



AUN-QA PROGRAMME ASSESSMENT REPORT

AUN-QA Assessment No.: 150th AUN –QA Programme Assessment	Date of Assessment: June 24-26, 2019
Name of Programme Assessed: BACHELOR IN DEVELOPMENT ECONOMICS	
Name of University: UNIVERSITAS SEBALAS MARET	
Name of Faculty/School: FACULTY OF ECONOMICS AND BUSINESS	
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Report Summary

This report is based on the information provided in the self-assessment report (SAR), evidences, site tour and interviews with selected stakeholders including academic and support staff, students, alumni and employers. It should be read together with the preliminary findings presented at the closing ceremony where the key strengths and areas for improvement were highlighted.

The AUN-QA assessment at programme level covers 11 criteria and each criterion is assessed based on a 7-point scale. The summary of the assessment results is as follows:

Criteria	Score
1. Expected Learning Outcomes	3
2. Programme Specification	4
3. Programme Structure and Content	4
4. Teaching and Learning Approach	4
5. Student Assessment	4
6. Academic Staff Quality	4
7. Support Staff Quality	4
8. Student Quality and Support	5
9. Facilities and Infrastructure	4
10. Quality Enhancement	4
11. Output	4
Overall Verdict:	Adequate as Expected

Based on the assessment results, the Bachelor in Development Economics Programme fulfilled the AUN-QA requirements. Overall the quality assurance implemented for the programme is “Adequate as Expected”.

Criteria		Strengths	Areas for Improvement
1. Expected Learning Outcomes	1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2]	<p>The 7 ELOs are formulated with reference to the vision, mission, and objectives of the University and the Indonesian Qualifications framework (IQF).</p> <p>ELOs consist of both hard and soft skills.</p>	<p>It is suggested that a rationalisation of ELOs be carried out to ensure that relevant learning domain (e.g. cognitive, affective or psychomotor) and its hierarchy of learning outcomes are appropriately applied at the programme, course and lesson levels.</p> <p>The ELOs should be written based on the guidelines of writing good learning outcomes. They should be observable and/or measurable. The learning outcomes statement should consist of a verb, an object and context. Ambiguous terms such as “understand”, “have sufficient understanding” and “have good knowledge” should be avoided.</p> <p>Programme education objectives should be written based on the intended results (i.e. outputs, outcomes and impact) of what a study programme aims to achieve.</p>
1. Expected Learning Outcomes	1.2 The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes [3]	The 7 ELOs are categorized into generic and specific skills.	<p>The generic skills such as communication, work ethics, empathy etc. should be clearly reflected in the ELOs.</p> <p>See 1.1.</p>
1. Expected Learning Outcomes	1.3 The expected learning outcomes clearly reflect the requirements of the stakeholders [4]	<p>Input from Stakeholders were considered in the formulation and review of the ELOs.</p> <p>The ELOs are referenced to Level 6 of Indonesian Qualifications framework (IQF).</p>	The relationship between the needs and requirements of stakeholders and the programme ELOs be mapped to facilitate constructive alignment. This would also allow the impact of changes of stakeholders’ needs to the ELOs be reviewed.

Criteria		Strengths	Areas for Improvement
2. Programme Specification	2.1 The information in the programme specification is comprehensive and up-to-date [1, 2]	The programme specification is comprehensive and communicated to stakeholders through the prospectus, student handbook and the university website.	The dates when the programme and course specifications (RPS) are updated or published should be indicated so that its currency can be reflected.
2. Programme Specification	2.2 The information in the course specification is comprehensive and up-to-date [1, 2]	<p>The course specifications are standardized (with a room for flexibility) and comprehensive with basic information of the course.</p> <p>Course specifications also known as <i>Rencana Pembelajaran Semester (RPS)</i> is reviewed and if necessary revised before the beginning of the semester.</p>	<p>The dates when the programme and course specifications (RPS) are updated or published should be indicated so that its currency can be reflected.</p> <p>The course specification (RPS) can be enhanced to include the alignment of lesson learning outcomes to the course learning outcomes.</p>

