



Universitas Negeri Yogyakarta
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2022 INTERNAL QUALITY AUDIT REPORT

FACULTY OF ENGINEERING



QUALITY ASSURANCE UNIT, FACULTY OF ENGINEERING
YOGYAKARTA STATE UNIVERSITY



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VALIDATION SHEET

Title : Internal Quality Audit Report (Regular) 2022
Auditing Purposes : Knowing the Implementation of UNY Quality Standards at the Study Program level at the Faculty of Engineering of UNY
Auditing Time : July – September 2022
Faculty : Faculty of Engineering
Address : Jl. Colombo No 1 Karangmalang Yogyakarta

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3	Bachelor of Automotive Education (BoCEEP)	1. dr. Novita Intan Arovah, MPH., Ph.D. 2. Dr. Rida Siti Nur'aini Mahmudah, S.Si., M.Si.
4	Bachelor of Information Technology (BoIT)	1. Himmawati Puji Lestari, S.Si., M.Si. 2. Achmad Arifin, S.Pd., M.Eng., Ph.D
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Yogyakarta, 19 September 2022

Acknowledged,
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PREFACE

Alhamdulillahirobbil'alamiin, we express our gratitude to the presence of Allah SWT for His mercy and guidance, so that the 2022 regular internal quality audit report at the Faculty of Engineering can be compiled. Internal Quality Audit (IQA) is prescribed as an integral part of the implementation of the Internal Quality Assurance System (IQAS) in the evaluation stages. IQA is carried out with the service of the Information System (Si-AUDI). UNY Rector's Regulation No: 41 of 2019 concerning the Internal Quality Assurance System (IQAS) mandates systemic activities of higher education quality assurance in controlling and improving the implementation of higher education at UNY. In order to see the implementation of these quality standards within UNY, a regular internal quality audit has been established in 2022. Regular internal quality audits can run well with support and assistance in carrying out activities from various parties.

Therefore, on this occasion, we would like to express our deepest gratitude and highest appreciation to:

1. Chairman and Secretary of IoEDaQA UNY who have facilitated and supported this activity.
2. Audit Monitoring and Evaluation of Higher Education Center which has facilitated and supported this activity.
3. Dean, Deputy Dean, Study Program Coordinator, and their staff who have helped carry out this activity.
4. Head of the Quality Assurance Unit of the Faculty of Engineering who has coordinated this activity.
5. Auditors who have carried out regular internal quality audit processes.
6. All parties who have assisted in the implementation of the audit which we cannot mention one by one.

We hope that the audit activities that have been carried out will be useful for FE and UNY in order to improve internal quality standards.

Yogyakarta, 19 September 2022

Editor,

Unit of Quality Assurance Faculty of Engineering

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INTRODUCTION

Higher education quality assurance is an effort to meet higher education quality standards consistently and continuously. The process of these activities can be ensured that they integrate, hence an Internal Quality Assurance System (IQAS) is needed. Yogyakarta State University's internal quality audit implementation refers to the IQAS standard document. Internal quality audit activities are part of the cycle stages of Determination, Implementation, Evaluation, Control, and Improvement (DIECI) assisted by various information systems along with Si-AUDI; Si-MONA; and Si-SUKE, quality assurance must be carried out to encourage an increase in effective internal control.

Internal quality audit is a systematic, independent, and documented testing process to ensure the implementation of activities in Higher Education is in accordance with procedures and standards to achieve agency goals. The implementation of the 2022 internal quality audit continues the previous year in 2021 where the focus of the internal quality audit is focuses on Education Standards. The education sub-standards include: graduate competency sub-standards; sub-standard learning content; sub-standard learning process; sub-standard assessment; sub-standards for lecturers and education staff; sub-standards for learning facilities and infrastructure.

Regular internal quality audits in 2022 amount to 26 study programs. The implementation of the internal quality audit is guided by the Audit Information System (Sy Audi) on the <http://audit.uny.ac.id/> page. Yogyakarta State University's regular internal quality audit implementation schedule is shown in table 11.

Table 1. Schedule of Implementation of the Audit Period

No	Activity	Time
1	Opening of the audit period system	22 July 2022
2	Fulfillment of SY-AUDI	25 July - 2 August 2022
3	Desk Evaluation	8 - 15 August 2022
4	Visitation	22 August – 2 September 2022
5	Upload RTM	22 August – 2 September 202

The results of internal quality audit activities can be used as material for university leadership in making a policy and as a university effort to evaluate the performance of study programs. Thus, it is expected that quality standards will be better.

A. Activity Purpose

UNY's internal quality audit activities for 2022, aim to:

1. To find out the achievement of the implementation of UNY quality standards in 2022.
2. To find out the level of achievement of the implementation of internal quality standards for 1 year.
3. The units audited are study programs in the Faculty of Engineering.
4. The results of the audit activities are expected to improve internal quality services so that they can be taken into consideration in preparing activities for the following year.

B. Activity Benefit

The Faculty of Engineering's internal quality audit activities are expected to improve the Faculty of Engineering's quality assurance from designing, implementing, and reporting audit results in the Faculty of Engineering.

In general, the results of the Faculty of Engineering's internal quality audit activities have two benefits: (1) for institutions at the faculty level, postgraduate programs, and study programs, the activities of internal quality audit at the Faculty of Engineering can develop the quality and resources, (2) for participants, the activities of internal quality audit can increase understanding of IQAS, and as a basis for authority in conducting quality audits internally according to IQAS.

