

Introduction – Why OBE?



Satuan Penjaminan Mutu ITB

ABET-ASIIN-AACSB-AUN QA-BAN PT

ABET	ASIIN	AACSB	AUN-QA	BAN-PT
Accreditation	Accreditation	Accreditation	Assessment	Accreditation
International	International	International	Regional	National
OBE	OBE	OBE	OBE	IPO- Outcomes
SSR - visit	SAR - visit	SER - visit	SAR - visit	SAR - visit
Professional	Professional	Professional	Semi-Gov	Government
Program	Program	Program	Program & Institutional	Program & Institutional
Eng, Comp, Tech	Engineering Informatics, Sciences	Business, Accounting	All Programs	All Programs

Internationally Accredited Program/Regional Certified Program (2018)

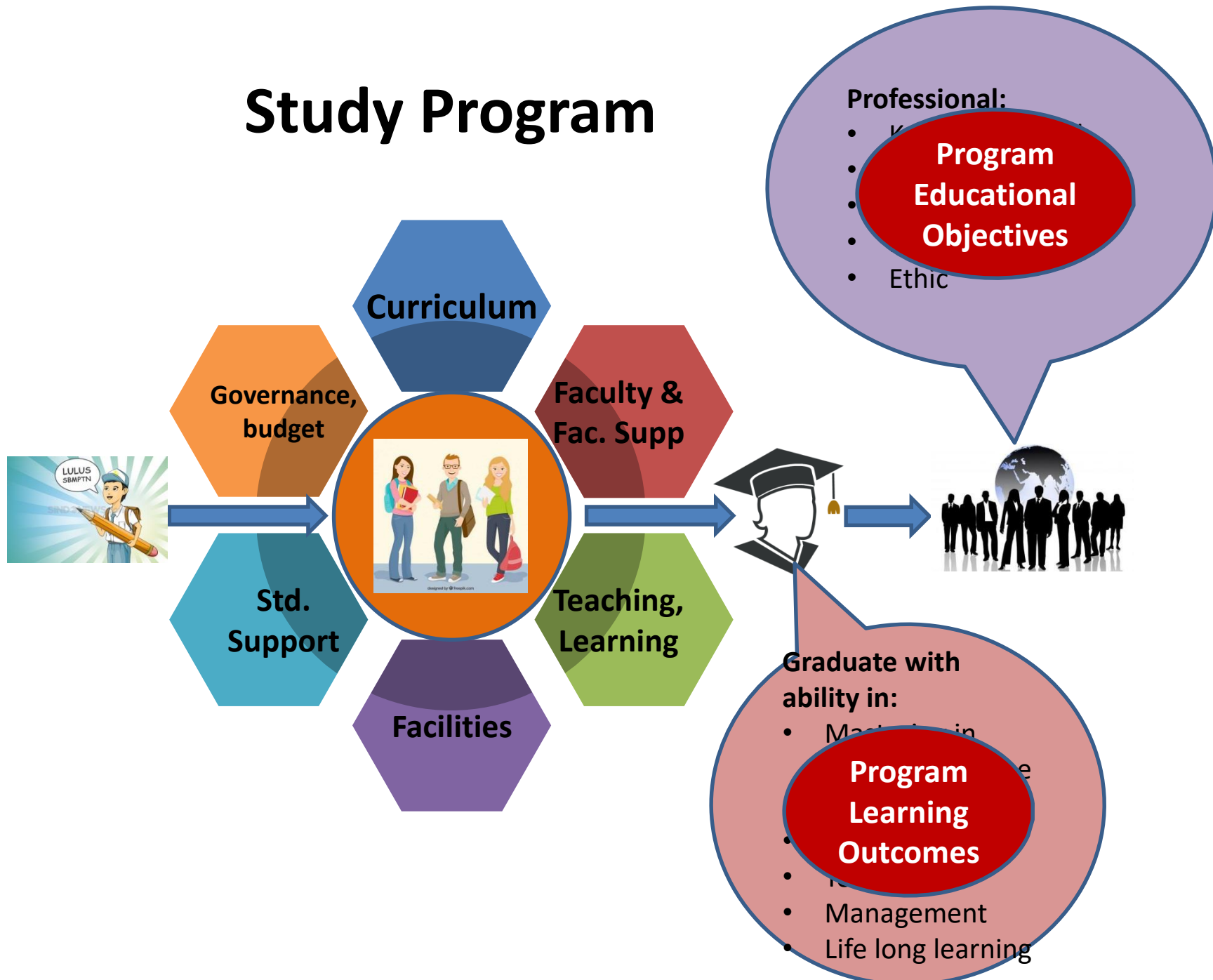
ACCREDITATION BODY	TOTAL	ACCREDITATION BODY	TOTAL
AUN-QA	117	IFT	2
ABEST21	27	IChemE	1
ASIIN	21	IMIA	1
ABET	19	APACPH	1
IABEE	11	EDAS	1
AACSB	9	PAASCU	1
JABEE	4	AASBI	1
KAAB	4	ACCA	3
RSC	2	TedQual	3
IFLA	1	ASIC	8
IMarEST	1	IUFost	1
SWST	1	GRAND TOTAL	240

