparation workshop was held in 2024. 20 architecture programs and 43 people participated in the workshops. One Accreditation 101 workshop was held. 34 people from 18 programs participated in the workshops.

1.4. Preliminary report results of programs with completed accreditation process in 2024

The preliminary report results of the self-evaluation reports of architecture programs whose accreditation decisions were issued in 2024 are analyzed in this section. Information on the 7 architecture programs accredited in 2024 is provided in Table 5 and Figure 5.

Table 5. Results of Self-Evaluation Report preliminary reports

YEAR	Number of programs submitting Self-Evaluation Reports	Visiting Teams' Decision Regarding the Visit			
		Institution visit accepted ACCEPTED	Institution visit accepted, additional information requested ACCEPTED	Additional information requested because the Self-Evaluation Report was found incomplete REVISION	Self-Evaluation Report found insufficient REJECTED
2024	7	1	3	3	0
TOTAL					

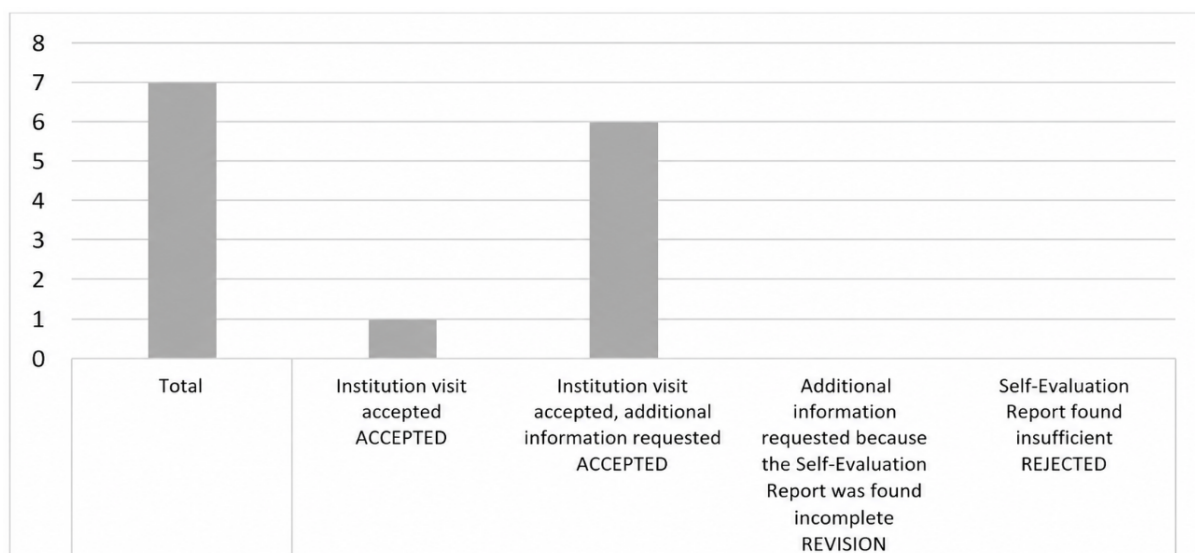


Figure 5. Assessment of preliminary reports

Of the seven programs with completed accreditation processes in 2024, one (14%) had its self-evaluation report accepted directly, and for six (86%), the self-evaluation report was accepted but they were asked to provide additional information before the visit.

1.5. Distribution of accreditation decisions of programs accredited in 2024

This section presents the distribution of accreditation decisions issued by MAK for architecture programs with completed accreditation processes in 2024. 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 conditiona accreditation	6-year accreditation
2024	7	2	1	2	2
TOTAL					

