

DEPARTMENT OF LABOUR ECONOMICS AND INDUSTRIAL RELATIONS

2026-2027 ACADEMIC YEAR

ORIENTATION EVENT

OUR DEPARTMENT

The Department of Labour Economics and Industrial Relations was established in 1993 as part of the Bandırma Faculty of Economics and Administrative Sciences of Balıkesir University.

The Department was incorporated into the Faculty of Economics and Administrative Sciences of Bandırma Onyedİ Eylöl University, established by Law No. 6640, published in the Official Gazette dated 23 April 2015 and numbered 29335.

PURPOSE AND OBJECTIVES

The primary purpose of the Department of Labour Economics and Industrial Relations is to educate “Labour Economists” who know the dynamics of working life, understand and interpret the labour market, and can develop and implement measures aimed at improving employee welfare and increasing workplace competitiveness.

Labour economics, social policy, social security, labour sociology, labour law, and human resources are among the fields in which our students receive education.

VISION

The Department aims to become a leading academic unit recognized in Türkiye and worldwide, focused on solutions in working life, employee–employer relations, and social policy, and developing innovative projects for the benefit of society.

As a pioneering department at national and international levels in research, education, and practice, it aims to provide students and society with original knowledge and skills that will contribute to their development.

MISSION

Quality Education: To provide students with up-to-date and practice-oriented education offering a broad perspective in working life, social policy, industrial relations, and human resources management.

Research and Development: To contribute to knowledge production at national and international levels through scientific research that develops solutions to problems related to working life.

Social Contribution: To develop projects aimed at solving social problems through cooperation with public institutions, the private sector, and non-governmental organizations, and to contribute to the development of policies that benefit society.

Ethics and Sustainability: To contribute to the dissemination of ethical values in the business world by educating individuals who embrace business ethics, social responsibility, and sustainability principles.

CAREER AND EMPLOYMENT OPPORTUNITIES

Students of Labour Economics have internship opportunities in human resources and similar departments of firms, as well as in the public sector, including the Social Security Institution.

Graduates of Labour Economics and Industrial Relations can find employment in both the public and private sectors.

They may also be employed in areas open to graduates of faculties of economics and administrative sciences, particularly in the Ministry of Labour and Social Security.

CAREER AND EMPLOYMENT OPPORTUNITIES

State institutions such as the Ministry of Treasury and Finance and the Social Security Institution also employ graduates of Labour Economics.

In the private sector, graduates may find employment according to their competencies, particularly in human resources, banking and finance, and other private-sector fields.

Graduates of the Department may also work in trade unions as specialists, inspectors, and senior managers.

Students who continue their graduate studies also have the opportunity to pursue an academic career.

ACADEMIC DEPARTMENTS / DIVISIONS

Our academic divisions:

- Department of Labour Economics
- Department of Industrial Relations
- Department of Human Resources and Management
- Department of Labour Law and Social Security Law
- Department of Social Policy
- Department of Management and Labour Sociology

ACADEMIC STAFF

The Department of Labour Economics and Industrial Relations provides formal education and currently has:

- 4 Professors
- 5 Associate Professors
- 2 Assistant Professors
- 3 Research Assistants

OFFICE HOURS AND AREAS OF EXPERTISE

The original presentation directs students to the Department website for faculty office hours and areas of expertise. The source page contains website screenshots illustrating this information.

IMPORTANT WEB PAGES

- [Bandırma Onyedi Eylül University](#)
- [Faculty of Economics and Administrative Sciences](#)
- [Department of Labour Economics and Industrial Relations](#)

BANÜ MOBILE AND PING-PONG MOBILE APPLICATIONS: WHAT ARE THEY AND HOW ARE THEY USED?

The source presentation introduces the BANÜ Mobile / UBYS Mobile and Ping-Pong Mobile applications and illustrates their interfaces. The applications provide mobile access to university/student services and related functions.

