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Yth. : Dekan Fakultas Psikologi
Universitas Indonesia

Bersama ini disampaikan *AUN-QA Quality Assessment Report* dan sertifikat *"FOR SUCCESSFULLY COMPLETING THE AUN ACTUAL QUALITY ASSESSMENT AT PROGRAMME LEVEL"*, untuk Program Studi S1 Psikologi, yang diases pada *"The 23rd AUN Quality Assessment"* pada tanggal 26-28 November 2013, di Universitas Indonesia.

Selamat dan apresiasi yang tinggi kepada Program Studi S1 Psikologi F. Psi. UI atas perolehan peringkat yang baik ini. Mudah-mudahan selanjutnya dapat ditingkatkan dan dapat terus berkomitmen pada *continuous quality improvement*.

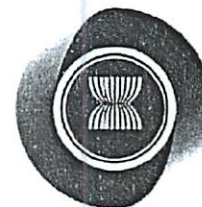Demikian disampaikan. Atas perhatiannya diucapkan terima kasih.

Pj. Rektor,

Prof. Dr. Ir. Muhammad Anis, M. Met
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Tembusan:
1. Yth. Wakil Rektor Bidang Akademik dan Kemahasiswaan,
2. Yth. Ketua Prodi Sarjana Psikologi.

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ASEAN University Network

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The Undergraduate Program in Psychology
Of
Universitas Indonesia, Indonesia

FOR SUCCESSFULLY COMPLETING THE AUN ACTUAL QUALITY ASSESSMENT AT PROGRAMME LEVEL

ASEAN UNIVERSITY NETWORK certifies that the Undergraduate Program in
Psychology of Universitas Indonesia has been audited and found
to be in accordance with the requirement of the standard details of the
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Original Approval Date: **28 December, 2013**
Subject to the continued satisfactory operations of the
programme's Management System, this
certificate is valid until: **27 December, 2017**

Certificate Number:
AP57UINOV13

The provision of further clarification regarding the scope
of this certificate, validity, and applicability may be
obtained by consulting: **aun.korn@gmail.com**

Assoc. Prof. Nantana Gajaseni, Ph.D.
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Report on the 20TH AUN Actual Quality Assessment at Programme Level for Undergraduate Programme in Psychology at Universitas Indonesia, Indonesia

Report on the Quality Assessment at Programme Level for Bachelor of Psychology at the Faculty of Psychology, Universitas Indonesia

Introduction

This report documents the findings on the quality assessment at programme level for the Bachelor of Psychology at the Faculty of Psychology, Universitas Indonesia. The quality assessment was carried out by Prof Dr. Riza Atiq Abdullah bin O.K. Rahmat from the Universiti Kebangsaan Malaysia and Prof. Dr Marilou G. Nicolas of University of the Philippines

The report is based on the information provided in the self-assessment report, on-site verification of the documentation and interviews with selected stakeholders including faculty staff, students, alumni and employers. On-site visit was carried out from 26 to 28 November 2013.

Results of Assessment

The assessment framework is based on the AUN Actual Quality Assessment at Programmed Level. The assessment covers 15 criteria and each criterion was assessed based on a 7-point scale. A summary of the assessment results is as follows:

Criteria	Score
1. Expected Learning Outcomes	5
2. Programme Specification	4
3. Programme Structure and Content	4
4. Teaching and Learning Strategy	5
5. Student Assessment	4
6. Academic Staff Quality	4
7. Support Staff Quality	4
8. Student Quality	6
9. Student Advice and Support	6
10. Facilities and Infrastructure	5
11. Quality Assurance of Teaching and Learning Process	4
12. Staff Development Activities	4
13. Stakeholders Feedback	3
14. Output	5
15. Stakeholders Satisfaction	4
Overall Verdict	**4.5**

The Faculty of Psychology has put in place quality assurance approaches to address the criteria spelt out in the AUN-QA guidelines. Of the 15 criteria, 2 criteria were rated "Example of good practice" 4 criteria were rated "better than adequate", 8 criteria were rated "adequate as expected" and 1 criteria was rated "Inadequate, but minor improvements will make it adequate"