Criteria		Strengths	Areas for Improvement
2. Programme Specification	2.3 The programme and course specifications are communicated and made available to the stakeholders [1, 2]	<p>The course specifications are distributed to students and communicated to stakeholders.</p> <p>Programme specification is communicated via leaflets and through the programme website and the open course ware (OCW).</p>	It is suggested that the effectiveness of the communication channels to various stakeholders be evaluated for improvement.
3. Programme Structure and Content	3.1 The curriculum is designed based on constructive alignment with the expected learning outcomes [1]	<p>The curriculum structure comprised of 7 blocks of compulsory courses including General Knowledge (18), Basic Economics (24), Applied Economics (39), Data Analysis Skill (18), Research Skills (15), Basis Business (12), Leadership and Managerial Skills (6) with a total of 132 credit units plus concentration elective course (12). Total is 144 credit units. Final project is an undergraduate thesis.</p> <p>The curriculum is designed based on progress of the mastery of knowledge stages, from fundamental to advanced professional specific courses, concentration courses, with internship, and thesis towards the end.</p> <p>The process to review the curriculum is established.</p>	<p>The improvement on the constructive alignment, especially in the course level, to show the linkage among programme ELOs, course ELOs, teaching strategies, and assessment be systemically evaluated.</p> <p>See 1.1.</p>

Criteria		Strengths	Areas for Improvement
3. Programme Structure and Content	3.2 The contribution made by each course to achieve the expected learning outcomes is clear [2]	Contribution Matrix of module/course to ELOs shows the sequence and the contribution made by each course/module to achieve the stated expected learning outcomes.	The appropriate use of the educational taxonomy in writing ELOs would enhance the validity of the contribution of courses to the programme learning outcomes. See 1.1 and 3.1.
3. Programme Structure and Content	3.3 The curriculum is logically structured, sequenced, integrated and up-to-date [3, 4, 5, 6]	The programme of 144 credits is reference to the regulation of the National Standard for Higher Education.	Feedback from the students, alumni and employers at the interviews suggested the following curriculum enhancement: <ul style="list-style-type: none"> - Disruptive economies (digitalisation, robotic, AI, e-commerce, social media etc.) - Data science, big data, data analytic - Entrepreneurship – greater opportunity for turning business ideas/plans into reality - Review the duration and quality of internship beyond 1 month (e.g. 2 to 3 months) - Integrated disciplinary approaches to reflect real-life environment and economic issues
4. Teaching and Learning Approach	4.1 The educational philosophy is well articulated and communicated to all stakeholders [1]	The educational philosophy “ <i>Mangesti Luhur Ambangun Nagara</i> ” is established and communicated via website, student handbook, student orientation and newly hired academic staff. Course plans (RPS) are given and explained at the beginning of the course for students’ information.	It is suggested that the educational philosophy be reviewed to reflect the unique teaching and learning in UNS and the articulation of key words (e.g. noble values). This would enhance the translation of the educational philosophy into the curriculum.

Criteria		Strengths	Areas for Improvement
4. Teaching and Learning Approach	4.2 Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes [2, 3, 4]	<p>Student Centered Learning (SCL) and Active Learning for Higher Education (ALFHE) are the basis of teaching and learning strategies of the programme.</p> <p>There is a diversity of teaching and learning methods and the methods used are constructively aligned with the course learning outcomes.</p> <p>Learning strategy or instructional methods are mapped against the courses and learning outcomes.</p>	<p>Promote and encourage the use of other active learning approaches besides direct instruction and discussion.</p> <p>Explore the potential of technology to support teaching and learning such as big data, Artificial Intelligence, Virtual Reality etc.</p> <p>The involvement of professionals and practitioners as not only guest speaker but also part-time or co-lecturer in the learning process may be considered for giving a variety and up-to-date applications and practices in a specific area/sector.</p>
4. Teaching and Learning Approach	4.3 Teaching and learning activities enhance life-long learning [5]	<p>Teaching and learning activities (intensive classroom discussion/direct instruction, independent study, group work) to develop soft and hard skills (i.e. skills in understanding future economic situation, data analysis, research skills, etc) are used in order to enhance life long learning.</p> <p>Life-long learning is supported by internship, community service and thesis writing.</p>	<p>It is suggested to use more case studies and have more practical activities in classes or during internship to prepare students for a real working experience.</p> <p>It is also suggested to allow students to have more exposure to variety of offices/establishments to provide the students with the experiential learning to the actual workplace for learning of corporate practices.</p> <p>Enhance the continual education of alumni for life-long learning and professional development.</p>

