UNIVERSITAS GADJAH MADA

AUN-QA System

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2016
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References

- AUN-QA , Guide to AUN-QA Assessment at Programme Level, 2015
- AUN-QA , Guide to AUN-QA Assessment at Programme Level, 2012
- Materi Pengembangan SAR: Jonson Ong, Titi Savitri

Contents of Presentation

- - AUN-QA System
- - AUN-Criterias
- - AUN-QA Certification
- - AUN-QA at UGM

AUN – QA System

AUN Core Value

"We believe in the spirit
and the togetherness of ASEAN,
that is of ASEANness,
and the benefits it will bring
to the people
from the collaborative works
we are serving."

In Brief

Objectives of AUN

- To strengthen existing network of cooperation among universities in ASEAN
- To promote collaborative study, research and educational programmes on the priority areas identified by ASEAN
- To promote cooperation and solidarity among scholars, academicians and researchers in the ASEAN Member States
- To serve as the policy-oriented body in HE in the ASEAN region

ASEAN University Network (AUN)

30 Members

Brunei Darussalam
Universiti Brunei Darussalam

Cambodia
Royal University of Phnom Penh
Royal University of Law and Economics

Indonesia
Universitas Gadjah Mada
Universitas Indonesia
Institut Technologi Bandung
Universitas Airlangga

Lao PDR
National University of Laos

Malaysia
University of Malaya
Universiti Sains Malaysia
Universiti Kebangsaan Malaysia
Universiti Putra Malaysia

Myanmar
Institute of Economics, Yangon
University of Yangon

The Philippines
University of the Philippines
De La Salle University
Ateneo de Manila University

Singapore
National University of Singapore
Nanyang Technological University
Singapore Management University

Thailand
Chulalongkorn University
Burapha University
Mahidol University
Chiangmai University

Viet Nam
Vietnam National University, Hanoi
Vietnam National University, Ho Chi Minh City

In Brief

AUN Organisation Structure

AUN Board of Trustees (AUN-BOT)

AUN Secretariat

30 AUN Member Universities

AUN Secretariat is located at Room 210. Jamjuree 1 Bldg. Chulalongkorn University, Bangkok, Thailand <www.aunsec.org>

Benefit of AUN-QA for higher Education in ASEAN

- Harmonisation of QA Framework in ASEAN
- A system of readable and comparable Degree

Free flow of workforce in 2010

Enhancing movement of business persons, professionals, talents and labour in ASEAN

THE ASEAN CHARTER

ASEAN Charter: Article 1

AUN Thematic Networks

- AUN Quality Assurance (AUN-QA)
  Secretariat: Chulalongkorn University
- AUN Southeast Asia Engineering Education Development Network (AUN/SEED-Net) Secretariat: Chulalongkorn University
- ASEAN Graduate Business and Economics Programme Network (AGBEP)
  Secretariat: Universitas Gadjah Mada
- AUN Human Rights Education Network (AUN-HREN)
  Secretariat: Mahidol University
- AUN Inter-Library Online (AUNILO)
  Secretariat: Universiti Sains Malaysia
- ASEAN Credit Transfer System (ACTS)
  Secretariat: Universitas Indonesia
- AUN Intellectual Property (AUNIP)
  Secretariat: Chulalongkorn University
- AUN University Social Responsibility & Sustainability (AUN-USR&S)
  Secretariat: Universiti Kebangsaan Malaysia

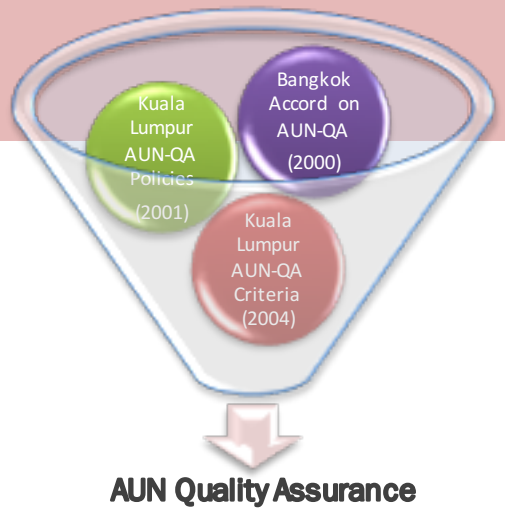
AUN Quality Assurance Project

Quality Assurance (QA)
"must be succeeded"
to drive higher education in Asia
towards the World Class.

Purposes of the AUN-QA Assessment:

- To have an agreed quality framework and criteria of QA in Higher Education in ASEAN (to anticipate ASEAN Community 2015)
- To strengthen internal QA and improve the quality
- Recognition of education programme across member universities (for credit transfers, joint degree, mobility of staff and students, etc)
- To uplift the quality of the ASEAN HE in education, research and services

Evolution of AUN-QA



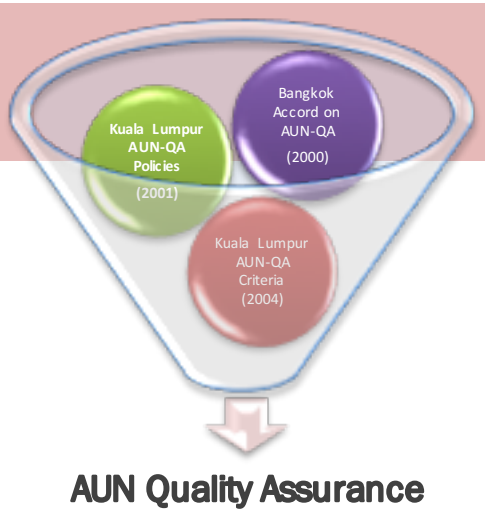
Initiated

by the 4th AUN Board of Trustee Meeting in 1998.

Aims

to develop QA network as mechanism to uplift and enhance higher education standard among the members.

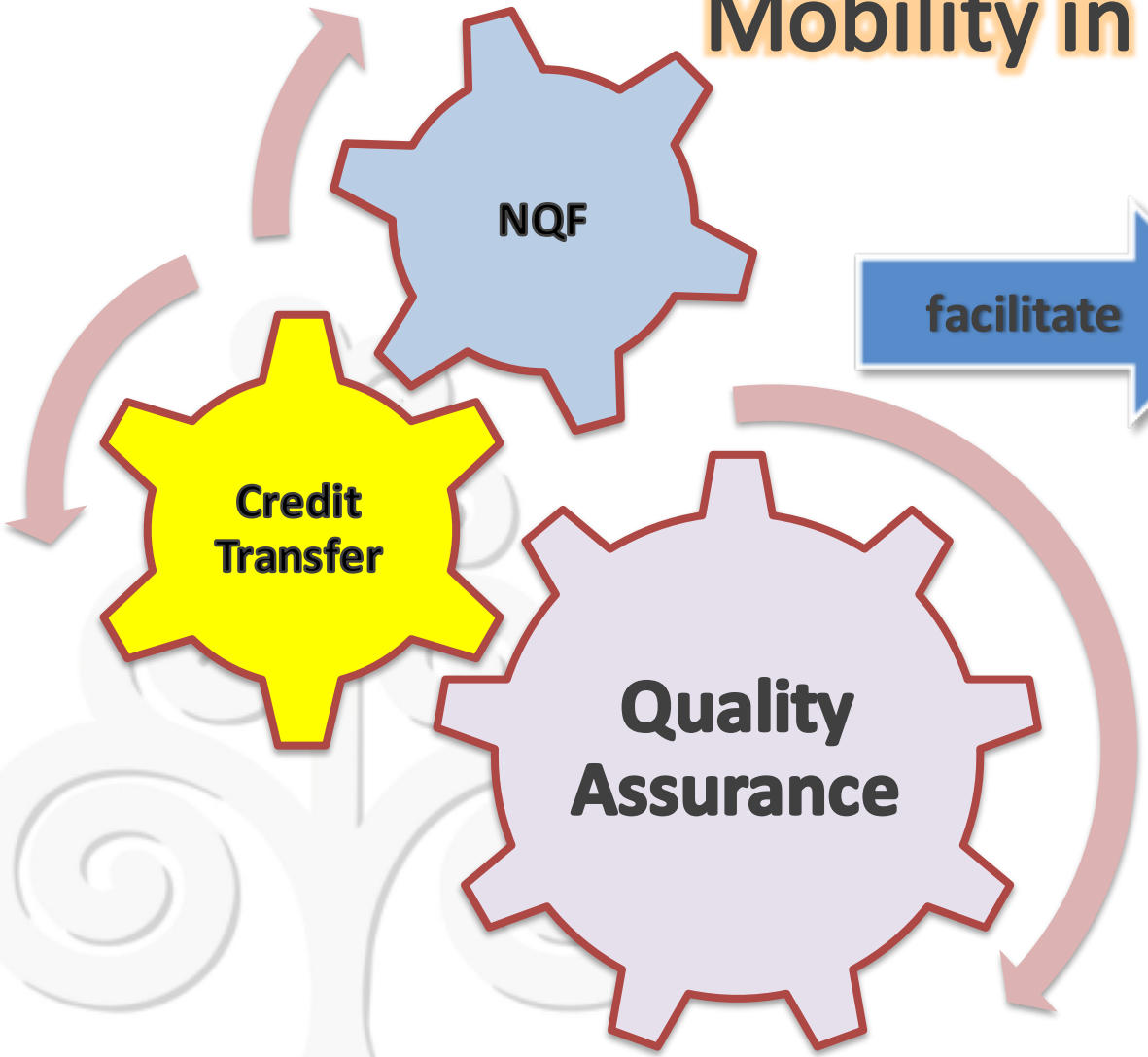
Evolution of AUN-QA



In the Bangkok Accord , AUN Member Universities agreed to:

- Appoint CQOs (Chief Quality Officers)
- Establish common QA criteria
- Exchange mutual collaboration and information
- Encourage the good practices for QA
- Facilitate QA auditing, assessment and review
- Share a mutual consultation on any differences or disputes
- Seek further and deeper engagement with ASEAN dialogue partners

Mobility in Higher Education



facilitate

Mobility of Students, Faculty and Researchers

BEBERAPA ALASAN MENGIKUTI AUN ASSESMENT

1. AUN Bukan akreditasi; tetapi sertifikasi berupa assesment process; untuk mendapatkan feedback posisi Prodi terhadap Standar AUN.
2. AUN – QA disusun mengacu ke standar akreditasi Internasional, disusun oleh pakar-pakar QA ASEAN dimotori oleh NUS
3. Bertujuan untuk meningkatkan/menyamakan kualitas standar Universitas di ASEAN
4. Untuk kemudahan proses ASEAN creadit earning/credit transfer
5. Anggota AUN dan Prodi yang telah di-asses AUN; mahasiswanya bisa mengikuti program kredit transfer dengan universitas2 anggota AUN
6. Jembatan untuk menuju ke level internasional
7. Kerjasama AUN dikembangkan ke Jepang, China, EU
8. Kesadaran mutu

