ACCREDITATION OF STUDY PROGRAM
MASTER'S PROGRAM

BOOK 3
GUIDELINES FOR PREPARING SELF-EVALUATION REPORT

ACCREDITATION COUNCIL FOR EDUCATION
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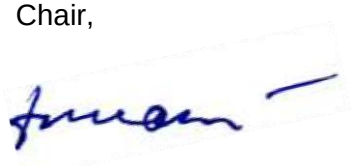
PREFACE

We express our gratitude to the presence of God Almighty because with His guidance the Independent Education Accreditation Institute (ACE) was able to complete Book 3 document, namely the Guide to Compiling Self-Evaluation Reports (*LED*) for Master's Programs, which is part of the Study Program Accreditation Instrument (*IAPS*). *IAPS* was prepared in response to the Regulation of the National Accreditation Board for Higher Education (*BAN-PT*) No. 9 of 2020 concerning the Policy for Transferring Study Program Accreditation from *BAN-PT* to *LAM*. This guide is intended to assist accredited Faculty/Study Program (assessment) in compiling *LED* as expected.

This *LED* Compilation Guide consists of three parts: a guide to compiling the Faculty Profile, Criteria, and Analysis of Problems and Development of the Study Programs. The Faculty Profile contains seven aspects, namely (1) identity; (2) vision, mission, goals, and achievement strategies (*VMTS*); (3) lecturers; (4) students; (5) finance; (6) Internal Quality Assurance System (IQA System); and (7) level of the Faculty competitiveness. The criteria consist of nine aspects, namely (1) vision, mission, objectives, 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 output and achievements of Higher Education Institution. Analysis of Problems and Development of the Study Program is divided into two groups, namely (1) evaluation of the Study Program performance achievements and (2) Study Program development programs.

Each Criterion (Section B) is elaborated into four aspects, namely (1) policy, (2) policy implementation, (3) evaluation, and (4) follow-up. The policy aspect is a standard set by the Government through *SN-Dikti* and universities. The implementation aspect describes the implementation process of each criterion carried out by the Study Program and the Faculty. The Evaluation Aspect answers questions, such as "Have Faculty and Study Program been able to achieve the set standards?" "If so, how well or how high are the Faculty and the Study Program in achieving the standards?". "If not, what factors cause the Faculty and the Study Program not to be able to achieve the standards?". The Follow-up Aspect states the steps taken so that the Faculty and Study Program are able to achieve or exceed the established standards. Thus, efforts to continuously improve quality in order to build a quality culture can be realized.

Jakarta, 09 February 2022
Chair,



Prof. Dr. Muchlas Samani

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SECTION A
THE FACULTY PROFILE

The Faculty profile contains a brief description of the existence, advantages, and strategic position of the Faculty inside and outside the university. The profile includes seven aspects, namely (1) identity: name; year of establishment; Decree (SK) number; number of study programs for undergraduate programs, master's programs, and doctoral programs; office address; telephone number; email address; and website; (2) vision, mission, goals, and strategies for achieving the vision, mission, and goals (*VMTS*); (3) lecturers: ratio of Tenured Lecturers to students, for undergraduate programs, master's programs, and doctoral programs; (4) students: average Cumulative Grade Point Average (CGPA) of graduates, both for undergraduate programs, master's programs, and doctoral programs; (5) finance: amount of operational funds for education, research funds, outreach funds, publication funds, and investment funds; (6) Internal Quality Assurance System (IQA System): IQA System documents (policy documents, manual documents, standard documents, and formula documents), implementation with the *PPEPP* cycle, and implementation of external benchmarking of quality assurance; and (7) the level of competitiveness of the Faculty in the environment of the Teacher Training Institution (*LPTK*), which is reflected in the accreditation status (from *BAN-PT*) of the university where the Faculty is located: Excellent, Very Good, or Good. Below is a brief explanation of each of these aspects.

1. Identity

This section is filled with (a) the name of the Faculty, (b) the year of establishment, (c) the Decree (SK) number, (d) the number of study programs for undergraduate programs, master's programs, and doctoral programs, (e) the Faculty address, (f) the telephone number, (g) the Faculty email address, and (g) the Faculty website.

The Faculty is an organizational unit within the organizational structure of a higher education institution that has the authority and task of managing study programs.

The Study Program (SP) is a unit of educational and learning activities with a specific curriculum and learning method in one academic, professional, and/or vocational education type.

An Undergraduate Program is the provision of education with a maximum study period of 7 (seven) academic years and a student study load of at least 144 (one hundred and forty-four) credits.

A Master's Program is an educational program with a maximum study period of 4 (four) academic years, after completing a bachelor's or diploma four/applied bachelor's program, with a student study load of at least 36 (thirty-six) credits.

A Doctoral Program is an educational program with a maximum study period of 7 (seven) academic years, after completing a master's program, applied master's program, or specialist program, with a student study load of at least 42 (forty-two) credits.

2. Vision, Mission, Goals, and Strategy (*VMTS*)

This section is filled with the formulation of (a) vision, (b) mission, and (c) objectives of Faculty, as well as (d) strategies to achieve the vision, mission, and objectives.

Vision is the big "ideal" of Faculty that it wants to realize in the next few years; therefore, the vision usually begins with the word "to become" or "as". The vision can be formulated with or without using a certain time frame, such as "in the year ...". As part of a higher education institution, the vision of the Faculty must be in line with the vision of the Higher Education Institution that houses it.

The mission is the task that Faculty must carry out in an effort to realize the vision that has been made. Therefore, its formulation usually begins with the word "organize" or "implement". Because the mission is basically a "mandate" when establishing a Higher Education Institution/Faculty, the substance of the mission usually includes the Teaching-Research-Outreach of Higher Education Institution, namely organizing education/learning, research, and outreach.

Objectives are the elaboration of the formulated mission, and are things that must be achieved or produced by the Faculty (within a certain period); and therefore are more specific. The formulation of objectives usually begins with the word "to produce", such as "produce graduates who ...", "produce research findings that ...", and "produce strategies to improve community empowerment/to solve practical problems in society related to ..."

A strategy is an action or activity carried out by the Faculty to achieve the objectives that have been set. Therefore, the strategy should be appropriate (in accordance with its objectives), realistic (in accordance with the supporting capacity owned by the Faculty), clear (its formulation is easy to understand), and can be implemented. For example, suppose the Faculty has the objective of "producing graduates who believe in and are devoted to God Almighty, intelligent, and skilled ...". In that case, the Faculty must formulate a strategy that is in accordance with the objective, and the number of strategies should not be just one.

2. Lecturer

This section is filled with the ratio of Tenured Lecturers to students in aggregate, which

includes undergraduate, master's, and doctoral students.

Tenured lecturers of the Faculty are permanent lecturers of higher education institutions who are assigned as lecturers of courses with areas of expertise that are in accordance with the core competencies of the Study Program in the Faculty environment.

Provide a brief description of the justification for the adequacy of lecturers in the Faculty and relate it to the ratio of tenured lecturers to full-time students in the Faculty.

3. Student

This section is filled with (a) the number of students, and (b) the average Cumulative Grade Point Average (CGPA) of students at Faculty, which includes undergraduate, master's, and doctoral students.

