STUDY PROGRAM ACCREDITATION

BACHELOR'S PROGRAM

BOOK 4

GUIDELINES AND ASSESSMENT RUBRIC

ACCREDITATION COUNCIL FOR EDUCATION

JAKARTA 2021

FOREWORD

Praise be to Allah SWT, the Almighty God, for His grace and guidance, the Accreditation Council for Education (ACE) has finished compiling the accreditation Guidelines and Assessment Matrix for undergraduate programs. Book-4 is a series of five books on accreditation of undergraduate study programs (USP) in the field of education, which contains guidelines for conducting assessments and determining scores for self-evaluation reports prepared by study programs based on instruments in book-2 on study program Self Evaluation Reports.

The Accreditation Guidebook and Assessment Matrix consists of 2 parts, namely part I on Assessment Guidelines for 9 (nine) criteria: 1) Vision, Mission, Goals, and Strategy; 2) Governance, Governance, and Cooperation; 3) Students; 4) Human Resources; 5) Finance, Facilities, and Infrastructure; 6) Education; 7) Research; 8) Community Service; 9) Tridharma Outputs and Achievements. Part II is about the Undergraduate Study Program-Assessment Matrix, which contains an assessment of A. Profile of the Study Program Management Unit (SPMU), B. Criteria, and C. Analysis of Problems and Study Program Development. The assessment matrix consists of 85 items (A. Profile of the Study Program Management Unit = 9 items, B. Criteria= 73 items, and C. Analysis of Problems and Analysis of Problems and Study Program Development= 3 items) and each assessment item is divided into 4 (four) item scoring hierarchies with the highest score of 4 and the lowest score of 1.

With this guidebook and accreditation assessment matrix, it is hoped that the assessment of study programs in undergraduate education programs can be carried out properly, honestly, and based on the provisions and regulations regarding study program accreditation as an effort to improve quality on an ongoing basis.

Jakarta, August 23, 2021

Chairperson,

Prof. Dr. Muchlas Samani

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PART I
ASSESSMENT GUIDE

Accreditation Council for Education (ACE) sets the focus of the assessment into criteria that cover the commitment of higher education through the study program management unit (SPMU) to educational capacity and effectiveness consisting of 9 (nine) criteria.

1. **Vision, Mission, Objectives, and Strategy**

   Assessment Focus

   a. The assessment is focused on elements of (1) the existence of policies and implementation of the SPMU VMTS preparation, (2) the suitability of the scientific vision and goals of the Study Program with the SPMU VMTS, (3) the realism of the scientific vision and goals of the SP, (4) the clarity of the strategy and phasing of achieving the scientific vision and goals of the SP, (5) the level of understanding of the scientific vision and goals of the SP.

   b. The score of the element is based on the rubric or item scoring hierarchy on the assessment matrix. To obtain a score of 4, there should be evaluation and follow-up. Follow-up is based on the results of the evaluation in order to improve (1) the clarity and realism of VMTS SP/SPMU, (2) the suitability of VMTS SP with VMTS SPMU and PT, (3) the clarity of the strategy and phasing of achieving VMTS SP/SPMU; and (4) the level of understanding of the academic community towards VMTS SP/SPMU.

2. **Governance and Cooperation**

   Assessment Focus

   a. The assessment focused on elements of (1) the existence of policies and implementation of pamong governance, governance, leadership, cooperation, and quality assurance in SPMU, (2) SPMU pamong governance, (3) SPMU governance, (4) SPMU leadership, 5) policies and implementation of cooperation, and (6) the scope of cooperation.

   b. The score of the element is based on the rubric or item scoring on the assessment matrix. To obtain a score of 4, there should be an evaluation and follow-up that has been taken to improve the quality of governance, pamong, and leadership at SPMU.

3. **Student**

   Assessment Focus

   a. The assessment focuses on elements of (1) the existence of policies and implementation of student affairs programs (2) recruitment of prospective students, (3) interest / talent tests in the field of education and becoming prospective educators, (4) student service systems.

in the learning process, (5) the quality of student input, (6) the attractiveness of the study program, and (7) the profile of student origin.

b. The score of the element is based on the rubric or item scoring hierarchy on the assessment matrix. To obtain a score of 4, there should be an evaluation and follow-up that has been taken in order to increase the number and quality of prospective new students, both from within the country and from abroad.

4. **Human Resources**

Assessment Focus

a. The assessment focused on elements of (1) the existence of policies and implementation of lecturers and education personnel in SPMU (2) recruitment of permanent SP lecturers (), (3) academic qualifications of DTSP, (4) academic positions of DTSP, (5) certification of educators,

(6) DTSP ratio:students, (7) DTSP workload, (8) DTSP teaching attendance, (9) number of students in final project/thesis guidance, (10) DTSP achievements, (11) DTSP competency and career development through continuing professional activities, (12) educational staff recruitment, (13) educational staff profiles, (14) educational staff competency and career development,

(15) implementation of monitoring policies, (16) rewards, sanctions and termination of employment for lecturers and education personnel, (17) satisfaction survey mechanisms, satisfaction levels, and (18) lecturer and education personnel feedback on HR management.

b. The score of the element is based on the rubric or item scoring on the assessment matrix. To obtain a score of 4, there should be an evaluation and follow-up that has been taken in order to improve the quality of policy implementation, recruitment implementation, number and quality, and competency development of educational staff in SPMU.

5. **Finance, Facilities, and Infrastructure**

Assessment Focus

a. The assessment focuses on elements of (1) the existence of policies and implementation of finance, facilities, and infrastructure, (2) Education operational costs, (3) Research operational costs, (4) PkM operational costs, (5) Publication operational costs, (6) Educational infrastructure, (7) Educational facilities.

b. The score of the element is based on the rubric or item scoring on the assessment matrix. To obtain a score of 4, there should be an evaluation and follow-up that has been taken in order to increase the number, type, quality, and utilization of infrastructure and facilities for learning activities: lectures, mentoring, examinations, seminars, workshop, and others.

6. **Education**

    Assessment Focus

    a. The assessment is focused on elements of (1) the existence of educational policies and implementation, (2) SP curriculum development policies, (3) SPMU support for SP curriculum development, (4) SP curriculum documents, (5) suitability of learning with RSP and fulfillment of good learning characteristics, (6) integration of research results and / or PkM in learning, (7) monitoring system for learning activities, (8) learning assessment, (9) micro learning, (10) academic guidance, (11) educational internship guidance, (12) final project / thesis guidance, (13) academic atmosphere: activities outside the classroom that support student academic competence, (14) Academic atmosphere: the presence of guest lecturers and experts, (15) Student satisfaction with lecturer teaching performance, (16) Student satisfaction with academic administration services, (17) Student satisfaction with learning infrastructure and facilities.

    b. The score of the element is based on the rubric or item scoring on the assessment matrix. To obtain a score of 4, there should be an evaluation and follow-up that has been taken in order to improve the quality of education (curriculum, learning tools, learning implementation, learning assessment, micro-learning, student mentoring, academic atmosphere, and student satisfaction).

7. **Research**

    Assessment Focus

    a. The assessment focused on elements of (1) the existence of research policy and implementation, (2) *Research Group* (RG) and Research *Roadmap* (RM), (3) lecturer research productivity, (4) student involvement in DTSP research.

    b. The score of the element is based on the rubric or item scoring on the assessment matrix. To obtain a score of 4, there should be evaluation and follow-up actions that have been taken in order to improve productivity, relevance, and student involvement in lecturer research.

