



UNIVERSITAS AIRLANGGA  
*Excellence with Morality*  
Faculty of Nursing



ASEAN  
University  
Network



AUN-QA  
A Touch of Quality



# SELF-ASSESSMENT REPORT PROGRAMME LEVEL



Nurse Education Programme  
Faculty of Nursing  
Universitas Airlangga  
Surabaya, Indonesia

## APPENDIX



# **AUN SELF-ASSESSMENT REPORT**

## Programme Level

### APPENDIX

Nurse Education Programme  
Faculty of Nursing  
Universitas Airlangga  
Surabaya, Indonesia

**APPENDIX 1 - CHECKLIST FOR THE SUBMISSION  
OF SELF-ASSESSMENT REPORT (SAR)**

	Criteria	Rating Scale						
		1	2	3	4	5	6	7
<b>1</b>	<b>Expected Learning Outcomes</b>							
1.1	The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university					X		
1.2	The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes					X		
1.3	The expected learning outcomes clearly reflect the requirements of the stakeholders					X		
	<b>Overall opinion</b>	5						
<b>2</b>	<b>Program Specification</b>							
2.1	The information in the program specification is comprehensive and up-to-date					X		
2.2	The information in the course specification is comprehensive and up-to-date					X		
2.3	The program and course specification are communicated and made available to the stakeholders					X		
	<b>Overall opinion</b>	5						
<b>3</b>	<b>Program Structure and Content</b>							
3.1	The curriculum is designed based on constructive alignment with the expected learning outcomes						X	
3.2	The contribution made by each course to achieve the expected learning outcomes is clear						X	
3.3	The curriculum is logically structured, sequenced, integrated and up-to-date					X		
	<b>Overall opinion</b>	5.67						
<b>4</b>	<b>Program Structure and Content</b>							
4.1	The educational philosophy is well articulated and communicated to all stakeholders				X			
4.2	Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes					X		
4.3	Teaching and learning activities enhance life-long learning					X		
	<b>Overall opinion</b>	4.67						
<b>5</b>	<b>Student Assessment</b>							
5.1	The student assessment is constructively aligned to the achievement of the expected learning outcomes					X		
5.2	The student assessment including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students						X	
5.3	Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment					X		
5.4	Feedback of student assessment is timely and helps to improve learning				X			
5.5	Students have ready access to appeal procedure						X	
	<b>Overall opinion</b>	5.2						
<b>6</b>	<b>Academic Staff Quality</b>							
6.1	Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfill the needs			X				
6.2	Staff-to-student ratio and workload are measured and monitored in order to improve the quality of education, research and services			X				
6.3	Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and					X		
6.4	Competences of academic staff are identified and evaluated					X		

	Criteria	Rating Scale						
		1	2	3	4	5	6	7
6.5	Training and developmental needs of academic staff are identified and activities are implemented to fulfill them					X		
6.6	Performance management including rewards and recognition is implemented to motivate and support education, research and services					X		
6.7	The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement					X		
	<b>Overall opinion</b>	4.71						
<b>7</b>	<b>Support Staff Quality</b>							
7.1	Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfill the needs for education, research and					X		
7.2	Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated				X			
7.3	Competences of support staff are identified and evaluated					X		
7.4	Training and developmental needs of support staff are identified and activities are implemented to fulfill them				X			
7.5	Performance management including rewards and recognition is implemented to motivate and support education, research and services					X		
	<b>Overall opinion</b>	4.6						
<b>8</b>	<b>Student Quality and Support</b>							
8.1	The student intake policy and admission criteria are defined, communicated, published, and up-to-date						X	
8.2	The methods and criteria for the selection of students are determined and evaluated					X		
8.3	There is an adequate monitoring system for student progress, academic performance, and workload						X	
8.4	Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and				X			
8.5	The physical, social and psychological environment is conducive for education and research as well as personal well-being					X		
	<b>Overall opinion</b>	5,2						
<b>9</b>	<b>Facilities and Infrastructure</b>							
9.1	The teaching and learning facilities and equipment (lecture halls, Classrooms, project rooms, etc.) are adequate and updated to support					X		
9.2	The library and its resources are adequate and updated to support education and research					X		
9.3	The laboratories and equipment are adequate and updated to support education and research					X		
9.4	The IT facilities including e-learning infrastructure are adequate and updated to support education and research					X		
9.1	The teaching and learning facilities and equipment (lecture halls, Classrooms, project rooms, etc.) are adequate and updated to support					X		
9.2	The library and its resources are adequate and updated to support education and research					X		
9.3	The laboratories and equipment are adequate and updated to support education and research					X		
9.4	The IT facilities including e-learning infrastructure are adequate and updated to support education and research					X		
9.5	The standards for environment, health and safety; and access for people with special needs are defined and implemented				X			
	<b>Overall opinion</b>	4.8						
<b>10</b>	<b>Quality Enhancement</b>							
10.1	Stakeholders' needs and feedback serve as input to curriculum design and development					X		
10.2	The curriculum design and development process is established and subjected to evaluation and enhancement					X		

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	Criteria	Rating scale						
		1	2	3	4	5	6	7
10.3	The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and					X		
10.4	Research output is used to enhance teaching and learning				X			
10.5	Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement					X		
10.6	The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement				X			
	<b>Overall opinion</b>	4.6						
<b>11</b>	<b>Output</b>							
11.1	The pass rates and dropout rates are established, monitored and benchmarked for improvement				X			
11.2	The average time to graduate is established, monitored and benchmarked for improvement					X		
11.3	Employability of graduates is established, monitored and benchmarked for improvement [1]					X		
11.4	The types and quantity of research activities by students are established, monitored and benchmarked for improvement [2]				X			
11.5	The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement [3]					X		
	<b>Overall opinion</b>	4,6						
	<b>Overall verdict</b>	4.91						

**APPENDIX 2 - CURRICULUM STRUCTURE OF NURSE EDUCATION**

<b>PROFESSION</b>	5 <sup>th</sup> Year	10 <sup>th</sup> Semester 20 credits	Critical Care Nursing (3 credits)	Gerontology Nursing (2 credits)	Family Nursing (2 credits)	Nursing Management (4 credits)	Community Health Nursing (4 credits)	Comprehensive Nursing (4 credits)		
		9 <sup>th</sup> Semester 16credits	Medical-Surgery Nursing (7 credits)	Pediatric Nursing (3 credits)	Maternity Nursing (3 credits)	Mental Health Nursing (3 credits)				
<b>ACADEMIC PHASE</b>	4 <sup>th</sup> Year	8 <sup>th</sup> Semester 7 credits	Critical Care Nursing 2 (3 credits)	Bachelor Thesis (4 credits)						
		7 <sup>th</sup> Semester 23 credits	Research Method (3 credits)	Critical Care Nursing 1 (4 credits)	Community Health Nursing 4 (3 credits)	Nursing Management (4 credits)	Musculoskeletal Nursing 2 (2 credits)	Elective 3 (2 credits)	Religion2 (2 credits)	KKN BBM (3 credits)
	3 <sup>rd</sup> Year	6 <sup>th</sup> Semester 19 credits	Urologic Nursing (4 credits)	Reproduction Nursing 2 (3 credits)	Musculoskeletal Nursing 1 (3 credits)	Community Health Nursing 3 (4 credits)	Integumentary System Nursing (3 credits)	English 3 (2 credits)		
		5 <sup>th</sup> Semester 20 credits	Immune-Hematology Nursing 2 (3 credits)	Kep. Komunitas 2 (4 credits)	Mental Health Nursing 2 (3 credits)	Endocrinology Nursing 2 (3 credits)	Reproduction Nursing (3 credits)	Mental Health Nursing 3 (2 credits)	Elective (2 credits)	
	2 <sup>nd</sup> Year	4 <sup>th</sup> Semester 17 credits	Endocrinology Nursing 1 (3 credits)	Mental Health Nursing 1 (3 credits)	Mental Health Nursing 1 (4 credits)	Gastrointestinal Nursing 2 (3 credits)	Neurology Nursing (2 credits)	Elective (2 credits)		
		3 <sup>rd</sup> Semester 21 credits	Immune-Hematology Nursing 1 (3 credits)	Neurology Nursing 1 (3 credits)	Sensory-Perception Nursing (3 credits)	Cardiovascular Nursing 2 (4 credits)	Respiration Nursing 2 (3 credits)	Gastrointestinal Nursing 1 (3 credits)	English 2 (2 credits)	
	1 <sup>st</sup> Year	2 <sup>nd</sup> Semester 19 credits	Cardiovascular Nursing 1 (4 credits)	Respiration Nursing 1 (4 credits)	Fundamental Nursing 3 (3 credits)	Fundamental Nursing 4 (2 credits)	English 1 (2 credits)	Basic Science of Nursing 2 (4 credits)		
		1 <sup>st</sup> Semester 21 credits	Religion (2 credits)	Civics Education (2 credits)	Indonesia Language (2 credits)	Philosophy (1 credit)	Fundamental Nursing 1 (4 credits)	Fundamental Nursing 2 (4 credits)	Basic Science of Nursing 1 (4credits)	