AUN-QA certification

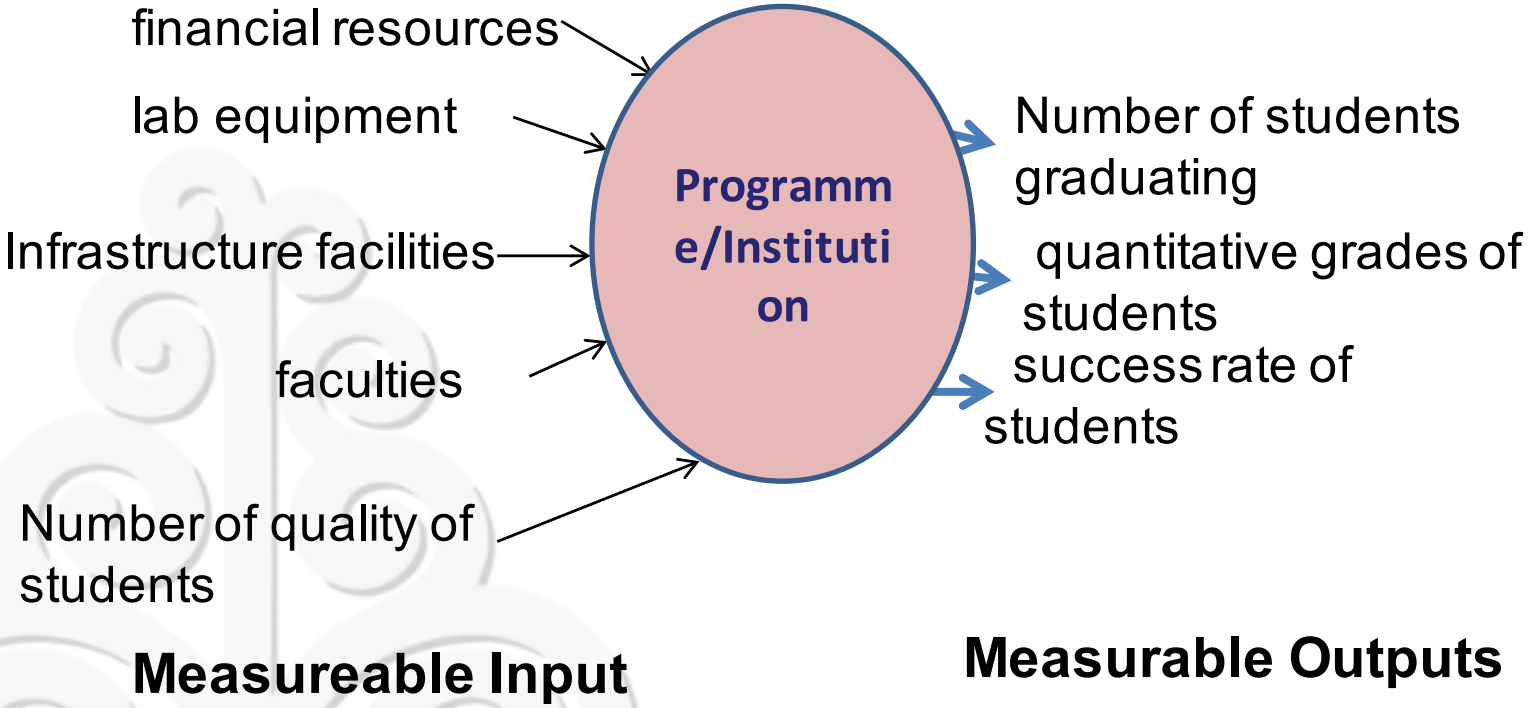
Quality Assurance in Higher Education

- Internal Quality Assurance
- External Quality Assurance
  - Accrediation
  - Certification
  - Audit

Certification AUN

- Type of certification:
  - Instiutional
  - Program : undergraduate
- Fokus on quality improvement process
- Outcome based assessment
- Discipline: All

Input-Output Based Education



Karnakata, 2015

Outcome Based Education (OBE)

Starting with a clear picture of what is important for students to be able to do…

Then organizing the curriculum, delivery and assessment to make sure learning happens and LO achieved…

Outcome Based Education (OBE)

- OBE is the education process that focused at achieving the certain specified concrete outcome (results oriented knowledge, ability and behavior).
- OBE is a process that involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than accumulation of course credits.

Outcome Based Education

OBE

(Education)

OBC

(Curriculum)

OBLT

(Learning & Teachin

OBA

(Assessment)

What the student should be able to do?

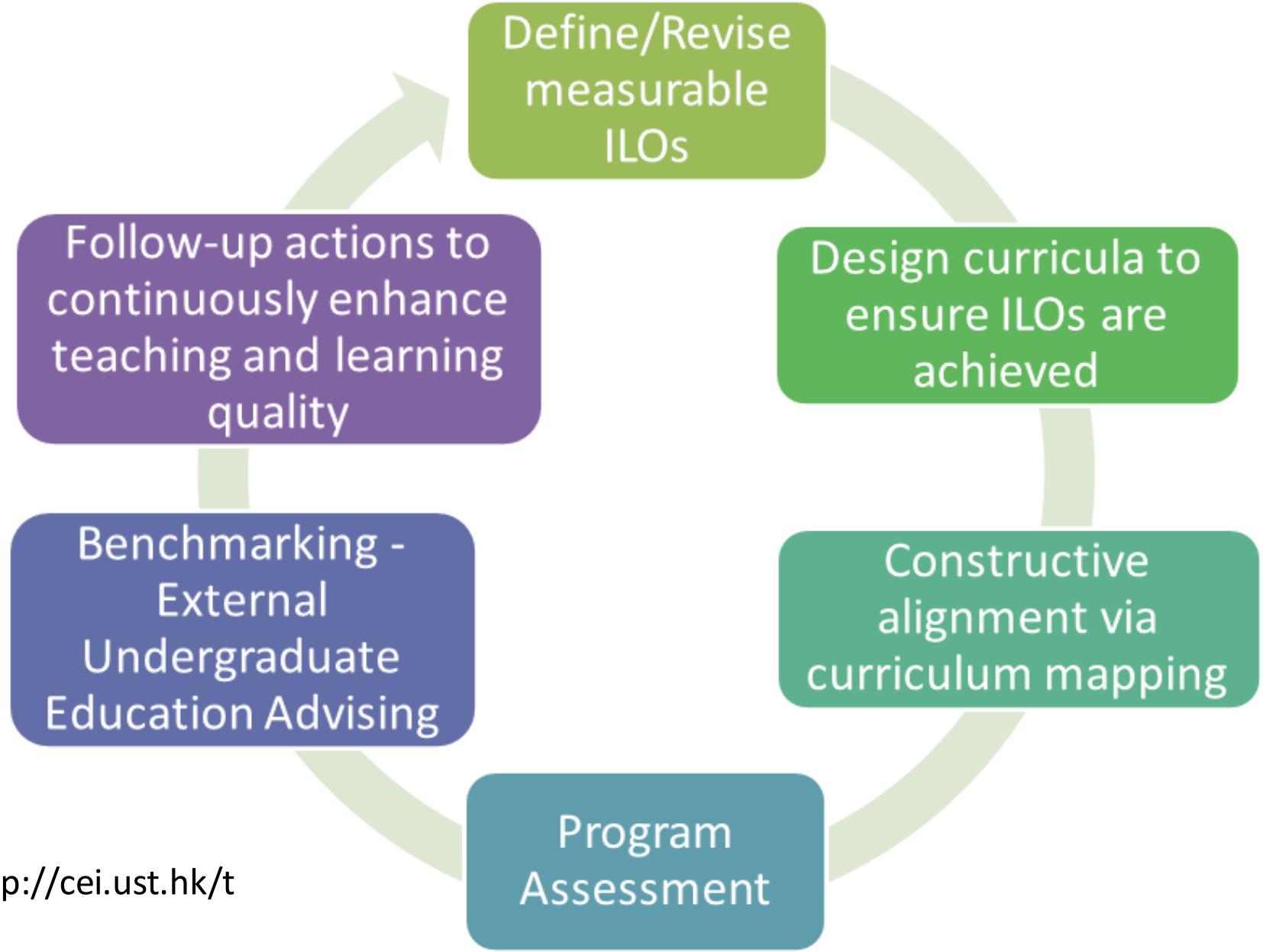
Attributes

How to make the student achieve the outcome?

How to measure what the student has achieved?

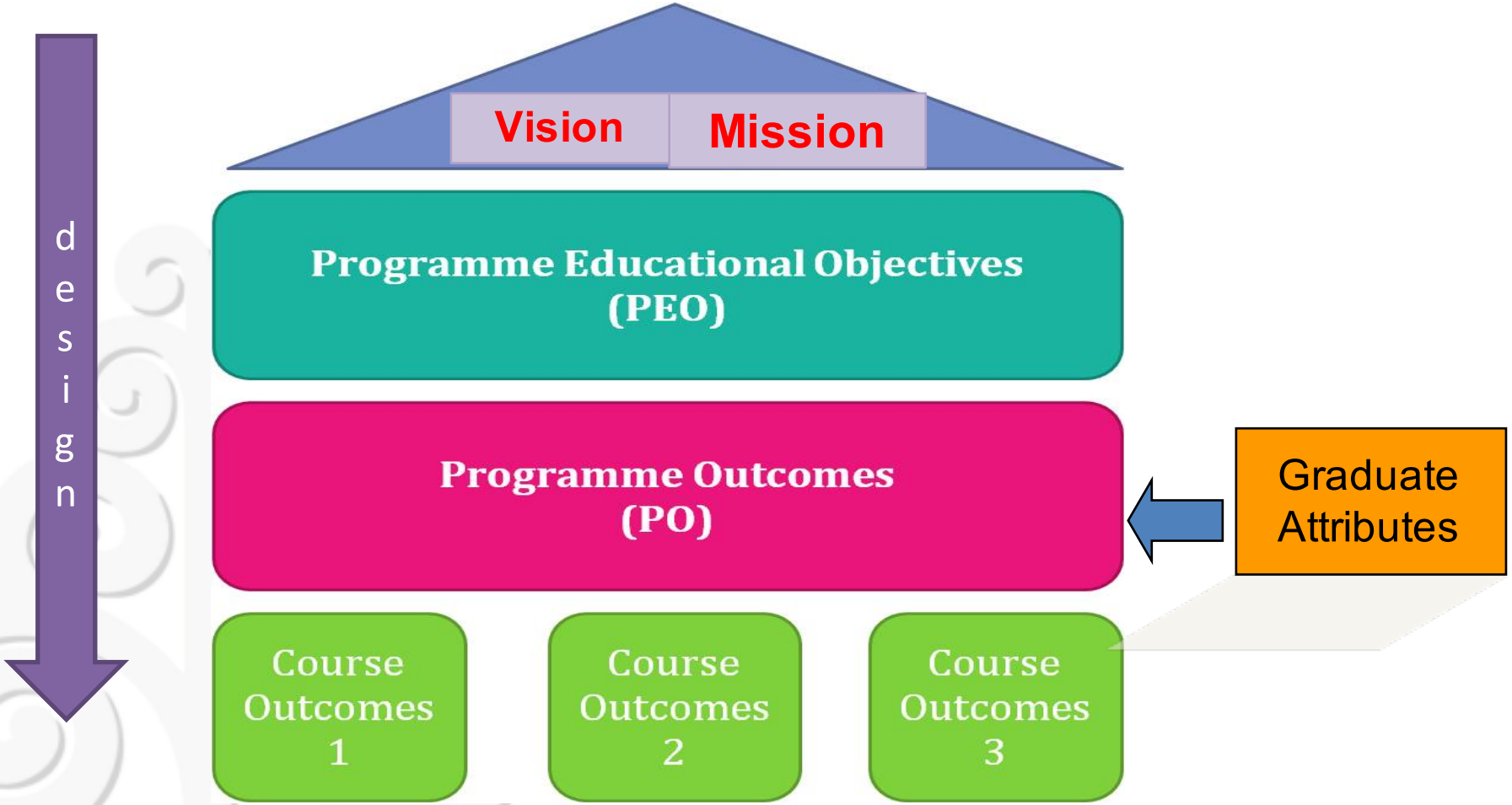
Karnakata, 2015

Outcome Based Education



http://cei.ust.hk/t

Key constituents of Outcome based Education



Karnakata, 2015

WHY "Outcome-based Education (OBE)