DISCUSSION OF REGULAR AUDIT RESULTS

The implementation of regular internal quality audit in 2022 was carried out in study programs at Yogyakarta State University. The stages of the activities which is conducted from fill in the instruments by the auditee, desk evaluation, visitation, and uploading the RTM. Audit activities are implemented in five planned study programs within the Yogyakarta State University, specifically study programs that are targeted for assistance in applying for accreditation in 2022. For the Faculty of Engineering, there are five study programs audited, i.e. Bachelor of Electronics Engineering Education, Bachelor of Automotive Education, Bachelor of Mechanical Engineering Education, Bachelor of Information Technology, and Bachelor of Civil Engineering and Planning.

A. AUDITOR DAN AUDITEE

Tabel 2. *Auditee* and *Auditor*

Faculty Name	Faculty of Engineering
Address	Colombo Street No. 1 Yogyakarta 55281
Auditee	Bachelor of Electronics Engineering Education, Bachelor Automotive Education, Bachelor of Mechanical Engineering Education, Bachelor of Information Technology and Bachelor of Civil Engineering and Planning.
Auditor	Dr. Kuncoro Asih Nugroho, S.Pd., M.Pd., M.Sc., Dr. Dyah Respati Suryo Sumunar, M.Si., Dr. Ahmad Nasrulloh, S.Or., M.Or., Dr. Syukrul Hamdi, S.Pd., M.Pd., dr. Novita Intan Arovah, MPH., Ph.D., Dr. Rida Siti Nur'aini Mahmudah, S.Si., M.Si., Himmawati Puji Lestari, S.Si., M.Si., Achmad Arifin, S.Pd., M.Eng., Ph.D, Dr. Sigit Nugroho, S.Or., M.Or. dan Rizka Apriani Putri, S.Si., M.Sc.

B. AUDIT OBJECTIVES

Put a \checkmark mark according to what was done.

Table 3. Audit Objectives

a. Ensuring the suitability of the implementation of quality standards in 2021 in each Study Program	\checkmark
b. Ensuring the suitability of the direction and implementation of the Faculty's quality assurance against the University Quality Documents, Faculty Quality Documents	\checkmark
c. Ensuring the smooth implementation of IQAS in the Faculty/Postgraduate	\checkmark
d. Mapping opportunities for improving the quality of Faculty/Postgraduate/Study Programs	\checkmark

C. AUDIT SCOPE

The scope of the audit includes 8 standards in the UNY Quality Standards. Particularly on Education Standards, sub-standards are explored more. Following are the details:

- a) Graduate Competency Standards
- b) Sub Standard Learning Content
- c) Sub Standard Learning Process
- d) Sub Standard Assessment
- e) Lecturer and Education Personnel Sub Standards
- f) Learning Facilities and Infrastructure Sub Standards
- g) Learning Management Sub Standards
- h). Learning Financing Sub Standard

The study program fills in the instruments that have been prepared by the Quality Assurance Center of IoEDaQA UNY, in accordance with the scope of standards desired by each study program to be audited. Thus, the scope of audited standards may differ between study programs.

D. AUDIT FINDINGS

A total of five study programs in the FT UNY environment that have been audited are as follows: Bachelor of Electronics Engineering Education, Bachelor of Mechanical Engineering Education, Bachelor of Automotive Education, Bachelor of Information Technology, and Bachelor of Civil Engineering and Planning.

The following are the results of the regular internal quality audit:

1. The average result for each sub-standard for each study program

Analysis Results of Internal Quality Audit according to the standards of each study program, both quantitative data and qualitative data. Following are the results of regular internal quality audits based on average scores:

Tabel 4. Results Agenda of Regular Internal Quality Audit

Study Program	Sub standar								Average
	Sub Standard Graduate Competence	Sub Standard Learning Content	Sub Standard Learning Process	Sub Standard Evaluation	Sub Standard Lecturer and Education Staff	Sub Standard Facilities and Infrastructures Learning	Sub Standard Learning Management	Sub Standard Learning Financing	
1. Bachelor of Information Technology	2,9	3,82	3,62	3,96	3,41	3,67	4	4	3,67
2. Bachelor of Electronics Engineering Education	4	3,91	3,96	4	3,47	4	4	4	3,91
3. Bachelor of Mechanical Engineering Education	4	4	4	3,89	3,65	4	4	4	3,94
4. Bachelor Automotive Education	3,81	3,8	3,93	4	3,57	3,67	4	3,75	3,82
5. Bachelor of Civil Engineering and Planning	4	4	4	4	3,45	4	4	4	3,93
Average Score	3,742	3,146	3,12	3,19	3,51	3,13	4	3,95	3,86

Based on the table above, it can be concluded that the five study programs that received the agenda were declared excellent since they accepted an average score of more than 3. Certain study program that received the highest average score was Bachelor of Mechanical Engineering with an average score of 3.94. The study program with the lowest average score is Bachelor of Information Technology with an average score of 3.67. Based on the average value of all sub-standards, the sub-standard acquires the highest average score, the learning management sub-standard, and the learning-financing sub-standard, with an average score of 4. The sub-standard that receives the lowest score was sub-standard lecturers and education staff with an average score 3.44.

2. The findings of each study program

The findings of each study program can be seen in table 5.

