



REFERENCES AND INSPIRATION

- The 2013 Handbook and WASC Accreditation
- AUN-QA , Guide to AUN-QA Assessment at Programme Level V.3, 2015
- AUN-QA, Workshop Accomplishing Programme Assessment, April 2016 AUN-QA, Workshop Accomplishing Institutional Assessment
- SAR Development material : Jonson Ong, Dr. Titi Savitri
- Self Experience as Assessor in Asean University Network (AUN)

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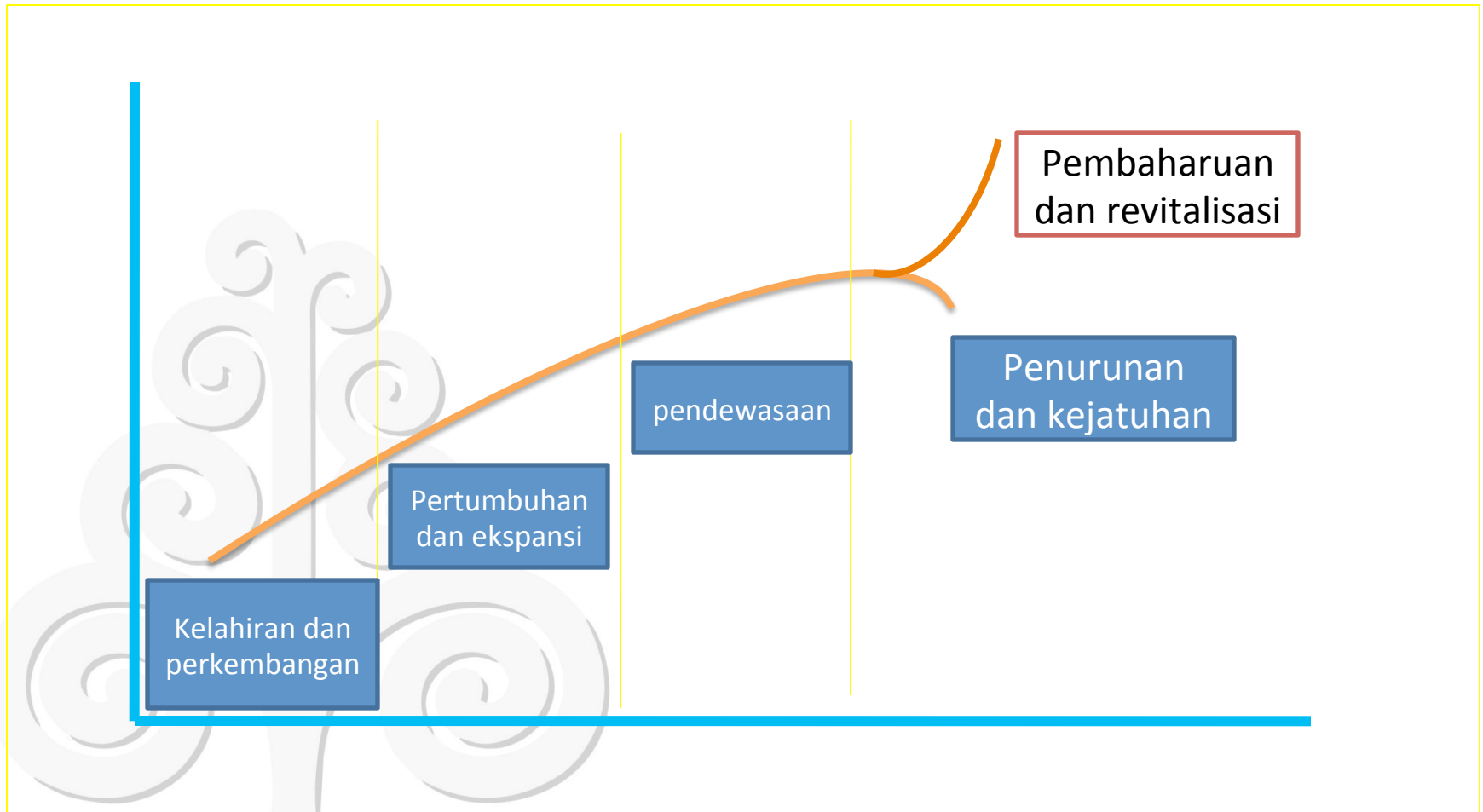
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FASE FASE PERKEMBANGAN INSTITUSI





**INTERNATIONAL ACCREDITED
IS
INTERNATIONAL REQOGNIZED
?**



AEC, GLOBALIZATION

- Colleges and universities have been under **increasing pressure to become more Accountable for student academic achievement; to be more transparent in reporting the results of accreditation; and to demonstrate their contribution to the public good.**

- Source: *The 2013 Handbook and WASC Accreditation*



ASEAN Economic Community (AEC)

The AEC Blueprint underlines the need for “the movement of business persons, skilled labour and talents”, as a key element for achieving greater economic integration in the ASEAN.

Source: ASEAN Economic Community: what model for labour mobility? By Flavia Jurje and Sandra Lavenex





- **Programmatic accreditation**

These accreditors typically cover a specific program of professional education or training, but in some cases they cover the whole institution.