- More directed & coherent curriculum,
- Graduates will be more "relevant" to industry & sector, other stakeholders and society ,
- Continuous Quality Improvement is an inevitable consequence of OBE.
- No OBE = very difficult to get international accreditation/certification

Outcome based education

➔ Outcame based delivery and assessment

http://assessment.uconn.edu/why/

Outcome based education (OBE)

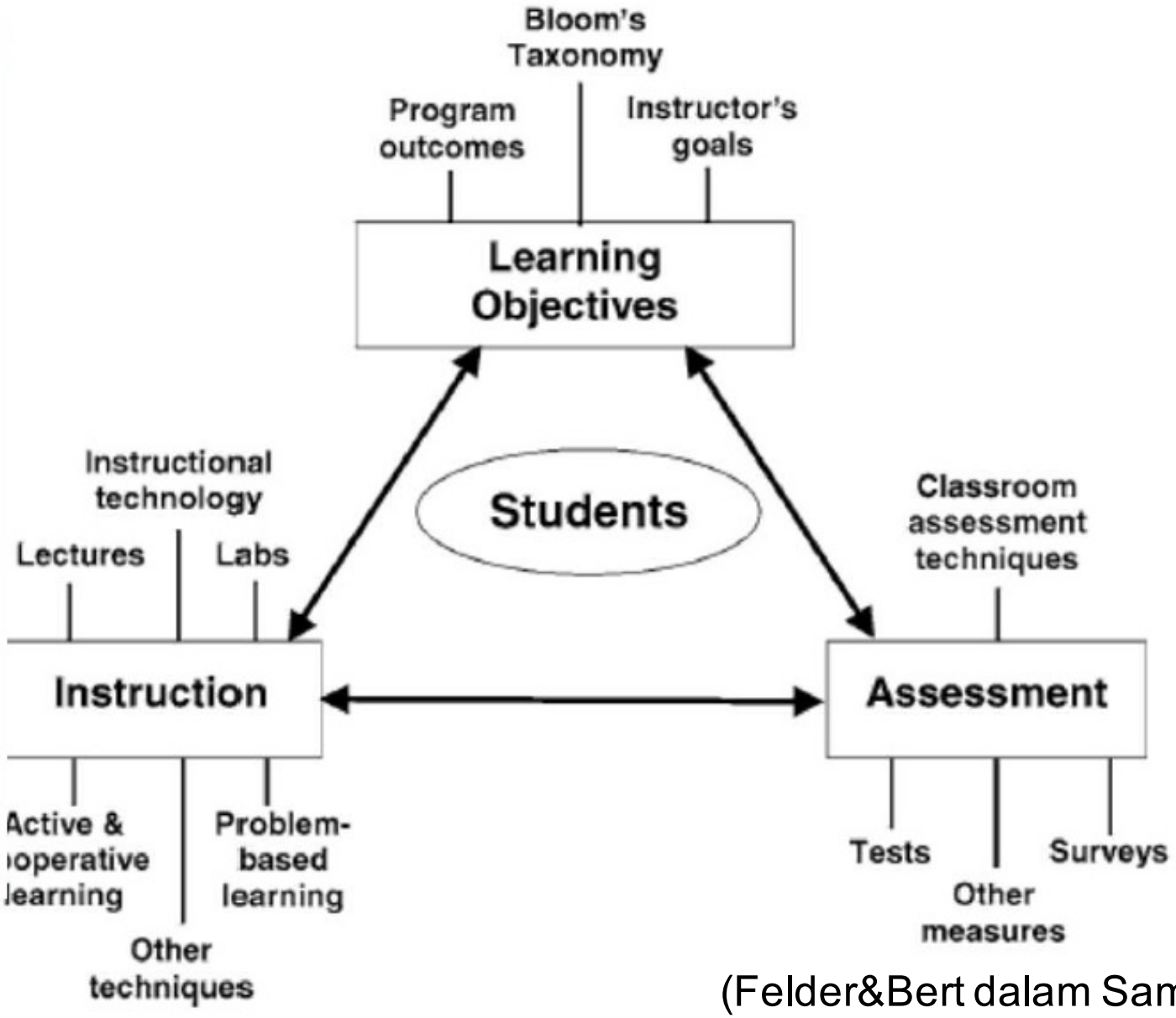
IT'S NOT WHAT Academic Staff

TEACH, (In this case there is no need to program outcomes and program educational objectives)

OBE is WHAT Students

ACHIEVE (LEARNED Acquirements after completion a course or program)

2. Learning design

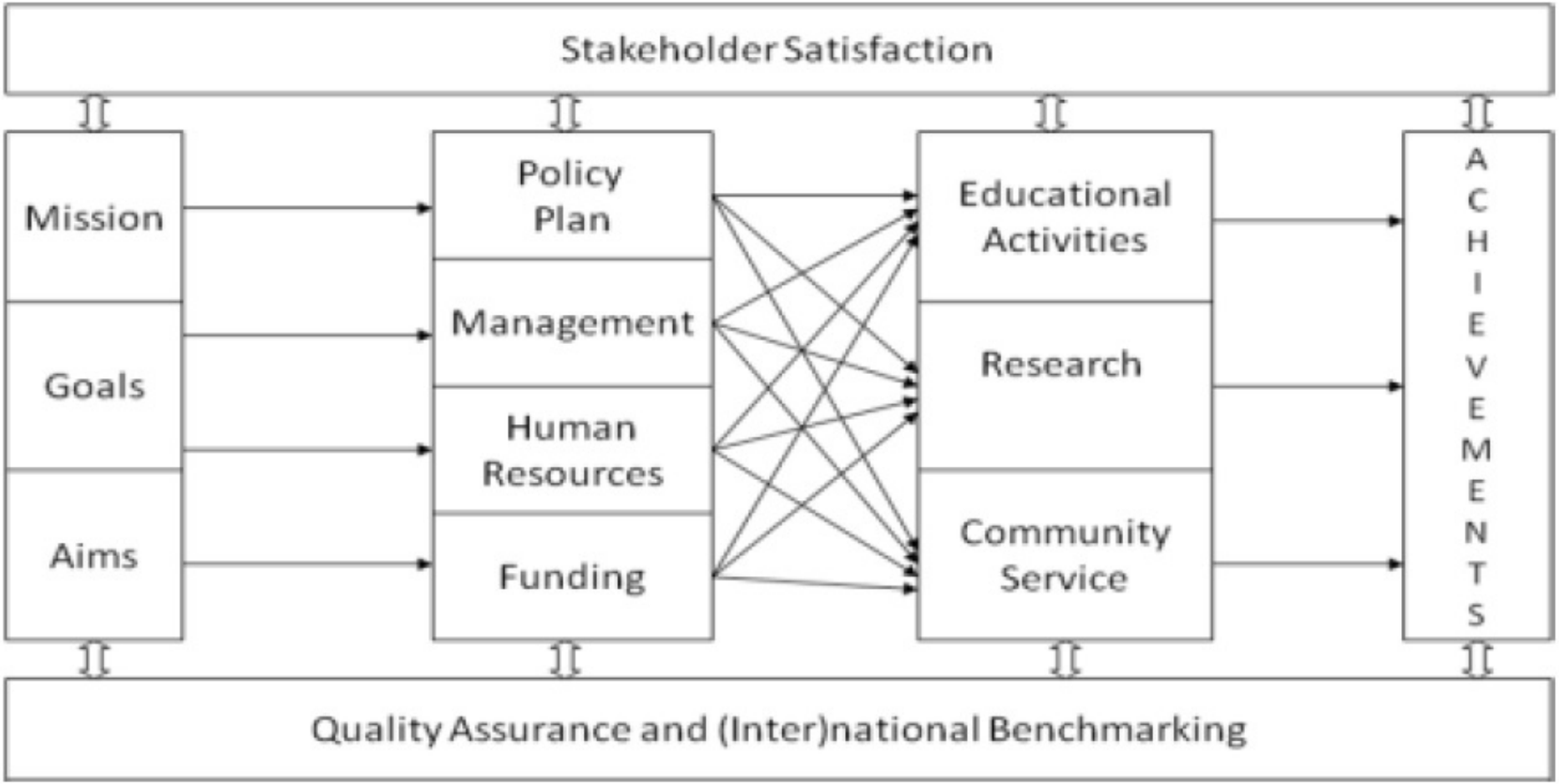


(Felder&Bert dalam Samadi, 2015)

