STUDY PROGRAM ACCREDITATION
UNDERGRADUATE PROGRAM

BOOK 2
SELF-EVALUATION REPORT

ACCREDITATION COUNCIL FOR EDUCATION
JAKARTA 2021

PREFACE

Praise our gratitude to Allah SWT, the Almighty God, because, with His grace and guidance, the Accreditation Council for Education (ACE) can complete the format Self-Evaluation Report (SER) for the Undergraduate Program (S1), which is part of the Study Program Accreditation Instrument (*IAPS*). *IAPS* was prepared to respond to the Regulation of the National Accreditation Agency of Higher Education (*BAN-PT*) Number 9 of 2020, dated October 22, 2020, concerning the Policy for Transferring Study Program Accreditation from *BAN-PT* to Accreditation Agencies (*LAM*). *LAM* is considered ready to carry out Accreditation of Study Programs (*APS*), among others, if *LAM* has an instrument *APS*, including instruments for fulfilling the minimum requirements for *APS*, which have been determined by *BAN-PT* (Article 1 Section 1 Letter c).

This SER consists of three parts: Profile of the Faculty, Criteria, and Analysis of Problems and Development of Study Program. Faculty profile contains ten aspects, namely (1) identity; (2) vision, mission, goal, and strategy for achieving them (*VMTS*); (3) lecturer; (4) student; (5) finance; (6) learning facility and infrastructure; (7) relevant partnership; (8) Internal Quality Assurance System (IQA System); (9) excellence; and (10) Faculty competitiveness position. The criteria consist of (1) vision, mission, goal, and strategy; (2) governance, management, and partnership; (3) student; (4) human resource; (5) finance, facility, and infrastructure; (6) education; (7) research; (8) outreach; and (9) Teaching-Research-Outreach output and achievement. Problem analysis and study program development are divided into three groups, namely (1) evaluation of study program performance achievement, (2) problem and practical solution, and (3) development program.

Each criterion (Part B) is elaborated into four aspects, namely (1) policy, which is the standard set by the college, in addition to the standard set by the Government through *SN-Dikti*; (2) implementation; (3) evaluation; and (4) follow-up actions. The Evaluation aspect answers several questions, such as "Have the Study Program and Faculty been able to achieve the standards set by the Government through the National Standard for Higher Education (*SN-Dikti*) and the standards set by universities?" "If so, how well or how high have the Study Program and Faculty achieved these standards?" "If not, what factors have caused the Study Program and Faculty not to be able to achieve these standards?" The follow-up actions aspect states the steps taken, based on the evaluation results, so that the Study Program and Faculty can achieve or exceed the national and local standards set by the university. Thus, continuous improvement efforts can be realized immediately to build a quality culture.

Jakarta, August 23 2021
General Chairperson,

Prof. Dr. Muchlas Samani

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SECTION A
STUDY PROGRAM MANAGEMENT UNIT PROFILE

The Study Program Management Unit (Faculty) profile briefly describes the Faculty's existence, advantages, and strategic position inside and outside the university. The profile includes 10 aspects, namely (1) identity: name, year of establishment, number of Decree (*SK*), number of undergraduate study program, address, telephone number, institutional email address, and official website of the institution; (2) vision, mission, goals, and strategies for achieving the vision, mission, and goals (*VMTS*); (3) lecturers: number of tenured lecturers; academic qualification, functional position, and tenured lecturers educator certificates; and the ratio of tenured lecturers to regular students; (4) students: number of regular students, average Grade Point Average (GPA) of graduates, average study period; (5) finance: amount of funds obtained and managed, operational funds per student/year, operational funds for education, research funds, outreach funds, publication funds, and investment funds; (6) learning facilities and infrastructure: type, quantity, and quality; (7) relevant partnerships: number of domestic partnerships and number of foreign partnerships; (8) Internal Quality Assurance System (IQA System): IQA System policies, documents, implementation, and reports according to the Stipulation–Implementation–Evaluation–Control–Improvement (*PPEPP*) cycle; (9) excellence: excellence in education scope that reflects differentiation, excellence in research, excellence in outreach, excellence in publication, and excellence in sustainable development of educational institution; and (10) Faculty competitive positions at the national level, namely the accreditation status of the Higher Education Institution.