- [Academy of Nutrition and Dietetics](#) (formerly [American Dietetic Association](#) Commission on Accreditation for Dietetics Education (CADE-ADA))
- [Accreditation Board for Engineering and Technology](#) (ABET)
- [Accreditation Commission for Acupuncture and Oriental Medicine](#) (ACAOM)
- [Accreditation Council for Pharmacy Education](#) (ACPE)
- [Accreditation Council for Business Schools and Programs](#) (ACBSP)
- [Accreditation Review Commission on Education for the Physician Assistant](#) (ARC-PA)



- [Accrediting Bureau of Health Education Schools](#)
- [Accrediting Council on Education in Journalism and Mass Communications](#) (ACEJMC)
- [American Academy for Liberal Education](#) (AALE)
- [American Association for Marriage and Family Therapy](#) (AAMFT/COAMFTE) Commission on Accreditation for Marriage and Family Therapy Education
- [American Association of Family and Consumer Sciences](#) (AAFCS) Council for Accreditation (CFA)
- [American Association of Nurse Anesthetists](#) Council on Accreditation of Nurse Anesthesia Educational Programs (CoA-NA)
- [American Bar Association](#) (ABA) Council of the Section of Legal Education and Admissions to the Bar
- [American Board of Funeral Service Education](#) (ABFSE) Committee on Accreditation
- [American College of Nurse-Midwives](#) (ACNM) Division of Accreditation



- [American Council for Construction Education](#) (ACCE) Board of Trustees
- [American Culinary Federation](#) (ACF) Accrediting Commission
- [American Dental Association](#) (ADA) Commission on Dental Accreditation
- [American Institute of Certified Planners](#)/Association of Collegiate Schools of Planning Planning Accreditation Board (PAB)
- [American Library Association](#) (ALA) Committee on Accreditation (CoA)
- [American Occupational Therapy Association](#) (AOTA) Accreditation Council for Occupational Therapy Education (ACOTE)
- [American Optometric Association](#) (AOA) Accreditation Council on Optometric Education (ACOE)
- [American Osteopathic Association](#)
[Commission on Osteopathic College Accreditation](#) (COCA)
- [American Physical Therapy Association](#) (APTA) Commission on Accreditation in Physical Therapy Education (CAPTE)
- [American Podiatric Medical Association](#) (APMA) Council on Podiatric Medical Education (CPME)
- [American Psychological Association](#) (APA) Committee on Accreditation (CoA)
- [American Society for Microbiology](#) American College of Microbiology
- [American Society of Exercise Physiologists](#) (ASEP)



There are currently ten certified agencies in Germany

- 1.AHPGS – Accreditation Agency for Study Programs in Special Education, Care, Health Sciences and Social Work
- 2.AKAST – Agency for Quality Assurance and Accreditation of Canonical Study Programs
- 3.ACQUIN – Accreditation, Certification and Quality Assurance Institute
- 4.AQAS – Agency for Quality Assurance by Accreditation of Study Programs
- 5.AQ Austria – Agency for Quality Assurance and Accreditation Austria
- 6.ASIIN – Accreditation Agency for Degree Programs in Engineering, Informatics/Computer Science, the Natural Sciences and Mathematics
- 7.evalag – Evaluation Agency Baden-Württemberg
- 8.FIBAA – Foundation for International Business Administration Accreditation
- 9.OAQ – Swiss Center of Accreditation and Quality Assurance in Higher Education
- 10.ZEvA – Central Evaluation- and Accreditation Agency

These agencies accredit programs of study for Bachelor and master's degrees and quality management systems (system accreditation) from state or state recognized Higher Education institutions in Germany and abroad. AKAST only accredit programs of study.



CRFITERIA

1. Qualification Objectives of the Study Programme Concept
2. Conceptual Integration of the Study Programme in the System of Studies (Framework of Qualification for German Degrees; Common Structural Guidelines of the Länder)
3. Study Programme Concept
4. Academic Feasibility
5. Examination System



6. Programme-related Co-operations Criteria for the Accreditation of Study Programmes
7. Facilities and Resources
8. Transparency and Documentation
9. Quality Assurance and Further Development
10. Study Programmes with a Special Profile Demand
11. Gender Justice and Equal Opportunities Criteria



- **It is a widespread understanding** that higher education represents **both a public good and a private benefit**.
- According to this understanding, higher education fosters **individual development and serves the broader needs of the society and nation**. Higher education has created the conditions for improving quality of life, solving problems, and enabling hope, which are essential to supporting economic prosperity and sustaining democracy in the United States.

• Source: The 2013 Handbook and WASC Accreditation



- Accreditation is committed to the **application of standards of performance**, while affirming that high-quality education, irrespective of the different purposes of individual institutions, is in itself a contribution to the public good.

- Source: *The 2013 Handbook and WASC Accreditation*



• **Accountability**

- **in higher education, being** answerable to the public, e.g., students, parents, policymakers, employers.
- Historically, accountability has focused on financial resources; emphasis now extends to students' academic progress, including retention, acquisition of knowledge and skills, and degree completion.

Source: The 2013 Handbook and WASC Accreditation



What should be done ?

Continous improvment !!

- Institutions have to create learning environments that continuously strive for educational excellence and operational effectiveness in order to serve both students and the public good.