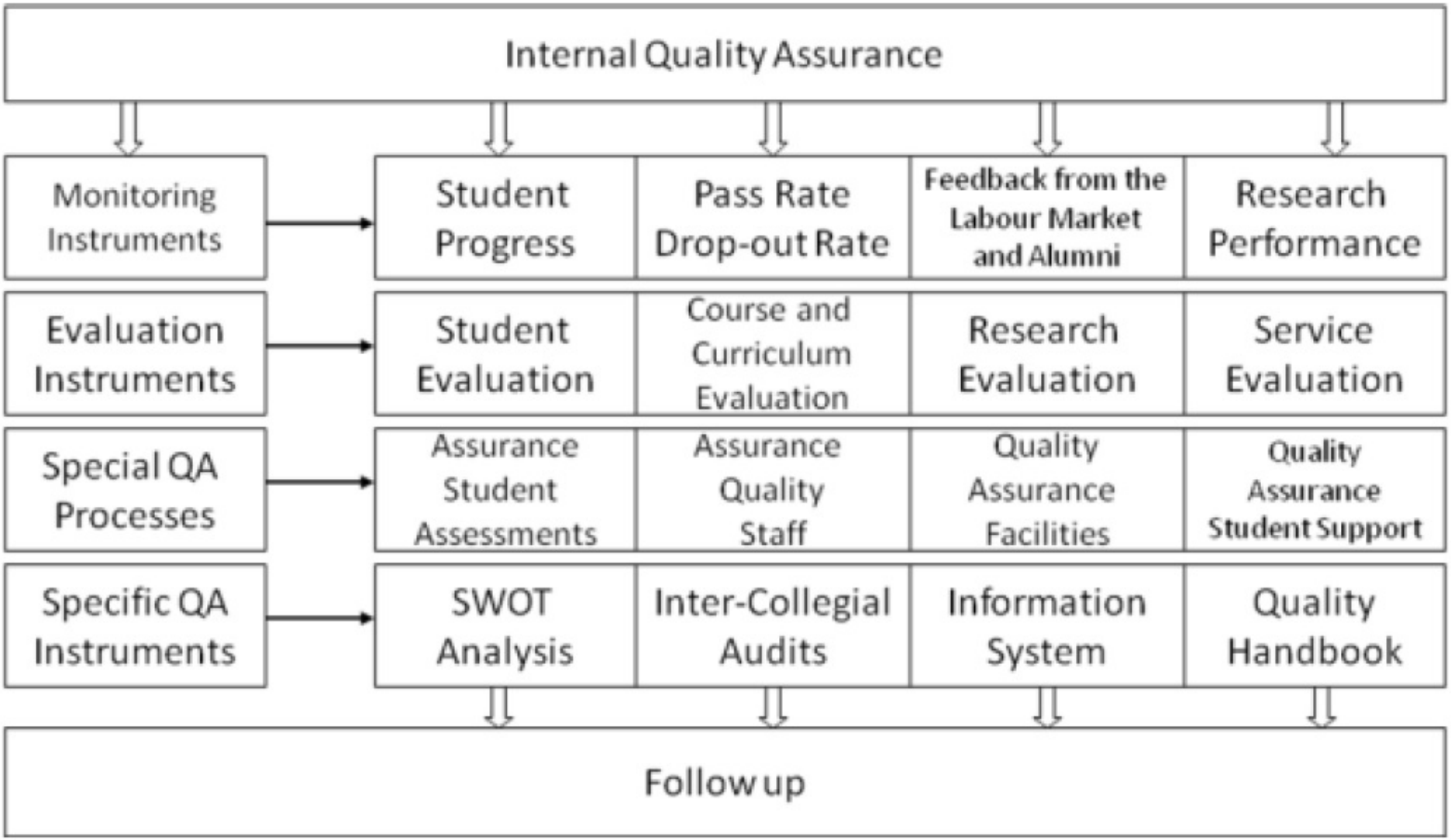
AUN Criterias

AUN-QA Models for Higher Educatio

AUN-QA Model for Institutional Level



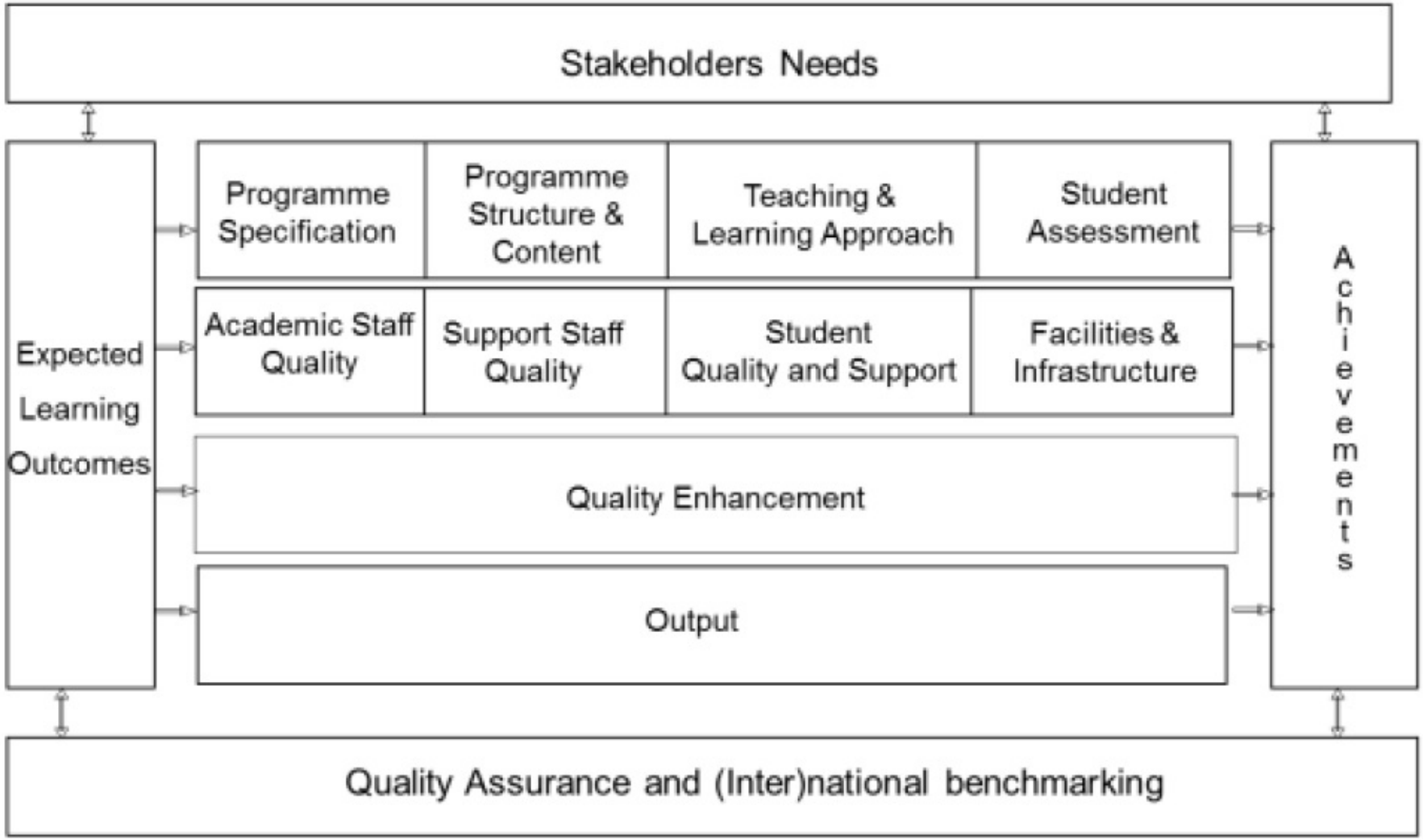
AUN-QA Model for IQA System



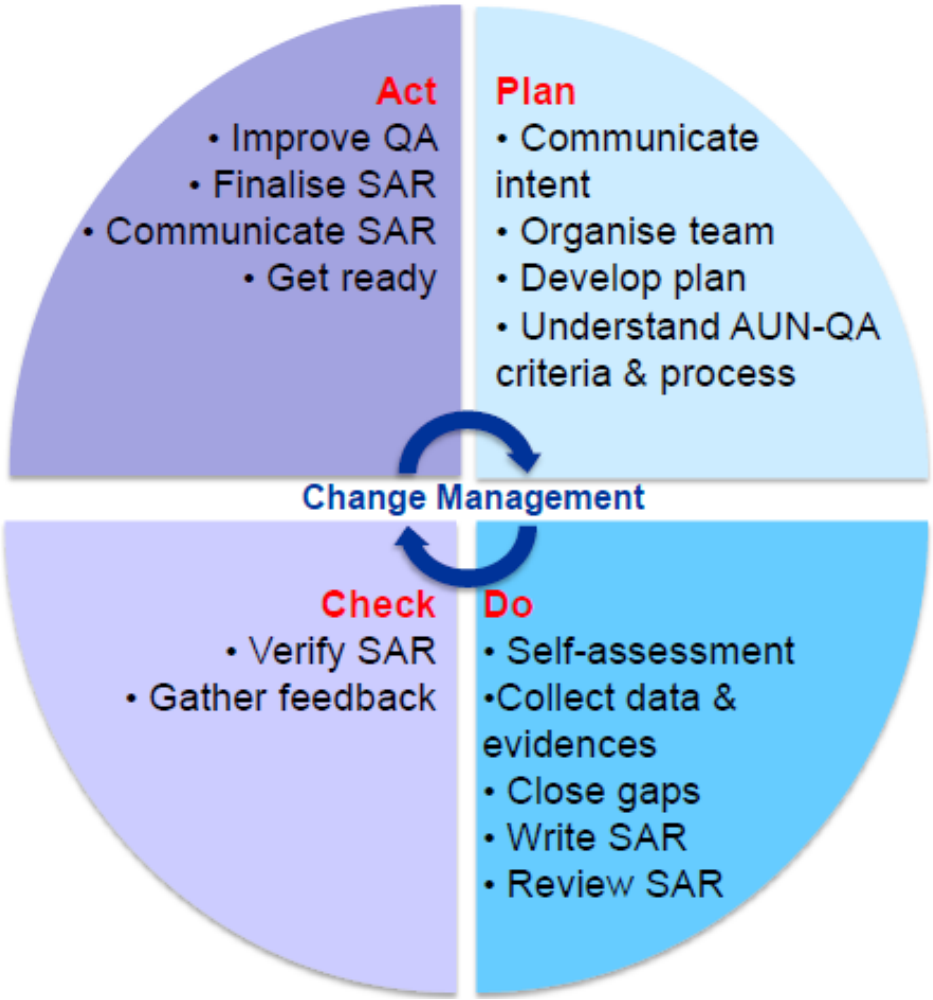
Comparison of 3 versions criterias

1st Version	2nd Version	3rd Version
1. Goals and Objectives; Expected Learning Outcomes	1. Expected Learning Outcomes	1. Expected Learning Outcomes
2. Programme Specification	2. Programme Specification	2. Programme Specification
3. Programme Content	3. Programme Structure and Content	3. Programme Structure and Content
4. Programme Organisation		
5. Didactic Concept and Teaching/ Learning Strategy	4. Teaching and Learning Strategy	4. Teaching and Learning Approach
6. Student Assessment	5. Student Assessment	5. Student Assessment
7. Staff Quality	6. Academic Staff Quality	6. Academic Staff Quality
8. Quality of Support Staff	7. Support Staff Quality	7. Support Staff Quality
9. Student Quality	8. Student Quality	8. Student Quality and Support
10. Student Advice and Support	9. Student Advice and Support	
11. Facilities and Infrastructur	10. Facilities and Infrastructure	9. Facilities and Infrastructure
12. Quality Assurance of Teaching/Learning Process	11. Quality Assurance of Teaching and Learning Process	10. Quality Enhancement
13. Student Evaluation		
14. Curriculum Design		
15. Staff Development Activities	12. Staff Development Activities	6. Academic Staff Quality 7. Support Staff Quality
16. Feedback Stakeholders	13. Stakeholders Feedback	10. Quality Enhancement
17. Output	14. Output	11. Output
18. Stakeholders Satisfaction	15. Stakeholders Satisfaction	

AUN-QA Model for Programme Level (3rd)