A summary of the key strengths and areas for improvement is tabulated below

Criteria	Strength
Expected Learning Outcomes	• The learning outcomes are clearly formulated and mapped out with the national Learning Outcomes and Bloom taxonomy • The expected learning outcomes are covering both generic and specialized skills in Cognitive, affective and psychomotor domain. • The expected learning outcomes (ELO) reflect the national requirements stated in the Indonesian National Qualification Framework
Programme Specification	• Program Specification is weritten in the Learning Plan Book (*Buku Rancangan Pembelajaran*). . • Clear linkages between ELOs and corresponding institution and between ELOs and curriculum have been established. • Both digital and physical program specifications are available and easily accessible.
Programme Structure and Content	• The program consists of courses that cover cognitive, psychomotor and affective domain in Bloom's Taxonomy • The program development process follows a systemic framework and the university's mission and vision is reflected. • Various stakeholders' input are incorporated • All courses are clearly contribute to 14 ELOs • Curriculum mapping is provided t o show the course progression and each course is assigned to achieve certain competencies. • The program consists of courses which provide learning experiences for students to attain competencies that required by stake-holders • The program structure is shown in Figure 3.2. The program has basic courses, intermediate and elective courses which are specialized in certain psychology domain. At semester 8, a student has to carry out research and write a thesis before sitting for viva voce. • Curriculum review was conducted in 2012. The review was a major overhaul from prescription to competency based
Teaching and Learning Strategy	• Constructive alignment approach is observable in the running of the program. • Collaborative learning and problem-based learning are the two main strategies • Every lecturer is required to constructs a guideline called Book of Teaching Plan (Buku Rencana Pengajaran or BRP) • At the beginning of the first semester, every student has to go through Student Learning Orientation Program (Orientasi Belajar Mahasiswa) to familiar themselves with Cooperative Learning (CL), Problem Based Learning (PBL) and Computer Mediated Learning (CML). These tools are used as learning strategy to ensure students are able to acquire and apply knowledge. • Constructivism through PBL and CL has stimulate quality learning because the learning is by doing and solving real life problems
Student Assessment	• There are 7 types of entrance assessment. Specially gifted students are through talent scouting and normal students are through National Selection for State University Admission examination. The last assessment is thesis examination. In between there are many assessment being conducted • Assignment, mid-semester test and final semester test are required in final assessment. • The assessment criteria are regulated by national accreditation board. • Rubrics to assess each skills and behavior in the ELO have been developed. • There are 8 types of assessments that are commonly given to students: 1. Written examination,

	2. Oral presentation, 3. Quiz, 4. Report on specific topic 5. Journal article analysis, 6. Simple research 7. Field work 8. Project • The ELOs include higher level of Bloom Taxonomy • The assessment covers cognitive, psychomotor and affective domains

Academic Staff Quality	It is compulsory for the lecturers to undertake pedagogic training, followed by their participation in various development courses such as active learning, internet based learning, English for teaching, etc.
	• The faculty has 167 academic staffs to run the program with 899 students. The age of the staffs is well distributed. 22% of them are PhD holders
	• Since2008, once again UI began to receive staff through the Ministry of Education and Culture of the Republic of Indonesia. An academic staff can choose career path either in Teaching Track, Research Track, Administrative Tract or Miscellaneous Tract. Each track has a set of KPIs
	• Academic staffs are grouped into several area of interest in Psychology called KMK. Each group always discusses how best they can deliver courses under their care.
	• In general, allocation of duties is given below:
	   o Teaching: 2-8 credit units
	   o Research and Development : 2-6 credit units
	   o Community Service : 1-6 credit units
	   o Academic Society Development : 1-4 credit units
	   o Administration and Management : 0-3 credit units
	• The academic staff workload and incentive systems are regulated with the Directorate General of Higher Education, Ministry of Education and Culture Decree No. 48/DJ/Kep/1983 on Academic Staff Workload for Higher Educational Institutions (Universities/Institutes). Each academic staff workload is also described with FTE (Full-Time Equivalent), or EWMP (Ekuvalensi Waktu Mengajar Penuh).
	• There are special awards for best teaching-learning
	• Teaching Performance is evaluated through EDOM. Regular evaluation is conducted to improve teaching and learning process. Students are required to evaluate academic staffs on their teaching-learning performance. Peer group evaluation is also carried out.
	• The Appraisal system of academic staff is based on performance data in education/teaching, research and community service summarized in SIPEG