• Source: The 2013 Handbook and WASC Accreditation



Change

1. Create a sense of urgency.
2. Form a powerful coalition. Convince people.
3. Create a vision for change.
4. Communicate the vision.
5. Remove obstacles
6. Create short-term wins
7. Build on the change. Real change runs deep.
8. Anchor the change in organization culture



CORE COMMITMENT

- **Core Commitment to Student Learning and Success**
- Institutions have clear educational goals and student learning outcomes.
- Institutions collect, analyze, and interpret valid and reliable evidence of learning as a way of assessing student achievement and success.
- Institutions support the success of all students and seek to understand and improve student success.

• Source: The 2013 Handbook and WASC Accreditation



CORE COMMITMENT

- **Core Commitment to Quality and Improvement**
- Institutions are committed to high standards of quality in all of their educational activities.
- They utilize appropriate evidence to improve teaching, learning, and overall institutional effectiveness.
- Through strategic and integrated planning, institutions demonstrate the capacity to fulfill their current commitments and future needs and opportunities.

• Source: The 2013 Handbook and WASC Accreditation



CORE COMMITMENT

- **Core Commitment to Institutional Integrity, Sustainability, and Accountability**
- Institutions recognize that the public has entrusted them with the critical responsibilities of upholding the values of higher education and contributing to the public good.
- They engage in sound business practices, demonstrate institutional integrity, operate in a transparent manner, and adapt to changing conditions.

• Source: The *2013 Handbook and WASC Accreditation*



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)



Standards of Accreditation

- **Standards of Accreditation**
- The Standards of Accreditation consist of four broad, holistic statements that reflect widely accepted good practices in higher education

- Source: *The 2013 Handbook and WASC Accreditation*



STANDARD

- **Standard 1:**
Defining Institutional Purposes and Ensuring Educational Objectives
- **Standard 2:**
Achieving Educational Objectives Through Core Functions
- **Standard 3:**
Developing and Applying Resources and Organizational Structures to
Ensure Quality and Sustainability
- **Standard 4:**
Creating an Organization Committed to Quality Assurance, Institutional
Learning, and Improvement

- Source: The 2013 Handbook and WASC Accreditation



Rationale for QA

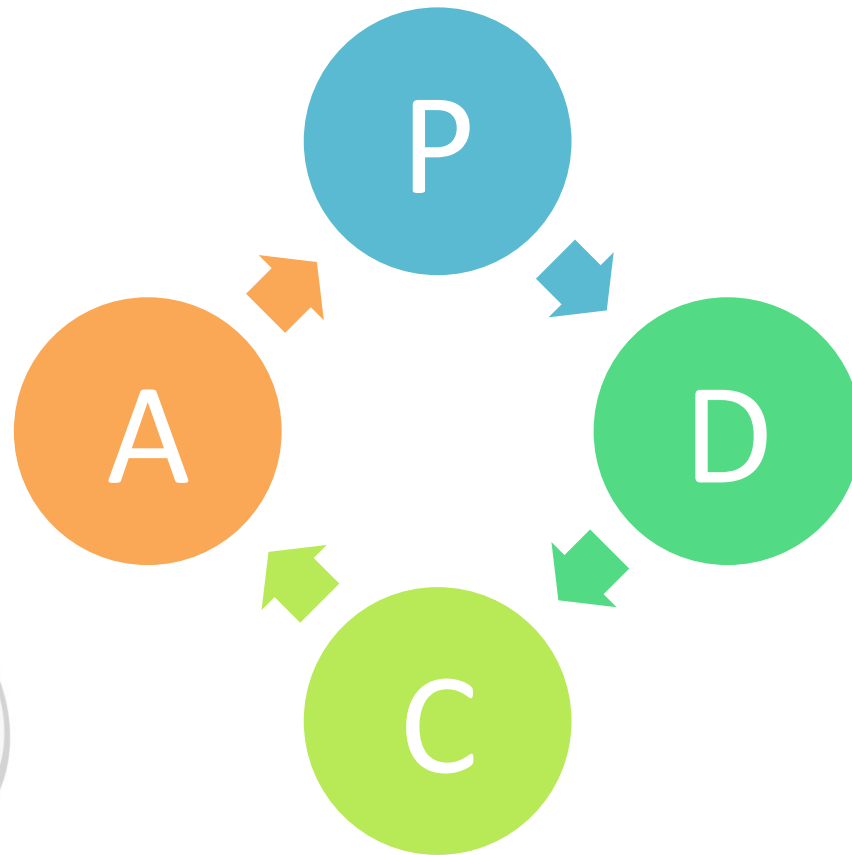


1. Quality graduates
2. Labour market expectations
3. Internationalisation of profession and globalisation
4. Consumer protection
5. From elite university to Institute of mass higher education
6. Pressure to meet society's needs
7. Increasing importance of quality in higher education
8. Student exchange and international cooperation