Main Competency  
 Supporting Competency  
 Special Competency



**APPENDIX 3 - CORRELATION BETWEEN COURSES WITH ELO**

NO	COURSES		STUDY LOAD			ELO1	ELO2	ELO3	ELO4
	Code	Name	Lecture	Practical	Total				
<b>SEMESTER 1</b>									
	Religion I		2		2	4	1	1	1
1	AGI101	Islam Religion I	2	-		4	1	1	1
2	AGK101	Catholic Religion I	2	-		4	1	1	1
3	AGP101	Christian Religion I	2	-		4	1	1	1
4	AGH101	Hindu Religion I	2	-		4	1	1	1
5	AGB101	Budha Religion I	2	-		4	1	1	1
6	NOP104	Civics Education	2	-	2	3	3	3	3
7	NOP103	Pancasila Education	2	-	2	3	3	3	3
8	BAI101	Indonesia Language	2	-	2	2	5	4	4
9	KPD101	Fundamental of Nursing I	4	-	4	5	5	2	2
10	KPD103	Fundamental of Nursing II	3	1	4	5	5	2	2
11	KPD107	Basic Science of Nursing I	3	1	4	2	2	1	2
12	PHN101	Phyloshophy	2	-	2	1	1	1	4
<b>Total credits semester 1</b>			<b>20</b>	<b>2</b>	<b>22</b>				
<b>SEMESTER 2</b>									
13	KPV101	Cardiovascular Nursing I	3	1	4	5	4	1	3
14	KPR101	Respiration Nursing I	3	1	4	5	4	1	3
15	KPD105	Fundamental of Nursing III	2	1	3	5	5	2	2
16	KPD106	Fundamental of Nursing IV	2	-	2	5	5	2	2
17	BAE111	English I	2	-	2	1	2	1	1
18	KPD108	Science of Nursing II	3	1	4	2	2	1	2
<b>Total credits semester 2</b>			<b>15</b>	<b>4</b>	<b>19</b>				
<b>SEMESTER 3</b>									
19	KPI201	Immune-Hematology Nursing I	2	1	3	5	4	1	3
20	KPN201	Neurology Nursing I	2	1	3	5	4	1	3
21	KPS201	Sensory-Perception Nursing	2	1	3	5	4	1	3
22	KPV201	Cardiovascular Nursing II	3	1	4	5	4	1	3
23	KPR201	Respiratory Nursing II	2	1	3	5	4	1	3

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NO	COURSES		STUDY LOAD			ELO1	ELO2	ELO3	ELO4
	Code	Name	Lecture	Practical	Total				
24	KPP101	Gastrointestinal Nursing I	2	1	3	5	4	1	3
25	BAE111	English II	2		2	1	2	1	1
<b>Total credits semester 3</b>			<b>15</b>	<b>6</b>	<b>21</b>				
<b>SEMESTER 4</b>									
26	KPE201	Endocrinology Nursing I	2	1	3	5	4	1	3
27	KPC201	Community Nursing I	3	-	3	5	4	1	3
28	KPJ201	Mental Health Nursing I	4	-	4	5	4	1	3
29	KPP201	Gastrointestinal Nursing II	2	1	3	5	4	1	3
30	KPN202	Neurology Nursing II	2	-	2	5	4	1	3
		Elective I	2	-	2				
31	BAJ101	Japanese Language	2			1	2	1	1
32	PSD104	Developmental Psychology	2	-		4	4	1	3
<b>Total credits semester 4</b>			<b>15</b>	<b>2</b>	<b>17</b>				
<b>SEMESTER 5</b>									
33	KPI301	Immune-Hematology Nursing II	2	1	3	5	4	1	3
34	KPC301	Community Nursing II	3	1	4	5	4	1	3
35	KPJ301	Mental Health Nursing II	2	1	3	5	4	1	3
36	KPE301	Endocynology Nursing II	2	1	3	5	4	1	3
37	KPO301	Reproduction Nursing I	2	1	3	5	4	1	3
38	KPJ302	Mental Health Nursing III	2	-	2	5	4	1	3
		Elective II	2	-	2				
39	PSG202	Behaviour Psychology	2			4	4	1	3
40	SII405	Information Technology	2			1	2	4	4
<b>Total credits semester 5</b>			<b>15</b>	<b>5</b>	<b>20</b>				
<b>SEMESTER 6</b>									
41	KPU301	Urologic Nursing	3	1	4	5	4	1	3
42	KPO302	Reproduction Nursing II	2	1	3	5	4	1	3
43	KPM301	Musculoskeletal Nursing I	2	1	3	5	4	1	3
44	KPC303	Community Nursing III	4	-	4	5	4	1	3
45	KPM303	Integumentary System Nursing	2	1	3	5	4	1	3
46	BAE112	English III	2	-	2	1	2	1	1



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NO	COURSES		STUDY LOAD			ELO1	ELO2	ELO3	ELO4
	Code	Name	Lecture	Practical	Total				
Total credits semester 6			15	4	19				
SEMESTER 7									
47	PNN497	Research Method	3	-	3	1	2	2	5
48	KPG301	Critical Nursing I	3	1	4	5	4	1	3
49	KPM405	Community Nursing IV	3	-	3	5	4	1	3
50	MNS401	Management Nursing	4	-	4	4	4	5	3
51	KPM303	Musculoskeletal Nursing II	2	-	2	5	4	1	3
		Religion II	2		2				
52	AGI401	Islam Religion II	2	-		4	1	1	1
53	AGK401	Catholic Religion II	2	-					
54	AGP401	Christian Religion II	2	-		4	1	1	1
55	AGH401	Hindu Religion II	2	-		4	1	1	1
56	AGB401	Budha Religion II	2	-		4	1	1	1
		Elective III	2	-	2				
57	PKM401	Complementary Therapy	2			4	3	2	3
58	MNW201	Entrepreneurship	2			1	2	4	3
59	KNN401	KKN	3	-	3	1	4	4	3
Total credits semester 7			22	1	23				
SEMESTER 8									
60	KPG302	Critical Nursing II	2	1	3	5	4	1	3
61	PNN499	Bachelor Thesis	4	-	4	3	4	2	5
Total credits semester 8			6	1	7				
TOTAL CREDITS OF THE ACADEMIC			123	25	148				
SEMESTER 9									
62	KPB501	Medical-Surgery Nursing	0	7	7	5	5	4	3
63	KPA501	Pediatric Nursing	0	3	3	5	5	4	3
64	KPO501	Maternity Nursing	0	3	3	5	5	4	3
65	KPJ501	Mental Health Nursing	0	3	3	5	5	4	3
Total credits semester 9			0	16	16				
SEMESTER 10									
66	KPK501	Community Nursing	0	4	4	5	5	4	3
67	KPK503	Family Nursing	0	2	2	5	5	4	3
68	KPK502	Gerontic Nursing	0	2	2	5	5	4	3
69	KPG501	Critical Nursing	0	4	4	5	5	4	3
70	MNS501	Nursing Management	0	4	4	5	5	5	3