Criteria		Strengths	Areas for Improvement
5. Student Assessment	5.1 The student assessment is constructively aligned to the achievement of the expected learning outcomes [1, 2]	A diversity of assessment techniques were used and mainly in alignment with the course learning outcome.	<p>It is suggested to fully implement OBE by carrying out assessment of the achievement of the learning outcomes at course and programme level, analyzing them and using the findings as basis of improvement. It is recommended to review the constructive alignment from PLOs/CLOs to teaching and learning and assessment as well.</p> <p>The linkage between student assessments and the achievement of the ELOs should be developed and analysed for improvement.</p>
5. Student Assessment	5.2 The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students [4, 5]	<p>Grading scheme is explicitly written in the student handbook.</p> <p>Student assessment information such as project, internship and thesis are made known/communicated to the students at the first class session.</p>	The 30% policy on plagiarism may be reviewed to align with copyright laws or IP laws. Such policy shall be communicated to students.

Criteria		Strengths	Areas for Improvement
5. Student Assessment	5.3 Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment [6, 7]	<p>The use of rubrics and/or marking schemes ensure validity, reliability and fairness of the assessment process such as project, thesis, internship.</p> <p>A variety of student assessments is carried out to measure the achievement of the learning outcomes.</p>	<p>Rubrics designed with criteria, performance levels and descriptors be used to support the reliability, validity, and fairness of the assessment. As such, rubric descriptors are suggested to align with the university's grading descriptors.</p> <p>The validity of test items (i.e. questions) against the achievement of learning outcomes should be indicated in the marking guide.</p>
5. Student Assessment	5.4 Feedback of student assessment is timely and helps to improve learning [3]	<p>Student assessment feedbacks are timely given for students.</p> <p>The academic staff supervises and monitors student performance.</p>	<p>While the result of the assessment may help students improve their learning, it is not evident how the assessment results are used by the academic staff; it is therefore suggested to analyze results particularly of formative assessments as tools for improvement of teaching-learning strategies.</p>
5. Student Assessment	5.5 Students have ready access to appeal procedure [8]	<p>An appeal process is in place for students who wish to clarify or review their assessment results.</p>	<p>The rationale of remediation exam may be reviewed to ensure validity and fairness and not as a means to inflate GPA.</p>

Criteria		Strengths	Areas for Improvement
6. Academic Staff Quality	6.1 Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfil the needs for education, research and service [1]	<p>The academic staff planning is based on student-to-staff ratio and workload.</p> <p>There are 5 levels of academic staff from Junior Lecturer to Full Professor.</p>	It is suggested that the manpower planning take into consideration the mission and strategic competencies of faculty members so that the mission as a research university and the potential of each individual can be realised.
6. Academic Staff Quality	6.2 Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service [2]	<p>There are 43 academic staff with a staff-to-student ratio ranged between 1:11 and 1:13. 35% of the academic staff are PhD holders.</p> <p>79% of them are certified by the government.</p>	<p>Enhance scheme for faculty members to acquire PHD qualifications so that the research capacity can be raised to align with the mission of the university.</p> <p>See 6.1.</p>

Criteria		Strengths	Areas for Improvement
6. Academic Staff Quality	6.3 Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated [4, 5, 6, 7]	Recruitment mechanism is established for civil servants and non-civil servants. Selection process is based on potential test, TOEFL, micro-teaching and interview.	It is suggested that the recruitment and promotion be aligned with the competences of academic staff in each career track. See 6.4.
6. Academic Staff Quality	6.4 Competences of academic staff are identified and evaluated [3]	Competences of academic staff are identified and evaluated by the unit of remuneration and human resource development.	Explore the need of a competency model and career track scheme to aid in building strategic competencies and to tap the potential of each academic staff.

