



CURRICULUM AUDIT REPORT

State University of Surabaya



UNESA

Quality Assurance Center
State University of Surabaya

2019

Curriculum Audit Report

The curriculum audit is an activity carried out by the internal quality assurance agency of Universitas Negeri Surabaya in order to improve the quality of the education system in the environment so that it results quality of graduates and outcomes that are suitable with the needs. This is of course through the preparation and implementation of the curriculum, and to produce a quality curriculum, a regular curriculum evaluation or review process is needed and if necessary, curriculum development is done periodically (this can be done every year or every semester).

Curriculum audits are regularly carried in the department or study program at Universitas Negeri Surabaya by the Universitas Negeri Surabaya internal auditors team along with the Quality Assurance Agency (BPM). Audit instruments are also regularly developed to make audit activities easier.

The audit was carried out by means of observation and interviews in each of the 72 study programs at Universitas Negeri Surabaya and the results or reports of this audit activity are reported to the Rector of Universitas Negeri Surabaya.

The curriculum audit needs to be done due to the purpose of this audit report that can be used by the study program at Universitas Negeri Surabaya as a basis for reviewing, restructuring and developing the curriculum in the following years so that the expected quality and quality of the curriculum is produced.

In this case, faculty to university principles can supervise and control academic evaluation activities in the study program curriculum. This is a benefit for the internal Quality Assurance Agency of Universitas Negeri Surabaya in providing quality assurance of a system and can improve existing quality standards.

Audit activities were carried out on 73 study programs, both diploma and bachelor's degrees in Universitas Negeri Surabaya. The results of the audit show:

For the results of curriculum audits in general, the data are still lacking / no documents are available, more than 30% are at the following points:

1. Study Programs with available CP documents from the association are 68.1%, while study programs that do not have documents are 31.9%.
2. Study Programs that already have Final Ability Indicators (KA) which are elaborated from CP MK are evaluated periodically indicated by activity documents and graduation analysis that are only 45.8% while study programs that do not have documents are actually more, at 54.2%
3. Study Programs that have available course evaluation matrix are 51.4%, while study programs that do not have documents are 48.6%.
4. Study Programs that have available document assessment instruments for CP MK indicators by study programs are 59.7%, while study programs that do not have documents are 40.3%.



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2019

Report of Study Program Curriculum Audit
State University of Surabaya



QUALITY ASSURANCE SECTOR
STATE UNIVERSITY OF SURABAYA
2019

Validation Page

To state that the State University of Surabaya Study Program Curriculum Audit Report was made in truth.

Surabaya, April 2019

Knowing,
Head of Quality Assurance

Head of the Internal Quality Audit Center

(Prof. Dr. Mega Teguh Budiarto, M.Pd.)

(Dr. Djoko Suwito, M.Pd)

PREFACE

Thanks to The One Almighty God for letting writers to finish the Audit Report of Diploma and Bachelor Study Program Curriculum in State University of Surabaya year 2018. State University of Surabaya (Unesa) is a college that has Tridharma College duties, that is: 1) Education, 2) Research, and 3) Community Service. First dharma duty, is that education in which among them is in the form of learning. So that the implementation of learning can run well and produce outputs or graduates with good outcomes in accordance with the demands of society's needs, a good curriculum must also be provided and implemented.

One of the good curriculum criteria is that if the curriculum is always evaluated and reviewed, even developed continuously to adapt to the times or according to community needs. To be able to evaluate, review, or develop the curriculum, it is necessary to do a curriculum audit that is being carried out by the study program. Therefore, in an effort to improve the curriculum continuously in accordance with the demands of society's needs from the output of Unesa graduates, it is urgent to carry out curricular audit activities in Unesa's diploma and bachelor study programs, which is carried out once a year by SPMI auditors with the Unesa Quality Assurance Division under the command line of the Rector for Academic Affairs.

This curriculum audit activity was carried out by the Unesa internal auditors team who together with PPM developed a curriculum audit instrument to facilitate the implementation of the audit. Curriculum audits are carried out by visiting in person, making observations, and interviews. The results of the audit of the 72 Unesa Diploma and Bachelor study programs will be summarized in this report and will be given to the Rector of the State University of Surabaya. The output of this activity can be used as feedback in all Unesa's study programs regarding the quality or suitability of the curriculum with the demands of the community's needs in the currently implemented curriculum.

Surabaya, April 2019

Internal Quality Audit Center Team

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CHAPTER I

INTRODUCTION

A. Rational

State University of Surabaya (Unesa) is one of the Higher Education in Indonesia that has a vision: Excellent in Education, Strong in Science, while the missions are (1) Organizing learner-centered education and learning using an effective learning approach, and optimizing the use of technology. (2) Carry out research in educational sciences, natural sciences, socio-cultural sciences, arts, and/ or sports, and technology development whose findings are beneficial for the development of science and the welfare of society. (3) Disseminating science, technology, cultural arts and sports, as well as research results through community service oriented towards community empowerment and culture. (4) Realizing Unesa as a center of education, especially primary and secondary education as well as a scientific center based on the noble values of national culture. (5) Organizing higher education guidance systems that are autonomous, accountable, and transparent for quality assurance and continuous quality improvement.

Unesa's vision and mission can be achieved and carried out well in an effort to improve the quality of the education system in Unesa, namely: 1) Increasing input (including curriculum), 2) Increasing the learning process, 3) increasing output (graduates) and increasing outcomes (absorption graduates in the world of work/society).

In essence, the improvement of the education system in Unesa is ultimately an effort to improve the quality of graduates and outcomes. Of course, one of the ways to improve the quality of graduates and this outcome is through the preparation and implementation of a good curriculum. To produce a good curriculum, of course, is through continuous evaluation or review of the curriculum, even during certain periodizations (usually done when the curriculum has been implemented for 4-5 years (with continuous curriculum review every year and even every semester)) curriculum development is necessary.

In an effort to be able to conduct a curriculum review and development process, curriculum data and documents are needed that are being implemented in the Study Program. To get curriculum data and documents on study programs at Unesa in particular, namely by auditing the study program curriculum at Unesa. The curriculum audit activity at Unesa is a routine activity in the evaluation and control cycle carried out by the Unesa Quality Assurance Center in coordination with the Quality Assurance Group and the Unesa Quality Assurance Unit.

This curriculum audit activity was carried out by the Unesa internal auditors team who together with PPM developed a curriculum audit instrument to facilitate the implementation of the audit. Curriculum audits are carried out by visiting in person, making observations, and interviews. The results of the audit of the 72 Unesa Diploma and Bachelor study programs will be summarized in this report and will be given to the Rector of the State University of Surabaya. The output of this activity can be used as feedback in all Unesa's study programs regarding the quality or suitability of the curriculum with the demands of the community's needs in the currently implemented curriculum.

B. Audit Purposes and Benefits

Audit activities for this study program curriculum have the following general objectives:

1. Evaluating the existence of the curriculum that is currently being implemented by the Unesa Diploma, Bachelor, and Master study programs.
2. As input for the Unesa Diploma and Bachelor Study Programs for review, restructuring and curriculum development.
3. In the Curriculum Audit activity, you want to see or check the existence of curriculum documents in each Unesa Study Program, for that there are special objectives as follows.
4. Analyze the curriculum documents owned by the study program.
5. Analyze the Prodi identity documents in the Prodi curriculum.
6. Analyze documentary evidence that the curriculum has been restructured periodically and continuously based on input from stakeholders, alumni, and the community.
7. Analyzing graduate profile documents based on Unesa's vision, mission and market and stakeholder needs.
8. Analyzing the Learning Outcomes (CP) document in the curriculum that is in accordance with SN Dikti and Unesa Character.
9. Analyzing the Final Ability Indicators (KA) described from the CP MK can be measured and achieved in learning and evaluated periodically.
10. Analyze the evaluation matrix of course formation.
11. Analyze the CP indicator assessment instrument by the Study Program.

12. Analyze lecture administration (attendance lists and lecture journals).

13. Analyze the tracer study by the Study Program.

The benefit of this curriculum audit activity is that it can be divided on the basis that the results of this report can be used by the Study Program as a basis for curriculum review, restructuring, and development starting in 2019 and/ or the coming years in an effort to improve curriculum quality. The benefits for faculty and Colleges can be used as control and supervision in conducting academic evaluations, especially the Unesa Selingkung Study Program curriculum. The benefit for quality assurance is to provide advice in an effort to entertain a system and improve standards when fulfilled.

C. Audit Scope

Instrument

In this audit activity using the standard 30 from the Unesa standard that is owned in implementing SPMI PT. Instrument was also developed based on the SN DIKTI standard in Permenristek number 44 of 2015.

Target

Curriculum audit activities were carried out in 72 Diploma and Bachelor study programs in August-October 2018. The auditors that involved were 51 people from 7 faculties in Unesa.

Operational definition of the related word

Curriculum: The curriculum is the overall plan and arrangement regarding graduate learning outcomes, study materials, processes, and assessments, learning which is used as a guideline for the implementation of study programs in the education system, especially higher education

Audit is an independent assessment function made within an organization with the aim of examining and evaluating various activities carried out by the organization.

CHAPTER II

RESULTS OF THE STUDY PROGRAM CURRICULUM AUDIT

Curriculum audits were carried out on 73 study programs (Diploma and Bachelor) in Unesa. Obtained data as many as 72 respondents from the uploading of data from the auditors of one study program whose data were not uploaded, namely the S1 Mechanical Engineering Education Study Program, the results of the Study Program curriculum audit that had been implemented were as follows:

- 1) Study program curriculum documents are available. note: the document is declared AVAILABLE if it fulfils 5 documents (study program identity, learning outcomes, curriculum map, matrix, course identity).
- 2) The study program that has fulfilled 5 documents above were 91,7%, while the study program that doesn't have the documents are 8,3%. Study Programs that don't have the documents are:
- 3) Bachelor of Sports Coaching Education
- 4) Bachelor of Technical Engineering
- 5) Primary School Teacher Education
- 6) Diploma of Technical Engineering
- 7) Special Education
- 8) Diploma of Civil Engineering

Percentage of the study programs that have the curriculum documents presented in Figure 2.1 below:

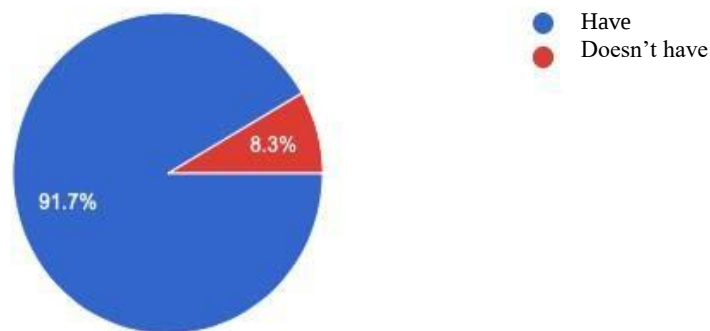


Figure 2.1 Percentage of study programs that have curriculum documents.

Based on the conditions, it was found that 80.6% had no findings, then as much as 6.9% KTS and 12.5% OB. Study Programs that in the KTS condition are:

- 1) Social Science Education
- 2) Bachelor of Sport Coaching Education
- 3) Bachelor of Technical Engineering
- 4) Diploma of Technical Engineering
- 5) Bachelor of Information Technology Education

While the study programs that enter the OB condition are:

- | | |
|-------------------------------------|--------------------------------------|
| 1) English Language Education | 6) Special Education |
| 2) Japanese Language Education | 7) Diploma of Civil Engineering |
| 3) Primary School Teacher Education | 8) Mathematics |
| 4) Bachelor of Geography Education | 9) Bachelor of Public Administration |
| 5) Pre-school Teacher Education | |

The following shows the percentage of conditions in Figure 2.2.

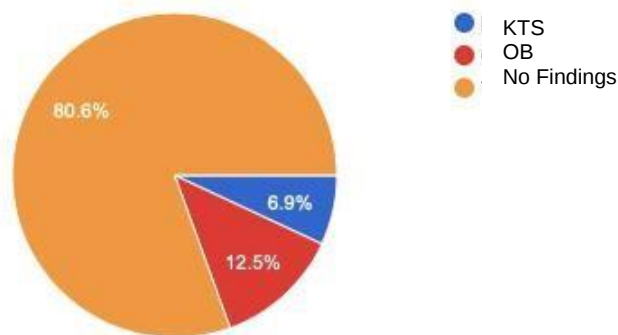


Figure 2.2 Percentage of study programs condition that have curriculum documents

2.a. There is study program identity in the curriculum that contains [Name of PT]

There are 65 study program identities in the curriculum contains the name of PT, and 7 study programs are not. Study Programs for which no study program identity available in the curriculum containing the name of the PT are:

- | | |
|---|---------------------------------------|
| 1) Social Science Education | 4) Electrical Engineering |
| 2) Bachelor of Sport Coaching Education | 5) Bachelor of Sociology |
| 3) Electrical Engineering Education | 6) Bachelor of Communication Sciences |
| | 7) Diploma of Civil Engineering |

2.a. There is study program identity in curriculum that contains [Name of Management Unit]

There are 65 study program identities in the curriculum contains name of management unit, and 7 study programs are not. Study Programs for which no study program identity available in the curriculum containing name of management unit are:

- | | |
|---|---------------------------------------|
| 1) Social Science Education | 4) Electrical Engineering |
| 2) Bachelor of Sport Coaching Education | 5) Bachelor of Communication Sciences |
| 3) Electrical Engineering Education | 6) Diploma of Civil Engineering |
| | 7) Bachelor of Civil Engineering |

2.a. There is study program identity in curriculum that contains [Study Program Name]

There are 67 study program identities in the curriculum contains study program name, and 5 study programs are not. Study Programs for which no study program identity available in the curriculum containing study program name are

- 1) Social Science Education
- 2) Electrical Engineering Education
- 3) Electrical Engineering
- 4) Bachelor of Communication Studies
- 5) Diploma of Civil Engineering

2.a. There is study program identity in curriculum that contains [Establishment Permit Number]

There are 58 study program identities in the curriculum contains establishment permit number, and 14 study programs are not. Study Programs for which no study program identity available in the curriculum containing establishment permit number are:

- | | |
|--------------------------------------|---|
| 1) Education Technology | 5) Bachelor of Sport Coaching Education |
| 2) Social Science Education | 6) Bachelor of Psychology |
| 3) Bachelor of Culinary Art | 7) Bachelor of Geography Education |
| 4) Bachelor of Cosmetology Education | 8) Electrical Engineering Education |
| | 9) Electrical Engineering |

- 10) Bachelor of Sociology
- 11) Bachelor of Communication Sciences

- 12) Bachelor History Education
- 13) Diploma of Civil Engineering
- 14) Diploma of Public Administration

2.a. There is study program identity in curriculum that contains [Operational License]

There are 58 study program identities in the curriculum contains operational license, and 14 study programs are not. Study Programs for which no study program identity available in the curriculum containing operational license are:

- | | |
|---|--|
| 1) Education Technology | 8) Electrical Engineering Education |
| 2) Special Education | 9) Electrical Engineering |
| 3) Social Science Education | 10) Bachelor of Sociology |
| 4) Bachelor of Nutritional Science | 11) Bachelor of Communication Sciences |
| 5) Bachelor of Culinary Art | 12) Bachelor of History Education |
| 6) Bachelor of Sport Coaching Education | 13) Diploma of Civil Engineering |
| 7) Bachelor of Geography Education | 14) Diploma of Public Administration |

2.a. There is study program identity in curriculum that contains [Accreditation Status]

There are 64 study program identities in the curriculum contains accreditation status, and 8 study programs are not. Study Programs for which no study program identity available in the curriculum containing accreditation status are:

- | | |
|---|---------------------------------------|
| 1) Bachelor of Economic | 5) Electrical Engineering |
| 2) Social Science Education | 6) Bachelor of Communication Sciences |
| 3) Bachelor of Sport Coaching Education | 7) Bachelor of History Education |
| 4) Electrical Engineering Education | 8) Diploma of Civil Engineering |

2.a. There is study program identity in curriculum that contains [Accreditation Ranking]

There are 62 study program identities in the curriculum contains accreditation ranking, and 10 study programs are not. Study Programs for which no study program identity available in the curriculum containing accreditation ranking are:

- | | |
|-----------------------------|---|
| 1) Bachelor of Economic | 3) Bachelor of Nutritional Sciences |
| 2) Social Science Education | 4) Bachelor of Sport Coaching Education |

- | | |
|---------------------------------------|--|
| 5) Electrical Engineering Education | 8) Bachelor of History Education |
| 6) Electrical Engineering | 9) Diploma of Civil Engineering |
| 7) Bachelor of Communication Sciences | 10) Bachelor of Indonesian Language and Literature |

2.a. There is study program identity in curriculum that contains [SK Accreditation Number]

There are 62 study program identities in the curriculum contains SK accreditation number, and 10 study programs are not. Study Programs for which no study program identity available in the curriculum containing SK accreditation number are:

- | | |
|---|---------------------------------------|
| 1) Bachelor of Economic | 6) Electrical Engineering Education |
| 2) Social Science Education | 7) Electrical Engineering |
| 3) Bachelor of Nutritional Sciences | 8) Bachelor of Communication Sciences |
| 4) Bachelor of Sport Coaching Education | 9) Bachelor of History Education |
| 5) Bachelor of Geography Education | 10) Diploma of Civil Engineering |

2.a. There is study program identity in curriculum that contains [Expired Date]

There are 50 study program identities in the curriculum contains expired date, and 22 study programs are not. Study Programs for which no study program identity available in the curriculum containing expired date are:

- | | |
|--|---|
| 1) Education Technology | 13) Bachelor of Geography Education |
| 2) Bachelor of Economic | 14) Electrical Engineering Education |
| 3) Non-formal Education | 15) Electrical Engineering |
| 4) Social Science Education | 16) Bachelor of Sociology |
| 5) Bachelor of Nutritional Sciences | 17) Bachelor of Communication Sciences |
| 6) Bachelor of Culinary Art | 18) Bachelor of History Education |
| 7) English Language Education | 19) Diploma of Civil Engineering |
| 8) Bachelor of Information System | 20) Commerce Administration Study Program |
| 9) Diploma of Informatics Management | 21) Diploma of Civil Engineering |
| 10) Bachelor of Sport Coaching Education | 22) Diploma of Public Administration |
| 11) Bachelor of Technical Engineering | |
| 12) Primary School Teacher Education | |

2.a. There is study program identity in curriculum that contains [Number of Lecturers]

There are 54 study program identities in the curriculum contains number of lecturers, and 18 study programs are not. Study Programs for which no study program identity available in the curriculum containing number of lecturers are:

- | | |
|-------------------------------------|--|
| 1) Education Technology | 9) Bachelor of Sociology |
| 2) Non-formal Education | 10) Bachelor of Communication Sciences |
| 3) Social Science Education | 11) Bachelor of History Education |
| 4) English Language Education | 12) Commerce Administration Study Program |
| 5) Primary School Teacher Education | 13) Physical education, health, and recreation |
| 6) Bachelor of Geography Education | 14) Special Education |
| 7) Electrical Engineering Education | 15) Building Technique Education |
| 8) Electrical Engineering | 16) Diploma of Civil Engineering |
| | 17) Diploma of Public Administration |
| | 18) Bachelor of Physics |

2.a. There is study program identity in curriculum that contains [Number of College Students]

There are 53 study program identities in the curriculum contains number of college students, and 19 study programs are not. Study Programs for which no study program identity available in the curriculum containing number of college students are:

- | | |
|---|--|
| 1) Education Technology | 12) Bachelor of History Education |
| 2) Non-formal Education | 13) Commerce Administration Study Program |
| 3) Social Science Education | 14) Physical education, health, and recreation |
| 4) English Language Education | 15) Special Education |
| 5) Bachelor of Sport Coaching Education | 16) Building Technique Education |
| 6) Primary School Teacher Education | 17) Diploma of Civil Engineering |
| 7) Bachelor of Geography Education | 18) Diploma of Public Administration |
| 8) Electrical Engineering Education | 19) Bachelor of Physics |
| 9) Electrical Engineering | |
| 10) Bachelor of Sociology | |
| 11) Bachelor of Communication Sciences | |

- 2.b. There is study program identity in the curriculum that contains (Condition) [Name of PT]
- Based on the conditions, data availability of study program identities in the curriculum containing the name of PT were 62 study programs with no findings, 6 study programs for OB, and 4 study programs for KTS.

The following are study programs that are included in the OB condition:

- 1) Bachelor of Mechanical Engineering
- 2) Social Science Education
- 3) Bachelor of Communication Sciences
- 4) Diploma of Mechanical Engineering
- 5) Diploma of Civil Engineering
- 6) Bachelor of Public Administration

Next are study programs that are included in the KTS condition:

- 1) Bachelor of Fashion Education
- 2) Social Science Education
- 3) Bachelor of Sport Coaching Education
- 4) Special Education

- 2.b. There is study program identity in the curriculum that contains (Condition) [Name of Management Unit]

Based on the conditions, data availability of study program identities in the curriculum containing the name of management unit were 62 study programs with no findings, 6 study programs for OB, and 4 study programs for KTS.

The following are study programs that are included in the OB condition:

- 1) Bachelor of Mechanical Engineering
- 2) Bachelor of Communication Sciences
- 3) Diploma of Mechanical Engineering
- 4) Diploma of Civil Engineering
- 5) Bachelor of Public Administration
- 6) Bachelor of Civil Engineering

Next are study programs that are included in the KTS condition:

- 1) Bachelor of Fashion Education
- 2) Social Science Education
- 3) Bachelor of Sport Coaching Education
- 4) Special Education

2.b. There is study program identity in the curriculum that contains (Condition) [Study Program Name]

Based on the conditions, data availability of study program identities in the curriculum containing the study program name were 64 study programs with no findings, 5 study programs for OB, and 3 study programs for KTS.

The following are study programs that are included in the OB condition:

- | | |
|---------------------------------------|--------------------------------------|
| 1) Bachelor of Mechanical Engineering | 3) Diploma of Mechanical Engineering |
| 2) Bachelor of Communication Sciences | 4) Diploma of Civil Engineering |
| | 5) Bachelor of Public Administration |

Next are study programs that are included in the KTS condition:

- 1) Bachelor of Fashion Education
- 2) Social Science Education
- 3) Special Education

2.b. There is study program identity in the curriculum that contains (Condition) [Establishment Permit Number]

Based on the conditions, data availability of study program identities in the curriculum containing the establishment permit number were 54 study programs with no findings, 11 study programs for OB, and 7 study programs for KTS.

The following are study programs that are included in the OB condition:

- | | |
|---------------------------------------|---------------------------------------|
| 1) Education Technology | 6) Bachelor of Communication Sciences |
| 2) Bachelor of Culinary Art Education | 7) Bachelor of History Education |
| 3) Bachelor of Cosmetology Education | 8) Diploma of Mechanical Engineering |
| 4) Bachelor of Mechanical Engineering | 9) Diploma of Civil Engineering |
| 5) Bachelor of Sociology | 10) Bachelor of Public Administration |
| | 11) Diploma of Public Administration |

Next are study programs that are included in the KTS condition:

- | | |
|----------------------------------|------------------------------------|
| 1) Non-formal Education | Education |
| 2) Bachelor of Fashion Education | 5) Bachelor of Psychology |
| 3) Social Science Education | 6) Bachelor of Geography Education |
| 4) Bachelor of Sport Coaching | 7) Special Education |

2.b. There is study program identity in the curriculum that contains (Condition) [Operational Permit]

Based on the conditions, data availability of study program identities in the curriculum containing the operational permit were 54 study programs with no findings, 12 study programs for OB, and 6 study programs for KTS.

The following are study programs that are included in the OB condition:

- | | |
|---------------------------------------|---------------------------------------|
| 1) Education Technology | 6) Bachelor of Sociology |
| 2) Non-formal Education | 7) Bachelor of Communication Sciences |
| 3) Bachelor of Nutritional Science | 8) Bachelor of History Education |
| 4) Bachelor of Culinary Art Education | 9) Diploma of Mechanical Engineering |
| 5) Bachelor of Mechanical Engineering | 10) Diploma of Civil Engineering |
| | 11) Bachelor of Public Administration |
| | 12) Diploma of Public Administration |

Next are study programs that are included in the KTS condition:

- | | |
|---|------------------------------------|
| 1) Bachelor of Fashion Education | 4) Bachelor of Psychology |
| 2) Social Science Education | 5) Bachelor of Geography Education |
| 3) Bachelor of Sport Coaching Education | 6) Special Education |

2.b. There is study program identity in the curriculum that contains (Condition) [Accreditation Status]

Based on the conditions, data availability of study program identities in the curriculum containing the accreditation status were 60 study programs with no findings, 7 study programs for OB, and 5 study programs for KTS.