PDCA APPROACH

Plan
Do
Check
Act

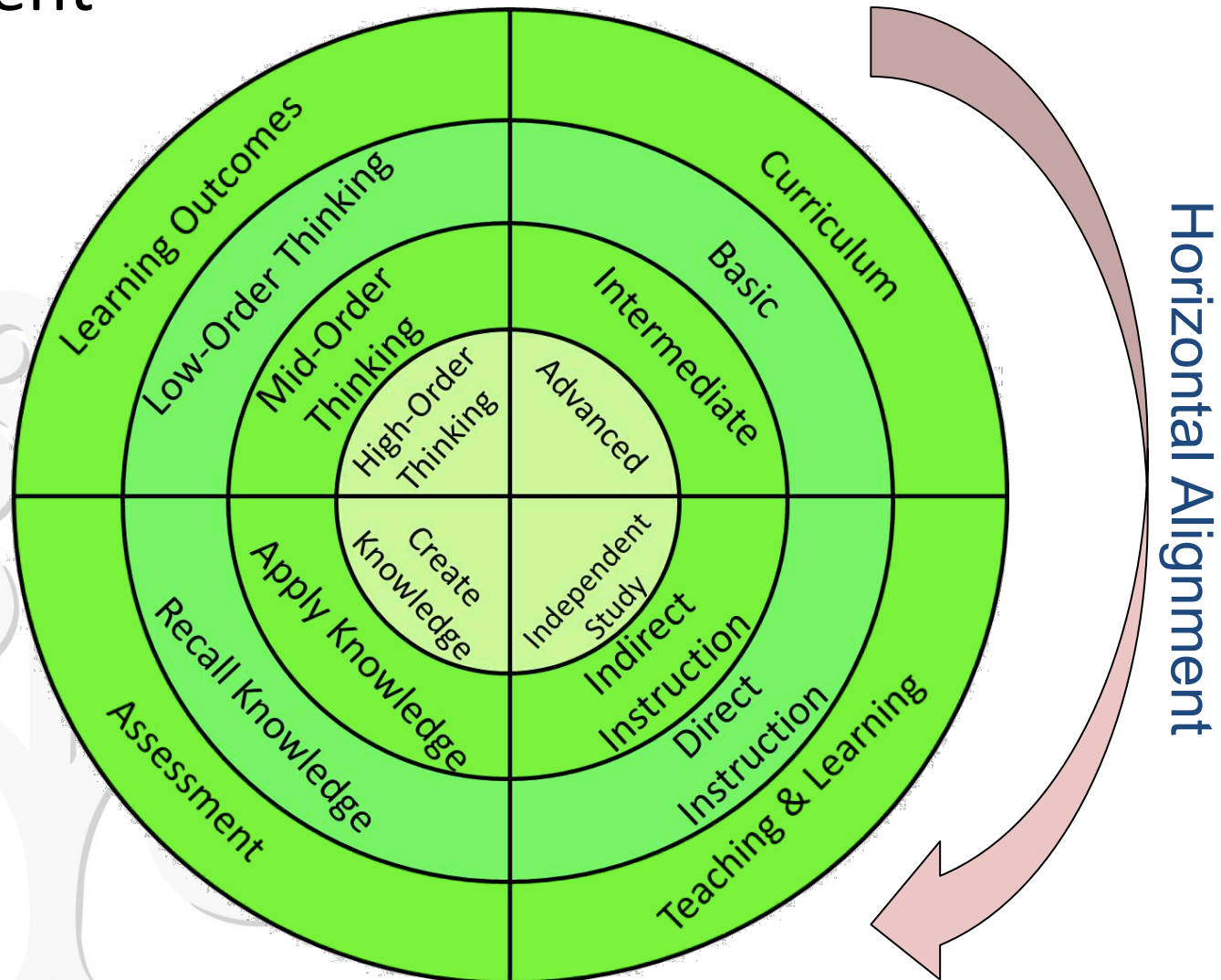




PDCA in all Aspects

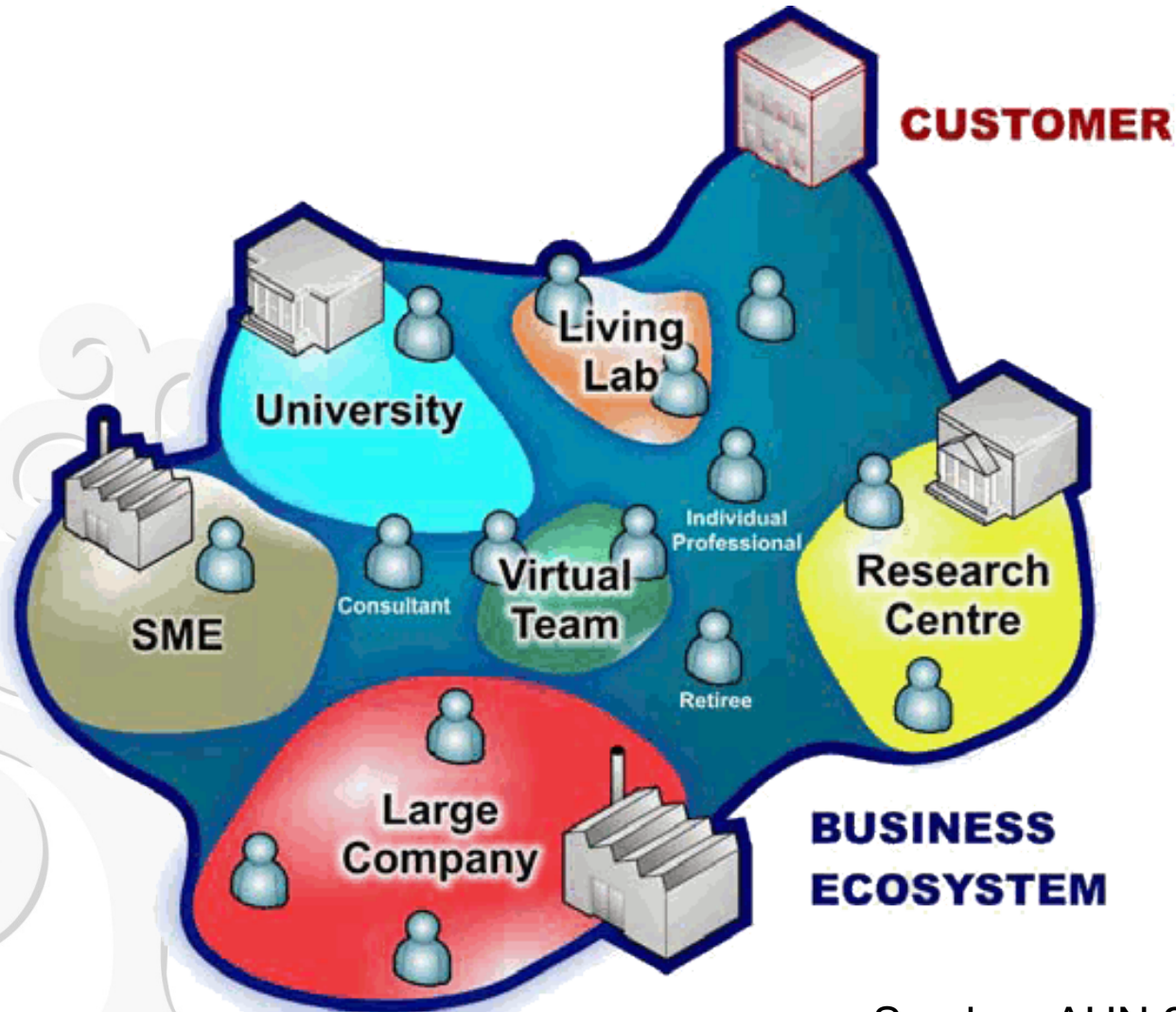


Principle of Programme Structure & Content



©Living Better

The Education Ecosystem

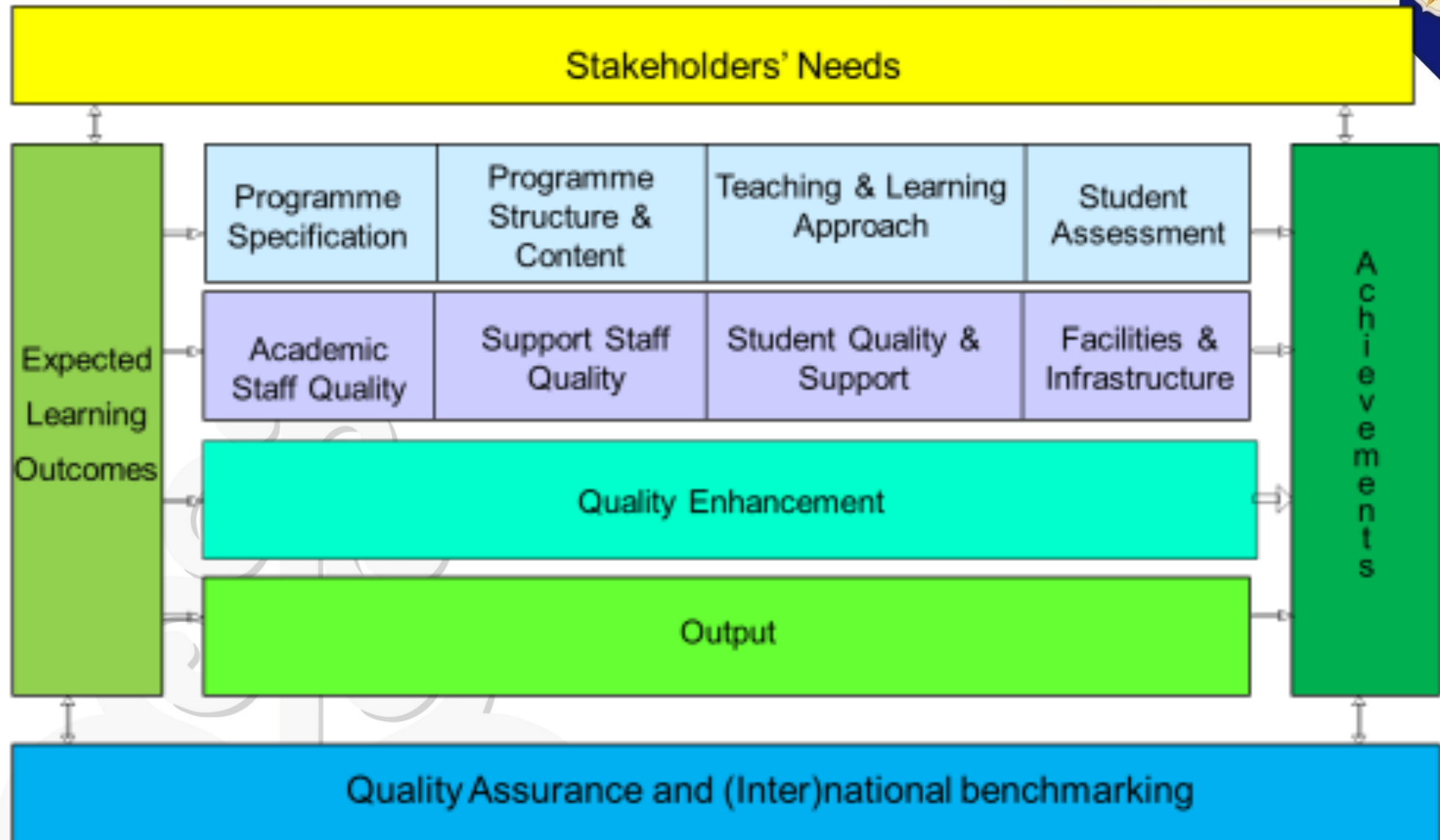


Sumber: AUN 2016



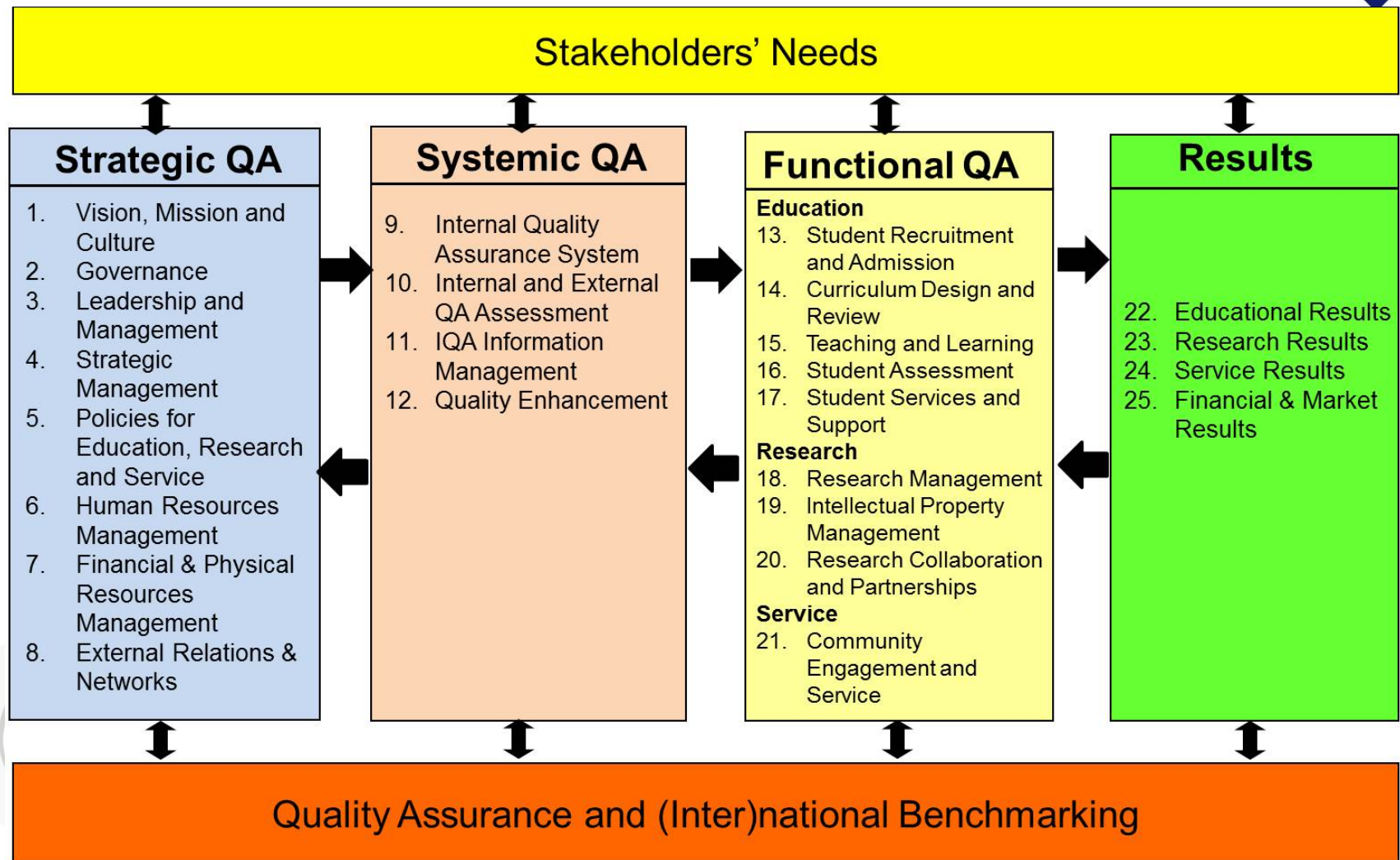
The Education Ecosystem

- Ecosystem can be used as an analogy for education
- Just like an ecosystem, the education environment is dynamic, change in one element creates change in the other elements and the overall environment
- As these elements in the education environment are intricately related, we need to consider them holistically instead of in isolation when making changes
- The alignment of various elements in the education ecosystem towards achieving the purpose of education is crucial



Sumber: AUN 2016

AUN-QA at Institutional Level (2nd Version)



Sumber: AUN 2016



Total Quality Management (TQM)



- TQM adalah keinginan bersama untuk mengerjakan sesuatu **dengan baik sejak awal.**
- Total menunjukkan **adanya keterlibatan segenap sivitas akademika**
- Setiap orang adalah manajer bagi pekerjaan yang menjadi tanggung jawabnya
- Nama dalam implementasi TQM bisa berbeda-beda