8. **Community Service**

    Assessment Focus

    a. The assessment focused on elements of (1) the existence of policies and implementation of community service, (2) productivity of PkM, (3) student involvement in DTSP PkM activities.

    b. The score of the element is based on the rubric or item scoring hierarchy on the assessment matrix. To obtain a score of 4, there should be an evaluation and follow-up.

that have been taken in order to increase productivity, relevance, and student involvement in lecturers' PkM activities.

9. **Tridharma Outputs and Achievements**

Assessment Focus

a. The assessment focused on elements of (1) the existence of output policies and achievements of the tridharma of HEIs, (2) average GPA of graduates, (3) academic and non-academic achievements of students, (4) average study period, (5) on-time graduation, 6) student study success, 7) implementation of graduate tracking, (8) waiting time to get first job, (9) job relevance to education, (10) Graduate user satisfaction, (11) Publication of DTSP and student research and community service results, (12) Cited DTSP and student scientific papers, (13) DTSP and student products or services adopted by the community, (14) DTSP and student products or services adopted by the community, (15) DTSP and student products or services with IPR or patents.

b. The score of the element is based on the rubric or item scoring on the assessment matrix. To obtain a score of 4, there should be an evaluation and follow-up that has been taken in order to increase the number and quality of outputs and achievements of the research and PkM dharma of lecturers and students, which include publications, cited scientific papers, products or services adopted by the community, and products or services with IPR or patents.

PART II

STUDY PROGRAM ASSESSMENT MATRIX - BACHELOR'S PROGRAM

Criteria	Elements	Indicator	4	3	2	1
A. SPMU Profile (10.0)	Vision, mission, goals, and strategies (1,2)	1. SPMU has a VMTS that is in accordance with the VMTS of PT, clear, visionary, and realistic in accordance with the capacity and carrying capacity. that it has.	VMTS SPMU: a. very much in line with the VMTS of PT, b. very clear, c. very visionary, d. d. very Realistic.	VMTS SPMU: a. very much in line with the VMTS of PT, b. very clear, c. visionary, d. d. realistic.	VMTS SPMU: a. in accordance with the VMTS of PT, b. It's clear, c. visionary, d. d. realistic.	VMTS SPMU: a. not in accordance with the VMTS of PT, b. is not clear, c. not visionary, d. d. unrealistic.
	Lecturer (1,1)	2. SPMU has permanent lecturers with a ratio of adequate lecturer: student	SPMU has a DTSP: student ratio = 1:10 - 1:30	SPMU has a DTSP: student ratio = 1:31 - 1:40	SPMU has a DTSP: student ratio= 1:41 - 1:50	SPMU has a DTSP ratio: student= 1:> 50 or 1:< 10
	Student (1.0)	3. Regular students in SPMU have a good GPA and have a short study period.	Regular students who are in SPMU: a. have an average GPA of 3.01 - 4.00. b. b. has an average <5-year study period.	Regular students who are in SPMU: a. have an average GPA of 2.51 - 3.00, b. b. has an average study period of 5 - 6 years.	Regular students who are in SPMU: a. have an average GPA of 2.00 - 2.50 b. b. has an average study period of 6 - 7 years.	None Score 1
	Finance (1.25)	4. SPMU has funds for education, research, service to the community,	SPMU has funds: a. education amounting to≥ 18 million rupiah / student / year,	SPMU has funds: a. education amounting to 10-17 million rupiah/student/ year,	SPMU has funds: a. education of 5-9 million rupiah/student/ year,	SPMU has funds: a. education amounting to< 5 million rupiah / student / year,

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
		publications, and adequate investment.	b. research amounting to≥ 10 million rupiah/lecturer/ year, c. PkM amounting to≥ 5 million rupiah/lecturer/ year, d. publication by ≥ 3 million rupiah/lecturer/year, e. investment of ≥ 2 billion/year.	b. research amounting to 7-9 million rupiah/lecturer/ year, c. PkM of 3-4 million rupiah/lecturer/ year, d. publications amounting to 2 million rupiah/lecturer/ year, e. e. investment of 1.5 - 1.9 billion/year.	b. research amounting to 4-6 million rupiah/lecturer/ year, c. PkM of 1-2 million rupiah/lecturer/ year, d. publications amounting to 1 million rupiah/lecturer/ year, e. e. investment of 1 - 1.4 billion/year.	b. research amounting to≤ 3 million rupiah/lecturer/ year, c. PkM amounting to< 1 million rupiah/lecturer/ year, d. publication by < 1 million rupiah/lecturer/year e. Investment of <1 billion/year.
	Learning facilities and infrastructure (1.0)	5. SPMU provide infrastructure and learning facilities in the quantity and quality that enable learning to run well.	SPMU provides: a. learning infrastructure in very adequate quantity and quality, b. b. facilities learning in quantity and quality which is very adequate.	SPMU provides: a. learning infrastructure in very adequate quantity and quality, b. learning facilities in sufficient quantity and quality.	SPMU provides: a. learning infrastructure in adequate quantity and quality, b. learning facilities in sufficient quantity and quality.	SPMU provides: a. learning infrastructure is inadequate in quantity and quality, b. b. facilities learning in quantity and quality which is inadequae.

Relevant cooperation (1.0)	6. SPMU collaborates with other parties in the field of tridharma PT and other relevant fields at home and abroad in adequate amount, and supported by evidence of the cooperation.	SPMU collaborates in the field of tridharma PT with other parties: a. in the country as much as > 8 cooperation, b. as much as> 2 cooperation	SPMU collaborates in the field of tridharma PT with other parties: a. domestically, 5 - 8 collaborations, b. 1 - 2 collaborations abroad	SPMU establishes cooperation in the field of tridharma PT with other parties 2 - 4 collaborations in the country	SPMU establishes cooperation in the field of tridharma PT with other parties in the country < 2 cooperation
Internal quality assurance system (SPMI) (1.45)	7. SPMU has complete SPMI documents (i.e. SPMI policy, SPMI manual, SPMI standards, and SPMI forms); implemented consistently; and documented well.	SPMU has: a. 4 SPMI documents, b. implemented very consistently, very well documented.	SPMU has: a. 4 SPMI documents, b. implemented very consistently, well documented.	SPMU has: a. 4 SPMI documents, b. implemented consistently, well documented.	SPMU has: a. less than 4 SPMI documents, b. implemented inconsistently, not well documented.
Featured (1,0)	8. SPMU has excellence in the field of tridarma PT and is supported by valid evidence.	SPMU has minimal excellence in the field of tridarma PT and is supported by valid evidence.	SPMU has excellence in Education and research or PkM supported by valid evidence.	SPMU has at least 1 excellence in Education and is supported by valid evidence.	SPMU does not have a field of excellence
SPMU competitiveness position (1,0)	9. SPMU has a good level of competitiveness in the Tenaga Education Institution. Education (LPTK)	SPMU is in an HEI with an APT rating of Excellent (A)	SPMU is in an HEI with an APT rating of Excellent (B)	SPMU is in an HEI with an APT rating of Good (C)	SPMU is in an HEI that does not yet have an APT rating

