

Attachment to the Regulation of the National Accreditation Agency of Higher Education Number 10 of 2021 concerning Study Program Accreditation Instrument in Undergraduate Programs in the Scope of Education



STUDY PROGRAM ACCREDITATION BACHELOR'S PROGRAM

BOOK 3 SELF-EVALUATION REPORT PREPARATION GUIDELINES

**ACCREDITATION COUNCIL FOR EDUCATION JAKARTA
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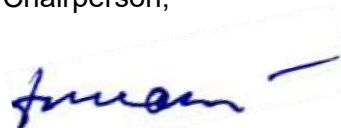
PREFACE

We express our gratitude to the presence of God Almighty because, with His grace and guidance, the Accreditation Council for Education (ACE) has completed the Guidelines for Compiling Self-Evaluation Reports. This complements Books 1, 2, 4 and 5, simultaneously makes continuous improvements and adjusts to the generally applicable good practices of external quality assurance.

This Study Program Self-Evaluation Report Preparation Guidebook is a guide for filling out Book 2 on the Self-Evaluation Report of the Accreditation Council for Education ACE. The Self-Evaluation Report includes 3 parts, namely Part A (Faculty Profile), which has 10 items with a weight of 10; Part B (Criteria), which has 75 items with a weight of 85; and Part C (Problem Analysis and Study Program Development) which has 3 items with a weight of 5. Thus, overall, the Study Program has 78 items with a weight of 90, while the Faculty has 10 items with a weight of 10. Judging from the distribution of weights for the 9 criteria (Part B), this Study Program Accreditation Instrument (*IAPS*) focuses more on output/outcome, which includes Criteria 9 (Teaching-Research-Outreach Output and Achievement) with a weight of 27 out of 85, and process, which includes Criteria 6 (Education), Criteria 7 (Research), and Criteria 8 (Outreach) with a weight of 28 out of 85, compared to the input aspect, which includes Criteria 3 (Students), Criteria 4 (Human Resources), and Criteria 5 (Finance, Facilities and Infrastructure) with a weighting of 22 out of 85, and management, which includes Criteria 1 (Vision, Mission, Objectives, and Strategy) and Criteria 2 (Governance, Management, and Partnership) with a weighting of 8 out of 85.

This Self-Evaluation Report Preparation Guidebook is a comprehensively compiled guideline document as part of a set of Study Program accreditation documents for a bachelor in education. Study Program and Faculty must understand the subject well before preparing the Self-Evaluation Report. Thus, efforts to prepare the Accreditation Council for Education (ACE) instrument are more focused under the Self-Evaluation Report Preparation Guidelines established so that continuous quality improvement in efforts to build a culture of quality in education can be realized immediately.

Jakarta, August 23, 2021
Chairperson,



Prof. Dr. Muchlas Samani

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CHAPTER 1

INTRODUCTION

I. BACKGROUND

The Accreditation Instrument is a tool to collect information on the performance of Study Programs and Study Program Management Units (Faculty) at universities with Education Study Programs to control the quality of higher education in Indonesia. Self-Evaluation Report is an evaluation document prepared entirely and comprehensively for developing study programs. It contains policies, implementation, evaluation, and follow-up carried out on each criterion to describe the status of its achievements. Faculty and study programs are expected to find strengths, weaknesses, and aspects that should be improved or corrected. At the end of the Self-Evaluation Report, the Faculty must conduct a comprehensive analysis to determine the Faculty and Study Program development program used as the basis for assessment for the next accreditation cycle so that efforts to improve quality and build a sustainable and continuous quality culture can be realized.

The appendices are provided in a separate book form from the accreditation instrument. Each appendix is preceded by a page sheet with a different color containing the appendix number and title. The appendices are components used as supporting materials for the Study Program and as evidence.

The information obtained is used for two primary purposes, namely:

1. assess the academic and administrative performance of the Study Program/Faculty and
2. find aspects of Study Program performance that require improvement or coaching.

The nine aspects of quality are:

1. appropriateness,
2. adequacy,
3. relevancy,
4. academic atmosphere,
5. efficiency,
6. sustainability,
7. selectivity,
8. productivity, and
9. effectiveness.

These nine dimensions show the comprehensive quality of program implementation to produce high-quality output in each field of science. The relationship between the nine aspects embodies the RAISE++ principle (*Relevance, Academic Atmosphere, Institutional Commitment, Sustainability, Efficiency, Leadership, and Equity*) as follows:

- Appropriateness is the level of accuracy of input elements, processes, outputs, and program objectives in terms of normative ideal measurements.
- Adequacy indicates the achievement of threshold requirements needed to implement a program.
- Relevance/suitability is the level of relevance of an educational program's objectives and results/outputs to the community's needs in its environment or globally.
- Academic atmosphere refers to a climate that supports interaction between lecturers and students, between fellow students, and between fellow lecturers to optimize the learning process.
- Efficiency refers to utilizing inputs (resources) for the learning process.
- Sustainability describes the sustainability of program implementation, including the availability of inputs, learning activities, and achieving optimal results.
- Selectivity shows how program organizers choose input elements, learning process activities, and determination of priority of results/outputs based on consideration of capabilities/capacities.
- Productivity shows the level of success of the learning process carried out in utilizing input.
- Effectiveness is the achievement of predetermined program objectives as measured by program results/outputs.

To assess the eligibility of programs and/or higher education units, the following accreditation criteria are used:

- Criteria 1 Vision, Mission, Goal, and Strategy
- Criteria 2 Governance, Management, and Partnership
- Criteria 3 Student
- Criteria 4 Human Resource
- Criteria 5 Finance, Facility, and Infrastructure
- Criteria 6 Education
- Criteria 7 Research
- Criteria 8 Outreach
- Criteria 9 Teaching-Research-Outreach Output & Achievement

II. INSTRUMENT DEVELOPMENT TEAM

A Working Team prepares the instrument formed and gives a Decree to the Head of the Faculty/Higher Education institution. The Working Team must consist of elements of the faculty/higher education institution, department, and study program specifically assigned to prepare data and prepare the instrument. This is very important because the substance of the instrument will show the relationship between the management of the study program level and the department and Faculty (Department, Faculty, Higher Education Institution).

III. EXPLANATION

1. A Study Program is a unit of study plan that serves as a guideline for organizing academic and/or vocational education. This Study Program is organized based on a curriculum intended to help students master knowledge, attitudes, and behavior/skills under the objectives set.
2. The undergraduate program is an academic education pathway with a cumulative study load of at least 144 credits and a maximum of 160 credits and a cumulative study period of between 8 and 14 semesters after high school (excluding additional education for professional degrees such as doctors, dentists, veterinarians, accountants, pharmacists, teachers, etc.).
3. A department is an implementing element in an academy, polytechnic, college or faculty that carries out academic and/or vocational education in one or more specific science, technology and/or arts branches.
4. A faculty is a structural unit at a university or institute that coordinates and/or implements academic and/or vocational education in one or a set of specific science, technology and/or arts branches.
5. Higher Education Institutions (HEIs) are educational units at the higher education level, such as academies, polytechnics, colleges, institutes or universities.
6. A Semester Lesson Plan (*RPS*) is a lecture plan prepared as a guideline for implementing lectures.
7. The core curriculum is a group of study materials and lessons that must be covered in a study program formulated in the curriculum. It is a characteristic of the main competencies resulting from a joint agreement between higher education institutions, the professional community and graduates' users.
8. The institutional curriculum consists of several study materials and lessons that are part of the higher education curriculum. It consists of additional groups of sciences in the core curriculum that are compiled by considering the conditions and needs of the environment and the characteristics of the higher education institution concerned.
9. Semester is a unit of activity time consisting of at least 16 weeks of lectures or other scheduled

activities and accompanying activities, including 2 to 3 weeks of assessment activities.

10. The Semester Credit System (*SKS*) organizes education using semester credit units (*SKS*) to express student study load, lecturer workload, learning experience, and program implementation load.
11. Semester credit units, hereinafter referred to as *SKS*, measure the study activity time charged to students per week per semester in the learning process through various forms of learning or the amount of recognition for the success of student efforts in participating in curricular activities in a study program.
12. Semester credit units (*SKS*) for lecturers are a measure of appreciation for the lecturer's workload in implementing the Teaching-Research-Outreach. The standard load is 37.5 hours/week, equivalent to 12 credits. Therefore, one credit is equivalent to 3 working hours/week.
13. Tenured lecturers are appointed permanent staff at the relevant Higher Education Institution (not supervisors, loan lecturers, or contract lecturers). This includes lecturers assigned by *LL Dikti* and foundation lecturers at *PTS* in fields relevant to their study expertise. A lecturer can only be tenured at one university with a minimum work assignment of 37.5 hours/week.
14. Untenured lecturers, such as part-time, supervisor, loan, and contract lecturers, are not included as tenured lecturers.

CHAPTER 2

SELF-EVALUATION REPORT PREPARATION

The identity is filled with the name of the study program, department, faculty, and the relevant higher education institution (HEI). The study program's establishment date is filled with the date stated in the decree on the establishment of the study program signed by an official of the Ministry of National Education, technical department or related institution. Next, write the month and year the study program was first held. For study programs supervised by the Ministry of Education and Culture, filling in the number of the Operational Permit Decree and the date of the Operational Permit Decree is mandatory. Fill in the data of the tenured lecturers of the institution registered as tenured lecturers of the study program based on Government Regulation Number 37 of 2007 concerning Lecturers, Government Regulation Number 4 of 2014 concerning the Implementation of Higher Education and Management of Higher Education Institutions, Permenristekdikti 62 of 2016 concerning the Higher Education Quality Assurance System, Permendikbud Number 3 of 2020 concerning National Standards for Higher Education and Permendikbud Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education Institutions, and Additional regulations of the decision of the Director General of Higher Education No. 08/DIKTI/Kep/2002 concerning Technical Instructions for the Decree of the Minister of National Education, No. 184/U/2001 concerning Guidelines for Supervision-Control and Development of Diploma, Undergraduate and Postgraduate programs in universities, in the table provided.

The identity of the instrument filler is filled in with the name, *NIDN* (Registration Number for Tenured Lecturer), the structural position of the instrument filler, and the date the instrument was filled in by the person concerned.

Study program accreditation documents consist of the following:

1. Accreditation instruments prepared by the Faculty and Study Program
2. Accreditation instrument attachment

The above documents are uploaded to *SIM-LAMDIK*, which is an online educational institution accreditation system with a maximum of 200 pages, A4 paper size with a left margin of 4 cm, top margin of 4 cm, right margin of 3 cm and bottom margin of 3 cm, single spacing, and using the Arial 11 font type and size.

A. PROFILE OF STUDY PROGRAM MANAGEMENT UNIT

This section briefly describes the Faculty's existence, advantages, and strategic position inside and outside the university. The profile includes 10 aspects, namely (1) Identity; (2) Vision, Mission, Goals, and Strategies to achieve the goals (*VMTS*); (3) Lecturers; (4) Students and Graduates; (5) Finance; (6) Learning Facilities and Infrastructure; (7) Relevant Partnerships; (8) Internal Quality Assurance System (IQA System); (9) Excellence; and (10) Faculty Competitive Position. This section is described in no more than 5,000 words.

1. Identity

In this section, Faculty must be able to explain the name, year of establishment, Decree (*SK*) number, number of undergraduate study programs, address, telephone number, institutional email address, and official website.

2. Vision, Mission, Goal, and Strategies to Achieve the Goal

This section briefly describes the vision, mission and objectives implemented in Faculty and the study program (vision of producing graduates) in a clear, realistic and measurable manner.

3. Lecturer

This section contains information on the number of tenured lecturers, untenured lecturers, academic qualifications, functional positions, and teaching certificates held by the Faculty. Please briefly describe the Lecturer's workload, justify the lecturer's adequacy, and relate it to the lecturer-student ratio in the Faculty.

4. Student and Graduate

This section briefly describes the data on the number of regular students, the average Grade Point Average (GPA) of graduates, the average study period and graduates, including the quality of input, monumental achievements achieved by students and graduates, and the performance of Faculty graduates.

5. Finance

This section contains summary information on the amount of funds obtained and managed, operational funds per student/year, operational education funds, research funds, outreach funds, publication funds, and investment funds managed or allocated to Faculty.

6. Learning Facility and Infrastructure

This section briefly describes the type, quantity, adequacy, suitability, quality, and accessibility of lecturers and students to the facilities and infrastructure owned by the Faculty or University.

7. Relevant Partnership

This document describes the number of domestic collaborations, the number of foreign collaborations, the implementation of collaborations, the evaluation of collaboration results, the follow-up of collaborations, and the number of lecturers and students at the Faculty.

8. Internal Quality Assurance System

This section briefly describes the implementation of the Internal Quality Assurance System under the policies, documents owned, organizational management, and instruments developed at the university level, as well as monitoring and evaluation, reporting, and follow-up actions. The description can be explained by the Faculty's *PPEPP* cycle, which includes quality recognition from external audit, accreditation, and certification institutions.

9. Excellence

This section briefly describes excellence in education that reflects the differentiators (uniqueness or characteristics), Faculty excellence in research, outreach, publication, and sustainable development of educational institutions.

10. Faculty Competitiveness

This section briefly describes the Faculty's reputation and competitive position within and outside the university, as indicated by national awards or rankings.

B. CRITERIA

This section contains nine criteria that must be explained by the Study Program or Faculty, namely (1) Vision, Mission, Objectives, and Strategies; (2) Governance, Management, and Partnerships; (3) Students; (4) Human Resources; (5) Finances, Facilities and Infrastructure; (6) Education; (7) Research; (8) Outreach; and (9) Teaching-Research-Outreach Outputs and Achievements.

CRITERIA 1. VISION, MISSION, GOAL AND STRATEGY

This section describes the scientific vision of the Study Program and the Vision, Mission, Objectives and Strategies of the Faculty and Higher Education Institution. Vision is the ideal of an accredited institution. The mission is a task that must be done to realize the vision that has been made. Objectives are the elaboration of the vision and mission and are things that must be achieved or produced by the institution and, therefore, are more specific and measurable. Strategy is an action or activity carried out by the institution to achieve the goals that have been set. In the introduction or preface, briefly describe the scientific vision and objectives of the Study Program related to the Vision, Mission, Objectives and Strategies of the Faculty and Higher Education Institution.

1.1 Policy

This section contains written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the university leadership (Rector, Director, or Chairperson) that regulate the preparation, socialization, implementation, and evaluation of the scientific vision and objectives of the study program (The objective of the study program is to produce graduates who are under the profile of study program graduates). Also, explain several Laws, Government Regulations, Ministerial Regulations, or other regulations used as a basis for the preparation or review of the *VMTS* Faculty and Higher Education Institution related to the scientific vision of the study program. Complete the explanation you have made with official internal policy documents in the form of guidebooks, Rector's Decrees, or SOPs that the leadership has determined.

1.2 Policy Implementation

This section describes the implementation or execution of Faculty and Higher Education Institution policies related to *VMTS*, including the *VMTS* preparation mechanism, *VMTS* formulation and the level of understanding of the Study Program's scientific vision and objectives.

1.2.1 Mechanism for Developing Study Program Scientific Vision

Please describe the mechanism for compiling the scientific vision and objectives of the study program, involving internal and external parties to the Study Program and Faculty. The mechanism for compiling the scientific vision and objectives of the study program can be outlined as a narrative or flowchart standardized by the university's management in the form of a Guideline Book reinforced by a Decree of the Rector/Chairperson. Briefly explain how each stage of the implementation and compilation of the scientific vision and objectives of the study program is carried out. Describe the form of the activity, when it will be implemented, and where it will take place. Provide a brief description of the activity's process. Mention the parties involved in compiling the scientific vision, mainly internal and external stakeholders in the Study Program and Faculty.