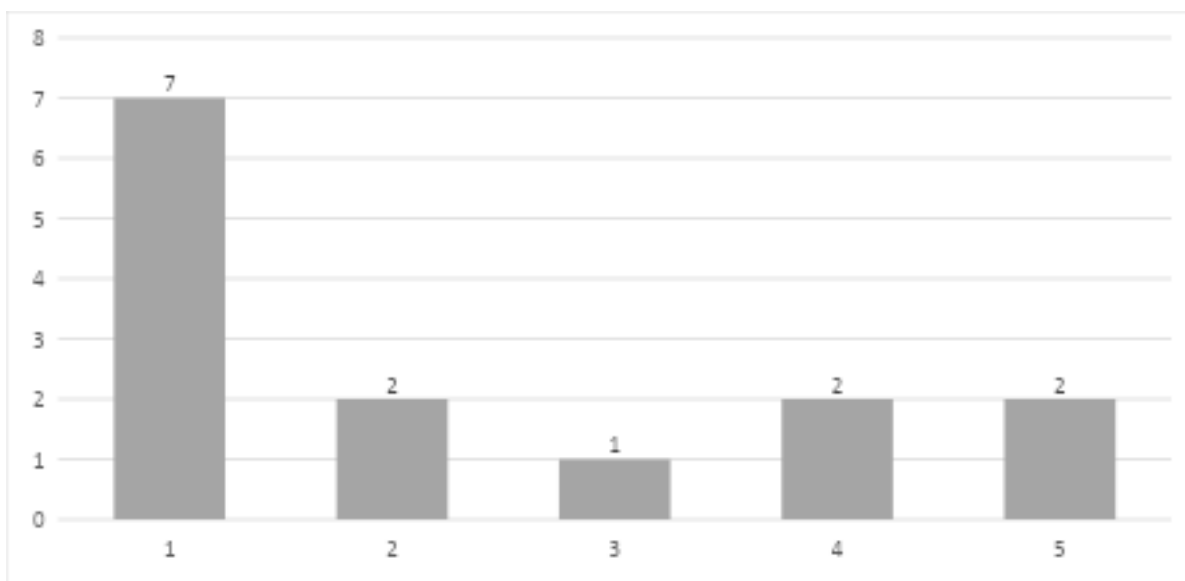


Figure 6. Distribution of Accreditation Decisions

Of the programs accredited in 2024, 28.5% were accredited with “Six-Year Accreditation”, 28.5% with “Conditional Six-Year Accreditation”, 14.5% with “Three-Year Accreditation”, and 28.5% with “Two-Year Supervised Accreditation”.

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

2.1. Institution to Which the Program Belongs

This section outlines the founding philosophy, history, mission, and vision of the program and the institution in which it is housed. Information is provided about the disciplinary distinctiveness and autonomy of the program within the institution. The support provided and expected to be provided by the institution toward the development of the program is evaluated.

Table 7. University and faculty in which the program is housed

YEAR	Number accredited program	Faculty types											
		Architecture			Architecture and Design		Fine Arts, Design, and Architecture		Engineering Architecture		Other		
		State	Foundatio	TRNC	State	Foundatio	State	Foundation	State	Foundatio	State	Foundation	
2024	7	3	1	1	1	1	0	0	0	0	0	0	
TOTAL													