Internationally Accredited/Certified Program

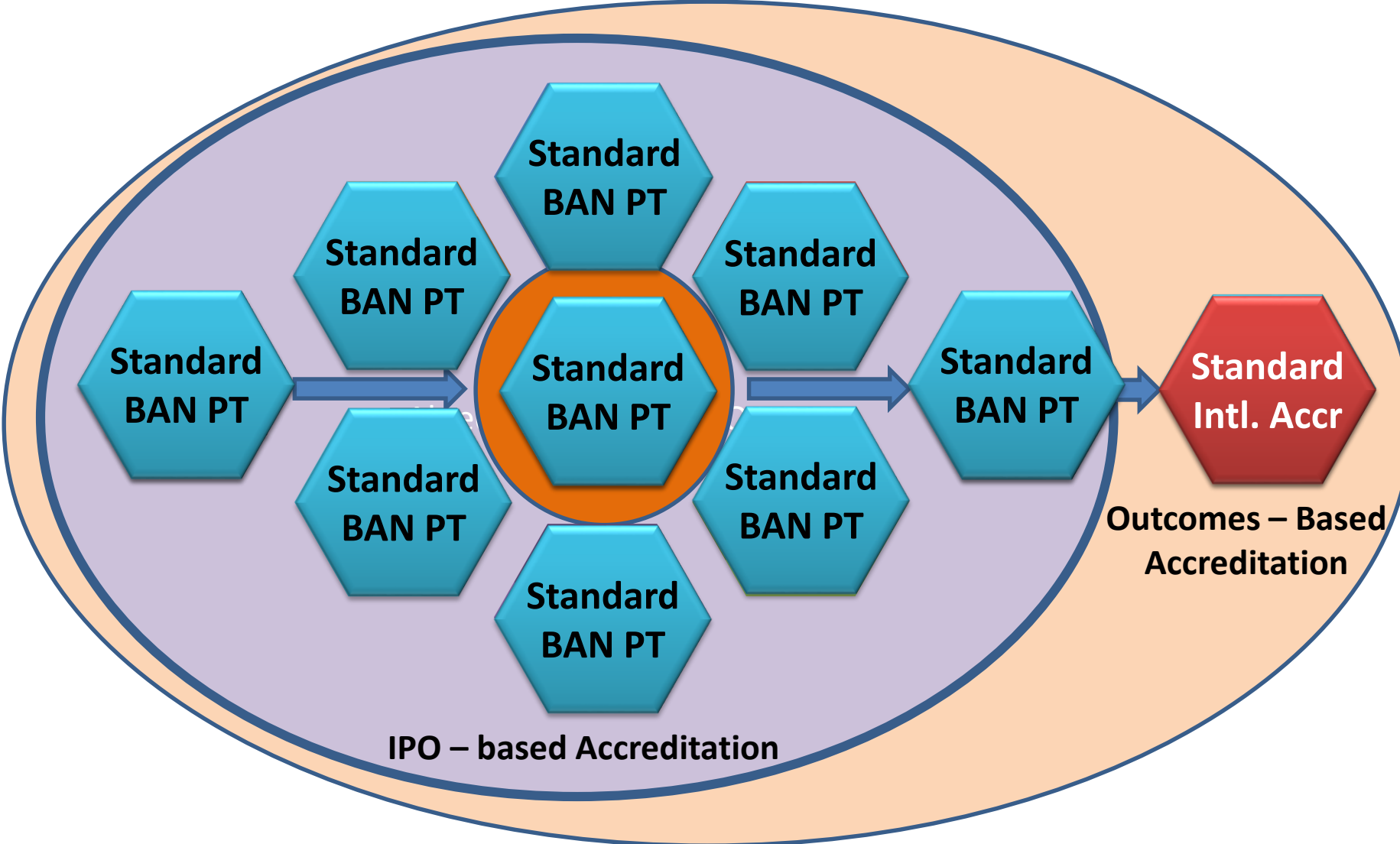
No	Universitas	AUN-QA	ABET	ASIIN	JABEE	ABETS21	RSC	KAAB	IABEE	IFPA	IMarEST	SWST	IFT	IUFoST	IChemE	AACSB	PAASCU	IMIA	ACCA	ASIC	AASBI	TedQual	APACPH	EPAS	JML
1	ITB		13	11	1	6	1	2																	34
2	UGM	25		5			1							1	9	1	1								43
3	U Telkom					1			2											6					9
4	IPB	18	1		1	1			1	1	1	1	1	1											27
5	ITS	12	1						7																20
6	UNDIP																								7
7	Brawijaya	13																							19
8	Airlangga	17		5																					23
9	UPI	3																							8
10	UII		1		1			2											1						5
11	UI	23			1	1			1														1		27
12	BINUS		3																					1	4
13	Padjadjaran					3																			3
14	UNS					1																			1
15	UNHAS	3				1																			4
16	UM Yogyakarta					1																			1
17	U. Lampung					1																			1
18	Parahyangan																		1						1
19	UM Malang	3																							3
	Jumlah	117	19	21	4	27	2	4	11	1	1	1	2	1	1	9	1	1	3	8	1	3	1	1	240