1.2.2 Formulation of Study Program Scientific Vision

Please describe how to formulate (1) the scientific vision of the Study Program, (2) the objectives of the Study Program, and (3) the strategy for achieving the objectives of the Study Program (in the form of the formulation of the Program Learning Outcome (PLO), and (4) the alignment of the formulation of the scientific vision of the Study Program with the institutional vision briefly and clearly. Explain the relationship between the scientific vision of the Study Program and the *VMTS* of the Faculty and Higher Education Institution clearly and comprehensively by explaining several keywords from each *VMTS* in the Faculty and Higher Education Institution associated with the scientific vision of the Study Program.

1.2.3 Level of Understanding of Study Program Scientific Vision

This section explains the level of understanding of the Study Program academic community towards the scientific vision and objectives obtained from a survey of lecturers, education staff, and students at the Study Program. Describe how to measure the level of understanding of the scientific vision and objectives of the Study Program, when the measurement of the level of understanding was carried out, how the process of measuring the level of understanding was, what the method of measuring the level of understanding was like, and what the results of the measurement of the level of understanding were. Also, explain whether this level of understanding measurement is carried out periodically. Explain the periodicity of the time used to measure the level of understanding.

1.3 Evaluation

This section evaluates the Study Program's success or failure in achieving its scientific vision and objectives. Describe the results of the evaluation of (1) policies, (2) formulations, and (3) the level of understanding of the scientific vision and objectives of the Study Program. Evaluation of the

formulation is focused on (1) the clarity and realism of the scientific vision and objectives of the Study Program and (2) the alignment of the scientific vision and objectives of the Study Program with the *VMTS* Faculty and Higher Education Institution. Performance achievements must be measured using appropriate methods, and the results must be analyzed and evaluated. Analysis and evaluation of performance achievements must include identifying root causes, supporting factors for success and inhibiting factors in achieving the objectives of the Study Program. Conduct an internal evaluation using relevant analysis methods to achieve a level of understanding of the scientific vision and objectives of the Study Program. Write a precise period for achievement equipped with indicators by referring to official documents owned.

1.4 Follow-up Action

This section describes or explains the follow-up actions that the Study Program has taken after considering the internal evaluation results and analysis. Describe the follow-up actions that the Study Program has taken to improve (1) the clarity and realism of the scientific vision and objectives of the Study Program, (2) the alignment of the scientific vision and objectives of the Study Program with the *VMTS* Faculty and Higher Education Institution, and (4) the level of understanding of the academic community regarding the scientific vision and objectives of the Study Program. Also, describe whether the Study Program has carried out follow-up actions based on the evaluation results for the improvement and development of the Study Program.

CRITERIA 2. GOVERNANCE, MANAGEMENT AND PARTNERSHIP

This section contains an introduction explaining the Faculty's governance, management, partnership, and quality assurance implementation. Governance is a system that allows leadership, management systems, and quality assurance to run effectively in an institution; it meets five criteria, namely credibility, transparency, accountability, responsibility, and fairness. Credible governance can be trusted based on established policies and regulations. Transparency is the principle that ensures openness in managing study programs that allows easy access by interested parties. Accountable governance is governance that can be accounted for. Responsible governance ensures the achievement of the vision, mission, and goals. Fair governance ensures proportional treatment for academics under their main tasks and functions.

Meanwhile, management refers to policies and their realization that enable Faculty to manage well and effectively. This is reflected in planning, organizing, selecting and placing personnel, implementing, monitoring and supervising, controlling, evaluating, reporting, and developing as follow-up actions.

Explain the leadership characteristics implemented by Faculty, which refers to leadership as a person's ability to influence, direct, and guide certain parties to achieve goals. In terms of function, leadership includes operational leadership, organizational leadership, and public leadership. Operational leadership refers to the ability of Faculty leaders to describe the vision and mission clearly and measurably in short-, medium-, and long-term work programs. Organizational leadership involves mobilizing all existing potentials to carry out the established work programs, starting from planning, implementation, evaluation, and follow-up actions. Public leadership relates to the ability to mobilize Faculty to collaborate with other parties at the national and international levels to support the acceleration of progress and excellence of Faculties and Universities. Public leadership is also demonstrated by the role of the Faculty management super team in society, both at the national and regional levels, especially in education.

Then, describe the partnership that refers to the parties' efforts to achieve common goals and obtain results that can be enjoyed together. Faculty can partner with other parties within the same university, outside the university in the country, and with other parties abroad. Partnerships carried out by Faculty should benefit Faculty in fulfilling the Teaching-Research-Outreach, supporting the improvement of Teaching-Research-Outreach performance and learning facilities at Faculty, and providing satisfaction to the parties.

Finally, quality assurance is explained as a process of determining and fulfilling quality standards consistently and continuously so that service users obtain satisfaction. Faculty quality

assurance is in the form of the realization of IQA System policies, which are proven by the existence of four aspects, namely (1) written policies for the formation of quality assurance implementing elements; (2) quality documents in the form of IQA System policies, IQA System manuals, IQA System standards, and IQA System forms; (3) the implementation of the quality assurance cycle, namely the Stipulation–Implementation–Evaluation–Control–Improvement (*PPEPP*) cycle; and (4) reports and evidence of the effectiveness of quality assurance implementation.

2.1 Policy

This section contains written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the university leadership (Rector, Director, or Chairperson) that regulate governance, management, leadership, partnership, and quality assurance at Faculty. Write references to several Laws, Government Regulations, Ministerial Regulations, or other regulations that regulate governance, management, leadership, partnership, and quality assurance at the Faculty. Complete the explanation you have made with official policy documents within the university, either in the form of a guidebook, Rector's Decree or SOP that the leadership has determined.

2.2 Policy Implementation

2.2.1 Governance

This section explains governance in the Faculty and ensures that it can carry out its duties effectively and efficiently.

Write the governance system and the manifestation of good governance in the Faculty with a complete, functional organizational structure diagram and governance, accompanied by a detailed description of each section's main tasks and functions. Add an explanation of what is done in Faculty accompanied by evidence of rules or activities by referring to the five pillars: (1) credible, (2) transparent, (3) accountable, (4) responsible, and (5) fair. Describe the actual activities carried out by highlighting objective evidence in the field.

2.2.2 Management

This section explains management in the Faculty and ensures that it can carry out its duties effectively and efficiently.

Write the management system and the manifestation of good management in the Faculty with a complete, functional organizational structure diagram and management, accompanied by a detailed description of each section's main tasks and functions. Add an explanation of what is done in Faculty

accompanied by evidence of rules or activities by referring to the five pillars: (1) credible, (2) transparent, (3) accountable, (4) responsible, and (5) fair. Describe the actual activities by highlighting objective evidence in the field.

2.2.3 Leadership

This section contains the operationalization and implementation of leadership in Faculty, which includes (1) operational leadership, (2) organizational leadership, and (3) public leadership. Write the implementation of operationalization and leadership in Faculty briefly and clearly. Describe the implementation of operational leadership by explaining the activities of the Head of Study Program or Faculty leader in implementing various activities that lead to the achievement of VMT Faculty. Describe operational activities and provide objective evidence of Faculty activities. Describe coordinative and consultative activities to support the explanation of organizational leadership. Also, describe public leadership activities in terms of partnership, participation, and contribution of the Head of Study Program and Faculty leader to public organizations at the regional/regional, national and international levels, especially in education.

2.2.4 Partnership

This section contains data on partnerships in the Teaching-Research-Outreach in Faculty, including the name of the partner institution, level, title and scope, benefits/output, duration, and time in the last three years.

Write down data on the partnership in Teaching-Research-Outreach, which the Faculty owns. Describe in full the partnership, including the name of the partner institution, level, title and scope, benefits/output, duration, and time in the last three years, by following the format of Table 2.2.4.

Describe the implementation of the partnership between Faculty and universities in the form of a Letter of Intent, *SPK* or MoU. Describe the comprehensive implementation activities under the scope of the MoU or *SPK* Faculty. Mention the form of activity, when it was carried out, where it was carried out, the process of the activity and the results of the implementation of the activity. Complete the written explanation with the available supporting documents.

Write clearly and concisely supported by valid data related to partnership data in the Teaching-Research-Outreach at Faculty in the last three years by following the format of Table 2.2.4.

Table 2.2.4 Partnership

No.	Partner Institution Name	Level			Title and Scope of Partnership	Benefit/ Output	Duration	Evidence/ Links*
		International	National	Local				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Education Sector								
1								
2								
3								
etc								
Number								
Research Sector								
1								
2								
3								
etc								
Number								
Outreach Sector								
1								
2								
3								
etc								
Number								
Institutional Development Sector: Human Resources, Facilities/Infrastructure, Intellectual Property Rights, Patents, Learning Technology, etc.								
1								
2								
3								
etc								
Number								

Fill in the following data:

- name of partner institution/agency in column (2)
- number of international level partnerships, in column (3)
- number of national-level partnerships, in column (4)
- number of local-level partnerships, in column (5)
- write the title and scope of the partnership in column (6)
- write the benefits of the partnership carried out (7)
- length of time (duration) of the partnership (in months), in column (8)
- provide links to evidence/documents of the partnership (9)

2.3 Quality Assurance

2.3.1 Policy

This section contains a brief and concise description of written policies in the form of laws and regulations, both Laws, Government Regulations, Ministerial Regulations, and other regulations relevant to students.

Write the official policies used by Faculty and Higher Education Institutions in the quality assurance system, both in the form of Laws, Government Regulations, Ministerial Regulations, and other regulations relevant to the quality assurance system. Also, describe internal policies in the Rector's Decrees, Director's Decrees, Chairperson's Decrees or other leaders that regulate the quality assurance system. The policy contains information about (1) implementing elements of the quality assurance system, (2) quality assurance documents (quality policy, quality standards, quality manuals, quality forms), (3) implementation of the *PPEPP* cycle in the quality assurance implementation process, (4) documented quality assurance audit reports, (5) publication of quality assurance audit results to internal and external stakeholders, (6) follow-up actions and sustainability of quality assurance, (7) utilization of quality assurance results to improve the curriculum and learning process, (8) implementation of external quality assurance benchmarking.

2.3.2 Implementation

This section contains a description of the implementation of quality assurance in the Study Program, which reflects the manifestation of the quality assurance policy that has been determined by the Higher Education Institution, which shows the existence of (1) elements of implementing the quality assurance system in the Higher Education Institution and Faculty, (2) quality assurance documents (quality policies, quality standards, quality manuals, quality forms), (3) implementation of the *PPEPP* cycle in the quality assurance implementation process, (4) documented quality assurance audit reports, (5) Publication of quality assurance audit results to internal and external stakeholders, (6) Follow-up actions and sustainability of quality assurance, (7) utilization of quality assurance results to improve the curriculum and learning process, (8) implementation of external quality assurance benchmarking.

2.3.3 Evaluation

Write the results of evaluating the policies and implementation of quality assurance in the Faculty and Study Program. The results of the quality assurance audit have been published to internal and external stakeholders, followed up and utilized to improve the curriculum and

learning process.

This section contains the results of the evaluation and SWOT analysis or other analysis tools carried out by the Study Program and Faculty. Describe how the evaluation was carried out and using SWOT analysis tools or other analyses in evaluating the implementation of quality assurance policies. Write the evaluation results that have been carried out on the policies and implementation of the implementation carried out by Study Program and Faculty briefly and clearly. Write the results of the evaluation in the form of a narrative or table that can provide an overview of the results of the quality assurance audit that have been published to internal and external stakeholders, follow up and utilize the results of quality assurance to improve the curriculum and learning process as well as the effectiveness of the policies and implementations that have been implemented.

2.3.4 Follow-Up Action

This section contains a description or explanation of the follow-up of the evaluation results, as written in full in point 2.3. Write the types and forms of follow-up that the Study Program and Faculty have carried out as steps to improve policies and improve the quality of quality assurance implementation carried out by the Study Program and Faculty.

CRITERIA 3. STUDENT

Referring to PerBAN No. 4 of 2017, this section contains an explanation of the recruitment and selection policy for new students, the quality of prospective student input and the attractiveness of the Study Program, the student's areas of origin, program aspects, student involvement and achievements in fostering interests, talents and professionalism, as well as the effectiveness of the service system for students in an effective and efficient learning process. Provide a brief and precise introduction or introduction regarding various information related to the recruitment and selection system for new students, procedures, requirements, and decision-making regarding the acceptance of new students, the quality of prospective student input, the attractiveness of the Study Program and the geographical distribution of the students' areas of origin.

3.1. Recruitment and Selection Test for New Students

3.1.1 Policy

This section contains a brief and concise description of written policies in the form of laws and regulations, both Laws, Government Regulations, Ministerial Regulations, and other regulations relevant to students.

Write the official policies used by Faculty and Universities in recruiting students, both in the form of Laws, Government Regulations, Ministerial Regulations, and other relevant regulations. Also, internal policies should be described as the Rector's Decrees, Director's Decrees, Chairperson's Decrees, or other leaders that regulate recruiting and selecting new students. The policy contains information about (1) the name of the policy, (2) background, (3) basis, (4) objectives, (5) general requirements, (6) special requirements, (7) mechanisms, (8) scheduling, and others. In addition, the quality of input from prospective new students and their area of origin of prospective new students in the Study Program should be written down.

3.1.2 Implementation

3.1.2.1 Recruitment and Selection Test for New Student

This section describes the implementation of recruitment and selection tests for new students, including interest/talent tests in education and becoming a prospective educator, as a differentiator from non-educational study programs.

Write the implementation of the new student recruitment and selection policy, which can be in the form of a Law, Government Regulation, Ministerial Regulation, and/or Chancellor's Regulation/Foundation Regulation that regulates the recruitment and selection of new students. The

policy contains information about (1) the name of the policy, (2) background, (3) basis, (4) objectives, (5) general requirements, (6) special requirements, (7) mechanisms, (8) scheduling, and others. Describe the recruitment and selection tests for new students briefly and clearly, including tests related to the calling of the soul as a prospective educator.

3.1.2.2 Quality of Input from Prospective New Students

This section describes the quality of prospective new students' input, which can be seen from the comparison between prospective students who register or take part in the selection and students who are accepted or pass the selection.

Write down the number of prospective students (who participated in the selection) in at least the last five years, especially prospective students who registered or took part in the selection and students who were accepted or passed the selection. Prospective students are regular students (i.e., students who take part in the education program full-time), not transfer students (i.e., students who enter the study program by transferring courses that they have obtained from other study programs, either from within or outside).

Write down the data of regular study program students in the last five years by following the format of Table 3.1.2.2.

Table 3.1.2.2 Regular Student

Academic Year	Capacity	Number of Prospective Regular Students		Number of New Regular Students	Total Number of Regular Students
		Participate in the Selection	Pass the Selection		
(1)	(2)	(3)	(4)	(5)	(6)
TS-4					
TS-3					
TS-2					
TS-1					
TS*					
Number					

Information:

- TS is the last complete academic year before the time you fill out this instrument.
For example, to fill out the instrument in October 2020, TS is the September 2019–August 2020 academic year.
- TS-1 (read: TS minus 1) is one year back from TS
- TS-2 is two years behind TS
- TS-3 is three years back from TS
- TS-4 is four years behind TS

- Write down the Study Program's actual capacity to accept new students for each registration year based on the capacity of existing facilities.

For each year of registration (TS-4 to TS), write:

- in column (3), the number of prospective regular students who took part in the selection,
- in column (4), the number of prospective regular students who passed the selection,
- in column (5), the number of new regular students,
- in column (6), the total number of regular students

3.1.2.3 Area of Origin of Prospective New Students

Write down the data of prospective regular Study Program students who have been accredited in the last five years, following the format of Table 3.1.2.3.1 and 3.1.2.3.2.