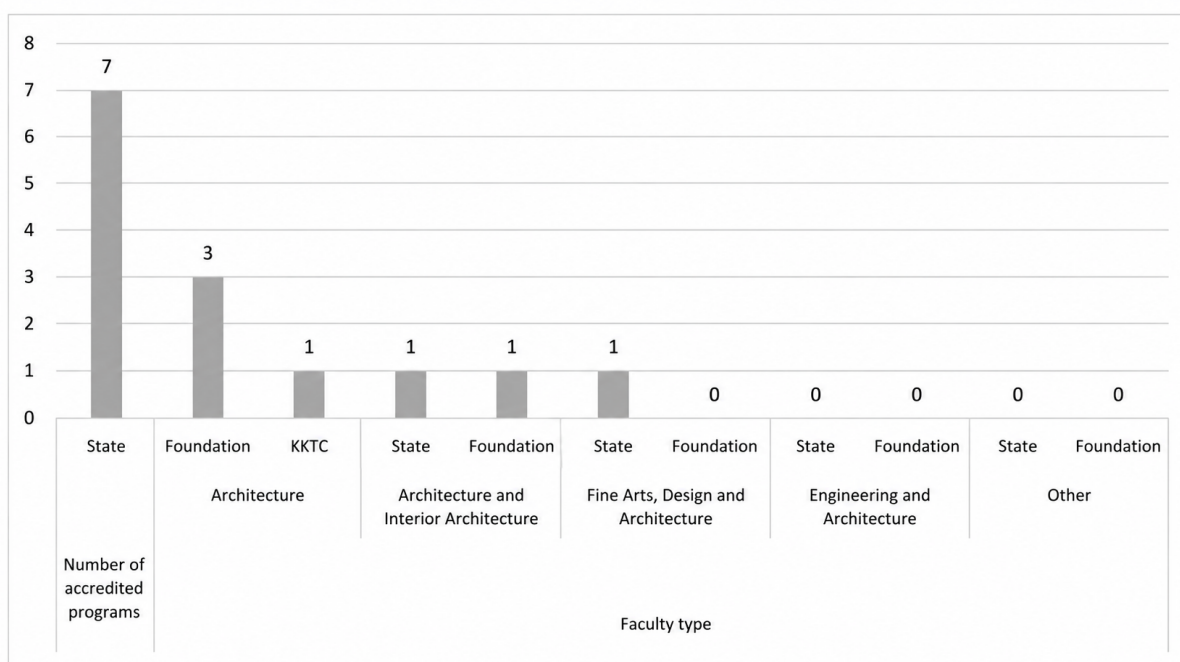


Figure 7. Distribution of universities and faculties in which the programs are housed

Architecture programs are housed within different faculties. While the department to which the programs belong is always “Architecture,” the faculty name may vary. Of the 7 programs, 71.5% are housed within a “Faculty of Architecture” and 28.5% within a “Faculty of Architecture and Design.”

2.2. General Characteristics of the Program

Within the scope of the general characteristics of the program, a) the history and b) the mission and vision of the program are explained. Programs make successful and distinctive statements on this topic. The assessments made by 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 housed is addressed. The self-evaluation reports of programs contain successful and distinctive explanations on this topic. The assessments made by the Visiting Team Final Reports under this heading are positive.

2.4. Program Self-Evaluation Activities

This section briefly describes the program’s self-evaluation processes, strengths and weaknesses, and progress. A plan relating to the development vision is presented. Evaluations by the program’s stakeholders (faculty members, students, graduates, etc.) cover survey studies related to course content, scope, delivery methods, and learning outcomes. The program’s educational approach is prepared as the shared view of the institution, and its methods are expected to be stated. If the self-evaluation activities of programs are found insufficient upon initial submission, they are returned to the program to be corrected and resubmitted. If they are still found insufficient upon resubmission, the program’s application is not continued in the accreditation process on the grounds that the self-evaluation report is insufficient. Programs whose self-evaluation reports are accepted are noted as having addressed their self-evaluation activities adequately.

2.5. Progress Report

This section is not taken into consideration by programs applying for the first time. The continuity of the program's accreditation is possible through demonstrating that sufficient work has been done to address the deficiencies noted in the Visiting Team Report. Programs applying for accreditation renewal are successfully addressing the areas for improvement identified during the previous visit.

2.6. Program Approach

The program's relationships with the components of the architectural environment — the academic environment, academic staff, students, the architectural profession, other professional fields, and society — are addressed. The manner in which these components are addressed within the program's mission, and the visions, objectives, and approaches for each, as well as the self-evaluation and statistical values on which long-term plans and strategies for future improvements are based, are stated. The program successfully demonstrates the extent to which it can respond to the expectations of the stakeholders and environments it belongs to, including the institution to which it is affiliated, other educational institutions, the professional chamber, and other relevant bodies. In the programs accredited in 2024, the programs were found successful in this section of the visiting team's final reports.

2.7. Human Resources

Under the heading of human resources, the human resource capabilities of programs are evaluated under the headings a) academic staff; b) students; c) administrative staff. The assessments of the Visiting Teams regarding programs accredited in 2023 are shown in Table 8 and Figure 8.

Table 8. Human Resources

YEAR	Number accredited programs	Academic Staff		Students		Administrative Staff		Description
		Demonstrated	Not Demonstrated	Demonstrated	Not Demonstrated	Demonstrated	Not Demonstrated	
2024	7	7	0	7	0	7	0	
TOTAL								