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
B. CRITERIA 1. Vision, Mission, Objectives, and Strategies (VMTS) (3.00)	VMTS policy and implementation (0.5)	10. The existence of a written policy of the leadership of the HEI (Rector, Dean, or Chair) regarding the preparation, socialization, implementation, and evaluation of the HEI's VMTS, SPMU, and SP	There is a complete document of the PT leadership policy (Rector, Dean, or Chair) regarding VMT, and it has been socialized, implemented, evaluated and followed up.	There is a complete document of PT leadership policy (Rector, Dean, or Chair) on VMTS, and it has been socialized, implemented, and evaluated.	There is a complete document of PT leadership policy (Rector, Dean, or Chair) on VMTS, and it has been socialized and implemented.	There is no complete document from the leadership of the HEI (Rector, Dean/Director, or Chairperson) regarding VMTS.
	The suitability of the scientific vision and objectives of the SP with the SPMU VMTS (0.5)	11. The scientific vision and objectives of the SP are in accordance with the VMTS of SPMU and PT.	The scientific vision and objectives of the SP are very much in line with the VMTS of SPMU and PT.	The scientific vision and objectives of the SP are quite in line with the VMTS of SPMU and PT.	The scientific vision and objectives of the SP are in accordance with the VMTS of SPMU and PT.	The scientific vision and goals of the SP are not in accordance with the SPMU and PT VMTS
	Realism of scientific vision and objectives of the SP (0.6)	12. The scientific vision and goals of the SP are realistic in terms of its carrying capacity: human resources, infrastructure, facilities, finance, partnership, cooperation, etc.	The statement of scientific vision and goals of the SP is very realistic in accordance with the carrying capacity owned: Human resources, infrastructure, facilities, finance, partnership, cooperation, etc.	The scientific vision statement and SP objectives are realistic in accordance with the carrying capacity: Human resources, infrastructure, facilities, finance, partnership, cooperation, etc.	The scientific vision statement and SP objectives are realistic in accordance with the carrying capacity: Human resources, infrastructure, facilities, finance, partnership, cooperation	The scientific vision statement and SP objectives are not realistic in terms of the carrying capacity: Human resources, infrastructure, facilities, finance, partnership, cooperation
	Clarity of strategies to achieve the scientific vision and goals of the SP (0.7)	13. SP has a clear strategy to achieve its scientific vision and objectives.	SP has: The strategy for achieving the scientific vision and goals of the SP is very clear.	SP has: A clear strategy for achieving the scientific vision and goals of the SP.	SP has: The strategy for achieving the scientific vision and goals of the SP is not clear enough.	SP has: Does not have a strategy to achieve the scientific vision and goals of the SP.

	Level of understanding of scientific vision and SP objectives (0.7)	14. The scientific vision and goals of SP are understood by SP manager, board of lecturers, education personnel, and students, as a guide for conducting tridharma activities. PT.	Scientific vision and objectives of the SP are understood by >75% of managers SP, lecturer council, education personnel, and students who were interviewed.	Scientific vision and goals of the SP are understood by 51-75% SP Manager, board of lecturers, education personnel, and students who were interviewed.	Scientific vision and goals of the SP are understood by 50% of managers SP, lecturer council, education personnel, and students who were interviewed.	Scientific vision and objectives are understood by <50% of managers SP, lecturer council, education personnel, and students who were interviewed.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
2. Tata Pamong, , Cooperation, and Quality Assurance (4.50)	Policies and implementation of governance, leadership, cooperation, and quality assurance (0.5)	15. Existence of written policies of HEI leaders (Rector, Dean, or Chair) on governance, leadership, cooperation, and quality assurance.	There is a complete document of PT leadership policy (Rector, Dean, or Chair) on governance, leadership, cooperation, and quality assurance and has been socialized, implemented, evaluated and followed up	There is a complete document of PT leadership policies (Rector, Dean, or Chair) on governance, leadership, cooperation, and quality assurance, and has been socialized, implemented, and evaluated.	There is a complete document of PT leadership policies (Rector, Dean, or Chair) on governance, leadership, cooperation, and quality assurance, and has been socialized and implemented.	There is no complete document available from the leadership of the HEI (Rector, Dean/Director, or Chair) on governance, leadership, cooperation, and quality assurance.
	SPMU (0.6)	16. SPMU has *good governance* with a complete organizational structure and governance, clear personnel duties and functions, and meets the five pillars: credible, transparent, accountable, responsible and fair.	SPMU has: a. structure complete organization and governance, b. duties and functions clear personnel, and c. fulfills the 5 pillars	SPMU has: a. structure complete organization and governance, b. duties and functions clear personnel, and c. fulfills the 4 pillars	SPMU has: a. structure complete organization and governance, b. duties and functions clear personnel, and c. fulfills the 3 pillars	SPMU has: a. structure incomplete organization and governance, b. duties and functions unclear personnel, and c. fulfills 1 or 2 pillars

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
	SPMU (0.8)	17. SPMU has good governance which is reflected in 9 aspects (1) planning, (2) organizing, (3) selection and placement of personnel, (4) implementation, (5) monitoring and supervision, (6) control, (7) assessment, (8) reporting, and (9) development as a form of follow-up.	SPMU has good governance, which is reflected in 9 aspects.	SPMU has good governance, which is reflected in 6-8 aspects.	SPMU has good governance, which is reflected in 3-5 aspects.	SPMU has poor governance which is reflected in ≤ 2 aspects.
	SPMU Leadership (0.6)	18. SPMU has operational leadership, organizational leadership, and public leadership.	SPMU has very strong operational leadership, organizational leadership, and public leadership.	SPMU has strong operational leadership, organizational leadership, and public leadership. strong.	SPMU has strong operational leadership, organizational leadership, and public leadership.	SPMU does not have strong operational leadership, organizational leadership, and public leadership.
	Implementation of cooperation (0.9)	19.SPMU has cooperation with partners in the field of tridharma PT, carried out consistently (supported by complete evidence of the realization of the program). cooperation	SPMU: a. has cooperation documents with partners in the field of PT tridharma b. carry out cooperation	SPMU: a. has cooperation documents with partners in the field of PT tridharma b. carry out cooperation	SPMU: a. has cooperation documents with partners in the field of PT tridharma b. carry out cooperation consistently	SPMU: has cooperation documents with partners in the field of PT tridharma, but not implemented