Table 5. Number of findings resulting from the visitation of each study program

No	Study Program	Amount of Findings			
		Minor	Major	Observation	Not Fill
1	Bachelor of Information Technology	1	-	5	2
2	Bachelor of Electronics Engineering Education	4	-	3	1
3	Bachelor of Mechanical Engineering Education	-	-	8	-
4	Bachelor Automotive Education	-	-	8	-
5	Bachelor of Civil Engineering & Planning	-	-	-	8
	Total	5	0	24	11

Based on the table above, it can be concluded that the 5 Study Programs have obtained the findings. The study program that received observational findings was Bachelor of Information Technology, Bachelor of Electronics Engineering Education, Bachelor of Mechanical Engineering Education and Bachelor Automotive Education. Study programs that get minor findings are Bachelor of Information Technology and Bachelor of Electronics Engineering Education. Major findings were not found in 5 study programs.

3. Results finding from each sub standard

The results findings from each sub standard can be seen at table 6.

Table 6. Number of sub standard findings from the visitation of each study program

Sub Standard Lecturer and Education Staff	Sub Standard Evaluation	Sub Standard Learning Process	Sub Standard Learning Content	Sub Standard Graduate Competency	Sub Standard				
					1	2	3	4	5
minor	observation	observation	observation	observation					
observation	observation	observation	observation	observation					
observation	observation	observation	observation	observation					
0	0	0	0	0	major				
9	4	3	4	6	minor				
7	8	10	8	8	observation				
16	12	13	12	14	total				

Based on table 6 above, it shows that the findings from the average visitation received an observation category indicating that the findings are positive, although there are 32 minor findings. Most minor findings are found in the sub-standard of lecturers and education staff with a total of 9 findings, while most observation findings were found in the sub-standard of the learning process.

4. Internal quality audit results by study program

Internal quality audit results for every standard for each study program are as followed:

1. Information Technology – Bachelor Degree



Figure 9. Internal Quality Audit Results of Information Technology - Bachelor Degree.

Based on figure 9, it shows that from the 8 standards, the Information Technology Study Program - Bachelor Degree has the highest score in

learning management and learning cost sub standards with a score of 4. The lowest score is sub-standard of graduate competencies with a score of 2.9 and received improvement suggestions to prepare an information system for measuring learning outcomes, and socialization of the importance of learning outcomes measurement to lecturers.

The Information Technology Study Program – Bachelor Degree held a visitation on August 24, 2022. Based on the visitation results, there were several findings from the 8 sub-standards, namely 1 minor category, 5 observation categories, and 2 with no findings recorded. The details of the findings can be seen in table 14.

Table 14. Details on findings of 8 sub standards Information Technology - Bachelor Degree

No	SUB STANDARD	SCORE	FINDING	CATEGORY	RECOMMENDATION FOR IMPROVEMENT
1	SUB STANDARD OF GRADUATES' COMPETENCIES	2.9	There are no graduates yet. The study program has only been running for 3 years thus there are no graduates yet.	Minor	The university is to prepare information system for learning outcomes and learning objectives measurement. - lecturers.
2	SUB STANDARD OF LEARNING CONTENT	3.82	Meetings are hold in department level, meeting minutes are not categorized by study program.	Observation	Depth and breadth of learning are still discussed in the department meetings. Meeting minutes and activity documentation need to be created in study program level.
3	SUB STANDARD OF LEARNING PROCESS	3.62	The study program coordinator has no control over learning yet, specifically the lecturers' attendance. This is caused by lack of access to presensikuliah.uny.ac.id system.	Observation	The study program coordinator gets access to presensikuliah.uny.ac.id to see/monitor learning process and attendance.
4	SUB STANDARD OF ASSESSMENT	3.96	In the thesis final assignment guideline there is no mention of maximum similarity at 20%	Observation	Final Thesis Assignment (FTA) guideline from the university needs to be updated because the last edition was published in 2016.
5	SUB STANDARD LECTURER AND EDUCATION STAFF	3.41	Data is not yet integrated across existing systems.	Observation	Make a list of lecturers' names and their research/community service/publication

6	SUB STANDARD OF LEARNING FACILITIES	3.67	There is no standardized document which govern specific characteristics for each laboratory and workshop.	Observation	There needs to be a standardized document which govern specific characteristics for each laboratory and workshop.
7	SUB STANDARD OF LEARNING MANAGEMENT	4		-	
8	SUB STANDARD OF LEARNING COST	4		-	

2. Mechanical Engineering Education - Bachelor Degree,

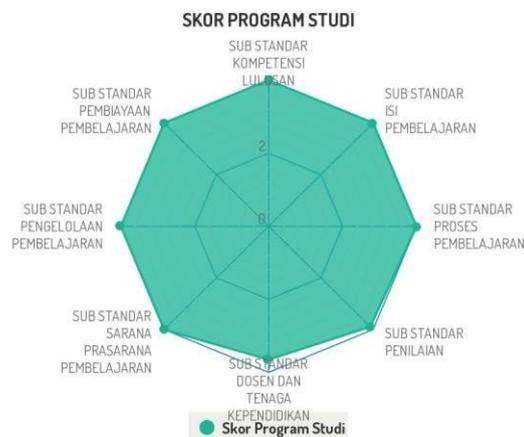


Figure 16. Internal Quality Audit Results of Mechanical Engineering Education – Bachelor Degree

Based on figure 16, it shows that Mechanical Engineering Education has the highest score of 4 for sub standards graduates competencies, learning content, learning process, learning facilities, learning management, and learning cost. The lowest score is for the substandard aspect of lecturers and education staff. The average score for substandard lecturers and education staff is 3.65 and it has been recommended for improvement, including: (1) the program needs to upload evidence to drive according to the evidence that has been displayed during the visitation, (2) update data from Google Scholar, Sinta, and Scopus, (3) create a list of lecturer names followed by Google Scholar, Sinta, and Scopus links, making it easy to access for both publication evidence and citation evidence of lecturers' works.