Table 3.1.2.3.1 Prospective Domestic Students

Academic Year	City/District/Province of Origin	Number of Prospective Regular Students		Total Number of Regular Students
		Male	Female	
(1)	(2)	(3)	(4)	(5)
TS-4				
TS-3				
TS-2				
TS-1				
TS				
Number				

Information:

- TS is the last complete academic year before the time you fill out this instrument. For example, to fill out the instrument in October 2020, TS is the September 2019 – August 2020 academic year.
- TS-1 (read: TS minus 1) is one year back from TS
- TS-2 is two years back from TS
- TS-3 is three years back from TS
- TS-4 is four years back from TS

For each year of registration (TS-4 to TS), write it down:

- in column (2), write the name of the city/district/province
- in column (3), the number of male regular student candidates,
- in column (4), the number of female regular student candidates,

- in column (5), the total number of regular students

Table 3.1.2.3.2 Prospective Overseas Students

Academic Year	Country of Origin	Number of Prospective Fulltime/Parttime Regular Students		Total Number of Regular Students
		Male	Female	
(1)	(2)	(3)	(4)	(5)
TS-4				
TS-3				
TS-2				
TS-1				
TS				
Number				

Information:

- TS is the last complete academic year before the time you fill out this instrument. For example, to fill out the instrument in October 2020, TS is the September 2019 – August 2020 academic year.
- TS-1 (read: TS minus 1) is one year back from TS
- TS-2 is two years back from TS
- TS-3 is three years back from TS
- TS-4 is four years back from TS

For each year of registration (TS-4 to TS), write it down:

- in column (2), write the name of the country,
- in column (3), the number of male regular student candidates,
- in column (4), the number of female regular student candidates,
- in column (5), the total number of regular students

3.1.3 Evaluation

This section contains the results of the evaluation and SWOT analysis or other analysis tools conducted by the Study Program. Describe how the evaluation was conducted and use SWOT analysis tools or other analyses in evaluating the policy for implementing new student recruitment and selection, the quality of input for prospective new students, and the areas of origin of prospective new students. Write down the evaluation results on the policy and implementation of new student recruitment and selection, the quality of input for prospective new students, and the areas of origin of prospective new students conducted by the Study Program concisely and clearly. Write the results of the evaluation in the form of a narrative or table that can provide an overview of the effectiveness of the policies and implementation that have been implemented.

3.1.4 Follow-Up Action

This section describes or explains the follow-up of the evaluation results, as written in full in point 3.3. Write the types and forms of follow-up that the Study Program has carried out as a step to improve policies and improve the quality of the implementation of recruitment and selection of new students, the quality of input of prospective new students, and the areas of origin of prospective new students carried out by the Study Program. In addition, write the follow-up that has been carried out to increase the number and quality of prospective new students, both from within the country and from abroad.

3.2 Student Service and Development Program

3.2.1 Policy

This section contains a written explanation related to written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rector, Director, or Chairperson) that regulate student service and development programs in the fields of interest, talent, reasoning and professionalism. Write the official policies used by Faculty and Universities related to student service and development programs in the fields of interest, talent, reasoning and professionalism in the form of Laws, Government Regulations, Ministerial Regulations, and other relevant regulations. Also, describe internal policies in Rector's Decrees, Director's Decrees, Chairperson's Decrees or other leaders that regulate student service and development programs in the fields of interest, talent, reasoning and professionalism. The policy contains information about (1) the name of the policy, (2) background, (3) basis, (4) objectives, (5) general requirements, (6) special requirements, (7) mechanisms, (8) scheduling, and others.

3.2.2 Implementation

This section describes the availability and implementation of service programs and the development of student interests, talents, reasoning, and professionalism in the last five years in Table 3.2.2. Write the implementation or implementation of new student recruitment and selection policies, which can be in the form of Laws, Government Regulations, Ministerial Regulations, and/or Rector Regulations/Foundation Regulations that regulate the availability and implementation of service programs and development of student interests, talents, reasoning, and professionalism in the last five years.

Table 3.2.2 Service programs and development of student interests, talents, reasoning and professionalism

Academic Year	Types of Interest Development Programs	Types of Talent Development Programs	Types of Reasoning Development Programs	Types of Professional Development Programs
(1)	(2)	(3)	(4)	(5)
TS-4				
TS-3				
TS-2				
TS-1				
TS				
Number				

3.2.3 Evaluation

This section contains the evaluation results of the SWOT analysis or other analysis tools conducted by the Study Program. Describe how the evaluation was conducted using SWOT analysis tools or other analyses in evaluating the policy implementation of policies and service programs and the development of student interests, talents, reasoning, and professionalism.

Write the evaluation results of the policy and implementation of the policy and service programs and the development of student interests, talents, reasoning, and professionalism briefly and clearly. Write the evaluation results in the form of a narrative or table that can provide an overview of the effectiveness of the policies and implementations that have been implemented.

3.2.4 Follow-Up Action

This section describes or explains the follow-up of the evaluation results as written in full in point 3.2.3.

Write the types and forms of follow-up that the Study Program has carried out as a step to improve policies and improve the quality of the implementation of service programs and the development of student interests, talents, reasoning and professionalism carried out by the Study Program.

CRITERIA 4. HUMAN RESOURCE

4.1 Lecturer

This section explains human resources, both lecturers and education staff. Provide an introduction or preface that discusses the Study Program and Faculty lecturers grouped into tenured and untenured lecturers. Tenured lecturers Faculty work full-time at a Higher Education Institution as their base administrative unit and are not tenured employees at another base administrative unit. Also, an explanation should be added regarding the monitoring, reward, sanction, and termination policies for lecturers and education staff, a satisfaction survey mechanism, satisfaction levels, and feedback from lecturers and education staff on HR management. Write down tenured lecturers into two groups: tenured lecturers whose expertise aligns with the field of the Study Program and tenured lecturers whose expertise is outside the Study Program field

. The first category of Tenured Lecturers usually teaches core Study Program courses (and receives a decree of appointment as a tenured lecturer at the Study Program). In contrast, the second category of Tenured Lecturers usually teaches courses outside the core Study Program courses, such as compulsory college courses (general courses) and compulsory faculty courses (education courses).

4.1.1 Policy

This section contains a description of the recruitment and selection policies for lecturers, which can be in the form of Rector's Regulations, National State Civil Service Agency Regulations, Ministerial Regulations, Government Regulations, and/or Laws that regulate the recruitment and selection of lecturers, both civil servant lecturers (*PNS*), tenured non-*PNS* lecturers, tenured foundation lecturers, contract lecturers (untenured lecturers), and part-time lecturers.

Write the recruitment and selection policies for lecturers that contain several pieces of information, such as (1) name of the policy, (2) background, (3) basis, (4) objectives, (5) general requirements, (6) special requirements, (7) mechanisms, (8) scheduling, and other things. Complete with written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the head of the higher education institution (Rector, Director, or Chairperson) that regulate the recruitment and selection placement, development, performance evaluation, and dismissal of lecturers at Higher Education Institution and Faculty. Write written policies in the form of policies, regulations, guidelines and SOPs that regulate (1) recruitment and (2) implementation of selection tests for new lecturers.

4.1.2 Implementation

4.1.2.1 Recruitment and Selection Test for Lecturers

This section describes how Higher Education Institutions or Faculties consistently and continuously conduct recruitment and selection tests for lecturers.

Write concisely and clearly regarding the implementation of recruitment and selection tests for lecturers at Study Programs/Faculty/Higher Education Institutions, both tenured lecturers (*PNS*, non-*PNS* or foundations) and untenured lecturers, by describing them entirely and comprehensively, including the selection system, implementation procedures, placement, development, retention and dismissal. Complete the explanation by providing real cases or actual implementations that have occurred and been carried out by a Higher Education Institution, Study Program or Faculty.

4.1.2.2 Tenured Lecturers Profiles whose expertise aligns with the field of the Study Program

Write the profile of the Tenured Lecturers whose expertise aligns with the field of the Study Program, which includes (1) full name, (2) Registration Number for Tenured Lecturer (*NIDN*) or Special Lecturer Registration Number (*NIDK*), (3) date of birth, (4) educator certificate, (5) functional position, (6) academic degree, (7) S-1, S-2, S-3 education and origin of Higher Education Institution, and (8) field of expertise for each level of education in Table 4.1.2.2.

Table 4.1.2.2 Tenured Lecturers Profiles Whose expertise aligns with the field of the Study Program

No.	Full Name of Tenured Lecturer*	<i>NIDN</i> / <i>NIDK</i>	Date of birth	Educator Certificate (√)	Functional Position	Academic Degree	S1, S2, S3 education and HEI origin	Field of Expertise at Each Level of Education
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1								
2								
3								
etc								

Fill in the table with the following data:

- In column (2), the full name of the Tenured Lecturers.
- In column (3), the national lecturer registration number or *NIDN/NIDK*.
This data can be accessed at <http://pddikti-admin.kemdikbud.go.id/signin>.
- In column (4), date of birth,
- In column (5), give a (√) mark if you already have an educator certificate and a (-) mark if

you do not have an educator certificate,

- In column (6), write the functional position of the lecturer, for example, assistant professor, associate professor, or professor.
- • In column (7), academic title, for example, Dr. M.Pd.; Dr. M.Si.
- • In column (8), education S1, S2, S3 and origin of Higher Education Institution.

Example:

S1, IKIP Surabaya

S2, IKIP Surabaya

S3, Universitas Negeri Surabaya

- • In column (9), the field of expertise for each level of education.

Example:

S1, Physics Education

S2, Science Education

S3, Science Education

4.1.2.3 Tenured Lecturers Profiles Whose Aligns With the Field of the Study Program

Write the profile of the Tenured Lecturers whose expertise is outside the Study Program field, which includes (1) full name, (2) Registration Number for Tenured Lecturer (*NIDN*) or Special Lecturer Registration Number (*NIDK*), (3) date of birth, (4) educator certificate, (5) functional position, (6) academic degree, (7) S1, S2, S3 education and origin of Higher Education Institution, and (8) field of expertise for each level of education in Table 4.1.2.3.

Table 4.1.2.3 Profile Of Tenured Lecturers Whose Expertise is Outside The Study Program

No.	Full Name of Tenured Lecturer*	<i>NIDN/ NIDK</i>	Date of birth	Educator Certificate (✓)	Functional Position	Academic Degree	S1, S2, S3 education and HEI origin	Field of Expertise at Each Level of Education
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1								
2								
3								
etc								

Fill in the table with the following data:

- In column (2), the full name of the Tenured Lecturers.
- In column (3), the national lecturer registration number or *NIDN/NIDK*.
This data can be accessed at <http://pddikti-admin.kemdikbud.go.id/signin>.
- In column (4), date of birth,

- In column (5), give a (√) mark if you already have an educator certificate and a (-) mark if you do not have an educator certificate,
- In column (6), write the functional position of the lecturer, for example, assistant professor, associate professor, or professor.
- • In column (7), academic title, for example, Dr. M.Pd.
- • In column (8), education S1, S2, S3 and origin of Higher Education Institution.

Example:

S1, IKIP Surabaya

S2, IKIP Surabaya

S3, Universitas Negeri Surabaya

- • In column (9), the field of expertise for each level of education.

Example:

S1, Physics Education

S2, Science Education

S3, Science Education

4.1.2.4 Ratio of Tenured Lecturers to Regular Student

This section describes the ratio of tenured lecturers to regular students, which compares the number of tenured lecturers whose expertise aligns with the field of the Study Program to the total number of regular students.

Write the ratio of the number of Tenured Lecturers whose expertise aligns with the field of the Study Program to the number of regular students by following the format of Table 4.1.2.4

Table 4.1.2.4 4.1.2.4 Ratio of Tenured Lecturers to Regular Student

Number of Tenured Lecturers (Table 4.1.2.2 and Table 4.1.2.3)	Number of Regular Students (Table 3.1.2.2)	Ratio
(1)	(2)	(3)

Fill in the data as follows:

- In column (1), taken from data in Table 4.1.2.2 and Table 4.1.2.3
- In column (2), taken from data in Table 3.1.2.2
- Calculate the lecturer ratio; column (1) divided by column (2)

4.1.2.5 Tenured Lecturers Workload

This section contains the workload, including Teaching-Research-Outreach activities (learning, research, and outreach) and management activities for those who hold certain positions (i.e., Rector, Vice Rector, Dean, Vice Dean, Head of Institution, Secretary of Institution, Head of Study Program, Secretary of Study Program, Head of Technical Unit, and others). The workload is stated as semester credit units (*SKS*). Tenured lecturers here are tenured lecturers who have expertise in the Study Program. Write down the teaching-research-outreach activities and tenured lecturers' management whose expertise is in the Study Program in the last academic year (TS) by following the format of Table 4.1.2.5.

Table 4.1.2.5 Workload of Tenured Lecturer

No.	Full Name of Tenured Lecturer	SKS* Learning in			SKS* Research	SKS* Outreach	SKS* Management		Number of Tasks* Workload
		Own Study Program (S1, S2, and S3)	Another PS at Own HEI	Other HEI			Own HEI	Other HEI	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1									
2									
3									
etc									
Number									
Average									

Fill in the following data in the columns provided:

- In column (2), fill in the lecturer's name, complete with the academic title of the professor whose expertise is under the Study Program.
- In column (3), the average credit load in even and odd semesters in the study program itself for S1, S2, and S3.
- In column (4), the average credit load in even and odd semesters in other study programs in the university itself (S1, S2, S3).
- In column (5), the average credit load in even and odd semesters in other universities (S1, S2, S3).
- In column (6), the average credit load for research in even and odd semesters.
- In column (7), the average credit load for *P2M* in even and odd semesters.
- In column (8), the average credit load for management activities in the university itself, in even and odd semesters.

- In column (9), the average credit load for management activities in other universities in even and odd semesters.
- In column (10), the number of credits, which is the sum of average credits written in columns (3)-(9).

Note:

Teaching credits are the same as course credits being taught. If the lecturer teaches parallel classes, the teaching credit load for one additional parallel class is 1/2 times the course credits.

The management workload for these positions is as follows.

- rector/director of polytechnic 12 credits
- vice rector/dean/head of college/academic director 10 credits
- head of institution/head of technical unit 8 credits
- vice dean/head of academic senate/head of faculty senate/head of department/head of Study Program 6 credits
- secretary of department/central secretary/secretary of academic senate/secretary of university senate/secretary of faculty senate/head of lab. or studio/head of hall/head of Study Program 4 credits
- head of the university/institute/college laboratory, 4 credits
- secretary of department/study program 3 credits
- For higher education institutions with different organizational structures, the management workload for new positions is the same as that of equivalent positions.

4.1.2.6 Tenured Lecturer Teaching Activities

This section describes teaching activities in undergraduate programs (S1) in the study program in the last three years.

Write clearly, wholly and briefly the teaching activities of tenured lecturers whose expertise is under the study program in the last academic year (TS) by following the format in Table 4.1.2.6

Table 4.1.2.6 Teaching Activities of Tenured Lecturers

No.	Full Name of Tenured Lecturer	Number of Classes	Number of Credits	Course Code	Course Name	Number of Planned Meetings	Number of Meetings Held
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Odd Semester							

1							
2							
3							
etc							
Number							
Average							
Even Semester							
1							
2							
3							
etc							
Number							
Average							

Fill in the data as follows:

- in column (2), the full name of the lecturer with the academic title
- in column (3), number of classes taught
- in column (4), number of credits
- in column (5), course code according to the Study Program curriculum structure in the academic guidebook
- in column (6), the course name according to the Study Program curriculum structure in the academic guidebook
- in column (7), number of planned meetings according to *RPS*
- in column (8), the number of meetings held was checked according to the teaching journal in *SIKAD*

4.1.2.7 Number of Final Project/Thesis Supervision

This section describes the number of students supervised for their final assignments (painting exhibitions, art performances, product designs, etc.) or theses in the study program by tenured lecturers whose expertise is relevant to the study program in the last academic year.

Write the number of students in the study program whose final assignments (painting exhibitions, art performances, product designs, etc.) or who were supervised by tenured lecturers whose expertise is relevant to the study program in the last three years following the format in Table 4.1.2.7.