Criteria		Strengths	Areas for Improvement
6. Academic Staff Quality	6.5 Training and developmental needs of academic staff are identified and activities are implemented to fulfil them [8]	<p>PEKERTI-AA training, community services research and professional certification of academic staff are carried out.</p> <p>Pursuit of PhD studies are planned through scholarships.</p>	<p>It is suggested that the training plan be aligned to the competencies of academic staff so that the strategic competencies of the university can be developed to realise its strategic objectives.</p> <p>Review the training and development in outcomes-based education, constructive alignment, learning outcomes, rubrics design, pedagogy etc. to enhance the implementation of the curriculum.</p> <p>See 6.1.</p>
6. Academic Staff Quality	6.6 Performance management including rewards and recognition is implemented to motivate and support education, research and service [9]	<p>Performance management is centralized and managed by the unit for remuneration and human resource development.</p> <p>Two types of performance: standard and above standard.</p> <p>Prestigious award is given to outstanding academic staff annually.</p>	<p>It is suggested that the performance management be aligned to the competences of the academic staff and their career track.</p>

Criteria		Strengths	Areas for Improvement
6. Academic Staff Quality	6.7 The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement [10]	<p>The university allocates 15% of budget for research annually.</p> <p>The number of publications ranged from 14 to 39. The number of publications per academic staff ranged from 90.7% to 32.6%.</p>	<p>Research capability of DEV-EC be enhanced through:</p> <ul style="list-style-type: none"> - Enhance the PhD qualifications of academic staff which currently stands at 35% - Enhance integrated-disciplinary opportunities and collaborative research with government agencies, industry and partnering universities. - Benchmark of research with regional and international universities to align with the university's vision and mission.
7. Support Staff Quality	7.1 Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfil the needs for education, research and service [1]	<p>Planning for support staff is carried out by the faculty and supporting units. The plan is established for a 4-year period.</p>	<p>It is suggested that the manpower planning take into consideration the strategic competencies of various categories of support staff so that the potential of each individual can be nurtured.</p>

Criteria		Strengths	Areas for Improvement
7. Support Staff Quality	7.2 Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated [2]	<p>Recruitment mechanism is established for support staff.</p> <p>Promotion of support staff is based on structure and grade.</p>	<p>It is suggested that the recruitment and promotion be aligned with the competences of academic staff in each career track.</p> <p>See 7.3.</p>
7. Support Staff Quality	7.3 Competences of support staff are identified and evaluated [3]	Competences of support staff are identified and evaluated by the faculty and university.	Explore the need of a competency model to aid in building strategic competencies and career development for each category of support staff.

Criteria		Strengths	Areas for Improvement
7. Support Staff Quality	7.4 Training and developmental needs of support staff are identified and activities are implemented to fulfil them [4]	<p>Training and development is established by the faculty.</p> <p>Planned and sporadic training activities are provided.</p>	It is suggested that the training plan be aligned to the competencies of support staff so that the strategic competencies of the university can be developed to realise its strategic objectives in supporting faculties and stakeholders.
7. Support Staff Quality	7.5 Performance management including rewards and recognition is implemented to motivate and support education, research and service [5]	<p>Performance management is centralized and managed by the unit for remuneration and human resource development.</p> <p>Two types of performance: standard and above standard.</p> <p>Appreciation award is given to excellent support staff annually.</p>	It is suggested that the performance management be aligned to the competences of the categories of support staff and their careers.