Students consist of full-time students, part-time students, and transfer students. In this context, the students referred to are full-time students, namely students who are at the Faculty, from the first semester until graduation. Part-time students and transfer students (for example, those with a diploma from 3 to a bachelor's degree) are not included in this context. However, transfer students from other Faculty in one Higher Education Institution or from other Faculty from different Higher Education Institutions are included as full-time students as long as the courses that have been taken from the original Faculty are recognized by the target Faculty.

Grade Point Average is a score or record of student achievement after carrying out the learning process taken by students for one semester. CGPA or Cumulative Grade Point Average is the final accumulation of the total of all scores obtained by students while studying in the Study Program within the Faculty environment.

4. Finance

This section is filled with the amount of operational funds for education, research funds, outreach funds, publication funds, and investment funds per year.

Funds for learning financing are components and amounts of investment costs and operational costs obtained and managed in order to fulfill the learning achievements of Study Program graduates at the Faculty.

Funds for investment costs are part of the costs obtained and managed by the Faculty for the procurement of facilities and infrastructure, development of lecturers, and education personnel at the Faculty.

Funds for operational costs are funds obtained/managed by Faculty to carry out education activities that include lecturer costs, education personnel costs, operational

learning material costs, and indirect operational costs.

Funds for research operational costs are funds obtained/managed by the Faculty to carry out research activities for lecturers and students.

Funds for outreach operational costs are funds obtained/managed by the Faculty to carry out outreach research activities for lecturers.

5. Internal Quality Assurance System (IQA System)

This section presents (a) IQA System documents (i.e. policy documents, manual documents, standard documents, and formula documents), (b) implementation of quality assurance with the Stipulation – Implementation – Evaluation – Control – Improvement (*PPEPP*) cycle, and (c) implementation of external benchmarking of quality assurance.

Internal Quality Assurance System (IQA System) is a system that maintains and improves the quality of education in Higher Education Institution/Faculty in a sustainable manner, which is run internally to realize the vision and mission of Higher Education Institution/Faculty, and to meet the needs of stakeholders through the organization of higher education.

Policy Document is an outline document containing a description of how a higher education institution understands, designs, implements, and implements the IQA System of higher education institutions in organizing higher education so that the quality culture of the higher education institution is realized.

The IQA System manual document or Quality Manual contains instructions on how, steps, or procedures for determining, implementing, evaluating implementation, controlling implementation, and improving each Higher Education Standard by parties at all levels within the Higher Education Institution.

The standard document of IQA System of Higher Education or Quality Standard is a document containing various criteria, measurements, benchmarks, or specifications called Higher Education Standards or *Dikti* Standards.

The IQA System of Higher Education Institution form document (Quality Documents) is a document that functions to record or record things or information about the achievement of IQA System Standards of Higher Education.

PPEPP is a series of Higher Education Institution/Faculty quality assurance cycles that include standard setting activities, standard implementation, standard evaluation (implementation), standard control (implementation), and improvement of education standards in Higher Education Institution and/or Faculty. Determination is the activity of

setting standards for standards that have been set by the Government and by universities. Implementation is an activity carried out in order to fulfill standards. Evaluation is an activity comparing implementation outputs with standards. Control is an activity analyzing the causes of non-achievement and/or deviations in implementation of standards to take corrective/improvement actions. Improvement is an activity to improve standards so that they are higher than the standards that have been set. External benchmarking activities for quality assurance are the process of comparing the performance of the Study Program/Faculty with that of a similar Study Program/Faculty outside the relevant Higher Education Institution.

6. Competitiveness

This section is filled with the level of competitiveness of Faculty in the environment of the Teacher Training Institution (*LPTK*), which is reflected in the accreditation status (from *BAN-PT*) of the university where the Faculty is located: Excellent, Very Good, or Good..

Describe the Faculty profile which includes the seven aspects in the form of (1) narrative essays and (2) simple tables in a maximum of 5,000 words or 10 pages.

SECTION B
CRITERIA

This section containing nine criteria which covering (1) Vision, Mission, Objective, And Strategy; (2) Governance, Management, Partnership, and Quality Assurance; (3) students; (4) human resources; (5) finance, facilities and infrastructure; (6) education; (7) research; (8) outreach; and (9) Teaching-Research-Outreach output and achievements of Higher Education Institution.

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

1.1 Policy

State (a) written policies in the form of statutory regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of the university (Rector or Chairperson) which regulate the preparation and determination of the Higher Education Institution/Faculty *VMTS* and the scientific vision of the Study Program, (b) socialization, and (c) implementation of the policy!

Policies are divided into two. The first is the national higher education policy set by the government (and the House of Representatives), which includes laws, government regulations, presidential regulations, ministerial regulations, and heads of agencies. The second is the local higher education policy set by the local Higher Education Leader. These local policies can be in the form of Policy (P), Regulation (R), Guidelines (G), and Standard Operating Procedures (SOP).

Policy is the basic policy of a higher education institution, which provides direction or direction for the management and implementation of higher education. For Higher Education Institutions with legal status, a policy can be made by the Board of Trustees (*MWA*) or the Academic Senate (*SA*). For Public Service Agency Higher Education Institution and Work Unit Higher Education Institution, the university senate makes the policy.

Regulation is a regulation that elaborates on policy, usually made by the Chancellor or Chairperson.

Guidelines are regulations that elaborate on regulations, which are usually made by Institutions in Higher Education Institutions (such as the Institute for Research and Community Service [*LPPM*], the Institute for Development and Quality Assurance of Education [*LPPMP*], or the Technical Unit [*UPT*]).

SOP is a document containing step-by-step instructions on the technical processes carried out by members of the organization (Higher Education Institution, Faculty, and Study

Program) in carrying out activities. SOP is usually made by the Institution, Faculty, and Technical Unit (*UPT*).

1.2 Implementation

1.2.1 Formulation of Scientific Vision and Objectives of Study Program

Write the formulation of (1) the scientific vision of the study program and (2) the strategy for achieving the scientific vision of the study program.

The scientific vision of the study program is the ideal of the study program in studying and developing certain sciences that are superior and characteristic of the field of expertise of the study program to respond to the development of science and technology and its application for the benefit of society in order to improve the quality of life of the people in it, both individually and collectively.

1.3 Evaluation

Write the results of the evaluation of (a) the existence and completeness of policies on the preparation and determination of Higher Education Institution/Faculty *VMTS* and the scientific vision of Study Program, (b) socialization of policies, and (c) implementation of the policies.

Evaluation in this context is program evaluation, namely the activity of collecting, analyzing, and interpreting information and/or data carried out systematically to measure the level of program achievement and to identify factors that support and/or hinder program achievement. Evaluation can be done using several techniques, such as SWOT Analysis and CIPP. SWOT stands for strengths, weaknesses, opportunities, and threats. CIPP stands for Context, Input, Process, and Product.

1.4 Follow-Up Action

Based on the evaluation results as stated in point 1.3, explain the follow-up actions that have been taken by Faculty in order to improve the quality of (a) the existence and completeness of policies on the preparation and determination of Higher Education Institution/Faculty *VMTS* and the scientific vision of Study Program, (b) the socialization of policies, and (c) the implementation of these policies.