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
		(SPK, letter of assignment, and report on the implementation of the cooperation), and evaluated on a regular basis. periodically	very consistently c. Evaluate the cooperation periodically d. follow up on evaluation results	very consistently c. evaluate the cooperation periodically		
	SP quality assurance (1,1)	20.SP has a quality assurance unit/group that implements the Determination, Implementation, Evaluation, Control, and Improvement (PPEPP) cycle consistently and has complete supporting documents.	SP: a. has quality assurance unit/group, b. implementing the PPEPP cycle c. have well-documented evidence of quality assurance implementation d. conducting *external benchmarking* quality assurance	SP: a. has quality assurance unit/group, b. implementing the PPEPP cycle c. have well-documented evidence of quality assurance implementation	SP: a. has quality assurance unit/group, b. implementing the PPEPP cycle c. have incomplete evidence of quality assurance implementation	SP: a. has quality assurance unit/group, b. did not implement the PPEPP cycle
3. Student (3,50)	Recruitment of prospective students (0.5)	21. Universities/ SPMU have a policy on the recruitment and selection tests of new student candidates (including tests of aptitude, interest, and passion as a prospective student). 21. educator/teacher), implement it	College/SPMU: a. has policy documents on recruitment and selection tests of new student candidates, b. implemented by consistent,	College/SPMU: a. has policy documents on recruitment and selection tests of new student candidates, b. implemented by incidental,	College/SPMU: a. has policy documents on recruitment and selection tests of new student candidates, b. implemented by incidental,	College/SPMU: does not have a policy document on the recruitment and selection test of new student candidates.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
		consistently, and document present it well.	c. documented in print and digitally.	c. documented in print.	c. not well documented.	
	Quality of student input (1.0)	22. The quality of student input is reflected in the ratio between prospective students who apply and those who are accepted fulfill the power accommodations.	Number of students admitted between > 10% to ≤ 50% of the number of applicants and the capacity is met	Number of students admitted between > 51% to ≤ 99% of the total number of applicants and the capacity is met	The number of students admitted is the same as the number of students who applied (100%) and the capacity is met	The number of students admitted is the same as the number of students who applied (100%) and the capacity is not met
	Attractiveness of Study Program (0.9)	23. In the last three years, the number of prospective students has increased.	In the last 3 years the number of prospective students enrolling in the SP has consistently increased ≥ 15% of the capacity.	In the last 3 years, the number of prospective students enrolling in the SP has consistently increased <15% of the capacity.	In the last 3 years, number of prospective students enrolling in the study program has not increased.	In the last 3 years, the number of prospective students enrolling in the study program has decreased.
	Student service and guidance program (1,1)	24. Availability of service programs and student development in the fields of interests, talents, reasoning, welfare, and professional	SPMU has a service program and student development in the fields of interest, talent, reasoning, welfare, and professionalism.	SPMU has a service program and student development in the fields of interest, talent, and reasoning	SPMU has a service program and student development in the field of interests and talents	SPMU does not have a student services and coaching program
4. Human Resources (8.00)	Recruitment of permanent SP lecturers (DTSP) (0.5)	25. Colleges/SPMU have a policy on recruitment and selection tests of candidates	College/SPMU: a. has policy documents	College/SPMU: a. has policy documents	College/SPMU: a. has policy documents	College/SPMU: does not have a policy document on recruitment

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
		lecturers, including pedagogical competency tests (subject area proficiency tests, *peer teaching*, and interviews); rewards, sanctions and termination of employment for lecturers, are consistently implemented and documented. in a good way.	on recruitment and selection tests for lecturer candidates, b. implemented consistently, c. documented in print and digitally.	on recruitment and selection tests for lecturer candidates, b. carried out incidentally, c. documented in print.	on recruitment and selection tests for lecturer candidates, b. carried out incidentally, c. not well documented.	and lecturer candidate selection tests.
	DTSP academic qualification (0.5)	26. SP has DTSP with master/doctor academic qualifications that are relevant to the core courses in SP in sufficient quantity.	SP has DTSP with academic qualifications of master≥ 5 and doctoral > 2	SP has DTSP with academic qualifications of master≥ 5 and doctoral 1- 2	SP has DTSP with master academic qualification≥ 5	SP has DTSP with master academic qualification< 5
	Academic position DTSP (0.6)	27. SP has an adequate number of DTSP with functional positions of Professor and Head Lecturer.	SP has DTSP with functional position of Head Lector and/or Professor ≥ 5	SP has DTSP with functional position of Lector and/or Head Lector = 2 - 4	SP has DTSP with functional positions of Expert Assistant and / or Lecturer at least = 1, there is no functional position of Lecturer Head and/or Professor	SP does not yet have DTSP with functional positions

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
	DTSP educator certification (0.7)	28. SP has a sufficient number of DTSP who have obtained teaching certificates adequate.	SP has DTSP with teaching certificate > 40%.	SP has DTSP with teaching certificates 10% - 40%.	SP has DTSP with teaching certificate< 10%.	None Score 1
	DTSP: student ratio (0.6)	29. SP has a healthy ratio of the number of DTSP: the number of students, both for the science and technology group humanities.	SP has a DTSP: student ratio = 1:10 - 1:30	SP has a DTSP: student ratio = 1:31 - 1:40	SP has: DTSP ratio: student= 1:41 - 1:50	SP has: a. DTSP ratio:= 1 student:> 50 or 1:< 10
	DTSP workload (0.6)	30. Workload (BK) in the last one year allows DTSP is working to its potential.	Average BK DTSP in the range of 13 - 14 credits	Average BK DTSP in the range of 15 - 16 credits	BK DTSP average = 12 credits	Average BK DTSP within the range of BKDT< 12 credits or BKDT >16 credits
	DTSP teaching attendance (0.7)	31. DTSP teaching attendance at SP was as planned.	The average DTSP attendance is 16 weeks, including exams.	The average DTSP attendance is 15 weeks, including exams.	The average DTSP attendance is 14 weeks, including exams.	The average attendance of DTSP is < 14 weeks, including exams.
	Number of final project/thesis guidance students (0.5)	32. DTSP becomes the main supervisor of the final project (a combination of thesis, thesis, and dissertation) which allows the supervision to run with the other party.	DTSP has a final project student as the main supervisor (combined thesis, thesis, and dissertation) 1 - 5 people per semester.	DTSP has a final project guidance student as the main supervisor (combined thesis, thesis, and dissertation) 6 - 8 people per semester.	DTSP has a final project guidance student as the main supervisor (combined thesis, thesis, and dissertation) 9 - 10 people per semester.	DTSP has more than 10 final project students (combined thesis, thesis, and dissertation).
	DTSP Achievement (0.8)	33. DTSP has achievements (keynote speaker, guest lecturers, resource persons, consultants, editors, etc.) recognized by the other party.	≥ 30% DTSP has achievements recognized by the other party.	20%≤ DTSP< 30% has achievements recognized by the other party.	10%≤ DTSP< 20% has achievements recognized by the other party.	< 10% DTSP has achievements recognized by the other party.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
	DTSP competency and career development through sustainable professional activities (0.5)	34. DTSP participated in continuing professional activities, such as further studies, *postdocs*, academic recharging program (ARP), short courses, internship, trainings, certifications, conferences, seminars, and workshop within 3 years. last year.	≥ 60% DTSP participated in continuing professional activities in the last 3 years.	35%≤ DTSP< 60% participated in continuing professional activities in the last 3 years.	20%≤ DTSP <35% participated in continuing professional activities in the last 3 years.	< 20% DTSP participated in continuing professional activities in the last 3 years.
	Recruitment of education personnel (0.5)	35. Colleges/SPMU have a complete recruitment policy and selection test for educational staff; rewards, sanctions and termination of employment for education personnel, implemented consistently, and documented well.	College/SPMU: a. has policy documents on recruitment and selection tests for educational staff candidates, b. implemented consistently, documented in print and digitally.	College/SPMU: a. has policy documents on recruitment and selection tests for educational staff candidates, b. carried out incidentally, documented in print.	College/SPMU: a. has policy documents on recruitment and selection tests for educational staff candidates, b. carried out incidentally, not well documented.	College/SPMU: does not have a policy document on recruitment and selection tests for educational staff candidates.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
	Profile of education personnel (0.5)	36. SPMU has an adequate number of educational staff that are relevant to the needs of SPMU and SP, consisting of: librarians, laboratorians /technician/operator.	SPMU has a very adequate number of educational staff and is very relevant to the needs of SPMU and SP, consisting of librarians, laboratories /technician/operator in accordance with the field of education.	SPMU has a very adequate number of educational staff and is relevant to the needs of SPMU and SP, consisting of librarians, laboratories /technician/operator.	SPMU has an adequate number of educational staff are relevant to the needs of SPMU and SP, consisting of librarians, laboratories /technician/operator.	SPMU has an inadequate number of educational staff and is not relevant to the needs of SPMU and SP, consisting of librarians, laboratories /technician/operator.
	Competency and career development of education personnel (0.5)	37. Educational staff participates in various professional development activities such as further studies, training, workshop, certification, internship, or other general service improvement (*excellence service*) which are relevant to the main tasks and functions.	≥ 40% of educational staff participate in various professional development activities that are relevant to their duties and functions.	≥ 25% to < 40% of educational staff participate in various professional development activities that are relevant to their duties and functions.	≥ 10% to< 25% of educational staff participate in various professional development activities relevant to their duties and functions.	<10% of educational staff participate in various professional development activities that are relevant to their duties and functions.