Support Staff Quality	• The labs and centers are manage by trained staffs in the relevant groups or KMK • The labs are handled by 5 staffs and one coordinator. They have strong background in ICT. • The department has 8 staffs with one coordinator dedicated for students service. They receive regular training, including training for English proficiency to improve their service to local and international students
Student Quality	• The faculty has a clear student intake policy. As a result only 1 out of 37 applicants are accepted. Cut off point for entrance is CGPA 3.22 / 4.0. • Highly selective admission process involving several levels from national examinations to University and Faculty selection • The loading assignment is based on capacity to perform such that very good students may be able to accelerate their progress while students who are average or lag behind may be allowed more semesters to complete the

	total course load of 144 credits and graduate.
Student Advice and Support	• UI has an online registration and monitoring system called SIAK-NG such that student progress is continuously and regularly monitored. Tracer studies results are provided and graduates regularly monitored • There is adequate support from academic advisors to lecturers to thesis advisers, the head of the undergraduate program and even support staff members. Counseling and psychological support are also given. • Orientation is given for incoming students; UI also has a Manager for Student and Alumni Affairs. Mentoring by upperclassmen for lower classmen • There are both physical and psycho-social supports for students; there are also financial assistance comprising of 3 types: 1) tuition fee, 2) living allowance and 3) full scholarship assistance. There are also career-planning and job-search seminars
Facilities and Infrastructure	• There are a number of lecture rooms (5 for 35-40 students, 16 for 60-70 students and 3 for 90-200 students and these are more than enough for the total 899 or an average of 926 students/year • There are both central and faculty libraries that are open to students M-S. There are also a number of electronic sources and online databases • There is an observation laboratory and 2 computer laboratories so students can observe actual interviews; there is also a crisis center that deals with disasters particularly post-traumatic support. • There are a number of computers that students can use and are equipped with statistical software for student use in data analysis. There is a student-centered e-learning environment where lectures are uploaded • There is a laboratory safety, building safety and transportation safety modules that students can access online
Quality Assurance of Teaching and Learning Process	• Curriculum drafting is given to a committee • Students give feedbacks through FGDs and online • Employers give feedbacks informally • Regular/semestral review • Competency-based curriculum implemented in 2012 • Feedback used for improvement of teaching of lecturers and subsequently may be used to revise curriculum • "FoPsy-UI decides on their main competencies of its graduates"
Staff Development Activities	• Strat plan (appendix H). There is regular training and the staff is supported to undergo training which are credited to their promotion • Training and development needs for targeted staff members
Stakeholders Feedback	• There are informal gatherings involving alumni who are also employers to conduct career seminars • Ok through FGDs and suggestions to improve curriculum; graduates of UI are very eager to help in curriculum improvement and give career opportunity talks • Feedback obtained through regular coordination meetings, mailing lists and FGDs
Output	• Pass rate is satisfactory while dropout rate is very low; GPA is very high because the quality of students is also very high • Average time to graduate is around 4 years for 50-60% of cohorts. Majority of students who graduate have high GPA • Very good; graduates are employed within 6 months after graduation • Institute for Psychological Research and research grants/funding are in place to help faculty conduct research but level of research still low
Stakeholders Satisfaction	• Generally the stakeholders are satisfied with the graduates because of their confidence and competences

Criteria	Areas for Improvement
Expected Learning Outcomes	• The level of taxonomy such as creation or synthesis in Cognitive domain can be introduced to facilitate teaching-learning and assessment • Life-long learning skill is very important in the fast changing world. It is good to have life-long learning explicitly stated in the Expected learning outcomes • Stake holders form industries and alumni must be included in the formulation of the ELO to ensure the program is aligned to the industry requirement
Programme Specification	• The learning Plan Book can be improved to cover comprehensive program specification It is good to have a clear constructive alignment in the program specification • The current communication channels are rather reactive than proactive. The department may need to consider more proactive ways to communicate the program specification to stakeholders
Programme Structure and Content	• May consider level of competencies to be included in the skills and knowledge achievement. • It is good if each ELO is assigned with Performance Indexes (PI) • A benchmarking on curriculum with top universities would be useful.
Teaching and Learning Strategy	• It would be clearer if the relationship between ELOs and learning strategies are mapped out in a matrix format.
Student Assessment	• Assessment criteria especially in affective and psychomotor domains should be made known to student. • Can consider involving students in the assessment process (e.g., peer review). • All assessments should be aligned to the ELO • The description does not reflect how learning outcomes are assessed, rather than how subjects at different levels are assessed • Criteria for assessment especially in affective and psychomotor domains should be well communicated to students at the beginning of course and during the course • Some examination papers are at lower level of achievement. It is good to have assessment moderating committee to ensure all assessments are aligned to ELO and at the higher level of achievement in Bloom Taxonomy
Academic Staff Quality	• A comprehensive and structured training program is good for continuous professional development of academic and non-academic staffs • It is good to have a Talent Management Plan to ensure sustainability of the program • Recruitment plan for the next 5 years to deal with succession planning • It is good to have clear KPI for every staffs • It is good to have special incentive for excellence in teaching • It is good to have sharing session of the best practice in teaching-learning • Lack of formal process and procedures in review and consultation
Support Staff Quality	• It is good to train the librarian to manage on-line material as more and more digital native students in the faculty • The utilization rate of e-learning centre may need to be further enhanced. Good facilities deserve good usage. • Provide more opportunities to support staff for further study or training
Student Quality	• Evaluation of the loading assignment should be done to determine its effectivity in ensuring good graduation rate and instilling responsibility to students
Student Advice	• There should be an standard procedure (manual of procedure) for students with problems – how do the faculty and administration help them
Facilities and Infrastructure	• Library is available online but access to journals is limited and on pay per article; utilization of the facilities is not known; research by faculty is not properly disseminated or made known to the community