- Pendekatan mutu terpadu dalam peningkatan mutu berkelanjutan memerlukan pemahaman yang sama bahwa
 - TQM bukan beban
 - TQM bukan Inspeksi



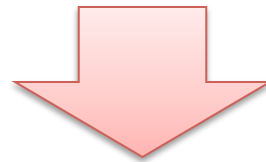
- TQM biasanya digunakan untuk mendiskripsikan 2 gagasan yang tampak berbeda tapi saling mendukung

1. Filosofi perbaikan terus menerus
2. Alat alat atau teknik untuk peningkatan mutu (FGD *brainstorming* dsb.)

Memberikan staf untuk inovatif dalam mengusahakan mutu



- TQM skala besar tapi dalam implementasi justru skala kecil (namun disegala aspek)



- Proyek besar dipisah dalam banyak kegiatan kecil



- Dalam *Total Quality Management* maka peran kepemimpinan sangat menentukan disamping harus ada Integrasi sistem mutu, yaitu **sistem yang berkembang terus untuk menjadi lebih baik.**



- HAL-HAL YANG PERLU MENDAPAT PERHATIAN DALAM PENGEMBANGAN TQM ANTARA LAIN

1. STRATEGI PENENTUAN PERSONAL
2. RENCANA OPERASIONAL YANG RASIONAL
3. TAHAPAN WAKTU YANG TEPAT/DIHARAPKAN



- Penerapan Total Quality Manajemen mungkin saja dengan nama yang berbeda, namun pada inti yang sama yaitu **perbaikan secara terus menerus di segala aspek.**
- Beberapa contoh penerapan TQM dilakukan dengan sangat baik seperti yang disampaikan bapak bapak mutu (Deming, Juran dan Crosby).



TAHAPAN DALAM AKREDITASI INTERNASIONAL

1. PEMENUHAN PERSYARATAN/ELIGIBILITY
2. SELF ASSESSMENT
3. SITE VISIT
4. DOCUMENT



SELF ASSESSMENT

Lesson learned from AUN

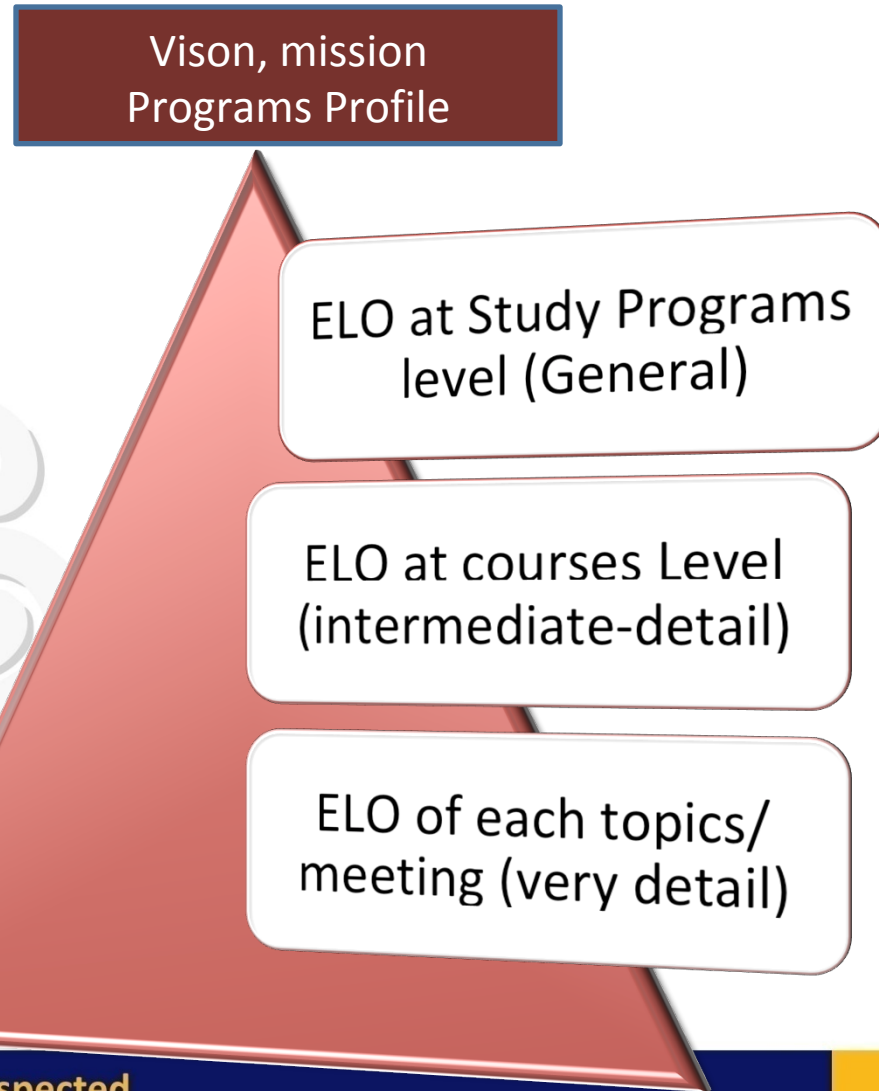


EXPECTED LEARNING OUTCOME

- The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level.
- These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.



Criteria 1: Expected Learning Outcome (ELO)





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.*



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)?