Describe the Faculty profile, which includes the ten aspects in the form of (1) a narrative essay and (2) simple tables in a maximum of 5,000 words.

SECTION B

CRITERIA

This section contains nine criteria, which include (1) Vision, Mission, Goals, and Strategies; (2) Governance, Management, and Partnership; (3) Students; (4) Human Resources; (5) Finance, Facilities and Infrastructure; (6) Education; (7) Research; (8) Outreach; and (9) Teaching-Research-Outreach Outputs and Achievements.

CRITERIA 1. VISION, MISSION, GOAL AND STRATEGY (*VMTS*)

Vision is the great ideal of an accredited institution. The mission is a task that must be done to realize the vision. Objectives are the elaboration of the vision and mission. Therefore, the institution must achieve or produce them in a more specific and measurable way. Strategy is an action or activity carried out by the institution to achieve the goals that have been set.

1.1 Policy

State 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).

1.2 Implementation
1.2.1 Mechanism for Formulating Study Program's Scientific Vision and Objectives
Describe the mechanism for formulating the Study Program's scientific vision and objectives, which involves internal and external parties to the Study Program and Faculty.

1.2.2 Formulation of Scientific Vision
Write the formulation of (1) the scientific vision of Study Program, (2) the objectives of Study Program, (3) the strategy for achieving the objectives of Study Program (in the form of the formulation of Program Learning Outcomes or PLO), and (4) Alignment of the formulation of the scientific vision of Study Program with the institutional vision of Faculty and Higher Education Institution.

1.2.3 Level of Understanding of the Study Program's Scientific Vision and Objectives

Describe the level of understanding of the Study Program academics regarding the Study Program's scientific vision, objectives, and strategies for achieving the objectives of the study program obtained from the results of a survey of lecturers, education staff, and students at the study program.

1.3 Evaluation

Write the evaluation results of (1) policies, (2) formulations, and (3) level of understanding of the Study Program's scientific vision, objectives, and strategies for achieving study program objectives. Evaluation of the formulation focuses on (1) the clarity and realisticness of the Study Program scientific vision, objectives, and strategies for achieving Study Program objectives and (2) the alignment of the Study Program scientific vision, Study Program objectives, and strategies for achieving Study Program objectives with the Higher Education Institution and Faculty *VMTS*.

1.4 Follow-up Action

Based on the evaluation results as stated in point 1.3, explain the follow-up actions that Faculty has taken to improve (1) the clarity and realism of the Study Program scientific vision, objectives, and strategies for achieving Study Program objectives, (2) the alignment of the Study Program scientific vision, objectives, and strategies for achieving Study Program objectives with the Faculty *VMTS*, and (4) the level of understanding of the academic community regarding the Study Program scientific vision, objectives, and strategies for achieving Study Program objectives.

CRITERIA 2. GOVERNANCE, MANAGEMENT AND PARTNERSHIP

2.1 Governance, Management and Leadership

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.

Governance refers to written policies and implementation that enable Faculty to carry out suitable and effective management. This is reflected in planning, organizing, selecting and placing personnel, implementing, monitoring and supervising, controlling, evaluating, reporting, and developing as follow-up actions.

Leadership is 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 the Chairperson/Head of Faculty to clearly and measurably describe the vision and mission of short-, medium-, and long-term work programs. Organizational leadership relates to the ability to mobilize all existing potentials to carry out the work programs that have been set, 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 Faculty and universities. Public leadership is also demonstrated by the role of Faculty managers in society, both at the national and regional levels, especially in education.

2.1.1 Policy

State 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, and leadership at Faculty.

2.1.2 Implementation

2.1.2.1 Governance

Describe the system and implementation of good governance in Faculty with a complete, functional organizational structure and governance, accompanied by precise main tasks and functions for each, and fulfilling the five pillars: (1) credible, (2) transparent, (3) accountable, (4) responsible, and (5) fair.