	• The ratio of computer lab to students is 1:463.2 and 70 computers are shared by an average of 926 students. Utilization of these resources is not documented. • In the crisis and children center, there are no fire safety devices as well as readily accessible emergency exits for emergency cases; visible signage and instructions in cases of emergencies
Quality Assurance of Teaching and Learning Process	• There is no structured feedback from all stakeholders on curriculum design and improvement • Student feedback on courses should be more structured to help improve courses and subsequently curriculum • There is no structured feedback from the labour market; employers think that curriculum should have more electives to provide greater flexibility particularly to keep abreast with current developments and the changing needs of society • Frequency of curricular revision not indicated • FGDs conducted but regular and structured evaluation/feedback not in place • Feedback focused on teaching and not on curricular design improvement • There is a need for metrics of success indicators in achieving the ELOs and the revision it undergo after the assessment
Staff Development Activities	• Long term training plans should be in place • More IT training for non-IT staff and how to handle clients needed
Stakeholders Feedback	• There is no structured feedback or formal channel to provide feedback from the employers (who are also mostly their alumni) who will help in curriculum development. • There is no structured feedback from the alumni; alumni wants more involvement in curriculum development
Output	• Evaluation of loading scheme vis a vis graduation needed • UI does not have a recruitment plan to get their own good students as faculty • Research activity constrained by high teaching load and studies;
Stakeholders Satisfaction	• Graduates like to jump from one job to another • Difficulty working as a team with graduates of other Universities because they lack patience in dealing with them when they could not finish the work on time

A detailed report of the quality assessment at programme level for the Bachelor of Psychology is attached.

Conclusion

Based on the self-assessment report, evidences and interviews, the Bachelor of Psychology fulfilled all AUN-QA criteria. Overall the quality assurance implemented for the programme is between "Inadequate, but minor improvements will make it adequate" and "Example of good practice"

Report prepared by:
Prof. Dr. Riza Atiq Abdullah bin O.K. Rahmat
Prof. Dr. Marilou G. Nicolas

Date
7 January 2014
Enc. Assessment Results

Assessment Results for Undergraduate Programme in Psychology
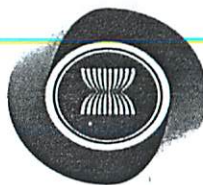
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ASSESSMENT RESULTS (PROGRAMME LEVEL)

Name of University/Address Universitas Indonesia			Faculty/School Faculty of Psychology	
Management Representative/Designation Prof. Dr. Frieda M. Mangunsong, M.Ed	Email • friemang@ui.ac.id • friemangun@gmail.com	Telephone • +62 816 884 529	Fax •	
Programme Title Undergraduate Program of Psychology •				
Assessor(s): Riza Atiq Abdullah bin O.K. Rahmat Marilou G. Nicolas (Date of visit: 26 – 28 November 2013)				

Criteria	Score
1. Expected Learning Outcomes	5
2. Programme Specification	4
3. Programme Structure and Content	4
4. Teaching and Learning Strategy	5

Criteria	Score
5. Student Assessment	4
6. Academic Staff Quality	4
7. Support Staff Quality	4
8. Student Quality	6
9. Student Advice and Support	6
10. Facilities and Infrastructure	5
11. Quality Assurance of Teaching and Learning Process	4
12. Staff Development Activities	4
13. Stakeholders Feedback	3
14. Output	5
15. Stakeholders Satisfaction	4
Overall Verdict	**4.5**