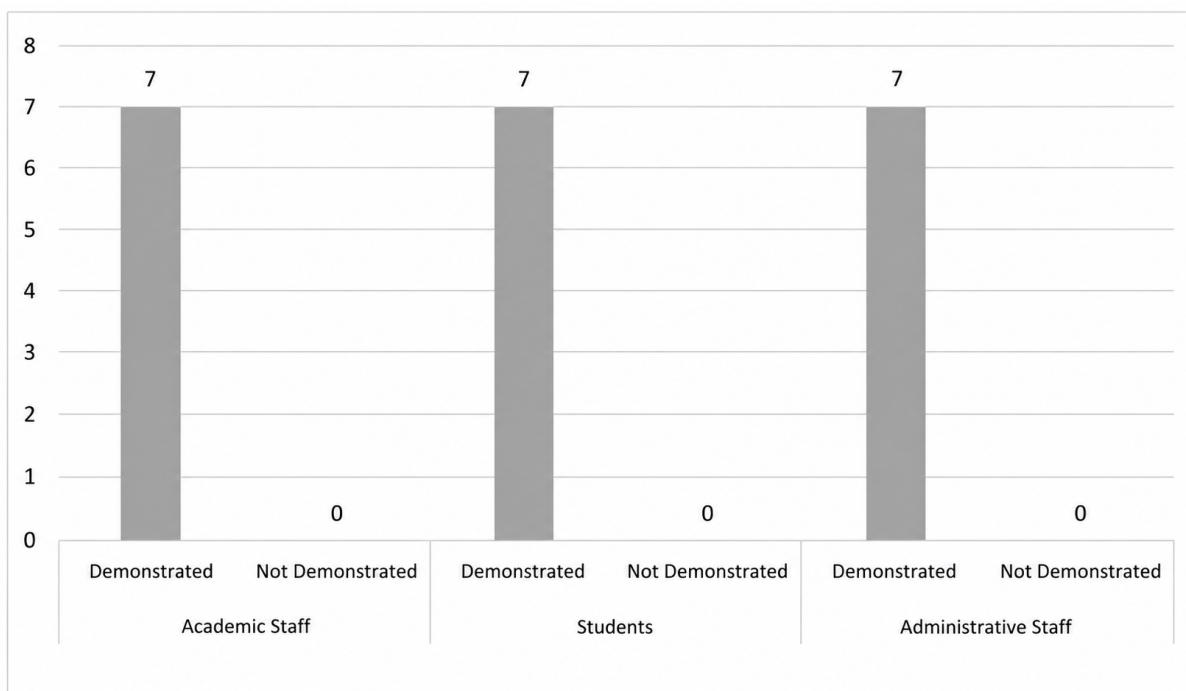


Figure 8. Status of human resources data of programs accredited in 2024

All programs accredited in 2024 were assessed by Visiting Teams as having demonstrated their data and activities relating to human resources.

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 addition, “Financial Resources” were assessed by Visiting Teams through the documents submitted with the self-evaluation report and its appendices, and analyzed as reflected in the VTFR.

Table 9. Resources for the Learning Environment / Financial Resources

YEAR	Number of accredited program	Physical facilities		Information Resources		Financial Resources		Description
		Demonstrated	Not Demonstrated	Demonstrated	Not Demonstrated	Demonstrated	Not Demonstrated	
2024	7	7	0	7	0	7	0	
TOTAL								

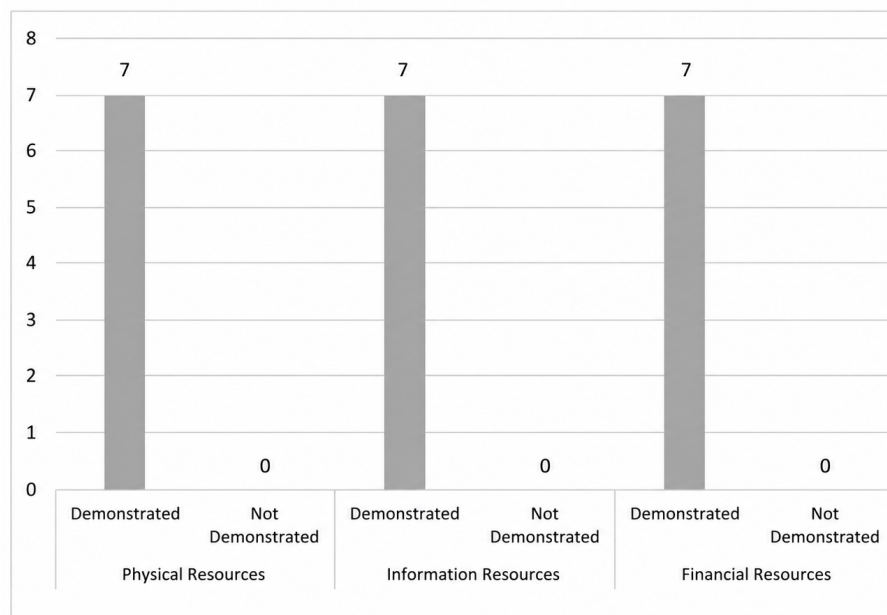


Figure 9. Status of data on learning environment resources and financial resources of programs accredited in 2024

All programs accredited in 2024 were assessed by Visiting Teams as having demonstrated their data and activities relating to “information resources,” “physical facilities,” and “financial resources.”