CRITERIA 2. GOVERNANCE, MANAGEMENT AND PARTNERSHIP

2.1 Policy

State (a) written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of the university (Rector or Chairperson) that regulate governance, management and partnership; (b) socialization; and (c) implementation of the policy!

2.2 Implementation

2.2.1 Governance

Describe the system and implementation of good governance in Faculty with a complete organizational structure accompanied by a description of the main tasks and functions of personnel with relevant education, and fulfilling the five pillars: (1) credible, (2) transparent, (3) accountable, (4) responsible, and (5) fair. Also describe the implementation of best practices for the five pillars.

Governance is a system that allows leadership, management systems, and quality assurance to run effectively in the Faculty.

Credible means that all decisions taken and activities of the Teaching-Research-Outreach of higher education in Faculty are based on applicable provisions, which are arranged in the form of Policy, Regulation, Guidelines, and Standard Operating Procedures (PRGS). Transparent refers to the principle that guarantees the openness of the Faculty management, which allows easy access by competent parties. Accountable means that it can be accounted for, which can be realized, among other things, through periodic reporting to authorized parties inside and outside the campus. Responsible governance is governance that guarantees the achievement of Faculty *VMTS*. Fair governance is governance that guarantees proportional treatment for academics in accordance with their respective main tasks and functions.

2.2.2 Management

Describe the system and implementation of management in Faculty that describes the existence of (a) planning, (b) organizing, (c) personnel selection and placement, (d) implementation, (e) monitoring and supervision, (f) control, (g) evaluation, (h) reporting, and (i) follow-up actions.

Management refers to written policies and their realization that enable Faculty to carry out good and effective management, which is reflected in the existence of planning, organizing, personnel selection and placement, implementation, monitoring and supervision, control, assessment, reporting, and development activities as a form of follow-up actions.

2.2.3 Leadership

Explain the operationalization and implementation of leadership in Faculty, which includes (1) operational leadership, (2) organizational leadership, and (3) public leadership, especially in the field of education. Include complete and valid evidence. Leadership is the ability of a person to influence, direct, and guide certain parties to achieve goals. Operational leadership is the ability of Faculty leaders to describe the vision, mission, and goals of the Faculty in work programs. Organizational leadership is the ability of leaders to manage resources in the Faculty so that work programs and activities can run effectively. Public leadership is related to the ability of Faculty leaders to establish partnership and their role in society.

2.2.4 Partnership

Write (a) data on partnership in the field of Teaching-Research-Outreach of Higher Education Institution in Faculty which includes the name of the partner institution, level, title of partnership activities and sector, benefits/output, duration and time in the last three years by following the format of **Table 2.2.4**; (b) supporting documents for the implementation of partnership, (c) evaluation of the implementation of partnership, and (d) follow-up actions to the evaluation results.

Partnership refers to efforts made by parties together to achieve common goals and obtain results that can be enjoyed together. Partnership can be carried out by Faculty with other parties within the same university, with other parties outside the university in the country, and with other parties abroad. Partnership carried out by Faculty should provide benefits for Faculty in fulfilling the Teaching-Research-Outreach, support the improvement of Teaching-Research-Outreach performance and learning facilities at Faculty, and provide satisfaction to the parties.

Table 2.2.4 Partnership Data

No.	Partner Institution Name	Level			Title and Scope of Partnership	Benefits/Output	Duration And Time	Evidence/Link*
		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: Report on the partnership's implementation, provide other supporting evidence for the partnership's implementation (not just the MoU), and provide official page links/URLs.

2.2.5 Quality Assurance

Describe/state (a) the existence of quality assurance implementing elements in the Study Program, (b) the implementation of quality assurance in the Study Program that reflects the realization of the quality assurance policy that the Higher Education Institution and/or Faculty has determined, and (c) evidence of the implementation of quality assurance in the Study Program.

Quality assurance is an activity within the Faculty to ensure that the quality of products and/or services produced and/or provided to related parties is always consistent with what is planned or promised.

2.3 Evaluation

Write down the results of the evaluation of (a) the existence and completeness of policies on governance, management, leadership, partnership, and quality assurance, (b) the socialization of policies, and (c) the implementation of these policies.

2.4 Follow-up Action

Based on the evaluation results as stated in point 2.3, explain the follow-up actions that have been taken by Faculty in order to improve the quality of (a) the existence and completeness of policies on governance, management, leadership, partnership, and quality assurance, (b) the socialization of policies, and (c) the implementation of these policies.

CRITERIA 3. STUDENT

3.1 New Student Admission Policy

State (a) written policies in the form of statutory regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of the university (Rector or Chairperson) which regulate recruitment of new students, (b) socialization, and (c) implementation of the policy.

3.2 Implementation

3.2.1 New Student Admission and Selection Test

Describe the implementation of new student recruitment, which includes several aspects, such as place, time, method, and recruitment procedures, as well as the parties involved in the recruitment.

3.2.2 New Student Admission Criteria

Explain the student admission criteria related to (a) Cumulative Grade Point Average (CGPA) when prospective students graduate from undergraduate study, (b) academic potential test (*TPA*) scores, (c) English scores, (d) scientific field test scores, and (e) research & publication experience in the education scope.

3.2.3 Input Quality for Prospective New Student

This section contains a description of the quality of input of prospective new students, 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 enthusiastic prospective students (participants who take part in the selection) in at least the last three years, especially prospective students who register or take part in the selection, and students who are accepted or pass 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 the study program).

Write down the data of study program students in the last three years by following the format of **Table 3.2.3.**!

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

Description:

- TS is the last complete academic year before the time of filling out this instrument. Example: To fill out the instrument in October 2020, then TS is the academic year September 2019 – August 2020.
- TS-1 (read: TS minus 1) is one year back from TS.
- TS-2 is two years back from TS.
- Write the actual capacity of the Study Program according to the capacity of the existing facilities to accept new students for each registration year.

For each year of registration (TS-2 to TS), write:

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

3.2.4 Availability of Supervision Service Programs

Describe the availability and implementation of supervision services for students in the form of (a) supervision and counseling, (b) scholarships, (c) health, and (d) supervision on writing articles for publication.

Write the availability, implementation, and ease of access to student service and coaching programs in the fields of supervision and counseling, scholarships, and health in the last three years in **Table 3.2.4**!

Academic Year	Types of Supervision and Counseling Service Programs	Types of Scholarship Service Programs	Types of Health Service Programs
(1)	(2)	(3)	(4)
TS-2			
TS-1			
TS			
Number			

3.3 Evaluation

Write the results of the evaluation of (a) the existence and completeness of policies regarding the acceptance of new students, (b) the socialization of the policy, and (c) the implementation of the policy.

3.4 Follow-up Action

Based on the evaluation results as stated in point 3.3, explain the follow-up actions that have been taken by Faculty in order to improve the quality of (a) the existence and completeness of policies on new student admissions, (b) socialization of policies, and (c) implementation of these policies.

CRITERIA 4. HUMAN RESOURCE

4.1 Kebijakan

State (a) written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the head of the university (Rector or Chairperson) that regulate the recruitment of lecturers and academic staff (*tendik*), (b) socialization, and (c) implementation of the policy.