The following are study programs that are included in the OB condition:

- | | |
|---------------------------------------|--------------------------------------|
| 1) Bachelor of Mechanical Engineering | 5) Diploma of Mechanical Engineering |
| 2) Bachelor of Geography Education | 6) Diploma of Civil Engineering |
| 3) Bachelor of Communication Sciences | 7) Bachelor of Public |
| 4) Bachelor of History Education | |
| 8) Administration | |

Next are study programs that are included in the KTS condition:

- 1) Bachelor of Economic
- 2) Bachelor of Fashion Education
- 3) Bachelor of Sport Coaching Education
- 4) Bachelor of Psychology
- 5) Special Education

2.b. There is study program identity in the curriculum that contains (Condition) [Accreditation Ranking]

Based on the conditions, data availability of study program identities in the curriculum containing the accreditation ranking were 58 study programs with no findings, 8 study programs for OB, and 6 study programs for KTS.

The following are study programs that are included in the OB condition:

- | | |
|---------------------------------------|--------------------------------------|
| 1) Bachelor of Mechanical Engineering | Sciences |
| 2) Bachelor of Geography Education | 4) Bachelor of History Education |
| 3) Bachelor of Communication | 5) Diploma of Mechanical Engineering |
| | 6) Diploma of Civil Engineering |
| | 7) Bachelor of Public Administration |

Next are study programs that are included in the KTS condition:

- | | |
|----------------------------------|---|
| 1) Bachelor of Economic | 4) Bachelor of Sport Coaching Education |
| 2) Bachelor of Fashion Education | 5) Special Education |
| 3) Social Science Education | 6) Bachelor of Indonesian |
| 7) Language and Literature | |

2.b. There is study program identity in the curriculum that contains (Condition) [SK Accreditation Number]

Based on the conditions, data availability of study program identities in the curriculum containing the SK accreditation number were 59 study programs with no findings, 7 study programs for OB, and 6 study programs for KTS.

The following are study programs that are included in the OB condition:

- 1) Bachelor of Nutritional Science
- 2) Bachelor of Mechanical Engineering
- 3) Bachelor of Communication Sciences
- 4) Bachelor of History Education
- 5) Diploma of Mechanical Engineering
- 6) Diploma of Civil Engineering
- 7) Bachelor of Public Administration

Next are study programs that are included in the KTS condition:

- 1) Bachelor of Economics
- 2) Bachelor of Fashion Education
- 3) Social Science Education
- 4) Bachelor of Sport Coaching Education
- 5) Bachelor of Geography
- 6) Special Education

2.b. There is study program identity in the curriculum that contains (Condition) [Expired Date]

Based on the conditions, data availability of study program identities in the curriculum containing the expired date were 50 study programs with no findings, 13 study programs for OB, and 9 study programs for KTS.

The following are study programs that are included in the OB condition:

- | | |
|---------------------------------------|---------------------------------------|
| 1) Education Technology | 7) Bachelor of Psychology |
| 2) Bachelor of Nutritional Science | 8) Bachelor of Sociology |
| 3) Bachelor of Culinary Art Education | 9) Bachelor of Communication Sciences |
| 4) English Language Education | 10) Bachelor of History Education |
| 5) Bachelor of Information System | 11) Diploma of Civil Engineering |
| 6) Diploma of Informatics Management | 12) Bachelor of Public Administration |
| | 13) Diploma of Public Administration |

Next are study programs that are included in the KTS condition:

- | | |
|---|--|
| 1) Bachelor of Economics | 6) Primary School Teacher Education |
| 2) Bachelor of Fashion Education | 7) Bachelor of Geography |
| 3) Social Science Education | 8) Diploma of Mechanical Engineering |
| 4) Bachelor of Sport Coaching Education | 9) Commerce Administration Study Program |
| 5) Bachelor of Mechanical Engineering | |

2.b. There is study program identity in the curriculum that contains (Condition) [Number of Lecturers]

Based on the conditions, data availability of study program identities in the curriculum containing the number of lecturers were 52 study programs with no findings, 13 study programs for OB, and 7 study programs for KTS.

The following are study programs that are included in the OB condition:

- | | |
|---------------------------------------|---------------------------------------|
| 1) Education Technology | 7) Bachelor of Communication Sciences |
| 2) Non-formal Education | 8) Bachelor of History Education |
| 3) English Language Education | 9) Diploma of Mechanical Engineering |
| 4) Bachelor of Mechanical Engineering | 10) Building Engineering Education |
| 5) Bachelor of Psychology | 11) Diploma of Civil Engineering |
| 6) Bachelor of Sociology | 12) Bachelor of Public Administration |
| | 13) Diploma of Public Administration |

Next are study programs that are included in the KTS condition:

- 1) Bachelor of Fashion Education
- 2) Social Science Education
- 3) Primary School Teacher Education
- 4) Bachelor of Geography
- 5) Commerce Administration Study Program
- 6) Physical education, health, and recreation
- 7) Bachelor of Physics

2.b. There are study program identity in the curriculum that contains (Condition) [Number of College Students]

Based on the conditions, data availability of study program identities in the curriculum containing the number of college students were 51 study programs with no findings, 13 study programs for OB, and 8 study programs for KTS.

The following are study programs that are included in the OB condition:

- | | |
|---------------------------------------|---------------------------------------|
| 1) Education Technology | 7) Bachelor of Communication Sciences |
| 2) Non-formal Education | 8) Bachelor of History Education |
| 3) English Language Education | 9) Diploma of Mechanical Engineering |
| 4) Bachelor of Mechanical Engineering | 10) Building Engineering Education |
| 5) Bachelor of Psychology | 11) Diploma of Civil Engineering |
| 6) Bachelor of Sociology | 12) Bachelor of Public Administration |
| | 13) Diploma of Public Administration |

Next are study programs that are included in the KTS condition:

- | | |
|---|---|
| 1) Bachelor of Fashion Education | 5) Bachelor of Geography |
| 2) Social Science Education | 6) Commerce Administration Study Program |
| 3) Bachelor of Sport Coaching Education | 7) Physical education, health, and recreation |
| 4) Primary School Teacher Education | 8) Bachelor of Physics |

3. There is document as a proof that the curriculum has been restructured periodically and continuously based on input from stakeholders, alumni and the community.

Study programs that have available curriculum documents have been restructured periodically and continuously based on input from stakeholders, alumni and the community is 70.8%, while study

programs that do not have the documents are 29.2%.

Study programs that don't have the documents are:

- | | |
|---------------------------------------|--|
| 1) Bachelor of Economics | 12) Electrical Engineering |
| 2) Non-formal Education | 13) Diploma of Transportation |
| 3) Fine Art Study Program | 14) Bachelor of History Education |
| 4) Social Science Education | 15) Diploma of Mechanical Engineering |
| 5) Bachelor of Management | 16) Commerce Administration Study Program |
| 6) Bachelor of Information System | 17) Bachelor of Music Art |
| 7) Diploma of Informatics Management | 18) Special Education |
| 8) Bachelor of Mechanical Engineering | 19) Bachelor of Indonesian Language and Literature |
| 9) Diploma of Electrical Engineering | 20) Bachelor of Indonesian Language Education |
| 10) Primary School Teacher Education | 21) Bachelor of Civil Engineering |
| 11) Electrical Engineering Education | |

The percentage of study programs that have proof that the curriculum has been restructured periodically and continuously based on input from stakeholders, alumni and the community is presented in Figure 2.3 below:

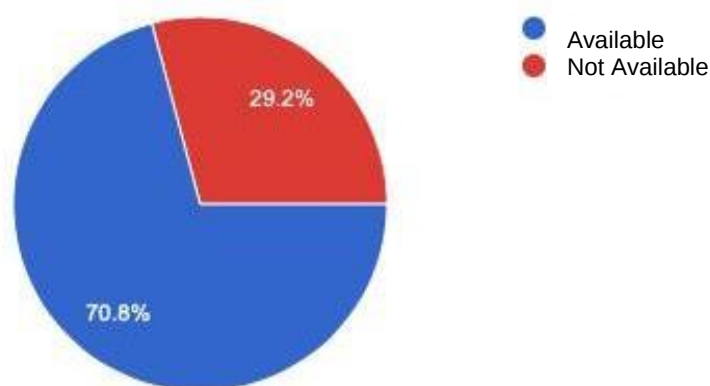


Figure 2.3 Percentage of study programs that have evidence that the curriculum has been restructured periodically and continuously based on input from stakeholders, alumni and the community

Based on the conditions, it was found that 65.3% had no findings, then 16.7% KTS and 18.1% OB. Study programs that enter the KTS condition are:

- | | |
|---------------------------------------|--|
| 1) Social Science Education | 7) Electrical engineering |
| 2) Bachelor of Management | 8) Diploma of Mechanical Engineering |
| 3) Bachelor of Mechanical Engineering | 9) Commerce Administration Study Program |
| 4) Diploma of Electrical Engineering | 10) Special Education |
| 5) Primary School Teacher Education | 11) Bachelor of Indonesian Language & Literature |
| 6) Electrical Engineering Education | 12) Bachelor of Indonesian Language Education |

While the study programs that enter the OB condition are:

- | | |
|---------------------------------------|---------------------------------------|
| 1) Bachelor of economics | 7) Diploma of Information Management |
| 2) Non-formal Education | 8) Japanese Language Education |
| 3) English Literature | 9) Diploma of Transportation |
| 4) Fine Arts Study Program | 10) Bachelor of Historical Education |
| 5) Bachelor of Culinary Art Education | 11) Bachelor of Education Management |
| 6) Bachelor of Information Systems | 12) Bachelor of Public Administration |
| | 13) Bachelor of Civil Engineering |

The following shows the percentage of conditions in Figure 2.4.

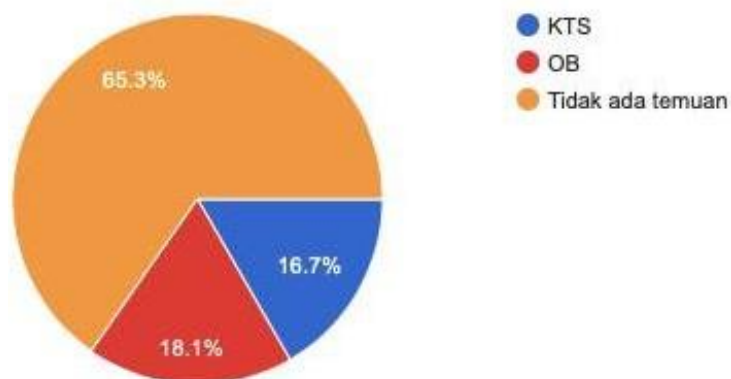


Figure 2.4 Percentage of study program conditions that have evidence that the curriculum has been restructured periodically and continuously based on input from stakeholders, alumni and the community

4. There is a proof document of continuous curriculum review

70.8% of study programs that have available proof of curriculum review documents, while 29.2% of study programs have no documents.

Study Programs that do not have the documents are:

- | | |
|---------------------------------------|--|
| 1) Counselling Guidance | Education |
| 2) Non-formal Education | 11) Electrical Engineering Education |
| 3) English Literature | 12) Electrical Engineering |
| 4) Social science education | 13) Diploma of Transportation |
| 5) Bachelor of Information Systems | 14) Diploma of Mechanical Engineering |
| 6) Diploma of Information Management | 15) Commerce Administration Study Program |
| 7) Bachelor of Mechanical Engineering | 16) Bachelor of Music Arts |
| 8) Japanese Language Education | 17) Special Education |
| 9) Diploma of Electrical Engineering | 18) Bachelor of Indonesian Language Education |
| 10) Primary School Teacher | 19) Bachelor of Law Studies |
| | 20) Bachelor of Information Technology Education |
| | 21) Bachelor of Civil Engineering |

The percentage of study programs that have proof of continuous curriculum review documents is presented in Figure 2.5 below:

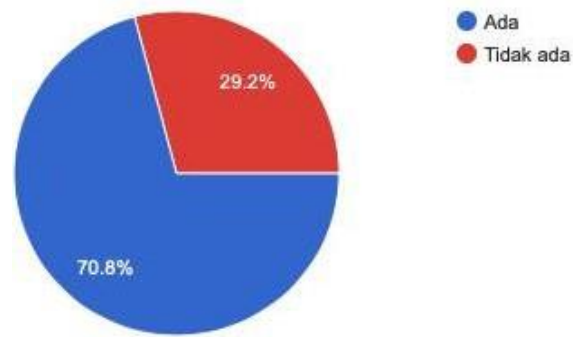


Figure 2.5 Percentage of study programs that have documentary evidence of continuous curriculum reviewkontinyu

Based on the conditions, it was found that 69.4% had no findings, then as many as 13.9% KTS and 16.7% OB. Study programs that enter the KTS condition are:

- 1) Counselling Guidance
- 2) Bachelor of Mechanical Engineering
- 3) Diploma of Electrical Engineering
- 4) Primary School Teacher Education
- 5) Electrical Engineering Education
- 6) Electrical Engineering
- 7) Diploma of Mechanical Engineering
- 8) Commerce Administration Study Program
- 9) Bachelor of Indonesian Language Education
- 10) Bachelor of Information Technology Education

While the study programs that enter the OB condition are

- 1) Non-formal Education
- 2) English Literature
- 3) Social science education
- 4) Bachelor of Culinary Art Education
- 5) Bachelor of Information Systems
- 6) Diploma of Information Management
- 7) Japanese Language Education
- 8) Diploma of Transportation
- 9) Bachelor of Law Studies
- 10) Bachelor of State Administration
- 11) Diploma of State Administration
- 12) Bachelor of Civil Engineering

The following shows the percentage of conditions in Figure 2.6.

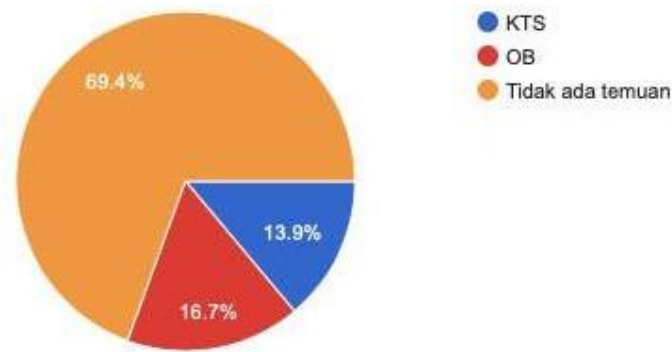


Figure 2.6 Percentage of conditions of study programs that have evidence of continuous curriculum review documents

- 5.a There are graduate profiles that are made based on [vision, mission and objectives of Study Program and PT]

There are 69 study programs that have available graduate profiles made based on the vision, mission and objectives of study programs and universities, while those who do not have profiles are 3 study programs. Study Program that do not have are:

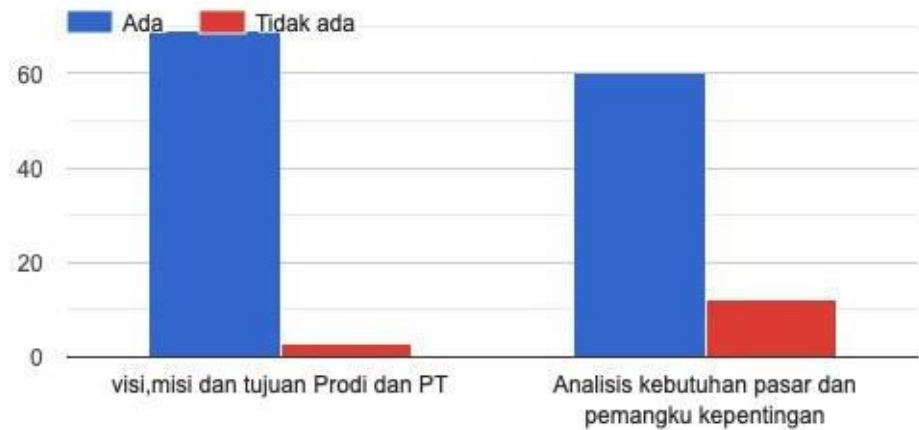
- 1) Bachelor of Mechanical Engineering
- 2) Electrical Engineering Education
- 3) Diploma of Mechanical Engineering

- 5.a There are graduate profiles that are made based on [Analysis of market needs and stakeholders]

There are 60 study programs for which there are graduate profiles made based on the analysis of market needs and stakeholders, while 12 study programs have no profiles. Prodi that do not have are:

- 1) Non-formal Education
- 2) Social sciences education
- 3) Bachelor of Information Systems
- 4) Diploma of Information Management
- 5) Bachelor of Mechanical Engineering
- 6) Primary School Teacher Education
- 7) Electrical Engineering Education
- 8) Sports Science
- 9) Diploma of Mechanical Engineering
- 10) Bachelor of Music Arts
- 11) Special Education
- 12) Bachelor of Indonesian Language Education

Below is presented a graph 2.1 of the availability of graduate profiles based on the vision, mission and objectives of the Study Program and PT as well as an analysis of market needs and stakeholders.



Graph 2.1 Availability of graduate profiles based on the vision, mission and objectives of Study Programs and Universities as well as analysis of market needs and stakeholders

5.b There are graduate profiles that are made based on (condition) [vision, mission, and objectives of Study Program and Higher Education]

Based on the conditions, data obtained from 65 study programs that have no findings, then as many as 4 KTS study programs and 3 OB study programs. Study programs included in the KTS category are:

- 1) Non-formal Education
- 2) Social Science Education
- 3) Bachelor of Mechanical Engineering
- 4) Diploma of Mechanical Engineering

Next is the study programs that are in the OB category:

- 1) Diploma of Fashion
- 2) Pre-School Teacher Education
- 3) Bachelor of Public Administration

5.b There are graduate profiles that are made based on (condition) [Analysis of market needs and stakeholders]

Based on the conditions, data obtained from 60 study programs that have no findings, then as many as 5 KTS study programs and 7 OB study programs. Study programs included in the KTS category are:

- 1) Bachelor of Mechanical Engineering
- 2) Primary School Teacher Education
- 3) Sport Sciences
- 4) Diploma of Mechanical Engineering
- 5) Bachelor of Indonesian Language Education

Next is the study programs that are in the OB category:

- 1) Non-formal Education
- 2) Social Science Education
- 3) Diploma of Fashion
- 4) Bachelor of Information System
- 5) Diploma of Informatics Management
- 6) Bachelor of Education Management
- 7) Bachelor of Public Administration

The following is presented in graph 2.2. Conditions for the availability of graduate profiles based on the vision, mission and objectives of Study Programs and Higher Education as well as analysis of market needs and stakeholders.



Graph 2.2 Availability of graduate profiles based on the vision, mission and objectives of study programs and universities as well as analysis of market needs and stakeholders

6. There is graduate profile available in the curriculum that describes the role and ability of the graduate.

There were 95.8% of study programs that had graduate profiles in the curriculum that described the roles and abilities of graduates, while those of study programs that did not have a graduate profile in the curriculum were 4.2%. Prodi that does not have a graduate profile in the curriculum are:

- 1) Primary School Teacher Education
- 2) Special Education
- 3) Diploma of Public Administration

The percentage of study programs that have graduate profiles in the curriculum that describes the roles and abilities of graduates is presented in Figure 2.7 below:



Figure 2.7 Percentage of study programs that have graduate profiles in the curriculum that describe the roles and abilities of graduates.

Based on the conditions, it was found that 90.3% had no findings, then as much as 2.8% KTS and 6.9% OB. Study programs that enter the KTS condition are:

- 1) Social Science Education
- 2) Primary School Teacher Education

While the study programs that are in the OB condition are:

- 1) Diploma of Accounting
- 2) Bachelor of Mechanical Engineering
- 3) Diploma of Mechanical Engineering
- 4) Bachelor of Public Administration
- 5) Diploma of Public Administration

The following shows the percentage of conditions in Figure 2.8.

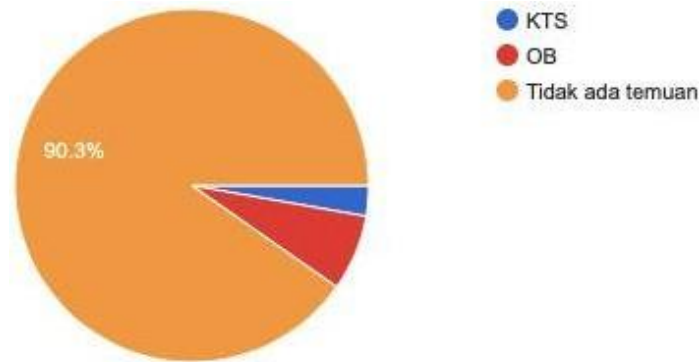


Figure 2.8 Percentage of study program conditions that have a graduate profile in the curriculum that describes the role and ability of graduates

7. There are activity documents that involve all lecturers in the development of the Study Programs curriculum, which have available activity documents that involve all lecturers in curriculum development as much as 81.9%, while for study programs that do not have documents as many as 18.1%. Prodi that does not have the documents are:

- 1) Bachelor of Information Systems
- 2) Diploma of Information Management
- 3) Diploma of Electrical Engineering
- 4) Elementary School Teacher Education
- 5) Bachelor of Geography Education
- 6) Electrical Engineering Education
- 7) Electrical engineering
- 8) Diploma of Transportation
- 9) Bachelor of Communication Science
- 10) Special Education
- 11) Building Engineering Education
- 12) Bachelor of Indonesian Language Education
- 13) Bachelor of Civil Engineering

The percentage of study programs that have activity documents that involve all lecturers in curriculum development is presented in the following figure 2.9:

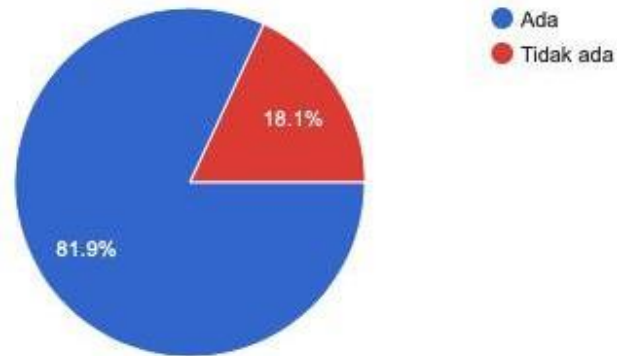


Figure 2.9 Percentage of study programs that have activity documents that involve all lecturers in curriculum development

Based on the conditions, it was found that 73.6% had no findings, then as many as 8.3% KTS and 18.1% OB. Study programs that enter the KTS condition are:

- 1) Diploma of Electrical Engineering
- 2) Elementary School Teacher Education
- 3) Bachelor of Geography Education
- 4) Electrical Engineering Education
- 5) Electrical engineering
- 6) Bachelor of Indonesian Language Education

While the study programs that enter the OB condition are:

- 1) Social science education
- 2) Bachelor of Information Systems
- 3) D3 Information Management
- 4) Bachelor of Mechanical Engineering
- 5) Japanese Language Education
- 6) D3 Transportation
- 7) Bachelor of Communication Science
- 8) D-3 Mechanical Engineering
- 9) Bachelor of drama, dance, and music education
- 10) Building Engineering Education
- 11) Bachelor of Public Administration
- 12) Bachelor of Informatics Engineering
- 13) Bachelor of Civil Engineering

The following shows the percentage of conditions in Figure 2.10.

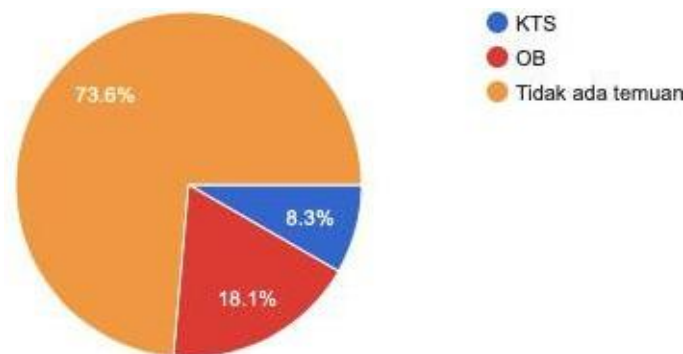


Figure 2.10 Percentage of study program conditions that have activity documents that involve all lecturers in curriculum development

8.a There are learning outcomes (CP / learning outcome) in the curriculum according to SN DIKTI and unesa character [CP Prodi on attitudes consists of SN Dikti and unesa characters]

There are 69 study programs that have available learning outcomes (CP/learning outcome) in the curriculum according to SN DIKTI and unesa [CP Prodi about attitudes consisting of Higher Education SN and Unesa characters], as many as 69 study programs, the rest are 3 study programs that do not. Prodi that do not have CP Prodi regarding attitudes consisting of SN Dikti

and unesa characters are:

- 1) Social Science Education
- 2) Bachelor of Information System
- 3) Electrical Engineering Education

8.a There are learning outcomes (CP / learning outcomes) in the curriculum according to SN DIKTI and unesa character [CP Prodi on general skills is adopted from SN DIKTI appropriate levels (D3, S1, S2, S3)]

There are 68 study programs that have available learning outcomes (CP / learning outcomes) in the curriculum according to SN DIKTI and unesa character [CP Prodi on general skills adopted from SN DIKTI appropriate levels (D3, S1, S2, S3)] as many as 68 study programs, the rest are 4 study programs that are not.