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NO	COURSES		STUDY LOAD			ELO1	ELO2	ELO3	ELO4
	Code	Name	Lecture	Practical	Total				
71	KPD501	Comprehensive Nursing	0	4	4	5	5	4	3
	Total credits semester 10		0	20	20				
	TOTAL CREDITS OF THE PROFESSION		0	36	36				

Notes:

1. Not directly related to ELO
2. Quite related to ELO
3. Related to ELO
4. Closely related to ELO
5. Specifically related to ELO

**APPENDIX 4 - THE STUDY LOAD AT PSPN**

<b>Semester</b>	<b>Main</b>	<b>Specialized</b>	<b>Elective</b>	<b>Total Credits</b>
1. (Academic)	21	0	0	21
2. (Academic)	19	0	0	19
3. (Academic)	21	0	0	21
4. (Academic)	15	0	2	17
5. (Academic)	18	0	2	20
6. (Academic)	19	0	0	19
7. (Academic)	17	4	2	23
8. (Academic)	4	3	0	7
9. (Profession)	16	0	0	16
10. (Profession)	20	0	0	20
<b>Total</b>	<b>170</b>	<b>7</b>	<b>6</b>	<b>184</b>
<b>Percentage</b>	<b>92.90%</b>	<b>3.83%</b>	<b>3.28%</b>	<b>100%</b>

**APPENDIX 5 - NURSING CLINICAL EXAMINATION FORM**

Student's Name : .....  
 Student's ID Number : .....  
 Case : .....

No.	Aspek yang dinilai	Load	Score (0–100)	Notes
<b>I</b>	<b>Nursing Process (Load = 6)</b>			
<b>A.</b>	<b>Assessment</b>	<b>2</b>		
	1. Data accuracy			
	2. Data completion			
	3. Data relevance			
	4. Data analysis and synthesis			
	5. Nursing diagnosis			
<b>B.</b>	<b>Nursing care plan</b>	<b>1</b>		
	1. Priority			
	2. Purpose			
	3. Outcome criteria			
	4. Nursing intervention			
<b>C.</b>	<b>Nursing care implementation</b>	<b>2</b>		
	1. Following procedure			
	2. Create therapeutic environment			
	3. Health education			
	4. Collaboration			
	5. Nurse-Client interaction			
	6. Professional performance and behaviour			
	7. Client advocacy			
	8. Intervention accuracy			
	9. Client's response			
	10. Documentation			
<b>D.</b>	<b>Nursing care evaluation</b>	<b>1</b>		
	1. Conformity of time and outcome criteria			
	2. Objective evaluation			
	3. Observations			
	4. Decision making skill			
<b>II.</b>	<b>Conference</b>	<b>4</b>		
	1. Case knowledge			
	2. Nursing care plan			
	3. Intervention:			
	▪ Procedures			
	▪ Health education			
	▪ Physical examination			
	▪ Collaboration			
	4. Knowledge about treatment and drugs			
	5. Nursing process			

Total Score =  $\frac{I+II}{10}$  = .....

Surabaya,.....  
 Assessor,

signature

( \_\_\_\_\_ )

**APPENDIX 6 - NURSING CLINICAL PERFORMANCE SCORE SUMMARY**

No	Students	Preliminary report	Case report	Seminar	Clinical Examination	Clinical Performance	Total
		10%	10%	20%	30%	30%	

Surabaya,.....

Assessor,

signature

( \_\_\_\_\_ )

**APPENDIX 7 - THESIS ASSESSMENT RUBRIC**

Assessment Aspect	Weight	Score (0-100)
<b>Thesis Writing</b>		
<b>A. Writing mastery</b>	1	
1) Systematic writing		
2) Accuracy using scientific language and terminology		
3) Well-structured writing		
<b>B. Scientific writing aspect</b>	2	
1) Contents in-line with Title		
2) Background is clear		
3) Research questions are clear and formulated to-the-point		
4) Clear research purpose and benefit		
5) Theoretical underpinning literature is clear, complete and coherent overview of relevant theory on the level of an up-to-date		
6) Conceptual frame work		
7) Hypothesis		
8) Use of research methods and statistical test		
9) Data analysis skills		
10) Research discussion		
11) Clarity of conclusions and recommendations		
12) Literature		
<b>Thesis Presentation</b>		
<b>C. Presentation skill</b>	1	
<b>D. Critical reflection on the research performed /Discussion /Defense skills</b>	1	

$$\text{Total Score} = \frac{(A*1) + (B*2) + (C*1) + (D*1)}{5}$$

Score	Letteral	Weight Conversion
>75	A	4
70,0-74,9	AB	3,5
65,0-69,9	B	3
60,0-64,9	BC	2,5
55,0-59,9	C	2
40,0-54,9	D	1
<40	E	0

## APPENDIX 8 – INDICATORS EVALUATION OF TEACHING AND LEARNING PROCESS

### PERFORMANCE EVALUATION OF HEADS OF DEPARTMENT

Evaluation of the performance of the heads of Department is to ensure that the heads of Department has performed properly in accordance with their duties and functions. This evaluation is aimed to identify good practices (good practices) in order to improve all performance of the department.

This questionnaire should be completed by lecturer, as a member of the department. The whole information is essential to improve the quality and performance of the department. Therefore, it should be properly filled.

Department :  
Faculty :

Put a cross (X) in the appropriate boxes

No	Assessment ASPECTS	scale			
		1	2	3	4
<b>leadership in teaching</b>					
1	The ability to encourage good practice in teaching	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
2	Give an opportunity for lecturers to develop their competence	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
3	Support to give worthy reward in teaching	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
<b>leadership in research</b>					
4	Bring new ideas about the development of research in the department	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
5	Give a inspiration when acting as a researcher	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
6	Help members of departments in finding resources to support the research	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
7	ability to create an environment that supports the activities of research and expertise	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
<b>Fair &amp; Efficient Management</b>					
8	Organize the regular meetings of department	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
9	Delegate appropriately the administrative functions	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
10	Treat the whole department members with equality principles	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
11	manage the performance and administration well	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
12	Support and facilitate the promotion of the department members	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
<b>strategies and vision</b>					
13	Have clear vision of the department	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
14	Build a long-term plan and strategy of department	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
15	Improve the reputation and image of department	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
16	Keep department members to always obtain information relating to the planning of department	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
<b>Transformational and collaborative leadership</b>					
17	Encourage staffs to work toward the best standard	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
18	trust to staffs' competence	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
19	Support the decision-making delegation and collective decision-making	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
20	keep communication and explore the idea of staffs in developing the department	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
<b>Interpersonal skills</b>					
21	consider the viewpoint of department members	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
22	ability to keep good relationship with stakeholder	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good
23	entirely satisfied with performance of department heads	<input type="checkbox"/> Inadequate	<input type="checkbox"/> moderate	<input type="checkbox"/> good	<input type="checkbox"/> very good

**WRITTEN COMMENTS**

1. in your opinion, what best performance has been conducted by deparment heads?
  