Criteria		Strengths	Areas for Improvement
8.Student Quality and Support	8.1 The student intake policy and admission criteria are defined, communicated, published, and up-to-date [1]	<p>The intake and admission policies are regulated by the government. Three channels of student admission are available:</p> <ul style="list-style-type: none"> • SNMPTN • SBMPTN • SM UNS 	Enhance internationalisation and student mobility schemes to better align with the “international” component of the vision of UNS and FEB.
8.Student Quality and Support	8.2 The methods and criteria for the selection of students are determined and evaluated [2]	<p>A committee is established to assess and select the potential candidates. The selection is based on the achievement scores.</p> <p>Evaluation of the proportion of the admission scheme is carried out.</p>	The percentages of students admitted against position offered ranged from 85% (2013/14) to 79% (2018/19). The reasons for the lower percentages from 2016/17 to 2018/19 may be analysed for improvement.

Criteria		Strengths	Areas for Improvement
8.Student Quality and Support	8.3 There is an adequate monitoring system for student progress, academic performance, and workload [3]	<p>A credit policy is in place for student to plan their study load.</p> <p>The student performance is monitored using the SIAKAD system and monitoring is carried out by the head of the programme and academic counselors.</p>	Explore a talent scheme to nurture the potentials of high performing students.
8.Student Quality and Support	8.4 Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability [4]	<p>Advisor is appointed for each student and they are required to meet at least 4 times in a semester.</p> <p>Career counselling is provided by the ICD unit of the faculty.</p> <p>ECAs are organized by UPKPM, HMJ EP and faculty's student associations.</p>	It is suggested that the contribution of CCAs and ECAs to lifelong learning skills or transferable ELOs be mapped.
8.Student Quality and Support	8.5 The physical, social and psychological environment is conducive for education and research as well as personal well-being [5]	A green campus is promoted and ACTIVE is embraced by both academic and support staff to provide comfortable environment.	See 9.1.

Criteria		Strengths	Areas for Improvement
9. Facilities and Infrastructure	9.1 The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research [1]	<p>Each classroom at FEB is equipped with whiteboard, air conditioning, LCD projector and internet/intranet.</p> <p>35% of the areas are allocated for halls, reading, classrooms, labs etc.</p> <p>Business incubators are available for entrepreneurship training.</p>	<p>Flexible classroom design and configuration may be explored to enhance learning experience and support teaching and learning approaches.</p> <p>Makerspace may be explored to enhance entrepreneurship training and opportunity.</p>
9. Facilities and Infrastructure	9.2 The library and its resources are adequate and updated to support education and research [3, 4]	<p>A central library at the university and reading rooms at the faculty are available.</p> <p>Textbooks and journals are available at the central library.</p> <p>Various services are provided by the central library including scientific literature clinic and tour, corner services, apprenticeship programmes etc.</p>	<p>International financial databases may be acquired to support teaching and learning in financial and capital markets.</p>

Criteria		Strengths	Areas for Improvement
9. Facilities and Infrastructure	9.3 The laboratories and equipment are adequate and updated to support education and research [1, 2]	The labs available include computer lab, investment gallery, Grameen Bank, Islam Banking Lab, Mini Bank Lab, Export and Import Lab, Accounting and Taxation Lab and Marketing Lab.	See 9.2
9. Facilities and Infrastructure	9.4 The IT facilities including e-learning infrastructure are adequate and updated to support education and research [1, 5, 6]	<p>Wifi bandwidth of 10mbps for academic staff and 1 mbps for students.</p> <p>E-learning system and Turnitin supports teaching and learning.</p> <p>SIAKAD and research and community service, SIREN platforms are provided.</p>	IT infrastructure may be enhanced to support teaching and learning and to raise the capacity of academic staff.

Criteria		Strengths	Areas for Improvement
9. Facilities and Infrastructure	9.5 The standards for environment, health and safety; and access for people with special needs are defined and implemented [7]	<p>UNS green campus is promoted.</p> <p>UNS medical centre provides health services to staff and students.</p>	It is suggested that measures such as carbon footprint be considered to evaluate the effectiveness of the green environment initiative.
10. Quality Enhancement	10.1 Stakeholders' needs and feedback serve as input to curriculum design and development [1]	Stakeholders are involved in the curriculum review and feedback is gathered through tracer studies.	While surveys and other means were conducted to gather stakeholders' feedback from employers and alumni, their involvement in curriculum design and development may be made systemic as members of the curriculum review committee.