4.2 Implementation

4.2.1 Recruitment Implementation of Lecturers and Education Academic Staff

Describe the implementation of recruitment of lecturers and academic staff at a Higher Education Institution and Faculty, which includes several aspects, such as place, time, method, and recruitment procedures, as well as the parties involved in the recruitment.

Lecturers are grouped into tenured lecturers and untenured lecturers. The Faculty tenured lecturers are lecturers who work full time at a Higher Education Institution as their base administrative unit and are not currently permanent employees at another base administrative unit. Tenured lecturers are divided into two groups, namely tenured lecturers whose expertise aligns with the field of the study program and tenured lecturers whose expertise does not align with the field of the study program. The first category of tenured lecturers usually teaches core courses in the Study Program (and receives a decree of appointment as a permanent lecturer at the Study Program). In contrast, 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).

4.2.2 Tenured Lecturers Profile

Write down (a) the profile of tenured lecturers whose expertise aligns with core competencies of the Study Program in Table 4.2.2, and (b) the ratio of the number of tenured lecturers and master's program students at the Study Program.

Table 4.2.2. Tenured Lecturers Whose Field of Expertise is Relevant to The Study Program Core Competencies

No.	Full Name of Tenured Lecturer*	*NIDN/NIDK*	Date of Birth	Certificate Educator (√)	Functional Position	Academic Degree	Degree S1, S2, S3 and Origin of HEI	Field of Expertise at Each Level of Education	Courses Taught
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1.									
2.									
3.									
etc									

* Include PDDIKTI link or official page

4.2.3 Ratio of Tenured Lecturers to the Student

Write the ratio of the number of tenured lecturers whose expertise aligns with the field of the Study Program to the number of students by following the format of **Table 4.2.3**!

Table 4.2.3 Ratio of Tenured Lecturers to The Students

Academic Year	Number of Tenured Lecturers (Table 4.2.2)	Number of Students (Table 3.2.3)	Lecturer: Student Ratio
(1)	(2)	(3)	(4)
TS-2			
TS-1			
TS*			
Number			

4.2.4 Workload of Tenured Lecturer

The workload includes Teaching-Research-Outreach activities (Teaching, Research, Outreach and other supporting activities) and management activities for those who hold certain positions (Rector, Vice Rector, Chair, Dean, Vice Dean, Director, Head of Institution, Secretary of Institution, Head/Head of Study Program, Secretary of Study Program, Head of Technical Unit, Head of Laboratory, etc.). The workload is stated in the form of Semester Credit Units (*SKS*).

Write down the Higher Education Institution Teaching-Research-Outreach activities and Tenured Lecturers management whose expertise aligns with the field of the Study Program in the last academic year (TS), by following the format in Table **4.2.4**!

Table 4.2.4 Tenured Lecturers Workload

No.	Full Name of Tenured Lecturer	Teaching *SKS** on			Research *SKS**	Outreach *SKS**	Management *SKS**		Supporting Activities	Number of *SKS** Workload
		Own SP (S-1, S-2, and S-3)	Other SP in Own HEI	Other HEI			Own SP	Other HEI		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
1										
2										
3										
Etc										
Number										
Average										

*Average SKS in odd and even semesters

4.2.5 Tenured Lecturers Teaching Activity

Write down the Tenured Lecturers Teaching Activities whose expertise aligns with the field of the Study Program in the last academic year (TS), by following the format in **Table 4.2.5**.

Table 4.2.5 Tenured Lecturers Teaching Activities

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							

4.2.6 Number of Final Project Supervision: Undergrade's Thesis, Master's Thesis, and Dissertation

Write the number of students who were supervised for their final assignments (thesis, dissertation, and dissertation) by tenured lecturers as the main supervisor in the last three years, following the format **Table 4.2.6**.

Table 4.2.6 Number of Final Project Supervision: Undergrade's Thesis, Master's Thesis, and Dissertation

No.	Name of Main Supervisor	Level	Number of Supervised Students								Average/Year	Average Number of Meetings*
			In Own Study Program				In Other 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		S-1										
		S-2										
		S-3										
etc												

* Include relevant evidence

4.2.7 Recognition of Tenured Lecturers Achievements

Write down the achievements (keynote/plenary/invited speaker, visiting scholar/professor, resource person, consultant, editor, etc.) of tenured lecturers whose expertise aligns with the core competencies of Study Program in the last three years, by following the format **Table 4.2.7**.

Table 4.2.7 Tenured Lecturers Achievements

No.	Full Name of Tenured 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							

* Check (√) the appropriate column

** Example: Certificate

Lecturers' achievements can be in the form of achievements as (1) keynote speakers or invited speakers in conferences or seminars; (2) guest lecturers (visiting scholars/professors) at leading universities in Indonesia and abroad; (3) resource persons in workshops at universities or credible institutions; (4) consultants or experts in institutions or industries; (5) editors or peer reviewers in accredited national journals or

reputable international journals; and others.

4.2.8 Academic Staff Profile

Write the name of the education staff in the Faculty, following the format **Table 4.2.8**.

Table 4.2.8 Academic Staff Profile

No.	Full Name of Academic Staff	Employee Status (Civil Servant, Tenured but Non-Civil Servant, Contract, etc.)	Field of Expertise* (administrator, librarian, laboratory assistant, etc.)	Education** (High School, Diploma, S1, S2, S3)	Work Unit (Study Program, Faculty, University)
(1)	(2)	(3)	(4)	(5)	(6)
1.					
2.					
3.					
etc					

* Include the URL link of the certificate of competence

4.3 Evaluation

Write the results of the evaluation of (a) the existence and completeness of policies regarding the recruitment of lecturers and education personnel, (b) socialization, and (c) implementation of these policies.

4.4 Follow-up Action

Based on the evaluation results as stated in point 4.3, explain the follow-up actions that have been taken by the Faculty in order to improve the quality of (a) the existence and completeness of policies on accepting new students, (b) socialization, and (c) implementation of these policies.

CRITERIA 5. FINANCE, FACILITIES AND INFRASTRUCTURE

5.1 Policy

State (a) written policies in the form of laws and regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of the university (Rector or Chairperson) that regulate finances and educational infrastructure/facilities, (b) socialization, and (c) implementation of the policy.

Finances include funds obtained and managed by the Faculty and the use of these funds. Funds obtained and managed by the Faculty include funds from universities themselves, foundations, ministries, certain institutions within the country (*DN*) and/or abroad (*LN*), and other sources. The use of funds includes the use of operational funds for educational activities (such as salaries, honorariums, allowances, consumables and equipment, electricity, drinking water, telephone, meeting consumption, and building maintenance), research, outreach, publications, student affairs, investment in human resources (HR), and investment in educational infrastructure and facilities.

Research funds are funds used for tenured lecturers research activities whose areas of expertise are relevant to the Study Program field in the last three years, which come from various schemes, such as ministries, Higher Education Institution itself (non-tax state revenue or PNBP), partnership with other parties (Regional Government, private sector, domestic and foreign institutions), or independently. Research funds do not include funds used for the completion of final assignments (thesis and dissertation), which are part of the completion of further studies. Outreach funds are funds used for outreach tenured lecturers activities whose areas of expertise are relevant to the Study Program field in the last three years, which come from various schemes, such as ministries, Higher Education Institution itself (*PNBP*), partnership with other parties (Regional Government, private sector, domestic and foreign institutions), or independently.