Satisfaction of lecturers and education staff with HR management (0.5)	38. The existence of policies, implementation, evaluation, and follow-up of lecturers' and staffs' satisfaction with HR management	SPMU has a policy on measuring the satisfaction of lecturers and staff with HR management, implementing it periodically, evaluating implementation, and follow up on the evaluation results.	SPMU has a policy on measuring the satisfaction of lecturers and staff with HR management, implementing it periodically, evaluating Implementation, but did not follow up on the evaluation results.	SPMU has a policy on measuring lecturers' and staffs' satisfaction with HR management, implements it periodically, but has never done so evaluate implementation.	SPMU does not have a policy on measuring lecturer and staff satisfaction with HR management.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
5. Finance, Facilities and Infrastructure (4.00)	Policy and implementation of finance, facilities, and infrastructure (0.5)	39. Existence of written policies of the leadership of the HEI (Rector, Dean, or Chair) on finance, facilities, and infrastructure	There is a complete document of the HEI leader's policy (Rector, Dean, or Chair) for finance, facilities, and infrastructure, and it has been socialized, implemented, evaluated, and evaluated. Follow up	There is a complete document of HEI leadership policy (Rector, Dean, or Chair) on finance, facilities, and infrastructure, and it has been socialized, implemented, and evaluated.	There is a complete document of PT leadership policy (Rector, Dean, or Chair) on finance, facilities, and infrastructure, and it has been socialized and implemented.	There is no complete document available from the leadership of the HEI (Rector, Dean, or Chair) on finance, facilities, and infrastructure
	Education operational costs (0.6)	40. SP has adequate education operational costs	SP education operational costs worth ≥ 18 million / student / year.	SP education operational costs worth between ≥ 10 to< 18 Million / student / year.	SP education operational costs worth between ≥ 5 to< 10 Million / student / year.	The operational cost of SP education is < 5 million / student / year.
	Research operational costs (0.5)	41. SP has adequate research operational costs	SP research operational costs worth ≥ 10 million/lecturer/year.	Research operational costs are between≥ 7 and< 10 million/lecturer/year.	SP research operational costs worth between ≥ 4 to < 7 million / lecturer / year.	SP research operational costs worth < 4 million/lecturer/ year.
	PkM operational costs (0.5)	42. SP has adequate PkM operational costs.	The operational cost of PkM SP is≥ 5 million / lecturer / year.	PkM SP operational costs worth between≥ 3 to < 5 million / lecturer / year.	SP PkM operational costs worth between≥ 1 to < 3 million / lecturer / year.	PkM SP operational costs <1 million / lecturer / year.
	Publication operating costs (0.6)	43. SP has a publication operating cost that adequate.	Operational costs of SP publications worth ≥ 3 million / lecturer / year.	SP publication operational costs worth between ≥ 2 to	SP publication operational costs worth between ≥ 1 to	Operational costs for SP publications are < 1 million/lecturer/year.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
				with< 3 million/lecturer/year.	with< 2 million/lecturer/year.	
	Education infrastructure (0.7)	44. PT, SPMU and SP provide an adequate amount of educational infrastructure (such as lecture rooms, *microteaching* lab rooms, and library rooms), quality, and maintained.	PT, SPMU and SP provides a very complete, high quality, and well-maintained educational infrastructure.	PT, SPMU and SP provides a very complete, high quality and well-maintained educational infrastructure.	PT, SPMU and SP provide complete, quality and well-maintained educational infrastructure.	PT, SPMU and SP providing education infrastructure that is incomplete, of poor quality and unmaintained.
	Educational facilities (0.6)	45. PT, SPMU and SP provide educational facilities (such as LCDs, *microteaching* laboratory equipment, references) in adequate quantities, quality, and maintained.	PT, SPMU and SP provides very complete, very high quality, and very well-maintained educational facilities.	PT, SPMU and SP provides very complete, quality and well-maintained educational facilities.	PT, SPMU and SP provide complete, quality and well-maintained educational facilities.	PT, SPMU and SP providing incomplete, poor-quality and unmaintained educational facilities.
6. Education (18,00)	SP curriculum development policy (0.5)	46. PT/SPMU has a policy on the preparation, implementation, evaluation, and improvement of the SP curriculum (including the Merdeka policy). Learning - Merdeka Campus), and	PT/SPMU: a. have policies on the preparation, implementation, evaluation, and improvement of the SP curriculum b. socialize to the community academics	PT/SPMU: a. have policies on the preparation, implementation, evaluation, and improvement of the SP curriculum b. socialize to the community academics with	PT/SPMU: a. have policies on the preparation, implementation, evaluation, and improvement of the SP curriculum b. socialize to the community academics	PT/SPMU: a. has policies on the preparation, implementation, evaluation, and improvement of the SP curriculum b. not implement