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
1. Expected Learning Outcomes	1.1 The expected learning outcomes have been clearly formulated and translated into the programme	The learning outcomes are clearly formulated and mapped out with the national Learning Outcomes and Bloom taxonomy	The level of taxonomy such as creation or synthesis in Cognitive domain can be introduced to facilitate teaching-learning and assessment	6	
1. Expected Learning Outcomes	1.2 The programme promotes life-long learning		Life-long learning skill is very important in the fast changing world. It is good to have life-long learning explicitly stated in the Expected learning outcomes	3	
1. Expected Learning Outcomes	1.3 The expected learning outcomes cover both generic and specialised skills and knowledge	The expected learning outcomes are covering both generic and specialized skills in Cognitive, affective and psychomotor domain.		6	
1. Expected Learning Outcomes	1.4 The expected learning outcomes clearly reflect the requirements of the stakeholders	The expected learning outcomes (ELO) reflect the national requirements stated in the Indonesian National Qualification Framework.	Stake holders form industries and alumni must be included in the formulation of the ELO to ensure the program is aligned to the industry requirement	4	5
2. Programme Specification	2.1 The university uses programme specification	Program Specification is weritten in the Learning Plan Book (*Buku Rancangan Pembelajaran*). .	The learning Plan Book can be improved to cover comprehensive program specification	4	
2. Programme Specification	2.2 The programme specification shows the expected learning outcomes and how these can be achieved	Clear linkages between ELOs and corresponding institution and between ELOs and curriculum have been established.	It is good to have a clear constructive alignment in the program specification	4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
2. Programme Specification	2.3 The programme specification is informative, communicated, and made available to the stakeholders	Both digital and physical program specifications are available and easily accessible	The current communication channels are rather reactive than proactive. The department may need to consider more proactive ways to communicate the program specification to stakeholders	4	4
3. Programme Structure and Content	3.1 The programme content shows a good balance between generic and specialised skills and knowledge	The program consists of courses that cover cognitive, psychomotor and affective domain in Bloom's Taxonomy.	May consider level of competencies to be included in the skills and knowledge achievement.	5	
3. Programme Structure and Content	3.2 The programme reflects the vision and mission of the university	The program development process follows a systemic framework and the university's mission and vision is reflected. Various stakeholders' input are incorporated		5	
3. Programme Structure and Content	3.3 The contribution made by each course to achieving the learning outcomes is clear	All courses are clearly contribute to 14 ELOs	It is good if each ELO is assigned with Performance Indexes (PI)	4	
3. Programme Structure and Content	3.4 The programme is coherent and all subjects and courses have been integrated	Curriculum mapping is provided t o show the course progression and each course is assigned to achieve certain competencies..		5	
3. Programme Structure and Content	3.5 The programme shows breadth and depth	The program consists of courses which provide learning experiences for students to attain competencies that required by stake-holders.		4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
3. Programme Structure and Content	3.6 The programme clearly shows the basic courses, intermediate courses, specialised courses and the final project ,thesis or dissertation	The program structure is shown in Figure 3.2. The program has basic courses, intermediate and elective courses which are specialized in certain psychology domain. At semester 8, a student has to carry out research and write a thesis before sitting for viva voce.		4	
3. Programme Structure and Content	3.7 The programme content is up-to-date	Curriculum review was conducted in 2012. The review was a major overhaul from prescription to competency based.curriculum.	A benchmarking on curriculum with top universities would be useful.	4	4
4. Teaching and Learning Strategy	4.1 The faculty or department has a clear teaching and learning strategy	• Constructive alignment approach is observable in the running of the program. • • Collaborative learning and problem-based learning are the two main strategies • Every lecturer is required to constructs a guideline called Book of Teaching Plan (Buku Rencana Pengajaran or BRP)	It would be clearer if the relationship between ELOs and learning strategies are mapped out in a matrix format.	4	
4. Teaching and Learning Strategy	4.2 The teaching and learning strategy enables students to acquire and use knowledge academically	At the beginning of the first semester, every student has to go through Student Learning Orientation Program (Orientasi Belajar Mahasiswa) to familiar themselves with Cooperative Learning (CL), Problem Based Learning (PBL) and Computer Mediated Learning (CML). These tools are used as learning strategy to ensure students are able to acquire and apply knowledge.		5	