ACADEMIC OPPORTUNITIES

- The maximum period of study is 7 years, excluding the preparatory class.
- Double-major and minor opportunities are available for undergraduate students.
- After undergraduate graduation, students may pursue thesis and non-thesis master's degrees and doctoral-level graduate education.

DOUBLE MAJOR AND MINOR PROGRAMS

Undergraduate programs available for a Double Major:

- Economics
- Business Administration
- Finance
- International Relations
- Political Science and Public Administration
- Econometrics
- Health Management
- Social Work
- Turkish Language and Literature

Undergraduate programs available for a Minor:

- Economics
- Business Administration
- Finance
- International Relations
- Political Science and Public Administration
- Econometrics
- Health Management

REGISTRATION ADVISING

Advisor	Class	E-mail	Extension	Office
Research Assistant Olcay POYRAZ	1st & 2nd Year	opoyraz@bandirma.edu.tr	2562	C-200
Research Assistant Onur YAVAŞ	3rd Year	oyavas@bandirma.edu.tr	2619	C-200
Research Assistant Muhammet Furkan KOCA	4th Year	mkoca@bandirma.edu.tr	2575	C-200

ACADEMIC ADVISING

Academic advisors aim to support students' academic, professional, and personal development, help them make sound career plans, and provide guidance throughout the education process.

- Guide students on course selection, academic progress, and graduation planning.
- Provide students with advice on career planning, sectoral developments, and the world of work.
- Support students in applications and processes related to Double Major/Minor programs.
- Guide students in Erasmus and Farabi exchange program applications and make the necessary academic arrangements.

ACADEMIC AND CAREER ADVISING COMMISSION

The Academic and Career Advising Commission provides guidance and counselling services to support students' academic achievement, guide them in course selection, academic planning and career goals, and help them resolve problems they may encounter during their education.

Class	Academic and Career Advising Commission
1st Year	Assoc. Prof. Dr. Yasin YILMAZ – Assist. Prof. Dr. Gizem Burcu KARAALI
2nd Year	Assoc. Prof. Dr. Neslihan ARSLAN – Assist. Prof. Dr. Merve CİLOĞLU YORUBULUT
3rd Year	Prof. Dr. Kemal YILDIZ – Assoc. Prof. Dr. Aslı KAVURMACI
4th Year	Prof. Dr. Bülent ARPAT – Assoc. Prof. Dr. Bilal COŞAN

COURSE REGISTRATION

- The Academic Calendar should be followed first and foremost.
- From the end of the second semester onward, associate and undergraduate students whose cumulative GPA is below 1.80 at the end of a semester may register for a maximum of 30 ECTS in the following semester.
- Associate and undergraduate students whose cumulative GPA is 1.80 or above at the end of a semester may register for a maximum of 45 ECTS in the following semester.
- From the fifth semester onward, undergraduate students who have taken and passed all courses up to their current semester and have a cumulative GPA of 3.00 or above may, with their advisor's approval, register for courses from the next year within the applicable credit limits.

COURSE REGISTRATION

- Students must first select courses from lower semesters when registering for the courses they wish to take.
- A student may not retake a course they have already passed solely to improve the grade. Students who have successfully completed all courses but cannot graduate because their GPA is below 2.00 may retake courses they previously passed, within the credit limits specified in the relevant provision, for the purpose of improving their grades.

ATTENDANCE

- Attendance at courses and practical sessions is compulsory. A student who does not attend more than 30% of theoretical courses or more than 20% of practical sessions cannot take the final examination of that course.
- In repeated courses, the attendance requirement is not sought if the attendance requirement was fulfilled in the previous semester. Grades received in previous semesters for these courses are invalid.

PASSING COURSES

- At least one midterm, one final examination, and one make-up examination are held for each course. To take the final and make-up examinations, students must meet the attendance requirement under Article 18 and successfully complete the practical components.
- If a student is found to have cheated, enabled cheating, or attempted to cheat in an examination, the relevant examination grade is entered as zero (0) when a disciplinary investigation is initiated under the Higher Education Institutions Student Disciplinary Regulation published in the Official Gazette dated 18 August 2012 and numbered 28388. If no disciplinary penalty is imposed as a result of the investigation, the grade received in the course remains valid.