5.2.2 Amount of Operational Cost

Write down the amount of funds used by the Study Program for Teaching-Research-Outreach activities in the last three years, following the format **Table 5.2.2**.

Table 5.2.2 Use of Funds

No.	Type of Use	Faculty (Rupiah)				Study Program (Rupiah)			
		TS-2	TS-1	TS	Average	TS-2	TS-1	TS	Average
(1)	(2)	(3)	(4)	(5)	(6)	(3)	(4)	(5)	(6)
1	**Education Operational Costs**								
a	Lecturer Costs (Salary, Honorarium)								
b	Academic Staff Costs (Salary, Honorarium)								
c	Learning Operational Costs (Consumable Materials and Equipment)								
d	Indirect Operational Costs (Electricity, Gas, Water, Building Maintenance, Facilities Maintenance, Overtime Pay, Telecommunication, Consumption, Local Transportation, Taxes, Insurance, etc.)								
2	**Student operational costs (supervision and counseling, scholarships, and health)**								
Number									
3	**Research Operational Costs**								
4	**Outreach Operational Costs**								
Number									
5	**Human Resources Investment Costs**								
6	**Facilities Investment Costs**								
7	**Infrastructure Investment Costs**								
Number									

5.2.3 Research Fund

Write down the funds for research activities in the last three years carried out by Tenured Lecturers whose field of expertise is in accordance with the Study Program field, by following the format in **Table 5.2.3**!

Table 5.2.3 Research Fund

Year	Research Title	Team Leader	Source and Type of Funds	Amount of Funds (in millions)			
				TS-2	TS-1	TS	Average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1							
2							
3							
Etc							
Total							
Average							

5.2.4 Outreach Fund

Write down the funds for Outreach activities in the last three years carried out by Tenured Lecturers whose expertise aligns with the field of the Study Program, by following the format in **Table 5.2.4**!

Table 5.2.4 Outreach Fund

Year	Outreach Title	Team Leader	Source and Type of Funds	Amount of Funds			
				TS-2	TS-1	TS	Average
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1							
2							
3							
Etc							
Total							
Average							

5.2.5 Educational Infrastructure Data

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

Write down the data on educational infrastructure that can be accessed and used by students to carry out the Higher Education Institution Teaching-Research-Outreach activities, by following the format of Table 5.2.5.a.

Table 5.2.5.a Educational Infrastructure Data

No.	Infrastructure Type	Number of Units	Area (m^2)	Ownership*		Condition**		Usage (Hours/week)
				OP	Rental	Maintained	Not Maintained	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1.								
2.								
3.								
etc								

* Put a check mark (√) in the appropriate column: OP = Own Property; Rental = Rent/Contract/Partnership

Write down the data on educational facilities that can be accessed and used by students to carry out the Higher Education Institution Teaching-Research-Outreach activities, by following the format **Table 5.2.5.b**.

Table 5.2.5.b Educational Facilities Data

No.	Facilities Type	Number of Units	Quality*	Condition**		Management Unit (SP, Faculty, HEI)
				Maintained	Not Maintained	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.						
2.						
3.						
etc						

* Filled: very good, good, less good, or not good

**Put a check mark (√) in the appropriate column

5.3 Evaluation

Write down the results of the evaluation of (a) the existence and completeness of policies on education finance, facilities and infrastructure, (b) socialization, and (c) implementation of these policies.

5.4 Follow-up Action

Based on the evaluation results as stated in point 5.3, explain the follow-up actions that have been taken by Faculty in order to improve the quality of (a) the existence and completeness of policies on finance, infrastructure and educational facilities, (b) socialization, and (c) implementation of these policies.

CRITERIA 6. EDUCATION

6.1 Policy

State (a) written policies in the form of statutory regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of the university (Rector or Chairperson) which regulate the management and implementation of education, (b) socialization, and (c) implementation of the policy.

6.2 Implementation

6.2.1 Study Program Curriculum

Show the curriculum document of the study program that contains at least the following aspects:

(1) study program identity, (2) curriculum evaluation and tracer study, (3) basis for curriculum development, (4) formulation of vision, mission, objectives, and strategies, (5) formulation of graduate profile, (6) formulation of Program Learning Outcome (PLO), (7) determination of study materials, (8) formation of courses and amount of credits, (9) course structure, (10) syllabus, (11) implementation plan for the right to study for a maximum of 3 semesters outside the study program, and (12) management and mechanism for implementing the curriculum.

The higher education curriculum is a set of plans and arrangements regarding content, study materials, and teaching materials as well as how to deliver them, and assessments used as guidelines for organizing learning activities in higher education. The curriculum document at least contains the identity of the study program; evaluation of the implementation of the previous curriculum; basis for curriculum development; vision, mission, and objectives of the study program; graduate profile, Program Learning Outcome (PLO); field of study; list of courses; and learning tools. The Study Program curriculum should accommodate the Emancipated learning-Freedom to Learn policy, which gives students the right to study outside the Study Program. A good curriculum is complete in elements, has precise content, is coherent between elements, is relevant to the Study Program field, and has up-to-date references.

6.2.2 List of Courses

Write a list of courses along with their characteristics (course code, course type, course weight, and organizing unit), their suitability to PLO, and the availability of learning devices, following the format **Table 6.2.2**.

Table 6.2.2 Courses, PLO, and Syllabus

No.	Course Code	Course Name	Course Type*			Number of credits	Organizing Unit*			Compliance with PLO*	Syllabus availability*
			Theory	Practicum	Practice		HEI	Faculty	SP		
(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											
Total credits											

* Put a √ mark in the appropriate column by adding the percentage of achievement.

6.2.3 Faculty Support for Study Program Curriculum Development

Explain Faculty support for the development (planning, preparation, implementation, monitoring, and assessment) of the Study Program curriculum, accompanied by relevant documents, such as strategic plans (renstra) and operational plans (renop). Faculty support for Study Program curriculum development can be in the form of: (1) providing funds; (2) providing relevant experts (such as inviting experts from outside the Higher Education Institution or coordinating with related institutions or units within the Higher Education Institution); and/or (3) assisting (such as organizing workshops to align perceptions)!

6.2.4 Fulfillment of Learning Characteristics

Explain how Study Program ensures that learning carried out by tenured lecturers (a) is in accordance with the syllabus that has been prepared; (b) has an interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered nature; and (c) supports the achievement of PLO.

The implementation of learning refers to teaching and learning activities inside or outside the classroom (either face-to-face, virtual, or blended), both in the Study Program and outside the Study Program, which involve interactions between lecturers/facilitators, students, and learning resources in a specific learning environment, both planned and unplanned.

Good learning is learning that is in accordance with what is planned in the Syllabus and has an interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered nature, as mandated in *SN-Dikti*. This learning can be carried out face-to-face on campus or virtually by utilizing the internet network or a combination of the two (blended learning).