2.1.2.2 Management

Describe the system and implementation of management in Faculty that describes the existence of (1) planning, (2) organizing, (3) personnel selection and placement, (4) implementation, (5) monitoring and supervision, (6) control, (7) assessment, (8) reporting, and (9) development as a form of follow-up actions to periodic management evaluation.

2.1.2.3 Leadership

Explain the operationalization and implementation of leadership in Faculty, which includes (1) operational leadership, (2) organizational leadership, and (3) public leadership, both at the regional, national and international levels, especially in the scope of education.

2.1.3 Evaluation

Write the results of evaluating the policies and realization of the Faculty's governance, management, and leadership. The implementation of governance is reflected in the aspects of (1) the existence and completeness of the organizational structure, (2) clear job descriptions, and (3) fulfillment of the principles of credibility, transparency, accountability, responsibility, and fairness. The implementation of governance is reflected in the existence of (1) planning, (2) organizing, (3) selection and placement of personnel, (4) implementation, (5) monitoring and supervision, (6) control, (7) assessment, (8) reporting, and (9) development as a form of follow-up. Operationalization and implementation of leadership in the Faculty include (1) operational leadership, (2) organizational leadership, and (3) public leadership at the regional, national, and international levels, especially in the scope of education.

2.1.4 Follow-up Action

Based on the evaluation results in point 2.1.3, explain the follow-up actions taken to improve the quality of governance, management, and leadership in the Faculty.

2.2 Partnership

Partnership refers to parties' efforts to achieve common goals and obtain results that can be enjoyed together. Faculty can cooperate 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 tri dharma, supporting the improvement of Teaching-Research-Outreach performance and learning facilities at Faculty, and satisfying the parties.

2.2.1 Policy

State 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 partnerships at Faculty.

2.2.2 Implementation

Write down the partnership data in 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, following the format of Table 2.2.2.

Table 2.2.2 Partnership Data

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

*Example: Partnership implementation report

2.2.3 Evaluation

Write the evaluation results of the policy and implementation of cooperation in Faculty. The implementation of cooperation includes data on the name of the partner institution, level, title and scope, benefits/output, duration and time of cooperation. The implementation of quality assurance includes *PPEPP* and evidence of its effectiveness.

2.2.4 Follow-up Actions

Based on the evaluation results in point 2.2.3, explain the follow-up actions taken to increase the number and quality of cooperation in the Faculty.

2.3 Quality Assurance

2.3.1 Policy

State the written policy 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 quality assurance in the Higher Education Institution and/or the Faculty.

2.3.2 Implementation

Describe the implementation of quality assurance in the Study Program that reflects the realization of the quality assurance policy that has been set by the Higher Education Institution, which shows the existence of a quality assurance unit/group, the implementation of the *PPEPP* cycle, the availability of documentation of the implementation of quality assurance, and the implementation of external benchmarking of quality assurance.

2.3.3 Evaluation

Write the policy evaluation results and the implementation of quality assurance in the Study Program.

2.3.4 Follow-up Actions

Based on the evaluation results in point 2.3.3, explain the follow-up actions taken to improve the quality of quality assurance implementation at the Study Program.

CRITERIA 3. STUDENT

3.1 Recruitment and Selection Test for New Student

3.1.1 Policy

State written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the leadership of the higher education institution (Rector, Director, or Chairperson) that regulate the recruitment and selection of new students, the quality of input for prospective new students, and the area of origin of prospective new students in the Study Program.

3.1.2 Implementation

3.1.2.1 Recruitment and Selection Test for New Student

As a differentiator from non-educational study programs, describe the implementation of recruitment and selection tests for new students, including interest/talent tests in education and becoming prospective educators.