Prodi that do not have CP Prodi on general skills adopted from the appropriate level SN DIKTI (D3, S1, S2, S3)] are:

- 1) Social Science Education
- 2) Electrical Engineering Education
- 3) Diploma of Transportations
- 4) Bachelor of Civil Engineering

8.a There are learning outcomes (CP / learning outcome) in the curriculum according to SN DIKTI and unesa character [CP Prodi about knowledge according to the level and association as well as the characteristics of the study program]

There are 67 study programs that have available learning outcomes (CP / learning outcome) in a curriculum that is in accordance with SN DIKTI and unesa [CP Prodi about knowledge according to the level and association and characteristics of the study program], the rest are 5 study programs that are not. Prodi that do not have CP Prodi regarding knowledge in accordance with the level and association as well as study program characteristics are:

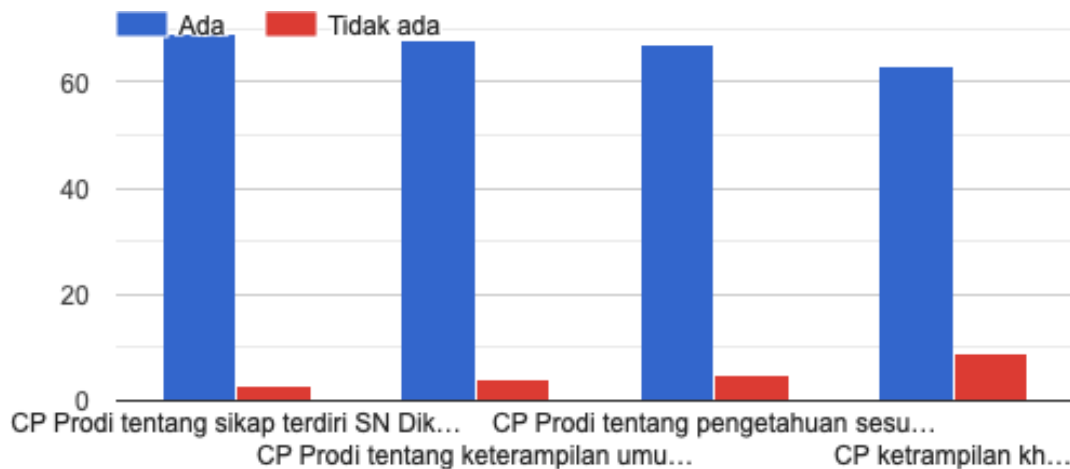
- 1) Social Science Education
- 2) Bachelor of Information System
- 3) Diploma of Informatics Management
- 4) Japanese Language Education
- 5) Electrical Engineering Education

8.a There are learning outcomes (CP / learning outcome) in the curriculum that is in accordance with SN DIKTI and unesa character [CP special skills that are in accordance with the association and characteristics of the study program]

There are 63 study programs that have available learning outcomes (CP / learning outcome) in the curriculum according to SN DIKTI and unesa character [CP special skills that are in accordance with the association and study program characteristics], the rest are 9 study programs that are not. Prodi that do not have CP for specific skills that are in accordance with the association and study program characteristics are:

- 1) Social science education
- 2) English Education
- 3) Bachelor of Information Systems
- 4) Diploma of Information Management
- 5) Japanese Language Education
- 6) Electrical Engineering Education
- 7) Bachelor of Indonesian Language & Literature
- 8) Diploma of Public Administration
- 9) Bachelor of Civil Engineering

The following is a graph of 2.3 The availability of learning outcomes (CP / learning outcomes) in the curriculum in accordance with SN DIKTI and Unesa's character.



Graph 2.3 Availability of learning outcomes (CP / learning outcome) in the curriculum according to SN DIKTI and Unesa's character.

8.b There are learning outcomes (CP / learning outcome) in the curriculum according to SN DIKTI and unesa character (findings) [CP Prodi about attitudes consists of SN Dikti and unesa character]

Based on the findings, data were obtained from 64 study programs that had no findings, then as many as 6 KTS study programs and 2 OB study programs. Study programs that fall into the KTS category are:

- 1) Non-formal Education
- 2) Social science education
- 3) Bachelor of Information Systems
- 4) Primary School Teacher Education
- 5) Special Education
- 6) Bachelor of Local Language

While the study programs that enter the OB condition are:

- 1) Bachelor of Mechanical Engineering
- 2) Diploma of Mechanical Engineering

8.b There are learning outcomes (CP / learning outcome) in the curriculum according to SN DIKTI and unesa character (findings) [CP Prodi on general skills adopted from SN DIKTI the suitable level (D3, S1, S2, S3)]

Based on the findings, data were obtained from 67 study programs that had no findings, then as many as 1 KTS study programs and 4 OB study programs. Study programs that fall into the KTS category are:

- 1) Social Science Education

While the study programs that enter the OB condition are:

- 1) Bachelor of Mechanical Engineering
- 2) Diploma of Transportation
- 3) Diploma of Mechanical Engineering
- 4) Bachelor of Civil Engineering

8.b There are learning outcomes (CP / learning outcome) in the curriculum according to SN DIKTI and unesa character (findings) [CP Prodi about knowledge according to the level and association as well as the characteristics of the study program]

Based on the findings, data were obtained from 64 study programs that had no findings, then as many as 4 KTS study programs and 4 OB study programs. Study programs that fall into the KTS category are:

- 1) Social Science Education
- 2) Bachelor of Informatics System
- 3) Diploma of Informatics Management
- 4) Japanese Language Education

While the study programs that enter the OB condition are:

- 1) Bachelor of Mechanical Engineering
- 2) Visual Communication Design
- 3) Diploma of Mechanical Engineering
- 4) Diploma of Graphic Design

8.b There are learning outcomes (CP / learning outcome) in the curriculum according to SN DIKTI and unesa character (findings) [CP for specific skills that are in accordance with the association and program identifier]

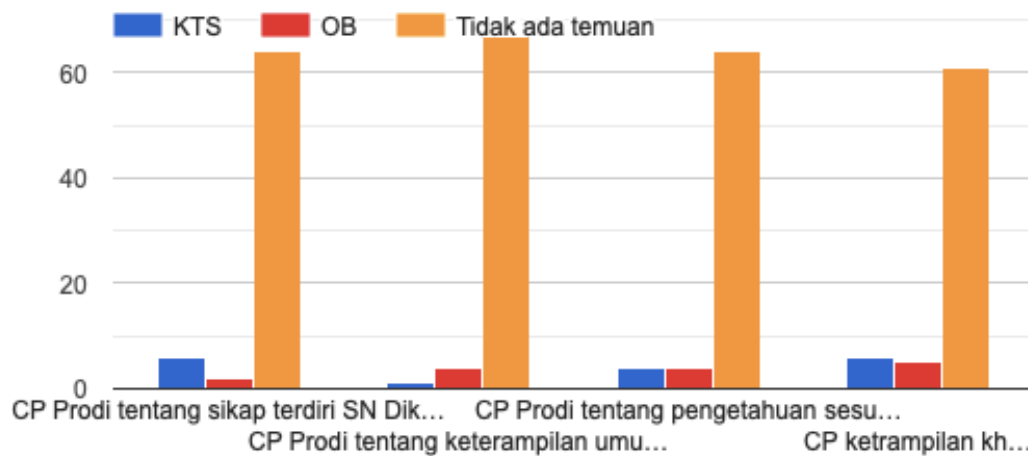
Based on the findings, data were obtained from 61 study programs that had no findings, then as many as 6 KTS study programs and 5 OB study programs. Study programs that fall into the KTS category are:

- 1) Social Science Education
- 2) English Language Education
- 3) Bachelor of Informatics System
- 4) Diploma of Informatics Management
- 5) Japanese Language Education
- 6) Bachelor of Indonesian Language and Literature

While the study programs that enter the OB condition are:

- 1) Bachelor of Mechanical Engineering
- 2) Visual Communication Design
- 3) Diploma of Mechanical Engineering
- 4) Diploma of Public Administration
- 5) Bachelor of Civil Engineering

The following is a graph of 2.4 The availability of learning outcomes (CP / learning outcomes) in the curriculum that is in accordance with the SN DIKTI and the character of the Unesa (Findings)



Graph 2.4 Availability of learning outcomes (CP / learning outcome) in the curriculum according to SN DIKTI and unesa character (Findings)

9. There is a CP document from the association

There were 68.1% of study programs with CP documents from the association, while 31.9% of study programs that did not have documents. Prodi that do not have documents are:

- | | |
|--|---|
| 1) German literature | 16) Penjaskesrek |
| 2) Bachelor of Islamic Economics | 17) Bachelor of Music Arts |
| 3) Bachelor of economics | 18) Building Engineering Education |
| 4) Fine Arts Study Program | 19) Bachelor of Indonesian Language Education |
| 5) Social science education | 20) Diploma of Graphic Design |
| 6) Bachelor of Management | 21) Bachelor of Law Studies |
| 7) English Education | 22) Diploma of State Administration |
| 8) Bachelor of Sports Coaching Education | 23) Bachelor of Informatics Engineering |
| 9) Visual Communication Design | |
| 10) Electrical Engineering Education | |
| 11) Electrical engineering | |
| 12) Diploma of Transportation | |
| 13) Bachelor of Sociology | |
| 14) Bachelor of Communication Science | |
| 15) Bachelor of History Education | |

The percentage of study programs that have CP documents from the association is presented in the following figure 2.11:

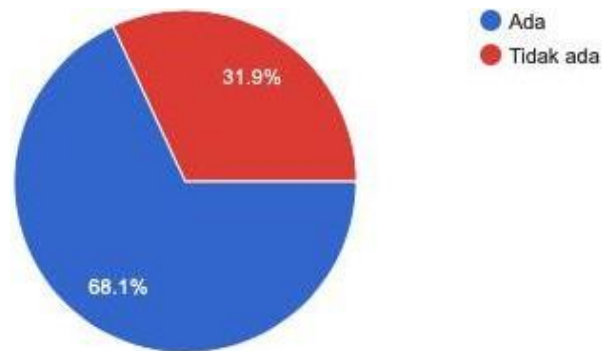


Figure 2.11 Percentage of study programs that have CP documents from the association

Based on the conditions, it was found that 69.3% had no findings, then 18.1% KTS and 12.5% OB. Study programs that enter the KTS condition are:

- 1) Bachelor of Islamic Economics
- 2) Social science education
- 3) English Language Education
- 4) Bachelor of Sports Coaching Education
- 5) Visual Communication Design
- 6) Electrical Engineering Education
- 7) Electrical engineering
- 8) Building Engineering Education
- 9) Bachelor of Indonesian Language & Literature
- 10) Bachelor of Indonesian Language Education
- 11) Diploma of Graphic Design
- 12) Bachelor of Law Studies
- 13) Bachelor of Informatics Engineering

While the study programs that enter the OB condition are:

- | | |
|--------------------------------------|------------------------------------|
| 1) German literature | 9) Diploma of State Administration |
| 2) Fine Arts Study Program | |
| 3) Bachelor of Management | |
| 4) Diploma of Transportation | |
| 5) Bachelor of Sociology | |
| 6) Bachelor of Communication Science | |
| 7) Bachelor of Historical Education | |
| 8) Bachelor of Music Arts | |

The following shows the percentage of conditions in Figure 2.12.

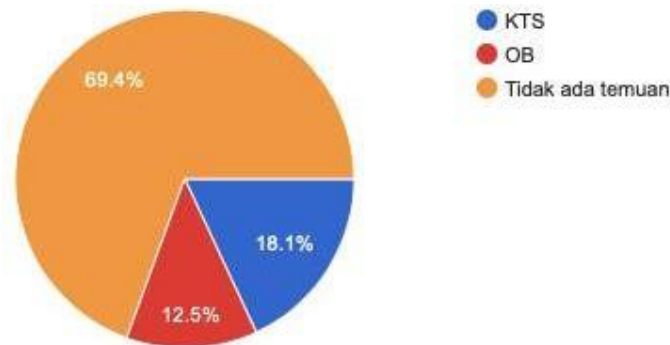


Figure 2.12 Percentage of study program conditions that have CP documents from the association

10. The Final Ability Indicator (KA) described from the CP MK can be measured and achieved in learning

Prodi that already have Final Ability Indicators (KA) which are described from CP MK can be measured and achieved in learning as much as 93.1% while study programs that do not have documents are 6.9%. Prodi that do not have documents are:

- 1) English Literature
- 2) Social Science Education
- 3) Mathematics
- 4) Mathematics Education
- 5) Bachelor of Technical Information

The percentage of study programs that have a Final Ability Indicator (KA) described from the CP MK can be measured and achieved in learning is presented in Figure 2.13 below:

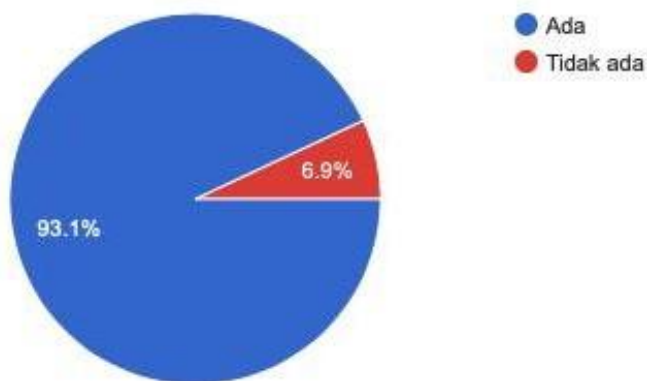


Figure 2.13 Percentage of study programs that have Final Ability Indicators (KA) as described from the CP MK can be measured and achieved in learning

Based on the conditions, it was found that 84.7% had no findings, then as much as 6.9% KTS and 8.3% OB. Study programs that enter the KTS condition are:

- 1) Social science education
- 2) Mathematics
- 3) Mathematics Education
- 4) Bachelor of Local Language
- 5) Bachelor of Informatics Engineering

While the study programs that enter the OB condition are:

- 1) Bachelor of Islamic Economics
- 2) English Literature
- 3) Japanese Language Education
- 4) Science Education
- 5) Chemistry Education
- 6) Chemistry

The following shows the percentage of conditions in Figure 2.14.

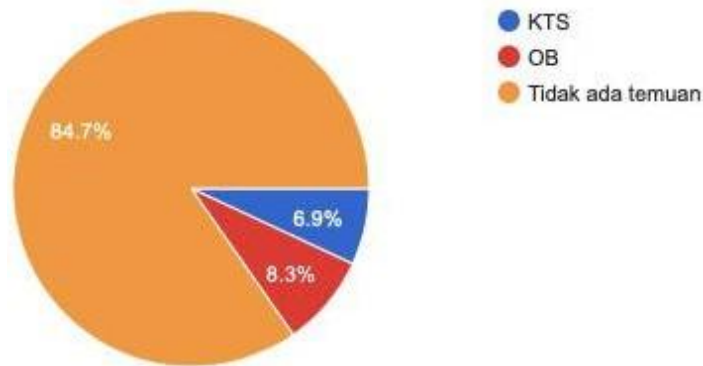


Figure 2.14 Percentage of study program conditions that have a Final Ability Indicator (KA) described from the CP MK can be measured and achieved in learning

11. The Final Ability Indicator (KA) which is elaborated from the CP MK is evaluated periodically, indicated by the activity document and graduation analysis

Study Programs that already have Final Ability Indicators (KA) which are elaborated from CP MK are evaluated periodically, shown by activity documents and graduation analysis of only 45.8%, while study programs that **do not have documents are actually more at 54.2%**. Prodi that does not have documents are:

- | | |
|--|---|
| 1) Counselling Guidance | 13) English Language Education |
| 2) German literature | 14) Bachelor of Information Systems |
| 3) German Language Education Study Program | 15) Diploma of Information Management |
| 4) Bachelor of economics | 16) Visual Communication Design |
| 5) English Literature | 17) Bachelor of Pancasila and Citizenship Education |
| 6) Mandarin Language Education Study Program | 18) Japanese Language Education |
| 7) Fine Arts Study Program | 19) Diploma of Electrical Engineering |
| 8) Fine Arts Education Study Program | 20) Primary School Teacher Education |
| 9) Social science education | 21) Economic Education Study Program |
| 10) Diploma of Catering | 22) Office Administration Education Study Program |
| 11) Bachelor of Nutrition | 23) Bachelor of Geography Education |
| 12) Bachelor of Management | 24) Diploma of Transportation |

- | | |
|---|--|
| 25) Bachelor of Sociology | 32) Mathematics |
| 26) Bachelor of Communication Science | 33) Mathematics Education |
| 27) Bachelor of Historical Education | 34) Bachelor of Indonesian Language Education |
| 28) Bachelor of Education Management | 35) Diploma of Graphic Design |
| 29) Commerce Administration Study Program | 36) Bachelor of Law Studies |
| 30) Special Education | 37) Bachelor of Information Technology Education |
| 31) Building Engineering Education | 38) Bachelor of Informatics Engineering |
| | 39) Bachelor of Civil Engineering |

The percentage of study programs that have Final Ability Indicators (KA) which are described from the CP MK is evaluated periodically as indicated by the activity documents and the graduation analysis is presented in the following figure 2.15:

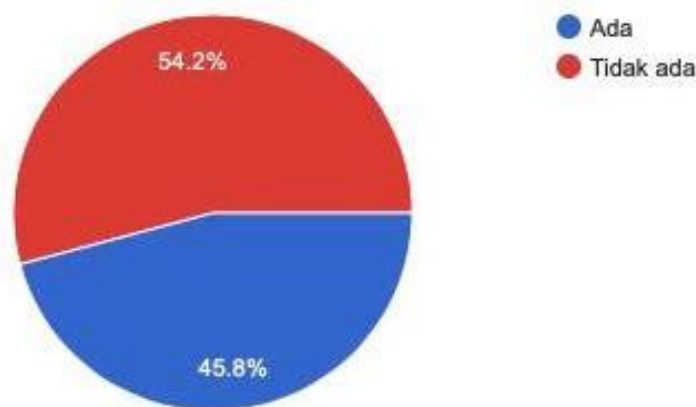


Figure 2.15 Percentage of study programs that have Final Ability Indicators (KA) which are translated from the CP MK evaluated periodically shown by the activity documents and graduation analysis

Based on the conditions, it was found that 38.9% had no findings, then as many as 33.3% KTS and 27.8% OB. Study programs that enter the KTS condition are:

- | | |
|------------------------------------|------------------------------|
| 1) Counselling Guidance | 4) Diploma of Accounting |
| 2) Social science education | 5) English Education |
| 3) Bachelor of Nutritional Science | 6) D3 Information Management |

- | | |
|--|--|
| 7) Visual Communication Design | 16) Commerce Administration Study Program |
| 8) Bachelor of Pancasila and Citizenship Education | 17) Special Education |
| 9) Japanese Language Education | 18) Mathematics |
| 10) Diploma of Electrical Engineering | 19) Mathematics Education |
| 11) Primary School Teacher Education | 20) Bachelor of Indonesian Language Education |
| 12) Economic Education Study Program | 21) Diploma of Graphic Design |
| 13) Office Administration Education Study Program | 22) Bachelor of Law Studies |
| 14) Bachelor of Geography Education | 23) Bachelor of Information Technology Education |
| 15) Bachelor of Education Management | 24) Bachelor of Informatics Engineering |

While the study programs that enter the OB condition are:

- | | |
|--|---|
| 1) German literature | 11) Accounting Education Study Program |
| 2) German Language Education Study Program | 12) Diploma of Transportation |
| 3) Bachelor of Islamic Economics | 13) Bachelor of Sociology |
| 4) Bachelor of economics | 14) Bachelor of Communication Science |
| 5) English Literature | 15) Bachelor of History Education |
| 6) Mandarin Language Education Study Program | 16) Bachelor of drama, dance, and music education |
| 7) Fine Arts Study Program | 17) Building Engineering Education |
| 8) Fine Arts Education Study Program | 18) Science Education |
| 9) Diploma of Culinary Art | 19) Chemistry Education |
| 10) Bachelor of Management | 20) Bachelor of Civil Engineering |

The following shows the percentage of conditions in Figure 2.16.

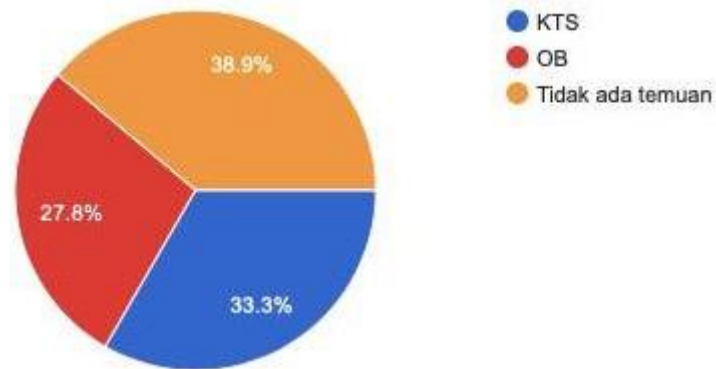


Figure 2.16 Percentage of study program conditions that have Final Ability Indicators (KA) which are described from the CP MK evaluated periodically indicated by the activity documents and graduation analysis

12. CP are made based on study programs vision, mission, and objectives

98.6% study programs have CP are made based on the study programs vision, mission and objectives, while 1.4% study programs do not have documents. Study program that do not have documents is:

- 1) Special Education

The percentage of study programs that have CP is made based on the vision, mission and objectives of the study program is presented in the following figure 2.17:



Figure 2.17 Percentage of study programs that have CP made based on the vision, mission and objectives of the study program

Based on the conditions, it was found that 97.2% had no findings, then as much as 1.4% KTS and 1.4% OB. Study programs that enter the KTS condition are:

- 1) Bachelor of Local Language

While the study programs that enter the OB condition are:

- 1) Social science education

The following shows the percentage of conditions in Figure 2.18.