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
		consistent implementation	very well c. implement very consistently d. Evaluate periodically e. follow up on evaluation results	very good c. implement very consistently d. Evaluate periodically	very well c. implement very consistently	consistently
	SPMU support for SP curriculum development (1,2)	47. SPMU provides support to the SP to develop, implement, evaluate, and improve its curriculum in the form of providing funds, providing assistance, and providing experts who relevant.	SPMU provides support to SP to develop, implement, evaluate, and improve their curriculum, in the form of funding, provision of mentoring, and provision of relevant experts.	SPMU provides support to SP to develop, implement, evaluate, and improve its curriculum, in the form of providing funds and mentoring.	SPMU provides support to SP to develop, implement, evaluate, and improve its curriculum, in the form of funding. .	SPMU does not provide support for SP to develop, implement, evaluate, and improve their curriculum.
	SP curriculum document (1,1)	48. SP has a complete curriculum (SP identity, assessment of the implementation of the previous curriculum, VMTS, graduate profile, learning outcomes). graduates (SLOs), field of study,	SP has a curriculum document: a. very complete, b. very coherent, c. very relevant, d. very up-to-date.	SP has a curriculum document: a. very complete, b. very coherent, c. relevant, d. cutting-edge.	SP has a curriculum document: a. complete, b. coherent, c. relevant, d. cutting-edge.	SP has a curriculum document: a. incomplete, b. incoherent, c. irrelevant, d. not up-to-date.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
		list of courses, and learning tools (RSP, learning materials, task plans, assessment plans, assessment instruments, and assessment rubrics), coherent, relevant, and up-to-date (giving students the right to study outside SP - Merdeka Belajar Kampus) Merdeka).				
	Learning conformity with RSP and fulfillment of good learning characteristics (1,2)	49. Learning is carried out in accordance with the RSP and has an interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and centered nature. students.	≥ 75% DTSP conduct learning activities in accordance with the RSP, and have interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered characteristics,	50%≤DTSP< 75% conduct learning activities in accordance with the RSP, and have interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered characteristics,	25%≤DTSP<50% conduct learning activities in accordance with the RSP, and have interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered characteristics,	<25% DTSP conduct learning activities in accordance with the RSP, and have interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered characteristics,
	Integration of research and/or PkM results in learning (1,1)	50. Learning in SP integrate the results of research and/or PkM.	≥ 50% DTSP integrate the results of research and/or PkM in learning.	30%≤DTSP< 50% integrate the results of research and/or PkM in learning.	10%≤DTSP< 30% integrate the results of research and/or PkM in learning.	<10% DTSP integrate the results of research and/or PkM in learning.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
	Learning activity monitoring system (1,0)	51. SPMU has a reliable and consistently implemented system monitoring learning activities to ensure the implementation of effective learning. Monitoring results are followed up and submitted to interested parties.	a. SPMU has a very reliable system for monitoring learning activities, b. implemented very consistently, c. monitoring results are followed up, d. monitoring results are submitted to the parties concerned.	a. SPMU has a reliable monitoring system for learning activities, b. implemented consistently, c. monitoring results are followed up.	a. SPMU has a system for monitoring learning activities, b. implemented consistently.	SPMU does not have a system for monitoring learning activities.
	Learning assessment (1.0)	52. SP carry out learning assessment at least twice a semester, namely UTS and UAS, using various assessment techniques equipped with complete devices: (a) grids, (b) assessment tools, c) assessment rubrics, and (d) assessment tools. answer key.	≥ 75% DTSP carry out learning assessment in one semester, namely UTS and UAS, using various assessment techniques and equipped with complete tools.	50%≤DTSP< 75% carry out learning assessment in one semester, namely UTS and UAS, using various assessment techniques and equipped with complete tools.	25%≤DTSP<50% carry out learning assessment in one semester, namely UTS and UAS, using various assessment techniques and equipped with complete tools.	<25% DTSP carry out learning assessment in one semester, UTS and UAS, using a variety of assessment techniques and equipped with complete tools.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
	Micro learning (1.5)	53. SP carry out micro-learning in a well-equipped micro-learning laboratory room. Skills practiced include (1) opening and closing the lesson, (2) explain, (3) asking questions, (4) making variations, (5) giving reinforcement, (6) managing the class, (7) guiding discussion, and (8) small group and individual teaching.	Micro learning is conducted at: a. *microteaching* laboratory which has very complete and well-maintained equipment, b. involves 8 teaching skills.	Micro learning is conducted at: a. *microteaching* laboratory which has complete and well-maintained equipment, b. involves 8 teaching skills.	Micro learning is conducted at: a. *microteaching* laboratory which has complete equipment, b. involves 8 teaching skills.	a. Micro-learning is conducted in a classroom setting, b. involves< 8 teaching skills.
	Academic advising (1,1)	54. SP carry out academic guidance by PA, both concerning academic and non-academic issues, at least 3 times in one year. semester - at the beginning,	PA provides academic guidance to students: a. ≥3 times a semester, b. very well documented.	PA provides academic guidance to students: a. 2 times in one semester, b. well-documented.	PA provides academic guidance to students: a. 1 time in one semester, b. well-documented.	PA provides academic guidance to students: a. 1 time in one semester, b. not documented.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
		in the middle, and at the end of the semester. Documented mentoring activities well.				
	Supervision of educational internship (1.5)	55. SP carries out mentoring for educational internship at partner schools, which is carried out at least 3 times in one internship activity, both offline and online. Guidance can be carried out on campus or at partner schools, and well-documented.	Supervisors provide guidance on educational internship: a. ≥3 times in one internship, b. very well documented.	Supervisors provide guidance on educational internship: a. 2 times in one internship activity, b. well-documented.	Supervisors provide guidance on educational internship: a. 1 time in one internship activity, b. well-documented.	The supervisor does not provide guidance for educational internship, but only tests at the end of the internship period.
	Final project/thesis supervision (1,0)	56. SP conducts offline and online final project/thesis mentoring at least 16 times on a scheduled, consistent basis, as well as well-documented.	Final project/thesis supervisors provide guidance to students: a. ≥12 times, b. very well documented.	Final project/thesis supervisors provide guidance to students: a. 8-11 times, b. well-documented.	Final project/thesis supervisors provide guidance to students: a. 4-7 times, b. well-documented.	Final project/thesis supervisors provide guidance to students: a. ≤5 times, b. not documented.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
	Academic atmosphere: activities outside the classroom that support students' academic competence (1,10)	57. SP organizes academic activities outside the classroom (such as public lectures, seminars, conferences, workshop, training, FGDs, book reviews, and student exchanges), carried out in a planned and documented manner. well.	a. Activities Academic activities outside the classroom are carried out≥ 4 times in 1 semester. b. very well documented.	a. Activities Academic activities outside the classroom were carried out 3 times in 1 semester, b. well-documented.	a. Activities Academic activities outside the classroom were carried out 2 times in 1 semester, b. well-documented.	a. Activities Academic activities outside the classroom are carried out≤ 1 time in 1 semester, b. not well documented.
	Academic atmosphere: presence of guest lecturers and experts (1,4)	58. SP invites guest lecturers, experts, and/or educational practitioners (including partner school/laboratory teachers) to SP as a means to improve students' academic insight; carried out in a planned manner; and well-documented.	a. The presence of guest lecturers, experts, and/or educational practitioners to the SP as many as≥ 3 times in 1 semester, b. very well documented.	a. The presence of guest lecturers, experts, and/or educational practitioners to the SP as many as 2 times in 1 semester, b. well-documented.	a. The presence of guest lecturers, experts, and/or educational practitioners to the SP as much as 1 times in 1 semester, b. well-documented.	SP does not invite guest lecturers, experts, and/or educational practitioners to SP within 1 semester.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
	Student satisfaction with lecturer teaching performance (1.0)	59. SP carries out measurements of student satisfaction with the teaching performance of lecturers, by fulfilling the following aspects: (1) using satisfaction instruments that are valid and easy to use, (2) carried out at the end of each semester and the data is recorded completely, (3) the results are analyzed with appropriate methods and are useful for decision making, (4) a review of the results of the implementation of satisfaction measurements is carried out, (5) followed up for improvement and improvement of teaching quality, and (6) the results are published and distributed to the public. easily accessible interested parties.	SP measures student satisfaction with lecturer teaching performance and fulfills aspect 1 until 6.	SP measures student satisfaction with lecturer teaching performance and fulfills aspect 1 until 4	SP measures student satisfaction with lecturer teaching performance and fulfills aspect 1 and 3	SP does not measure student satisfaction with lecturers' teaching performance.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
	Student satisfaction with academic administration services (1,2)	60. SP and SPMU carry out measurement of student satisfaction with academic administration services, by fulfilling the following aspects: (1) using a valid and easy-to-use satisfaction instrument, (2) carried out at the end of each semester and the data is recorded completely, (3) the results are analyzed with the right method and are useful for decision making, (4) a review of the results of the measurement implementation is carried out. satisfaction, (5)	SP and SPMU measure student satisfaction with academic administration services by SP and SPMU and fulfill aspect 1 until 6.	SP and SPMU measure student satisfaction with academic administration services by SP and SPMU and fulfill aspect 1 until 4.	SP and SPMU measure student satisfaction with academic administration services by SP and SPMU and fulfill aspect 1 and 3.	SP and SPMU do not measure student satisfaction with academic administration services.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
		followed up for the improvement and enhancement of teaching quality, and (6) the results are published and easily accessible to the parties concerned. concerned.				
	Student satisfaction with infrastructure and learning facilities (1,1)	61. SP and SPMU carry out measurements of student satisfaction with the availability of learning infrastructure and facilities, by fulfilling the following aspects: (1) using valid and easy-to-use satisfaction instruments, (2) carried out at the end of each semester and the data is recorded completely, (3) the results are analyzed with appropriate methods and are useful for retrieval	SP and SPMU measure student satisfaction with the quantity and quality of learning facilities and infrastructure and fulfill aspect 1 until 6.	SP and SPMU measure student satisfaction with the quantity and quality of learning facilities and infrastructure and fulfill aspect 1 until 4.	SP and SPMU measure student satisfaction with the quantity and quality of learning facilities and infrastructure and fulfill aspect 1 and 3.	SP and SPMU do not measure student satisfaction with the quantity and quality of learning facilities and infrastructure.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
		decisions, (4) a review of the results of the implementation of satisfaction measurement is carried out, (5) it is followed up for the improvement and improvement of teaching quality, and (6) the results are published and easily accessible to the parties concerned. concerned.				
7. Research (6,50)	Research policy and implementation (0.5)	62. Existence of a written policy from the head of the HEI (Rector, Dean, or Chair) on research (strategic plan, research roadmap, and research implementers) PT or SPMU)	There is a complete document of HEI leadership policy (Chancellor, Dean, or Chair) on research, and it has been socialized, implemented, evaluated and followed up.	There is a complete document of HEI leadership policy (Rector, Dean, or Chair) on research, and it has been socialized, implemented, and evaluated.	There is a complete document of HEI leadership policy (Rector, Dean, or Chair) on research, and it has been socialized and implemented.	There is no complete document available from the leadership of the HEI (Rector, Dean, or Chair) on research
	Research Group (RG) and *Research Roadmap* (RM) (2,2)	63. SP has RG and RM of research and PkM that are clear and relevant to SP VMTS.	SP has very clear RGs and RMs of research and PkM that are very relevant to VMTS SP.	SP has RG and RM of research and PkM that are clear and relevant to VMTS SP.	SP has an RG or RM for research and PkM, which is relevant to the SP VMTS.	SP does not have RG and RM for research and PkM.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
	Lecturer research productivity (2.0)	64. DTSP conducts research activities that are relevant to the field of expertise of the SP at least once in 1 year, either with PT/self-financing, domestic financing, or foreign financing.	If RI ≥ a, then Score= 4	If RI< a and RN≥ b, then Score= 3+ ()		If RI= 0 and RN = 0 and RL ≥ c, then Score = 2
				If 0< RI< a and 0< RN< b, then Score= 2+ (2 x (RI/a))+ (RN/b) - ((RI x RN)/(a x b))		If RI= 0 and RN = 0 and RL < c, then Score= (2 x RL) / c
			RI= NI/3/NDTSP, RN= NN/3/NDTSP, RL= NL/3/NDTSP Factors: a= 0.05, b= 0.3, c= 1 NI = Number of studies with foreign funding sources in the last 3 years. =NN = Number of researches with domestic funding sources in the last 3 years. NL = Number of research with PT/independent funding sources in the last 3 years. NDTSP = Number of permanent lecturers assigned as lecturers of courses with areas of expertise in accordance with core competencies. accredited study program.			
	Student involvement in DTSP research (1,8)	65. In In carrying out its research, DTSP involved students of SP.	≥ 75% of DTSP research involves students, in the last 3 years.	51-75% of DTSP research involves students, in the last 3 years.	25-50% of DTSP research involves students, in the last 3 years.	<25% of DTSP research involved students, in the last 3 years.
8. Community Service (4.50)	Policy and implementation of community service (0.5)	66. The existence of a written policy of the leadership of the HEI (Rector, Dean, or Chair) on community service (strategic plan, creation	There is a complete document of PT leadership policy (Rector, Dean, or Chair) on community service, and it has been socialized, implemented, evaluated and Follow up	There is a complete document of PT leadership policy (Chancellor, Dean, or Chair) regarding community service, and it has been socialized, implemented, and evaluated	There is a complete document of PT leadership policy (Rector, Dean, or Chair) on community service, and it has been socialized and implemented.	There is no complete document from the leadership of the HEI (Rector, Dean, or Chair) regarding community service.