Criteria		Strengths	Areas for Improvement
10. Quality Enhancement	10.2 The curriculum design and development process is established and subjected to evaluation and enhancement [2]	The curriculum review process is evaluated every two years coordinated by the head of the programme.	A systemic review of curriculum design and development process be considered including the constructive alignment of ELOs, teaching and learning, and student assessment. This would facilitate the implementation of outcomes-based education (OBE).
10. Quality Enhancement	10.3 The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment [3]	Teaching and learning evaluation is carried out by the AMI developed by the UNS QA Office.	A systemic review of constructive alignment of ELOs, teaching and learning, and student assessment be included in the curriculum design and development.

Criteria		Strengths	Areas for Improvement
10. Quality Enhancement	10.4 Research output is used to enhance teaching and learning [4]	Books are published for materials used in teaching and learning.	It is suggested that pedagogical research be explored to enhance teaching and learning as well as OBE implementation. See 6.5.
10. Quality Enhancement	10.5 Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement [5]	The monitoring and evaluation of support services is carried out at the faculty and university levels. Monthly check on facilities is carried out.	It is suggested that service indicators be established to monitor and benchmark service quality against stakeholders' needs and resources.

Criteria		Strengths	Areas for Improvement
10. Quality Enhancement	10.6 The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement [6]	<p>The mechanism to gather feedback from employers and alumni is done through tracer study, gathering and workshops.</p> <p>Feedback from students and staff is organized.</p>	<p>It is suggested that the effectiveness of feedback mechanisms such as tracer studies, surveys, questionnaires be continuous evaluated for improvement.</p>
11. Output	11.1 The pass rates and dropout rates are established, monitored and benchmarked for improvement [1]	<p>The pass rate and dropout rate are monitored.</p>	<p>Pass and drop-out rates of students should be monitored on a cohort or batch basis so that the impact of policies and curriculum changes can be evaluated.</p> <p>Benchmarking of output data, such as pass rate, on-time graduation, graduate employability, and research activities with other competing or relevant universities would be useful in seeking best practices.</p>

Criteria		Strengths	Areas for Improvement
11. Output	11.2 The average time to graduate is established, monitored and benchmarked for improvement [1]	The average time to graduate ranged between 3.92 to 4.36 years.	<p>Graduate time of students should be monitored on a cohort or batch basis so that the impact of policies and curriculum changes can be evaluated.</p> <p>Benchmarking of output data, such as pass rate, on-time graduation, graduate employability, and research activities with other competing or relevant universities would be useful in seeking best practices.</p>
11. Output	11.3 Employability of graduates is established, monitored and benchmarked for improvement [1]	Employability of graduates is monitored by CDC. The waiting time for first job and field work, organization status and relatedness are monitored.	Benchmarking of output data, such as pass rate, on-time graduation, graduate employability, and research activities with other competing or relevant universities would be useful in seeking best practices.

Criteria		Strengths	Areas for Improvement
11. Output	11.4 The types and quantity of research activities by students are established, monitored and benchmarked for improvement [2]	The number of student research ranged from 72 to 119.	Benchmarking of output data, such as pass rate, on-time graduation, graduate employability, and research activities with other competing or relevant universities would be useful in seeking best practices.
1. Output	11.5 The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement [3]	Employer satisfaction with the programme is monitored. 94% (15/16) of alumni interviewed rated 8 and above (1 being very irrelevant and 10 being very relevant) on the relevancy of the study programme to their first employment.	Explore the feasibility of extending alumni network to other cities (e.g. Jakarta) besides Solo in Indonesia to serve as a platform for exchange, collaboration and networking. It is suggested that the measures of satisfaction level of stakeholders besides employers be considered.