NASIONAL (PTN dan PTS):
Terakreditasi BAN-PT (A) = 2654 Prodi
Terakreditasi Internasional = 240 Prodi (9%)

Study Program



Accreditation



ABET Student Outcome



No	ABET Student Outcomes	
1	(a)	an ability to apply knowledge of mathematics, science, and engineering
2	(b)	an ability to design and conduct experiments, as well as to analyze and interpret data
3	(c)	an ability to design a system, component, or process to meet desired needs with realistic constraints
4	(d)	an ability to function on multi-disciplinary teams
5	(e)	an ability to identify, formulate, and solve engineering and physics problems
6	(f)	an understanding of professional and ethical responsibility
7	(g)	an ability to communicate effectively

ASIIN Subject Specific Criteria: Physics

1. They have sound knowledge of classical physics (mechanics, electrodynamics, thermodynamics, vibrations, waves and optics) and are familiar with the fundamentals of quantum, atomic and molecular, nuclear, elementary particle and solid state physics.
2. They are familiar with important mathematical methods used in physics and can use these to solve physics problems.
3. They have an extensive understanding of the fundamental principles of physics, their inherent relation and mathematical formulation and, based on this, have acquired methods suitable for theoretical analysis, modelling and simulation of relevant processes.
4. They have applied their knowledge to physics problems in an exemplary manner and studied some areas in greater depth, thereby acquiring a first basis for problem solving competence.

AUN-QA Criterion 1: Expected Learning Outcomes

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

BAN-PT: Standar 9 (Luaran dan Capaian Tridharma)

1. Luaran Dharma Pendidikan

- a) Capaian pembelajaran → IPK
- b) Prestasi akademik mahasiswa
- c) Prestasi non-akademik mahasiswa
- d) *Length of study*, lulusan tepat waktu
- e) Waktu tunggu kerja
- f) Kinerja lulusan, tingkat kepuasan pengguna lulusan

2. Dharma penelitian dan PPM

- a) Publikasi ilmiah mahasiswa/pagelaran/pameran
- b) Sitasi dalam 3 tahun terakhir
- c) Produk/jasa
- d) HKI, Teknologi tepat guna, produk, karya seni, rekayasa sosial, buku, book chapter

- Standar BAN-PT mengacu pada Permenristekdikti Nomor 44 tahun 2015 (SN-DIKTI).
- Evaluasi capaian pembelajaran (SN-DIKTI)
 - Bagian kelima, Standar Penilaian Pembelajaran, pasal 24, ayat 5, Hasil penilaian capaian pembelajaran lulusan pada akhir program studi dinyatakan dengan indeks prestasi kumulatif (IPK).

Accreditation: What are they looking for?



- How do we **demonstrate** that outcomes are achieved?
- What is our **assessment of the quality** of the program?
- What **evidence** do we have to demonstrate that our efforts to improve the program are producing results?
- Based on our analysis of assessment data, what are our **plans** for additional improvement?
- Are our constituencies pleased with the results? How do we know this?

Student Outcomes (ABET)



- Each program must show how they are **meeting** the **ABET outcomes**
- The **method(s)** used to assess these outcomes must be **explained** and must show **documented** results
- Do our **courses**/programs incorporate the **outcomes**?
- How are we **assessing** the outcomes?
 - From whom to we collect information?
 - How often?
 - What gets done with this information?
- **Process**
 - What are our processes to achieve the objectives? How is it documented?
 - What does the process do? How do we know it does what we say it does?
 - Who is responsible for maintaining and improving the process?