3.1.2.2 Quality of Input for Prospective New Student

Write down data on regular students in the Study Program in the last five years by following the format in Table 3.1.2

Table 3.1.2.2 Regular Student

Academic Year	Capacity	Number of Prospective Regular Student		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					

*TS: Last full academic year at the time of instrument completion

3.1.2.3 Area of Origin of Prospective New Student

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

Table 3.1.2.3.1 Prospective Domestic Students

Academic Year	Number of Provinces	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				

Table 3.1.2.3.2 Prospective Overseas Students

Academic Year	Number of Countries	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				

3.1.3 Evaluation

Write down the results of the evaluation of the policy and 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 at the Study Program.

3.1.4 Follow-up Actions

Based on the evaluation results, as stated in point 3.1.3, explain the follow-up actions taken 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

State 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 student service and development programs in the fields of interests, talents, reasoning, welfare, and professionalism.

3.2.2 Implementation

Write the availability and implementation of student service and development programs for interests, talents, reasoning, welfare, and professionalism in the last five years in Table 3.2.2

Table 3.2.2 Service Programs and Development of student interests, talents, reasoning, welfare and professionalism

Academic Year	Types of Service and Interest Development Programs	Types of Service and Talent Development Programs	Types of Reasoning Service and Coaching Programs	Types of Welfare Services and Development Programs	Types of Professional Development and Service Programs
(1)	(2)	(3)	(4)	(5)	(6)
TS-4					
TS-3					
TS-2					
TS-1					
TS					
Number					

3.2.3 Evaluation

Write the results of evaluating the policies and implementation of service programs and the development of student interests, talents, reasoning, welfare, and professionalism.

3.2.4 Follow-up Action

Based on the evaluation results, as stated in point 3.2.3, explain the follow-up actions taken to increase the number and quality of service programs and foster student interests, talents, reasoning, welfare, and professionalism.

CRITERIA 4. HUMAN RESOURCE

4.1 Lecturer

Lecturers are grouped into tenured lecturers and untenured lecturers. Tenured lecturers in Faculty work full-time at a Higher Education Institution as their base administrative unit and are not permanent employees at another base administrative unit. Tenured lecturers are divided 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 Study Program core courses (and receives a decree of appointment as a tenured lecturer at the Study Program), while the second category of tenured lecturers usually teaches courses outside the Study Program core courses, such as compulsory college courses (such as general courses) and compulsory Faculty courses (such as education courses)

4.1.1 Policy

State 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 recruitment and selection, placement, development, performance evaluation, and dismissal of lecturers at Higher Education Institution and Faculty.

4.1.2 Implementation

4.1.2.1 Lecturer Recruitment and Selection Test

Describe the implementation of lecturer recruitment and selection tests at Higher Education Institutions and Faculty for tenured and untenured lecturers (civil servants or foundations).

4.1.2.2 Profile of Tenured Lecturers Whose Expertise Aligns With the Field of The Study Program

Write the profile of tenured lecturers whose expertise aligns with the field of the Study Program in Table 4.1.2.2, which includes (1) full name, (2) national lecturer registration number (*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.

4.1.2.3 Profile of Tenured Lecturers Whose Expertise is Outside the Study Program Field

Write the profile of tenured lecturers whose expertise is outside the Study Program field in table 4.1.2.3, which includes (1) full name, (2) national lecturer registration number (*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 university of origin, and (8) field of expertise for each level of education.

Table 4.1.2.2 Tenured Lecturers Whose Expertise Aligns With The Field of The Study Program

No.	Full Name of Permanent Lecturer*	NIDN/NIDK	Date of Birth	Certificate Educator (√)	Functional Position	Academic Degree	Degree S1, S2, S3 and Origin of HE	Field of Expertise at Each Level of Education
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1								
2								
3								
etc								

*Include *PDDIKTI* link or official page

Table 4.1.2.3 Tenured Lecturers Whose Expertise is Outside the Study Program Field

No.	Full Name of Permanent Lecturer*	NIDN	Date of Birth	Certificate Educator (√)	Functional Position	Academic Degree	Degree S1, S2, S3 and Origin of HE	Field of Expertise at Each Level of Education
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1								
2								
3								
etc								

*Include *PDDIKTI* link or official page

4.1.2.4 Ratio of Tenured Lecturers to 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