PASSING COURSES

- For students in faculties, schools, and vocational schools who cannot attend a midterm examination for justified and valid reasons, a make-up examination may be held by decision of the relevant administrative board.
- A single-course examination is held on the dates specified in the Academic Calendar for students who cannot graduate because they have failed or conditionally passed only one course despite being successful in all other courses.
- To take the single-course examination, students must have fulfilled requirements such as assignments and attendance during the semester. The midterm grade is not taken into account when determining the letter grade for the single-course examination.

ASSESSMENT OF ACHIEVEMENT

- In-semester assessments account for 40% of the achievement grade, while end-of-semester assessments account for 60%.
- The grade DZ (absent) is assigned to students who do not meet the attendance requirement. These students are not admitted to the end-of-semester assessment. DZ is equivalent to FF.
- A student must receive DD or above in a course to be considered successful in that course.
- A student who receives FF despite meeting the attendance requirement is considered unsuccessful in the course.
- A student who receives FF or DZ in an elective course must repeat the course or, with the advisor's approval, may take another elective course instead.

GRADUATION

- Students with a cumulative GPA of at least 2.00 are considered successful students.
- To successfully complete the undergraduate program in which they are enrolled, a student must have a cumulative GPA of at least 2.00, receive at least DD in every course, and complete courses totaling at least 240 ECTS.
- Among students who become eligible to graduate within the normal period of study, those with a GPA between 3.00 and 3.49 graduate as honour students, while those with a GPA of 3.50 or above graduate as high-honour students. Honour/high-honour certificates are awarded together with the diploma.
- However, students who have received a disciplinary penalty cannot graduate as honour or high-honour students even if they meet the stated GPA requirement.

CAREER DEVELOPMENT, APPLICATION AND RESEARCH CENTER

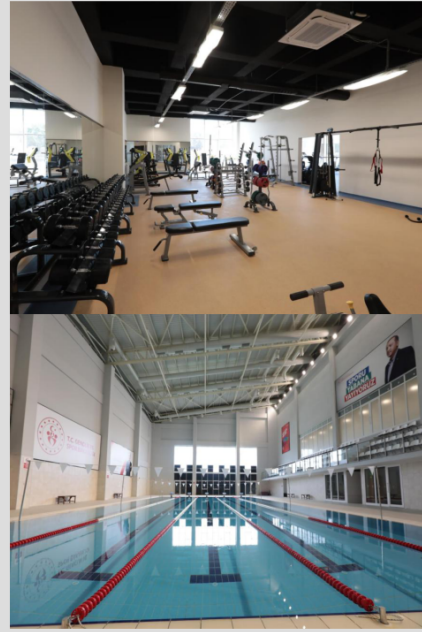
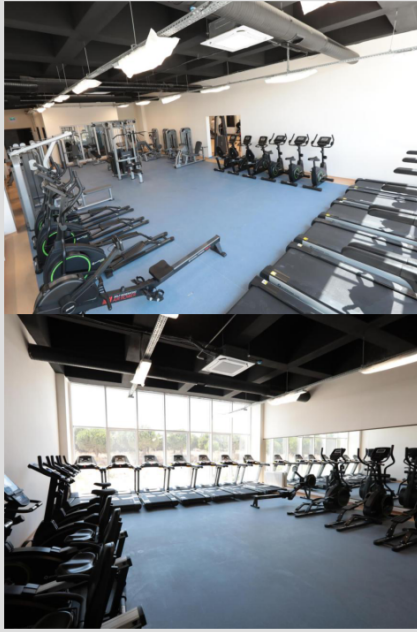
Professional career guidance is provided by specialist staff within BANÜ-KAGEM in the following areas:

- **Career Goal Setting and Planning:** Students are supported in determining individual career goals and making plans accordingly.
- **Self-Knowledge and Awareness Development:** Students are supported in developing awareness of their strengths and areas open to improvement.
- **Job and Internship Search Processes:** Information is provided on job and internship search methods and application techniques.
- **CV Preparation and Interview Support:** Guidance is provided on preparing CVs, interview techniques, and job-interview preparation.
- **Academic Career and Graduate Education Counselling:** Information is provided about academic pathways such as master's and doctoral studies.
- **Career Skills Development:** Suggestions are offered for development in areas such as communication, foreign languages, and personal competencies.
- **Career Anxiety and Stress Management:** Support is provided for managing career-related anxiety and stress, as well as counselling to overcome indecision and uncertainty about career choices.
- **Making Effective Use of Student Life:** Guidance is provided on ways to use university years effectively in line with career goals.

BANÜ SPORTS VALLEY

Our university has one multi-purpose indoor sports hall, one indoor sports hall with a capacity of 3,000 people, one semi-Olympic swimming pool, and a gymnasium.

BANÜ SPORTS VALLEY - FACILITIES



BANÜ SPORTS VALLEY - FACILITIES



PROF. DR. SABAHATTİN ZAİM LIBRARY

Prof. Dr. Sabahattin Zaim Library has sufficient printed and electronic resources and databases for education and research activities. The library has a total of 496,690 electronic books, printed books, and journals.

Of the library's resources, 393,037 are electronic books and 60,569 are printed books; the collection also includes 72,569 printed publications, 12,000 printed journals under 273 titles, 343 rare works, and 30,391 electronic journals.

The available resources meet the needs not only of academic and administrative staff but also of students. The library provides service 24 hours a day, every day, and offers spacious reading rooms, study areas, and many other facilities. The library covers 2,000 m² and has a capacity of 700 people.

PHYSICAL FACILITIES

FİZİKİ YAPI



LOAN SERVICES

- Academic staff may borrow 10 books for 30 days.
- Graduate students may borrow 7 books for 30 days.
- Undergraduate/associate-degree students and administrative staff may borrow 5 books for 15 days.

BANÜ CATALOG

<http://katalog.bandirma.edu.tr/yordam/>

The original page presents the BANÜ Library Catalog website.

DISCIPLINARY RULES - FULLY SMOKE-FREE CAMPUS POLICY

To quit tobacco products, students may seek support from doctors at Bandırma Training and Research Hospital.

Under Article 54/a-6 of Law No. 2547, “using cigarettes and other tobacco products and electronic cigarettes on the university campus” is among the acts requiring a reprimand (kınama) penalty.

When such conduct is detected, the sanctions stipulated by the applicable disciplinary provisions are applied.

DISCIPLINARY RULES - FULLY SMOKE-FREE CAMPUS POLICY

Student disciplinary procedures are conducted within the framework of Higher Education Law No. 2547.

Disciplinary rules and the sanctions to be applied are determined within the framework of the relevant legislation.

STUDENT CLUBS AND ACTIVITIES

- Labour Economics and Industrial Relations Student Society.
- Opportunity to take part in the management of the student society in the new academic year.
- Professional development, social activities, conferences, picnics, breakfasts and meal events.
- Career days and expert panels.
- Follow our Instagram account: [bandirmaceei](#).

HOW CAN I BENEFIT FROM OUR UNIVERSITY'S FOOD SERVICE?

Students who wish to use the lunch and dinner services should follow the steps below.