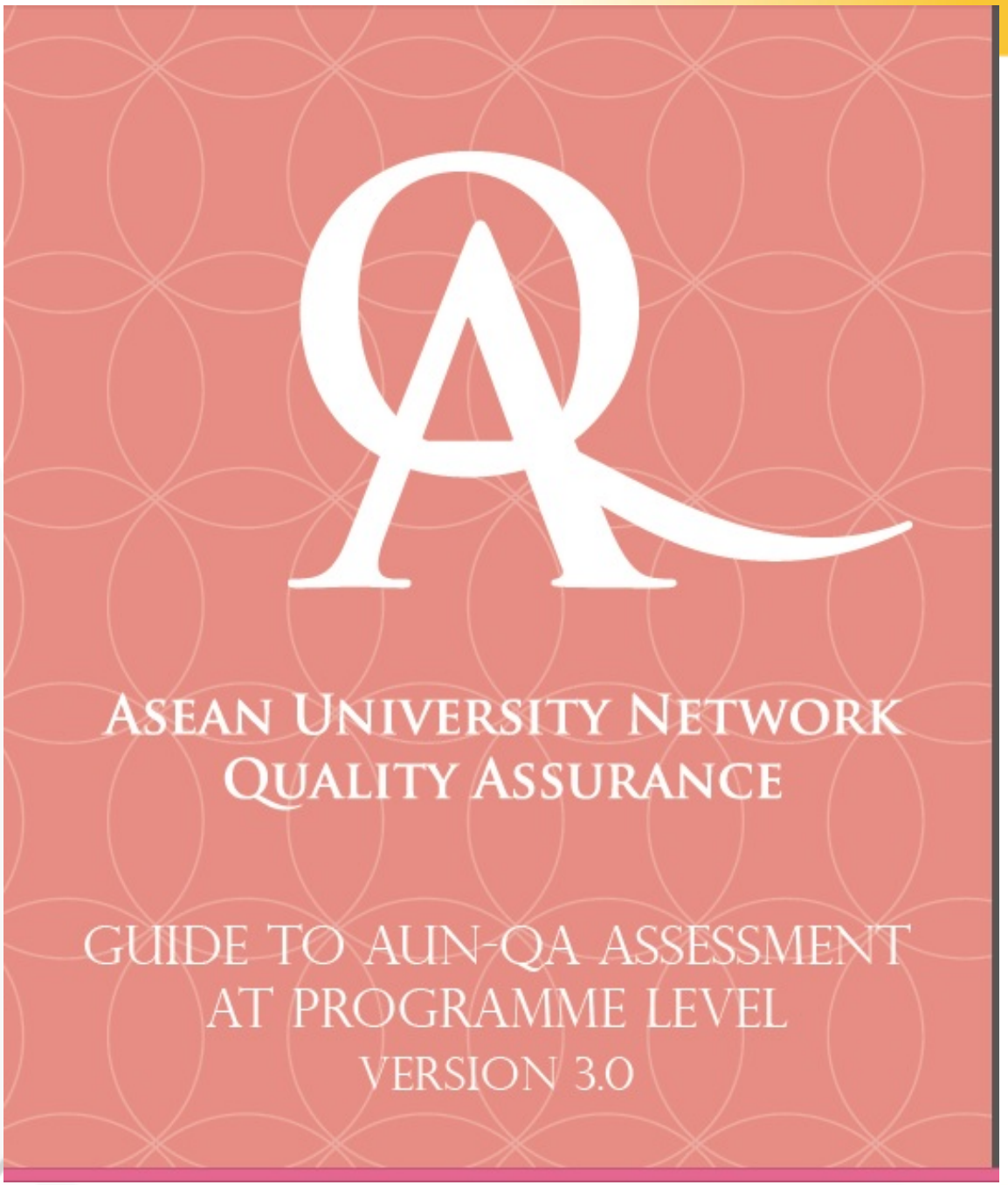


PDCA Approach to Self-assessment at Programme Level



Ong, 2012

Reference 2015



Structure of each criteria (in the manual)

- AUN –QA standard: requirements for each criteria to meet the AUN-standard
- Checklist: assesment/evaluation points
- Explanation of criteria
- Diagnostic questions: list of questions that help the team to develop the AUN-SAR and the assessor to find the evidence in meeting w. the criteria
- Sources of Evidence

1. Expected Learning Outcome

Criteria/standard:

1. *The formulation of the expected learning outcomes takes into account and reflects the vision and mission of the institution. The vision and mission are explicit and known to staff and students.*
2. *The programme shows the expected learning outcomes of the graduate. Each course and lesson should clearly be designed to achieve its expected learning outcomes which should be aligned to the programme expected learning outcomes.*
3. *The programme is designed to cover both subject specific outcomes that relate to the knowledge and skills of the subject discipline; and generic (sometimes called transferable skills) outcomes that relate to any and all disciplines e.g. written and oral communication, problem-solving, information technology, teambuilding skills, etc.*
4. *The programme has clearly formulated the expected learning outcomes which reflect the relevant demands and needs of the stakeholders.*

Structure of the AUN QA Criteria

Definition of Criteria

↓

Checklist

↓

Explanation

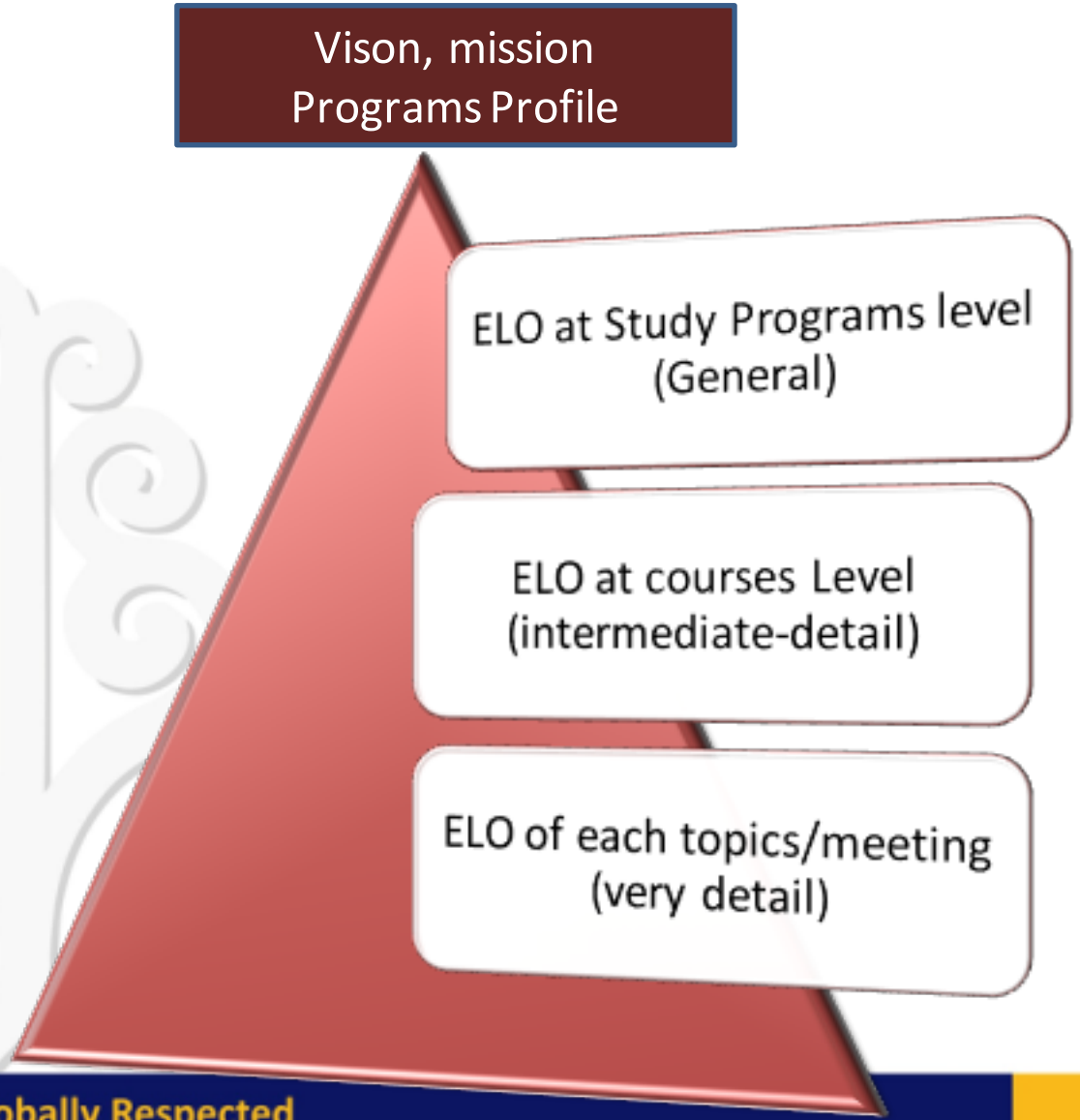
↓

Diagnostic Questions

↓

Sources of Evidences

Criteria 1:Expected Learning Outcome (ELO)



c. Checklist

1	**Expected Learning Outcomes**	1	2	3	4	5	6	7
1.1	The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2]							
1.2	The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes [3]							
1.3	The expected learning outcomes clearly reflect the requirements of the stakeholders [4]							
	Overall opinion							