The Mechanical Engineering Education-Bachelor Degree has undergone a visitation on September 2, 2022. Based on the visitation results, there were findings in 8 sub standards, of which 4 were categorized as observations. The details of the findings can be seen in table 21.

Table 21. Details on findings of 8 sub standards Mechanical Engineering Education-Bachelor Degree

No	SUB STANDARD	SCORE	FINDING	CATEGORY	RECOMMENDATION FOR IMPROVEMENT
1	SUB STANDARD OF GRADUATES' COMPETENCIES	4	Curriculum development guideline does not contain the mechanism to establish curriculum.	Observation	1. The University needs to add the mechanism of establishing curriculum to the curriculum development guideline. 2. Needs to be added to the attachment of curriculum validation decree by the official in charge that is the Rector or the Dean
2	SUB STANDARD OF LEARNING CONTENT	4	No finding	Observation	The standard is good, the quality can be improved
3	SUB STANDARD OF LEARNING PROCESS	4	1. The study program has not done study load analysis yet 2. References from lecturers' research and community service have not been written.	Observation	1. The study program needs to prepare study load analysis report (data can be obtained from simona) 2. Needs to present the result and integrate into all learning in the module handbook of each subject for all lecturers Mata Kuliah
4	SUB STANDARD OF ASSESSMENT	3.89	The study program has not uploaded sample of assessment rubric which shows variety of assessment methods	Observation	The study program needs to prepare sample of assessment rubric which shows variety of assessment methods for both theory and practicum classes.
5	SUB STANDARD OF LECTURERS AND EDUCATION STAFF	3.65	1. Many evidence form left blank.(62-88, 100) Evidence related to lecturers' publication in accredited national journal and reputable international journal are not corresponding	Observation	1. The study program needs to add evidence which matches with what has been previously shown during visitation Needs to update data from google scholar, sinta, and scopus. Needs to make a list of lecturers along with the links to google scholar, sinta, and scopus to support easy access of publication evidence and citation evidence of lecturers' work.
6	SUB STANDARD OF LEARNING FACILITIES	4	No finding	Observation	The standard is good and its quality is to be maintained as well as improved.

7	SUB STANDARD OF LEARNING MANAGEMENT	4	No finding	Observation	The standard is good and its quality is to be maintained as well as improved.
8	SUB STANDARD OF LEARNING COST	4	No finding	Observation	The standard is good and its quality is to be maintained as well as improved.

3. Automotive Engineering Education - Bachelor Degree,

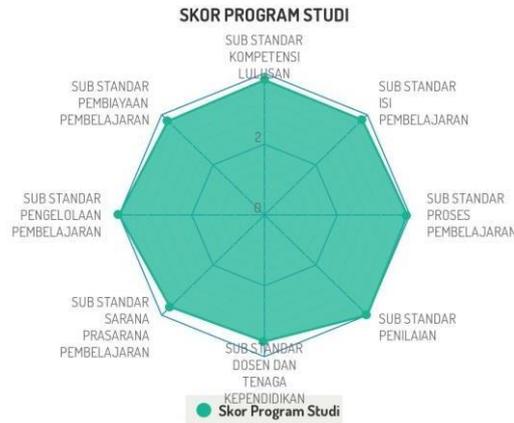


Figure 17. Internal Quality Audit Results of Automotive Engineering Education - Bachelor Degree

Based on Figure 17, it can be seen that Automotive Engineering Education-Bachelor Degree has the highest score of 4 for sub standards of assessment and learning management. The lowest score is in the substandard of lecturers and education staff, with an average score of 3.57 and suggestions for improvement includes: (1) the program needs to refer to the rekrutmen.uny.ac.id to ensure transparency in the recruitment of lecturers and staff, (2) the program needs to prepare a course syllabus that shows the integration of research and community service results (which can be included in the study materials or references for the syllabus), (3) the program needs to prepare evidence of seminars or conferences.

The Automotive Engineering Education-Bachelor Degree has undergone a visitation on September 2, 2022, and based on the results of the visitation, there were findings on 8 substandard aspects, with 8 observations in total. Details of the findings can be seen in Table 22.

Table 22. Details on findings of 8 sub standards Automotive Engineering Education - Bachelor Degree

No	SUB STANDARD	SCORE	FINDING	CATEGORY	RECOMMENDATION FOR IMPROVEMENT
1	SUB STANDARD OF GRADUATES' COMPETENCIES	3.81	During visitation, it was discovered that the study program already has a decree on curriculum validation of 2020.	Observation	The study program needs to prepare an instrument for learning outcomes achievement analysis
2	SUB STANDARD OF LEARNING CONTENT	3.8	During visitation, it was made known that the study program has done each step in curriculum development well, by involving stakeholder. However, it was not documented well.	Observation	The study program needs to provide evidence of curriculum development process. Including invitations, attendance list, meeting minutes, photos, etc.
3	SUB STANDARD OF LEARNING PROCESS	3.93	The study program has not done and does not know yet how to analyze the students' study load. The study program along with the faculty have had management review meeting on monitoring and evaluation survey result, however it was not documented well.	Observation	The study program is to prepare the students' study load analysis based on data obtained from SIMONA, and provide evidence of management review meeting which discussed the follow-up of academic process and service evaluation.