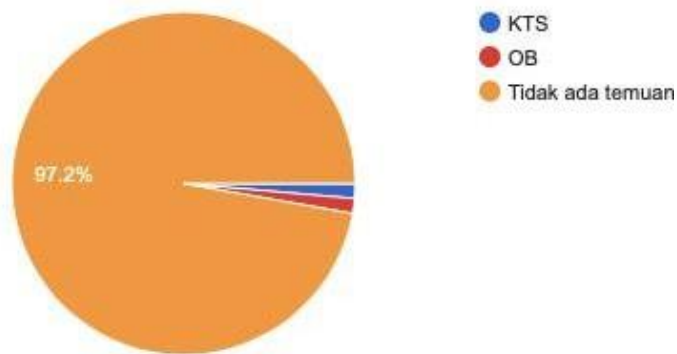


Figure 2.18 Percentage of study program conditions that have CP is made based on the vision, mission and objectives of the study program

13. The CP formula is used to derive courses and the amount of SKS

Study programs that already have the CP formula are used to lower courses and the amount of SKS is 90.3%, while study programs that do not have documents are 9.7%. Prodi that do not have documents are:

- 1) Japanese Language Education
- 2) Office Administration Education Study Program
- 3) Commerce Administration Study Program
- 4) Bachelor of Local Language
- 5) Bachelor of Indonesian Language Education
- 6) Bachelor of Information Technology Education
- 7) Bachelor of Informatics Engineering

The percentage of study programs that have the CP formula is used to derive courses and the amount of SKS is presented in the following figure 2.19:

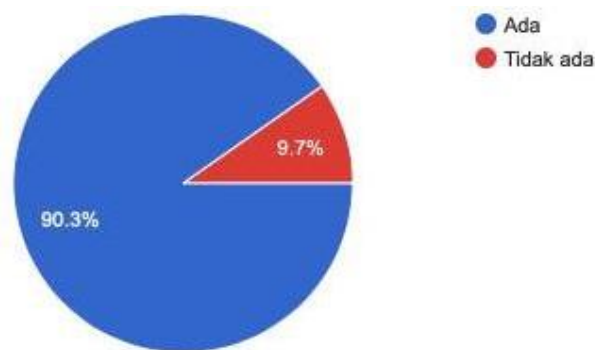


Figure 2.19 Percentage of study programs that have the CP formula used to derive courses and the amount of SKS

Based on the conditions, it was found that 83.3% had no findings, then as much as 12.5% KTS and 4.2% OB. Study programs that enter the KTS condition are:

- 1) Counseling Guidance
- 2) Japanese Language Education
- 3) Primary School Teacher Education
- 4) Office Administration Education Study Program
- 5) Commerce Administration Study Program

- 6) Bachelor of Local Language
- 7) Bachelor of Indonesian Language Education
- 8) Bachelor of Information Technology Education
- 9) Bachelor of Informatics Engineering

While the study programs that enter the OB condition are:

- 1) Social science education
- 2) English Education
- 3) Diploma of Graphic Design

The following shows the percentage of conditions in Figure 2.20

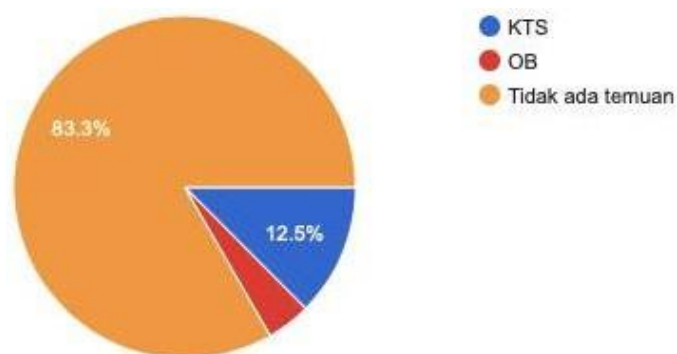


Figure 2.20 Percentage of study program conditions that have the CP formula used to reduce courses and the amount of SKS

14. There is a study program target matrix, achievement strategies and achievement targets according to the timeframe of the study program, which has provided study program target matrix, achievement strategies and achievement targets according to the time span as many as 83.3% while study programs that do not have documents are 16.7%. Prodi that do not have documents are:

- 1) Counselling Guidance
- 2) Non-formal Education
- 3) Bachelor of Nutritional Science
- 4) Bachelor of Culinary Art Education
- 5) Bachelor of Cosmetology Education
- 6) Bachelor of Psychology
- 7) Bachelor of Historical Education

- 8) Pre-School Teacher Education
- 9) Commerce Administration Study Program
- 10) Building Engineering Education
- 11) Diploma of Civil Engineering
- 12) Bachelor of Civil Engineering

The percentage of study programs available with the study program target matrix, achievement strategies and achievement targets according to the timeframe is presented in the following figure 2.21:

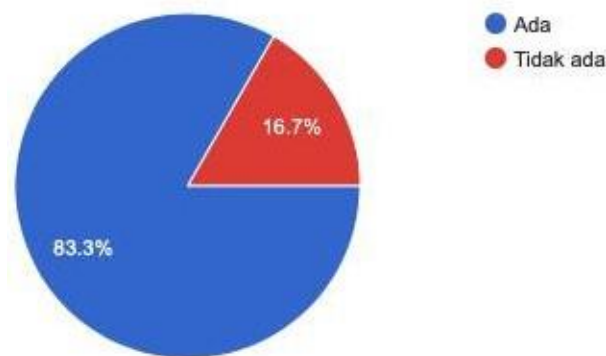


Figure 2.21 Percentage of study programs available study program target matrix, achievement strategies and achievement targets according to time ranges

Based on the conditions, it was found that 80.6% had no findings, then as much as 11.1% KTS and 8.3% OB. Study programs that enter the KTS condition are:

- 1) Counselling Guidance
- 2) Bachelor of Nutritional Science
- 3) Bachelor of Culinary Art Education
- 4) Bachelor of Cosmetology Education
- 5) Bachelor of Psychology
- 6) Pre-school Teacher Education
- 7) Commerce Administration Study Program
- 8) Diploma of Civil Engineering

While the study programs that enter the OB condition are:

- 1) Non-formal Education
- 2) Social science education
- 3) Diploma of Culinary Art
- 4) Bachelor of Historical Education
- 5) Building Engineering Education
- 6) Bachelor of Civil Engineering

The following shows the percentage of conditions in Figure 2.22.

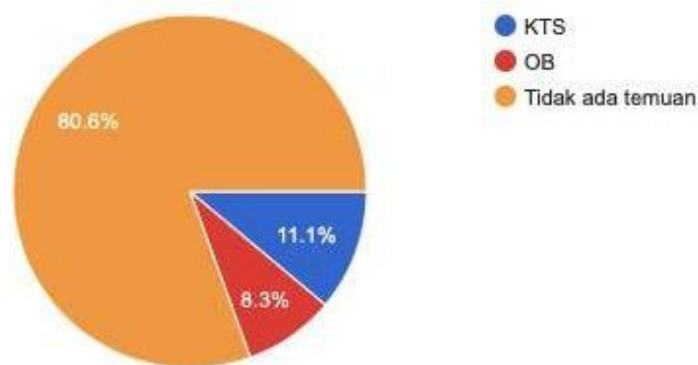


Figure 2.22 Percentage of study program conditions available study program target matrix, achievement strategies and achievement targets according to time ranges

15. Available study materials in curriculum development

The study programs that had available study materials in curriculum development were 86.1%, while the study programs that did not have documents were 13.9%. Prodi that does not have documents are:

- | | |
|---------------------------------------|--|
| 1) Diploma of Accounting | 6) Diploma of Mechanical Engineering |
| 2) Bachelor of Mechanical Engineering | 7) Commerce Administration Study Program |
| 3) Japanese Language Education | 8) Special Education |
| 4) Pre-School Teacher Education | 9) Bachelor of Indonesian Language Education |
| 5) Diploma of Transportation | 10) Bachelor of Civil Engineering |

The percentage of study programs available for study materials in curriculum development is presented in the following figure 2.23:

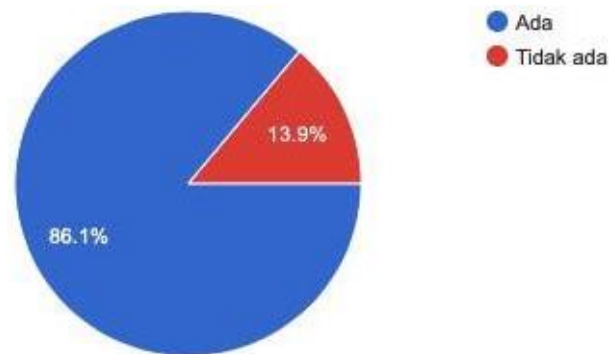


Figure 2.23 Percentage of study programs with available study materials in curriculum development

Based on the conditions, it was found that 81.9% had no findings, then as much as 11.1% KTS and 6.9% OB. Study programs that enter the KTS condition are:

- 1) Social science education
- 2) Bachelor of Mechanical Engineering
- 3) Japanese Language Education
- 4) Primary School Teacher Education
- 5) Diploma of Mechanical Engineering
- 6) Commerce Administration Study Program
- 7) Special Education
- 8) Bachelor of Indonesian Language Education

While the study programs that enter the OB condition are:

- 1) Diploma of Transportation
- 2) Pre-School Teacher Education
- 3) Bachelor of Education Management
- 4) Bachelor of Law Studies
- 5) Bachelor of Civil Engineering

The following shows the percentage of conditions in Figure 2.24.

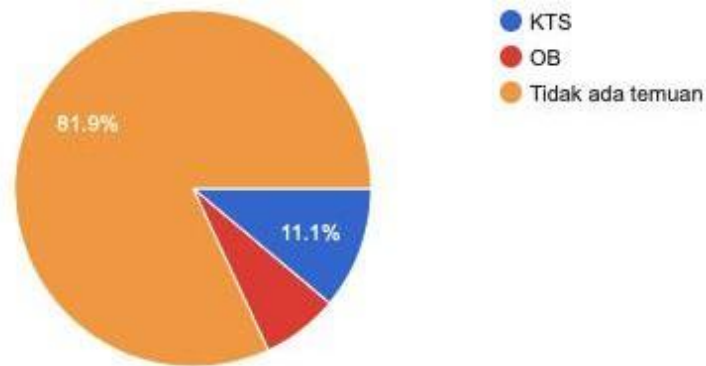


Figure 2.24 Percentage of study program conditions where study materials are available in curriculum development

16. A course formation matrix is available

he study programs with a course formation matrix were 88.9%, while the study programs that did not have documents were 11.1%. Prodi that do not have documents are:

- 1) English Literature
- 2) Bachelor of Sports Coaching Education
- 3) Bachelor of Mechanical Engineering
- 4) Primary School Teacher Education
- 5) Diploma of Mechanical Engineering
- 6) Commerce Administration Study Program
- 7) Special Education
- 8) Bachelor of Indonesian Language Education

The percentage of study programs with available course formation matrices is presented in the following figure 2.25:

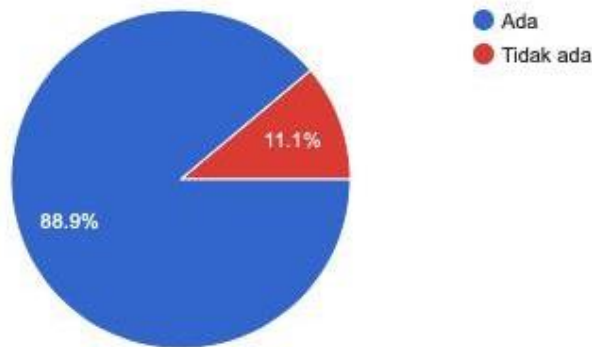


Figure 2.25 Percentage of study programs with available course formation matrices

Based on the conditions, it was found that 84.7% had no findings, then as much as 11.1% KTS and 4.2% OB. Study programs that enter the KTS condition are:

- 1) Social science education
- 2) Bachelor of Sports Coaching Education
- 3) Bachelor of Mechanical Engineering
- 4) Primary School Teacher Education
- 5) Diploma of Mechanical Engineering
- 6) Commerce Administration Study Program
- 7) Special Education
- 8) Bachelor of Indonesian Language Education

While the study programs that enter the OB condition are:

- 1) Non-formal Education
- 2) English Literature
- 3) Bachelor of Law Studies

The following graph presented the percentage of conditions in the image 2.26.

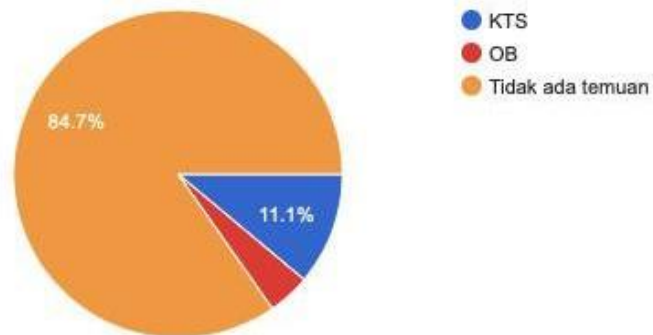


Figure 2.26 Percentage of study program condition that has matrix making courses

17. Availableness of curriculum map matrix

The study program that has curriculum map matrix is 93,1%, while the study program that has not the document is 6,9%. The study program who do not have document are:

- 1) Non-formal education
- 2) English Literature
- 3) S-1 Technical Engineering
- 4) D-3 Technical Engineering
- 5) S-1 Indonesian Language Education

The study program percentage that has curriculum matrix map shown in this figure below:

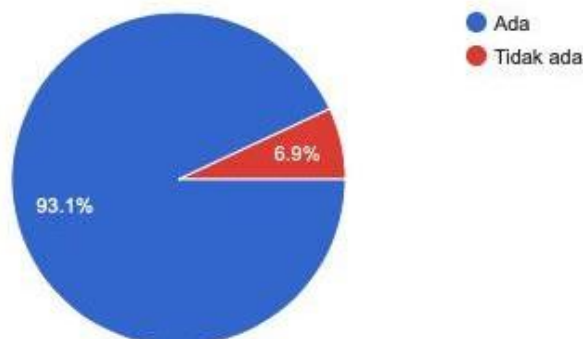


Figure 2.27 Study program Percentage that Has Curriculum Matrix Map

Based on condition, resulted 88,9% not found, then 6,9% KTS and 4,2% OB. The study program that include in KTS condition are:

- 1) Social Education
- 2) S1 of Sport Coaching Education
- 3) S-1 of Technical Engineering
- 4) D-3 of Technical Engineering
- 5) S1 of Indonesian Language Education

While the study program that included in OB's condition are:

- 1) Non-formal Education
- 2) English Literature
- 3) S1 of Law

This is the following graph of condition percentage in figure 2.28.

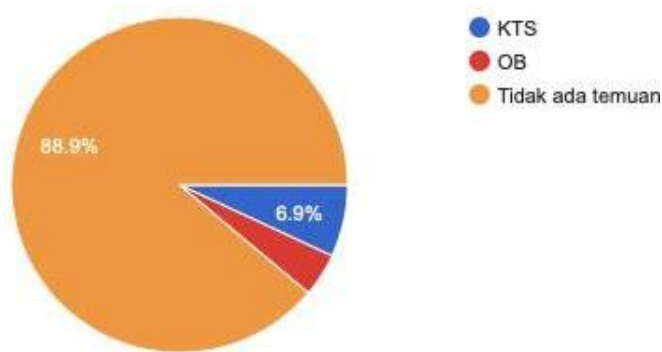


Figure 2.28 The percentage of study program condition that has curriculum map matrix

18. The availableness of curriculum structure matrix

The study program that has curriculum structure matrix is 94,4%, while the study program that has not document is 5,6%. The study program that has not document are:

- 1) Non formal education
- 2) English Literature
- 3) D3 of Accounting
- 4) S1 of Indonesian Language Education

The study program percentage that has curriculum structure matrix shown in figure 2.29 below:



Figure 2.29 The Study program Percentage that Has Curriculum Structure Matrix

Based on condition, resulted 93,1% not found, then 2,8% KTS and 4,2% OB. The program studies include in KTS's condition are:

- 1) Social Education
- 2) S1 of Indonesian Language Education

While the program studies in OB's condition are:

- 1) Non formal education
- 2) English Literature
- 3) S1 of Law

The following graph shown the percentage of condition in figure 2.30.

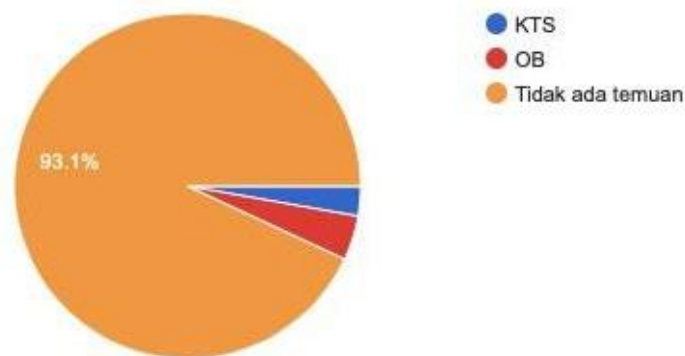


Figure 2.30 The percentage of study program condition that has curriculum structure matrix

19. The availableness of matrix document's course evaluation

The study program that has matrix of evaluation course is 51,4%, while the study program that has not the document is 48,6%. The study program that has not the documents are:

- 1) Education Technology
- 2) Counselling
- 3) S1 of Islam Economy
- 4) S1 of Economy
- 5) Non-Formal Education
- 6) English Literature
- 7) The Study program of Art
- 8) The Study program of Educational Art
- 9) Social Education
- 10) D3 of Culinary Art
- 11) S1 of Make Up Education
- 12) S1 of Accounting
- 13) D3 of Accounting
- 14) S1 of Information System
- 15) D3 of Informatics Management
- 16) S1 of Sport coaching Education
- 17) S1 of Mechanical Engineering
- 18) Design and Communication Visual
- 19) D3 Electrical Engineering
- 20) PGSD
- 21) The Study program of Education Office Administration
- 22) The education of Electrical Technique
- 23) Electrical Technique
- 24) D3 of Transportation
- 25) S1 of Sociology
- 26) S1 of Communication
- 27) S1 of History Education
- 28) D3 of Mechanical Technique
- 29) Study program of Commerce
- 30) Special Education
- 31) Structural Engineering Education
- 32) Diploma of Civil Engineering
- 33) Diploma of Graphic Design
- 34) Bachelor of Law
- 35) Bachelor of Civil Engineering

The percentage of study program that has matrix of evaluated course shown in this figure 2.31 below:

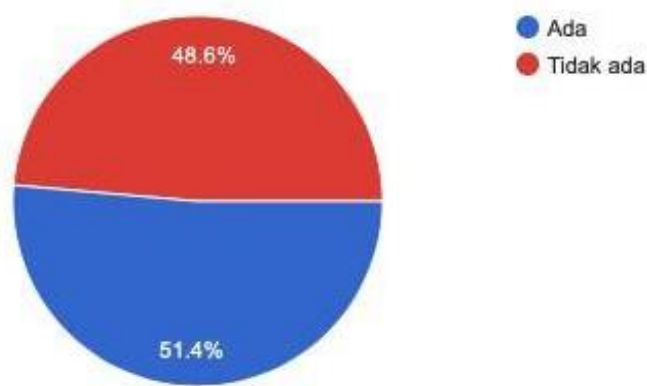


Figure 2.31 The percentage of study program that has matrix of evaluated course

Based on the condition, 47,2% not found, 27,8% KTS and 25% OB. The study program in KTS condition are: Education Technology

- 1) Counselling
- 2) Bachelor of Economic Islam
- 3) Diploma of culinary art
- 4) Bachelor of accounting
- 5) Diploma of accounting
- 6) Diploma of informatics management
- 7) Bachelor of sport coaching education
- 8) Bachelor of mechanical engineering
- 9) Design Communication Visual
- 10) Diploma of Electric Engineering
- 11) Primary Education
- 12) Study program of Office administration education
- 13) Electro Engineering Education
- 14) Electro Engineering
- 15) Diploma of Mechanic engineering
- 16) Study program of commerce
- 17) Special education
- 18) Diploma of graphic design
- 19) Bachelor of law

While the study program on OB are:

- 1) Bachelor of economy
- 2) English literature
- 3) Bachelor of fashion
- 4) Study program of Art
- 5) Study program of Education art
- 6) Social education
- 7) Bachelor of nutrition
- 8) Bachelor of culinary art
- 9) Bachelor of makeup art
- 10) Bachelor of information system
- 11) Diploma of transportation
- 12) Bachelor of sociology
- 13) Bachelor of Communication
- 14) Bachelor of History Education
- 15) Bachelor of Education Management
- 16) Structural Engineering Education
- 17) Diploma of Civil Engineering
- 18) Bachelor of Civil Engineering

The following graph shown the percentage of condition in figure 2.32,

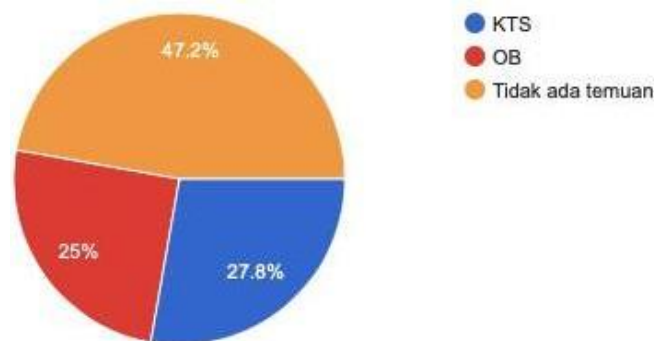


Figure 2.30 The percentage of study program condition that has matrix of evaluated course

20. Core courses that show program study uniqueness

Program study which already has core courses that show program study uniqueness is 94,4% while the program study which has not the document is 5,6%. The program study that has not core courses are:

- 1) Diploma of accounting
- 2) Bachelor of Information System
- 3) Bachelor or Music

4) Mathematic Education

Program study percentage of core courses availableness shows the uniqueness program study shown in figure 2.33 as following:



Figure 2.33 The Percentage of program study that has core courses show program study uniqueness

Based on the condition, 93,1% not found, then 1,4% KTS, and 5,6% OB. The program study included in KTS are:

1) Bachelor of information system

While the program study included in OB are:

- 1) Social Education
- 2) English Education
- 3) Pre-school Education
- 4) Bachelor of law

The following graph shows the percentage condition in figure 2.34

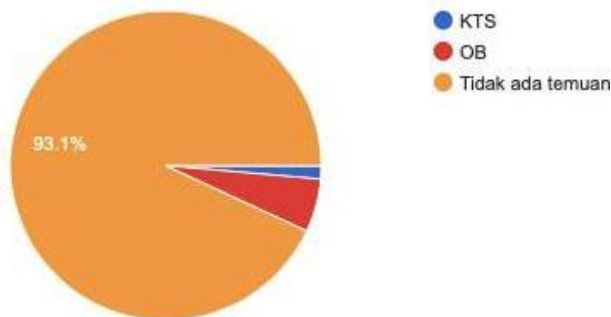


Figure 2.34 The percentage of program study condition that has core courses shows the uniqueness of program study

21. Elective course contributes on the development of alumni profile

The program study that has elective course contributes on the development of alumni profile is 93,1% while the program study that has not the document is 6,9%. The program study that has not document are:

- | | |
|------------------------------|---------------------------------|
| 1) Diploma of Accounting | Engineering |
| 2) Diploma of Transportation | 4) Diploma of Civil Engineering |
| 3) Diploma of Technical | 5) Mathematics Education |

The program study's percentage that has curriculum matrix map shown on this figure 2.35:

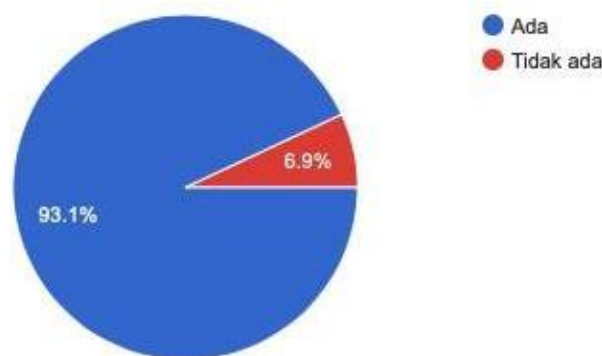


Figure 2.35 The Percentage of Program Study that has elective course contributed on the development of alumni profile

Based on the condition, 94,4% not found, 1,4% KTS and 4,2% OB. The program study on KTS are:

- 1) Diploma of Mechanical Engineering

While the program study on OB condition are:

- 2) Social Education
- 3) Diploma of Transportation
- 4) Bachelor of Law

This following graph shows the condition in figure 2.36

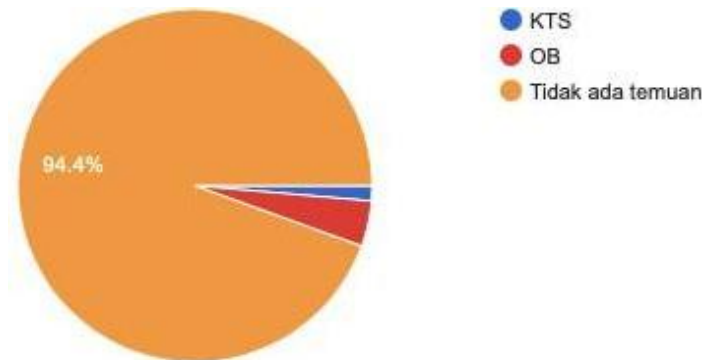


Figure 2.36 The Percentage of condition in program study that has elective course contributed on the development of alumni profile

22. The minimum of SCH on elective course is 9 SCH while its available minimal 18 SCH. The Program study that has SCH on elective course has taken minimum 9 SCH which provided minimum 18 SCH is 88,9% while the program study that has not is 11,1%. The program study that has not document are:

- 1) Counselling
- 2) Social Education
- 3) Diploma of Accounting
- 4) Diploma of Informatic Management
- 5) Diploma of Transportation
- 6) Diploma of Technical Engineering
- 7) Diploma of Civil Engineering
- 8) Diploma of Public Administration

The program study percentage that has been taken minimum 9 SCH on elective course provided minimum of 18 shown in this figure 2.37:

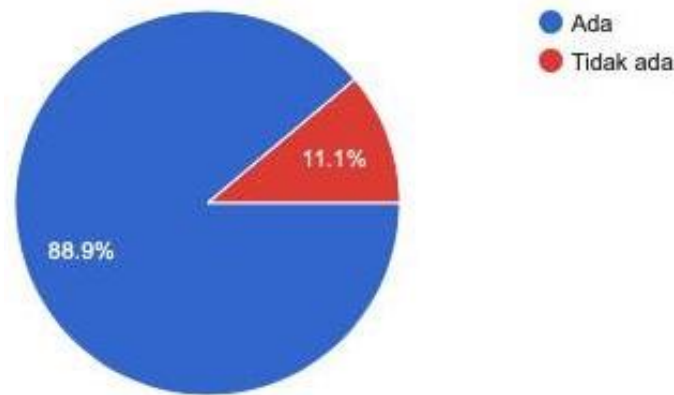


Figure 2.37 The program study percentage that has been taken minimum 9 SCH on elective course provided minimum of 18 SCH

Based on the condition, 84,7% not found 5,6% KTS and 9,7% OB. The program study include on KTS are:

1. Counselling
2. Out of school education
3. Social education
4. Diploma of Technic Engineering

While the program study include on OB condition are:

1. Technology Education
2. Bachelor of Nutrition
3. Diploma of Fashion
4. Diploma of Informatic Management
5. Diploma of transportation
6. Bachelor of Law
7. Diploma of Public Administration

This following graph of condition percentage in figure 2.38

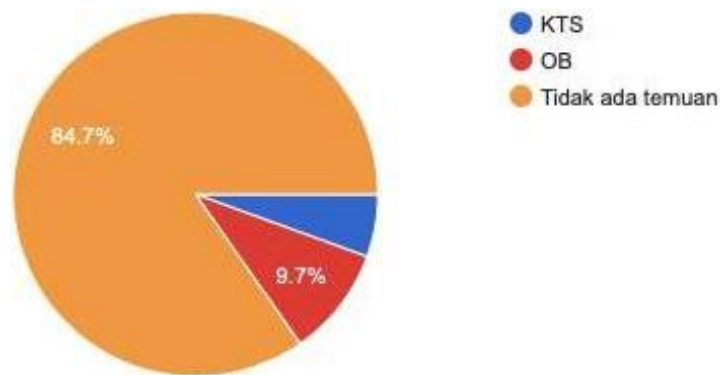


Figure 2.38 The percentage of program study condition that has minimum 9 SCH on elective course provides minimum 18 SCH

23. The availableness of identity list on all course included the name of the course, semester/SCH, precondition, learning achievement, description and reference

The program study that has identity list on all course included the name of the course, semester/SCH, precondition, learning achievement, description and reference is 98,6% while the program study that has not is 1,4%. The program study that has not document is:

- 1) Diploma of Accounting

The program study percentage that has identity list on all course included the name of the course, semester/SCH, precondition, learning achievement, description and reference shown in this figure 2.39:



Figure 2.39 The program study percentage that has identity list on all course included the name of the course, semester/SCH, precondition, learning achievement, description and reference

Based on the condition, 91,7% not found 1,4% KTS and 6,9% OB. The program study include on KTS is:

- 1) Social education

While the program study include on OB condition are:

- 1) Diploma of Fashion
- 2) Bachelor of geography education
- 3) Pre-school Education
- 4) Bachelor of Education Management
- 5) Bachelor of Law

This following graph of condition percentage in figure 2.40

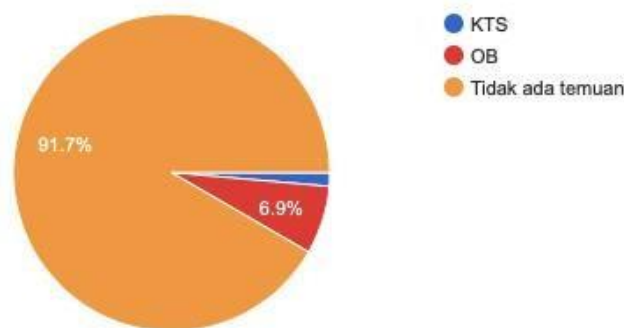


Figure 2.40 The percentage of program study condition that has identity list on all course included the name of the course, semester/SCH, precondition, learning achievement, description and reference

24. The availableness of Lesson Plan on Course Validated by UPM

The program study that has lesson plan on course validated by UPM is 94,4% while the program study that has not the document is 5,6%. The program study that has not document are:

- 1) Out of school Education
- 2) Bachelor of Accounting
- 3) Diploma of Accountjng
- 4) Diploma of Civil Engineering

The program study percentage that has lesson plan on course validated by UPM shown in this figure 2.41:



Figure 2.41 The program study percentage that has lesson plan on course validated by UPM

Based on the condition, 77,8% not found, 5,5% KTS, and 16,7% OB. The program study include on KTS are:

- 1) Counselling
- 2) Bachelor of Physic Education
- 3) Primary Education
- 4) Special Education

While the program study include on OB are:

- | | |
|------------------------------|-------------------------------------|
| 1) Out of school education | 7) Bachelor of Techniq Engineering |
| 2) Social education | 8) Bachelor of Geography Education |
| 3) Bachelor of cullinary art | 9) Bachelor of Education Management |
| 4) Bachelor of Make Up Art | 10) Program study of Commerce |
| 5) Bachelor of Accounting | 11) Diploma of Civil Engineering |
| 6) Diploma of accountinf | 12) Bachelor of Law |

This following graph of condition percentage in figure 2.42.

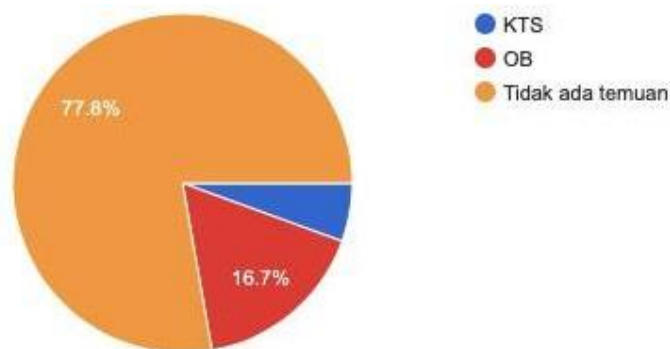


Figure 2.42 The percentage of program study condition that has lesson plan on course validated by UPM

25. Lesson plan is the operationalization of the CP course

The study programs that have been available in the lesson plan are the operationalization of as many CP courses 98.6% while study programs that do not have documents are 1.4%. study program that are not have documents is:

- 1) Structural Engineering Education

The percentage of study programs available in the lesson plan is the operationalization of the CP courses presented in Figure 2.43 below:



Figure 2.43 The study program percentage of the availableness in the lesson plan is the operationalization of the CP Course

Based on the condition, 97,2% not found and 2,8% OB. The study program in OB condition are:

- 1) Social education
- 2) Bachelor of Law

This following graph of condition percentage in figure 2.44

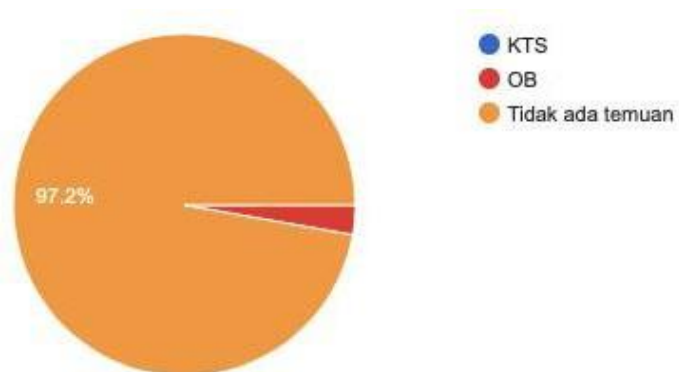


Figure 2.44 The study program percentage of the availableness in the lesson plan is the operationalization of the CP Course

26. The availableness of assessment instrument indicator CP MK document by study program

The study programs that has assessment instrument indicator CP MK document by study program is 59,7% while study programs that do not have documents are 40,3%. study program that are not have documents are:

- 1) German literature
- 2) Study program of german language education
- 3) Bachelor of economic islam
- 4) Bachelor of economy
- 5) English literature
- 6) Study program of mandarin language education
- 7) Social education
- 8) Diploma of culinary art
- 9) Bachelor of nutritional science
- 10) Bachelor of accounting
- 11) Bachelor of management
- 12) Diploma of accounting
- 13) English language education
- 14) Bachelor of information system
- 15) Diploma of information management
- 16) Bachelor of sport coaching education
- 17) Bachelor of mechanical engineering
- 18) Japanese language education
- 19) Primary education
- 20) Diploma of transportation
- 21) Bachelor of education management
- 22) Diploma of mechanical engineering
- 23) Special education
- 24) Structural education
- 25) Diploma of civil engineering
- 26) Bachelor of Indonesian language
- 27) Bachelor of information technology
- 28) Bachelor of information engineering
- 29) Bachelor of civil engineering

The percentage of study programs that has assessment instrument indicator CP MK document shown in figure 2.45 below:

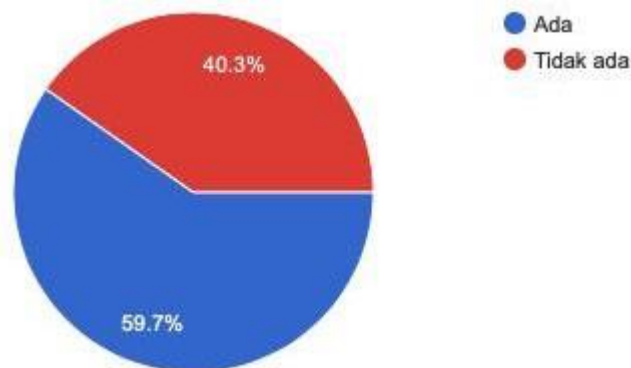


Figure 2.45 The percentage of study programs that has assessment instrument indicator CP MK document

Based on the condition, 52,8% not found and 25% KTS and 22,2% OB. The study program in KTS condition are:

- | | |
|---|---|
| 1) Social education | 11) Bachelor of Education management |
| 2) Diploma of culinary art | 12) Diploma of engineering |
| 3) Bachelor of nutritional science | 13) Special education |
| 4) Bachelor of management | 14) Structural engineering education |
| 5) Diploma of accounting | 15) Diploma of civil engineering |
| 6) English language education | 16) Bachelor of Indonesian language education |
| 7) Bachelor of sport coaching education | 17) Bachelor of information technology |
| 8) Bachelor of mechanical engineering | 18) Bachelor of information engineering |
| 9) Japanese language education | |
| 10) Primary education | |

While the study program in OB condition are:

- 1) German literature
- 2) Study program of German Language Education
- 3) Bachelor of Economic Islam
- 4) Bachelor of economy
- 5) English literature
- 6) Study program of mandarin language education
- 7) Bachelor of accounting
- 8) Bachelor of information system
- 9) Diploma of informatics management
- 10) Study program of economy education
- 11) Study program of office administration education
- 12) Study program of accounting education
- 13) Diploma of transportation
- 14) Pre-school education
- 15) Bachelor of law
- 16) Bachelor of civil engineering

This following graph of condition percentage in figure 2.46

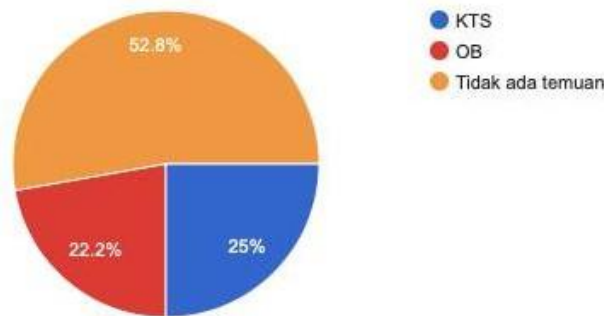


Figure 2.46 The percentage of study programs condition that has assessment instrument indicator CP MK document

27. The availableness of attendance list

The study programs that has attendance list is 100%. It means, all the study program in UNESA has provide the attendance list. The percentage of study program that has attendance list showsn in this figure 2.47 below:



Figure 2.47 The percentage of study programs that has attendance list

But based on the condition, 88,9% not found, 4,2% KTS and 6,9% OB. The study program in KTS condition are:

- 1) Counselling
- 2) Bachelor of psychology
- 3) Electrical engineering

While the study program in OB condition are:

- | | |
|-------------------------------|--------------------|
| 1) Education technology | 5) Bachelor of law |
| 2) Social education | |
| 3) English language education | |
| 4) Pre-school education | |

This following graph of condition percentage in figure 2.48

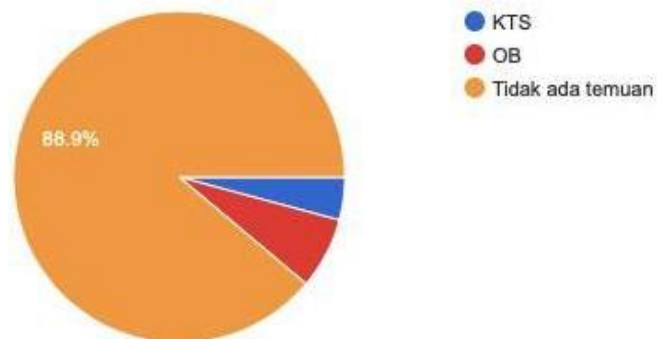


Figure 2.48 The percentage of study programs condition that has attendance list

28. The availableness of lecture journal

The study programs that has lecture journal is 100%. It means, all the study program in UNESA has provide the lecture journal. The percentage of study program that has attendance list shown in this figure 2.49 below:



Figure 2.47 The percentage of study programs that has lecture journal

But based on the condition, 81,9% not found, 4,2% KTS and 13,9% OB. The study program in KTS condition are:

- 1) Counselling
- 2) Bachelor of psychology
- 3) Special education

While the study program in OB condition are:

- 1) Education technology

- 2) Social education
- 3) English language education
- 4) Design Communication and Visual
- 5) Study program of Economy Education
- 6) Study program of office administration education
- 7) Study program of accounting education
- 8) Pre-school education
- 9) Study program of commerce
- 10) Bachelor of law

This following graph of condition percentage in figure 2.50

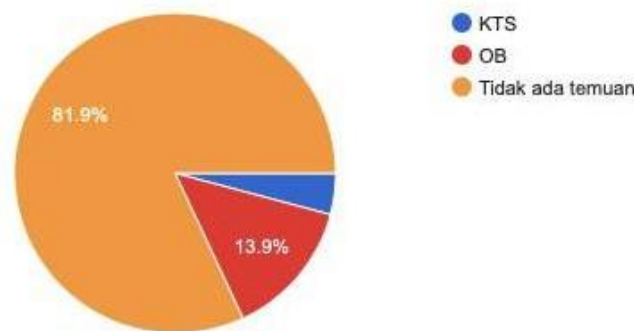


Figure 2.48 The percentage of study programs condition that has lecture journal

29. The availableness of tracer study activity

The study programs that has tracer study activity is 77,8% while the study program that has not the document is 22,2%. The study program that has not the document are:

- | | |
|------------------------------------|---|
| 1) Bachelor of economic islam | 8) Bachelor of information system |
| 2) Bachelor of economy | 9) Design communication and Visual |
| 3) English literature | 10) Primary education |
| 4) Social education | 11) Diploma of transportation |
| 5) Bachelor of nutritional science | 12) Bachelor of communication science |
| 6) Bachelor of management | 13) Bachelor of music |
| 7) English language education | 14) Special education |
| | 15) Bachelor of Indonesian Language |
| | 16) Bachelor of information engineering |

The percentage of study program that has tracer study activity shown in this figure 2.51 below:

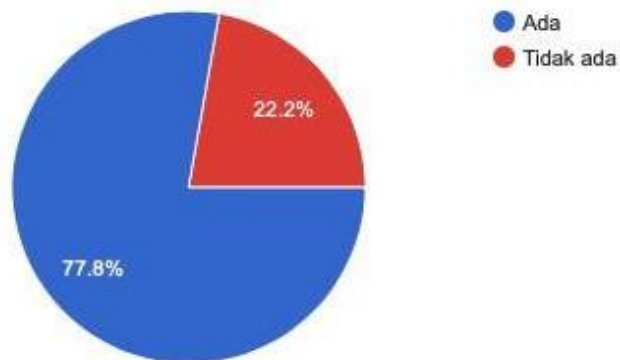


Figure 2.51 The percentage of study programs that has tracer study activity

Based on the condition, 79,2% not found, 9,7% KTS and 11,1% OB. The study program in KTS condition are:

- 1) Social education
- 2) Bachelor of nutritional science
- 3) Bachelor of management
- 4) English language education
- 5) Primary education
- 6) Special education
- 7) Bachelor of Indonesian language education

While the study program in OB condition are:

- 1) English literature
- 2) Bachelor of information system
- 3) Design communication and visual
- 4) Bachelor of physic education
- 5) Diploma of transportation
- 6) Bachelor of communication science
- 7) Diploma of graphic design
- 8) Bachelor of law

This following graph of condition percentage in figure 2.52

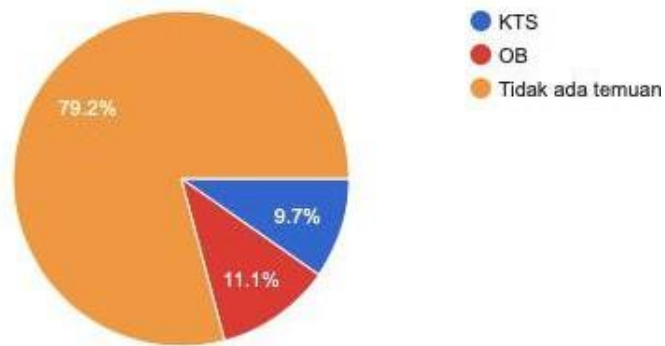


Figure 2.52 The percentage of study programs condition that has tracer study activity

Audit Curriculum Result

For the results of curriculum audits in general, the data are still lacking / no documents available are 30% and more, namely at the following points:

1. Study program that have CP documents available from the association as much as 68.1%, while **study programs that have not the documents are 31.9%**
2. Study program that already have Final Ability Indicators (KA) which elaborated from CP MK are evaluated periodically, shown by activity documents and graduation analysis of only 45.8%, while **study programs that do not have documents are actually more is 54.2%.**
3. Study program that has evaluation matrix for courses is 51.4%, while study programs that do not have documents are 48.6%.
4. Study program for which instrument documents for assessment of CP MK indicators are available 59.7% while study programs that do not have documents as much as 40.3%.

Curriculum Audit Rank Result

Number of rank	Audited Study Program	Faculty	Score Total
1	Biology	FMPA	43
1	Biology Education	FMIPA	43
1	Bachelor of Fashion	FT	43
1	Diploma of Fashion	FT	43
1	Bachelor of Physic Education	FMIP	43
1	Study program of accounting	FE	43
1	Bachelor of Art, Drama, Dance and Music	FBS	43
1	Science Education	FMIPA	43
1	Chemistry Education	FMIPA	43
1	Chemistry	FISH	43
1	Bachelor of Public Administration	FISH	43
12	Bachelor of Pancasila and Civil Education	FE	42
12	Study program of economic education	FIO	42
12	Sport education	FIP	42
12	Pre-school education	FBS	42
12	Bachelor of local language	FBS	42
17	Study program of Germany	FBS	41
17	Study program of Mandarin	FBS	41
17	Study program of Visual Art	FBS	41
17	Bachelor of Psychology	FIP	41
17	Bachelor of Education Management	FIP	41
17	Mathematics	FMIPA	41
17	Bachelor of physic	FMIPA	41
24	German literature	FBS	40
24	Diploma of culinary art	FT	40
24	Bachelor or makeup art	FT	40
24	Bachelor of accounting	FE	40
24	Study program of Office Administration Education	FE	40
24	Physical education, health and recreation	FIO	40
24	Bachelor of Language and Indonesian Literature	FBS	40
24	Diploma of graphic design	FBS	40
32	Bachelor of economic Islam	FE	39
32	Study program of Art	FBS	39
32	Bachelor of culinary art	FT	39
32	Design Communication and Visual	FBS	39
32	Mathematics education	FMIPA	39
32	Bachelor of law	FISH	39
32	Bachelor of Information Technology Education	FT	39
39	Counselling	FIP	38
39	Bachelor of management	FE	38
39	Diploma of electrical engineering	FT	38
42	Education technology	FIP	37
42	Bachelor of music	FBS	37

Number of rank	Audited Study Program	Faculty	Score Total
42	Bachelor of Information engineering	FT	37
45	Japanese Language Education	FBS	36
46	Bachelor of nutritional science	FT	35
46	English education	FBS	35
46	Bachelor of geography education	FT	35
49	English literature	FBS	34
49	Diploma of accounting	FE	34
49	Bachelor of sociology	FISH	34
49	Structural Engineering Education	FT	34
49	Diploma of public administration	FISH	34
54	Bachelor of economy	FE	33
55	Diploma of information management	FT	32
55	Bachelor of Mechanical Engineering	FT	32
55	Study program of commerce	FE	32
55	Bachelor of civil engineering	FT	32
59	Out of school education	FIP	31
59	Diploma of transportation	FT	31
61	Bachelor of information system	FT	30
61	Bachelor of History Education	FISH	30
61	Diploma of mechanical engineering	FT	30
61	Bachelor of Indonesian Language Education	FBS	30
65	Bachelor of Sport Coaching Education	FIO	29
66	Primary education	FIP	28
66	Special education	FIP	28
68	Electrical engineering	FT	27
68	Bachelor of communication	FISH	27
70	Diploma of civil engineering	FT	25
71	Electrical engineering education	FT	21
72	Social education	FISH	18

1. Executive Summary

Study Program	: Chemistry
The principle of study program	: Prof. Dr. Sari Edi Cahyaningrum
Auditor	: Prof. Dr. Muslimin Ibrahim M.Pd. Dr. Fida Rachmadiarti,,M.Kes.

Study Program of chemistry applies the 2015-2020 KKNI curriculum which involves all lecturers and the review is carried out continuously. At the time of the curriculum audit, there was 1 OB condition. In instrument 10, there is a Final Ability Indicator (KA) which is described from the CP MK which can be measured and achieved in learning but it is not complete. That is the root reason is that there is no similarity of perceptions / refreshing related to the CP analysis guidelines. As a result of this, the activities on instrument 10, indicators, and assessments have not been carried out it is not in accordance with. The recommendation given was that a workshop for follow-up documentation needed to be completed

2. Executive Summary

Study Program	: Chemistry Education
The principle of study program	: Dr. Sukarmin
Auditor	: Dr. Fida Rachmadiarti
	Prof. Dr. Muslimin Ibrahim, M.Pd.

The Chemistry Education Study Program applies the 2015-2020 KKNI curriculum and conducts a review consistently by involving all lecturers and alumni or stakeholders. At the time of the curriculum audit, there were 2 OB conditions in instruments no.10 and 11 that were incomplete. That is (1) the Final Ability Indicator (KA) described from the CP MK can be measured and achieved in learning, and (2) the Final Ability Indicator (KA) described from the CP MK is evaluated periodically indicated by the activity document and graduation analysis. The root cause is that there is no such activity and planning yet incomplete guidelines for assessing the CP indicator. As a result of this, there is no document on the CP indicator analysis instrument. The recommendations given are there follow-up workshop activities to develop CP indicator assessments and complete related documents in the curriculum guidelines.

3. Executive Summary

Study Program	: Counselling
The principle of study program	: Dr. Budi Purwoko, M.Pd.
Auditor	: Dra. Sasmita Christina, M.Pd. Syunu Trihantoyo, M.Pd.

The counselling study program has implemented the KKNI curriculum since 2015 with reference to SN DIKTI level 6. At the stage of the KKNI curriculum preparation activities through various stages, including sanctioning and public testing. At the time of the curriculum audit, there were 9 KTS Namely on items:

1. Proof of continuous review of the curriculum
2. The Final Ability Indicator (KA) described from the CP MK is evaluated periodically, indicated by the activity document and graduation analysis
3. The CP formula is used to derive courses and the amount of SKS
4. Matrix of study program objectives, achievement strategies and target achievements according to timeframes
5. Documents of course evaluation matrices
6. SKS for elective courses taken at least 9 credits provided at least 18 credits
7. RPS on courses validated by UPM
8. Lecture attendance list
9. Lecture journal

The factor are:

1. Coordination with the leadership for document distribution
2. There has been no periodic evaluation
3. document process has not been documented
4. The target, strategy, and target matrix has not been developed
5. There is no socialization of the evaluation matrix format
6. Have not socialized at least 9 credits of elective courses
7. The workshop is conducted once a year

As a result of this, the curriculum audit instrument has not been fully fulfilled in the BK study program. Recommendations given are to coordinate with department leaders for fullfil the documents in question.

4. Executive Summary

Study Program	: Biology
The principle of study program	: Dr. Nur Ducha, M.Si
Auditor	: Nugrahani Primary Putri Yulia Fransisca, M.Pd

The Biology Study Program uses the KKNI-based SNPT curriculum from 2015 with the name of the KKNI-based SNPT curriculum to discuss the content of the curriculum with KOBİ and stakeholder. Curriculum restructuring has been carried out starting in 2015, 2017 and lastly 2018 which refers to the OBE-based curriculum. At the time of the curriculum audit, there were no findings.

There is hope that other study programs at Unesa will imitate the performance of the curriculum from the Biology study program.

88. Executive Summary

Study Program	: Diploma of Mechanical Engineering
The principle of study program	: Diah Wulandari, S.T., M.T.
Auditor	: Dr. Nurmi Frida, M.Pd. Wahyu Budi Sabtiawan, M.Pd., M.Sc.