2.9. Teaching and Learning Characteristics of the Program

“Degrees and Curriculum,” “Learning Environment and Achievement Level,” and “Learning Culture” are evaluated in the VTFR by Visiting Teams within the framework of self-evaluation reports, relevant documents, and what was expressed by program stakeholders during interviews conducted during the visit. The analysis of the results of these evaluations as reflected in the VTFR is shown in Table 10 and Figure 10.

Table 10. Program Teaching and Learning Characteristics

YEAR	Number of accredited program	Degrees and Curriculum		Learning Environment and Achievement Level		Learning Culture		Description
		Demonstrated	Not Demonstrated	Demonstrated	Not Demonstrated	Demonstrated	Not Demonstrated	
2024	7	7	0	7	0	7	0	
TOTAL								

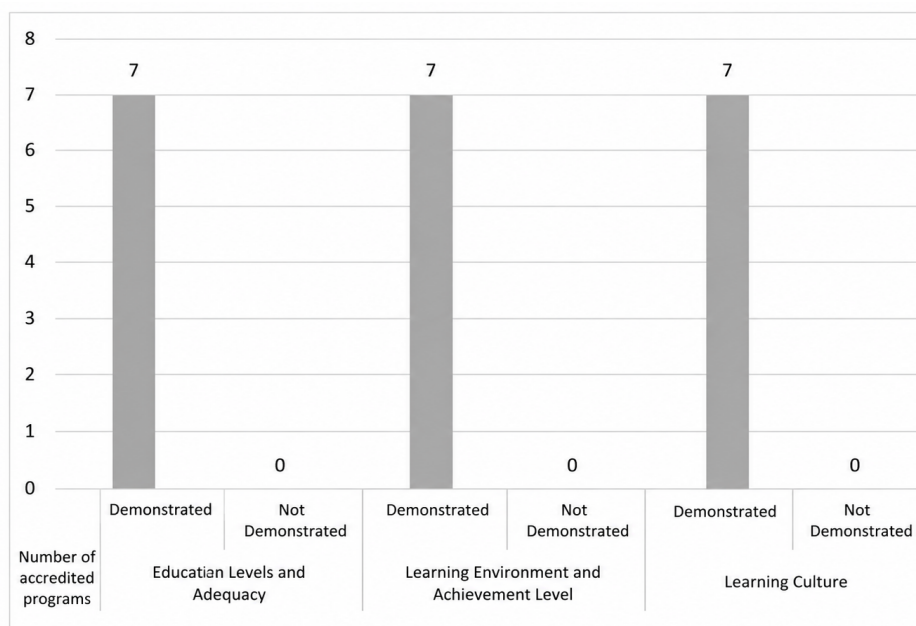


Figure 10. Status of data on teaching and learning characteristics of programs accredited in 2024

It was stated in the visiting team reports that all programs accredited in 2024 demonstrated their compliance in the topics of “degrees and curriculum,” “learning environment and achievement level,” and “learning culture” in their self-evaluation reports.

2.10. Knowledge, Skills, and Competencies to be Acquired by Graduates

The knowledge, skills, and competencies expected to be acquired by architects graduating from an architecture program are grouped under five main headings at the levels of understanding and skill. The five main headings 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 the MiAK-MAK documents. Visiting Teams expect the defined knowledge, skills, and competencies to be evidenced through the knowledge, skills, and competencies / courses matrix, program outcomes, course learning outcomes, and documents in course files contained in the self-evaluation report and its appendices and additional information provided by the program, and are expected to reach one of three conclusions (met/partially met/not met) upon evaluating these documents.

The results of the “Knowledge, Skills, and Competencies Expected to be Acquired by Graduates” assessments for the 10 architecture programs whose accreditation processes were concluded in 2024 are provided numerically and graphically in Table 11 and Figure 11.