4	SUB STANDARD OF ASSESSMENT	4	Grading assessment can be found in the module handbook, but needs to be adjusted to the latest academic rule.	Observation	The study program needs to make sure the grading standard is in accordance with the applicable academic guideline.
5	SUB STANDARD OF LECTURERS AND EDUCATION STAFF	3.57	When responding to AMI instrument, the study program did not provide evidence of lecturer and education staff recruitment transparency yet. The study program did not fully show the integration of research and community service in the module handbook yet. The study program did not show evidence of lecturers participating in seminars yet (only providing the number)	Observation	The study program needs to refer to rekrutmen.uny.ac.id to prove recruitment transparency. The study program needs to prepare module handbook which shows integration of research and community service (it can be included in materials or handbook module reference section). The study program needs to prepare evidence of lecturers' seminars or conference.
6	SUB STANDARD OF LEARNING FACILITIES	3.67	The laboratory of automotive engineering study program is not yet internationally certified.	Observation	The study program needs to apply for laboratory certification.
7	SUB STANDARD OF LEARNING MANAGEMENT	4	Automotive engineering study program did not provide evidence of teaching and learning process emonev result yet.	Observation	The study program needs to prepare evidence of teaching and learning process emonev analysis with the dates attached (email screenshot)
8	SUB STANDARD OF LEARNING COST	3.75	The study program did not show evidence of dissemination of the university financial reporting.	Observation	The study program needs to prepare evidence of dissemination of the university financial management (rector yearly report)

4. Civil Engineering Education & Planning - Bachelor Degree,



Figure 18. Internal Quality Audit Results of Civil Engineering Education & Planning - Bachelor Degree

Based on Figure 18, it can be seen that the Civil Engineering Education and Planning Program – Bachelor Degree has the highest score of 4 for assessment and learning management substandards. The lowest score is in the substandard of lecturers and education staff, with an average score of 3.57 and suggestions for improvement includes: (1) the program needs to refer to the rekruitmen.uny.ac.id to ensure transparency in the recruitment of faculty and staff, (2) the program needs to prepare a course syllabus that shows the integration of research and community service results (which can be included in the study materials or references for the syllabus), (3) the program needs to prepare evidence of seminars or conferences.

The Civil Engineering and Planning Education Program - S1 has undergone a visitation on August 25, 2022, and based on the results of the visitation, there were findings on 8 substandard aspects, with 8 observations in total. Details of the findings can be seen in Table 23.

Table 23. Details on findings of 8 sub standards Civil Engineering Education & Planning - Bachelor Degree

No	SUB STANDARD	SCORE	FINDING	CATEGORY	RECOMMENDATION FOR IMPROVEMENT
1	SUB STANDARD OF GRADUATES' COMPETENCIES	4		-	
2	SUB STANDARD OF LEARNING CONTENT	4		-	
3	SUB STANDARD OF LEARNING PROCESS	4		-	
4	SUB STANDARD OF ASSESSMENT	4		-	
5	SUB STANDARD OF LECTURERS AND EDUCATION STAFF	3.45		-	

6	SUB STANDARD OF LEARNING FACILITIES	4		-	
7	SUB STANDARD OF LEARNING MANAGEMENT	4		-	
8	SUB STANDARD OF LEARNING COST	4		-	

5. Electronics Engineering Education - Bachelor Degree

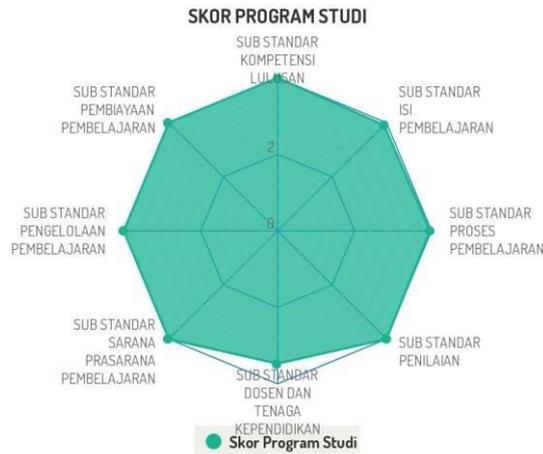


Figure 13. Internal Quality Audit Results of Electronics Engineering Education - Bachelor Degree.

Based on Figure 13, it can be seen that the Electronics Engineering Education – Bachelor Degree has the highest score of 4 for are graduates competencies, learning facilities, learning management, and learning cost substandards. The lowest score is in the substandard of lecturers and education staff, with an average score of 3.47 and suggestions for improvement includes providing evidence of involvement

The Electronics Engineering Education Program – Bachelor Degree has undergone a visitation on September 1, 2022, and based on the results of the visitation, there were findings on 8 substandards, with 4 minor findings, 1 finding without category, and 3 observations in total. Details of the findings can be seen in Table 18.

Table 18. Details on findings of 8 sub standards Electronics Engineering Education - Bachelor Degree

No	SUB STANDARD	SCORE	FINDING	CATEGORY	RECOMMENDATION FOR IMPROVEMENT
1	SUB STANDARD OF GRADUATES' COMPETENCIES	4	Good		
2	SUB STANDARD OF LEARNING CONTENT	3.91	link and supporting document	Minor	The latest module handbook document

			link and supporting document	Minor	The latest module handbook document
3	SUB STANDARD OF LEARNING PROCESS	3.96	Emonev document	Observation	Emonev supporting document
4	SUB STANDARD OF ASSESSMENT	4	Module handbook document	Minor	The latest module handbook document
5	SUB STANDARD OF LECTURERS AND EDUCATION STAFF	3.47	Supporting document for the study program involvement on lecturers' recruitment	Observation	Letter of involvement evidence
6	SUB STANDARD OF LEARNING FACILITIES	4	Lab standardization Supporting document	Minor	Lab standardization and supporting document are necessary
7	SUB STANDARD OF LEARNING MANAGEMENT	4	integration of Research and Community Service in learning	Minor	Research and Community service are to be included in module handbook
8	SUB STANDARD OF LEARNING COST	4	Document of fund disbursement and reporting	Observation	Provided by the University