	Criteria	Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
4. Teaching and Learning Strategy	4.3 The teaching and learning strategy is student oriented and stimulates quality learning	Constructivism through PBL and CL has stimulate quality learning because the learning is by doing and solving real life problems		5	
4. Teaching and Learning Strategy	4.4 The teaching and learning strategy stimulates active learning and facilitates learning to learn	• Most lecturers adopt PBL and CL in delivering their courses where real problems are discussed and students are asked to come out with alternative solutions. In addition, research project and thesis writing at the end of the program are facilitating the students to be able to self learning. • In Basic Student Leadership Training (Pelatihan Dasar Kepemimpinan Mahasiswa / PDKM), senior students are mentoring junior students to improve their soft skills,.		5	5
5. Student Assessment	5.1 Student assessment covers student entrance, student progress and exit tests	• There are 7 types of entrance assessment. Specially gifted students are through talent scouting and normal students are through National Selection for State University Admission examination. The last assessment is thesis examination. In between there are many assessment being conducted		3	
5. Student Assessment	5.2 The assessment is criterion-referenced	Assignment, mid-semester test and final semester test are required in final assessment. The assessment criteria are regulated by national accreditation board.	Assessment criteria especially in affective and psychomotor domians should be made known to student.	4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
		Rubrics to assess each skills and behavior in the ELO have been developed.			
5. Student Assessment	5.3 Student assessment uses a variety of methods	• There are 8 types of assessments that are commonly given to students: • 1. Written examination, • 2. Oral presentation, • 3. Quiz, • 4. Report on specific topic • 5. Journal article analysis, • 6. Simple research • 7. Field work • 8. Project	Can consider involving students in the assessment process (e.g., peer review). All assessments should be aligned to the ELO	5	
5. Student Assessment	5.4 The assessment reflects the expected learning outcomes and the content of the programme	The ELOs include higher level of Bloom Taxonomy	The description does not reflect how learning outcomes are assessed, rather than how subjects at different levels are assessed	3	
5. Student Assessment	5.5 The criteria for assessment are explicit and well-known	.	Criteria for assessment especially in affective and psychomotor domains should be well communicated to students at the beginning of course and during the course	3	
5. Student Assessment	5.6 The assessment methods cover the objectives of the curriculum	The assessment covers cognitive, psychomotor and affective domains	.	4	
5. Student Assessment	5.7 The standards applied in the assessment are explicit and consistent	Written examinations consists of higher order of Cognitive level in Bloom Taxonomy. • Achievement in affective and psychomotor domain are measured using a set of clear rubric	Some examination papers are at lower level of achievement. It is good to have assessment moderating committee to ensure all assessments are aligned to ELO and at the higher level of	4	4