2. in your opinion, what should be conducted by by deparment heads to improve their performance?



**PERFORMANCE EVALUATION OF ADMINISTRATIVE STAFFS OF DEPARTMENT**  
(Filled by lecturers)

Evaluation of the performance of administrative personnel in academic services for students is intended to evaluate the performance of administrative services at the department and identify good practices in order to improve academic services.

Considering the importance of this information to improve the quality of academic services, please fill the form below!

Department :  
Faculty :

Put a cross (X) in the appropriate boxes

No	Assessed aspects	scale			
		1	2	3	4
1.	the presence in the workplace during working hours	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good
2.	prepare the administration of education or teaching, research, community service, student development, and others	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good
3.	quick correspondances	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good
4.	Do the administration of department	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good
5.	help to monitor the examination	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good
6.	document the letters	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good
7.	help to develop programs of department ( self-evaluation, Quality Assurance, PHK, etc)	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good
8.	ability to operate computer application	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good
9.	Response to urgent work that should be done quickly (for instance; information / letters must be delivered to the lecturer)	<input type="checkbox"/> Very Slow	<input type="checkbox"/> Slow	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good
10.	ability to solve problem in lecturers' academic administration	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good
11.	ability to communicate	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good

WRITTEN COMMENTS

- In your opinion, what best performance has been conducted by the administrative staffs?
  
- What kind of expectation can you propose to improve the performance of administrative staffs?

**PERFORMANCE EVALUATION OF ADMINISTRATIVE STAFFS OF DEPARTMENT**  
(filled by students)

Evaluation of the performance of administrative personnel in academic services for students is intended to evaluate the performance of administrative services at the department and identify good practices in order to improve academic services.

Considering the importance of this information to improve the quality of academic services, please fill the form below!

Department :  
Faculty :

Staff :  
Department :

Put a cross (X) in the appropriate boxes

No	Assessed aspects	Scale			
		1	2	4	5
1.	the presence in the workplace during working hours	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good
2.	quick service in academic administration and correspondances	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good
3.	hospitality in academic administrative services	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good
4.	ability to master materials or information relating to academic services	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good
5.	ability to solve problem in students' academic administration	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good
6.	Response to urgent work that should be done quickly (for instance; information / letters must be delivered to the lecturer)	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good
7.	ability to communicate	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Good	<input type="checkbox"/> Very Good

WRITTEN COMMENTS

- In your opinion, what best performance has been conducted by the administrative staffs?
  
- What kind of expectation can you propose to improve the performance of administrative staffs?

### THE PERFORMANCE EVALUATION OF FACULTY SUB-DIVISION

Performance evaluation of administrative personnel in the student academic services is intended to evaluate the performance of administrative services at the faculty and identify good practices (good practices) in order to improve the quality of academic services.

Considering the importance of this information to improve the quality of academic services, please fill the form below!

Put a cross (X) in the appropriate boxes

No	assessed aspects	scale			
		1	2	3	4
<b>academic sub-division</b>					
12.	easily met when needed	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
13.	Quick correspondences services (for instance; community services, final task, and internship)	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
14.	ability to solve problem in students' academic administration	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
15.	ability to master materials or information relating to academic services	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
16.	hospitality in academic administrative services	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
17.	Punctuality in academic administrative services (for instance; Course Results, course selection sheet, transcript, etc)	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
18.	ability to communicate with students	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
<b>students affair sub-division</b>					
19.	easily met when needed	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
20.	Quick correspondences services (for instance; scholarship, students' activity)	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
21.	ability to solve problem in students' academic administration	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
22.	ability to master materials or information relating to students services	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
23.	hospitality in students administrative services	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
24.	Punctuality in academic administrative services (for instance; students creativity program, students competition, )	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
25.	ability to communicate with students	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
<b>financial sub-division</b>					
26.	easily met when needed	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
27.	Kecakapan dalam menyelesaikan keluhan administrasi keuangan mahasiswa ability to solve problem in students' financial administration	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
28.	ability to master materials or information relating to financial services	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
29.	hospitality in financial services	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
30.	Ketepatan waktu dalam pelayanan administrasi keuangan punctuality in financial administrative service	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
31.	Kemampuan berkomunikasi dengan mahasiswa ability to communicate with students	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
<b>means and infrastructures sub-division</b>					
32.	easily met when needed	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
33.	quick service in supporting learning process activities ( for instance; rooms availability , computers, LCD Projector, OHP, etc)	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
34.	ability to solve problem relating to means and infrastructures	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
35.	Keramahan dalam pelayanan hospitality in services	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
36.	ability to communicate with students	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good

No	assessed aspects	scale			
		1	2	3	4
		Inadequate	Moderate	good	Very Good
37.	ability to keep cleanliness of rooms, buildings, and environments	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
38.	ability to keep the functions of rooms, buildings, and stuffs ( for instance; confortability of rooms, AC, Sound systems, etc)	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
39.	paying attention to safety and health principles in working and learning	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
<b>information sub-unit</b>					
40.	easily met when needed	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
41.	quick service in supporting learning process activities (for instance, online academic information, internet, intranet, etc)	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
42.	ability to solve problem relationg to information system	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
43.	hospitality in services	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
44.	ability to communicate with students	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
45.	Kemampuan dalam menyediakan website yang menunjang kelancaran studi mahasiswa ability to provide website supporting to students' easy learning activities	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good
46.	paying attention to secure data accessibility and information ( for instance; <i>virus protection, hacker, etc</i> )	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Moderate	<input type="checkbox"/> good	<input type="checkbox"/> Very Good

Thank you for your willingness to Fill out the questionnaire honestly.

## EVALUATION OF LECTURERS' TEACHING PERFORMANCE

Evaluation of lecturers' performance in teaching is aimed to ensure that the performance of the lecturers in teaching each semester has been proper in accordance with their duties and functions. This evaluation is aimed to identify good practices in order to improve quality of teaching and learning process.

Considering the importance of this information to improve the quality of teaching and learning process, please fill the form below!

lecturer :

course :