Table 4.1.2.7 Final Project/Thesis Supervision

No.	Full Name of Tenured Lecturer	Number of Supervisee Students				
		TS-2	TS-1	TS	Number	Average/Year
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1						
2						
3						
etc						
Number						
Average						

Fill in the following data:

- In column (2), the full name of the lecturer with academic title
- In column (3), the number of supervisee students in TS-2
- In column (4), the number of supervisee students in TS-1
- In column (5), the number of supervisee students in TS
- In column (6), write the number of supervisee students, namely TS-2+TS-1+TS
- In column (7), the average number of supervisee students, namely column (6), is divided by 3.

4.1.2.8 Lecturer Achievements

This section contains an explanation of the lecturer's achievements, which can be in the form of achievements as (1) a keynote speaker or main speaker (plenary speaker or invited speaker) in a conference or seminar; (2) a guest lecturer (visiting scholar or visiting professor) at a leading university in Indonesia or abroad; (3) a resource person in a workshop at a university or credible institution; (4) a consultant or expert at an institution or industry; (5) an editor or peer reviewer in an accredited national journal or reputable international journal; and others.

Write down the achievements of the tenured lecturers whose expertise is under the Study Program field in the last three years, following the format in Table 4.1.2.8.

Table 4.1.2.8 Lecturer Achievement

No.	Full Name of Lecturer	Achievements Achieved	Year of Achievement	Level*			Evidence of Achievement**
				International	National	Local	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1							
2							
3							
etc							
Number							

* Put a checkmark (✓) in the appropriate column.

** Example: Certificate

Fill in the following data:

- In column (2), write the lecturer's name, complete with the academic title.
- In column (3), write the achievements of the lecturer.
- In column (4), write the year of achievement.
- In columns (5), (6), and (7), put a checkmark (✓) in the column that corresponds to the level of achievement achieved by the lecturer
- In column (8), write a proof of achievements achieved, for example, certificates

4.1.2.9 Lecturer Competency Development

This section describes the development of lecturer competencies in all activities done by tenured lecturers whose areas of expertise are relevant to the study program field to improve their competencies and careers. These include advanced study activities to the S3 level, postdoc, academic recharging program (ARP), short courses, internships, training, certification, conferences, seminars, workshops, and others relevant to the Teaching-Research-Outreach for educational lecturers. Write down the lecturer competency development activities, such as advanced study to the S3 level, taking postdocs, short courses, internships, training, certification, conferences, seminars, and workshops, and others that are relevant to the Teaching-Research-Outreach that have been carried out by tenured lecturers whose areas of expertise are under the study program scope in the last three years, by following the format in Table 4.1.2.9.

Table 4.1.2.9 Lecturer Competency Development

No	Lecturer Name	Field of Expertise	Activity Name*	Activity Venue	Activity Time	Activity Benefits
(1)	(2)	(3)	(4)	(5)	(6)	(7)
TS (20 ...)						
1						
2						
3						
etc						
Number of activities in TS: ...						
TS-1 (20 ...)						
1						
2						
3						
etc						
Number of activities in TS-1: ...						
TS-2 (20 ...)						
1						

2						
3						
etc						
Number of activities in TS-2: ...						
Total number of activities: ...						
Average number of activities per year: ...						

Fill in the following data:

- In column (2), write the lecturer's name, complete with the academic title.
- In column (3), write the lecturer's field of expertise, for example, Science Education.
- In column (4), write the activity's name and the evidence, for example, a certificate.
- In column (5), write the place of the activity.
- In column (6), write the time of the activity.
- In column (7), write the benefits of the activity for the Study Program.

Number of activities in TS (20..): write the total number of activities in the year TS-1 (20)

- In column (2), write the lecturer's name, complete with the academic title.
- In column (3), write the lecturer's field of expertise, for example, Science Education.
- In column (4), write the activity's name and the evidence, for example, a certificate.
- In column (5), write the place of the activity.
- In column (6), write the time of the activity.
- In column (7), write the benefits of the activity for the Study Program.

Number of activities in TS-1 (20..): write the total number of activities in that year TS-2 (20)

- In column (2), write the lecturer's name, complete with the academic title.
- In column (3), write the lecturer's field of expertise, for example, Science Education.
- In column (4), write the activity's name and the evidence, for example, a certificate.
- In column (5), write the place of the activity.
- In column (6), write the time of the activity.
- In column (7), write the benefits of the activity for the Study Program.

Number of activities in TS-2 (20..): write the total number of activities in that year.

Total number of activities: TS + TS-1 + TS-2

The average number of activities per year: (TS+TS-1+TS-2)/3

4.1.3 Evaluation

This section contains the results of the evaluation and SWOT analysis or other analysis tools conducted by the Study Program and Faculty on the policy and implementation of recruitment, quantity and quality, and competency development and lecturers at Faculty. Describe how the evaluation was conducted using the SWOT analysis tool or other analysis in evaluating the policy and implementation of the Lecturer Recruitment and Selection Test, Tenured Lecturer profile whose expertise is following the Study Program Scope, Tenured Lecturers Profile whose Expertise is Outside the Study Program Scope, Tenured Lecturers Ratio to Regular Students, Tenured Lecturers Workload, Tenured Lecturers Teaching Activities, Number of Final Project/Thesis Supervision, Lecturer Achievements, Lecturer Competency Development.

Write the results of the evaluation that has been carried out on the policy and implementation of Lecturer Recruitment and Selection Tests, Tenured Lecturers Profiles whose Expertise Matches the Study Program Scope, Tenured Lecturers Profiles whose Expertise is Outside the Study Program Scope, Tenured Lecturers Ratio to Regular Students, Tenured Lecturers Workload, Tenured Lecturer Teaching Activities, Number of Final Project/Thesis Supervision, Lecturer Achievements, Lecturer Competency Development carried out by the Study Program and Faculty briefly and clearly. Write the results of the evaluation in the form of a narrative or table that can provide an overview of the effectiveness of the policies and implementations that have been implemented.

4.1.4 Follow-Up Actions

This section contains a description or explanation of the follow-up actions to the evaluation results as described in full in point 4.1.3.

Write down the type and form of Follow-Up Actions that study program and faculty have conducted as a step to improve policies and improve the quality of implementation of Lecturer Recruitment and Selection Tests, Tenured Lecturers Profile whose expertise is following the field of study program, and Tenured Lecturers Profile whose of expertise is outside the field of study program, Ratio of Tenured Lecturers to Regular Students, Permanent Lecturer Workload, Permanent Lecturer Teaching Activities, Number of Final Project / Thesis Guidance, Lecturer Achievement, Lecturer Competency Development carried out by study program and faculty. In addition, write down the follow-up actions that have been done to increase the number and quality of policy implementation, recruitment implementation, number and quality, and competency development of lecturers in faculty.

4.2 Academic Staff

This section contains an explanation of the academic staff at the study program and faculty.

Write down the academic staff as one of the human resources that directly support the implementation of teaching-research-outreach programs at faculty. Academic Staff includes academic administration personnel, librarians, laboratorians, and operators/programmers/technicians who have formal education or special training in their fields and are proven by diplomas and/or competency certificates.

4.2.1 Policy

This section contains descriptions related to the recruitment and selection policies of academic staff, which can be in the form of Rector Regulations, Regulations of The National Civil Service Agency, Ministerial Regulations, Government Regulations, and/or Laws governing the recruitment and selection of lecturers, either lecturers by government, lecturers (non-government), lecturers (by foundation), contract lecturers (Untenured Lecturers) or part-time lecturers.

Write down the recruitment and selection policy for academic staff which contains several information, such as (1) the name of the policy, (2) background, (3) foundation, (4) objectives, (5) general requirements, (6) special requirements, (7) mechanism, (8) scheduling, and other matters. Complete with written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rector, Director, or Chairperson) governing the recruitment and selection, placement, development, performance evaluation, and dismissal of education personnel at the faculty. Write down written policies in the form of policies, regulations, guidelines, and SOPs that regulate (1) recruitment and (2) implementation of new lecturer selection tests.

4.2.2 Implementation

4.2.2.1 Recruitment and Selection Test of Academic Staff

This section describes how the university or faculty consistently and continuously conducts recruitment and selection tests for education personnel.

Write concisely and clearly related to the implementation of recruitment and selection tests for academic staff at study program/faculty, both permanent academic staff (by government or foundation), by describing completely and comprehensively, which includes the selection system, implementation procedures, placement, development, retention and dismissal. Complete the

explanation by providing real cases or actual implementations that have occurred and are carried out by study program or faculty. Write clearly, briefly, and altogether the PRGS written policies (policies, regulations, guidelines, and SOPs) governing (1) recruitment and (2) implementation of selection tests for new education personnel. Write down the recruitment of new education personnel (policies, regulations, guidelines, and SOPs). Implementation of new education personnel selection tests (policies, regulations, guidelines, and SOPs)

4.2.2.2 Academic Staff Profile

Write down the names of academic staff who directly support the implementation of teaching-research-outreach programs in faculty, using the format of Table 4.2.2.2.

Table 4.2.2.2 Academic Staff Profile

No.	Academic Staff's Full-name	Employment Status (by government, Non-government, Contract, dll)	Field of Expertise(administrator, librarian, laboratory staff, and others)*	Education (High School, Diploma, Bachelor, Master, Doctor)	Work Unit (Study Program, Faculty, University)
(1)	(2)	(3)	(4)	(5)	(6)
1					
2					
3					
Etc.					

Fill in the following data:

- In column (2), the name of the academic staff complete with academic title
- In column (3), write down the employment status (by government, non-government, contract, etc.)
- In column (4), write down the field of expertise (for example administrator, librarian, laboratory assistant, etc.) attached with a photocopy of diploma or competency certificate.
- In column (5), write down education (high school, diploma, bachelor, master)
- In column (6), write down the work unit (study program, faculty, university)

4.2.2.3 Competency Development of Academic Staff

This section explains how academic staff develop competency through all activities to improve their competence and careers. These activities include further study, short courses, internships, training, certification, and other relevant activities.

Write down competency development activities (further studies, short courses, internships, training,

certification, etc.) of academic staff conducted in the last three years, following Table 4.2.2.3.

Table 4.2.2.3 Competency Development of Academic Staff

No.	Academic Staff's Full-name	Name of Competency Development Activity*	Length of Activity (year, month, day)	Time of the activity starts	Time of the activity ends	Activity Place
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1						
2						
3						
Etc.						

* Include proof of activities

Fill in the following data:

- In column (2), write down the names of academic staff with academic title
- In column (3), the name of the competency development activity included by proof (certificate/paper)
- In column (4), the length of time the activity was conducted (year, month, day)
- In column (5), the start time of the activity includes date, month, year.
- In column (6), the end time of the activity includes date, month, year.
- In column (7), the place of activity

4.2.3 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools conducted by study program and faculty on policies and implementation of recruitment, quantity and quality, and competency development of academic staff at the faculty. Describe how the evaluation was carried out and use SWOT analysis tools or other analysis in evaluating policies and implementation of Recruitment and Selection Tests of academic staff, Profiles of academic staff, and Competency Development of academic staff.

Write down the evaluation results conducted on policies and implementation of Recruitment and Selection Tests for academic staff, Profiles of academic staff, and Competency Development for academic staff carried out by the study program and faculty in a concise and clear manner. Write the evaluation results in a narrative that can provide an overview of the effectiveness of the policies and implementation that have been implemented.

4.2.4 Follow-Up Actions

This section contains a description or explanation of the follow-up actions to the evaluation results as described in full in point 4.2.3.

Write down the types and forms of Follow-Up Actions that study program and faculty have carried out as steps to improve policies and improve the quality of implementation of Recruitment and Selection Tests of academic staff, Profiles of academic staff, and Competency Development of academic staff conducted by study program and faculty. Moreover, write down the follow-up actions to increase the number and quality of policy implementation, recruitment implementation, quantity and quality, and competency development of academic staff at faculty.

4.3 Satisfaction of Lecturers and Academic Staff with HR Management

4.3.1 Policy

This section contains written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rectors, Directors, or Chairs) that regulate the satisfaction of lecturers and academic staff with HR management. Write a policy on the satisfaction of lecturers and academic staff with HR management that contains several information, such as (1) the name of the policy, (2) background, (3) foundation, (4) objectives, (5) general requirements, (6) special requirements, (7) mechanism, (8) scheduling, and other matters. Complete with written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rectors, Directors, or Chairmen) that regulate the satisfaction of lecturers and academic staff with HR management. Write down written policies in the form of policies, regulations, guidelines, and SOPs that regulate the satisfaction of lecturers and academic staff with HR management.

4.3.2 Implementation

4.2.2.1 Recruitment and Selection Test of Academic Staff

This section describes how the university or faculty consistently and continuously conducts recruitment and selection tests for academic staff.

Write concisely and clearly related to the implementation of recruitment and selection tests for academic staff at study program/faculty, both permanent academic staff (by government or foundation), by describing thoroughly and comprehensively, which includes the selection system, implementation procedures, placement, development, retention and dismissal. Complete the explanation by providing real cases or actual implementations that have occurred and are carried out by study program or faculty.

4.3.2 Implementation

This section contains an explanation of the availability of instruments to measure the level of satisfaction of lecturers and academic staff with HR management, which includes the type of instrument, instrument developer and validator, implementation of instrument testing, and finalization of instruments (Table 4.3.2), implementation of measuring lecturer satisfaction (Table 4.3.3), and implementation of measuring academic staff satisfaction (Table 4.3.4).

Fill in this table 4.3.2 related to the type of instrument used to measure the satisfaction of lecturers and academic staff with HR management.

Table 4.3.2 Availability of Instruments for Satisfaction Level Measurement

No.	Type of Instruments	Developer and Validator	Implementation of Instrument Testing	Instrument Finalization
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
Etc.				

Table 4.3.3 Implementation of Lecturer Satisfaction Measurement

No.	Time of Implementation	Target	Result	Follow-Up Actions
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
Etc.				

Table 4.3.4 Implementation of Satisfaction Measurement and Academic Staff

No.	Time of Implementation	Target	Result	Follow-Up Actions
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
Etc.				

4.3.3 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools conducted by study program and faculty on the evaluation results of policies and implementation that regulate the satisfaction of lecturers and academic staff with HR management in faculty. Describe how the evaluation was carried out and use SWOT or other analysis tools to evaluate policies. Implementation and evaluation results of policies and implementation that regulate the satisfaction of lecturers and education staff with HR management.

Write down the evaluation results of policies and implementation evaluations that regulate the satisfaction of lecturers and academic staff on HR management carried out by the study program and

faculty in a concise and clear manner. Write the evaluation results in the form of a narrative that can provide an overview of the effectiveness of policies and implementation.

4.3.4 Follow-Up Actions

This section contains a description or explanation of the follow-up actions to the evaluation results, as written in item 4.2.3. Write down the types and forms of follow-up actions carried out by the study program and faculty as steps to improve policies and improve the quality of the implementation policy evaluations and implementations that regulate the satisfaction of lecturers and academic staff with HR management carried out by the study program and faculty.

CRITERIA 5. FINANCE, FACILITIES AND INFRASTRUCTURE

5.1 Finance

This section explains finance, including fund obtained and managed by faculty and their use, investment in human resources (HR), and investment in educational infrastructure and facilities, including facilities and infrastructure used for the smooth learning process in the study program.

Write down the fund obtained and managed by faculty including fund from universities themselves, foundations, ministries, certain institutions in the country and/or abroad, and other sources. The use of fund includes the use of operational fund for educational activities (such as salaries, honorarium, allowances, consumable materials and equipment, electricity, drinking water, telephone, meeting consumption, and building maintenance), research, Outreach program, publications, student affairs, investment in human resources (HR), and investment in educational infrastructure and facilities. Research fund are fund used for tenured lecturers research activities whose field of expertise is relevant to the field of study program in the last three years, sourced from various schemes, such as ministries, university itself (non-tax state revenue), cooperation with other parties (Local Government, private sector, domestic and foreign institutions), or independently. Research fund do not include fund used for the completion of final assignments (theses and dissertations) which are part of the completion of advanced studies. Outreach program fund is used for the outreach programs whose field of expertise is relevant to the field of study program in the last three years, sourced from various schemes, such as ministries, university itself, cooperation with other parties (local government, private sector, domestic and foreign institutions), or independently. Also write down the facilities and infrastructure used for the smooth learning process in the study program.