Outcomes Pyramid: Goals, Objectives and Outcomes

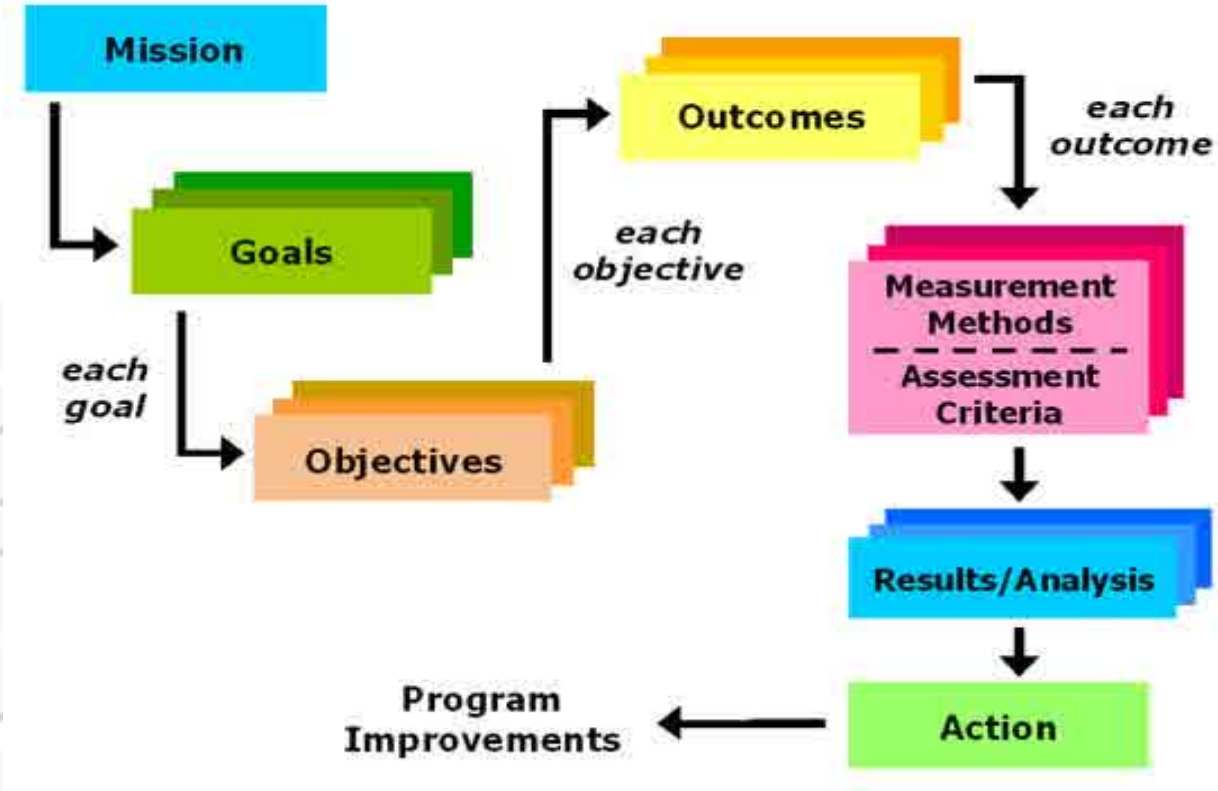
http://assessment.uconn.edu/

Goals, Objectives, and Outcome

Goal	Objective	How this objective might be reformulated as a **Learning Outcome**
(Geology) To develop knowledge, understanding and skills related to the recognition and interpretation of igneous and metamorphic rocks.	To explain the different magma geochemistries derived from partial melting of the mantle in different tectonic regime.	Students should be able to demonstrate how magma geochemistry relates to partial melting of the mantle by contrasting the outcomes of this process in different tectonic regimes through the critical analysis of specific case studies.
(Biochemistry) To explain the biochemical basis of drug design and development.	To demonstrate the application of molecular graphics to drug design.	Students should be able to apply the principles underpinning the use of molecular graphics in the design of drugs to illustrate general and specific cases through a computer-based presentation.
(English) To introduce students to modes of satiric writing in the eighteenth century.	To familiarize students with a number of substantive eighteenth century texts. Students will be trained in the close reading of language and its relation to literary	Students should be able to analyze the relationship between the language of satire to literary form by the close examination of a selected number of eighteenth-

http://assessment.uconn.edu/

Assessment plan



Student learning *outcomes*, should derive from the *objectives* which flow from the *goals* and *mission* of the program. An *Assessment Plan* includes all these components and focuses on the assessment of each learning outcome and how the evaluation of the results of the assessment are used for program improvement (http://assessment.uconn.edu/, 2015)

d. Diagnostic Questions

- What is the purpose of the study programme?
- What are the expected learning outcomes?
- How are the expected learning outcomes formulated?
- Do the learning outcomes reflect the vision and mission of the university, faculty or department?
- Does the labour market set any specific requirements for graduates to meet?
- To what extent is the content of the programme tuned to the labour market?
- Is there a well-defined job profile?
- How are the learning outcomes made known to staff and students?
- Are the learning outcomes measurable and achievable? How?
- To what extent have the learning outcomes been achieved?
- Are learning outcomes being reviewed periodically?
- How are the learning outcomes translated into concrete requirements of the graduate (i.e. knowledge, skills and attitudes including habits of mind)?

e. Sources of Evidence

Programme and course specifications
Course brochure and prospectus or bulletin
Skills matrix
Stakeholders' input
University and faculty websites
Curriculum review minutes and documents
Accreditation and benchmarking reports

3. Programme Structure and Content

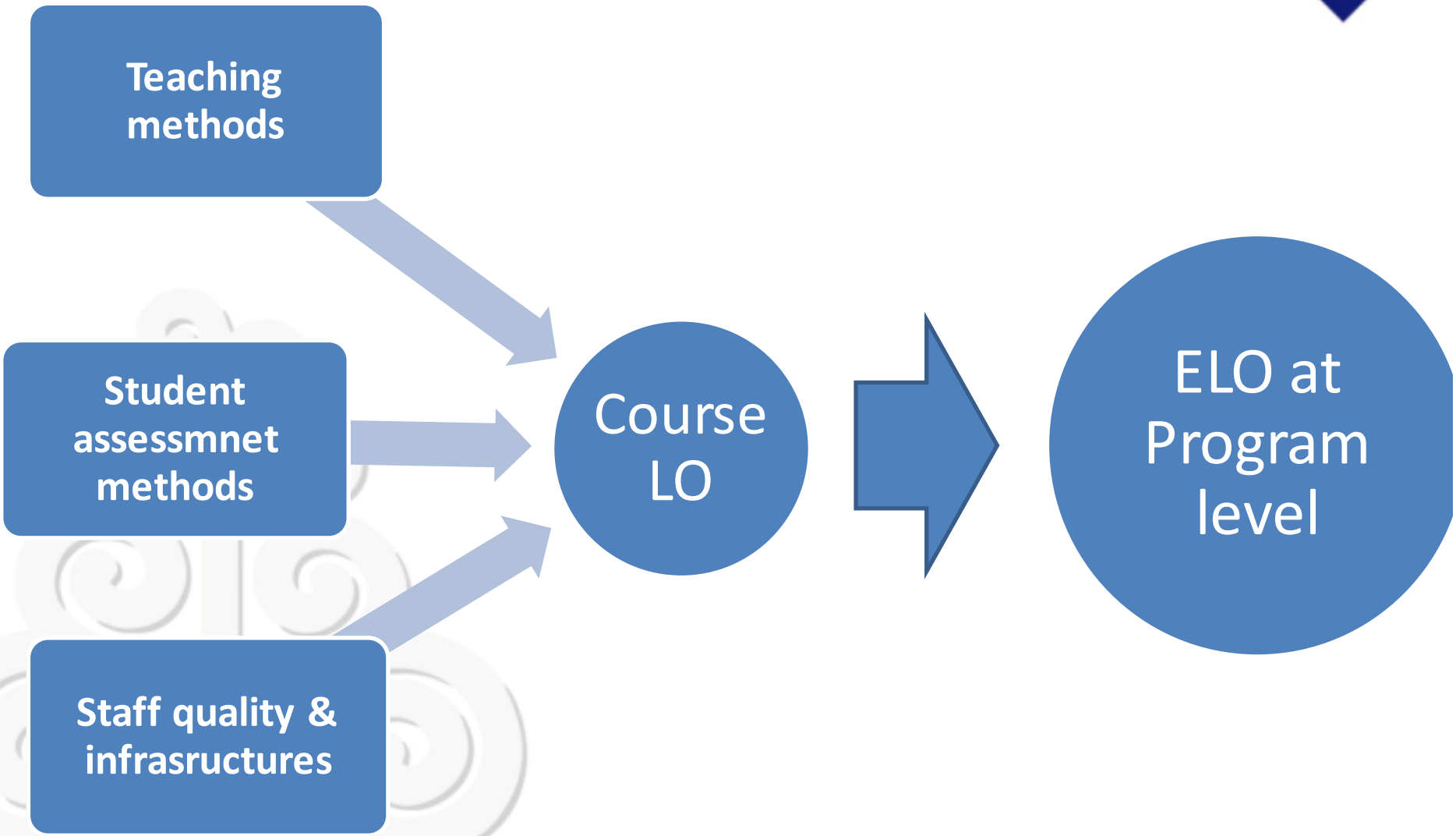
Criteria/standard:

1. *The curriculum, teaching and learning methods and student assessment are constructively aligned to achieve the expected learning outcomes.*
2. *The curriculum is designed to meet the expected learning outcomes where the contribution made by each course in achieving the programme's expected learning outcomes is clear.*
3. *The curriculum is designed so that the subject matter is logically structured, sequenced, and integrated.*
4. *The curriculum structure shows clearly the relationship and progression of basic courses, the intermediate courses, and the specialised courses.*
5. *The curriculum is structured so that it is flexible enough to allow students to pursue an area of specialisation and incorporate more recent changes and developments in the field.*
6. *The curriculum is reviewed periodically to ensure that it remains relevant and up-to-date.*

b. Checklist

3	Programme Structure and Content	1	2	3	4	5	6	7
3.1	The curriculum is designed based on constructive alignment with the expected learning outcomes [1]							
3.2	The contribution made by each course to achieve the expected learning outcomes is clear [2]							
3.3	The curriculum is logically structured, sequenced, integrated and up-to-date [3, 4, 5, 6]							
	Overall opinion							

c. Structured- Curricullum



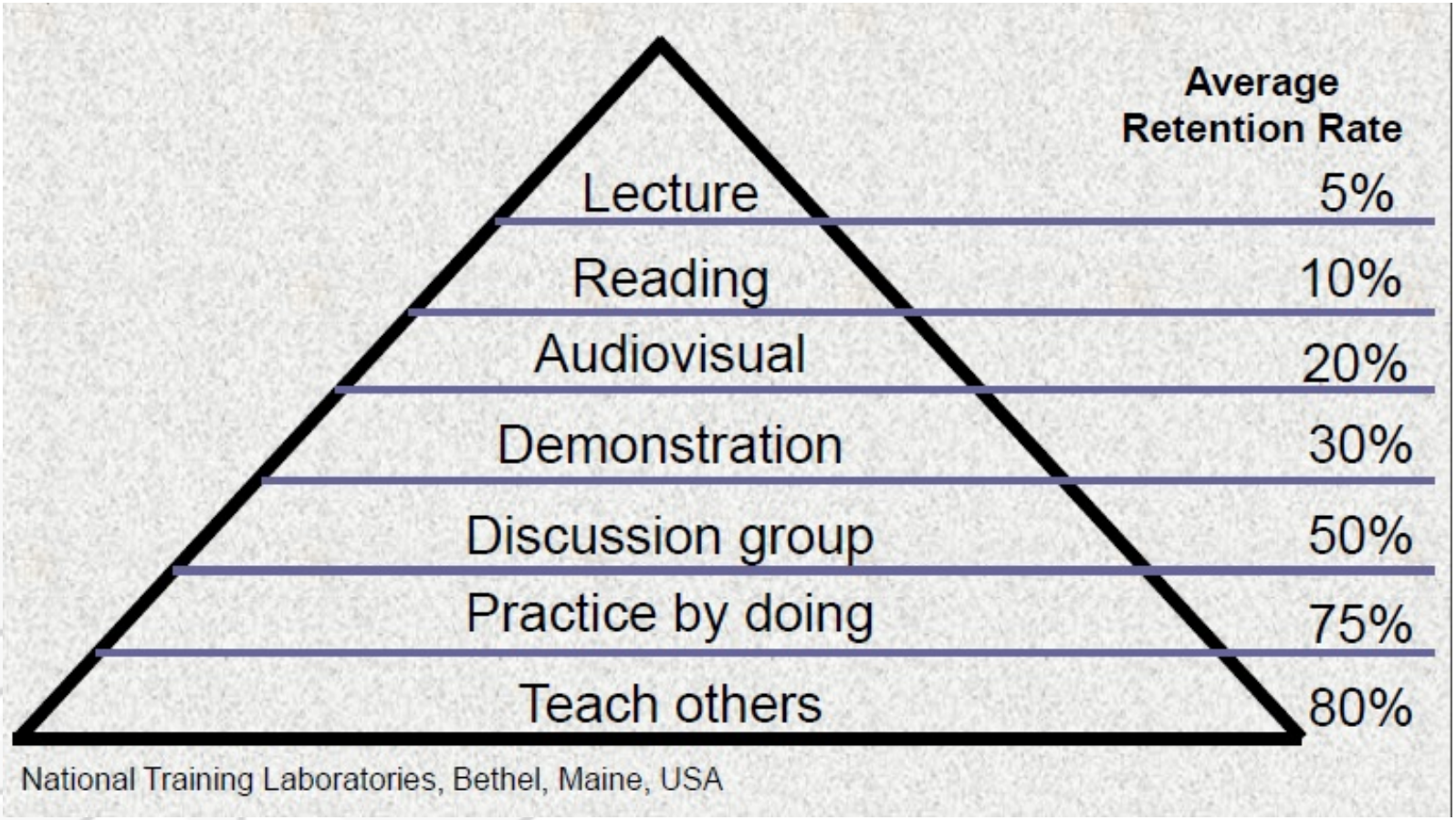
c. Structured-Curriculum

- Constructive alignment between the courses, teaching and learning also assessment methods
- Constructive alignment includes:
  - ✓ defining ELOs that are measurable;
  - ✓ selecting teaching and learning methods that are likely to ensure that the ELOs are achieved; and
  - ✓ assessing how well the students have achieved the ELO as intended.