Table 11. Knowledge, Skills, and Competencies to be Acquired by Graduates

	Knowledge/ skills / competencies	2024			TOTAL		
		Met	Partially met	Not met	Met	Partially met	Not met
I. Architecture - Design / Creative Thinking	Critical Thinking (S)	5		2			
	Communication (S)	6		1			
	Research (S)	6		1			
	Design (S)	6		1			
II. Architecture - History / Theory, Culture / Art	World Architecture (U)	6		1			
	Local Architecture / Cultural Diversity (U)	6		1			
	Cultural Heritage and Conservation (U)	5		2			
III. Architecture - Environment / City Society	Sustainability (S)	6		1			
	Social Responsibility (U)	6		1			
	Nature and Human (U)	5		2			
	Geographic Conditions (U)	7					
IV. Architecture - Technology	Life Safety (U)	4		3			
	Structural Systems (U)	6		1			
	Building Physics and Environmental Systems (U)	6		1			
	Building Envelope Systems (U)	6		1			
	Building Service Systems (U)	5		2			
	Building Materials and Applications (U)	6		1			
	Integration of Building Systems (S)	4	1	2			
V. Architecture - Professional Environment	Program Preparation and Evaluation (S)	5		2			
	Comprehensive Project Development (S)	4		3			
	Building Cost Consideration (U) *	4		3			
	Architect-Client Relationship (U)	5		2			
	Teamwork and Collaboration (S)	6		1			
	Project Management (U)	5		2			
	Practice Management (U)	3		4			
	Leadership (U) *	2		5			
	Legal Rights and Responsibilities (U) *	5		2			
	Professional Practice (U) *	5		2			
	Professional Ethics (U) *	4		3			
TOTAL							

* In one Visiting Team Final Report, these criteria were not evaluated because the information in the appendices of the program's self-evaluation report was not clear.

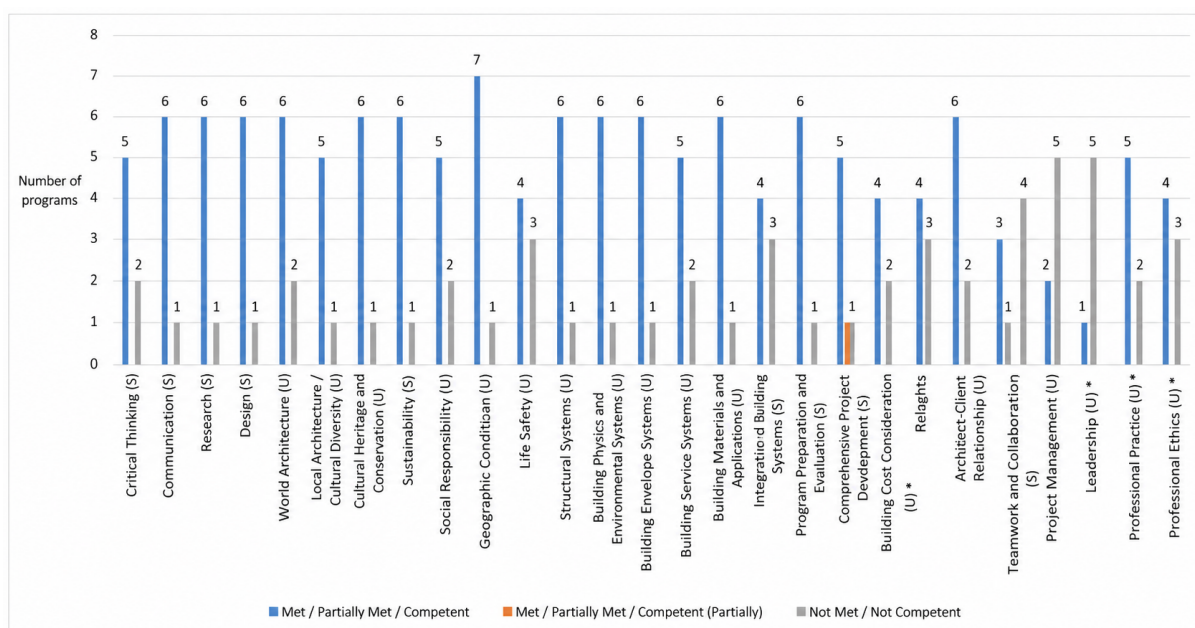


Figure 11. Data on knowledge, skills, and competencies expected to be acquired by graduates of programs accredited in 2024