put a cross (X) in the appropriate boxes

No	Assessment ASPECTS	scale			
		1	2	3	4
<b>lecturers as course planner</b>					
1	Deliver the purpose and advantages of lecturing	<input type="checkbox"/> Not clear	<input type="checkbox"/> Less clear	<input type="checkbox"/> Clear enough	<input type="checkbox"/> Very clear
2	Deliver the study contract at the first meeting in the lecture	<input type="checkbox"/> No	<input type="checkbox"/> yes, only schedule	<input type="checkbox"/> yes, schedule and references	<input type="checkbox"/> yes, complete
3	use the updated references book and literatures (at least for the previous 5 years)	<input type="checkbox"/> no	<input type="checkbox"/> yes, some	<input type="checkbox"/> yes, many	<input type="checkbox"/> all
4	attach the lecture with learning materials/modules/hand out	<input type="checkbox"/> no	<input type="checkbox"/> yes, only hand out	<input type="checkbox"/> yes, module	<input type="checkbox"/> yes, learning materials
<b>lecturers as lecture implementer</b>					
5	start and end the class on time based on the determined schedule	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
6	The learning material is appropriate with plans in study contract	<input type="checkbox"/> not appropriate	<input type="checkbox"/> less appropriate	<input type="checkbox"/> appropriate enough	<input type="checkbox"/> very appropriate
7	Penyampaian materi perkuliahan oleh dosen lecture material is delivered by lecturer	<input type="checkbox"/> Not clear	<input type="checkbox"/> Less clear	<input type="checkbox"/> Clear enough	<input type="checkbox"/> Very clear
8	lecturer gives real exemplification and illustration relating to lecture material	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
9	Use various learning media (board, teaching aids, OHP, LCD Projector, movies, etc.)	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
10	The ability of lecturer to integrate the use of various learning media	<input type="checkbox"/> discapable	<input type="checkbox"/> less capable	<input type="checkbox"/> capable enough	<input type="checkbox"/> very capable
11	the display of used learning media	<input type="checkbox"/> bad	<input type="checkbox"/> less	<input type="checkbox"/> good	<input type="checkbox"/> very good
12	lecturer gives attention to students' need (for instance; give students chance to ask, respond their questions / comment)	<input type="checkbox"/> bad	<input type="checkbox"/> less	<input type="checkbox"/> good	<input type="checkbox"/> very good
13	implement the learning method which is able to improve students' understanding	<input type="checkbox"/> discapable	<input type="checkbox"/> less capable	<input type="checkbox"/> capable enough	<input type="checkbox"/> very capable
14	Use teaching methods which can improve the interaction among students as well as, between students and lecturers	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
15	In General, are you satisfied with the effectiveness of the lecturer as a facilitator in the teaching and learning process?	<input type="checkbox"/> Not satisfied	<input type="checkbox"/> Less satisfied	<input type="checkbox"/> satisfied	<input type="checkbox"/> very satisfied
<b>lecturers as course evaluator</b>					
16	Deliver the procedures for learning assessment	<input type="checkbox"/> never	<input type="checkbox"/> ever, at the end of lecture	<input type="checkbox"/> ever, in the middle of lecture	<input type="checkbox"/> ever, when study contract is delivered
17	the compatibility between the score proportion and the given assignment or evaluation (fairness)	<input type="checkbox"/> not appropriate	<input type="checkbox"/> less appropriate	<input type="checkbox"/> appropriate enough	<input type="checkbox"/> very appropriate
18	Give a constructive feedback on student learning outcomes (assignments, exams, quizzes, etc.)	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
19	inform the test specifications and tasks in details	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
20	In general, are you satisfied with the evaluating process given by lecturer?	<input type="checkbox"/> Not satisfied	<input type="checkbox"/> Less satisfied	<input type="checkbox"/> satisfied	<input type="checkbox"/> very satisfied

Written comment

1. in your opinion, what best performance has been conducted by lecturer in the teaching and learning process?
2. What do you expect and propose to improve the performance of lecturer in the teaching and learning process?



### PERFORMANCE EVALUATION OF LECTURER/ASSISTANT IN PRACTICUM

Evaluation of lecturer/assistant's performance in practicum is aimed to ensure that the performance of the lecturer/assistant in practicum each semester has been proper in accordance with their duties and functions. This evaluation is aimed to identify good practices in order to improve quality of practicum process.

Considering the importance of this information to improve the quality of teaching and learning process, please fill the form below!

Lecturer/Assistant :  
course :

Put a cross (X) in the appropriate boxes

No	assessed aspects	scale			
		1	2	3	4
<b>lecturer as practicum planner</b>					
47.	lecturer or assistant delivers the purpose of practicum	<input type="checkbox"/> Not clear	<input type="checkbox"/> Less clear	<input type="checkbox"/> Clear enough	<input type="checkbox"/> Very clear
48.	lecturer or assistant delivers the study contract at the first meeting of practicum	<input type="checkbox"/> No	<input type="checkbox"/> yes, only schedule	<input type="checkbox"/> yes, schedule and references	<input type="checkbox"/> yes, complete
49.	attach practicum with worksheet and manual of practicum	<input type="checkbox"/> No	<input type="checkbox"/> Incomplete	<input type="checkbox"/> Complete enough	<input type="checkbox"/> Very complete
50.	Explain the discipline, rules, and procedures of practicum	<input type="checkbox"/> Not clear	<input type="checkbox"/> Less clear	<input type="checkbox"/> Clear enough	<input type="checkbox"/> Very clear
<b>lecturers as practicum implementer</b>					
51.	start and end the practicum on time based on the determined schedule	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
52.	give pre-test before practicum	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
53.	deliver practicum materials	<input type="checkbox"/> Not clear	<input type="checkbox"/> Less clear	<input type="checkbox"/> Clear enough	<input type="checkbox"/> Very clear
54.	have ability to operate practicum instrument	<input type="checkbox"/> discapable	<input type="checkbox"/> less capable	<input type="checkbox"/> capable enough	<input type="checkbox"/> very capable
55.	Use various learning media (board, teaching aids, OHP, LCD Projector, movies, etc.) to support practicum activity	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
56.	gives attention to students' need (for instance: give students chance to ask, and respond their questions / comment, and guide them)	<input type="checkbox"/> bad	<input type="checkbox"/> less	<input type="checkbox"/> good	<input type="checkbox"/> very good
57.	In general, are you satisfied with the effectiveness of the lecturer/assistant as a facilitator in the practicum activity?	<input type="checkbox"/> Not satisfied	<input type="checkbox"/> Less satisfied	<input type="checkbox"/> satisfied	<input type="checkbox"/> very satisfied
<b>lecturers as practicum evaluator</b>					
58.	Deliver scoring system in practicum	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
59.	Practicum scoring is given comprehensively	<input type="checkbox"/> Never	<input type="checkbox"/> Yes, only written	<input type="checkbox"/> Yes, only practical test	<input type="checkbox"/> Yes, written and practical test
60.	lecturer / assistant informs test specifications of written test and practicum	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
61.	In general, are you satisfied with the evaluation process given by lecturer/assistant during practicum?	<input type="checkbox"/> Not satisfied	<input type="checkbox"/> Less satisfied	<input type="checkbox"/> satisfied	<input type="checkbox"/> very satisfied

**Written comment**

1. in your opinion, what best performance has been conducted by lecturer /assistant in the practicum?
2. What do you expect and propose to improve the performance of lecturer lecturer /assistant in the practicum?

### EVALUATION OF LECTURER'S PERFORMANCE IN THESIS SUPERVISION

Evaluation of lecturers' performance in supervising undergraduate or postgraduate theses is aimed to ensure that the performance of the lecturers in advising students' undergraduate or postgraduate thesis has been proper in accordance with their duties and functions in supervising undergraduate or postgraduate theses. This evaluation is aimed to identify good practices in order to improve quality in advising students' undergraduate or postgraduate thesis

Considering the importance of this information to improve the quality in advising students' undergraduate or postgraduate thesis, please fill in the form below!