4. Teaching and Learning

1. *The teaching and learning approach is often dictated by the educational philosophy of the university. Educational philosophy can be defined as a set of related beliefs that influences what and how students should be taught. It defines the purpose of education, the roles of teachers and students, and what should be taught and by what methods.*
2. *Quality learning is understood as involving the active construction of meaning by the student, and not just something that is imparted by the teacher. It is a deep approach of learning that seeks to make meaning and achieve understanding.*
3. *Quality learning is also largely dependent on the approach that the learner takes when learning. This in turn is dependent on the concepts that the learner holds of learning, what he or she knows about his or her own learning, and the strategies she or he chooses to use.*
4. *Quality learning embraces the principles of learning. Students learn best in a relaxed, supportive, and cooperative learning environment.*
5. *In promoting responsibility in learning, teachers should:*
   a. *create a teaching-learning environment that enables individuals to participate responsibly in the learning process; and*
   b. *provide curricula that are flexible and enable learners to make meaningful choices in terms of subject content, programme routes, approaches to assessment and modes and duration of study.*
6. *The teaching and learning approach should promote learning, learning how to learn and instil in students a commitment of lifelong learning (e.g. commitment to critical inquiry, information-processing skills, a willingness to experiment with new ideas and practices, etc.).*

The Learning Pyramid



b. Checklist

4	Teaching and Learning Approach	1	2	3	4	5	6	7
4.1	The educational philosophy is well articulated and communicated to all stakeholders [1]							
4.2	Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes [2, 3, 4, 5]							
4.3	Teaching and learning activities enhance life-long learning [6]							
	Overall opinion							

5. Student **Assessment**

1. *Assessment covers:*
   - *New student admission*
   - *Continuous assessment during the course of study*
   - *Final/exit test before graduation*
2. *In fostering constructive alignment, a variety of assessment methods should be adopted and be congruent with the expected learning outcomes. They should measure the achievement of all the expected learning outcomes of the programme and its courses.*
3. *A range of assessment methods is used in a planned manner to serve diagnostic, formative, and summative purposes.*
4. *The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading should be explicit and communicated to all concerned.*
5. *Standards applied in assessment schemes are explicit and consistent across the programme.*
6. *Procedures and methods are applied to ensure that student assessment is valid, reliable and fairly administered.*
7. *The reliability and validity of assessment methods should be documented and regularly evaluated and new assessment methods are developed and tested.*
8. *Students have ready access to reasonable appeal procedures.*

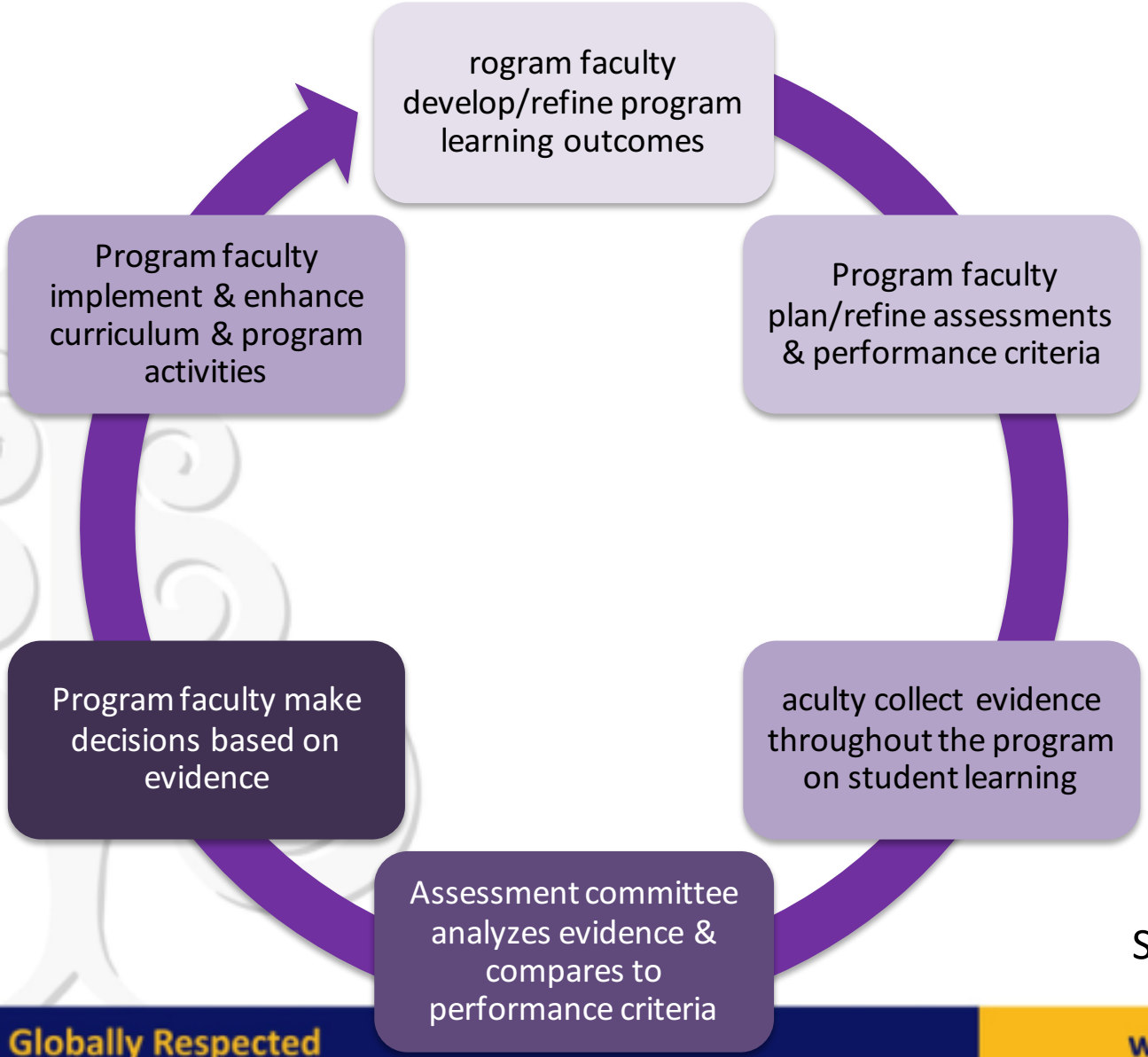
b. Checklist

5	Student Assessment	1	2	3	4	5	6	7
5.1	The student assessment is constructively aligned to the achievement of the expected learning outcomes [1, 2]							
5.2	The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students [4, 5]							
5.3	Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment [6, 7]							
5.4	Feedback of student assessment is timely and helps to improve learning [3]							
5.5	Students have ready access to appeal procedure [8]							
	Overall opinion							

c. Evident

- Samples of in-course assessment, project work, thesis, final examination, etc.
- Rubrics
- Marking scheme
- Moderation process
- Appeal procedure
- Programme and course specifications
- Examination regulations

Assessment process: Program level



Samadi, 2015

Assessment Tools

- Exit surveys, Exit interviews (P)
- Alumni surveys and interviews (P)
- Employer surveys and interviews (P)
- Job offers, starting salaries (relative to national benchmark) (P)
- Admission to graduate schools (P)
- Performance in group and internship assignments (P,C)
- Assignments, report and tests (P,C)

P: Program C: Course

Assessment Tools (cont…)

- Student surveys, individual and focus group interviews (P,C)
- Peer-evaluations, self evaluations (P,C)
- Student portfolios (P,C)
- Behavioral observation (P,C)
- Written tests linked to learning objectives (C)
- Written project reports (C)
- Oral presentation, live or videotape (C)
- Research proposals, student-formulated problems (C)
- Classrooms assessment techniques (C)

P: Program C: Course

Assessment methods

Direct Assessment (measure the learning results)	In-direct Assessment (measure the impression of learning)
• Exam • Homework • Quizz • Prac. report • Thesis • Etc ➔ scoring rubrics	• Survey (in & external) • FGD

Both assessment methods are complamented each others ➔ have to carried out

Sample Program Outcome: Student can Work Effectively in Teams

	Unsatisfactory 1	Developing 2	Satisfactory 3	Exemplary 4	Score
Research & gather information	Does not collect any information relating to the topic	Collects very limited information; some relate to the topic	Collects some basic information; most refer to the topic	Collects a great deal of information; all refer to the topic	
Fulfill team's roles & duties	Does not perform any duties assigned to the team role	Performs very little duties	Performs nearly all duties	Performs all duties of assigned team roles	
Shares work equally	Always relies on others to do the work	Rarely does the assigned work; often needs reminding	Usually does the assigned work; rarely needs reminding	Always does the assigned work without having to be reminded.	
Listen to other Team mates	Is always talking; never allows anyone else to speak	Usually does most of the talking; rarely allows others to speak	Listens, but sometimes talk too much	Listens and speaks a fair amount	