- Collect your student ID card from the unit in which you are registered.
- Load money onto your student ID card via the “Smart Card Money Loading System” (<https://pdks.bandirma.edu.tr/>) or with a credit/debit card at kiosk devices located on our campuses.
- Kiosk devices are located at all campuses, on the ground floor of the Rectorate Building at the Central Campus, in the Library, Faculty of Engineering, Faculty of Health Sciences, and at the cafeteria entrances.
- You can use the cafeteria turnstile by scanning the student ID card onto which you have loaded money.
- If you do not have your student ID card with you or do not have sufficient balance, you can use the SOLİCLUB application, which works with a mobile-phone QR-code system. Scan the QR code at the cafeteria turnstile with the SOLİCLUB application on your phone to use the food service.
- Live SOLİCLUB Application Tutorial: https://www.youtube.com/watch?v=_dU8860H9ic
- Monthly Meal Menu: <https://sksdb.bandirma.edu.tr/tr/sksdb/Sayfa/Goster/Yemek-Menu-2725>
- **Meal service hours (all campuses):**
- For first-shift students (lunch): 11:30-14:00.
- For second-shift students (dinner): 16:00-17:30.

FAMILY HEALTH CENTER

Family Health Center No. 19, affiliated with the Ministry of Health of the Republic of Türkiye, operates within our university. Dr. Sevtap Unat and Dr. Zerrin Sağlam, together with family health personnel Nurse Sevinç Baykal and Midwife Kevser Karaca, serve at the center.

Students may apply to the center for any health-related matter.

PSYCHOLOGICAL COUNSELLING AND GUIDANCE UNIT

The unit serves our students on the ground floor of the Student Life Center at the University's Central Campus, opposite the Coffy coffee shop and next to Family Health Center No. 19.

You can contact the unit and request an appointment by e-mailing mkarabatan@bandirma.edu.tr, calling 0266 606 17 03, or using the “Contact” menu on the university website.

ACCREDITATION AND OUR UNIVERSITY'S QUALITY PROCESS

BANÜ is among the 34 distinguished institutions fully accredited among 208 universities.

ORIENTATION EVENT FEEDBACK SURVEY

The original page provides a QR code for accessing the Orientation Event Feedback Survey.

ORYANTASYON ETKİNLİĞİ GERİ
BİLDİRİM ANKETİ



BANDIRMA ONYEDİ EYLÜL UNIVERSITY

FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES

DEPARTMENT OF LABOUR ECONOMICS AND INDUSTRIAL RELATIONS

MEASUREMENT AND EVALUATION COMMISSION

ORIENTATION PROGRAM STUDENT FEEDBACK REPORT

Activity Evaluated: 2026-2027 Department Orientation Program, 25 September 2026, 09:45, F-302

Number of Participants: 38 students

Evaluation Method: Student satisfaction and feedback survey

Evaluation Scale: 5-point Likert scale

1. PURPOSE

The purpose of this report is to evaluate the impact of the orientation program conducted by the Department of Labour Economics and Industrial Relations at the Faculty of Economics and Administrative Sciences of Bandırma Onyedi Eylül University based on student feedback; to identify the strengths and areas open to improvement of the program; and to develop recommendations for improving orientation activities to be conducted in future semesters in light of the findings.

Within this scope, the following were evaluated:

- Students' level of knowledge about the university, faculty, and department.
- Awareness of academic advising and course schedules.
- Learning outcomes concerning the use of university information systems.
- Level of adaptation to university life.
- Extent to which the orientation program met expectations.
- Students' evaluations of the duration and timing of the program.
- Views regarding opportunities to ask questions and provide feedback.
- Students' level of feeling prepared for university life.
- Adequacy and comprehensibility of the information provided by the Department.

In addition, open-ended questions were used to identify which aspects of the program students found useful, what they would like to see improved, and their other views and suggestions.

2. METHOD

The evaluation was conducted through a student feedback survey administered to students of the Department of Labour Economics and Industrial Relations who participated in the orientation program.

A total of 38 students participated in the survey. The closed-ended section contained 18 five-point Likert-type questions.

2. METHOD (CONTINUED)

The Likert scale used the following options:

- 1. Strongly Disagree
- 2. Disagree
- 3. Undecided
- 4. Agree
- 5. Strongly Agree

For the evaluations, frequency distributions and arithmetic means were calculated for each item; in addition, the sum of the “Agree” and “Strongly Agree” responses was evaluated as the positive response rate.