6.2.5 Integration of Research Results and Outreach in Learning

Write the title of the research or outreach, the name of the lecturer, the name of the course, and the form of integration of research results and/or outreach in learning, by following the format in Table **6.2.5.**

Learning is expected to integrate research results and/or outreach, as well as both research/outreach results alone and with students. The integration of research/outreach results can be seen, among other things, from the use of research/outreach articles, textbooks, and modules as references and teaching materials**.**

Table 6.2.5 Integration of Research and Outreach Results in the Learning Process

No.	Research and Outreach Title	Lecturer Name	Course Name	Integration Form*
(1)	(2)	(3)	(4)	(5)
1.				
2.				
3.				
etc				

* Example: as a reference or learning material

6.2.3 Learning Activity Monitoring System and Implementation

Explain how the Faculty and/or Higher Education Institution (a) build a reliable and tested system to monitor learning implementation, (b) implement the system consistently, (c) convey the results of the monitoring to interested parties, and (d) follow up action.

To ensure that learning activities run well according to plan, the Faculty and/or Higher Education Institution need to have a reliable monitoring system, which must be implemented periodically and consistently by involving the Study Program quality control group. The monitoring results are followed up and submitted to the relevant parties.

6.2.4 Learning Assessment

Explain how Higher Education Institution/Tenured Lecturers (a) implement learning assessment, especially mid-semester exams (*UTS*) and final semester exams (*UAS*), (b) use a variety of relevant assessment techniques, and (c) accommodate appeals from students.

Learning assessment includes aspects of attitude, knowledge, and skills. In its implementation, the assessment can be in the form of assessment for learning (AfL) and assessment of learning (AoL). AfL, which is often called formative assessment, is an assessment that improves the quality of the learning process. In contrast, AoL, which is often called summative assessment, is an assessment conducted to measure the achievement of student learning objectives. Assessment can utilize information and communication technology (ICT).

6.2.5 Academic Supervision

Academic supervision is supervision provided by the Head of Study Program and/or academic supervisor (*PA*) to students under their supervision related to lectures.

Explain the academic supervision process carried out by the Head of Study Program/*PA* to the students they supervise, by following the format in **Table 6.2.8**!

Table 6.2.8 Academic Supervision Process

No.	Academic Supervision Aspects	Description
(1)	(2)	(3)
1.	Topics discussed in supervision	
2.	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	

6.2.6 Number of Supervision Students and Meeting Frequency

Write the name of the Head of Study Program/Academic Supervisor (*DPA*), the number of students being supervised, and the number of supervision meetings in one semester, following the format in **Table 6.2.9**!

Table 6.2.9 Number of Supervision Students and Meeting Frequency

No.	Head of Study Program/Academic Supervisor	Number of Supervision Students	Average Number of Meetings/Student/Semester*
(1)	(2)	(3)	(4)
1			
2			
3			
etc			
Average number of meetings per student per semester			

*Include relevant evidence

6.2.7 Master's Thesis Supervision

Master's thesis supervision is supervision provided by the thesis supervisor to the students he/she supervise, either face-to-face, virtually, or blended, which is well documented.

Write the name of the thesis supervisor, the number of students supervised, the number of meetings and the supervision schedule, following the format in **Table 6.2.10**!

Table 6.2.10 Number of Master's Thesis Supervision Students and Frequency of Meetings

No.	Name of Master's Thesis Supervisor	Number of Supervised Students in Study Program				Average Number of Meetings per Semester*
		TS-2	TS-1	TS	Average	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1						
2						
3						
etc						

*Include relevant evidence (supervision schedule and materials)

6.2.8 Academic Activities Outside of Lecture

Write down academic activities outside of lectures (such as conferences, seminars, public lectures and training) in the last three years, following the format **Table 6.2.10.**

Table 6.2.10 Academic Activities Outside of Lecture

No.	Name of Activity	Activity Theme/Topic	Activity Venue	Activity Time	Activity Evidence*
(1)	(2)	(3)	(4)	(5)	(6)
1					
2					
3					
etc					

* Example: Activity implementation report

6.2.9 Presence of Guest Lecturers or Expert/Specialist

Write down the name of the guest lecturer or expert, name of institution, expertise/field of expertise, time of activity, and proof of activity, following the format in **Table 6.2.12**.

Table 6.2.12 Guest Lecturers and Experts

No.	Full Name of Guest Lecturer or Expert	Name of Institution of Origin	Expertise	Course	Activity Time
(1)	(2)	(3)	(4)	(5)	(6)
1					
2					
3					
etc					

* Example: Activity implementation report

6.2.10 Student Satisfaction Measurement

Student satisfaction is the level of student feelings after comparing what they expect and what they encounter or receive. Student satisfaction is focused on three things, namely the teaching performance of lecturers, academic administration services, and provision of learning

infrastructure and facilities. Measurement of student satisfaction with these three objects is seen from the following six aspects: (1) using valid and easy-to-use satisfaction instruments, (2) implemented at the end of each semester and the data is completely recorded, (3) the results are analyzed using appropriate methods and are useful for decision making, (4) a review is carried out on the results of the implementation of satisfaction measurements, (5) followed up for improvement and enhancement of teaching quality, and (6) the results are published and easily accessible to interested parties.

State the implementation of student satisfaction measurements on services provided by Faculty/Study Program, by following the format of **Table 6.2.13**.

Table 6.2.13 Student Satisfaction

No.	**Satisfaction Measurement Aspects**	**Academic Supervision Services***	**Academic Administration Services***
(1)	(2)	(3)	(4)
1	Using valid and easy-to-use satisfaction instruments.		
2	Implemented at the end of each semester, and the data is recorded completely.		
3	The results are analyzed using appropriate methods and are useful for decision making.		
4	A review of the results of the implementation of satisfaction measurements is carried out.		
5	Followed up for improvement and enhancement of teaching quality.		
6	The results are published and easily accessible to interested parties.		

*Put a check mark (√) in the appropriate cell.

6.3 Evaluation

Write the results of the evaluation of (a) the existence and completeness of policies on the management and implementation of education, (b) socialization, and (c) implementation of the policy.

6.4 Follow-up Action

Based on the evaluation results as stated in point 6.3, explain the follow-up that has been taken by the Faculty in order to improve the quality of (a) the existence and completeness of policies on the management and implementation of education, (b) socialization, and (c) implementation of the policy.

CRITERIA 7. RESEARCH

Research roadmap is a milestone of research activities that refer to research strategic plans and outreach within a certain period (such as 5 to 10 years) carried out by researchers (monodisciplinary) and/or by research groups (in research groups), either multidisciplinary or intra/interdisciplinary. Research roadmaps include research activities that have been carried out by researchers several years ago on a particular topic, research that is currently 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 describes the research interest and at the same time the expertise of the researcher. Research groups consist of lecturers from the same study program or from different study programs in one Faculty or from different study programs in different Faculties in one Higher Education Institution, who research the same topic and work together in a team.

7.1 Policy

State (a) written policies in the form of statutory regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of the university (Rector or Chairperson) which regulate the management and implementation of research at the university, (c) socialization, and (c) implementation of the policy.

7.2 Implementation

7.2.1 Roadmap and Research Groups

Describe the implementation of tenured lecturers' research, which is carried out based on the roadmap and research group.!

7.2.2 Activities, Relevance, and Student Involvement in Research

Write down the tenured lecturers' research work activities that are relevant to the core competencies of the Study Program and that involve students in the last three years, following the format in **Table 7.2.2**.