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

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



ASIIN

FIBAA





THE MOST IMPORTANT PURPOSE OF PROGRAM EVALUATION IS NOT TO PROVE BUT TO IMPROVE

(Cited from Daniel L. Stufflebeam)



How to start ?

STARTING POINT TO TQM

1. Conducting programm review
2. Developing self assesment periodically
3. Inviting Eksternal experts
4. Creating better Academic atmosfeer
5. Cascaded Vision, mission in all aspect



FOCUS

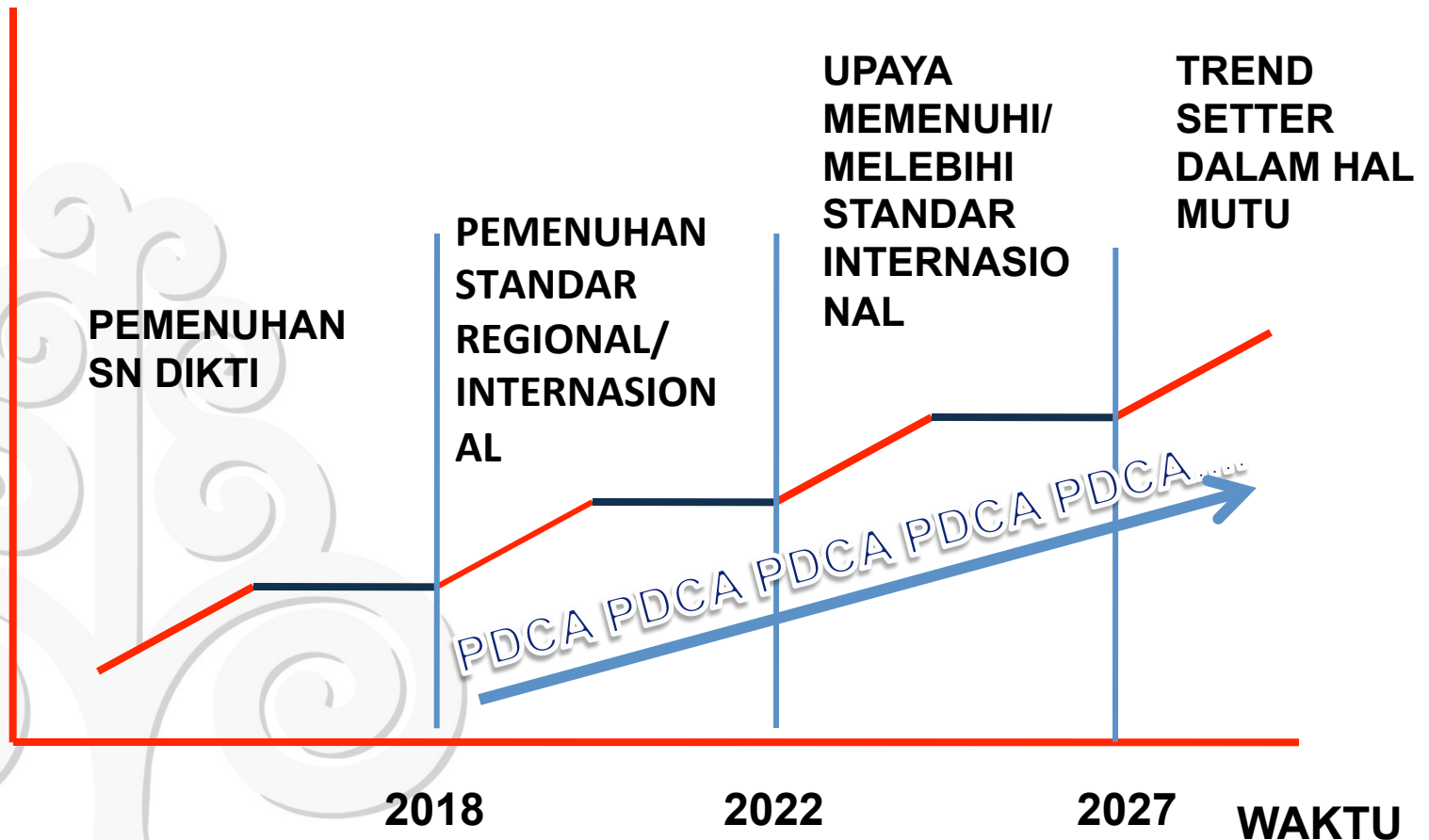
- **F**ind a process that needs improvement
 - Identifikasi proses yang perlu peningkatan
- **O**rganize a team knowledgeable about the process
 - Susun tim yang mengetahui proses
- **C**larify the knowledge about the process
 - Pastikan /Perdalam pengetahuan tentang proses
- **U**nderstand the causes of variations in the process
 - Pahami penyebab terjadinya variasi dalam proses
- **S**elect the improvement
 - Pilih langkah peningkatan

- Ssource/sumber:
 - Kenneth Minkoff, MD and Christie A. Cline, M.D., M.B.A., P.C.
 - With Acknowledgement to:
 - Lesa Yawn, PhD, JD



ALTERNATIV PENGEMBANGAN MUTU PENDIDIKAN

KUALITAS
PENDIDIKAN





- **ROAD MAP**



- **PROGRAM** ←----- data riil /inventarisasi



- **KEGIATAN** ←----- Anggaran/prioritas



- **EVALUASI** ←----- Masukan perbaikan/kritik



- **PENINGKATAN MUTU PENDIDIKAN**





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