Responses to the open-ended questions were also examined in terms of content and similar statements were evaluated under thematic categories.

3. PARTICIPANT PROFILE

A total of 38 students from the Department of Labour Economics and Industrial Relations participated in the study.

Gender: 31 female students (81.58%) and 7 male students (18.42%).

Age distribution:

- 19 and under: 27 students (71.05%)
- 20 years: 8 students (21.05%)
- 21 years: 2 students (5.26%)
- 22 years: 1 student (2.63%)
- 23 and over: 0 students

This distribution indicates that the survey participants were predominantly students who had just started university and who may need basic information and guidance concerning university life.

4. FINDINGS REGARDING CLOSED-ENDED QUESTIONS

Students' evaluations were generally positive across all 18 assessment items in the orientation program.

The overall mean calculated across all 18 items was 4.50/5.00.

Among 684 total responses:

- 388 (56.73%) were “Strongly Agree”,
- 260 (38.01%) were “Agree”,
- 28 (4.09%) were “Undecided”.

4. FINDINGS REGARDING CLOSED-ENDED QUESTIONS (CONTINUED)

The remaining responses were 5 (0.73%) “Disagree” and 3 (0.44%) “Strongly Disagree”.

Accordingly, the overall positive evaluation rate across all items was 94.74%.

Table 1. Student Evaluation Results for the Orientation Program

No.	Assessment Item	Mean	Positive Response
S6	The orientation program was successful overall.	4.61	97.37%
S7	It enabled me to gain information about my university.	4.66	100.00%
S8	It enabled me to gain information about my faculty.	4.63	100.00%
S9	It enabled me to gain information about my department.	4.68	97.37%
S10	It enabled me to learn who my academic/career advisor is.	4.53	92.11%
S11	It enabled me to gain information about the courses I need to take in my department.	4.39	92.11%
S12	It enabled me to learn what I should and should not do during university life.	4.32	89.47%
S13	It enabled me to learn how to use systems such as UBYS/Course Information Package.	4.42	94.74%
S14	The duration and timing of the program were appropriate.	4.47	94.74%
S15	I had the opportunity to ask questions and provide feedback during the program.	4.50	92.11%
S16	The program helped me adapt to university.	4.42	97.37%
S17	The orientation program met my expectations.	4.58	100.00%
S18	I feel prepared for university life after the program.	4.21	76.32%
S19	I would like this program to be implemented in the same way next year.	4.45	92.11%
S20	It enabled me to gain information about examinations, achievement grades, and attendance.	4.50	94.74%
S21	It enabled me to gain information about university life, student societies, social activities, etc.	4.63	100.00%
S22	The information provided by the Department met my needs.	4.34	94.74%
S23	The information presented by the Department was clear.	4.63	100.00%

5. EVALUATION OF THE FINDINGS

5.1. Information about the University, Faculty, and Department

Very high levels of positive evaluation were observed in the items concerning students' acquisition of information about the university and faculty.

The positive response rate was 100% for both "It enabled me to gain information about my university" and "It enabled me to gain information about my faculty."

For "It enabled me to gain information about my department", the positive response rate was 97.37%, with a mean score of 4.68.

These results show that the orientation program largely met students' need for basic information about the university, faculty, and department.

5.2. Information about Academic Advising and Courses

The item concerning students' recognition of their academic advisors reached a mean of 4.53 and a positive response rate of 92.11%.

For acquiring information about the courses to be taken in the Department, the mean was 4.39 and the positive response rate was 92.11%.

Although these results are positive, they indicate that explaining the academic advising system and course plan in greater detail in future semesters could further increase students' awareness of academic processes.

5.3. Adaptation to University Life

The positive evaluation rate of 97.37% for "The orientation program helped me adapt to university" indicates that the program supported students' transition to university.

However, "I feel prepared for university life after the program" had the lowest mean among all items, at 4.21. Its positive response rate was 76.32%.

5.4. Information Systems and Academic Processes

The evaluation concerning the use of systems such as UBYS/Course Information Package had a mean of 4.42 and a positive response rate of 94.74%.