5.1.1 Policy

This section contains descriptions related to financial policies which include fund obtained and managed by faculty and their use, investment in human resources (HR), and investment in educational infrastructure and facilities, facilities and infrastructure used for the smooth learning process in study program which can be in the form of Rector Regulations, The National Civil Service Agency Regulations, Ministerial Regulations, Government Regulations, and/or other relevant laws.

Write down financial policies that include fund obtained and managed by faculty and their use, investment in human resources (HR), and investment in educational infrastructure and facilities, facilities and infrastructure used for the smooth learning process in the study program and other matters. Complete with written policies

in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rector, Director, or Chairperson) that regulate the recruitment and selection, placement, development, performance evaluation, and dismissal of education personnel at faculty. Write down written policies, regulations, guidelines, and SOPs that regulate the acquisition, management, and use of fund for education, research, and outreach program activities at faculty.

5.1.2 Implementation

5.1.2.1 Financial Acquisition

This section describes the fund obtained and managed by the study program, including fund from the university itself, foundations, ministries, certain institutions in the country and/or abroad, and other sources.

Write clearly and completely the amount of fund obtained by faculty in the last three years, following the format of Table 5.1.2.1:

Table 5.1.2.1 Financial Acquisition

Source of Fund (1)	Type of Fund (2)	The Amount of Fund (in millions)			
		TS-2 (3)	TS-1 (4)	TS (5)	Average (6)
Univerity itself					
Foundation					
Ministry					
Particular domestic/international institutions					
Other Sources					
Total					

Fill in the following data:

- In column (2), write down the type of fund
- In column (3), the amount of fund TS-2
- In column (4), the amount of TS-1 fund
- In column (5), total TS fund
- In column (6), average fund amount

Note:

Source of fund: The university itself. The type can be income obtained from selling services or products related to each field of science and technology or other commercial businesses, as well as tuition fees, building fees, exam fees, practicum fees, and other fund collected from students.

Funding source: Foundation. This can be in the form of subsidies, grants or third-party sponsorship.

Funding source: Ministry. Types can include routine fund, development fund, and grants. Grant fund can be in the form of competition grants (A1, A2, A3, B, DIA BERMUTU), curriculum, Emancipated Learning, research grants (according to research guidelines), etc.

Source of fund: Other sources. For instance, cooperation, contracts, direct international grants, and others.

5.1.2.2 Use of Fund

This section describes the study program's use of fund, including education operational costs, research costs, Outreach program costs, publication costs, student costs, investment costs for human resources (HR), investment in educational infrastructure, and investment in educational facilities.

Write clearly, briefly and completely the amount of fund used by faculty for the purposes of teaching-research-outreach programs in the last three years, following the format of Table 5.1.2.2.

Table 5.1.2.2 Use of Fund

No.	Type of Use	The Amount of Fund (in millions)			
		TS-2	TS-1	TS	Average
(1)	(2)	(3)	(4)	(5)	(6)
1	Education operational fund				
2	Research fund				
3	Outreach program fund				
4	Publication fund				
5	Student activity fund				
6	Human resources (HR) investment fund				
7	Education infrastructure investment				
8	Investment in education facilities				
Total					

Fill in the following data:

- In column (3), write down the The Amout of Fund for each type of use in column (2) of TS-2
- In column (4), write down the The Amout of Fund for each type of use in column (2) of TS-1
- In column (5), write down the The Amout of Fund for each type of use in column (2) of TS
- In column (6), write down the average amount of fund for each type of use in columns (3-5)

5.1.2.3 Research Fund

This section contains a description of research fund in the last three years carried out by tenures lecturers whose expertise is following the field of study program.

Write down clearly, briefly, and completely the research fund carried out by tenured lecturers whose expertise is related to the field of study program in the last three years, following the format of Table 5.1.2.3.

Table 5.1.2.3 Research Fund

No.	Research Title	Team Leader	Source dan Type of Fund	The Amout of Fund (in millions)			
				TS-2	TS-1	TS	Average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1							
2							
3							
Etc.							
Total							
Average							

Fill in the following data:

- In column (2), write down the complete research title
- In column (3), write down the name of the Research Team leader complete with title
- In column (4), write down the source and type of fund
- In column (5), write down the amount of fund in million rupiahs in TS-2
- In column (6), write down the amount of fund in million rupiahs in TS-1
- In column (7), write down the total amount of fund in million rupiahs in TS
- In column (8), average the amount of fund in million rupiahs

Notes:

The amount of fund does not include research/writing undergraduate theses, graduate theses, and dissertations. The data entered is the amount of fund directly given to residents or the most minor institution managing the study program.

5.1.2.4 Outreach Program Fund

This section contains a description of outreach programs fund used for tenured lecturers outreach programs whose expertise are relevant to the field of study program in the last three years, which have been sourced from various schemes, such as ministries, the university itself (non-tax state revenue), cooperation with other parties (Local Government, private sector, domestic and foreign institutions), or independently.

Write down clearly, briefly and completely the fund for Outreach program activities in the last three years carried out by tenured lecturers whose expertise is under the field of study program, following the format of Table 5.1.2.4.

Table 5.1.2.4 Outreach Program Fund

No.	Outreach program Title	Team Leader	Source and Type of Fund	The Amount of Fund			
				TS-2	TS-1	TS	Average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1							
2							
3							
Etc.							
Total							
Average							

Fill in the following data:

- In column (2), write down the Outreach program title
- In column (3), write down the team leader of Outreach program
- In column (4), write down the source and type of fund
- In column (5), write down the The Amount of Fund in million rupiahs in TS-2
- In column (6), write down the The Amount of Fund in million rupiahs in TS-1
- In column (7), write down the The Amount of Fund in million rupiah in TS
- In column (8), write down the average amount of fund in million rupiahs

5.1.3 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools conducted by study program and faculty on (1) policies and (2) acquisition, management, and use of fund for education, research, and Outreach program activities at study program and faculty. Describe how the evaluation was carried out and use SWOT analysis tools or other analysis in evaluating policies and implementation of (1) policies and (2) acquisition, management, and use of funds for education, research, and Outreach program activities in study program and faculty.

Write down the evaluation results conducted on policies and implementation of (1) policies and (2) acquisition, management, and use of fund for education, research, and outreach programs in study program and faculty in a concise and clear manner. Write the evaluation results in the form of a narrative that can provide an overview of the effectiveness of the policies and implementation that have been carried out.

5.1.4 Follow-Up Actions

This section contains a description or explanation of the follow-up actions to the evaluation results as written in full in point 5.1.3.

Write down the type and form of follow-up actions that the study program and faculty have carried out as steps to improve policies and improve the quality of implementation of (1) policies and (2) acquisition, management, and use of funds for education, research, and Outreach program activities at study program and faculty. In addition, write down the follow-up actions that has been done to increase the number and quality of policy implementation and the acquisition, management, and use of fund for education, research, and Outreach program activities in study program and faculty.

5.2 Education infrastructure and facilities

This section contains information related to infrastructure and facilities used for the smoothness of the learning process and ensuring the achievement of learning objectives in the study program.

Educational infrastructure is a fixed or stable facility, such as fields, campus buildings, standard microteaching rooms (required), lecture rooms, laboratory rooms, auditoriums or halls, and places of worship that support the implementation of education and learning activities. Educational facilities can be carried or moved from one place to another (portable), such as tables, chairs, laptops, LCDs, and references, which support the implementation of education and learning activities.

5.2.1 Policy

This section contains descriptions related to policies on the use, quality, and accessibility of infrastructure and facilities used for the smooth learning process and ensuring the achievement of learning objectives in study programs. These policies can be in the form of Rector Regulations, State Civil Service Agency Regulations, Ministerial Regulations, Government Regulations, and/or relevant Laws.

Write a policy on the use, quality, and accessibility of infrastructure and facilities used for the smooth learning process and ensuring the achievement of learning objectives in the study program, management and utilization of infrastructure and educational facilities that contain several information, such as (1) the name of the policy, (2) background, (3) foundation, (4) objectives, (5) mechanism, (6) scheduling, and other matters. Complete with written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rectors, Directors, or Chairmen) that regulate the use, quality, and accessibility of infrastructure and facilities used for the smooth learning process and ensure the achievement of learning objectives in the study program. Write down written policies in the form of policies, regulations, guidelines, and SOPs that regulate the use, quality, and accessibility of infrastructure and facilities used for the smooth learning process and ensure the achievement of learning objectives in study program and the management and utilization of educational infrastructure and facilities.

5.2.2 Implementation

This section contains information on how to implement the use, quality, and accessibility of infrastructure and facilities used for the smooth learning process, ensuring the achievement of learning objectives in study programs, and on the management and utilization of educational infrastructure and facilities owned by faculty.

Write concisely and clearly related to the implementation of the use, quality, and accessibility of infrastructure and facilities used for the smooth learning process and ensuring the achievement of learning objectives in PS and the management and utilization of educational infrastructure and facilities owned by UPPS. Complete the explanation given by providing real cases or real implementations that have occurred and carried out by study program or faculty.

5.2.2.1 Educational Infrastructure Data

This section contains descriptions related to educational infrastructure or facilities that cannot be carried or moved from one place to another (portable), such as campus buildings, halls, classrooms, offices, which function to support the implementation of education and learning activities. Write down data on educational infrastructure that can be accessed and used by study program to carry out educational activities (lectures, mentoring, examinations, seminars, workshops, etc.), following the format of Table 5.2.2.1.

Table 5.2.2.1 Educational Infrastructure Data

No.	Type of Infrastructure	Number of Unit	Area (m ²)	Ownership*		Condition		Usage (hour/week)
				Owned by Univ, faculty, or study program	Rent	Well-Maintained	Not Maintained	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1								
2								
3								
4								
Etc.								

Fill in the following data:

- In column (2), write down the type of infrastructure
- In column (3), write down the number of units of each type of infrastructure
- In column (4), write down the area in cubic meters
- In columns (5) and (6), give the appropriate mark (✓) for each type of infrastructure ownership.
- In columns (7) and (8), mark (✓) as appropriate for each condition of the infrastructure.
- In column (9), write down how many hours the infrastructure is used per week.

5.2.2.2 Educational Facilities Data

This section contains descriptions related to educational facilities or facilities that can be carried or moved from one place to another (portable), such as tables, chairs, laptops, LCDs, and references, which support the implementation of education and learning activities.

Write down data on educational facilities that study program can access and use to carry out educational activities (lectures, mentoring, examinations, seminars, workshops, etc.), following the format of Table 5.2.2.2.

Table 5.2.2.2 Educational Facilities Data

No.	Type of Facility	Number of Unit	Quality*	Condition**		Management Unit (Study Program, Faculty, University)
				Well-Maintained	Not Maintained	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1						
2						
3						
Etc.						

Fill in the following data:

- In column (2), write down the type of facility
- In column (3), write down the number of units of each type of facility
- In column (4), write down the quality of each type of facility (very good, good, less good, and not good).
- In columns (5) and (6), give the appropriate mark (✓) for each type of facility.
- In column (7), write down the management unit of each type of facility, for example study program, faculty, university.

5.3.3 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools carried out by study program and faculty on policies and implementation of educational infrastructure and facilities or facilities that can or cannot be carried or moved from one place to a place that functions to support the implementation of educational and learning activities in study program. Describe how the evaluation is carried out and use SWOT analysis tools or other analysis in evaluating policies and implementation of educational infrastructure and facilities or facilities that can or cannot be carried or moved from one place to a place to support the implementation of educational and learning activities in the study program.

Write down the evaluation results carried out on policies and implementation of educational infrastructure and facilities or those that can or cannot be carried or moved from one place to a place to support the implementation of educational and learning activities in the study program in a concise and clear manner. Write the evaluation results in the form of a narrative that can provide an overview of the effectiveness of the policies and implementation that have been carried out.

5.3.4 Follow-Up Actions

This section contains a description or explanation of the follow-up actions to the evaluation results as written in full in point 5.3.3.

Write down the type and form of follow-up actions that the study program and faculty have carried out as a step to improve policies and improve the quality of the implementation of educational infrastructure and facilities or facilities that can or cannot be carried or moved from one place to a place that functions to support the implementation of educational and learning activities in the PS. In addition, write down the follow-up actions that has been carried out to increase the number and quality of policy implementation, implementation of educational infrastructure and facilities or facilities that can or cannot be carried or moved from one place to a place that functions to support the implementation of educational and learning activities in the study program. Also describe the follow-up actions taken by faculty to increase the number, type, quality, and utilization of infrastructure and facilities for learning activities: lectures, mentoring, examinations, seminars, workshops, and others.

CRITERIA 6. EDUCATION

6.1 Curriculum of Study Program and Learning Tools

This section contains a description of the higher education curriculum as a set of plans and arrangements regarding content, study materials, and learning materials as well as how to deliver them, and assessments used as guidelines for organizing learning activities in higher education.

Write a curriculum document that at least contains the identity of the study program; evaluation of the implementation of the previous curriculum; the basis for curriculum development; vision, mission, and objectives of the study program; graduate profile, program learning outcomes (PLO); field of study; list of courses; and Lesson Plans. A good curriculum is complete in its elements, appropriate in content, coherent between elements, relevant to the field of study, and up-to-date in its references.

6.1.1 Policy

This section contains descriptions related to policies on study program curriculum development which can be in the form of Laws, Government Regulations, Ministerial Regulations, Rector Regulations/Foundation Regulations that regulate the planning, preparation, implementation, monitoring and assessment, and improvement of the study program curriculum.

Write down written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rectors, Directors, or Chairmen) that regulate the planning, preparation, implementation, assessment, and improvement of the study program curriculum and accompanied by supporting evidence.

6.1.2 Implementation

6.1.2.1 Study Program Curriculum

This section contains how the implementation of the education curriculum in study program as a set of plans and arrangements regarding content, study materials, and learning materials as well as how to deliver them, and assessments used as guidelines for organizing learning activities in higher education.

Write concisely and clearly related to the implementation of the study program curriculum which contains the following aspects: the identity of the study program; evaluation of the implementation of the previous curriculum; the basis for the curriculum development; vision, mission, and objectives of

the study program; graduate profile; program learning outcomes (PLO); field of study; list of courses; and learning tools Recruitment and selection tests for academic staff are carried out by the university or faculty consistently and continuously.

6.1.2.2 Courses, PLOs, and Learning Tools

This section contains information about the course and its suitability for PLOs and the availability of learning tools.

Write down the course and its characteristics (course code, course type, course weight, and organizing unit), its suitability for PLOs, and the availability of learning tools, following the format of Table 6.1.2.2.

Table 6.1.2.2 Courses, PLOs and Learning Tools

No.	Course Code	Name of Course	Type of Courses*			Number of credit hours	Management Unit*			PLO Suitability*	Learning Tools*
			Theory	Practicum	Practice		Univ	Faculty	Study Program		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Semester 1											
1											
2											
3											
Etc.											
Semester 2											
1											
2											
3											
Etc.											
Semester 3											
1											
2											
3											
Etc.											

* Mark √ in the appropriate column

Fill in the following data:

- In column (2), write down the course code according to the Academic Guidebook.
- In column (3), write down the course name following the Academic Guidebook.
- In columns (4-6), mark (√) the appropriate type of course.
- In column (7), write down the number of credits according to the Academic Guidebook.
- In columns (8 - 10), mark (√) the appropriate management unit.
- In column (11), write down the conformity with PLOs by giving a mark (√)
- In column (12), mark (√) if the learning tools are complete and available.

6.1.2.3 Faculty Support for Study Program Curriculum Development

This section contains information about faculty support for study program curriculum development. Write down faculty support for the development (planning, preparation, implementation, monitoring and assessment) of the study program curriculum, accompanied by relevant documents, such as strategic plans and operational plans. Faculty support for the development of the study program curriculum is at least in the form of (1) providing funds, (2) providing relevant experts (such as inviting experts from outside the HEI or coordinating with relevant institutions or units within the HEI), and (3) providing assistance (such as organizing workshops to equalize perceptions).

