



**European Association for
Public Administration
Accreditation**

EAPAA Accreditation Committee Evaluation Report

Evaluation Report with respect to the request for accreditation of Middle East Technical University Department of Political Science and Public Administration, Faculty of Economics and Administrative Sciences, Ankara, Turkey, Bachelor of Science in Political Science and Public Administration (BSPSPA) Programme

The EAPAA Accreditation Committee, at its meeting of 3-4 September 2018 in Lausanne has evaluated this programme against the EAPAA Accreditation Criteria.

1. Accreditation Criteria

2. Applicability/Eligibility	
2.1 Domain	The programme is eligible for accreditation.
2.2 Geography	Turkey is a member of the Council of Europe, therefore the programme falls within the jurisdiction of EAPAA.
2.3 Programme longevity	The programme is eligible for accreditation.
2.4 Programme variants and locations	Not applicable.
4 Category of accreditation	The BSPSPA is a first cycle bachelor-level programme of study of four years.
5. Standards	
5.1 Domain of public administration	The BSPSPA programme offers students a broad, multi-disciplinary collection of courses. The public administration content is sufficiently in line with EAPAA standards. However, the lack of formal tracks among the electives may prevent students from acquiring a more in-depth understanding of public administration.
5.2 Mission of the programme	The mission of the programme is in line with EAPAA's standards. The mission is being continually developed by staff, in interaction with the university. However, there is some doubt as to whether other stakeholders are sufficiently involved in this process (see below).
5.3 Level	The level of the programme is consistent with the internationally accepted description of the qualifications of an academic bachelor degree.

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5.4 Practice and internships	<p>The feedback from the students, employers, and alumni suggest that the programme can further its efforts to establish formal internships with public and non-public sector organisations which should not be limited to ministries only. For public sector organizations, development agencies and municipalities might present viable options to increase the number of available internships.</p> <p>The programme's most visible success is in equipping the students with versatile skills such as critical thinking, good organisational and research skills, language competency in English, which allow the graduates to pursue diverse career options in professional employment. The diversity in public service employment and the high level of public service employment prove the value of the programme for the graduates.</p>
5.5.1 Curriculum Content	
5.5.1.1 Core components	<p>The site-visit as well as the self-evaluation report suggest that the core curriculum contains the elements necessary for an academic degree programme in public administration. Basic concepts of public administration, political science, sociology, organizational theory, law and economics are included. However, the areas of human resource management and ethics are insufficiently covered, given that the programme aims to educate future leaders in public administration.</p>
5.5.1.2 Other Components	<p>The bachelor programme has no formal specialisation tracks, but a large number of individually selected electives.</p>
5.5.1.3 Structure and didactics of the programme	<p>Overall, the programme is sufficiently coherent, but the large number of electives carries some risk of fragmentation.</p>
5.5.1.4 Intake	<p>The programme has an excellent intake of domestic students, the benefits of which carry through to many other aspects of the programme. Although the possibilities for raising the numbers of international students are currently limited, the programme has the inherent potential to attract many more of them.</p>
5.5.2 Length	<p>The programme complies with this criterion.</p>
5.5.3 Results	<p>Based on the qualitative information from different stakeholders and the level of employability, it can be concluded that the graduates of the programme meet the qualifications needed to operate successfully in the public administration field.</p>
5.6 Quality Improvement and Innovation	
5.6.1 Programme accomplishment	<p>There are various mechanisms to measure quality in the programme. The market measure could arguably be seen as the ultimate justification for the quality of the students and the education received. On this basis METU has been clearly successful.</p>
5.6.2 Curriculum Development	<p>There is evidence of past curriculum reviews and changes which they have engendered. However, generally, curriculum development has taken the form of incremental rather than radical change. Although this is</p>

	essentially an appropriate strategy, it is important to maintain mechanisms by which more far-reaching changes can be anticipated and prepared.
5.6.3 External Reviews	The programme has not previously been externally reviewed.
5.7 Student Assessment	<p>The ratio of instructors to students allows instructors to individually evaluate the student's performance and provide substantial feedback on assignments. The programme encourages critical thinking, active engagement and initiative-taking which was clearly observable during the meetings with students, employers, and graduates. This is highly commended.</p> <p>However, the assessment methods are somewhat one-sided and could be more varied. For a programme that emphasizes its relevance for practice, a more explicit and structured approach to developing students' different skills would seem appropriate.</p>
5.8 Programme Jurisdiction	The jurisdiction of the programme is well arranged, with a clear mandate for the Department. The annual budget negotiations bring an element of uncertainty into this, although so far funding per student has been more than adequate.
5.9.1 Faculty nucleus Score:	The programme benefits both from the experience of mature professionals and the enthusiasm of newly appointed members. The level of academic achievement of the faculty is sufficient.
5.9.2 Faculty qualifications	<p>The site-visit as well as the Self-Evaluation Report (vol. 1 and 2) offer substantive reasons for appraisal of BSPSPA faculty qualifications in connection with the program's mission and the EAPAA minimal standards. There is a fair number of research projects (financed nationally and internationally) and a large potential for international publication.</p> <p>There might be of further interest to reflect on means of intensifying the exchange of teaching methods, as well as research experience among other departments at METU. There were little (if any) mentions of formal discussions or workshops on topics relevant to developing new methods of teaching public administration (or, of addressing current challenges, like the use of online platforms, etc.).</p> <p>Integrating practitioners in a course at developing their teaching skills may also be a point of future reflection for the welfare of the programme.</p>
5.9.3 Diversity: gender and minorities	<p>There was little reference made (and none identified in the self-evaluation report) to an institutional policy targeting diversity, although METU's commitment to internationalization has been mentioned during the site-visits. However, the gender balance is excellent.</p> <p>Internationalization should continue to be pursued, although the site visit team recognizes the limits of such a policy in the current context.</p>
5.10 Admission of Students	The acceptance of the current admission system (with the limited discretion it affords the university) is understandable, though efforts

	could be taken to engage with students at an earlier stage. Having said this, the ultimate intake of students is of course of high quality.
5.11 Supportive Services and Facilities	<p>The computer and electronic facilities of the department and the University are sufficient and functional. The library has an adequate number of publications and electronic sources. Although the building of the department is old, the classrooms are adequately equipped with electronics.</p> <p>The building, where most of the courses take place, is not the most suitable to the needs of students with mobility disabilities. However, we have been informed that the students with disabilities follow the courses in a more recently built faculty building which is more suitable to the needs of people with mobility disabilities. Yet, our recommendation is that some of the facilities (such as restrooms) inside the old building can be improved to suit better to the needs of students with disabilities.</p>
5.12 Student Services	The student services are adequate and effective in the career development of the students.
5.13 Public Relations	<p>The lack of reported wider publicity (such as outreach beyond Ankara and internationally focused recruitment) is perfectly understandable in the context of the student recruitment described elsewhere in this report. Also, the actual resources to undertake further publicity may well not be readily available.</p> <p>However, arguably, this serves to limit the potential to display the attributes and reputation of METU to a wider potential audience both within Turkey and internationally. The very substantial advantage conferred through the use of English (both in teaching and in the availability of library sources) could potentially serve to attract strong students internationally and indeed draw METU to the attention of potential faculty from overseas. The strength of METU's alumni base could also perhaps be utilised to promote the programme.</p>
6 Additional Criteria	Not applicable.

2. Conclusion

Based on the above evaluation of the specific criteria, the EAPAA Accreditation Committee concludes that this programme meets the criteria for accreditation sufficiently and can be accredited without restrictions.