Diploma of Mechanical Engineering Study Program has developed a curriculum with attention to needs markets and associations. At the time of the curriculum audit, there were 13 KTS and 16 OB. That is:

Point 1: curriculum map and curriculum matrix

Point 2: the identity of the study program (especially the expiration date)

Point 3: curriculum restructuring document

Point 4: evidence of continuous curriculum review

Point 5: (a) an analysis that describes the relationship between the profile of graduates with the vision, mission and the objectives of the Study Program and PT, and (b) an analysis that describes the relationship between the profile of graduates with analysis of market needs and stakeholders

Point 15: curriculum development study materials

Point 16: course formation matrix

Point 17: curriculum map matrix

Point 19: course evaluation matrix

Point 26: CP indicator assessment instrument for courses

The main factor is the curriculum has not restructured yet. As a result of this, there is no complete curriculum document. The recommendations given are

The Principle of Study Program immediately carried out curriculum restructuring and documented the curriculum in its entirety.

89. Executive Summary

Study Program	: Diploma of Public Administration
The principle of study program	: Dr. Prasetyo Isbandono, S.Sos., M.Si.
Auditor	: Arief Sudrajat, M.Ant Loggar Bhilawa, SE, Ak, M.Si

The Diploma of Administration Public Study Program uses the KKNi curriculum from 2008 and does discussion of the internal curriculum of the study program and not involving professional associations. At the time of the curriculum audit, there were 10 OBs, on the following points:

1. The identity of the study program in the curriculum that contains (Condition) [Permit Number Establishment]
2. The identity of the study program in the curriculum that contains (Condition) [Operational Permit]
3. The identity of the study program in the curriculum that contains (Condition) [Expiration Date]
4. The identity of the study program in the curriculum that contains (Condition) [Number of Lecturers]
5. The identity of the study program in the curriculum that contains (Condition) [Number of College Students]
6. Proof of continuous review of the curriculum
7. Profile of graduates in the curriculum that describes the roles and abilities of graduates
8. Learning outcomes (CP / learning outcome) in the curriculum according to SN DIKTI and unesa character (findings) [CP specific skills that are in accordance with the association and characteristics of the study program]
9. CP documents from associations
10. SKS for elective courses taken at least 9 credits provided at least 18 credits

The main factor is that the documentation / archives are not maximal. As a result of this, some documents could not be found. The recommendations given are complete the activity document.

7. Executive Summary

Study Program	: Diploma of Accounting
The principle of study program	: Made Dudy Satyawati, SE, M.Si., Ak.
Auditor	: Riza Yonisa Kurniawan, S.Pd., M.Pd Listyaningsih, S.Pd., M.Pd

Diploma of Accounting Study Program, the Faculty of Economy Unesa, has been using the KKNI and SNPT-based curriculum since 2016 to the current semester (odd 2018/2019). Study program has joined the Association Indonesian accounting in developing curriculum. Curriculum evaluation is carried out regularly every year based on user input, changing needs, and the results of the evaluation of each course. In 2018 the study program has restructured the curriculum. At the time of the curriculum audit, there were 3 KTS and 1 OB. That are:

1. There has been no periodic evaluation related to the graduation analysis
2. There is no course evaluation matrix
3. Some of the RPS have not been validated
4. Assessment instruments

The main factor is that there has been no evaluation and lack of coordination. As a result of this the document is incomplete. The recommendation given is that the Study Program does coordination meeting by inviting all lecturers to compile graduation evaluations, make assessment instruments and validate the RPS.

8. Executive Summary

Study Program	: Diploma of Graphic Design
The principle of study program	: Marsudi,S.Pd.,M.Pd
Auditor	: Achmad Rizanul Wahyudi, S.Pd.,M.Pd Anna Noordia, S.TP.,M.Kes

The Graphic Design Study Program uses a curriculum from 2018 and conducts discussions on curriculum content with stakeholders, alumni and the community. At the time of the curriculum audit, there are 3 KTS and 3 OB, namely: 1) no CP document from the Association, 2) no document periodic evaluation, 3) no available evaluation matrix document for courses.

The main factor is that the D3 Graphic Design study program does not have an association, there is no socialization related to the evaluation of graduation analysis & course evaluation matrices. Because there are no graduates yet. As a result of this, the CP of study program does not reflect the CP of the association; only in accordance with SN DIKTI Unesa Character. Graduation is not analyzed because there are no graduates yet subject Not yet evaluated. The recommendations given are immediately shaping up Association.

9. Executive Summary

Study Program	: Diploma of Information Management
The principle of study program	: Asmunin, S.Kom., M.Kom.
Auditor	: Dra. Suhartiningsih, M.Pd. Roy Januardi Irawan, M.Kes.

The Diploma of Information Management Study Program uses the 2015 Curriculum with the name of the D3 Information Management Study Program Curriculum, the D3 Study Program has carried out discussions of curriculum content with the Informatics Management association and Stakeholders. At the time the curriculum audit was carried out, there were 4 KTS, and 7 OB, namely: 1) The Study Program curriculum does not include Study Program Identifiers, 2) The Study Program has not carried out periodic evaluation of the Final Ability indicator.

The main factors are: 1) Supporting documents have not been prepared, 2) Analysis of market needs has not been carried out, 3) Prodi has not yet compiled the characteristics of the Study Program.

As a result of this, the study program does not have supporting documents, the curriculum in the study program does not include the characteristics of the study program, and the study program does not have a market needs analysis report.

Recommendations given are that study programs need to: 1) compile and complete documents supporters, 2) carry out the activities of the identification of the study program, and 3) carry out activities market needs analysis.

10. Executive Summary

Study Program	: Diploma of Culinary Art
The principle of study program	: Dr. Any Sutiadiningsih, M.Si.
Auditor	: Dr. Djoko Suwito, M.Pd. Ahmad Bashri, S.Pd., M.Si.

The study program of diploma in Culinary Art, FT Unesa has been using the KKNI and SNPT-based curriculum since odd academic 2015/2016 year until the current semester (odd 2018/2019). Compilation and The discussion was carried out with all study program lecturers, alumni, stakeholders, and associations of D3 culinary study programs throughout Indonesia. Curriculum evaluation is carried out regularly every year based on user input, changing needs, and evaluation results for each course. At the time of the curriculum audit, there were 2 OBs, namely 1) Final Ability Indicators (KA) which were described from CP MK evaluated periodically indicated by the activity document and graduation analysis; 2) Availability of study program target matrix, achievement strategy and target achievement according to time span.

In addition, there are also 2 KTS, namely: 1) Availability of course evaluation matrix documents; and 2) Availability of instrument documents for assessment of CP MK indicators by Prodi. The root cause is that the Study Program has not prepared documents (finding points 3-4) have not completed the existing documents (finding points 1-2). The result of this document the study program curriculum is incomplete. Recommendations given are to compile and complete documents that are not yet available.

11. Executive Summary

Study Program	: Diploma of Fashion
The principle of study program	: Dra. Ratna Suhartini, M.Si.
Auditor	: Dr. Djoko Suwito, M.Pd. Ahmad Bashri, S.Pd., M.Si.

The Diploma of Fashion Design Study Program began to develop a study program curriculum that referred to the KKNi and SNPT in 2014. This curriculum was implemented for the first time for batch students 2015. Each year an evaluation is carried out to see any shortcomings during implementation curriculum. The preparation of the study program curriculum involves all lecturers staff, students, alumni, and stakeholder. The association of the D3 Indonesian Fashion Design study program has compiled the objectives of the study program used by D3 Unesa's Fashion Design study program in curriculum restructuring. At the time of the curriculum audit, there were 2 OBs, namely: 1) Availability of graduate profiles based on (condition) [vision, mission and objectives of Study Program and PT]; and 2) Availability of graduate profiles based on (conditions) [Analysis of market needs and stakeholders].

The main factor that the documents that constitute the audit findings have not been completed.

As a result of this, the curriculum document was not yet perfect according to the curriculum standards in Unesa.

The recommendation given is to improve the observational findings (OB) that are found auditors.

12. Executive Summary

Study Program	: Diploma of Electrical Engineering
The principle of study program	: Prof. Bambang Supriato, M.T.
Auditor	: Dr. Dewanto, M.Pd. Dian Savitri, M.Si.

The diploma of Electrical Engineering Study Program, Electrical Engineering Department, Unesa uses a curriculum based on The KKNi was in effect from 2014 to 2018. At the time of the curriculum audit, there were 5 non-conformities and 24 observations.

There is no evidence supporting the KKNi-based curriculum, namely

1. There is no evidence of stakeholder and alumni input
2. There is no complete documentary evidence of continuous curriculum review
3. There is no document of activities that involve all lecturers in curriculum development
4. There is no document on graduate activities and analysis
5. There is no course evaluation matrix document

The main factor is an orderly documentation of support for each activity not done. As a result of this, there was no complete evidence of several documents curriculum support in the internal curriculum quality audit activities. Recommendations are given is that each activity should be documented in an orderly manner along with the necessary supporting evidence.

13. Executive Summary

Study Program	: Diploma of Civil Engineering
The principle of study program	: Drs. Hasan Dani, MT.
Auditor	: Dr. Wiwik Sri Utami, MP. Dr. Lutfiyah Hidayati

The study program that already has curriculum documents but does not contain the required information. At the time of the curriculum audit, there were 2 KTS and 4 OB, namely:

KTS = There is no document that shows the Study Program goals and achievement strategies. An assessment has not been carried out because it is a new vocational curriculum (2018).

OB = New curriculum evaluation results have been printed. Prodi has developed or compiled vocational curriculum. There has not been an evaluation because it is a new curriculum. RPS is available but the velum is validated by UPM diploma of Civil Engineering

The main factor is that the study program does not yet have supporting documents curriculum documents. As a result of this, the curriculum document does not have very good information should be in that document. The recommendation given is that the Study Program immediately completes the documents that should be included in the curriculum documents.

14. Executive Summary

Study Program	: Diploma of Transportation
The principle of study program	: Drs. Ir. Andang Wijaya, MT.
Auditor	: Dr. Wiwik Sri Utami, MP. Dr. Lutfiyah Hidayati, M.Pd.

The Diploma of Transportation Study Program uses a competency-based curriculum from 2008 to 2017. In 2018, a curriculum restructuring was carried out referring to the KKNI-based vocational curriculum. The curriculum structure has changed from 52 credits to 39 credits, all of which are compulsory courses without elective courses. At the time of the curriculum audit, there were 12 (twelve) findings with OB status. Namely: (1) There is no evidence document for curriculum restructuring in 2018. (2) There is no evidence document for continuous curriculum review. (3) There is no document evidence of activities that involve all lecturers in development curriculum. (4) There is no CP study program regarding general skills. (5) There is no CP evidence document from the association. (6) There is no evaluation of the KA Indicators as elaborated from the CP. (7) There is no study material available in curriculum development. (8) No matrix document available course evaluation. (9) There are no elective courses. (10) The number of credits for courses is not available selection. (11) There is no documentary evidence of the CP MK indicator assessment instrument by study program. (12) No evidence document for tracer study is available.

The main factors are:

1. The Head of Study Program does not properly document every activity related to the curriculum.
2. The results of the tracer study as one of the study materials are not available. The FPTVI curriculum has not yet been accepted by the Prodi.
3. Based on a comparative study to several universities (ITB, ITS, UGM, etc.) D3 transportation study program (similar) all MK are compulsory and there are no optional MK.

As a result of this:

1. The activity has no authentic evidence, even though it has been implemented.
2. Incomplete curriculum review study materials
3. Influencing the policy of the Head of Study Program in the latest curriculum review.

The recommendations given are:

1. It is recommended to always document every academic activity in the study program
2. Complement the study material with the results of the tracer study and establish more intensive communication with the association
3. Joint review of all study programs regarding the existence of the Preferred MK in the structure study program curriculum

15. Executive Summary

Study Program	: Design Communication and Visual
The principle of study program	: Dr. Dody Doerjanto, M.Sn
Auditor	: Achmad Rizanul, S.Pd., M.Pd Anna Noordia, S.TP., M.Kes

The Visual Communication Design Study Program uses the KKNi curriculum from 2015 and does discussion of the outline of the content of the curriculum with the heads of study programs from several universities in Indonesia followed by a joint discussion in a study program curriculum development meeting attended by the head of the visual communication design study program along with the lecturers who teach the courses. Discussion the curriculum with the association has not been carried out because the association has not been formed. At the time of the curriculum audit, there were 3 KTS, namely: 1) There was no CP document from the association; 2) There is no final ability indicator document (KA) which is described from the CP MK evaluated periodically, indicated by the activity document and graduation analysis; 3) The course evaluation matrix document is not available. There are also 4 OB, namely: 1) CP Prodi about knowledge according to the level and characteristics of the study program but not yet adjusted to the association caused because there is no Visual Communication Design study program association; 2) CP for special skills in accordance with the characteristics of the study program but not yet adapted to the association because there is no association for Visual Communication Design study program; 3) Lecture journals are available but for some MKWU it has not been filled in; and 4) The tracer study activity has not been carried out because there is no graduation.

The main factor is that the Visual Communication Design Study Program does not have an association and there is no socialization related to the evaluation of graduation analysis and course evaluation matrices. As a result of this, the learning outcomes of the study program do not reflect the achievements association learning is only in accordance with the SN of the Directorate of Higher Education, Unesa's character and the characteristics of the study program, and graduation is not analyzed and courses are not evaluated.

The recommendation given was to immediately establish an association and immediately carry out an analysis and evaluation of graduation and courses.

16. Executive Summary

Study Program	: Sport science
The principle of study program	: Dr. Pudjijuniarto, M.Pd.
Auditor	: Dr. Yonny Herdyanto, M.Kes. Ayunita Leliana, S.S., M.Pd.

The study program has used the KKNi curriculum from 2016 and discussed the content of the curriculum with the association, P2SIKI, starting in 2017. At the time of the curriculum audit, The conditions found were 1 KTS only, that is, the profile of graduates that had been made was not based on an analysis of market needs and stakeholders.

The main factor is that the market needs analysis has not been carried out. As a result of this, the profile of graduates has not received input from stakeholders and market needs. The recommendation given is that the study program carries out analysis of market needs and stakeholders

17. Executive Summary

Study Program	: Mathematics
The principle of study program	: Dr. Ellymatul
Auditor	: Dr. Prima Retno Dr. Widowati Budijastuti

The study program has used the KKNI-based curriculum by associating with IndoMS which is actively involved and plays a role in the development of scientific clumps. There is a reconstruction of the curriculum consistently and involving lecturers as well as alumni and users. At the time of the curriculum audit, There are 2 KTS, namely the final ability indicator described from the CP MK can be measured and achieved in learning; and there is no CP MK indicator assessment instrument by study program. There are also 2 OBs, which require approval in accordance with the sanctioning process and necessary there is a combination of curriculum study program identities according to the applicable guidelines in DIKTI

The main factor is that the conditions of KTS and OB have not yet been found. As a result of this there were two findings on instruments nos. 11 and 26. The recommendation given was that there was a curriculum evaluation policy at Unesa because of the script academics have not yet discussed evaluation

18. Executive Summary

Study Program	: English Education
The principle of study program	: Ririn Pusparini, M.Pd
Auditor	: Evi Winingsih, M.Pd Dra. Nunuk Giati M. M.Pd

The Study Program Using the KKN Curriculum since 2016. When the curriculum audit was conducted, there are 4 KTS and 8 OB, namely:

1. The lecture journal and student attendance have not been filled in according to the number of meetings
2. The CP formula used to reduce the Constitutional Court already exists, but there are CPMK points 8 and 9 that has not been filled in the LO and there is a CLO that has not been covered in the MK
3. The transfer study activities have not been carried out regularly
4. There is no CP document from the Association
5. Study Program Identity has not included
 - a. Expiration date
 - b. Number of lecturers
 - c. Number of students
6. There is no CP for specific skills according to the Association
7. There is no document on the CP MK indicator assessment instrument by the Prodi
8. The curriculum document is not structured systematically in one file
9. There is no final ability indicator that is described in the CP MK and evaluated periodically

The result of this is that the curriculum data has not been updated, the administration of lectures is not up to standard. The recommendation given is that all and must be filled in before the end of this semester associated with the lecturers. Curriculum updates. An analysis and description of the results of the shift data collection will be carried out. Formulate the CP from the Association. Arrange the identity of the study program according to the latest data. Formulate CP in Association. Create an assessment instrument. Document arranged systematically in one file. Formulate the Final Ability indicator in each course.

19. Executive Summary

Study Program	: Japanesse Language Education
The principle of study program	: Dr. Roni M.Hum. M.A.
Auditor	: Evi Winingsih, M.Pd Dra. Nunuk Giari Murwandani, M.Pd.

The Japanese Language Education Study Program uses the National Standard curriculum from 2015 with the name of the KKNi curriculum and discussing curriculum content with the Curriculum Team and association. At the time of the curriculum audit, there were 6 KTS and 4 OB, with Identity conditions. The Court does not have the hard disk, there is no data analysis yet, there is a CLO that has been missed in the elaboration K4 indicator, there is no new document to reduce SKS.

The main factor is poor filing. The result of that is not there is a file. Recommendations given are completing and filing files.

20. Executive Summary

Study Program	: Biology Education
The principle of study program	: Endang Susantini
Auditor	: Nugrahani Primary Putri Yulia Fransisca

The Biology Education Study Program has used the KKNI-based SNPT Curriculum since 2015 and discussing the curriculum with stakeholders and the KOBİ association. At the time of the curriculum audit, there were no findings. The auditor responded that there was a hope that the Biology Education study program will be more superior and can be an example for other study programs

21. Executive Summary

Study Program	: Social Education
The principle of study program	: Dr. Sukma Perdana Prasetya, S.Pd., M.T
Auditor	: Jaka Nugraha Muh Ali Masnun

The Social Studies Education Study Program (PIPS) is relatively a new study program, because it was only established in 2016 and currently still in the second batch. Until now, the PIPS Study Program still does not have the curriculum documents as specified, only the curriculum documents are still attached at the time of submitting the proposal for the study program. The PIPS study program is in the process of compiling documents curriculum at the same time as compiling the 3A accreditation forms. The PIPS Study Program already has an IGI association and is going to discuss it in November 2018 in Jogjakarta (due to a new association stand up).

At the time of the curriculum audit, there were 32 KTS and 12 OB conditions:

1. There is no study program identity yet
2. There are no restructured documents yet
3. There is no graduate profile
4. There is no graduate profile that describes the role and ability of the graduate
5. Not yet available CP
6. Not yet available CP from the Association
7. There is no final ability indicator
8. There is no KA indicator in the CP
9. The course evaluation matrix document is not yet available
10. Elective courses are not yet available
11. The CP indicator assessment instrument document is not yet available
12. Tracer study is not yet available

The main factor is that this study program is a newly established study program. As a result of this, the study program can still run even though there are many things that have not been documented well. The recommendation given is to immediately compile a curriculum document.

22. Executive Summary

Study Program	: Special Education
The principle of study program	: Dra. Endang Purbaningrum, M.Kes.
Auditor	: Nurchayati, Ph.D Mochamad Ridwan, S.Pd.,M.Pd..

The PLB study program uses the KKNi curriculum and conducts discussions together throughout lecturers and have associations. At the time of the curriculum audit, there were 3 KTS and 12 OB, namely: do not have documents for establishment and operational permits, 2) do not have documents periodic restructuring, 3) no documents involving all lecturers, 4) no CP documents, 5) no study material in curriculum development, 6) study programs do not have CP MK indicator assessments, 7) several lecturers who fill out online journals.

The main factor is the absence of a curriculum document. As a result of this, the data was not as expected. The recommendation given is to immediately carry out a curriculum restructuring.

23. Executive Summary

Study Program	: Out of school Education
The principle of study program	: Heryanto Susilo, S.Pd.,M.P.d.
Auditor	: Nurchayati, Ph.D Mochamad Ridwan, S.Pd.,M.Pd.

The PLS Department uses a curriculum that was restructured in 2018 and conduct discussions with all lecturers in the department based on input from stake holders, alumni and the community. At the time of the curriculum audit, there was KTS as many as 1, namely the credits for courses in the PLS department, only 6 credits.

The main factor is the absence of socialization regarding standard documents the latest curriculum. As a result of this, some documents could not be shown to the auditor. The recommendation given is to conduct socialization and retest to lecturers in their department.

24. Executive Summary

Study Program	: Mathematics Education
The principle of study program	: Dr. Rooslyn
Auditor	: Dr. Widowati
	Dr. Prima Retnowikandari

The Mathematics Education Study Program has followed the KKNI curriculum and has done it continuous curriculum reconstruction by involving lecturers and users as well as actively follow the association with IndoMS. At the time of the curriculum audit, there were 2 KTS, namely: 1) The final ability indicator described from the CP MK can be measured and achieved in learning; and 2) There is no CP MK indicator assessment instrument by study program. There are also 2 OBs, namely: 1) It needs approval in accordance with the sanctioning process; and 2) It is necessary to combine the identity of the curriculum study program according to the guidelines applicable in the Higher Education.

The root causes are: 1) Lack of legal basis for curriculum development at Unesa as the parent of approval at the faculty level; 2) There are no specific items regarding final ability indicator analysis which is elaborated from the CP and the study program has an instrument of evaluation of CP indicators by Prodi from curriculum guidelines; and 3) There is no curriculum evaluation policy at Unesa because the academic paper has not discussed evaluation.

As a result of this, there were two findings on instruments nos. 11 and 26. The recommendations given were there needs to be a legal basis for curriculum development in Unesa as the parent of endorsement at the faculty level, and there is a curriculum evaluation policy at Unesa because the academic paper has not discussed evaluation.

25. Executive Summary

Study Program	: Science Education
The principle of study program	: Dr. Wahono Widodo, M.Si.
Auditor	: Prof. Dr. Muslimin Ibrahim, M.Pd. Dr. Fida Rachmadiarti, M.Kes.

The Science Study Program applies the KKNi Curriculum in 2015-2020. At the time of the curriculum audit, there were OB instruments 10 and 11, that is, there was no KA analysis described from the CP and no CP assessment instrument documents.

The main factor is that there is no activity-related planning and activity and incomplete curriculum guidelines. As a result of this, the study program has not carried out joint activities for analysis and the availability of CP indicator instrument documents. The recommendation given is a follow-up workshop is needed to complete the documents and adding CP assessment instrument points to the curriculum document.

26. Executive Summary

Study Program	: Structural Engineering Education
The principle of study program	: Dr. Nanik Esti D, M. Pd.
Auditor	: Dr. Wiwik Sri Utami, M.P. Dr. Lutfi Hidayati

This study program has a vision of Excellence in building engineering education, and has an entrepreneurial spirit at the ASEAN regional level in 2028. At the time of the curriculum audit, there are 6 OB and 2 KTS, namely: - Not yet written in the identity of the study program curriculum

- Not yet written the study program curriculum
- Activity documents are stored at ULP Unesa
- CP association has not been formed
- There has not been a periodic evaluation of the CP MK but validation has been carried out by UPM
- Still in the process of compiling the study program target matrix; achievement strategy; and target
- There has not been an assessment of the CP MK

The main factor is that the association has not yet been formed. As a result of this, there is no CP document from the association. The recommendation given is the evaluation of the CP MK periodically.

27. Executive Summary

Study Program	: Electrical Engineering Education
The Principle of Study Program	: Dr. Agus Budi Santoso, M.Pd.
Auditor	: Dr. Dewanto, M.Pd. Dian Savitri, MSi

The Bachelor of Electrical Engineering Education Study Program uses a KKNI-based curriculum from 2014 to 2018. The KKNI-based curriculum has been implemented by carrying out a series of activities that must be completed with several supporting documents.

The curriculum audit for the Bachelor of Electrical Engineering Education Study Program resulted in 5 findings with conditions that were not available and the KTS classification. This finding needs to be followed up immediately, because even though it looks trivial, it is important in the accreditation process as evidence. The findings are related to evidence of activities that have been held, such as: attendance list, minutes of implementation of activities that have been jointly signed.

At the time of the curriculum audit, there were 5 findings about the accreditation process with conditions not available and the KTS classification:

1. No document for stakeholder and alumni input at the time of periodic curriculum reconstruction
2. No evidence of curriculum review and evaluation
3. No document that involves all lecturers in curriculum development
4. No document of graduation activities and analysis
5. No course evaluation matrix document

The root cause is a lack of administrative order. As a result, some documents which are very important for the accreditation process as mentioned above are incomplete. Recommendations that given are for PTE to be more orderly in the future so there is no lack of documents related to the PTE curriculum

28. Executive Summary

Study Program	: Physical education, health, and recreation
The Principle of Study Program	: Dr. Dwi Cahyo Kartiko, S.Pd., M.Kes
Auditor	: Ayunita Leliana, S.S., M.Pd Dr. Yonny Herdyanto, M.Kes

The study program has used the KKNi curriculum which is reviewed periodically. The curriculum that has been compiled has accommodated input from graduate users, alumni and the community. The profiles of study program graduates have been prepared based on the vision, mission and objectives of the study program as well as an analysis of market needs and stakeholders. At the time of the curriculum audit, there were 3 findings with the conditions of KTS: The root cause was that in the curriculum document template used there were no points about the number of lecturers and college students and the association hadn't compiled the CP. As a result of this, the number of lecturers and college students couldn't be known from the curriculum documents and the CP study program wasn't prepared based on the CP association.