CONCLUSION

1. An audit was conducted on 26 study programs planned within the Yogyakarta State University.
2. Bachelor of Information Technology, among 8 standards with sub-standards, the highest scores of 4 were achieved in the sub-standards of learning management and learning cost. The lowest score was on the sub-standard of graduate competencies, scoring 2.9 and receiving recommendations for improvement in the report, which include the university's preparation of an information system for measuring learning outcomes and the need to raise awareness among lecturers about the importance of measuring learning outcomes.
3. Bachelor of Electronics Engineering Education, among 8 sub-standards, the highest scores of 4 were achieved in the sub-standards of graduate competence, learning facilities and infrastructure, learning management, and learning financing. The lowest score was obtained in the sub-standard of faculty and educational staff, which had an average score of 3.47 and received a recommendation for improvement in the form of proof of involvement letter.
4. Bachelor of Automotive Education, among 8 sub-standards, the highest scores of 4 were achieved in the sub-standards of assessment criteria and learning management. The lowest score was obtained in the sub-standard of faculty and educational staff, which had an average score of 3.57 and received a recommendation for improvement including: (1) The study program needs to refer to recruitment.uny.ac.id to ensure the transparency of lecturer and staff recruitment, (2) The study program needs to prepare a module handbook that shows the integration of research and student creativity programme (can be included in the study material or module handbook), (3) The study program needs to prepare evidence of lecturer seminars or conferences.
5. Bachelor of Civil Engineering Education and Planning, among 8 sub-standards, the highest scores of 4 were achieved in the sub-standards of assessment criteria and learning management. The lowest score was obtained in the sub-standard of faculty and educational staff, which had an average score of 3.57 and received a recommendation for improvement including: (1) The study program needs to refer to recruitment.uny.ac.id to ensure the transparency of lecturer and staff recruitment, (2) The study program needs to prepare a module handbook that shows the integration of research and student creativity programme (can be included in the study material or module handbook reference), (3) The study program needs to prepare evidence of lecturer seminars or conferences.

RECOMMENDATION

Based on the results of the visitation, there are several recommendations that are expected to be implemented for the improvement of the quality of the Faculty of Engineering, as follows:

1. Recommendations for Substandard Competencies of Graduates: Curriculum guideline development, curriculum evaluation creation, diploma supplement creation, and curriculum achievement evaluation creation.
2. Recommendations for Substandard Learning Content: Improvement of the syllabus (module handbook) and creation of follow-up surveys.
3. Recommendations for Substandard Learning Processes: Creation of a module handbook, integration of research results, and student creativity programme into learning processes, and creation of an e-Monev management review meeting.
4. Recommendations for Substandard Assessment: Creation of assessment guidelines and improvement of journal publications.
5. Recommendations for Substandard Faculty and Staff: Promotion of faculty members, professional development opportunities for faculty members, creation of a list of faculty members involved in community service, and research activities.
6. Recommendations for Substandard Learning Facilities: Improvement of laboratory facilities and creation of laboratory standardization guidelines.
7. Recommendations for Substandard Learning Management: Department meetings should be held to evaluate the results of monitoring and early and end-of-semester evaluations.
8. Recommendations for Substandard Learning Financing: Updating financial reports and disseminating financial management.

APPENDICES

1. Official Report of Bachelor of Information Technology Visit Results

OFFICIAL REPORT RECOMMENDATIONS AND REPORT ON INTERNAL QUALITY AUDIT VISIT

Study programme : Bachelor of Information Technology
Degree : Bachelor Degree
Faculty : Engineering
Audit : Internal quality audit (regular) 2022
Audit period : 25th July 2022 to 3rd August 2022
Audit scope : Educational standards

Today, an internal quality audit visitation has been conducted by the Internal Auditor of Yogyakarta State University towards the auditee: Bachelor of Information Technology of Yogyakarta State University. Based on the decision of the auditor and auditee, the following results and improvement recommendations were obtained:

Table of Improvement Recommendations

No	Substandard	Score	Findings	Category	Improvement Recommendations
1	Graduate competencies	2.9	There are no graduates yet, the study programme is still running for 3 years.	Minor	-The university prepares an information system for measuring CPL – learning objectives. -There is a need to socialize the importance of measuring CPL to the lecturers.
2	Learning content	3.82	The meeting was held at the department level, but the minutes have not been categorized by program yet.	Observation	The meeting on depth and breadth is still being discussed at the department meeting. It is necessary to make minutes and document activities at the program level.
3	Learning processes	3.62	The programme coordinator has not been able to carry out the learning control process, especially in terms of monitoring lecturer attendance, because the coordinator does not have access to the	Observation	The programme coordinator is able to access to the presensikuliah.uny.ac.id system for monitoring learning process and lecturer attendance.

			presensikulia.uny.ac.id system.		
4	Assessment	3.96	Within the university's guidelines to final thesis assignment, there is no mention of the requirement for a 20% similarity.	Observation	The university's guidelines for final thesis assignment needs to be updated as the last edition was in 2016.
5	Faculty and staff	3.41	The data is still distributed across several existing systems.	Observation	Compiling a list that includes the names of lecturers and their research, community service, or publication outcomes.
6	Learning facilities	3.67	There are currently no specific standardization documents for each laboratory or workshop characteristic.	Observation	It is necessary to develop specific standardization documents for each laboratory/workshop characteristic.
7	Learning management	4		-	
8	Learning financing	4		-	

This record has been read, agreed to, and signed by all parties. Thus, this record is made in good faith to be known and used as necessary.