It was determined that the “Geographic Conditions” criterion was met at a rate of 100%. It was determined that the criteria of “Communication,” “Research,” “Design,” “World Architecture,” “Local Architecture/Cultural Diversity,” “Sustainability,” “Social Responsibility,” “Structural Systems,” “Building Physics and Environmental Systems,” “Building Envelope Systems,” “Building Materials and Applications,” and “Teamwork and Collaboration” were met by 86% of programs. It was determined that the criteria of “Critical Thinking,” “Cultural Heritage and Conservation,” “Nature and Human,” “Building Service Systems,” “Program Preparation and Evaluation,” “Architect-Client Relationship,” “Project Management,” “Legal Rights and Responsibilities,” and “Professional Practice” were met by 71% of programs. It was determined that “Life Safety,” “Integration of Building Systems,” “Comprehensive Project Development,” “Building Cost Consideration,” and “Professional Ethics” were met by 57% of programs and not met or partially met by 43%. The rate at which the “Practice Management” criterion is met by programs is 43%. “Leadership” was the criterion met at the lowest rate by programs, at 29%.

3. Conclusions:

The 2024 thematic analysis report thematically reports the general analyses pertaining to institutions, programs, and visiting teams that affect the assessments in the visiting team reports and the preparation of self-evaluation reports for programs whose accreditation decisions were issued during the year. Under the heading “General Analysis,” a general analysis of the characteristics of programs that completed the accreditation process in 2024 and other analyses relating to accreditation processes in 2024 were carried out. These data will be compared with subsequent years to develop recommendations for improving the system.

Under the heading “Strengths and Areas for Development According to Visiting Team Final Reports (VTFR) of Programs in the Accreditation Process According to the MiAK Conditions Document,” a) Institution to Which the Program Belongs, b) General Characteristics of the Program. c) Program-Institution Relationship, d) Program Self-Evaluation Activities, e) Progress Report, f) Program Approach, g) Human Resources, h) Resources for the Learning Environment / Financial Resources, i)

Teaching and Learning Characteristics of the Program topics were analyzed. All programs provided sufficient information on all criteria being met.

Under the heading Knowledge, Skills, and Competencies to be Acquired by Graduates, there are 29 knowledge, skills, and competencies under five main headings. The assessments made based on the required courses in the curricula of programs regarding their graduates' acquisition of the defined knowledge, skills, and competencies are expressed in three ways in the visiting team report: a) met, b) partially met, c) not met. As the strongest areas of programs, it was determined that the knowledge, skills, and competencies of "Geographic Conditions" are met by 100% of programs.

Communication," "Research," "Design," "World Architecture," "Local Architecture/Cultural Diversity," "Sustainability," "Social Responsibility," "Structural Systems," "Building Physics and Environmental Systems," "Building Envelope Systems," "Building Materials and Applications," and "Teamwork and Collaboration" were determined to be met by 86% of programs. "Critical Thinking," "Cultural Heritage and Conservation," "Nature and Human," "Building Service Systems," "Program Preparation and Evaluation," "Architect-Client Relationship," "Project Management," "Legal Rights and Responsibilities," and "Professional Practice" criteria were determined to be met by 71% of programs. It was determined that "Life Safety," "Integration of Building Systems," "Comprehensive Project Development," "Building Cost Consideration," and "Professional Ethics" were met by 57% of programs and not met or partially met by 43%. The rate at which the "Practice Management" criterion is met by programs is 43%. "Leadership" was the criterion met at the lowest rate by programs, at 29%.

4. References:

Abdullah Gül University, Faculty of Architecture, Bachelor of Architecture Program, Visiting Team Final Report

Balıkesir University Faculty of Architecture, Department of Architecture, Bachelor of Architecture Program, Visiting Team Final Report

Eastern Mediterranean University Faculty of Architecture, Bachelor of Architecture Program (English), Visiting Team Final Report

Eskişehir Technical University, Faculty of Architecture and Design, Bachelor of Architecture Program, Visiting Team Final Report

Istanbul Arel University, Faculty of Architecture, Bachelor of Architecture Program, Visiting Team Final Report

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