For information about examinations, achievement grades, and attendance, the mean was 4.50 and the positive response rate was 94.74%.

These results show that students generally found the basic information provided about academic processes sufficient.

5.5. Program Duration, Interaction, and Meeting Expectations

The item concerning the duration and timing of the program reached a mean of 4.47 and a positive response rate of 94.74%.

Students' evaluation of their opportunity to ask questions and provide feedback during the program was 4.50, with a positive response rate of 92.11%.

5.5. PROGRAM DURATION, INTERACTION, AND MEETING EXPECTATIONS (CONTINUED)

The positive response rate for “The orientation program met my expectations” was 100%.

These results show that the program largely corresponded to students' expectations in terms of content, duration, and interaction.

6. EVALUATION OF OPEN-ENDED QUESTIONS

An examination of students' responses to the open-ended questions shows that certain contents of the program were particularly noteworthy and useful to students.

6.1. Contents Found Most Useful

When student responses were evaluated thematically, the following topics stood out:

a) Double Major and Minor Opportunities

A significant proportion of students found Double Major and Minor opportunities particularly useful and interesting.

Student responses included expressions such as:

- “Double Major opportunities”
- “Student clubs and the Double Major program”
- “Double Major, Minor, and Erasmus opportunities”
- “Double Major / Minor”
- “Double Major”
- “Double Major opportunity”
- “Information about Double Major”

This indicates that students showed a high level of interest in information about academic development and opportunities to receive education in different fields.

b) Erasmus and Internationalization Opportunities

Information about Erasmus opportunities was also found useful by students.

In particular, responses such as “Double Major, Minor, and Erasmus opportunities” and “Erasmus” were noteworthy.

Therefore, in future semesters, it may be appropriate to retain information about Erasmus and other international mobility opportunities and, where possible, support it with examples of student experiences.

c) Courses, Attendance, and Academic Processes

A significant proportion of students found information about courses, attendance, and grading processes useful.

In particular, the expressions “Attendance section”, “Grade information / attendance presentation”, and “Course attendance” show that this issue is important to students.

d) Department Introduction and Post-Graduation Career Opportunities

Information introducing the Department and explaining employment fields after graduation was also received positively.

For example, students stated:

- “I found the information about the Department and course content useful.”
- “Department introduction.”
- “Places where I can work after graduation.”
- “My hopelessness about the Department disappeared.”

These expressions show that introducing the Department and post-graduation career opportunities contributed positively to students' perceptions of the Department.

e) Student Societies and Social Opportunities

Information about student societies and social opportunities was also among the topics that attracted students' attention.

In particular, responses included:

- “The presentation about clubs.”
- “Social activities.”
- “Providing information about social areas.”
- “Information about university social facilities.”
- “Cafeteria.”

These responses show that, in addition to academic information, students also considered information about social and campus life important.

7. AREAS OPEN TO IMPROVEMENT

When the open-ended questions were examined, the vast majority of students stated that there was no part of the program they found useless or uninteresting.

However, a limited number of students made some suggestions.

7. AREAS OPEN TO IMPROVEMENT (CONTINUED)

These suggestions can be summarized as follows:

- Slightly shortening the duration of the program.
- Increasing the number of social activities.
- Reviewing the information provided about some university applications and facilities.

In addition, the item “I feel prepared for university life after the program” had a positive response rate of 76.32%, which was lower than the other items, and was therefore considered a key area for improvement in future implementations.

In this context, rather than merely informing students, it is recommended that student experiences concerning the academic and social processes they may encounter in university life be incorporated into the program.