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
		PkM roadmap, and PkM implementers at PT or SPMU)				
	PkM Productivity (2.0)	67. DTSP conducts PkM activities that are relevant to the field of expertise of the study program at least once in 1 year, either with PT / independent financing, domestic financing, or external financing Country.	PPkMDM≥ 25%, then Score= 4	If PPkMDM< 25%, then Score= 1+ (12 x PPkMDM)		
			NPkMM= Number of DTSP PkM titles involving study program students in the last 3 years. NPkMD= Number of DTSP PkM titles in the last 3 years. PPkMDM = (NPkMM / NPkMD) x 100%			
	Student involvement in activities PkM DTSP (2,0)	68. In implementing PkM, DTSP involving SP students.	≥ 75% PkM DTSP involving students, in the last 3 years.	51-75% PkM DTSP involving students, in the last 3 years.	25-50% PkM DTSP involving students, in the last 3 years.	< 25% PkM DTSP involving students, in the last 3 years.
9. Output and Achievement of Tridharma (33.00)	Policy outputs and outcomes (0.5)	69. The existence of a written policy of the leadership of the HEI (Rector, Dean, or Chairperson) on the outputs and achievements of the tridharma of the HEI.	There is a complete document of PT leadership policy (Rector, Dean, or Chair) on the outputs and achievements of the tridharma of PT, and has been socialized, implemented, evaluated and Follow up	There is a complete document of HEI leadership policy (Rector, Dean, or Chair) on the outputs and achievements of the tridharma of HEIs, and it has been socialized, implemented, and evaluated.	There is a complete document of HEI leadership policy (Rector, Dean, or Chair) on the outputs and achievements of the tridharma of HEIs, and it has been socialized and implemented.	There is no complete document from the leadership of the HEI (Rector, Dean, or Chair) on the outputs and achievements of the tridharma of the HEI.
	Average GPA of graduates (2.2)	70. SP students have a good average GPA in the last 3 years.	Regular students have an average GPA of 3.01 - 4.00.	Regular students have an average GPA of 2.51 - 3.00,	Regular students have an average GPA of 2.00 - 2.50	None Score 1