Table 7.2.2 Student Activity, Relevance, and Involvement in Research

No.	Research Title	Funding Source**			Team Leader's Name	Team Leader's Expertise*	Referred to as Student's Thesis Theme**	Name and Identity of Research Member Lecturer	Name and Identity of Students Involved
		DL	*LN*	HEI/ *MD*					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
TS (20 ...)									
1.									
2.									
3.									
etc									
Number of research titles in TS: …									
TS-1 (20 ...)									
1.									
2.									
3.									
etc									
Number of research titles in TS: …									
TS-2 (20 ...)									
1.									
2.									
3.									
etc									
Number of research titles in TS-2: …									
Average number of research titles per year/lecturer: …									
Number of Tenured Lecturer researches used as a reference for the thesis: …									

* Filled with expertise or research interest of the research team leader.

**Filled with a check mark (√): *DN*: Domestic, *LN*: Abroad, HEI/*MD*: Higher Education Institution/Personal

7.2.3 Publication of Tenured Lecturers Research Results

Write the number of publications of Tenured Lecturers research results in the last three years, following the format in **Table 7.2.3**.

Table 7.2.3 Number of Research Publications by Tenured Lecturers

No.	Publication Type	Number of Titles			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 *Kemdikbud*/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.	Writings in local or regional mass media				N-C1 =
9.	Writings in national mass media				N-C2 =
10.	Writings in international mass media				N-C3 =
11.	Local/regional/university exhibitions/performances				N-D1 =
12.	National exhibitions/performances				N-D2 =
13.	National exhibitions/performances				N-D3 =
14.	Books/Book Chapters				N-E1 =
15.	Patents				N-E2 =

7.3 Evaluation

Write down the results of the evaluation of (a) the existence and completeness of policies on research management and implementation, (b) socialization, and (c) implementation of these policies.

7.4 Follow-up Action

Based on the evaluation results as stated in point 7.3, explain the follow-up actions that have been taken by Faculty in order to improve the quality of (a) the existence and completeness of policies on research management and implementation, (b) socialization, and (c) implementation of these policies.

CRITERIA 8. OUTREACH

8.1 Policy

State (a) written policies in the form of statutory regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of the university (Rector or Chairperson) which regulate the management and implementation of outreach, (b) socialization, and (c) implementation of the policy.

8.2 Implementation

8.2.1 Outreach Roadmap and Group

Describe the implementation of tenured lecturers' outreach activities carried out based on the outreach roadmap!

8.2.2 Activities, Relevance, and Student Involvement in Outreach

Outreach activities refer to the number of outreach activities carried out by tenured lecturers in the last three years. Outreach relevance refers to the relevance of outreach topics to expertise (tenured lecturers) and the Study Program outreach roadmap derived from *VMTS*. Student involvement in outreach refers to student participation in outreach activities carried out by tenured lecturers, starting from preparing proposals, reviewing relevant theories, implementing and analyzing implementation results, preparing outreach reports, and writing outreach articles for publication.

Write down outreach activities that are relevant to the Study Program scientific field in the last three years, following the format in **Table 8.2.2**.

Table 8.2.2 Activities and Relevance of Outreach Tenured Lecturer

No.	Research Title	Team Leader's Name	Team Leader's Expertise*	Source of Funds (Overseas, Domestic, Own HEI)	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 in TS: …					
TS-2 (20 …)					
1.					
2.					
3.					
etc					
Number of research titles in TS-2: …					
Total number of researches in the study program in the last three years:					
Average number of research titles per year/lecturer:					

* Filled with expertise or research interest of the research team leader.
**Source of Funds: Domestic (DN), Abroad (LN), Higher Education Institution (HEI), Personal (MD)

8.2.3 Publication of Outreach Results

Write the number of publications resulting from Outreach by Tenured Lecturers in the last three years, following the format in **Table 8.2.3**.

Table 8.2.3 Number of Tenured Lecturer Outreach Results Publications

No.	Publication Type	Number of Titles			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 *Kemdikbud*/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.	Writings in local or regional mass media				N-C1 =
9.	Writings in national mass media				N-C2 =
10.	Writings in international mass media				N-C3 =
11.	Local/regional/university exhibitions/performances				N-D1 =
12.	National exhibitions/performances				N-D2 =
13.	National exhibitions/performances				N-D3 =

8.3 Evaluation

Write the results of the evaluation of (a) the existence and completeness of policies on the management and implementation of Outreach, (b) socialization, and (c) implementation of the policy.

8.4 Follow-up Action

Based on the evaluation results as stated in point 8.3, explain the follow-up action that has been taken by the Faculty in order to improve the quality of (a) the existence and completeness of policies on the management and implementation of Outreach, (b) socialization, and (c) implementation of the policy.

CRITERIA 9. TEACHING-RESEARCH-OUTREACH OUTPUT AND ACHIEVEMENT

9.1 Kebijakan

State (a) written policies in the form of statutory regulations (Laws, Government Regulations, Ministerial Regulations, etc.) and/or regulations of the highest leadership of the university (Rector or Chairperson) which regulate the Teaching-Research-Outreach Output and Achievement, (b) socialization, and (c) implementation of the policy.

9.2 Implementation

9.2.1 Graduates' CGPA

Write down the data on the number of graduates and their Cumulative Grade Point Average (CGPA) in the last three years, following the format in Table 9.2.1.

Table 9.2.1 Graduates' CGPA

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

9.2.2 Study Period, Timely Graduation, and Study Success

Write down data on the study period, timely graduation, and study success of students, following the format of **Table 9.2.2**.

Tabel 9.2.2. Masa Studi, Kelulusan Tepat Waktu, dan Keberhasilan Studi

Entry Year	Number of Students Accepted	Number of Students Graduated in ….				Number of Graduates until End of TS	Average Study Period	Number of Students Dropped Out
		End of TS-3	End of TS-2	End of TS-1	End of TS			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
TS-3								
TS-2								
TS-1								

9.2.3 Implementation of Tracer Study

Write down data about the results of the graduate tracking (tracer study) by following the format in **Table 9.2.3**.

Table 9.2.3 Implementation of Tracer Study

Number	Number of Graduates	Number of Tracked Graduates	Coordinated at the Faculty	Conducted Regularly	Fill in the Questionnaire in accordance with *Dikti*	For Curriculum Improvement	For Institutional/Study Program Development
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
TS-3							
TS-2							
TS-1							

9.2.4 Level of Graduate User Satisfaction

Write down data on user satisfaction related to the seven types of abilities demonstrated by graduates, following the format in Table 9.2.4!

Table 9.2.4 Level of Graduate User Satisfaction

No.	Type of Capability	User Satisfaction Level (%)				Follow-up Plan by the Study Program and/or the Faculty
		Very Good	Good	Enough	Less	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Ethics of behavior					
2	Performance related to core competencies					
3	Ability to work in a team					
4	Communication skills					
5	English language skills					
6	Ability to use information technology					
7	Self-development efforts					

9.2.5 Publication of Student Scientific Works

Write down data on student research publications, either independently or with tenured lecturers, in the last three years, following the format in **Table 9.2.5**.