Yogyakarta, 24th August 2022

Auditor



(Himawati Puji Lestari)

Yogyakarta, 24th August 2022

Auditor



(Achmad Arifin)

Yogyakarta, 24th August 2022

Auditee



(Bachelor of Information Technology)



Catatan :

1. UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti yang sah."
2. Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh BSE

2. Official Report of Bachelor of Electronics Engineering Education Visit Results

**OFFICIAL REPORT
RECOMMENDATIONS AND REPORT ON
INTERNAL QUALITY AUDIT VISIT**

Study programme : Bachelor of Electronics Engineering Education
 Degree : Bachelor Degree
 Faculty : Engineering
 Audit : Internal quality audit (regular) 2022
 Audit period : 25th July 2022 to 3rd August 2022
 Audit scope : Educational standards

Today, an internal quality audit visitation has been conducted by the Internal Auditor of Yogyakarta State University towards the auditee: Bachelor of Electronics Engineering Education of Yogyakarta State University. Based on the decision of the auditor and auditee, the following results and improvement recommendations were obtained:

Table of Improvement Recommendations

No	Substandard	Score	Findings	Category	Improvement Recommendations
1	Graduate competencies	4	Meets the standard.		
2	Learning content	3.91	Supporting documents and links.	Minor	The latest module handbook.
			Supporting documents and links.	Minor	The latest module handbook.
3	Learning processes	3.96	The Emonev document.	Observation	Supporting Emonev documents.
4	Assessment	4	Module handbook document.	Minor	The latest module handbook.
5	Faculty and staff	3.47	Supporting documentation of the program's involvement in faculty recruitment.	Observation	Letter of evidence of involvement.
6	Learning facilities	4	Standardization of laboratory supporting	Minor	Standardization of laboratory and supporting documents are

			documentation.		necessary.
7	Learning management	4	Integration of research and community service into learning process.	Minor	Research and community service are included in module handbook.
8	Learning financing	4	Disbursement and reporting document of fund utilization.	Observation	Provided by the university.

This record has been read, agreed to, and signed by all parties. Thus, this record is made in good faith to be known and used as necessary.

Yogyakarta, 1st September 2022

Yogyakarta, 1st September 2022

Yogyakarta, 1st September 2022

Auditor



(Kuncoro Asih Nugroho)

Auditor



(Dyah Respati Suryo Sumunar)

Auditee



(Bachelor of Electronics Engineering Education)



Catatan :

1. UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti yang sah."
2. Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh BSE

3. Official Report of Bachelor of Mechanical Engineering Education Visit Results

**OFFICIAL REPORT
RECOMMENDATIONS AND REPORT ON
INTERNAL QUALITY AUDIT VISIT**

Study programme : Bachelor of Mechanical Engineering Education
 Degree : Bachelor Degree
 Faculty : Engineering
 Audit : Internal quality audit (regular) 2022
 Audit period : 25th July 2022 to 3rd August 2022
 Audit scope : Educational standards

Today, an internal quality audit visitation has been conducted by the Internal Auditor of Yogyakarta State University towards the auditee: Bachelor of Mechanical Engineering Education of Yogyakarta State University. Based on the decision of the auditor and auditee, the following results and improvement recommendations were obtained:

Table of Improvement Recommendations

No	Substandard	Score	Findings	Category	Improvement Recommendations
1	Graduate competencies	4	The curriculum development guide does not yet include a mechanism for curriculum determination.	Observation	<ol style="list-style-type: none"> The university needs to supplement the curriculum development guidelines with a mechanism for curriculum determination. An attachment to the curriculum approval document needs to be added by the Rector or the Dean.
2	Learning content	4	No findings.	Observation	This standard is already satisfactory and efforts should be made to maintain and enhance its quality.
3	Learning processes	4	<ol style="list-style-type: none"> The study programme has not yet conducted an analysis of the students' learning workload. References from the research findings and community service activities of 	Observation	<ol style="list-style-type: none"> The study programme needs to prepare a report on the analysis of the students' learning workload (data can be obtained from SIMONA). It is necessary to communicate research findings and integrate them into the teaching for all

			lecturers have not been written yet.		lecturers included in the module handbook of each course.
4	Assessment	3.89	The study programme has not yet uploaded sample assessment rubrics that showcase the variety of evaluation methods used.	Observation	The study programme should prepare sample assessment rubrics that illustrate the variety of evaluation methods used, for both theoretical and practical/skills assessments.
5	Faculty and staff	3.65	1. There are many gaps in the evidence provided (page 62-88 and 100). 2. The evidence related to the publication of lecturers in reputable national and international journals is not yet appropriate.	Observation	1. The study programme needs to add evidence as driven according to the evidence already presented at the time of the visitation. 2. It is necessary to update the data from Google Scholar, SINTA, and Scopus. Create a list of lecturers' names with links to Google Scholar, SINTA, and Scopus, making it easily accessible for the purpose of providing evidence of publications and citations of lecturers' works.
6	Learning facilities	4	No findings.	Observation	This standard is already satisfactory and efforts should be made to maintain and enhance its quality.
7	Learning management	4	No findings.	Observation	This standard is already satisfactory and efforts should be made to maintain and enhance its quality.
8	Learning financing	4	No findings.	Observation	This standard is already satisfactory and efforts should be made to maintain and enhance its quality.