Lecturer :  
Department/program study :  
Concentration :

Put a cross (X) in the appropriate boxes

No	Assessed aspects	Skala			
		1	2	3	4
62.	Lecturer motivates students to bring out subject or title of their undergraduate or postgraduate thesis	<input type="checkbox"/> No	<input type="checkbox"/> Yes, but it is not constructive	<input type="checkbox"/> Yes, it is constructive	<input type="checkbox"/> Yes, it is very constructive
63.	Lecturer helps students to formulate their undergraduate or postgraduate thesis	<input type="checkbox"/> No help	<input type="checkbox"/> Little help	<input type="checkbox"/> Help	<input type="checkbox"/> Help a lot
64.	lecturer advise students to search scientific printed information	<input type="checkbox"/> Does not advise	<input type="checkbox"/> Advise little	<input type="checkbox"/> Advise well	<input type="checkbox"/> Advise very well
65.	lecturer advises students to access electronic journal	<input type="checkbox"/> Does not advise	<input type="checkbox"/> Advise little	<input type="checkbox"/> Advise well	<input type="checkbox"/> Advise very well
66.	Lecturer advises students to write of their undergraduate or postgraduate thesis proposal using a good and correct indonesia grammar	<input type="checkbox"/> Does not advise	<input type="checkbox"/> Advise little	<input type="checkbox"/> Advise well	<input type="checkbox"/> Advise very well
67.	Lecturer advises students to write of their undergraduate or postgraduate thesis proposal based on the used manual	<input type="checkbox"/> Does not advise	<input type="checkbox"/> Advise little	<input type="checkbox"/> Advise well	<input type="checkbox"/> Advise very well
68.	Lecturer advises students to overcome the problems found in writing undergraduate or postgraduate thesis	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
69.	Lecturer advises students to do reserach based on their undergraduade or postgraduate thesis proposal	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Offer	<input type="checkbox"/> always
70.	time given by the lecturer for consulting students' proposal/undergraduate or postgraduate thesis	<input type="checkbox"/> Very little	<input type="checkbox"/> Quite alot	<input type="checkbox"/> Alot	<input type="checkbox"/> Very much
71.	students are easy to meet their lecturer to consult their proposal/undergraduate or postgraduate thesis	<input type="checkbox"/> Very difficult	<input type="checkbox"/> Difficult	<input type="checkbox"/> Easy	<input type="checkbox"/> Very easy
72.	Time is provided by lecturer to check students' proposal/undergraduate or postgraduate thesis	<input type="checkbox"/> Very long	<input type="checkbox"/> Long	<input type="checkbox"/> Quick	<input type="checkbox"/> Very quick
73.	advise or correction gived by lecurer	<input type="checkbox"/> No	<input type="checkbox"/> Yes, but not detail	<input type="checkbox"/> Yes, accurate enough	<input type="checkbox"/> Yes, very accurate
74.	there is correlation between lecturer's expertise with subject or title of students' undergraduate or postgraduate thesis	<input type="checkbox"/> No	<input type="checkbox"/> Less appropriate	<input type="checkbox"/> appropriate	<input type="checkbox"/> very appropriate
75.	In general, are you satisfied with the performance of lecturer in supervising undergraduate or postgraduate theses	<input type="checkbox"/> Not satisfied	<input type="checkbox"/> Less satisfied	<input type="checkbox"/> satisfied	<input type="checkbox"/> very satisfied

#### WRITTEN OPINION

1. in your oppinion, what best performance has been conducted by lecturer in advising undergraduate or postgraduate thesis?
2. What do you expect and propose to improve the performance of in advising undergraduate or postgraduate thesis?



### EVALUATION OF LECTURER'S PERFORMANCE IN THESIS SUPERVISION

Evaluation of lecturers' performance in supervising undergraduate or postgraduate theses is aimed to ensure that the performance of the lecturers in supervising undergraduate or postgraduate theses has been proper in accordance with their duties and functions in advising students' undergraduate or postgraduate thesis. This evaluation is aimed to identify good practices in order to improve quality in supervising undergraduate or postgraduate theses.

Considering the importance of this information to improve the quality in advising students' undergraduate or postgraduate thesis, please fill the form below!

Lecturer :  
 Department/program study :  
 Concentration :|

Put a cross (X) in the appropriate boxes

No	Assessed aspects	Scale			
		1	2	3	4
	Lecturer motivates students to bring out subject or title of their undergraduate or postgraduate thesis	<input type="checkbox"/> No	<input type="checkbox"/> Yes, but it is not constructive	<input type="checkbox"/> Yes, it is constructive	<input type="checkbox"/> Yes, it is very constructive
2.	Lecturer helps students to formulate their undergraduate or postgraduate thesis	<input type="checkbox"/> Not help	<input type="checkbox"/> Help little	<input type="checkbox"/> Help	<input type="checkbox"/> Do help
3.	lecturer advises students to search scientific printed information	<input type="checkbox"/> Does not advise	<input type="checkbox"/> Advise little	<input type="checkbox"/> Advise well	<input type="checkbox"/> Advise very well
4.	lecturer advises students to access electronic journal	<input type="checkbox"/> Does not advise	<input type="checkbox"/> Advise little	<input type="checkbox"/> Advise well	<input type="checkbox"/> Advise very well
5.	Lecturer advises students to write of their undergraduate or postgraduate thesis proposal using a good and correct indonesia grammar	<input type="checkbox"/> Does not advise	<input type="checkbox"/> Advise little	<input type="checkbox"/> Advise well	<input type="checkbox"/> Advise very well
6.	Lecturer advises students to write of their undergraduate or postgraduate thesis proposal based on the used manual	<input type="checkbox"/> Does not advise	<input type="checkbox"/> Advise little	<input type="checkbox"/> Advise well	<input type="checkbox"/> Advise very well
7.	Lecturer advises students to overcome the problems found in writing undergraduate or postgraduate thesis	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
8.	Lecturer advises students to do reserach based on their undergraduade or postgraduate thesis proposal	<input type="checkbox"/> Never	<input type="checkbox"/> Seldom	<input type="checkbox"/> Offer	<input type="checkbox"/> always
9.	time given by the lecturer for consult ing students' proposal/undergraduate or postgraduate thesis	<input type="checkbox"/> Very little	<input type="checkbox"/> Quite alot	<input type="checkbox"/> Alot	<input type="checkbox"/> Very much
10.	students are easy to meet their lecturer to consult their proposal/undergraduate or postgraduate thesis	<input type="checkbox"/> Very difficult	<input type="checkbox"/> Difficult	<input type="checkbox"/> Easy	<input type="checkbox"/> Very easy
11.	Time is provided by lecturer to check students' proposal/undergraduate or postgraduate thesis	<input type="checkbox"/> Very long	<input type="checkbox"/> Long	<input type="checkbox"/> Quick	<input type="checkbox"/> Very quick
12.	advise or correction gived by lecturer	<input type="checkbox"/> No	<input type="checkbox"/> Yes, but not detail	<input type="checkbox"/> Yes, accurate enough	<input type="checkbox"/> Yes, very accurate
13.	there is correlation between lecturer's expertise with subject or title of students' undergraduate or postgraduate thesis	<input type="checkbox"/> No	<input type="checkbox"/> Less appropriate	<input type="checkbox"/> appropriate	<input type="checkbox"/> very appropriate
14.	In general, are you satisfied with the performance of lecturer in supervising undergraduate or postgraduate theses	<input type="checkbox"/> Not satisfied	<input type="checkbox"/> Less satisfied	<input type="checkbox"/> satisfied	<input type="checkbox"/> very satisfied

#### WRITTEN OPINION

1. in your oppinion, what best performance has been conducted by lecturer in advising undergraduate or postgraduate thesis?
2. What do you expect and propose to improve the performance of in advising undergraduate or postgraduate thesis?

### PERFORMANCE EVALUATION OF LECTURER IN ACADEMIC SUPERVISING

Evaluation of lecturers' performance in supervising is aimed to ensure that the performance of the course coordinator lecturers in academic supervising for students each semester has been proper in accordance with their main duties and functions in supervising students. This evaluation is aimed to identify good practices in academic supervising

Considering that this information is important to improve the quality in supervising students. Please fill the form below!