Table 9.2.5 Publication of Student Research Results

No.	Publication Type	Number of Titles			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 *Kemdikbud*/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.	Writings in local or regional mass media				N-C1 =
9.	Writings in national mass media				N-C2 =
10.	Writings in international mass media				N-C3 =
11	Local/regional/university exhibitions/performances				N-D1 =
12	National exhibitions/performances				N-D2 =
13	National exhibitions/performances				N-D3 =

9.2.6 Cited Student Scientific Works

Write down the data on the number of citations of scientific works resulting from student research, either independently or with Tenured Lecturers, in the last three years, following the format in **Table 9.2.6**.

Table 9.2.6 Cited Student Scientific Works

No.	Students' Name (and Tenured Lecturers)	Title of Scientific Work, Year, Name of Journal/Proceedings/Book, Page Number	Number of Citations
(1)	(2)	(3)	(4)
1.			
2.			
3.			
etc			
Total			
Average			

9.2.7 Student Products or Services Adopted by the Community

Write down the product or service data resulting from student research, either independently or together with Tenured Lecturers, in the last 3 years that have been adopted by the community, following the format in **Table 9.2.7.**

Table 9.2.7 Products or Services of Tenured Lecturers and Students Adopted by Society

No.	Students' Name (and Tenured Lecturers)	Product/Service Name	Product/Service Description	Evidence*
(1)	(2)	(3)	(4)	(5)
1.				
2.				
3.				
etc				
Total				
Average				

*Example: Letter of reference from the user

9.2.8 Student Products or Services with IPR or Patents

Write down the product or service data resulting from research, outreach, and/or student scientific works in the last three years that already have IPR or patents, by following the format in **Table 9.2.8**.

Table 9.2.8 Student Products or Services with IPR or Patents

No.	Students' Name	Product/Service Identity	Year	Evidence*
(1)	(2)	(3)	(4)	(5)
1				
2				
3				
Etc				
Total				
Average				

*Surat penetapan oleh Menteri Hukum dan Hak Asasi Manusia atau pihak lain yang berwenang

9.3 Evaluation

Write the results of the evaluation of (a) the existence and completeness of policies on the outputs and achievements of the Teaching-Research-Outreach of Higher Education Institution, (b) socialization, and (c) implementation of the policy!

9.4 Follow-up Action

Based on the evaluation results as stated in point 9.3, explain the follow-up actions that have been taken by the Faculty in order to improve the quality of (a) the existence and completeness of policies on the outputs and achievements of the Teaching-Research-Outreach of Higher Education Institution, (b) socialization, and (c) implementation of the policy!

SECTION C
PROBLEM ANALYSIS AND STUDY PROGRAM DEVELOPMENT

Starting from the results of the description of the self-evaluation report in Section B (Criteria), The Faculty conducts a comprehensive performance achievement evaluation to identify the strengths and weaknesses of the Study Program, identify the causes of the Study Program weaknesses, develop problem-solving strategies, and develop Study Program development programs in the fields of (1) governance, management, and partnership; (2) students; (3) human resources; (4) finance, facilities and infrastructure; (5) education; (6) research; (7) community service; and (8) outputs and achievements of the Teaching-Research-Outreach.

C.1 The Study Program Performance Achievement Evaluation

Describe (a) the implementation of the Study Program performance achievement evaluation (which includes several aspects such as implementation time, mechanisms, and parties involved); (b) identification of Study Program strengths and weaknesses, (c) identification of causes of Study Program weaknesses, (d) problem-solving strategies, and (e) publication of evaluation results on the official Faculty/Study Program website.

C.2 Development Program

Based on the results of the performance evaluation in Letter C.1, state the Study Program development program in the fields of (1) governance, management, and partnership; (2) students; (3) human resources; (4) finance, facilities and infrastructure; (5) education; (6) research; (7) outreach; and (8) outputs and achievements of the Teaching-Research-Outreach. The Study Program development program should be (a) appropriate, (b) realistic, (c) measurable, and (d) have clear stages.

APPENDIX

1. Reporting Format

COVER PAGE

PREFACE

TABLE OF CONTENT

IDENTITY OF STUDY PROGRAM MANAGEMENT UNIT

IDENTITY OF SELF-EVALUATION REPORT COMPILER

A. THE FACULTY PROFILE

B. C R I T ER I A

Criteria 1. Vision, Mission, Objective, And Strategy (*VMTS*)

Criteria 2. Government, Management, and Partnership

Criteria 3. Student

Criteria 4. Human Resource

Criteria 5. Finance, Facilities And Infrastructure

Criteria 6. Education

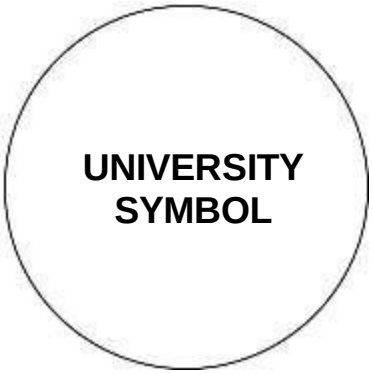
Criteria 7. Research

Criteria 8. Outreach

Criteria 9. Teaching-Research-Outreach Output And Achievements

C. PROBLEM ANALYSIS AND STUDY PROGRAM DEVELOPMENT

2. Cover Page



SELF EVALUATION REPORT
FOR MASTER'S PROGRAM
STUDY PROGRAM NAME

HIGHER EDUCATION INSTITUTION
……..

NAME OF CITY RESIDENCE OF
HIGHER EDUCATION INSTITUTION
YEAR .....

3. The Faculty Identity

Study Program (SP)	:.....
Department	:.....
Faculty	: .....
Higher Education Institution	: .....
Decree Number of SP Establishment (*)	: .....
Date of SP Establishment Decree	:.....
Month & Year of Commencement of SP Implementation	: ….....
Operational Permit Decree Number (*)	:.....
Date of Operational Permit Decree	: .....
Last Accreditation Rank	: .....
BAN-PT Decree Number	: .....
SP Address	: .....
SP Telephone Number	: .....
SP Homepage and E-mail	: .....
Team Leader WA Number	: ……...
Team Leader E-Mail Address	: ……...

4. Identity of the Self-Evaluation Report Compiler

Name : .....
NIDN : .....
Position : .....
Date of Completion : .....
Signature

NIDN : .....
Position : .....
Date of Completion : .....
Signature :

NIDN : .....
Position : .....
Date of Completion : .....
Signature :

NIDN : .....
Position : .....
Date of Completion : .....
Signature :

NIDN : .....
Position : .....
Date of Completion : .....
Signature :

5. Writing Instructions

1. The report structure follows the Self-Evaluation Report Format
2. Paper size: A4
3. Font type and size: Calibri 11 or Arial 11
4. Spacing: 1
5. The maximum number of pages is 200 pages, with the following details.

No.	Section	Number of Pages
1	Cover Page	Not counted
2	Preface	
3	Study Program Identity	
4	Instrument Compiler Identity	
5	Study Program Management Unit Profile	Maximum 10 pages
6	Criteria	Maximum 180 pages
7	Problem Analysis and Study Program Development	Maximum 10 pages
Total		**Maximum 200 pages**