6.1.3 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools conducted by study program in faculty support for the development (planning, preparation, implementation, monitoring and assessment) of the study program curriculum, accompanied by relevant documents. Describe how the evaluation was carried out using SWOT analysis tools or other analysis in evaluating the policies and implementation of faculty support for the development of the study program curriculum at least in the form of (1) providing funds, (2) providing relevant experts (such as inviting experts from outside the university or coordinating with relevant institutions or units within the university), and (3) providing assistance (such as organizing workshops to equalize perceptions).

Write down the evaluation results carried out on the policies and implementation of faculty support for study program curriculum development in the form of at least (1) providing funds, (2) providing relevant experts (such as inviting experts from outside the university or coordinating with relevant institutions or units within the university), and (3) providing assistance (such as organizing workshops to equalize perceptions) carried out by faculty in a concise and clear manner. Write the evaluation results in the form of a narrative that can provide an overview of the effectiveness of the policies and implementation that have been implemented.

6.1.4 Follow-Up Actions

This section contains a description or explanation of the follow-up actions to the evaluation results as described in full in point 6.1.3.

Write down the type and form of follow-up actions that faculty has carried out as steps to improve policies and improve the quality of implementation of faculty support for study program curriculum development in the form of at least (1) providing funds, (2) providing relevant experts (such as inviting experts from outside the university or coordinating with relevant institutions or units within the university), and (3) providing assistance (such as organizing workshops to equalize perceptions).

6.2 Learning Implementation

This section contains the implementation of learning refers to teaching and learning activities inside or outside the classroom (either face-to-face, virtual, or mixed) involving the interaction of lecturers, students, and learning resources in a particular learning environment, both planned and unplanned.

Write down good learning is learning that is in accordance with what is planned in the lesson plan and has interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered characteristics, as mandated in The National Standard for Higher Education (*SN-Dikti*). The learning can be carried out face-to-face on campus or virtually by utilizing the internet network or a combination of both (blended learning). Learning is expected to integrate the results of research and/or outreach program, both the results of their own research/outreach program and with students. Integration of research/outreach program results can be seen, among others, using research/outreach program articles, textbooks, and modules as references and teaching materials. To ensure that learning activities run well as planned, faculty and/or University need to have a reliable monitoring system, and carried out periodically and consistently, by involving the study program quality control group. Monitoring results are followed up and submitted to interested parties.

6.2.1 Policy

This section contains descriptions related to learning implementation policies referring to teaching and learning activities inside or outside the classroom which can be in the form of Rector Regulations, State Civil Service Agency Regulations, Ministerial Regulations, Government Regulations, and/or Laws that regulate the implementation of learning referring to teaching and learning activities inside or outside the classroom (either face-to-face, virtual, or mixed) involving the interaction of lecturers, students, and learning resources in a certain learning environment, both planned and unplanned.

Write down written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rector, Director, or Chairperson) that regulate the implementation and monitoring of learning, both learning carried out inside and outside the study program.

6.2.2 Implementation

6.2.2.1 Fulfillment of Learning Characteristics

This section contains information on the implementation of fulfilling learning characteristics that refer to teaching and learning activities inside or outside the classroom (either face-to-face, virtual, or mixed) that have interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered characteristics.

Write down how the study program and faculty ensure that learning is carried out by tenured lecturers following the lesson plan that has been prepared and has interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centred characteristics, as mandated in the National Standard for Higher Education.

6.2.2.2 Integration of Research Results and Outreach Program in the Learning Process

This section contains information on implementing the integration of research results and community service in the learning process.

Write down the title of the research or outreach program, the name of the lecturer, the name of the course, and the form of integration of research and/or outreach program results in learning, following the format for integrating research and outreach program results in the learning process in Table 6.2.2.2.

Table 6.2.2.2 Integration of Research and Outreach Program Results in the Learning Process

No.	Research or Outreach program Title	Lecturer's Name	Name of Course	Form of Integration
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
Etc.				

Fill in the following data:

- In column (2), write down the title of research or outreach program
- In column (3), write down all the names of lecturers involved in the research or outreach program according to column (2)
- In column (4), write down the name of the course
- In column (5), write down the form of integration, for example as a reference or learning material.

6.2.2.3 System and Implementation of Monitoring Learning Activities

This section contains information on the implementation of the system and the monitoring of learning activities.

Write down how faculty and/or university build a reliable and tested system to monitor the implementation of learning (conducted by lecturers) periodically and consistently. Include relevant evidence.

6.2.3 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools carried out by study program and faculty on policies and implementation of the fulfillment of learning characteristics, integration of research and Outreach program results in the learning process and system and implementation of monitoring of learning activities. Describe how the evaluation was carried out using SWOT analysis tools or other analysis in evaluating policies and implementation of the fulfillment of learning characteristics, integration of research and Outreach program results in the learning process and system and implementation of monitoring of learning activities.

Write down the evaluation results carried out on policies and implementation of the fulfillment of learning characteristics, integration of research results and outreach program in the learning process and system and implementation of monitoring of these learning activities in a concise and clear manner. Write the evaluation results in the form of a narrative that can provide an overview of the effectiveness of the policies and implementations that have been conducted.

6.2.4 Follow-Up Actions

This section describes or explains the follow-up actions to the evaluation results, as written in full in point 6.2.3.

Write down the types and forms of follow-up actions carried out by the study program and faculty as steps to improve policies and improve policies and implementation of the fulfillment of learning characteristics, integration of research and Outreach program results in the learning process and system and implementation of monitoring of learning activities. In addition, write down the follow-up actions that have been carried out to increase the number and quality of the implementation of policies and the fulfillment of learning characteristics, integration of research and Outreach program results in the learning process and the system and implementation of monitoring of learning activities.

6.3 Learning Assessment

This section contains information on learning assessment.

Write down the learning assessment, including aspects of attitude, knowledge, and skills. In its implementation, the assessment can be in the form of assessment for learning (AfL) or assessment of learning (AoL). AfL, often called formative assessment, improves the quality of the learning process, while AoL, often called summative assessment, measures the achievement of student learning objectives. Assessment can utilize information and communication technology (ICT).

6.3.1 Policy

Submit a written policy in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rectors, Directors, or Chairmen) that regulate learning assessment in the study program.

6.3.2 Implementation

Explain how learning assessment is planned, implemented, and evaluated as a basis for improving the quality of learning to realize the PLOs set out in the curriculum.

6.3.3 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools conducted by study program and faculty on the policy and implementation of learning assessment which includes assessment for learning and assessment of learning. Describe how the evaluation was carried out and use SWOT analysis tools or other analysis in evaluating the policy and implementation of learning assessment, including assessment for learning and assessment of learning.

Write down the results of the evaluation that has been carried out on the policy and implementation of learning assessment, which includes assessment for learning and assessment of learning in a concise and clear manner. Write the evaluation results in the form of a narrative that can provide an overview of the effectiveness of the policy and implementation that has been conducted.

6.3.4 Follow-Up Actions

This section describes or explains the follow-up actions to the evaluation results, as described in point 6.3.3.

Write down the types and forms of follow-up actions carried out by the study program and faculty as steps to improve policies and improve the quality of the implementation of learning assessment, which includes assessment for learning and assessment of learning. In addition, write down the follow-up that has been done to increase the number and quality of policy implementation, implementation of learning assessment which includes assessment for learning and assessment of learning.

6.4 Micro Teaching

This section contains information about micro-teaching in the study program.

Micro-teaching is carried out to develop discrete teaching skills, such as (1) opening and closing lessons, (2) explaining, (3) asking questions, (4) making variations, (5) providing reinforcement, (6) managing classes, (7) guiding discussions, and (8) teaching small groups and individuals. Micro-learning is a practicum course that bridges theoretical courses and practical courses.

6.4.1 Policy

This section contains descriptions related to micro-teaching policies in the study program which can be in the form of Rector Regulations, State Civil Service Agency Regulations, Ministerial Regulations, Government Regulations, and/or Laws.

Write down the micro-teaching policy in the study program. Complete with written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rectors, Directors, or Chairmen) that regulate micro-teaching in the study program. Write down written policies in the form of policies, regulations, guidelines, and SOPs that regulate micro-teaching in the study program. Submit written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of university leaders (Rectors, Directors, or Chairmen) that regulate micro-teaching in the study program.

6.4.2 Implementation

This section contains micro-teaching in the study program.

Write down how micro-teaching is planned, implemented, evaluated, and followed up to develop students' teaching skills (prospective educators) as a provision for teaching practice in partner schools.

6.4.3 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools conducted

by the study program and faculty on the policies and implementation of micro-teaching in the study program. Describe how the evaluation was carried out and use SWOT analysis tools or other analysis in evaluating the policies and implementation of micro-teaching in the study program.

Write down the evaluation results carried out on the policy and implementation of micro-teaching in the study program in a concise and clear manner. Write the evaluation results in the form of a narrative that can provide an overview of the effectiveness of the policies and implementations that have been conducted.

6.4.4 Follow-Up actions

This section contains a description or explanation of the follow-up actions to the evaluation results as written in point 6.4.3.

Write down the types and forms of follow-up actions carried out by the study program and faculty as steps to improve policies and the quality of micro-teaching implementation in the study program. In addition, write down the follow-up actions that have been done to increase the number and quality of policy implementation and micro-teaching in the study program.

6.5 Student Supervision

This section contains student supervision information.

Student supervision is providing assistance and/or direction to students to do or complete a particular job, such as lectures, educational internships, and writing a thesis or completing a final project to achieve maximum results.

6.5.1 Policy

This section contains descriptions related to written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rectors, Directors, or Chairmen) that regulate student guidance, which includes (a) academic guidance, (b) guidance for educational internships, and (c) thesis/final project guidance.

Write down written policy policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Chancellors, Directors, or Chairmen) that regulate student mentoring, which include (a) academic mentoring, (b) educational

internship mentoring, and (c) thesis/final project mentoring. Complete with written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rectors, Directors, or Chairpersons) that regulate student supervision.

6.5.2 Implementation

6.5.2.1 Academic Supervision

This section contains academic supervision information.

Academic supervision is a supervision provided by academic supervisors to their students related to lectures, such as course taking and effective learning methods.

Describe the academic supervision process carried out by the academic supervisors to the students they supervise, following the format of Table 6.5.2.1.

Table 6.5.2.1 Academic Supervision

No.	Aspect of Academic Supervision	Description
(1)	(2)	(3)
1	Topics covered in the supervision	
2	The purpose of supervision	
3	Implementation of supervision (place, time, mode, method, etc.)	
4	Problems that arise in supervision and efforts to overcome them	
5	Benefits obtained by students from supervision	

Fill in the following data:

- In column (3) describe each aspect of academic supervision as listed in column (2).

6.5.2.2 Number of Supervisees and Frequency of Meetings

This section contains information on the number of supervisees and the frequency of meetings.

Academic supervisors provide their students with academic supervision related to lectures, taking courses and effective learning methods.

Write down the name of the academic supervisor, the number of supervisees, and the number of supervision meetings in one semester, following the format of Table 6.5.2.2.

Table 6.5.2.2 Supervisee and Meeting Frequency

No.	Name of Academic Supervisor	Number of Supervisee	Average of Meetings/Student/Semester*
(1)	(2)	(3)	(4)
1	Self-Evaluation Report Preparation Guideliness		Pg. 62
2			
3			
Etc.			
Average of meetings per student per semester			

*Include relevant proof

Fill in the following data:

- In column (2), write down the name of the academic supervisor complete with title
- In column (3), write down the number of supervisees
- In column (4), write down the average of meetings/students/semester; data refers to SIAKADU in Educational Institution for Educational Staff

6.5.2.3 Educational Internship Supervision

This section contains information about the supervision of educational internships.

Supervision of educational internships is provided by lecturers to their students related to school introduction activities and teaching practices in partner schools (early childhood education, kindergarten, elementary school, junior high school, high school, vocational school, and others). Supervision is carried out with local teachers, which can be conducted face-to-face, virtually, or blended.

Describe the supervision process of educational internships carried out by internship supervisors for the students they supervise, following the format of Table 6.5.2.3.

Table 6.5.2.3 Educational Internship Supervision

No.	Aspect of Academic Supervision	Description
(1)	(2)	(3)

1	Topics covered in supervision	
2	The purpose of supervision	
3	Implementation of supervision (place, time, mode, method, etc.)	
4	Problems that arise in supervision and efforts to overcome them	
5	Benefits obtained by students from supervision	

Fill in the following data:

- In column (3), describe each aspect of academic supervision listed in column (2).

6.5.2.4 Number of Educational Internship Supervisees and Frequency of Meetings

This section contains information on the number of educational internship supervisees and the frequency of meetings.

Write down the name of the educational internship supervisor, the number of supervisees, and the number of supervision meetings in one internship period, following the format of Table 6.5.2.4.

Table 6.5.2.4 Educational Internship Supervisees and Meeting Frequency

No.	Name of Educational Internship Supervisees	Number of Supervisees	Average Number of Meetings/Student/Internship Period*
(1)	(2)	(3)	(4)
1			
2			
3			
Etc.			
Average number of meetings per student per semester			

* Include relevant proof

Fill in the following data:

- In column (2), write down the name of the educational internship supervisor complete with title
- Pada kolom (3), tuliskan jumlah mahasiswa yang dibimbing
- In column (3), write down the number of supervisees
- In column (4), write down the average of meetings/students/internship period, the data refers to SIAKADU in the Educational Institution for Educational Staff.

6.5.2.5 Final Project or Thesis Supervision Process

This section contains information on the Final Project or Thesis Supervision Process.

Final project or thesis supervision is guidance provided by thesis/final project supervisors to the students they guide, either face-to-face, virtual, or mixed, which is well documented.

Describe the final project or thesis guidance process carried out by the supervisor to the students he/she supervises, following the format of Table 6.5.2.5.

Table 6.5.2.5 Final Project or Thesis Supervision Process

No.	Aspect of Academic Supervisor	Description
(1)	(2)	(3)
1	Topics covered in supervision	
2	The purpose of supervision	
3	Implementation of supervision (place, time, mode, method, etc.)	
4	Problems that arise in supervision and efforts to overcome them	
5	Benefits obtained by students from supervision	

Fill in the following data:

- In column (3), describe each aspect of thesis/final assignment guidance listed in column (2).

6.5.2.6 Number of Final Project or Supervisee's Thesis and Frequency of Meetings

This section contains the number of supervisees by the final project or thesis and the frequency of meetings. Write down the name of the thesis or final project supervisor, the number of students supervised, and the number of supervision meetings, following the format of Table 6.5.2.6.

Table 6.5.2.6 Final Project or Supervisee's Thesis and Meeting Frequency

No.	Name of Thesis Supervisors	Number of Supervisees								Average Number of Students	Average Number of Meetings*
		Study Program				Another study program					
		TS-2	TS-1	TS	Average	TS-2	TS-1	TS	Average		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1											
2											
3											
4											
5											
Etc											
Average											

*Include relevant proof.

Fill in the following data:

- In column (2), write down the name of the thesis/final project supervisor, complete with an academic degree.
- In columns (3-5), write down the number of supervisees in your own study program in TS-2, TS-1, and TS.
- In column (6), write down the average of supervisees in your own study program.
- In columns (7-9), write down the number of supervisees in other study programs at TS-2, TS-1, and TS.
- In column (10), write down the average of supervisees in other study programs.
- In column (11), write down the average of supervisees in your own and other study program.
- In column (12), write down the average of meetings and include evidence, such as guidance cards.

6.5.3 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools carried out by study program and faculty on policies and implementation of academic supervision (number of supervisees and frequency of meetings), academic internship supervision (number of students, supervision process, and frequency of meetings) and final project or thesis supervision (number of students, supervision process, and frequency of meetings). Describe how the evaluation was carried out using SWOT analysis tools or other analysis in evaluating the policy and implementation of academic mentoring, academic internship mentoring, and final project or thesis supervision.