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
	Students' academic and non-academic achievements (2.6)	71. SP students have academic and non-academic student achievements at the international (NI), national (NN), and / or local / regional (NW) levels.	If (RI≥ a and RN > 0) then Score= 4.	If RI≥ a and RN= 0, then Score = 3.5		If RI= 0 and RN = 0 and RW ≥ c, then Score = 2.
				If RI< a and RN≥ b, then Score= 3+ ()		
				If 0 < RI < a and 0 < RN < b, then Score= 2+ (2 x (RI/a))+ (RN/b) - ((RI x RN)/(a x b)).		If RI= 0 and RN = 0 and RW < c, then Score = (2 x RW) / c.
			RI= NI/NM , RN= NN/NM , RW= NW/NM Factors: a= 0.1% , b= 1% , c = 2% NI= Number of international academic and non-academic achievements. NN = Number of national academic and non-academic achievements. NW= Number of regional/local academic and non-academic achievements. NM = Number of students at the time of TS.			
	Average study period (2.1)	72. SP graduates have a short average study period.	Regular students have an average study period of< 5 years.	Regular students have an average study period of 5-6 years.	Regular students have an average study period of 6 - 7 years.	None Score 1
	Graduation on time (2.2)	73. Students can complete study on time (STW)	STW≥ 40%	20%≤ STW< 40%	10%≤ STW< 20%	STW< 10%
	Student study success (2,2)	74. Students successfully complete their studies (KSM), not *drop out* (DO).	KSM≥ 90%	75%≤ KSM< 90%	50%≤ KSM< 75%	KSM< 50%

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
	Implementation of graduate tracking (2,2)	75. SPMU and SP carry out a *tracer study* that covers 5 aspects: (1) coordinated in SPMU level, (2) conducted regularly, (3) the content of the questionnaire includes all core DIKTI *tracer study* questions, (4) targeted at all graduates, (5) used for development institutional	*Tracer study* conducted by SPMU and/or SP covers 5 aspects	*Tracer study* conducted by SPMU and/or SP covers 4 aspects	*Tracer study* conducted by SPMU and/or SP includes 3 aspects	*Tracer study* conducted by SPMU and/or SP includes≤ 2 aspects
	Waiting time to get a job first (2,4)	76. Students get a job after pass (WTMP)	WTMP< 3 months	3≤ WTMP< 6 months	6≤ WTMP< 12 month	WTMP≥ 12 months
	Relevance of job to education (2.6)	77. SP graduates have a high level of first job relevance (TRPP), with the following classifications: Teacher, instructor, trainer, consultant, technician education, education personnel.	TRPP≥ 80%	60%≤ TRPP< 80%	40%≤ TRPP< 60%	TRPP< 40%

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
	Graduate user satisfaction (2,4)	78. SP graduates show good performance, which includes aspects of: (1) ethics, (2) expertise in the field of science (main competence), (3) foreign language skills, (4) use of information technology, (5) ability communicate, (6) cooperation and (7) self-development	Score =TKi/7 The satisfaction level of the i-th aspect is calculated using the following formula: $TKi = (4 \times ai) + (3 \times bi) + (2 \times ci) +$ where i = 1, 2, ..., 7 ai = "excellent" percentage. bi = "good" percentage. ci= "fair" percentage. at= "less" percentage.			
	Publication of research results and PkM DTSP and students (2,8)	79. DTSP and/or students publish research and community service results.	If RI≥ a or RN > b, then Score= 4.	If RI= 0 and 0< RN< b, then Score = 3 + (RN/b)		If RI= 0 and RN = 0 and RL≥ c, then Score= 2.
				If 0< RI< a and RN= 0, then Score = 3 + (RI/a)		If RI= 0 and RN = 0 and RL < c, then Score= (2 x RL)/c.
				If 0 < RI < and 0 < RN < b, then Score= max[3+ (RI/a), 3+ (RN/b)].		
			RL= ((NA1+ NB1+ NC1) / NM) x 100% , RN = ((NA2+ NA3+ NB2+ NC2) / NM) x 100% RI = ((NA4 + NB3 + NC3) / NM) x 100% Factors: a= 1%, b= 10%, c= 50% NA1= Number of student publications in unaccredited national journals. NA2 = Number of student publications in accredited national journals. NA3= Number of student publications in international journals. NA4 = Number of student publications in reputable international journals. NB1= Number of student publications in regional/local/PT seminar proceedings. NB2 = Number of student publications in national seminar proceedings.			

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
			NC1 = Number of student writings in regional mass media. NC2= Number of student writings in national mass media. NC3= Number of student writings in international mass media. NM = Number of students at the time of TS. For Diploma Three, Applied Bachelor, Applied Master, and Applied Doctoral study programs NB1 = Number of student presentations at regional/local/PT seminars. NB2 = Number of student presentations at national seminars. NB3= Number of student presentations at international seminars. NC1 = Number of student presentations at regional forums. NC2 = Number of student presentations at national forums. NC3= Number of student presentations at international forums			
	Cited scientific works of DTSP and students (2.8)	80. Scientific works (research results, PkM, and / or thoughts) of DTSP and students are cited by people others in the last 3 years.	Average number of citations of DTSP scientific papers and students≥ 50	30≤ Average number of citations of DTSP scientific papers and students< 50	10≤ Average number of citations of DTSP scientific papers and students< 30	Average number of citations of DTSP and student scientific papers <10
	DTSP and student products or services adopted by the community (3.0)	81. DTSP products or services and/or students (research results, PkM and/or thoughts) are adopted by the community. in the last 3 years.	number of DTSP and/or student works adopted by the community≥ 10	7≤ number of DTSP and/or student works adopted by the community< 10	4≤ number of DTSP and/or student works adopted by the community< 7	number of DTSP and/or student works adopted by the community < 3
	DTSP and student products or services with IPR or patents (3.0)	82. Products or services (research results, PkM and/or PkM thinking) DTSP and/or students get IPR or Patent certificate in the last 3 years.	IPR/Patent-DTSP and/or students ≥ 8	4≤ IPR/Patents-DTSP and/or students < 8	0≤ IPR/Patents-DTSP and/or students < 3	None Score 1

Criteria	Elements	Indicator	Item Scoring Score			
			4	3	2	1
C. Problem Analysis and SP Development (5.00)	Evaluation of performance achievements (1.8)	83. SP evaluates performance achievements, documents the results, and conducts follow-up.	a. SP evaluates performance achievements 1 time in 1 semester consistently, b. documented the results very well, c. conduct follow-up.	a. SP evaluates performance achievements 1 time in 1 semester consistently, b. document the results properly.	a. SP evaluates performance achievements 1 time in 1 year or more, b. document the results.	SP has never conducted a performance evaluation.
	Problems and solutions (1.7)	84. SP is able to identify problems and find solutions.	a. SP was able to identify the problem very well, b. SP was able to find a solution that very relevant.	a. SP was able to identify the problem very well, b. SP is able to find a solution relevant.	a. SP able to identify problems well b. SP is able to find relevant solutions.	SP was unable to identify the problem.
	SP Development (1.5)	85. SP is able to set SP development strategies appropriately, clearly, and realistically.	SP is able to determine the SP development strategy very precisely, clearly, and Realistic.	The SP is able to determine the SP development strategy appropriately, clearly, and realistically.	SP is able to determine the SP development strategy appropriately and clearly.	The SP sets an inappropriate, unclear and unrealistic SP development strategy.