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
			achievement in Bloom Taxonomy.		
6. Academic Staff Quality	6:1 The staff are competent for their tasks	• it is compulsory for the lecturers to undertake pedagogic training, followed by their participation in various development courses such as active learning, internet based learning, English for teaching, etc.	A comprehensive and structured training program is good for continuous professional development of academic and non-academic staffs	4	
6. Academic Staff Quality	6.2 The staff are sufficient to deliver the curriculum adequately	The faculty has 167 academic staffs to run the program with 899 students. The age of the staffs is well distributed. 22% of them are PhD holders	It is good to have aTalent Management Plan to ensure sustainability of the program	4	
6. Academic Staff Quality	6.3 Recruitment and promotion are based on academic merits	• Since2008, once again UI began to receive staff through the Ministry of Education and Culture of the Republic of Indonesia. An academic staff can choose career path either in Teaching Track, Research Track, Administrative Tract or Miscellaneous Tract. Each track has a set of KPIs	Recruitment plan for the next 5 years to deal with succession planning	5	
6. Academic Staff Quality	6.4 The roles and relationship of staff members are well defined and understood	Academic staffs are grouped into several area of interest in Psychology called KMK. Each group always discusses how best they can deliver courses under their care.		5	
6. Academic Staff Quality	6.5 Duties allocated are appropriate to qualifications, experience and skills	• In general, allocation of duties is given below: • Teaching: 2-8 credit units • Research and Development : 2-6 credit units • Community Service	It is good to have clear KPI for every staffs	5	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
		: 1-6 credit units			
		• Academic Society Development : 1-4 credit units			
		• Administration and Management : 0-3 credit units			
6. Academic Staff Quality	6.6 Staff workload and incentive systems are designed to support the quality of teaching and learning	• The academic staff workload and incentive systems are regulated with the Directorate General of Higher Education, Ministry of Education and Culture Decree No. 48/DJ/Kep/1983 on Academic Staff Workload for Higher Educational Institutions (Universities/Institutes). Each academic staff workload is also described with FTE (Full-Time Equivalent), or EWMP (*Ekuvalensi Waktu Mengajar Penuh*). • There are special awards for best teaching-learning	It is good to have special incentive for excellence in teaching	5	
6. Academic Staff Quality	6.7 Accountability of the staff members is well regulated	Teaching Performance is evaluated through EDOM. Regular evaluation is conducted to improve teaching and learning process. Students are required to evaluate academic staffs on their teaching-learning performance Peer group evaluation is also carried out.	It is good to have sharing session of the best practice in teaching-learning	5	
6. Academic Staff Quality	6.8 There are provisions for review, consultation,		Lack of formal process and procedures in review and consultation	3	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	and redeployment				
6. Academic Staff Quality	6:9 Termination and retirement are planned and well implemented	Generally regulated by government policy		4	
6. Academic Staff Quality	6.10 There is an efficient appraisal system	• The Appraisal system of academic staff is based on performance data in education/teaching, research and community service summarized in SIPEG		4	4
7. Support Staff Quality	7.1 The library staff are competent and adequate in providing a satisfactory level of service	.	It is good to train the librarian to manage on-line material as more and more digital native students in the faculty	3	
7. Support Staff Quality	7.2 The laboratory staff are competent and adequate in providing a satisfactory level of service	There are three laboratories: 1) Social Cognition Laboratory; 2) Child Clinical Observation & Interview Laboratory; 3) Adult Clinical Assessment Laboratory There are two centres The labs and centers are manage by trained staffs in the relevant groups or KMK		4	
7. Support Staff Quality	7.3 The computer facility staff are competent and adequate in providing a	Centralized university level computing facilities and IT services with 56 staffs. In the department, there are two general purpose computer lab and one computer lab dedicated for PhD	The utilization rate of e-learning centre may need to be further enhanced. Good facilities deserve good usage.	5	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	satisfactory level of service	students to carry out statistical analysis. The labs are handled by 5 staffs and one coordinator. They have strong background in ICT. E-learning center caters flexible facilities for both staff and student			4
7. Support Staff Quality	7.4 The student services staff are competent and adequate in providing a satisfactory level of service	The department has 8 staffs with one coordinator dedicated for students service. They receive regular training, including training for English proficiency to improve their service to local and international students	Provide more opportunities to support staff for further study or training .	4	4
8.Student Quality	8.1 There is a clear student intake policy	The faculty has a clear student intake policy. As a result only 1 out of 37 applicants are accepted. Cut off point for entrance is CGPA 3.22 / 4.0.		6	6
8.Student Quality	8.2 The student admission process is adequate	Highly selective admission process involving several levels from national examinations to University and Faculty selection		6	
8.Student Quality	8.3 The actual study load is in line with the prescribed load	The loading assignment is based on capacity to perform such that very good students may be able to accelerate their progress while students who are average or lag behind may be allowed more semesters to complete the total course load of 144 credits and graduate.	Evaluation of the loading assignment should be done to determine its effectivity in ensuring good graduation rate and instilling responsibility to students	5	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
9. Student Advice and Support	9.1 There is an adequate student progress monitoring system	UI has an online registration and monitoring system called SIAK-NG such that student progress is continuously and regularly monitored. Tracer studies results are provided and graduates regularly monitored		6	6
9. Student Advice and Support	9.2 Students get adequate academic advice, support and feedback on their performance	There is adequate support from academic advisors to lecturers to thesis advisers, the head of the undergraduate program and even support staff members. Counseling and psychological support are also given.	There should be an standard procedure (manual of procedure) for students with problems – how do the faculty and administration help them	5	
9. Student Advice and Support	9.3 Mentoring for students is adequate	• Orientation is given for incoming students; UI also has a Manager for Student and Alumni Affairs. Mentoring by upperclassmen for lower classmen		6	
9. Student Advice and Support	9.4 The physical, social and psychological environment for the student is satisfactory	There are both physical and psycho-social supports for students; there are also financial assistance comprising of 3 types: 1) tuition fee, 2) living allowance and 3) full scholarship assistance. There are also career-planning and job-search seminars		5	
10. Facilities and Infrastructure	10.1 The lecture facilities (lecture halls, small course rooms) are adequate	There are a number of lecture rooms (5 for 35-40 students, 16 for 60-70 students and 3 for 90-200 students and these are more than enough for the total 899 or an average of 926 students/year		6	
10 Facilities and Infrastructure	10.2 The library is adequate and up-to-	There are both central and faculty libraries that are open to students M-S.	Library is available online but access to journals is limited and on	4	5