Write down the evaluation results on policies and implementation of academic supervision and final project or thesis supervision in a concise and clear manner. Write the results of the evaluation in the form of a narrative that can provide an overview of the effectiveness of the policies and implementation that have been conducted.

6.5.4 Follow-Up Actions

This section contains a description or explanation of the follow-up actions to the evaluation results as written in full in point 6.5.3.

Write down the type and form of follow-up actions carried out by the study program and faculty as steps to improve policies and improve the quality of the implementation of Academic Supervision (number of supervisees and frequency of meetings), supervision for educational internships (number of supervisees and frequency of meetings) and the final project or thesis supervision process (number of supervisees and frequency of meetings). In addition, write down the follow-up actions done to increase the number and quality of the implementation of academic supervision policies, supervision for educational internships, and guidance for final assignments or theses in the study program.

6.6 Academic Atmosphere

6.6.1 Policy

This section contains descriptions of academic atmosphere policies, including academic activities outside lectures and guest lecturers/expert staff, which can be in the form of Rector Regulations, State Civil Service Agency Regulations, Ministerial Regulations, Government Regulations, and/or Laws and the like as well as regulations of higher education leaders (Rector, Director, or Chair) that regulate the academic atmosphere which includes academic activities outside lectures and guest lecturers/expert staff.

Write down the policies and/or regulations of higher education leaders (Rector, Director, or Chair) that regulate the academic atmosphere, including outside lectures and guest lecturers/experts. Complete with written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rector, Director, or Chairperson) that regulate and/or regulations of higher education leaders (Rector, Director, or Chairperson) that regulate the academic atmosphere that includes academic activities outside lectures and guest lecturers/expert staff.

6.6.2 Implementation

6.6.2.1 Academic Activities Outside of Lectures

This section contains information about academic activities outside of lectures

Following Table 6.6.2.1, write down academic activities outside of lectures, such as conferences, seminars, workshops, training, book reviews, and student exchanges.

Table 6.6.2.1 Perkuliahan Academic Activities Outside of Lectures

No.	Name of Activities	Name of Supervisors	Activity Frequency*	Activity Results	Proof**
(1)	(2)	(3)	(4)	(5)	(6)
1					
2					
3					
Etc.					

* Example: Once a month or three months or one semester

** Contoh: Activity implementation report

Fill in the following data:

- In column (2), write the name of the activity
- In column (3), write the name of the supervisors complete with academic titles
- In column (4), write down the frequency of the activity, for example once a month or three months or one semester
- In column (5), write down the activity results
- In column (6), write down evidence of the activity, for example, a report on the implementation of the activity.

6.6.2.2 Guest Lecturers and Experts

This section contains information about Guest Lecturers and Experts.

Guest lecturers are lecturers outside the university who teach at the study program for at least eight meetings and give grades to students. Experts are experts or practitioners (including teachers of partner schools/laboratories) who fill in activities at the study program, such as public lectures, seminars, workshops, and training. Write down the name of the guest lecturer or expert, the name of the institution, expertise/field of expertise, course, activity time, and proof of activity by following the format of Table 6.6.2.2.

Table 6.6.2.2 Guest Lecturer and Expert

No.	Full Name of Guest Lecturer and Expert	Name of Institution	Expertise	Course	Time	Proof of Activity*
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1						
2						
etc						

*E.g.: Activity Report

Complete the following:

- In column (2), write down the names of guest lecturers and experts along with their titles.
- In column (3), write down the names of institutions of the guest lecturers/ experts.
- In column (4), write down the expertise of the guest lecturers/ experts, such as learning media.
- In column (5), write down the name of the course taught by the guest lecturers/ experts.
- In column (6), write down the time of the event, such as date, month, and year.
- In column (7), write down the proof of activity, such as activity reports and documentation links.

6.2.2 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools conducted by the study program and faculty on policies and implementation of the academic atmosphere (Out-of-campus academic activities, as well as guest lecturers and experts). Describe how the evaluation was carried out and used SWOT or other analysis tools.

Write down the evaluation results that have been carried out on the policy and implementation of the academic atmosphere (Out-of-campus academic activities, guest lecturers and experts) concisely and clearly. Write the evaluation results in the form of a narrative that can provide an overview of the effectiveness of the policies and implementation that have been carried out.

6.2.3 Follow-up Action

This section describes or explains the follow-up actions based on the evaluation results in point 6.6.3.

Explain the follow-up actions that have been taken by the faculty to improve the implementation quality of out-of-campus academic activities and guest lecturers/expert staff.

6.3 Student Satisfaction

This section contains information about student satisfaction.

Student satisfaction is the feeling students have after comparing what they expect and what they encounter or receive. Student satisfaction focuses on lecturer teaching performance, academic administration services, and the provision of learning infrastructure and facilities. Measurement of student satisfaction with these three objects is seen from six aspects as follows: (1) using a valid and easy-to-use satisfaction instrument, (2) conducted at the end of each semester and the data is recorded entirely, (3) the results are analyzed with appropriate methods and are helpful for decision making, (4) conducting a review of the implementation results of satisfaction measurements, (5) followed up for improvement of teaching quality, and (6) the results are published and easily accessible to interested parties.

6.3.1 Policy

This section contains descriptions related to student satisfaction policies, which can be in the form of Rector Regulations, National Civil Service Agency Regulations, Ministerial Regulations, Government Regulations, and/or Laws and the like as well as regulations of higher education leaders (Rector, Director, or Head) that regulate the student satisfaction with lecturer teaching performance, academic administration services, and learning infrastructures.

Write down the policies and/or regulations of higher education leaders (Rector, Director, or Head) that regulate student satisfaction with lecturer teaching performance, academic administration services, and learning infrastructures. Provide written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rector, Director, or Head) that regulate student satisfaction with lecturer teaching performance, academic administration services, and learning infrastructures. Complete with accessible links to documentation stored on an online drive.

6.3.2 Implementation

Place a checkmark (√) in the column of Table 6.7.2 accordingly.

Table 6.7.2 Student Satisfaction

No.	Aspects of Satisfaction Measurement	Student Satisfaction Items			Follow-Up
		Teaching Performance of Tenured Lecturers	Academic Administration Service of Study Program	Learning Infrastructures and Facilities of Study Program	
(1)	(2)	(3)	(4)	(5)	(6)
1	Using valid and easy-to-use satisfaction instruments				
2	Conducted at the end of each semester, and the data is recorded entirely				
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 measurement is carried out				
5	Followed up for improvement of teaching quality				
6	The results are published and easily accessible to interested parties				

Complete the following:

- In column (3), write down the Teaching Performance of Tenured Lecturers.
- In column (4), write down the Academic Administration Service by Study Program
- In column (5), write down the Learning Infrastructure of Study Program
- In column (6), write down the follow-up actions

6.7.3 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools conducted by the study program and faculty on policies and implementation of student satisfaction. Describe how the evaluation was carried out and used SWOT or other analysis tools.

Write down the evaluation results that have been carried out on the policy and implementation of student satisfaction concisely and clearly. Write the evaluation results in the form of a narrative that can provide an overview of the effectiveness of the policies and implementation that have been carried out.

6.7.4 Follow-up Action

This section describes or explains the follow-up actions based on the evaluation results written in point 6.7.3.

Explain the follow-up actions that the faculty has taken to increase the level of student satisfaction with the teaching performance of lecturers, academic administration services, and learning infrastructure/facilities.

CRITERIA 7. RESEARCH

This section explains the research group, which consists of lecturers from the same study program or from different study programs in a faculty or from different study programs in different faculties in one higher education institution who are researching the same topic and working together in a team.

A research roadmap is a milestone of research activities within a certain period (such as 5 to 10 years) conducted by researchers (monodisciplinary) and/or by groups of researchers (in research groups), either multidisciplinary or intra/interdisciplinary. The research roadmap includes research activities that researchers have carried out in previous years on a particular topic, research that is being carried out on the same topic, and research that will be carried out in the future on the same topic. These studies form a coherent chain as a whole, which illustrates researchers' research interests and expertise. The research group, which consists of lecturers from the same study program or different study programs in a faculty or from different study programs in different faculties in one higher education institution, researches the same topic and works together in a team.

7.1 Policy

This section contains descriptions related to research and research roadmap policies, which can be in the form of Rector Regulations, National Civil Service Agency Regulations, Ministerial Regulations, Government Regulations, and/or Laws and the like as well as regulations of higher education leaders (Rector, Director, or Head) that regulate the student satisfaction with lecturer teaching performance, academic administration services, and learning infrastructures.

Write down the research and research roadmap policies at the study program and faculty. Provide written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rector, Director, or Head) that regulate research and research roadmap.

7.2 Implementation

7.2.1 Roadmap and Research Group

This section contains the research implementation of tenured lecturers based on the roadmap and research group.

Write clearly, briefly and completely the policy of forming research groups and making research roadmaps by the higher education institution or faculty as a framework and guidelines for lecturers in the study program in carrying out their research activities.

7.2.2 Activity, Relevance, and Student Involvement in Research

This section contains the number of research activities conducted by tenured lecturers in one year. Research relevance refers to the relevance of research topics to the expertise of researchers (tenured lecturers) and the study program's vision, mission, goals, and strategies. Student involvement in research refers to student participation in research activities carried out by tenured lecturers, starting from the preparation of proposals, assessment of relevant theories, data collection, data analysis, preparation of research reports, to writing research articles for publication.

Write down relevant research activities involving students conducted by tenured lecturers in the last three years, following Table 7.2.1.

Table 7.2.1 Roadmap and Research Group

No.	Title of Research	Name of Head Researcher	Expertise of Head Researcher*	Name and Identity of Group Member	Name and Identity of Students Involved
(1)	(2)	(3)	(4)	(5)	(6)
TS (20 ...)					
1					
2					
3					
etc					
Number of research titles in TS: ...					
TS-1 (20 ...)					
1					
2					
3					
etc					
Number of research titles TS-1: ...					
TS-2 (20 ...)					
1					
2					
3					
etc					
Number of research titles in TS-2: ...					
Number of research titles in the Study Program in the last three years:					

*Write the expertise or research interest of the Head Researcher

Complete the following:

- In column (2), Title of research
- In column (3), Name of head researcher (tenured lecturer)
- In column (4), Expertise of head researcher

- In column (5), Name and identity of group members
- In column (6), Name and identity of students involved

Write the year of TS:

Write the number of research titles in TS-2: ...

Write the year of TS1:

Write the number of research titles in TS-2: ...

Write the year of TS2 :

Write the number of research titles in TS-2: ...

Write the total number of research titles in PS within the last three years: ...

Write the average number of research titles per year/lecturer: ...

7.3 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools conducted by the study program and faculty on policies and implementation of research conducted by tenured lecturers based on the research roadmaps: productivity, relevance, and student involvement. Describe how the evaluation was carried out and used SWOT or other analysis tools.

Write down the evaluation results that have been carried out on the policy and implementation of research conducted by tenured lecturers based on the research roadmaps: productivity, relevance, and student involvement. Write the evaluation results in the form of a narrative that can provide an overview of the effectiveness of the policies and implementation that have been carried out.

7.4 Follow-up Action

This section describes or explains the follow-up actions based on the evaluation results, as written in point 7.3.

Write down the types and forms of follow-up carried out by the study program and faculty as steps to improve policies and research quality carried out by tenured lecturers based on the research roadmap that has been made: productivity, relevance, and student involvement in lecturer research.

In addition, write down follow-up actions that have been taken to increase the number and quality of policy implementation and research implementation carried out by tenured lecturers based on the research roadmap that has been made: productivity, relevance, and student involvement in lecturer research.

CRITERIA 8. COMMUNITY SERVICE

This section explains the milestones of community service activities in a certain period.

The community service roadmap is a milestone of community service activities within a certain period (5 to 10 years) carried out by individuals (mono-disciplinary) and/or community service groups, either multidisciplinary or intra/inter-disciplinary. The community service roadmap includes community service activities that have been carried out by individuals/ groups in the previous few years on a particular topic, community service that is being carried out on the same topic, and community service that will be carried out in the future, also on the same topic. The community service forms a coherent chain as a whole.

8.1 Policy

This section contains descriptions related to community service activities and community service roadmaps, which can be in the form of Rector Regulations, National Civil Service Agency Regulations, Ministerial Regulations, Government Regulations, and/or Laws and the like as well as regulations of higher education leaders (Rector, Director, or Head).

Write down the community service activity and community service roadmap policies. Provide written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rector, Director, or Head) that regulate community services at the study program and faculty.

8.2 Implementation

8.2.1 Roadmap and Community Service Group

This section contains information about the roadmap and community service groups.

Describe the implementation of community service activities conducted by tenured lecturers based on the community service roadmap.

8.2.2 Activity, Relevance, and Student Involvement in Community Service

This section contains information about activity, relevance, and student involvement in Community Service.

Write community service activities, which refer to the number of community services carried out by tenured lecturers in one year. Community service relevance refers to the connection of community service topics with the expertise of researchers (tenured lecturers) and the study program's vision, mission, goals, and strategies. Student involvement in community service refers to student participation in community service activities carried out by tenured lecturers, starting from the preparation of proposals, assessment of relevant theories, data collection, data analysis, preparation of community service reports, to writing community service results articles for publication.

Write relevant community service activities involving students conducted by tenured lecturers in the last three years, following Table 8.2.2.

Table 8.2.2 Activity, Relevance and Student Involvement in Community Service

No.	Title of Community Service	Name of Team Head	Expertise of Team Head	Name and Identity of Group Member	Name and Identity of Student Involved
(1)	(2)	(3)	(4)	(5)	(6)
TS (20 ...)					
1					
2					
3					
etc					
Number of community service titles in TS: ...					
TS-1 (20 ...)					
1					
2					
3					
etc					
Number of community service titles in TS-1: ...					
TS-2 (20 ...)					
1					
2					
3					
etc					
Number of community service titles in TS-2: ...					
Number of community service titles in the study program in the last three years:					
Average number of community service titles per year/ lecturer:					

Complete the following:

- In column (2), Title of community service
- In column (3), Name of Team Head (tenured lecturer)
- In column (4), Expertise of Team Head
- In column (5), Name and Identity of Group Member
- In column (6), Name and Identity of Student Involve

Write the year of TS:

Write the number of community service titles in TS-2: ...

Write the year of TS1:

Write the number of community service titles in TS-2: ...

Write the year of TS2 :

Write the number of community service titles in TS-2: ...

Write the total number of community service titles in the study program within the last three years: ...

Write the average number of community service titles per year/lecturer: ...

8.3 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools conducted by the study program and faculty on policies and implementation of community services conducted by tenured lecturers based on the research roadmaps: productivity, relevance, and student involvement in lecturers' community services. Describe how the evaluation was carried out and used SWOT or other analysis tools.

Write down the evaluation results that have been carried out on the policy and implementation of community services conducted by tenured lecturers based on the research roadmaps: productivity, relevance, and student involvement in lecturers' community services. Write the evaluation results in the form of a narrative that can provide an overview of the effectiveness of the policies and implementation that have been carried out.

8.4 Follow-up Action

This section describes or explains the follow-up actions based on the evaluation results, as written in point 8.3.

Write down the types and forms of follow-up that have been carried out by the study program and faculty as steps to improve policies and improve the quality of the community service implementation carried out by tenured lecturers based on the research roadmap that has been made: productivity, relevance, and student involvement in lecturers' community service activities.

In addition, write down the follow-up actions that have been taken to increase the number and quality of policy implementation and the community service implementation carried out by tenured lecturers based on the research roadmap that has been made: productivity, relevance, and student involvement in lecturers' community service activities.

CRITERIA 9. OUTPUT AND ACHIEVEMENT OF TEACHING-RESEARCH-OUTREACH

9.1 Output and Achievement of Teaching-Research-Outreach

This section explains the output and achievement of the teaching-research-outreach, which include graduate CGPA, student achievement (academic and non-academic), study period, on-time graduation, study success, tracer study, waiting time, job relevance, and graduate user satisfaction level.