The recommendation that given is to add information about the number of lecturers and college students in the next curriculum document and the CP study program will refer to the CP association if the association has compiled the CP.

29. Executive Summary

Study Program	: Pre-school Education
The Principle of Study Program	: Rachma Hasibuan
Auditor	: Eko Darminto Putri Rachmadyanti

The Pre-school uses the KKNi curriculum which is based on continuous curriculum development, and receives input from stakeholders and alumni in developing learning outcomes. C is also adjusted to the association, namely Indonesia APG PAUD. At the time of the curriculum audit, there were 2 KTS: 1) the profile of the graduate (as the manager) hadn't appeared yet on the mission of the study program and there was no study program target matrix, achievement strategy; and 2) target achievements according to timeframe. There are also 3 OB: 1) the course formation matrix hasn't been checked in; 2) the identity of the course is incomplete (MK Prerequisite hasn't been written); and 3) document of CP MK indicator assessment instrument by study programs is incomplete.

The root cause is that there are no documents. The result of this hinders the achievement of the mission. The recommendation that given is to immediately create a study program target matrix, achievement strategies and targets.

30. Executive Summary

Study Program	: Primary School Teacher Education
The Principle of Study Program	: Drs. Mintohari, M.Pd.
Auditor	: Nurchayati, Ph.D Mochamad Ridwan, S.Pd.,M.Pd.

Primary School Teacher Education Study Program is still using the 2015 curriculum and hasn't restructured. At the time of the curriculum audit, there were 3 KTS: CP study program regarding SN Dikti that didn't reflect the unesa character, 2) the CP formula hadn't been used to reduce the amount of courses and the amount of SKS, 3) RPS hadn't been validated by UPM.

The root cause is that there is no filling in accordance with what is desired. As a result of this there are many findings that aren't owned. The recommendation that given is to conduct socialization to lecturers in the department regarding the findings and completes it.

31. Executive Summary

Study Program	: German Education
The Principle of Study Program	: Dwi Imroati, M.Pdu
Auditor	: Dr. Dianita Indrawati, M.Pd. Rusmiyati, M.Pd.

The German Education Study Program uses the KKNi curriculum from 2015 under the name German Education Study Program curriculum and conducts discussions of the curriculum content with stakeholders and the German Education Study Program association. At the time of the curriculum audit, there were 3 OB: they hadn't restructured the curriculum periodically, hadn't conducted an IKA evaluation, and hadn't assessed the CP MK indicator by the study program.

32. Executive Summary

Study Program	: Mandarin Education
The Principle of Study Program	: Dr. Mintowati, M.Pd.
Auditor	: Dr. Dianita Indrawati, M.Hum. Rusmiyati, M.Pd.

The Mandarin Education Study Program uses the 2015 KKNi curriculum with the name of the Mandarin Education Study Program curriculum and conducts discussion of curriculum content with stakeholders and the APSMI association. At the time of the curriculum audit, there were 2 OB: they hadn't evaluated the IKA (PEO), and hadn't assessed the CP MK indicator yet by the Study Program.

33. Executive Summary

Study Program	: Economic Education
The Principle of Study Program	: Dhiah Fitrayati, S.Pd., ME
Auditor	: Dra. Meirinawati, M.AP Khusnul Fikriyah, SE., M.SEI

The Economic Education Study Program uses the KKNI-based curriculum from 2012, and discusses the content of the curriculum with the lecturers in the Study Program and also invites stakeholders and alumni. The CP study program is also based on its association, namely ASPROPENDO: Indonesian Economic Educator Professional Association. At the time of the curriculum audit, there was 1 KTS: there was no activity document and graduation analysis for the Final Ability (KA) indicator which was described from the CP MK which was evaluated periodically. There are also 2 OB: 1) There is a document for the CP MK indicator assessment instrument by the study program, but there are still some unsuitable subjects; 2) Lecture journals are available but incomplete, namely there are courses that have no PIC signature and no signature of the monitoring party.

The root cause is the lack of understanding of the description of the instrument, PIC and TU forget to sign it, and there is no standard assessment instrument determined by the Faculty, so the lecturer makes it himself.

As a result, the document is incomplete. The recommendation that given is to complete these documents.

34. Executive Summary

Study Program	: Fine Art Education
The Principle of Study Program	: Drs. Sulbi, M.Pd.
Auditor	: Dr. Trisakti, M.Si. Dita Yuliastrid, S.Si.M.Kes.

The Fine Arts Education Study Program uses a curriculum from 2015 and conducts discussion of curriculum content with stakeholders, alumni and the community and the APPSR association (Association of Fine Arts Education Study Programs). At the time of the curriculum audit, there were 2 OB: no activity documents and analysis of the completion of the Final Ability Indicators (KA) were found from the CP MK, and no course evaluation matrix document was available.

The root cause is the KA Evaluation Activity in conjunction with routine study program meetings, and the course evaluation matrix hasn't been socialized yet

As a result of this, the Final Ability Indicator (KA) described from the CP MK hasn't been evaluated regularly, so it can't show the activity documents and graduation analysis, and the course evaluation matrix does not yet exist. Recommendations that given are to immediately conduct periodic reviews that discuss the elaboration of the CP MK, and to immediately prepare evaluation matrices for courses.

35. Executive Summary

Study Program	: Fine Art
The Principle of Study Program	: Drs. Sulbi.M.Pd.
Auditor	: Dr. Trisakti, M.Si. Dita Yuliasid, S.Si.,M.Kes.

The Fine Arts Study Program uses the 2015 curriculum, a complete curriculum document but has never been restructured regularly. Fine art association doesn't exist yet. At the time of the curriculum audit, there were 4 OB:

1. No restructuring of the curriculum
2. No CP document from the association
3. Neither activity document nor graduation analysis on the Final Ability Indicator (KA) find as described from the CP MK
4. The course evaluation matrix document isn't available yet

The root cause is that the new Study Program was established in 2015, there is no fine art association, KA evaluation activities are in conjunction with routine study program meetings and haven't been socialized about the course evaluation matrix.

As a result of this

1. No document evidence that the curriculum has been restructured periodically and continuously based on input from stakeholders, alumni and the community
2. CP documents aren't association based yet
3. The Final Ability Indicator (KA) as described from the CP MK hasn't been evaluated regularly so it can't show the activity documents and the graduation analysis.
4. No course evaluation matrix

Recommendations that given are that the curriculum will be restructured periodically and continuously based on input from stakeholders, alumni and the community, waiting for the Fine Arts association to be formed, to immediately conduct periodic reviews that discuss the elaboration of the CP MK, to immediately compile a course evaluation matrix.

36. Executive Summary

Study Program	: Office Administration Education
The Principle of study program	: Meylia Elizabeth Ranu, S.Pd., M.SM.
Auditor	: Dra. Meirinawati, M.AP. Khusnul Fikriyah, S.E., M.SEI

The Office Administration Education Study Program has used a KKNI-based curriculum since 2012, and conducts curriculum content discussions with lecturers in the study program, and also invites stakeholders and alumni. The CP study program is also based on its association, namely ASPAPI (Association of Indonesian Office Administration Scholars and Practitioners). At the time of the curriculum audit there were 3 KTS: 1) No course evaluation matrix document; 2) No activity document and graduation analysis for the KA indicators described from the CP MK which is evaluated periodically; and 3) No CP formula proven to reduce the MK and the amount of SKS. There are also 2 OB: 1) There are several courses for which the CP MK indicator assessment instrument isn't suitable yet; and 2) There are courses whose lecture journals are incomplete (no PIC signature and monitoring).

The root cause of the occurrence of KTS is that not documented, doesn't understand the instrument, and doesn't do it. The cause of the emergence of OB is due to lack of understanding and forgetfulness.

As a result of this, the learning evaluation was less detailed and the attendance was incomplete. The recommendations that given are improvements and a more orderly way to fill in lecture journals.

37. Executive Summary

Study Program	: Accountancy Education
The Principle of Study Program	: Dr. Susanti, M.Si.
Auditor	: Dra. Meirinawati, M.AP. Khusnul Fikriyah, S.E., M.SEI.

The Accountancy education study program has used the KKNI-based curriculum since 2012 and has discussed the content of the curriculum with the study program lecturers and also invited stakeholders and alumni. The CP study program is also based on its association, namely APRODIKSI (Indonesian Accounting Educator Professional Association). At the time of the curriculum audit, there were 3 OB:

1. The KA indicators described from the CP MK are evaluated periodically, indicated by the activity documents and graduation analysis (Item Number 11)
2. There are documents on the CP MK indicator assessment instrument by study program (Item number 26)
3. Lecture Journal is available (Item number 28)

The root cause is lack of understanding, misperception, and high TU workload, and PJ forgets. As a result of this, the learning evaluation is less detailed and the lecture journal filling is incomplete. The recommendations that given are corrected and complemented.

38. Executive Summary

Study Program	: Commerce Administration
The Principle of Study Program	: Dr. Parjono
Auditor	: Dra. Meirinawati, M.AP Khusnul Fikriyah, SE., M.SEI

The Commerce Administration Education Study Program uses the KKNI-based curriculum from 2012, and conducts discussion of curriculum content with lecturers in the Study Program, and also invites stakeholders and alumni. The CP study program is also based on its association, namely APSIBI (Aliansi Pendidk dan Praktisi Bisnis Indonesia). At the time of the curriculum audit, there were 11 KTS:

1. In the curriculum document the identity of the study program doesn't contain the expiration date, the number of lecturers, the number of students (item 2 i, j, k)
2. No curriculum restructuring document (item 3)
3. No documentary evidence of curriculum review (item 4)
4. No activity document and graduation analysis (item 11)
5. No document formulation of courses and amount of SKS (item 13)
6. No target matrix for study programs, strategies, and targets (item 14)
7. No study material available in curriculum development (item 15)
8. No available course formation matrix (item 16)
9. Not available subject evaluation matrix doc (item 19)

There are also 2 OB: 1) There are still RPS that haven't been updated, still 16 face-to-face, and there is no RPS validation from UPM (item 24); and 2) The lecture journal is incomplete (item 28). The root causes of KTS are:

1. Not updated and equipped
2. There has never been any restructuring
3. There has never been a curriculum review conducted
4. Didn't understand what was meant
5. Not documented
6. Tucked documents
7. Not created yet

The root causes of OB are: 1) Not updated yet; and 2) Monitoring and PJ forget to sign. The result of this is the Less detailed Learning Evaluation and incomplete journal entries and incomplete curriculum documents. The recommendations that given are complemented and improved.

39. Executive Summary

Study Program	: Bachelor of Engineering
The Principle of Study Program	: Priyo Heru Adiwibowo, ST., MT.
Auditor	: Dr. Nurmi Frida, M.Pd. Wahyu Budi Sabtiawan, S.Si., M.Pd., M.Sc.

Bachelor of Engineering Study Program is one of the study programs in the Department of Mechanical Engineering which has a program characteristic, namely Alternative Energy. At the time of the curriculum audit, there were 11 KTS and 17 OB that are, there were no related curriculum documents:

- Item 1 : curriculum map and curriculum matrix
- Item 2 : the identity of the study program (especially the expiration date)
- Item 3 : curriculum restructuring document
- Item 4 : evidence of continuous curriculum review
- Item 5 : (a) an analysis that describes the relationship between the profile of graduates with the vision, mission and objectives of the Study Program and College, and (b) an analysis that describes the relationship between the profile of graduates and the analysis of market needs and stakeholders
- Item 15 : study materials of curriculum development
- Item 16 : course formation matrix
- Item 17 : curriculum map matrix
- Item 19 : course evaluation matrix
- Item 26 : CP indicator assessment instrument for courses

The root cause is that the curriculum has not restructured yet. As a result of this, there is incomplete curriculum document. The recommendation that given is that the The Principle of Study Program will immediately carry out curriculum restructuring and document the curriculum in its entirety.

40. Executive Summary

Study Program	: Bachelor of Public Administration
The Principle of Study Program	: Indah Prabawati, S.Sos, M.Si
Auditor	: Arief Sudrajat, M.Ant Loggar Bhilawa, SE, Ak, M.Si

Bachelor of Public Administration Study Program uses the 2014 KKNI curriculum and conducts discussion of curriculum content with all study program stakeholders and the IAPA professional association. At the time of the curriculum audit, there were 8 OB, which were incomplete in item point number:

1. Study program curriculum documents are available Note: Documents are declared AVAILABLE if they meet 5 documents (Study Program identity, Learning Outcomes, Curriculum Map, Matrix, course identity)
2. 2.b. The identity of the study program is available in the curriculum which contains (Condition) [Name of College]
3. 2.b. There is an identity of the study program is available in the curriculum that contains (Condition) [Name of Management Unit]
4. 2.b. The identity of the study program in the curriculum which contains (Condition) [Name of Study Program]
5. 2.b. The identity of the study program is available in the curriculum that contains (Condition) [Establishment Permit Number]
6. 2.b. The identity of the study program is available in the curriculum that contains (Condition) [Operational Permit]
7. 2.b. The identity of the study program is available in the curriculum which contains (Condition) [Accreditation Status]
8. 2.b. The identity of the study program is available in the curriculum which contains (Condition) [Accreditation Rating]
9. 2.b. The identity of the study program is available in the curriculum which contains (Condition) [Accreditation Number]
10. 2.b. The course identity is available in the curriculum that contains (Condition) [Expiration Date]
11. 2.b. The identity of the study program is available in the curriculum which contains (Condition) [Number of Lecturers]
12. 2.b. The identity of the study program is available in the curriculum which contains

40. Executive Summary

(Condition) [Number of College Students]

- 13. 3. There is evidence that the curriculum has been restructured periodically and continuously based on input from stakeholders, alumni and the community
- 14. 4. The proof document of continuous curriculum review is available
- 15. 5.b The graduate profiles are available that are made based on (conditions) [vision, mission and objectives of Study Programs and College]
- 16. 5.b The graduate profiles are available that are made based on (conditions) [Analysis of market needs and stakeholders]
- 17. 6. The graduate profiles are available in the curriculum that describes the role and abilities of the graduate
- 18. 7. The activity documents are available that involves all lecturers in curriculum development

41. Executive Summary

Study Program	: Bachelor of Accountancy
The Principle of Study Program	: Lintang Venusita, SE., M.Si., Ak
Auditor	: Riza Yonisa Kurniawan, S.Pd., M.Pd Listyianingsih, S.Pd., M.Pd

The Bachelor of Accountancy Study Program at FE Unesa uses a KKNi and SNPT-based curriculum from 2016 to the current semester (odd 2018/2019). The study program has joined the Indonesian Accounting Association in developing a curriculum. Curriculum evaluation is carried out regularly every year based on user input, changing needs, and the results of an evaluation of each course. In 2018 the study program has restructured the curriculum. At the time of the curriculum audit, there were 1 KTS it is the MK evaluation matrix document, and 2 OB: 1) RPS MK validated by UPM; and 2) not all MK have been equipped with the CP MK indicator assessment instrument. The root cause is that the evaluation hasn't been carried out and the lecturers are busy. The result of this in general doesn't have a direct impact on the learning process, but has an impact on the completeness of the document. The recommendation that given is that the Study Program conducts a coordination meeting to prepare the required documents.

42. Executive Summary

Study Program	: Bachelor of Indonesian Literature
The Principle of Study Program	: Diding Wahyudi
Auditor	: Agus Ridwan Vicky Dwi Wicaksono

Bachelor of Indonesian Literature Study Program uses KKNI. At the time of the curriculum audit, there was no accreditation rating found, there was no documentary evidence of continuous curriculum review, there was no document on the analysis of market and stakeholder needs, no cp document for specific skills and cp from associations was found. The root cause is that there are too many documents that can't be found. As a result of this, the documents were incomplete so they couldn't be found. The recommendations that given are seeking and complementing.

43. Executive Summary

Study Program	: Bachelor of Local Language
The Principle of study Program	: Sri Silistian
Auditor	: Agus Ridwan
	Vicky Dwi Wicaksono

The Bachelor of Local Language Study Program implements the curriculum in accordance with KKNI. At the time of the curriculum audit, it was known that the CP for study program in the guidebook didn't exist, vision number 5 was still implied, the objectives of CP number 5 & 7 were still implied, the CP formula used to reduce the number of SKS wasn't available. The root cause is the incomplete curriculum structure matrix. As a result of this, there were CPs who were missed in adjusting the vision & vision of the study program. The recommendations that given are to justify or complement the curriculum structure.

44. Executive Summary

Study Program	: Bachelor of Economics
The Principle of Study Program	: Hendry cahyono, SE., ME.
Auditor	: Dra. Sri Mastuti, M.Hum Yuyun Isbanah, M.SM.

The Bachelor of economics study program uses the KKNI curriculum from 2017. The new study program accepts 2 batches of college students so that a comprehensive curriculum review hasn't been carried out. The curriculum review was carried out in the form of improving the RPS and teaching materials. Study program doesn't have CP yet from the association because it is newly formed and not validated yet. At the time of the curriculum audit, there were 6 things that were included in the KTS or OB conditions:

- a. Prodi doesn't have an accreditation decree yet
- b. Curriculum restructuring document
- c. CP document from association
- d. KA indicator described from CP MK
- e. MK evaluation matrix document
- f. Assesment Instrument of CP MK indikator document by study program
- g. Document of CP MK indicator assessment instrument by study program

The root cause is that the Bachelor of Economics Study Program has only accepted two batches of college students. As a result of this, the Study Program hasn't been accredited. Recommendations that given are to apply for accreditation and complete documents.

45. Executive Summary

Study Program	: Bachelor of Islamic Economics
The Principle of Study Program	: Dr. H. Moch. Khoirul Anwar, M.El.
Auditor	: Dra. Sri Mastuti, M.Hum. Yuyun Isbanah, M.SM.

The Bachelor of Islamic Economics Study Program uses the KKNI curriculum from 2014. The study program has conducted a continuous curriculum review based on stakeholder input, but the study program hasn't discussed the content of the curriculum with the association because the study program association has just been formed. At the time of the curriculum audit, there were 2 KTS on the item availability of CP documents from the association, availability of course evaluation matrix documents. There is also an OB condition in the Final Ability Indicator (KA) item which is described from the CP MK that can be measured and achieved in learning, the Final Ability Indicator (KA) which is described from the CP MK is evaluated periodically indicated by the activity documents and graduation analysis, the availability of assessment instrument documents CP MK indicator by Study Program.

The root cause is that the CP document from the association hasn't been validated, there is no standardized form, and a tracer study follows faculty activities.

As a result of this, the CP from the association hasn't been validated, the special skills aren't fully compatible yet with the association. If you need study tracer data, study programs must wait for faculty data.

The recommendation given is that the documents need to be completed.

46. Executive Summary

Study Program	: Bachelor of Physics
The Principle of Study Program	: Tjipto Prastow, Ph.D
Auditor	: Mauren Gita Miranti, S.PD.,M.Pd. Bertha Yonata

The Physics Study Program is one of the study programs in FMIPA with the The Principle of the Tciptow Prastowo study program, Ph.D. When the curriculum audit was carried out, there were 2 findings that is, there was no information on the number of lecturers and the number of students in the identity of the study program.

The root cause is because the identity format of the physics study program follows the BAN-PT Form, which doesn't contain information on the number of lecturers and students. As a result of this, to see the number of lecturers must open the lecturer identity sheet and calculate manually. The recommendation that given is that the number of lecturers and college students can be added to the identity of the study program in the curriculum.

47. Executive Summary

Study Program	: Bachelor of Nutritional Science
The Principle of Study Program	: Choirul Anna Nur Afifah, S.Pd., M.Si.
Auditor	: Dr. Djoko Suwito, M.Pd. Ahmad Bashri, S.Pd., M.Si.

The Bachelor of Nutritional Science Study Program at FT Unesa, uses a KKNi and SNPT-based curriculum from the odd academic year 2015/2016 to the current semester (odd 2018/2019). The compilation and discussion were carried out with all study program lecturers, alumni, stakeholders, and associations of undergraduate Nutritional science study programs throughout Indonesia. Curriculum evaluation is carried out regularly every year based on user input, changing needs, and the results of evaluation of each course. The latest curriculum restructuring is based on the OBE prepared in 2018.

At the time of the curriculum audit, there were 10 audit findings, that are 4 KTS on item number:

1. 11. The Final Ability Indicator (KA) described from the CP MK is evaluated periodically, indicated by the activity document and graduation analysis
2. 14. There is a matrix of study program objectives, achievement strategies and achievement targets according to timeframes
3. 26. There is an instrument document for the CP MK indicator assessment by the Study Program
4. 29. Tracer study activities are available

There are also 6 OB in item number:

1. 2.b. The identity of the study program is available in the curriculum that contains (Condition) [Operational Permit]
2. 2.b. The identity of the study program is available in the curriculum which contains (Condition) [Accreditation Rating]
3. 2.b. The identity of the study program is available in the curriculum which contains (Condition) [Accreditation Number]
4. 2.b. The identity is available in the curriculum that contains (Condition) [Expiration Date]
5. 19. The evaluation matrix document is available
6. 22. SKS for elective courses taken at least 9 credits provided at least 18 credits

The root cause is that the audit findings haven't been documented. As a result of this, the curriculum document is incomplete. Recommendations that given are to correct or revise documents that are not available yet.

48. Executive Summary

Study Program	: Bachelor of Law Science
The Principle of Study Program	: Indri Fajar Susilowati, SH, MH
Auditor	: Arief Sudrajat, S.Ant, M.Si Loggar Bhilawa, SE, Ak, M.Si

Activities in the Bachelor of Law study program have been carried out well. Most of the standard curriculum SOPs have been implemented. No CP document from the association yet, it is still only informal. At the time of the curriculum audit, there were 1 KTS and 16 OB, with the following conditions:

1. The course evaluation matrix document doesn't exist
2. There are several RPS documents that haven't been validated
3. No document for the performance indicator assessment instrument
4. The lecture attendance list isn't available
5. Lecture journal documents are not available
6. CP documents from associations and periodic CP course evaluations are carried out informally (Documents not available yet)

The root cause is that they don't have a schedule to conduct an evaluation, the validator forgets to validate the RPS, the assessment instrument document, the attendance list with the lecture journal consumes paper so it needs to be paperless, the 5th review period is 1x, and no follow-up yet.

As a result of this, the absence of course evaluation causes it isn't possible to determine whether the course is still relevant to be offered, there must be a good internet network available, the absence of validation results in the RPS whether it has been properly validated.

The recommendation that given is that it is necessary to schedule the course evaluation process and to validate the RPS.

49. Executive Summary

Study Program	: Bachelor of Communication Science
The Principle of Study Program	: Dr. Danang T, M.Si.
Auditor	: Dr. Muzayanah, MT Sanaji, SE, M.Si.

The Bachelor of Communication Science Study Program has used the KKNi curriculum since 2016 (new study program). Prodi conducts discussion of curriculum content with all lecturers, stakeholders, alumni and the ASPIKOM Association community (Asosiasi perguruan tinggi Ilmu Komunikasi). At the time of the curriculum audit was conducted, there were OB: 1) Study program curriculum documents in softfile; 2) Information on the identity of the study program is incomplete; 3) Documents on curriculum development activities that involve lecturers do not have attendance and minutes; 4) No CP document from the association yet; 5) The activity document in the analysis of the railway indicator graduation doesn't exist yet; 6) The MK evaluation matrix doesn't exist yet; 7) Tracer study activities haven't been carried out.

The root cause are: 1) Prodi doesn't archive when documents are submitted to the faculty; 2) At the time of compiling the curriculum, it follows the systematics from the center, where there is no information like in the audit instrument; 3) Forgot to file; 4) the CP from the Association hasn't been endorsed; 5) Not done yet; 6) Not done yet; 7) There are only 12 graduates. As a result of this, the document information is incomplete and difficult to trace. Recommendations that given are to complete incomplete documents and record curriculum documents.

50. Executive Summary

Study Program	: Bachelor of Management
The Principle of Study Program	: Dr. Ulil Hartono, SE., M.Si
Auditor	: Riza Yonisa Kurniawan, S.Pd., M.Pd Listiyaningsih, S.Pd., M.Pd

The Bachelor of Management Study Program at FE Unesa uses a KKNi and SNPT-based curriculum from the odd academic year 2015/2016 to the current semester (odd 2018/2019). The study program has joined the Management Study Program Alliance and the Indonesian Management Forum in developing curricula. For 2018 the study program has restructured the curriculum prepared for the implementation of Aun-QA in 2019.

At the time of curriculum audit, there were 5 findings for KTS amounting to 3 and OB amounting to 2 with the conditions that: 1) No document on periodic restructuring of the curriculum is available; 2) CP documents from the Association; 3) Analysis of graduates; 4) The Constitutional Court Assessment Instrument; and 5) Tracer Study Documents.