Closing the CQI Loop



- **Assessment** processes must be in place
- Documentation of results and **evidence** that results are being used to improve the program
 - Student portfolio/coursework
 - Alumni and employer surveys
 - Placement data
 - Other

ASIIN's approach to assessment – procedural view

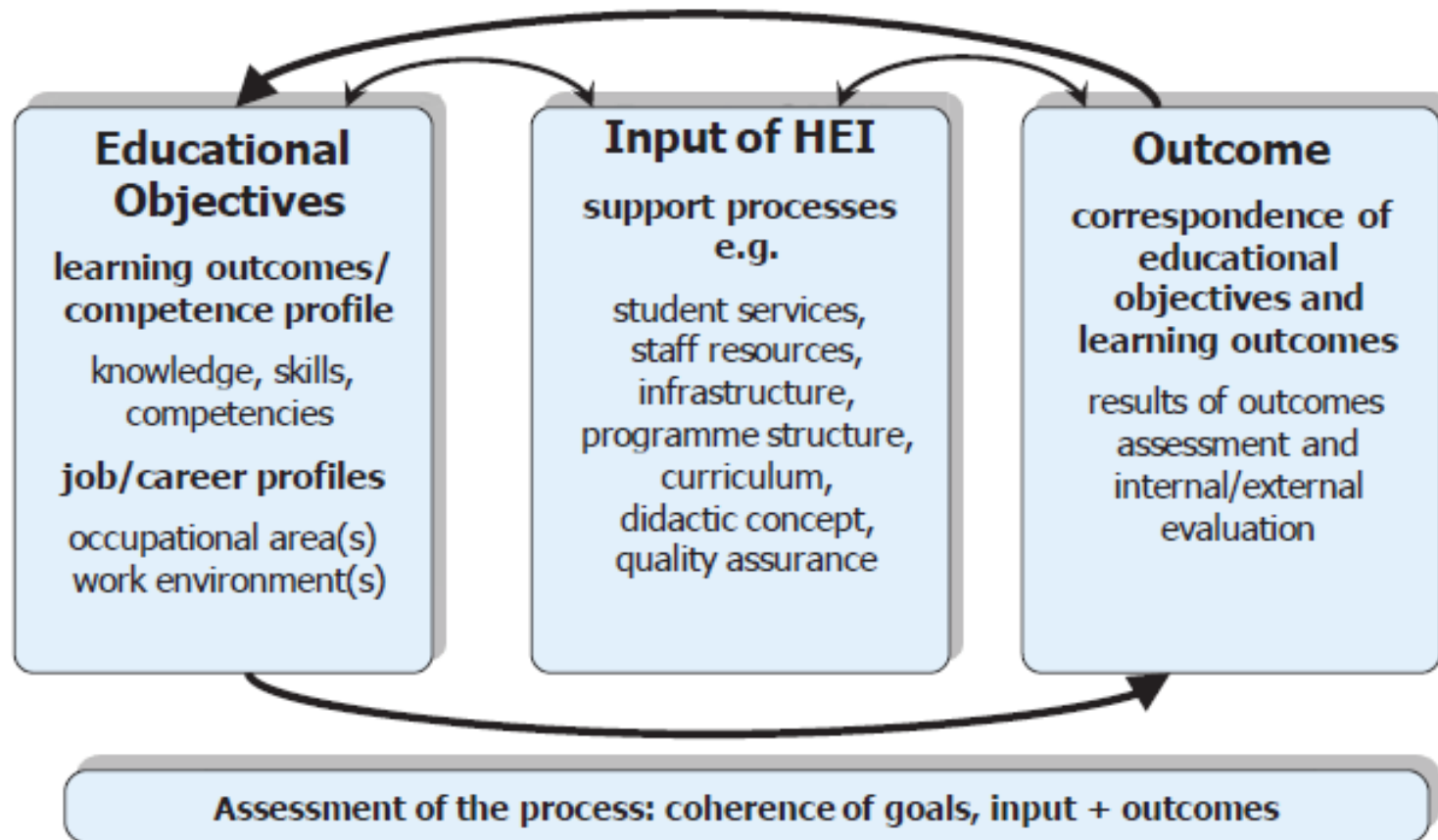


Figure 1: ASIIN's approach to assessment – procedural view

OBE Implementation Level

OBE	Outcomes	Curriculum	Assessment Plan	Outcomes Assessment	CQI
Level 1	√				
Level 2	√	√			
Level 3	√	√	√		
Level 4	√				
Level 5	√				√

International Accreditation

Thank you