Sample. of Oral Communication Rubrics

Performance Area	3: Exceeds Standards	2: Meets Standards	1: Fails to Meet Standards	Score
Organization	Presenter follows logical sequence and provides explanations/elaboration.	Presenter follows logical sequence, but fails to elaborate.	Presenter does not follow logical sequence (jumps around in presentation).	3 2 1
Eye Contact	Presenter seldom returns to notes, maintaining eye contact with audience throughout the presentation.	Presenter maintains eye contact with audience most of the time, but frequently returns to notes.	Presenter reads most or all of report, making little to no eye contact with audience.	3 2 1
Delivery	Presenter speaks clearly and loud enough for all in audience to hear, makes no grammatical errors, and pronounces all terms correctly and precisely.	Presenter's voice is relatively clear, but too low to be heard by those in the back of the room. Presenter makes several major grammatical errors, and mispronounces some terms.	Presenter mumbles, mispronounces terms, and makes serious and persistent grammatical errors throughout presentation. Presenter speaks too quietly to be heard by many in audience.	3 2 1
Conclusion:	Effectively summarizes the presentation and provides a sense of closure.	Provides an adequate summary &/or recommendation that is reasonable given the information/analysis presented.	Weak or no conclusion provided (it is too vague to be of any practical value) or the recommendation is weakly related to the analysis.	3 2 1
Responsiveness: a) Q&A b) time	Addresses all questions in a manner that demonstrates a thorough command of the topic(s) of the presentation. Speaker uses the allotted time effectively. Finishes on time.	Presenter demonstrates an ability to address most questions in a thoughtful and effective manner. Speaker finishes on time but has to rush through last points to finish on time.	Presenter cannot address basic questions about the topic or addresses them in a superficial manner. Speaker does not finish on time or finishes well before allotted time.	3 2 1
Multimedia Support and Visual Aids: Charts, animation, graphs, handouts, posters, videos, slides, sound	Presentation includes a balanced use of appropriate multimedia that enhances the overall presentation (easy to read, attractive, informative, and error free).	Presentation includes limited multi-media that enhance the overall presentation. Easy to read and informative, but not outstanding.	Presentation includes little or no multimedia or uses it in distracting or ineffective manner (difficult to read, has errors &/or typos, etc.).	3 2 1

When to Assess

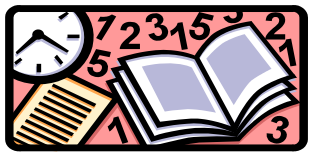
Program Educational Objectives(PEOs)

Few years after Graduation – 4 to 5 years

Program Outcomes (POs)

Upon graduation

Course Outcomes (COs)



Upon course completion

SAR Development Approach

How to Write SAR

1. Determine whether the criterion is qualitative, quantitative or both; and what is it asking for: a requirement, a process, a resource, a result….
2. Write the criterion using 5Ws and 1H or ADRI approach or PDCA
3. Review and verify SAR
4. Finalise and communicate SAR

Ong, 2012

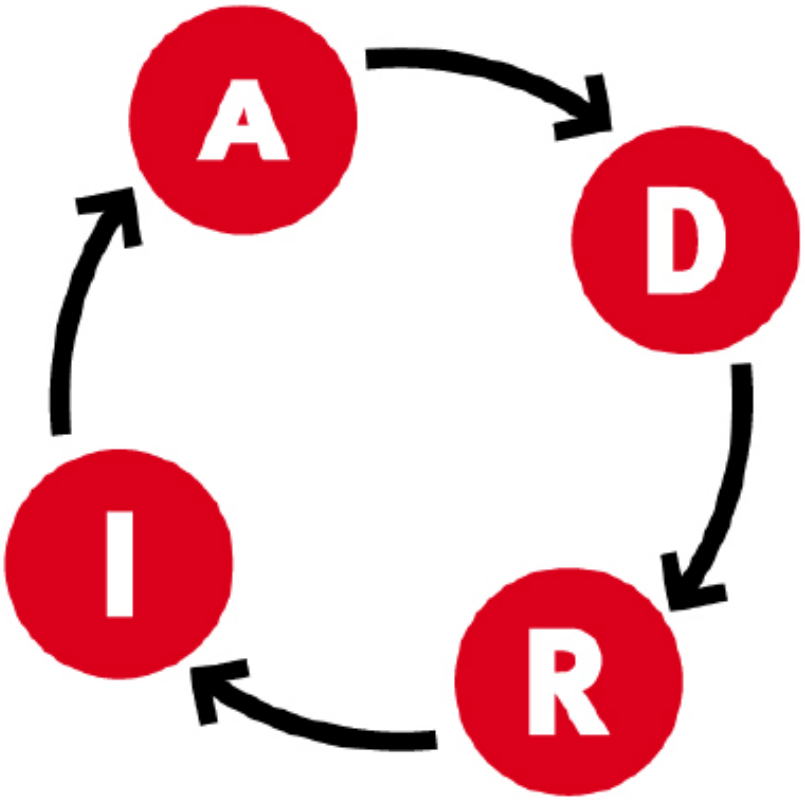
ADRI Approach

Approach

Deployment

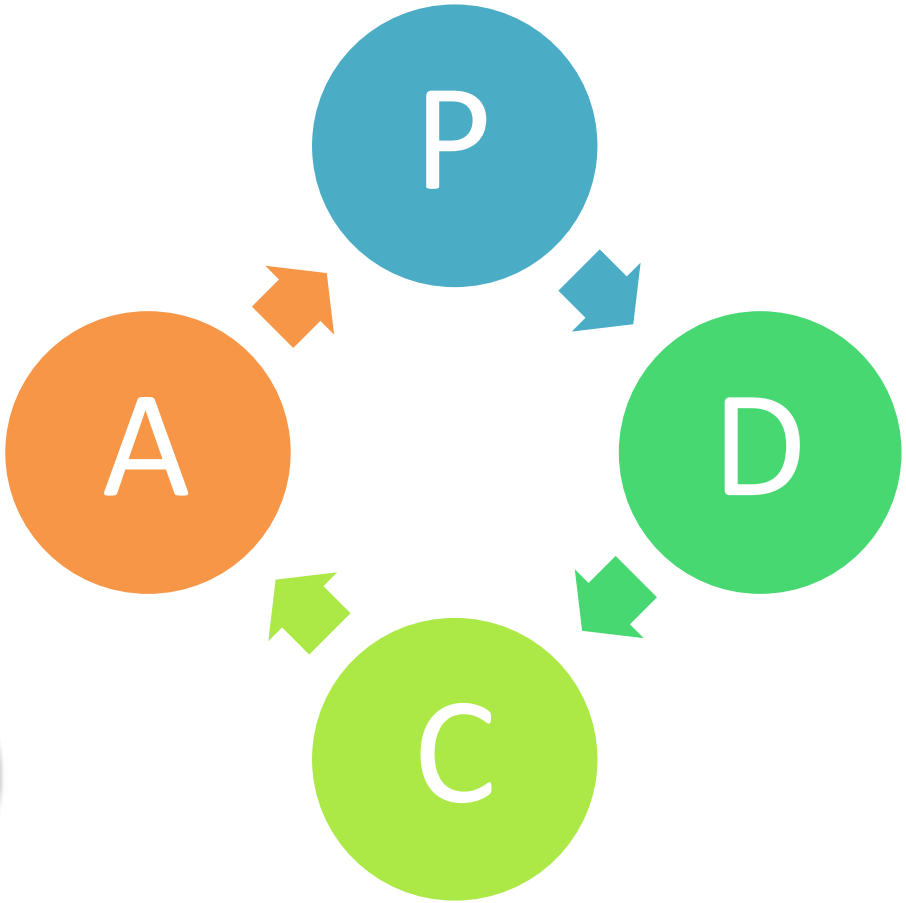
Results

Improvement



PDCA APPROACH

Plan
Do
Check
Act



SAR Contents

Part 1: Introduction

- Executive summary of the SAR
- Organisation of the self-assessment – how is the self-assessment carried out and who are involved?
- Brief description of the university, faculty and department – outline the history of quality assurance, mission, vision, objectives and quality policy of the university followed by a brief description of the faculty and department.

Part 2: AUN-QA Criteria Requirements

This section contains the write-up on how the university, faculty or department addresses the requirements of the AUN-QA criteria. Follow the criteria listed in the self-assessment checklist.

SAR Contents

Part 3: Strengths and Weaknesses Analysis

- Summary of strengths - Summarise the points that the department considers to be its strengths and mark the points that you are proud of.
- Summary of Weaknesses - Indicate which points the department considers to be weak and in need of improvement.
- Completed checklist
- Improvement plan – recommendations to close the gaps identified in the self-assessment and the action plan to implement them.

Part 4: Appendices

Glossary and supporting documents and evidences

Scoring Scale

Rating	Description
1	**Absolutely Inadequate** The QA practice to fulfil the criterion is not implemented. There are no plans, documents, evidences or results available. Immediate improvement must be made.
2	**Inadequate and Improvement is Necessary** The QA practice to fulfil the criterion is still at its planning stage or is inadequate where improvement is necessary. There is little document or evidence available. Performance of the QA practice shows little or poor results.
3	**Inadequate but Minor Improvement Will Make It Adequate** The QA practice to fulfil the criterion is defined and implemented but minor improvement is needed to fully meet them. Documents are available but no clear evidence to support that they have been fully used. Performance of the QA practice shows inconsistent or some results.

Scoring Scale

4	**Adequate as Expected** The QA practice to fulfil the criterion is adequate and evidences support that it has been fully implemented. Performance of the QA practice shows consistent results as expected.
5	**Better Than Adequate** The QA practice to fulfil the criterion is better than adequate. Evidences support that it has been efficiently implemented. Performance of the QA practice shows good results and positive improvement trend.
6	**Example of Best Practices** The QA practice to fulfil the criterion is considered to be example of best practices in the field. Evidences support that it has been effectively implemented. Performance of QA practice shows very good results and positive improvement trend.
7	**Excellent (Example of World-class or Leading Practices)** The QA practice to fulfil the criterion is considered to be excellent or example of world-class practices in the field. Evidences support that it has been innovatively implemented. Performance of the QA practice shows excellent results and outstanding improvement trends.

Develop Plan

	Activity/Week	1	2	3	4	5	6	7	8	9	10	11	12	Deadline	Assigned to	Status
PLAN	Communicate Intent															
	Organise Team															
	Develop Plan															
	Understand AUN QA criteria and process															
DO	Self-assessment															
	Collect data & evidences															
	Close gaps															
	Write SAR															
	Review SAR															
CHECK	Verify SAR															
	Gather Feedback															
ACT	Improve QA															
	Finalise SAR															
	Communicate SAR															
	Get Ready															
	Change Management															

Status Akreditasi/sertifikasi Prodi (Status Penjaminan Mutu UGM)

- Penjaminan mutu Internal : Audit Mutu Internal siklus 1 tahun (persiapan akreditasi/sertifikasi nasional&internasional)
- Penjaminan mutu Ekternal
  - Nasional : 76 % terakreditasi A (dari 258 prodi)
  - Regional (sertifikasi AUN):
  - - 32 Prodi (S1) ➔ target setiap tahun 6 prodi
  - Internasional:
    - ➢ AACSB : 8 prodi fakultas Ekonomi Bisnis (2014)
    - ➢ T. Kimia : I-Chem-E (1 prodi)
    - ➢ Mipa Kimia : Royal Chemistry
    - ➢ Sistem informasi Medis (1 prodi)
    - ➢ S1 Kedokteran : Fascu (proses)

THE MOST IMPORTANT

PURPOSE OF PROGRAM EVALUATION

IS NOT TO PROVE BUT TO IMPROVE

(Cited from Daniel L. Stufflebeam)

GinÖng Prati Dino

Terima Kasih

Mengakar Kuat
Menjulang
Tinggi