Supervising lecturer : \_\_\_\_\_  
 department/study program : \_\_\_\_\_

Put a cross (X) in the appropriate boxes

No.	Assessed Aspects	Scale			
		1	2	3	4
76.	Academic supervision is beneficial in planning students' course plan	<input type="checkbox"/> Not beneficial	<input type="checkbox"/> Less beneficial	<input type="checkbox"/> Beneficial enough	<input type="checkbox"/> Very beneficial
77.	Academic supervision in solving students' academic problems	<input type="checkbox"/> Not beneficial	<input type="checkbox"/> Less beneficial	<input type="checkbox"/> Beneficial enough	<input type="checkbox"/> Very beneficial
78.	Academic supervisor lecturer helps to choose the compulsory or optional courses	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
79.	Academic supervisor lecturer gives time for consultation based on the agreement	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
80.	Academic supervisor lecturer advises students how to overcome their non-academic problems (privately) asked by students	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
81.	Academic supervisor Inform students' course result development	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
82.	Academic supervisor motivaes students to complete their study in time	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always
83.	for students who take thesis, lecturer plays a role to help them finish their thesis	<input type="checkbox"/> never	<input type="checkbox"/> seldom	<input type="checkbox"/> often	<input type="checkbox"/> always

**Written comment**

1. in your opinion, what best performance has been conducted by lecturer in supervision?
2. What do you expect and propose to improve the performance of in supervision?

## APPENDIX 9 – LECTURER PERFORMANCE EVALUATION (EKD)

FORM OF PERFORMANCE EVALUATION OF LECTURERS UNAIR  
SEMESTER GASAL, YEAR ACADEMIC 2014/2015  
(Gasal : Period August 2014 - January 2015)

### A. IDENTITY

Name	:	
NIP	:	
NIDN	:	
Rank/Class	:	
Functional Academic Position	:	
Last Education	:	
Faculty	:	
Department	:	

### B. EDUCATION AND TECHING, ACADEMIC YEAR 2014/2015

No.	Activity	Credits	Evidence	Description
1.				a.
2.				

### C. SUPERVISION, ACADEMIC YEAR 2014/2015

No.	Activity	Supporting Data	Evidence	Description
1.				
2.				
3.				

### D. RESEARCH, ACADEMIC YEAR 2014/2015

Year	Research Title	Chairman / Member	Source of Funding & Total (Million Rp.)	Evidence

### E. PUBLIC SERVICE, ACADEMIC YEAR 2014/2015

Year	Title	Source of Funding	Total (Million Rp.)	Evidence

### F. SCIENTIFIC PUBLICATIONS in NATIONAL JOURNALS, ACADEMIC YEAR 2014/2015

Title	Vol./No./Page./Year	Name of Journal	Chariman / Member	Description (Accredited Dikti/No)	Evidence (SK/Cover & Content of Journal)

### G. SCIENTIFIC PUBLICATIONS in INTERNATIONAL JOURNALS, TAHUN AJARAN 2014/2015

Title	Vol./No./Page./Year	Name of Journal	Chariman / Member	Description (Index Scopus/No)	Evidence (SK/Cover & Content of Journal)

**H. EXPERIENCE WRITING TEXTBOOK, ACADEMIC YEAR 2014/2015**

Year	Book Title	Total Page	National / International	Publisher	Main Author/ Member	Proof Writing (Cover Title)

**I. EXPERIENCE OF WRITING A REFERENCE BOOK, ACADEMIC YEAR 2014/2015**

Year	Book Title	Total Page	National / International	Publisher	Main Author/ Member	Proof Writing (Cover Title)

**J. THE EXPERIENCE OF ORAL SCIENTIFIC SEMINAR AS A SPEAKER AREAS OF EXPERTISE, ACADEMIC YEAR 2014/2015**

Name of Academic Meeting/Seminar	Title	National/ International	Time and Place	Evidence (SK Dean & Sertificate)

**K. HAKI GAIN EXPERIENCE LAST 1 YEAR**

Year	HAKI Title	HAKI Type	National/ International	Number P/ID	Chairman/ Member	Evidence (Sertificate)

**L. FOR LECTURERS WHO ARE UNDERGOING A LEARNING TASK, PLEASE FILL THE FOLLOWING FIELDS:**

Description	S2	S3	Evidence(S K Dean)
Name of College			
Field of Science			
Year of Entry			
Semester Berjalan			

I am a lecturer who filled in the description of the data in the form of performance evaluation of lecturers are true and can be bertanggungjawabkannya by law, and is able to accept any sanctions including termination of alimony and returns the already previously awarded when these statements later proven untrue.

Surabaya,  
Lecturer,

\_\_\_\_\_  
NIE.

Mengetahui,  
Vice Dean II,

Approve,  
Chairman of Department,

\_\_\_\_\_  
NIE.

\_\_\_\_\_  
NIE.

**APPENDIX 10 – CREDIT SYSTEM PERFORMANCE OF LECTURER**

<p>8. RECOMENDATION</p>
<p>9. DATE</p> <p style="text-align: right;">SUPERVISOR</p> <p style="text-align: right;">0 0</p>
<p>10. DATE</p> <p>CIVIL SERVANTS ARE CONSIDERED</p> <p style="text-align: center;">0 0</p>
<p>11. DATE</p> <p style="text-align: right;">HEAD OF SUPERVISOR</p> <p style="text-align: right;"><u>NAME</u> NIP</p>



**PERFORMANCE ASSESMENT  
OF CIVIL SERVANTS**

TERM  
MONTH :

<b>1.</b>	<b>CIVIL SERVANTS ARE CONSIDERED</b>	
	a. Name	0
	b. Employer Identification Number	0
	c. Rank, TMT	0
	d. Position	0
	e. Organization Unit	0
<b>2.</b>	<b>SUPERVISOR</b>	
	a. Name	0
	b. Employer Identification Number	0
	c. Rank, TMT	0
	d. Position	0
	e. Organization Unit	0
<b>3.</b>	<b>HEAD OF SUPERVISOR</b>	
	a. Name	
	b. Employer Identification Number	
	c. Rank, TMT	
	d. Position	
	e. Organization Unit	

<b>4.</b>	<b>ELEMENT ARE ASSESSED</b>			<b>Sum</b>	
	<b>a. Work Target</b>			<b>91,99 x 60%</b>	
				<b>55,19</b>	
	<b>b. Work behaviour</b>	1. Service Oriented		(Bad)	
		2. Integrity		(Bad)	
		3. Commitment		(Bad)	
		4. Discipline		(Bad)	
		5. Team Work		(Bad)	
		6. Leadership		(Bad)	
		7. Sum	0		
8. Average		0,00	(Bad)		
<b>9. Work behaviour value</b>			<b>0,00 x 40%</b>		
			<b>0,00</b>		
<b>WORK PERFORMANCE VALUE</b>			<b>55,19</b>		
			<b>(Sedang)</b>		
<b>5. OBJECTIONS OF CIVIL SERVANTS ARE CONSIDERED (IF ANY)</b>					
Date, .....					