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	date	There are also a number of electronic sources and online databases	pay per article; utilization of the facilities is not known; research by faculty is not properly disseminated or made known to the community;		
10. Facilities and Infrastructure	10.3 The laboratories are adequate and up-to-date	• There is an observation laboratory and 2 computer laboratories so students can observe actual interviews; there is also a crisis center that deals with disasters particularly post-traumatic support		6	
10. Facilities and Infrastructure	10.4 The computer facilities are adequate and up-to-date	There are a number of computers that students can use and are equipped with statistical software for student use in data analysis There is a student-centered e-learning environment where lectures are uploaded	The ratio of computer lab to students is 1:463.2 and 70 computers are shared by an average of 926 students. Utilization of these resources is not documented.	5	
10. Facilities and Infrastructure	10.5 Environmental health and safety standards meet requirements in all aspects	• There is a laboratory safety, building safety and transportation safety modules that students can access online	In the crisis and children center, there are no fire safety devices as well as readily accessible emergency exits for emergency cases; visible signage and instructions in cases of emergencies	4	
11. Quality Assurance of Teaching and Learning Process	11.1 The curriculum is developed by all teaching staff members	Curriculum drafting is given to a committee	There is no structured feedback from all stakeholders on curriculum design and improvement	4	4
11. Quality Assurance of Teaching and Learning Process	11.2 The curriculum development involves students	Students give feedbacks through FGDs and online	Student feedback on courses should be more structured to help improve courses and subsequently curriculum	4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
11. Quality Assurance of Teaching and Learning Process	11.3 The curriculum development involves the labour market	Employers give feedbacks informally	There is no structured feedback from the labour market; employers think that curriculum should have more electives to provide greater flexibility particularly to keep abreast with current developments and the changing needs of society	4	
11. Quality Assurance of Teaching and Learning Process	11.4 The curriculum is regularly evaluated at reasonable time periods	Regular/semestral review	Frequency of curricular revision not indicated	4	
11. Quality Assurance of Teaching and Learning Process	11.5 Courses and curriculum are subject to structured student evaluation	Competency-based curriculum implemented in 2012	FGDs conducted but regular and structured evaluation/feedback not in place	5	
11. Quality Assurance of Teaching and Learning Process	11.6 Feedback from various stakeholders is used for improvement	Feedback used for improvement of teaching of lecturers and subsequently may be used to revise curriculum	Feedback focused on teaching and not on curricular design improvement	4	
11. Quality Assurance of Teaching and Learning Process	11.7 The teaching and learning process, assessment schemes, the assessment methods and the assessment itself are always subject to quality assurance and continuous improvement	"FoPsy-UI decides on their main competencies of its graduates"	There is a need for metrics of success indicators in achieving the ELOs and the revision it undergo after the assessment	4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
12. Staff Development Activities	12.1 There is a clear plan on the needs for training and development of both academic and support staff	Strat plan (appendix H). There is regular training and the staff is supported to undergo training which are credited to their promotion	Long term training plans should be in place	5	4
12. Staff Development Activities	12.2 The training and development activities for both academic and support staff are adequate to the identified needs	Training and development needs for targeted staff members	More IT training for non-IT staff and how to handle clients needed	4	
13. Stakeholders Feedback	13.1 There is adequate structured feedback from the labour market	There are informal gatherings involving alumni who are also employers to conduct career seminars	There is no structured feedback or formal channel to provide feedback from the employers (who are also mostly their alumni) who will help in curriculum development.	3	3
13. Stakeholders Feedback	13.2 There is adequate structured feedback from the students and alumni	Ok through FGDs and suggestions to improve curriculum; graduates of UI are very eager to help in curriculum improvement and give career opportunity talks	There is no structured feedback from the alumni; alumni wants more involvement in curriculum development	4	
13. Stakeholders Feedback	13.3 There is adequate structured feedback from the staff	Feedback obtained through regular coordination meetings, mailing lists and FGDs	There is no structured feedback from the staff	4	
14. Output	14.1 The pass rate is satisfactory and dropout rate is of acceptable level	Pass rate is satisfactory while dropout rate is very low; GPA is very high because the quality of students is also very high		5	5

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
14. Output	14.2 Average time to graduate is satisfactory	Average time to graduate is around 4 years for 50-60% of cohorts. Majority of students who graduate have high GPA	Evaluation of loading scheme vis a vis graduation needed	4	
14. Output	14.3 Employability of graduates is satisfactory	Very good; graduates are employed within 6 months after graduation	UI does not have a recruitment plan to get their own good students as faculty	6	
14. Output	14.4 The level of research activities by academic staff and students is satisfactory	Institute for Psychological Research and research grants/funding are in place to help faculty conduct research but level of research still low	Research activity constrained by high teaching load and studies;	3	
15. Stakeholders Satisfaction	15.1 The feedback from stakeholders is satisfactory	Generally the stakeholders are satisfied with the graduates because of their confidence and competences	Graduates like to jump from one job to another Difficulty working as a team with graduates of other Universities because they lack patience in dealing with them when they could not finish the work on time	4	4
Overall Verdict					4.5