The output and achievement of the teaching-research-outreach include graduate CGPA, student achievement (academic and non-academic), study period, on-time graduation, study success, tracer study, waiting time, job relevance, and graduate user satisfaction level.

9.1.1 Policy

This section contains descriptions related to the output and achievement of the teaching-research-outreach, including graduate CGPA, student achievement (academic and non-academic), study period, on-time graduation, study success, tracer study, waiting time, job relevance, and graduate user satisfaction level, which can be in the form of Rector Regulations, National Civil Service Agency Regulations, Ministerial Regulations, Government Regulations, and/or Laws and the like as well as regulations of higher education leaders (Rector, Director, or Head).

Write down the output and achievement of the teaching-research-outreach, including graduate CGPA, student achievement (academic and non-academic), study period, on-time graduation, study success, tracer study, waiting time, job relevance, and graduate user satisfaction level. Provide written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rector, Director, or Head) that regulate the output and achievement of the teaching-research-outreach that include graduate CGPA, student achievement (academic and non-academic), study period, on-time graduation, study success, tracer study, waiting time, job relevance, and graduate user satisfaction level.

9.1.2 Implementation

9.1.2.1 Graduate CGPA

This section contains information about graduate CGPA.

Write the number of graduates and their cumulative grade point average (CGPA) in the last three years, following Table 9.1.2.1.

Table 9.1.2.1 Graduate CGPA

Year of Graduation	Number of Graduates	Cumulative Grade Point Average (CGPA)		
		Minimum	Average	Maximum
(1)	(2)	(3)	(4)	(5)
TS-2				
TS-1				
TS				

Complete the following:

- In column (1), Year of graduation
- In column (2), Number of graduates
- In column (3), Minimum CGPA
- In column (4), Average CGPA
- In column (5), Maximum CGPA

9.1.2.2 Student Achievement

This section contains information about student achievement.

Write briefly and comprehensively about student academic achievements (such as 1st, 2nd, 3rd winners, or runner-ups in scientific writing competitions, scientific olympiad, debates, model development, etc.) and non-academic achievements (such as sports, arts, scouts, and health) in the last three years, following Table 9.1.2.2.

Table 9.1.2.2 Student Achievement

No.	Name of Students	Achievements	Time	Level		
				International	National	Local
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1						
2						
etc						
Total						

Write the following:

- In column (2), Name of students
- In column (3), Achievements
- In column (4), Time of event (date, month, year)
- In column (5), International level
- In column (6), National level
- In column (7), Local level
- Write the total:

9.1.2.3 Study Period, On-Time Graduation, and Study Success

This section contains information about the study period, on-time graduation, and study success.

Write briefly and comprehensively about the study period, on-time graduation, and study success, following Table 9.1.2.3.

Table 9.1.2.3 Study Period, On-time Graduation, and Study Success

Year of Entry	Number of Accepted Students	Number of Graduates							Number of graduates until the end of TS	Average Study Period
		End of TS-6	End of TS-5	End of TS-4	End of TS-3	End of TS-2	End of TS-1	End of TS		

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
TS-6										
TS-5										
TS-4										
TS-3										

Write the following:

- In column (2), Write the number of accepted students
- In column (3), Write the number of graduates in TS-6
- In column (4), Write the number of graduates in TS-5
- In column (5), Write the number of graduates in TS-4
- In column (6), Write the number of graduates in TS-3
- In column (7), Write the number of graduates in TS-2
- In column (8), Write the number of graduates in TS-1
- In column (9), Write the number of graduates in TS
- In column (10), Sum up the number of graduates until the end of TS
- In column (11), Write the average study period

9.1.2.4 Tracer Study, Waiting Time to First Job

This section contains information about tracer studies and waiting time (WT) to the first job for study program graduates within the last three years.

Write briefly and comprehensively about the tracer study results, the number of graduates traced, and waiting time to get the first job, following Table 9.1.2.4.

Table 9.1.2.4 Tracer Study, Waiting Time to First Job

Year of Graduation	Number of Graduates	Number of Traced Graduates	Number of Traced Graduates by Waiting Time to First Job		
			WT < 6 Months	$6 \leq \text{WT} \leq 18$ Months	WT > 18 Months
(1)	(2)	(3)	(4)	(5)	(6)
TS-4					
TS-3					
TS-2					

Complete the following:

- In column (2), Number of graduates
- In column (3), Number of traced graduates
- In column (4), WT < 6 Months
- In column (5), $6 \leq \text{WT} \leq 18$ Months
- In column (6), WT > 18 Months

9.1.2.5 Job Relevance Level

This section contains the job relevance level of the study program's graduates within the last three years.

Write briefly and comprehensively about the number of graduates, the number of traced graduates, and the number of traced graduates with the level of relevance of their field of work (i.e. educational field in the broadest sense: teachers, instructors, trainers, extension workers, course managers, training designers, curriculum developers, learning program designers, etc.), following Table 9.1.2.5.

Table 9.1.2.5 Job Relevance Level

Year of Graduation	Number of Graduates	Number of Traced Graduates	Number of Traced Graduates with Job Relevance Level		
			High	Mid	Low
(1)	(2)	(3)	(4)	(5)	(6)
TS-4					
TS-3					
TS-2					

Complete the following:

- In column (2), Number of graduates
- In column (3), Number of traced graduates
- In column (4), Number of traced graduates with a high level of job relevance
- In column (5), Number of traced graduates with a mid level of job relevance
- In column (6), Number of traced graduates with a low level of job relevance

9.1.2.6 Graduate User Satisfaction Level

This section contains information about the user satisfaction level of the study program's graduates and the follow-up actions conducted by the study program and faculty.

Write briefly and completely valid data based on survey results through questionnaires from graduates who have been traced. Fill in the percentage of user satisfaction level with a percentage of 100% for each type of skill, and the total amount must be 700% of all abilities surveyed, following Table 9.1.2.6Table 9.1.2.6 Graduate User Satisfaction Level

No.	Skills	User Satisfaction Level (%)				Follow-up Plans by study program and/or faculty
		Excellent	Good	Fair	Less	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Code of conduct					
2	Performance related to core competencies					
3	Teamwork skill					
4	Communication skill					
5	English language skill					
6	Information technology skill					
7	Self-development skill					

Complete the following:

- In column (2), Skills
- In column (3), Satisfaction level percentage of Excellent
- In column (4), Satisfaction level percentage of Good
- In column (5), Satisfaction level percentage of Fair
- In column (6), Satisfaction level percentage of Less
- In column (7), Follow-up plans by study program and/or faculty

9.1.3 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools conducted by the study program and faculty on policies and implementation of the output and achievement of the teaching-research-outreach, including graduate CGPA, student achievement (academic and non-academic), study period, on-time graduation, study success, tracer study, waiting time, job relevance, and graduate user satisfaction level. Describe how the evaluation was carried out and used SWOT or other analysis tools.

Write comprehensively the evaluation results that have been carried out on the policies and realization of the output and achievement of the teaching-research-outreach, including graduate CGPA, student achievement (academic and non-academic), study period, on-time graduation, study success, tracer study, waiting time, job relevance, and graduate user satisfaction level. Write the evaluation results in the form of a narrative that can provide an overview of the effectiveness of the policies and implementation that have been carried out

9.1.4 Follow-up Action

This section describes or explains the follow-up actions based on the evaluation results as written comprehensively in point 9.1.3.

Write down the types and forms of follow-up that have been carried out by the study program and faculty as steps to improve policies and improve the quality of the realization of the outputs and achievements of the three pillars of higher education, which include graduate GPA, student achievement, study period, on-time graduation, study success, tracer study, waiting time, relevance to the field of work, and the level of satisfaction of graduate users. In addition, write down the follow-up that has been carried out to increase the number and quality of outputs and achievements of the three pillars of higher education, which include graduate GPA, student achievement, study period, timely graduation, study success, tracer study, waiting time, relevance to the field of work, and the level of satisfaction of graduate users.

9.2 Output and Achievement of Research and Community Service

This section explains the output and achievement of research and community service activities, including publications, cited scientific papers, products or services adopted by the community, and products or services with IPR or patents.

The output and achievement of research and community service activities include publications, cited scientific papers, products or services adopted by the community, and products or services with IPR or patents.

9.2.1 Policy

This section contains descriptions related to the the output and achievement of research and community service activities which include publications, cited scientific papers, products or services adopted by the

community, and products or services with IPR or patents, which can be in the form of Rector Regulations, National Civil Service Agency Regulations, Ministerial Regulations, Government Regulations, and/or Laws and the like as well as regulations of higher education leaders (Rector, Director, or Head).

Write down research and community service activities, including publications, cited scientific papers, products or services adopted by the community, and products or services with IPR or patents. Provide written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of higher education leaders (Rector, Director, or Head) that regulate the output and achievement of research and community service.

Write comprehensively about the publication of research results, community service, and/or ideas of tenured lecturers (and the supervisees) whose expertise follows the study program field in the last three years, following Table 9.2.1.

Table 9.2.1 Publication of Tenured Lecturer and Student

No.	Type of Publication	Number of Title			Total
		TS-2	TS-1	TS	
(1)	(2)	(3)	(4)	(5)	(6)
1	Articles in national journals with ISSN				N-A1 =
2	Articles in national journals accredited by the Ministry of Education & Culture/ Research & Technology – National Research and Innovation Agency				N-A2 =
3	Articles in international journals				N-A3 =
4	Articles in reputable international journals				N-A4 =
5	Articles in local/university seminar proceedings				N-B1 =
6	Articles in national seminar proceedings				N-B2 =
7	Articles in international seminar proceedings				N-B3 =
8	Articles in local or regional mass media				N-C1 =
9	Articles in national mass media				N-C2 =
10	Articles in international mass media				N-C3 =
11	Exhibition/display at local/regional/university level				N-D1 =
12	Exhibition/display at national level				N-D2 =
13	Exhibition/display at national level				N-D3 =

Complete the following:

- In column (3), Number of titles in TS-2
- In column (4), Number of titles TS-1
- In column (5), Number of titles TS
- In column (6), Total number of TS-2+TS-1+TS

9.2.2.2 Cited Work of Tenured Lecturer and Student

This section explains about the the number of scientific papers resulting from research, community service, and/or ideas (title of scientific paper, year, name of journal/proceedings/book, page number) of tenured lecturers (and the supervisees) whose field of expertise is under the field of study program in the last three years.

Write briefly and comprehensively about the number of scientific papers resulting from research, community service, and/or ideas (title of scientific paper, year, name of journal/proceedings/book, page number) of tenured lecturers (and the supervisees) whose field of expertise is under the field of study program in the last three years, following Table 9.2.2.2.

Table 9.2.2.2 Cited Work of Tenured Lecturer and Student

No.	Name of Tenured Lecturer/ Student	Title of Scientific Paper, Year, Name of Journal/ Proceedings/ Book, Page	Number of Citation
(1)	(2)	(3)	(4)
1			
2			
3			
etc			
Total			
Average			

Complete the following:

- In column (2), Name of Tenured Lecturer/ Student
- In column (3), Identity of cited work
- In column (4), Number of citation

9.2.2.3 Product or Service of tenured lecturer and Student Adopted by Community

This section contains information about the products or services of tenured lecturers and students adopted

by the community.

Write briefly and comprehensively about the number of products or services resulting from research, community service, and/or ideas of tenured lecturers (and the supervisees) whose fields of expertise are under the field of study program in the last three years that have been adopted by the community, following Table 9.2.2.3.

Table 9.2.2.3 Product or Service by Tenured Lecturer and Student Adopted by Community

No.	Name of Tenured Lecturer/ Student	Name of Product/ Service	Description of Product/ Service	Proof
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
etc				
Total				
Average				

Complete the following:

- In column (2), Name of tenured lecturer or student
- In column (3), Name of product/ service
- In column (4), Description of product/ service
- In column (5), Proof (link)

9.2.2.4 Product or Service of Tenured Lecturer and Student with IPR or Patent

This section contains the number of products and services of tenured lecturers and students with IPR or patents. Write the number of products or services resulting from research, community service, and/or ideas of tenured lecturer (and the supervisees) whose fields of expertise are following the field of PS in the last three years that already have IPR or patents, following Table 9.2.2.4.

Table 9.2.2.4 Product or Service of Tenured Lecturer and Student with IPR or patent

No.	Name of tenured lecturer/ Student	Identity of Product/ Service	Year	Proof*
(1)	(2)	(3)	(4)	(5)
1				

2				
3				
etc				
Total				
Average				

* Decree by the Ministry of Law and Human Rights or other authorities

Complete the following:

- In column (2), Name of tenured lecturer/ student
- In column (3), Identity of product/ service
- In column (4), Year
- In column (5), Proof

9.2.3 Evaluation

This section contains the evaluation results and SWOT analysis or other analytical tools conducted by the study program and faculty on policies and realization of the output and achievement of research and community service activities, which include publications, cited scientific papers, products or services adopted by the community, and products or services with IPR or patents.

Describe how the evaluation was carried out and used SWOT analysis tools or other analysis in evaluating policies and implementation of the outputs and achievements of the research and community service.

Write comprehensively the evaluation results that have been carried out on the policies and realization of the output and achievement of research and community service activities, including publications, cited scientific papers, products or services adopted by the community, and products or services with IPR or patents. Write the evaluation results in the form of a narrative that can provide an overview of the effectiveness of the policies and implementation that have been carried out.

9.2.4 Follow-up Action

This section describes or explains the follow-up actions based on the evaluation results as written comprehensively in point 9.2.3.

Write down the types and forms of follow-up that have been carried out by the study program and faculty steps to improve policies and improve the quality of the output and achievement of research and community service activities, which include publications, cited scientific papers, products or services adopted by the community, and products or services with IPR or patents. In addition, write down the follow-up that has been carried out to increase the number and quality of output and achievement of research and community service activities, including publications, cited scientific papers, products or services adopted by the community, and products or services with IPR or patents.

A. PROBLEM ANALYSIS AND STUDY PROGRAM DEVELOPMENT

This section contains information about problem analysis and faculty development.

Based on the results of the qualitative & quantitative data description, analysis & evaluation, and follow-up presented in Section B (Criteria), the faculty conducts a comprehensive evaluation of performance achievements to determine whether all work programs that have been planned and outlined in the strategic plan and annual plan have been achieved. Additionally, the faculty conducts a critical analysis of the existence of the study program by identifying its strengths and weaknesses based on specific parameters (such as *SN-Dikti*, relevant regulations, or other standards that exceed *SN-Dikti*) or based on its position among similar study programs outside the university. With this critical analysis, the faculty is expected to identify the study program's problems and challenges and find solutions. Furthermore, the faculty is expected to set the right study program development goals and strategies following its capacity, study program needs, and the latest science and technology developments.

C.1 Evaluation of study program Performance Outcome

This section contains information about the evaluation of the study program performance outcome.

Describe the implementation of the study program performance evaluation: (1) implementation time, mechanism, and parties involved; (2) the performance evaluation results: success and failure; and (3) follow-up.

C2. Problem and Practical Solution

This section contains information about problems and practical solutions.

Describe the problems faced by the study program, which include (1) governance, management, and cooperation; (2) students; (3) human resources; (4) finance, facilities and infrastructure; (5) education; (6) research; (7) community service; and (8) outcomes and achievements of the teaching-research-outreach, following Table C.2.

Table C2. Problem and Practical Solution

No.	Problem	Practical Solution
(1)	(2)	(3)
1		
2		
3		
etc		

C.3 Development Program

This section contains information about development programs.

Describe the study program development programs, which include (1) governance, management, and cooperation; (2) students; (3) human resources; (4) finance, facilities and infrastructure; (5) education; (6) research; (7) community service; and (8) the outputs and achievements of the teaching-research-outreach.

CHAPTER 3 CLOSING

This section describes the conclusion of the Description of ACE Accreditation Instruments.

APPENDIX

Presented as a separate document.