This record has been read, agreed to, and signed by all parties. Thus, this record is made in good faith to be known and used as necessary.

Yogyakarta, 3rd September 2022

Auditor



(Ahmad Nasrulloh)

Yogyakarta, 3rd September 2022

Auditor



(Syukrul Hamdi)

Yogyakarta, 2nd September 2022

Auditee



(Bachelor of Mechanical Engineering Education)

4. Official Report of Bachelor of Automotive Education Visit Results

**OFFICIAL REPORT
 RECOMMENDATIONS AND REPORT ON
 INTERNAL QUALITY AUDIT VISIT**

Study programme : Bachelor of Automotive Education
 Degree : Bachelor Degree
 Faculty : Engineering
 Audit : Internal quality audit (regular) 2022
 Audit period : 25th July 2022 to 3rd August 2022
 Audit scope : Educational standards

Today, an internal quality audit visitation has been conducted by the Internal Auditor of Yogyakarta State University towards the auditee: Bachelor of Automotive Education of Yogyakarta State University. Based on the decision of the auditor and auditee, the following results and improvement recommendations were obtained:

Table of Improvement Recommendations

No	Substandard	Score	Findings	Category	Improvement Recommendations
1	Graduate competencies	3.81	It was discovered during the visit that the study programme already had accreditation for its 2020 curriculum.	Observation	The studi programme needs to prepare instruments for analyzing the achievement of learning outcomes.
2	Learning content	3.8	During the visit, it was revealed that the study programme had executed each stage of curriculum development effectively, with the involvement of stakeholders. However, it had not been adequately documented.	Observation	The study programme is required to furnish documentary proof of the curriculum development stages, beginning with the invitation letter, attendance records, meeting minutes, photographs, and so forth.
3	Learning processes	3.93	The study programme has not yet conducted nor is it aware of how to analyze students' learning burdens. The program, in conjunction with the faculty, has held	Observation	The study programme prepares an analysis of students' learning loads based on data from SIMONA, and provides evidence of the implementation of the management review meeting that discusses the

			a meeting to review the management results of the Emonev survey, but it has not been adequately documented.		follow-up of process and academic service evaluations.
4	Assessment	4	Assessment standards have been established in the module handbook for each subject; they only need to be aligned with the latest academic regulations.	Observation	The study programme needs to ensure that the assessment standards are in line with the guidelines of the current academic regulations.
5	Faculty and staff	3.57	When responding to the internal quality audit instrument, the study programme did not demonstrate a link that shows transparency in the recruitment of teaching staff. Additionally, the program has not fully demonstrated the integration of research and community service into the module handbook. The study programme has also not provided sufficient evidence of lecturers' participation in seminars (only the number of participants was reported).	Observation	The study programme needs to refer to rekrutmen.uny.ac.id to demonstrate the transparency of teaching staff recruitment. The program should prepare an RPS that shows the integration of community service (which can be included as part of the course materials or references in the module handbook). The program needs to provide evidence of lecturers participation in seminars or conferences.
6	Learning facilities	3.67	The laboratories in the automotive education have not yet obtained international certification.	Observation	The study programme needs to prepare a laboratory certification proposal.
7	Learning management	4	The Bachelor of Automotive Education has not provided evidence of the distribution of the results of lecturer teaching evaluation through Emonev	Observation	The study programme needs to provide evidence of the distribution of the analysis of the Emonev results, along with the regular date (email screenshot) proof.
8	Learning financing	3.75	The study programme has not shown any evidence of socialization	Observation	The study programme needs to prepare evidence of socialization of university financial

		of the university financial observation report.		management (rector's annual report).
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This record has been read, agreed to, and signed by all parties. Thus, this record is made in good faith to be known and used as necessary.

Yogyakarta, 26th August 2022

Yogyakarta, 26th August 2022

Yogyakarta, 26th August 2022

Auditor



(Novita Intan Arovah)

Auditor



(Rida Siti Nur'aini Mahmudah)

Auditee



(Bachelor of Automotive Education)



Catatan :

1. UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti yang sah."
2. Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh BSrE

5. Official Report of Bachelor of Automotive Education Visit Results

**OFFICIAL REPORT
RECOMMENDATIONS AND REPORT ON
INTERNAL QUALITY AUDIT VISIT**

Study programme : Bachelor of Civil Engineering Education and Planning
 Degree : Bachelor Degree
 Faculty : Engineering
 Audit : Internal quality audit (regular) 2022
 Audit period : 25th July 2022 to 3rd August 2022
 Audit scope : Educational standards

Today, an internal quality audit visitation has been conducted by the Internal Auditor of Yogyakarta State University towards the auditee: Bachelor of Civil Engineering Education and Planning of Yogyakarta State University. Based on the decision of the auditor and auditee, the following results and improvement recommendations were obtained:

Table of Improvement Recommendations

No	Substandard	Score	Findings	Category	Improvement Recommendations
1	Graduate competencies	4		-	
2	Learning content	4		-	
3	Learning processes	4		-	
4	Assessment	4		-	
5	Faculty and staff	3.45		-	
6	Learning facilities	4		-	
7	Learning management	4		-	
8	Learning financing	4		-	

This record has been read, agreed to, and signed by all parties. Thus, this record is made in good faith to be known and used as necessary.

Yogyakarta, 25th August 2022

Auditor



(Rizka Apriani Putri)

Yogyakarta, 25th August 2022

Auditor



(Sigit Nugroho)

Yogyakarta, 25th August 2022

Auditee



(Bachelor of Civil Engineering and Planning)



**Quality Assurance Unit
Faculty of Engineering
Yogyakarta State University**