8. STRENGTHS

Based on the survey results, the strengths of the orientation program were identified as follows:

- 1. Students found the information about the university and faculty sufficient.
- 2. The Department introduction received highly positive evaluations.
- 3. The orientation program was generally considered successful.
- 4. The program contributed to students' adaptation to university.
- 5. Academic development opportunities such as Double Major, Minor, and Erasmus attracted students' interest.
- 6. Academic processes such as courses, attendance, examinations, and achievement grades were explained.
- 7. Information about student societies and social opportunities attracted interest.
- 8. The program met students' expectations.
- 9. Students expressed highly positive views about continuing the program in future years.
- 10. The information presented by the Department was considered clear.

9. AREAS RECOMMENDED FOR IMPROVEMENT

Based on the survey results, the following improvements are recommended for consideration in the orientation program in the next period:

9.1. Strengthening Content on Preparation for University Life

Since students' level of feeling prepared for university life was lower than the other items, it is recommended that more practical content on academic and social adaptation be included.

9.2. Explaining the Academic Advising System in Greater Detail

In addition to informing students about their academic advisors, it is recommended that the following topics be explained with brief examples:

- When and how students can benefit from their academic advisor.
- Course registration processes.
- Units to contact for academic problems.
- Student rights and responsibilities.

9.3. Demonstrating the Course Plan in Practice

Rather than merely introducing the curriculum, it is recommended that an example course plan be examined through UBYS/Course Information Package and that students be informed about credits, ECTS, compulsory/elective courses, prerequisites, and graduation requirements.

9.4. Maintaining Information on Double Major, Minor, and Erasmus

Because these topics were prominent in the open-ended responses, it is recommended that the current practice be maintained and, where possible, the experiences of previous students be incorporated into the program.

9.5. Supporting Student Societies and Social Life

Considering that information about student societies, social activities, campus facilities, and social areas attracted students' interest, it is recommended that these contents be maintained.

10. EVALUATION WITHIN THE PDCA CYCLE

To continuously improve the orientation program based on student feedback, implementation of the following PDCA cycle is recommended.

PDCA Stage	Activity Conducted / Planned
Plan	Planning an orientation program that supports students' adaptation to the university, faculty, and department and introduces academic and social processes.
Do	Providing information about the university, faculty, department, courses, academic advising, UBYS, attendance, examinations, Double Major, Minor, Erasmus, student societies, and social opportunities.
Check	Administering the student feedback survey after orientation; analysing the responses of 38 students; determining item means and positive response rates.
Act	Strengthening the dimension of "feeling prepared for university life," which students rated lower; increasing practical content; and improving information on academic advising and course plans.

11. CONCLUSION

Student feedback on the orientation program conducted by the Department of Labour Economics and Industrial Relations produced generally highly positive results.

11. CONCLUSION (CONTINUED)

An examination of the responses of the 38 students who participated in the survey to the 18 assessment items showed that the overall mean was 4.50/5.00 and the positive response rate was 94.74%.

Information about the university and faculty, the Department introduction, the extent to which the program met expectations, information about university life, and the comprehensibility of the information provided by the Department were evaluated at a high level.

The results of the open-ended questions also showed that students found information about Double Major, Minor, Erasmus, courses and attendance, the Department introduction, post-graduation employment fields, student societies, and social opportunities useful.

However, the lower evaluation of the item “I feel prepared for university life after the program” compared with the other items was identified as an important area for improvement for future periods. Accordingly, it is recommended that contents enabling students not only to acquire information but also to experience university-life processes in practice be increased.

Overall, it was concluded that the 2026–2027 academic year orientation program made a significant contribution to students' adaptation to the university and the Department, largely met students' expectations, and that continuing the program in future years was supported by student feedback.

It is recommended that the results obtained by the Measurement and Evaluation Commission be used as input in planning the orientation program for the next academic year and that the improvements implemented be re-evaluated through new student feedback in the following period.

01.10.2026

DEPARTMENT OF LABOUR ECONOMICS AND INDUSTRIAL RELATIONS MEASUREMENT AND EVALUATION COMMISSION	SIGNATURE
Prof. Dr. Kemal YILDIZ – Chair	
Prof. Dr. Bülent ARPAT – Member	
Assoc. Prof. Dr. Bilal COŞAN – Member	
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