<p><b>6. RESPONSE OF SUPERVISOR</b></p> <p style="text-align: right;">Date, .....</p>
<p><b>7. SUPERVISOR DECISION OF OBJECTIONS</b></p> <p style="text-align: right;">Date .....</p>

**APPENDIX 11 – CREDIT SYSTEM PERFORMANCE OF SUPPORT STAFF**

<p><b>8. REKOMENDATION</b></p>          	
<p><b>9. DATE</b></p> <p style="text-align: right;"><b>SUPERVISOR</b></p> <p style="text-align: right;"><u>0</u> 0</p>	
<p><b>10. DATE</b></p> <p style="text-align: center;"><b>CIVIL SERVANTS ARE CONSIDERED</b></p> <p style="text-align: center;"><u>0</u> 0</p>	
<p><b>11. DATE</b></p> <p style="text-align: right;"><b>HEAD OF SUPERVISOR</b></p> <p style="text-align: right;"><u>NAME</u> NIP</p>	



**PENILAIAN PRESTASI KERJA  
PEGAWAI HONORER**

TERM  
MONTH

<b>1.</b>	<b>EMPLOYEES ARE CONSIDERED</b>	
	a. Name	0
	b. Employer Identification Number	0
	c. Rank, TMT	0
	d. Position	0
	e. Organization Unit	0
<b>2.</b>	<b>SUPERVISOR</b>	
	a. Name	0
	b. Employer Identification Number	0
	c. Rank, TMT	0
	d. Position	0
	e. Organization Unit	0
<b>3.</b>	<b>HEAD OF SUPERVISOR</b>	
	a. Name	
	b. Employer Identification Number	
	c. Rank, TMT	
	d. Position	
	e. Organization Unit	





## APPENDIX 12 – EXECUTIVE SUMMARY OF MAN POWER PLANNING

The planning of human resources development in FKp UNAIR refers to the strategic planning of Universitas Airlangga 2016-2020 by considering the ratio between academic staffs with students, ratio between academic staffs with support staffs, human resources erosion, the potential of student tightness in the future, staffs' competence and study programme development. In 2020, UNAIR targets having 20% professors and 50% doctors from the total of academic staffs and ratio between lecturers and support staffs of 60:40. FKp UNAIR currently have academic staffs of 46 persons and support staffs of 24 persons. Ratio of the lecturers to support staffs is 65.7%:34.3% (below UNAIR's target) which makes it needs the addition of support staffs in the next couple years. Further, the planning of academic staffs and support staffs addition is described in the table as follows:

Table 1. Development of Academic Staff 2016-2020

Indicator	Baseline	Target			
	2016	2017	2018	2019	2020
Total of Academic Staff	46	48	50	52	54
Number of professor	2 (4 %)	3 (6 %)	4 (8 %)	5 (9 %)	9 (16 %)
Number of Associate Professor	4 (8 %)	7 (14 %)	10 (20 %)	12 (23 %)	18 (33 %)
Number of Staff With Doctoral Degree	9 (19 %)	14 (29 %)	18 (36 %)	21 (40 %)	27 (50 %)
Number of New recruitment	0 (0 %)	2 (4 %)	2 (4 %)	2 (3 %)	2 (3 %)

Table 1 shows the number of professors in FKp UNAIR in 2016 amounted to 2 persons (4%). This number is targeted can be increasing gradually up to 16% in 2020. The number of associate professors is targeted can be increasing from 8% in 2016 to be 33% in 2020. The number of academic staffs with S3 education degree is targeted can be increasing correspond with university target in 2020 becoming 5% from the total of academic staffs (baseline 2016 was only 19%). In the other hand, the recruitment of new academic staffs is targeted only 3-4% annually up to 2020.

Table 2. Development of Academic Staff by Career Grade and Education Level

No	Name	Career Grade					Education Level				
		2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
1	Prof. Dr. Nursalam, M.Nurs (Hons)										
2	Prof. Dr. I Ketut Sudiana, Drs. M.Si										
3	Dr. Kusnanto, S.Kp.,M.Kes										
4	Harmayetty, S.Kp.,M.Kes										
5	Purwaningsih, S.Kp.,M.Kes										
6	Dr. Tintin Sukartini, S.Kp.,M.Kes.										
7	Ninuk Dian Kurniawati, S.Kep.,Ns.,MANP										
8	Yulis Setya Dewi, S.Kep.,Ns.,MANP										
9	Sriyono, S.Kep.,Ns.,M.Kep.,Sp.Kep. MB										



39	Eka Mishbahatul M Has., S.Kep.,Ns.,M.Kep										
40	Dr. Hanik Endang Nihayati, S.Kep.,Ns.,M.Kep.										
41	Dr. Makhfudli, S.Kep.,Ns.,M.Ked.Trop.										
42	Setho Hadisuyatmana, S.Kep.,Ns.,MN										
43	Rr Dian Tristiana, S.Kep.,Ns.,M.Kep										
44	Riski Fitriyasari, S.Kep.,Ns.,M.Kep										
45	Rista Fauziningtyas, S.Kep.,Ns.,M.Kep										
46	Sylvia Dwi Wahyuni, S.Kep.,Ns.,M.Kep										

**Career Grade**

- Professor :
- Lektor Kepala :
- Lektor :
- Asisten Ahli :
- None :



**Education Level**

- S2 :
- S3 :



The number of support staffs in 2016 was amounted to 24 persons (see Table 3) with mostly have bachelor degree. The planning of support staffs development is based in the ratio of support staffs with the number of students, number of retiring staffs and working unit workload. The current ratio of support staffs to the students was high enough amounted to 1:27.6 in 2016. Ratio of the lecturers to support staffs is 65.7%:34.3% (below UNAIR’s target) which makes it needs the addition of support staffs in the next couple years. Until 2020, there is no support staffs who enters the retiring time, so the development of support staffs will be implemented using staffs redeployment according to the workload of those staffs. The redeployment can be performed inter-faculty or intra-faculty.

Table 3. Distribution of Support Staff by Educational Background

No	Supporting Staff	Highest Educational Attainment					Total
		High School	Diploma	Bachelor's	Master's	Doctoral	
1	Library personnel (Faculty Reading Room)	0	0	1	0	0	1
2	Laboratory Personnel	0	2	0	0	0	2
3	IT Personnel/ Electricity Personnel	0	0	1	0	0	1
4	Administrative Personnel	6	1	6	0	0	13
5	Student Services Personnel	3	0	4	0	0	7
	Total	9	3	12	0	0	24

The development of support staffs’ capacity or ability consists of non-formal education (training) performed in accordance with the needs and aimed to optimize the administrative and students services. The excellent training have to be joined by all

support staffs (100%) up to 2020, while the other trainings are implemented gradually in accordance with the working field of each support staff (see table 4).

Table 4. Development of Support Staff 2016-2020 by skill training

No	Skill Training	Baseline	Target			
		2016	2017	2018	2019	2020
1	Training product and services	2	3	4	4	4
2	Inventories	2	3	3	4	4
3	Filling System	3	4	5	6	7
4	EPSBED	2	3	3	4	4
5	Journal Management	1	2	2	3	3
6	K3 (Work Health & Safety)	3	3	4	4	5
7	Information & Technology System Training	1	1	2	2	2
8	Excellent Services	24	24	25	25	25
9	Laboratory Management		1	2	2	2
10	Tax Management	1	1	2	2	2

The current number of support staffs is 24 persons, divided into several section/working field. This amount will be gradually increased up to 30 persons in 2020. The addition of support staffs number, especially in the section of student affairs, IT and laboratory with the details as follows: 3 persons in student affairs services, 2 persons in laboratory and 1 person in IT (see Table 5).

Table 5. Development of Support Staff 2016-2020

No	Indicator	Baseline	Target			
		2016	2017	2018	2019	2020
Support Staff						
1	Number of Support Staff	24	24	29	30	30
2	Number of Library Personnel	1	1	1	1	1
3	Number of Laboratory Personnel	2	2	4	4	4
4	Number of IT/ Electricity Personnel	1	1	2	2	2
5	Number of Student Service Personnel	7	7	9	10	10
6	Number of Administrative Personnel	13	13	13	13	13
7	Number of Retiring Staff	1	1	1	0	0
8	Number of Redeployment staff	1	1	1	0	0
9	Number of Recruitment of new Staff	0	0	5	1	0