The root causes are: 1) 2018-2019 Management Study Program concentrates on curriculum evaluation; 2) Study program hasn't filed CP from the association yet; 3) There hasn't been an evaluation; 4) Not all MK have MK Assessment Instruments; 5) Tracer studies have been conducted at the faculty level since 2016.

As a result of this, the curriculum hasn't been updated. The recommendation that given is that the study program must restructure the curriculum by inviting stakeholders.

51. Executive Summary

Study Program	: Bachelor of Educational Management
The Principle of Study Program	: Dr. Karwanto, M.Pd
Auditor	: Eko Darminto Putri Rachmadyanti

The Education Management Study Program uses the KKNi curriculum, which has 4 graduate profiles that are: 1) as an educational unit manager, 2) educational program development planner, 3) supervisors, 4) management staff of educational units. CP is adjusted to the existing association, namely APMAPL. At the time of the curriculum audit, there were 2 KTS are no Final Ability Indicator which was described from the CP MK and evaluated periodically with shown the activity documents and needs analysis, and the CP MK indicator assessment instrument document wasn't available by the Study Program yet.

Furthermore, there are also 6 OB: 1) No instrument for assessing CP MK indicators by study programs yet; 2) The MK evaluation matrix hasn't been printed out; 3) Incomplete curriculum development study materials; 4) Not all RPS MK has been validated; 5) Evidence that the curriculum has been restructured periodically is incomplete, requires complete attendance, minutes, etc .; 6) Incomplete analysis of market and stakeholder needs; 7) Many references to the Court are old school; 8) Evaluation of final capability indicators hasn't been done periodically.

The root causes are:

1. The instrument for analyzing the CP MK indicator is still in the process of revision and improvement
2. The course matrix is still being edited and corrected so that it hasn't been printed
3. Curriculum development study materials are still in the process of improvement
4. Part of the RPS isn't in accordance with the revitalization of the curriculum
5. Curriculum documents are still in the process of being refined
6. Market needs analysis hasn't been completed properly
7. The MK references haven't been edited
8. The final ability indicator still needs improvement

The consequences of this are: 1) it isn't clearly known by the study program, whether the graduates' profile is really needed by the community; 2) obstructing the implementation of the existing curriculum if the evidence for regular restructuring is not available; 3) obstructing the MK formation if the study material is incomplete. The recommendation that given is to be corrected immediately.

52. Executive Summary

Study Program	: Bachelor of Indonesian Education
The Principle of Study Program	: Yuniseffendi
Auditor	: Agus Ridwan Vicky Dwi Wicaksono

The curriculum is implemented according to KKNi. At the time of the curriculum audit, there were 13 KTS: No budgetary documents, periodically structured curriculum documents, no evidence of continuous curriculum review documents, no analysis of market needs and stakeholders, no document activities that involved all lecturers in curriculum development, no cp documents from the association, no final ability indicators, no CP formulation used to reduce courses and the number of credits, no study material available in curriculum development, no course formation matrices available, no curriculum map matrices and curriculum structures, no There is a CP assessment instrument document available, no tracer study activity is available.

The root cause is the lack of order in the documentation. The consequences of this could not be demonstrated during money. The recommendation that given is that the curriculum data should be rearranged so that it is arranged systematically.

53. Executive Summary

Study Program	: Bachelor of Physics Education
The Principle of Study Program	: Dra. Suliyanah, M.Pd.
Auditor	: Bertha Yonata, M.Pd. Mauren Gita, M.Pd.

The Bachelor of Physics Education Study Program has implemented a KKNI-based curriculum starting in 2015. The restructuring in 2015 involved alumni, stakeholders, and HFI. The current condition shows that the 2015 curriculum has been running smoothly because there is also an Internal Quality Audit at FMIPA regularly every semester. At the time of the curriculum audit, there were no findings that entered into the non-conformity classification. However, there is one observation related to the tracer study which isn't carried out regularly every year. The tracer study was conducted in 2018 after the last one was carried out in 2014.

54. Executive Summary

Study Program	: Bachelor of Geography Education
The Principle of Study Program	: Dra. Ita Mardiani Zain, M.Kes
Auditor	: Jaka Nugraha, M.AB., MBA Muh. Ali Masnun, S.H., M.H

The Study Program has used the curriculum since 2015 under the name of the Bachelor of Geography Education curriculum and has discussed curriculum content with lecturers and related stakeholders including graduate users, alumni, and professional associations of the Indonesian Teachers' Association (IGI) and the Indonesian Geography Educator Professional Association. At the time of the curriculum audit, there were 5 KTS: 1) The identity of the study program in the curriculum was incomplete, as for the information that is not available yet regarding: number of establishment permit, operational permit number, accreditation number, expiration date, number of lecturers, number of students; 2) no document of activities that involve all lecturers in curriculum development; 3) there hasn't been a periodic evaluation of the measurement of the final ability indicators outlined in the CP MK as well as documentation of activities and graduation analysis; 4) the curriculum structure matrix hasn't been updated; and 5) the identity list of all courses hasn't been updated, which includes the name of the semester/credit course, prerequisites, learning outcomes, descriptions, and references.

The root cause is the study program hasn't implemented the University curriculum standard of The State University of Surabaya optimally. As a result of this, the information regarding the Bachelor of Geography Education Study Program curriculum hasn't been standardized. The recommendations that given are: 1) Prodi conducts periodic evaluations of the measurement of the final ability indicator (KA) as described from the CP MK accompanied by documentation of activities and graduation analysis; 2) make improvements through updating information on the identity of the study program, curriculum structure matrix, list of course identities; and 3) carry out an orderly administration in archiving activities that involve all lecturers in curriculum development.

55. Executive Summary

Study Program	: Bachelor of Sports Coaching Education
The Principle of Study Program	: Dr. Imam Marsudi, M.Si
Auditor	: Dr. Yonny Herdyanto, M.Kes Ayunita Leliana, S.S., M.Pd

The study program has been using the KKNI-based curriculum since 2016 and the last time it revitalized the curriculum in 2017 through a sanctioning process. Discussion of the curriculum is based on the results of public examinations and sanctions without the involvement of the association. It's because the association was just formed at the end of November 2017. At the time of the curriculum audit, 15 conditions were identified and all of them had KTS status. In general, the conditions are: 1) the study program curriculum document doesn't contain the identity of the study program; 2) study program doesn't have CP study program matrix, so the curriculum map does not show the application of CP in the Constitutional Court; 3) study program doesn't have MK evaluation matrix; and 4) the available RPS hasn't been validated by UPM.

The root cause is that there is no format. As a result of this, the study program only includes information that is deemed important and just finds out that there are still other important points that aren't in the curriculum document even though the study program already has related documents. The recommendation given was that the study program received the curriculum document format desired by the university.

56. Executive Summary

Study Program	: Bachelor of Pancasila and civic education
The Principle of Study Program	: Totok Suyanto
Auditor	: Jaka Nugraha Muh Ali Masun

The Bachelor of Pancasila Civic Education uses the curriculum from 2015 to 2018. In 2019 it is planned to conduct a curriculum review. The name of the curriculum is the curriculum of the Pancasila and Civics Education Study Program. Discussion of the content of the curriculum was carried out by involving lecturers, alumni, and stakeholders as well as the association of the Pancasila and Indonesian Citizenship Education Professional Association (abbreviated as AP3KnI). At the time of the curriculum audit, there were 1 KTS and 28 OB, with the condition that the final ability indicator (KA) wasn't found, which was described from the CP of the subject being evaluated periodically, indicated by the activity document and graduation analysis.

The root cause is that the curriculum system model hasn't led to outcome-based education. As a result of this, the evaluation of the final ability indicator can't be known. The recommendation given is that the study program conducts periodic evaluations on the measurement of the final ability indicator (KA) as described by the CP MK accompanied by documentation of activities.

57. Executive Summary

Study Program	: Bachelor of History Education
The Principle of Study Program	: Drs. Artono, M.Hum
Auditor	: Dr. Muzayanah, MT Sanaji, SE., M.Si.

The Bachelor of Historical Education Study Program has used the KKNi curriculum since 2015. The study program conducts discussions on the content of the curriculum with all lecturers. The name of the association is P3SI (Persatuan Prodi Pendidikan Sejarah Se-Indonesia). At the time of the curriculum audit, there were 5 OB:

1. Information about the study program identity profile in the curriculum document is incomplete
2. The CP document from the association isn't available
3. The activity document in the railway graduation analysis isn't available
4. Study program target matrices, achievement strategies, and achievement targets according to the timeframe isn't available
5. The course evaluation matrix document isn't available

The root cause is that at the time of preparation there were no items in question in the audit instrument, some documents were tucked away, some activities hadn't been carried out.

As a result of this, the document information is incomplete. The recommendations given are improvement of curriculum documents and archiving.

58. Executive Summary

Study Program	: Bachelor of Drama, Dance and Music Education
The Principle of Study Program	: Dra. Enie Wahyuning Hidayati, M.Si.
Auditor	: Dr. Yoyok Yermiandoko, M.Pd. Eva Rahmawati, S.Pd., M.Pd.

The Bachelor of Drama, Dance and Music Education uses the 2015 curriculum, and conducts curriculum discussions with the AP2Seni association. At the time of the curriculum audit, there were 2 OB: 1). No attendance document as evidence of the involvement of all lecturers in curriculum development; and 2) No graduation analysis document.

The root cause is the inadvertent documentation process and the analysis process hasn't been carried out on the graduate questionnaire result data. As a result of this, the attendance document of the meeting participants was lost and there was no result of the analysis meeting. The recommendation given is that the study program makes replacement documents and the study program immediately prepares a graduate questionnaire data analysis.

59. Executive Summary

Study Program	: Bachelor of Culinary Art Education
The Principle of Study Program	: Nugrahani Astuti, S.Pd., M.Pd.
Auditor	: Dr. Djoko Suwito, M.Pd. Ahmad Bashri, S.Pd., M.Si.

The Bachelor of Culinary Art Education at FT Unesa uses a KKNI and SNPT-based curriculum from the odd academic year 2015/2016 to the current semester (odd 2018/2019). The compilation and discussion were carried out with all study program lecturers, alumni, stakeholders, and associations of the Bachelor of Catering Education in Indonesia (FPS-PTBI). Curriculum evaluation is carried out regularly every year based on user input, changing needs, and the results of evaluation of each course. The last curriculum restructuring was based on the OBE compiled in 2018. At the time of the curriculum audit, there were 8 findings with OB conditions, item number:

1. 2.b. The study program identity is available in the curriculum that contains (Condition) [Establishment Permit Number]
2. 2.b. The identity of the study program is available in the curriculum that contains (Condition) [Operational Permit]
3. 2.b. The Study Program identity available in the curriculum that contains (Condition) [Expiration Date]
4. 3. Document as evidence of the curriculum is available restructured periodically and continuously based on input from stakeholders, alumni and the community
5. 4. Document as evidence of curriculum review is available continuously
6. 14. The matrix of study program objectives, achievement strategies, and achievement targets are available and according to the time span
7. 19. A course evaluation matrix document is available
8. 24. RPS is available on courses validated by UPM

The root cause is that the curriculum documents haven't been completed due to several reasons of difficulties during the collection process. The result of this is that the curriculum document is still incomplete. The recommendation given is to complete the documents that become the audit findings.

60. Executive Summary

Study Program	: Bachelor of Fashion Education
The Principle of Study Program	: Dr. Marniati, SE, MM.
Auditor	: Dr. Djoko Suwito, M.Pd. Ahmad Bashri, S.Pd., M.Si.

The Bachelor of Fashion Education Study Program began compiling a KKNi and SNPT-based curriculum in 2014 which was compiled by the The Principle of the Study Program and all study program lecturers, and it followed by sanctioning of alumni and stakeholders. The study program has been involved and involved the Indonesian Dressmaking Education Study Program Association (PPTBI) in compiling the study program curriculum. The curriculum has been used since the odd semester of 2015/2016 and is evaluated and corrected periodically every year. At the time of curriculum audit, there was 1 finding with OB conditions that is in description number 19 (subject evaluation matrix document).

The root cause is that it hasn't been compiled to 100%. As a result of this, the document isn't ready to be used as material for course evaluation. The recommendation given is to complete the course evaluation matrix document.

61. Executive Summary

Study Program	: Bachelor of Cosmetology Education
The Principle of Study Program	: Dr. Maspiyah, M.Kes.
Auditor	: Dr. Djoko Suwito, M.Pd. Ahmad Bashri, S.Pd., M.Si.

The Bachelor of Cosmetology Education Study Program began to develop a study program curriculum that referred to the KKNI and SNPT in 2014. This curriculum was implemented for the first time for students of class 2015. Every year an evaluation is carried out to see any deficiencies during the implementation of the curriculum. The preparation of the study program curriculum involves all lecturers, staff, students, alumni, and stakeholders. The study program association is PPTRI (Persatuan Program Studi Pendidikan Tata Rias Indonesia) has compiled the study program objectives used by the Unesa Cosmetology Education Study Program in curriculum restructuring. At the time of curriculum audit, there were 1 KTS that is, availability of study program target matrix, achievement strategy, and achievement targets according to time ranges, while other findings were 3 OBs, namely 1) availability of study program identity in the curriculum which contained (Condition) [Establishment Permit Number]; 2) availability of a course evaluation matrix document; and 3) the availability of RPS in courses validated by UPM.

The root cause is that the documents that become the audit findings have not been prepared/completed. As a result of this, the study program curriculum is not yet perfect. The recommendations given are complementary to the curriculum audit findings.

62. Executive Summary

Study Program	: Bachelor of Information Technology Education
The Principle of Study Program	: Setya CendraWibawa, MT
Auditor	: Suhartiningsih, MPd Roy Januardi, M.Kes

The Bachelor Information Technology Education Study Program uses a curriculum from 2015 with the name KKNi curriculum and conducts discussions on the content of the curriculum with stakeholders and associations. At the time of the curriculum audit, there were 1 KTS, that is, there was no CP formulation draft that was used to send down the courses and the amount of SKS.

The root cause is that the curriculum revitalization has only been implemented based on input from stakeholders/industry. As a result of this, the name of the course isn't based on CP. The recommendations given are to immediately draft CP courses and CP study programs and implement them.

63. Executive Summary

Study Program	: Bachelor of Psychology
The Principle of Study Program	: Siti Ina Savira, S.Psi., M.EdCp.
Auditor	: Dra. Sasmina Christina Juli Hartati, M.Pd. Syunu Trihantoyo, M.Pd.

The Unesa Psychology Study Program is a combination of Psychology expertise with education science, which is the uniqueness of this study program. The Psychology Study Program provides advocacy for various schools, including programs for specially gifted intelligent children/students, inclusive education, psychological assessments, and training for teachers and prospective teachers. Educational services also include the implementation of TPA tests, which have served both inside and outside the university. The TPA test that was developed has several questions which were developed specifically according to user needs.

In addition to these peculiarities of education, the Psychology Study Program is also active in developing other areas of interest such as Industry/Organization, where activities include psychological assessment for the purposes of employee selection, recruitment, and mapping; field of clinical interest, whose activities include assessment for the identification and management of clinical disorders; areas of general interest and experimentation that focus on the assessment of measuring instruments; as well as in the areas of social interest, which strives to be critical in examining social problems in society from a psychological perspective and approach.

At the time of the curriculum audit, 6 KTS were found and that are, the study program's identity didn't include: Establishment Permit, Operational Permit, Expiration Date, and amounts of Lecturers and College Students, Number of Students. The Achievement Strategy Matrix and Achievement Targets don't exist in the curriculum document yet. Journal and Lecture Attendance are already in Siakadu but incomplete.

The root cause is that the identity of the study program hasn't been published overall. Information on the preparation of achievement strategies and targets hasn't been disseminated and still uses manuals.

As a result of this, the curriculum documents haven't been fulfilled in accordance with the curriculum audit instruments. The recommendations given are to complete the required documents and include them in the curriculum documents.

64. Executive Summary

Study Program	: Bachelor of Music Art
The Principle of Study Program	: Moh. Sarjoko, S.Sn., M.Pd.
Auditor	: Dr. Yoyok Yermiandoko, M.Pd. Eva Rahmawati, S.Pd., M.Pd.

The Bachelor of Music Arts Study Program uses the 2015 curriculum and conducts discussions on the content of the curriculum with stakeholders, and AP2Seni because the pure music arts study program association, APSM, has been established but is in a vacuum. At the time of the curriculum audit, there was 1 OB it is, there was no standard CP as a result of the agreement of the Pure Music Arts Study Program Association.

The root cause is that the Association (APSM) is already available but is vacuum (not functional). As a result of this the agreement, consensus, CP, LO, etc. were developed independently. The recommendation given was to hold a meeting to activate APSM and head to AP2Seni to form a non-education division.

65. Executive Summary

Study Program	: Bachelor of Informatics System
The Principle of Study Program	: Dwi Fatrianto, S.Kom., M.Kom.
Auditor	: Dra. Suhartiningsih, M.Pd. Roy Januardi Irawan, M.Kes.

The Bachelor of Informatics System Study Program uses the 2016 Curriculum from 2016 which named The Bachelor of Informatics Systems curriculum. Discussion about the contents of the Bachelor of Informatics Systems curriculum is carried out with the Information Systems Study Program Association. At the time of the curriculum audit, there were 14 findings with the condition that the study program hadn't carried out market needs analysis activities and the characteristics of the Study Program on Study Program Learning Outcomes hadn't been prepared.

The root cause are

1. The study program is still new
2. Supporting documents haven't been made
3. Analysis of market needs hasn't been carried out
4. The evaluation of Final Capability Indicators hasn't available yet
5. The Study Program identifiers haven't been prepared

The consequences of these are: 1) Incomplete documents; 2) Study Program doesn't have an Identifier; 3) The Study Program doesn't yet have a market demand analysis; 4) Final Ability Indicators Not evaluated yet. The recommendations given are:

1. The Study Program completes documents
2. The Study Program conducts a workshop to arrange the characteristics of the study program
3. The Study Program carries out market needs analysis activities
4. The Study Program carries out an evaluation of Final Capability Indicators

66. Executive Summary

Study Program	: Bachelor of Sosiology
The Principle of Study Program	: Dr. Sugeng Harianto, M.Si.
Auditor	: Dr. Muzayanah, MT Sanaji, SE., M.Si.

The Bachelor of Sociology Study Program has used the KKNi curriculum since 2015. The curriculum is compiled with all lecturers by involving stakeholders, alumni, and the community. The name of the association of ISI (Ikatan Sosiologi Indonesia). At the time of the curriculum audit, there were 4 OB: 1) Information about the study program identity profile in the curriculum document was incomplete; 2) CP document from the association doesn't exist yet; 3) There is no document for periodic evaluation of the CP MK; and 4) The MK evaluation matrix document doesn't exist yet.

The root causes are:

1. Not included in the document yet
2. When the curriculum was developed, there was no CP formula from the ISI association
3. The instrument hasn't been socialized to the study program so it hasn't been implemented
4. The instrument hasn't been socialized so it hasn't been implemented

As a result of this, the document information is incomplete. The recommendation given is to improve the curriculum document.

67. Executive Summary

Study Program	: Bachelor of Informatic Engineering
The Principle of Study Program	: Aditya Prapanca, M.Kom
Auditor	: Suhartiningsih, M.Pd. Roy Januardi, M.Kes.

The Bachelor of Informatics Engineering Study Program uses a curriculum from 2015 with the name KKNi curriculum and conducts discussion of curriculum content with lecturers and stakeholders. At the time of the curriculum audit, there were 4 KTS: no association, no CP association, no draft CP formulation to reduce courses and the amount of SKS, no CP indicator assessment instrument documents, and no graduates.

The root cause is that they haven't searched for an Association and haven't graduated students. As a result of this, the curriculum isn't following the industrial world. The recommendation given is to immediately join the Association, prepare a CP, and prepare for a tracer study.

68. Executive Summary

Study Program	: Bachelor of Civil Engineering
The Principle of Study Program	: Arie Wardhono, ST, M.MT, MT, Ph.D
Auditor	: Wiwik Sri Utami Lutfiyah Hidayati

The study program curriculum has 5 documents. However, there is no documentary evidence of curriculum restructuring activities. When the curriculum audit was carried out, there were 11 OB with the condition that the manager was wrong, written PPs Unesa, restructuring in 2015 but there was no documentary evidence, there was no documentary evidence of continuous curriculum review, there was no documentary evidence of involvement of all lecturers in curriculum development.

The root cause is that the the principle of the study program doesn't properly document any activities related to the curriculum, because at the time of the department meeting chaired by the head of the department, the minute of the meeting is carried out by the department secretary. As a result of this, there is no authentic proof of the activity, even though it has been carried out. The recommendation given is that it's suggested to always make documentaries every academic activity in the study program.

69. Executive Summary

Study Program	: English Literature
The Principle of Study Program	: Lisetyo Ariyanti
Auditor	: Nunuk Giari Murwandani Evi Winingsih

The English Literature Study Program compiled the 2014 KKNI curriculum which was carried out in 2015. At the time of the curriculum audit, there was 1 OB: an indicator of the final ability of the analysis process with the condition that there was no evidence that it was restructured periodically (process); Neither formation matrices nor curriculum maps are available.

The root cause is still in the process of analyzing. As a result of this, the document wasn't available. The recommendation given is that after analyzing the data, immediately prepare a document.

70. Executive Summary

Study Program	: German Literature
The Principle of Study Program	: Dra, Dyah Woroharsi, M.Pd.
Auditor	: Dr. Dianita Indrawati, M.Hum. Rusmiyati, M.Pd.

German Literature Study Program uses the KKN I curriculum from the year 20 15 under the name of the German Literature Study Program curriculum and conducts discussion of curriculum content with stakeholders. At the time of the curriculum audit, there were 3 OBs: 1) No German Literature Association was formed; 2) The IKA evaluation hasn't done because it is still 3 years, and 3) The assessment indicator of CP MK hasn't done by the study program.

71. Executive Summary

Study Program	: Electrical Engineering
The Principle of Study Program	: Dr. Tri Riyanto, St., M.Pd.
Auditor	: Dr. Dewanto, M.Pd. Dian Savitri, M.Si

The Bachelor of Electrical Engineering Study Program uses the KKNI-based curriculum from 2014 - now 2018. The KKNI-based curriculum has been implemented by carrying out a series of activities that must be completed with several supporting documents.

The curriculum audit for the Bachelor Program in Electrical Engineering resulted in 5 findings with unavailable conditions and KTS classification. This finding needs to be followed up immediately because even though it looks trivial but in the accreditation process it is very important as evidence. The findings in question are related to evidence of activities that have been carried out, such as: attendance list, minutes of implementation of activities that have been jointly signed. When the curriculum audit was conducted, there were 5 findings in the Electrical Engineering study program audit with KTS classification. The Electrical Engineering curriculum audit didn't find any documentary evidence supporting curriculum implementation activities which include:

1. Document input from stakeholders and alumni during curriculum reconstruction periodically
2. Document curriculum review and evaluation
3. Documents that involve all lecturers in curriculum development
4. Document graduation activities and analysis
5. Subject evaluation matrix document

The root cause is the absence of a culture of orderly administration. As a result of this, several important documents needed were forgotten that they were not well documented. The recommendation given is that in the future the Electrical Engineering Study Program has a culture of orderly administration.

72. Executive Summary

Study Program	: Education Technology
The Principle of Study Program	: Dra. Sulistiowati, M.Pd.
Auditor	: Dra. Sasmita Christina, M.Pd. Syunu Trihantoyo, M.Pd.

The Education Technology Study Program has implemented the KKNi curriculum since 2015. At the stage of restructuring to change from a competency-based curriculum to a National Qualification Framework involving stakeholders, alumni, and related communities. The activity was carried out in various stages including sanctioning and public testing with the result that the KKNi curriculum was formed for the Education Technology study program. At the time of the curriculum audit, there were 9 findings, with the following conditions: 1) no study program identities were available in the curriculum regarding: establishment permit number, operational permit number, accreditation SK number, and amount of lecturers and college students; 2) no course evaluation matrix available; 3) The minimum number of credits taken for courses is 6 (originally 8) credits, while 24 credits are provided; and 4) the attendance list and the online lecture journal are varied (between 0 to 100%)

The root causes were: 1) the format provided by Unesa at the time of the formation of the KKNi curriculum didn't contain what was meant; 2) the format for course evaluation isn't available yet; 3) based on the preparation of the 2015 KKNi curriculum, elective courses must be fulfilled 3 times the amount of credits that must be taken, and 4) the characteristics of different courses.

As a result of this, the criteria that are used as a reference in the AMI Unesa curriculum standard haven't been fulfilled. The recommendation given is to communicate with PPM the suitability of the instruments and documents in each study program.



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