



SURAT KEPUTUSAN REKTOR UNIVERSITAS SAMPOERNA
DECREE OF THE RECTOR OF SAMPOERNA UNIVERSITY

NOMOR: 034/R/SK/ACD/II/2022

NUMBER: 034/R/SK/ACD/II/2022

TENTANG
CONCERNING

RENCANA AKADEMIK UNIVERSITAS SAMPOERNA TAHUN 2021-2026
SAMPOERNA UNIVERSITY ACADEMIC PLAN OF 2021-2026

REKTOR UNIVERSITAS SAMPOERNA,
THE RECTOR OF SAMPOERNA UNIVERSITY,

Menimbang
Considering

- : a. Bahwa dalam rangka memberikan tujuan akademik universitas secara keseluruhan dan bagaimana tujuan tersebut akan dicapai, perlu ditetapkan Rencana Akademik Universitas Sampoerna tahun 2021-2026;

Whereas to provide university's overall academic goals and how those goals will be met, it is necessary to stipulate Sampoerna University Academic Plan of 2021-2026;

- b. Bahwa Senat Universitas Sampoerna pada Rapat Senat tanggal 20 Januari 2022 telah menyetujui Rencana Akademik Universitas Sampoerna tahun 2021-2026;

Whereas the Senate of Sampoerna University at Senate Meeting on 20 Januari 2022 has approved the Sampoerna University Academic Plan of 2021-2026;

- c. Bahwa berdasarkan pertimbangan sebagaimana dimaksud pada huruf a dan b perlu ditetapkan Surat Keputusan Rektor.

Whereas based on the considerations as referred to in letter a and b must be stipulated in a Rector's Decree.

Mengingat
In view of

- : 1. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2012 Nomor 158, Tambahan Lembaran Negara Republik Indonesia Nomor 5336);

Law Number 12 of 2012 on Higher Education (Statute Book of 2012 No. 158, Supplement No. 5336);

2. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi (Lembaran Negara Republik Indonesia Tahun 2014 Nomor 16, Tambahan Lembaran Negara Republik Indonesia Nomor 5500);

Government Regulation Number 4 of 2014 on Organization and Governance of Higher Education (Statute Book of 2014 No. 16, Supplement No. 5500);

3. Peraturan Menteri Pendidikan dan Kebudayaan No 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 2020 No. 47);

Regulation of the Minister of Education and Culture No 3 of 2020 National Standard of Higher Education (Statute Book of 2020 No. 47);

4. Keputusan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 66/E/O/2013 tanggal 15 Maret 2013 tentang Izin Pendirian Universitas Siswa Bangsa Internasional *juncto* Keputusan Menteri Riset, Teknologi, dan Pendidikan Tinggi Republik Indonesia Nomor 122/KPT/I/2016 tanggal 10 Maret 2016 tentang Perubahan Nama Universitas Siswa Bangsa Internasional di Kota Jakarta Selatan menjadi Universitas Sampoerna di Kota Jakarta Selatan;

Decision of the Minister of National Education and Culture of the Republic of Indonesia Nomor 66/E/O/2013 dated March 15, 2013 on License for Establishing Universitas Siswa Bangsa Internasional juncto Decision of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia

5. Surat Keputusan Rektor Universitas Sampoerna tentang Rencana Strategis Universitas Sampoerna tahun 2020-2025 nomor: 213/R/SK/ACD-RO/X/2020 tanggal 27 Oktober 2020.

Rector's Decree of Sampoerna University on Sampoerna University Strategic Plan of 2020-2025 number: 213/R/SK/ACD-RO/X/2020 dated October 27, 2020.

6. Surat Keputusan Pengangkatan Rektor Universitas Sampoerna Nomor: 106/PSF-BOARD/11/21 tanggal 1 November 2021.

Decree on the Appointment of the Rector of Sampoerna University Number: 106/PSF-BOARD/11/21 dated November 1, 2021.

MEMUTUSKAN:
DECIDED

Menetapkan
To enact : SURAT KEPUTUSAN REKTOR UNIVERSITAS
SAMPOERNA TENTANG RENCANA AKADEMIK TAHUN
2021-2026, SEBAGAI BERIKUT:

*DECREE OF THE RECTOR OF SAMPOERNA UNIVERSITY
CONCERNING ACADEMIC PLAN OF 2021-2026, AS
FOLLOWS:*

Kesatu
Firstly : Menyetujui Rencana Akademik tahun 2021-2026
sebagaimana terlampir dalam Lampiran 1 Surat
Keputusan ini.

*Approved the Academic Plan of 2021-2026 as attached in
Attachment 1 of this Decree.*

Kedua
Secondly : Surat Keputusan ini berlaku sejak tanggal ditetapkan.
Apabila di kemudian hari terdapat perubahan dan/atau
hal-hal yang belum diatur, maka akan dilakukan
perbaikan sebagaimana mestinya.

*This Decree is valid from the stipulation date. If there are
matters that are not provided in this Decree, it shall be
added, amended, and stipulated accordingly.*

Ditetapkan di Jakarta / *Stipulated in Jakarta*
Pada tanggal 27 January 2022 / *On 27 Januari 2021*

Rektor / *Rector*



Drs. Wahdi Salasi April Yudhi, M.Dev.Admin., Ph.D.
NIDK 8813120016

Tembusan:

Copy:

1. Para Wakil Rektor, Universitas Sampoerna;
Vice Rectors, Sampoerna University;
2. Para Dekan, Universitas Sampoerna;
Deans, Sampoerna University;
3. Para Ketua Program Studi, Universitas Sampoerna;
Heads of Study Programs, Sampoerna University;
4. Para Manajer, Universitas Sampoerna.
Managers, Sampoerna University.
5. Para Kepala Unit, Universitas Sampoerna.
Head of Units, Sampoerna University.



Lampiran 1

ATTACHMENT I

**SURAT KEPUTUSAN REKTOR UNIVERSITAS SAMPOERNA
*DECREE OF THE RECTOR OF UNIVERSITAS SAMPOERNA***

NOMOR: 034/R/SK/ACD/II/2022

NUMBER: 034/R/SK/ACD/II/2022



SAMPOERNA UNIVERSITY ACADEMIC PLAN

2021 - 2026

Policy Number:	1.6.000	Date Approved:	January 27, 2022
Approving Authority:	UC/President/Rector	Effective Date:	January 27, 2022
Responsible Executive:	VR of Academic Affairs	Next Review:	January 26, 2025

Revision History

Revision Number:	Description of changes made*:	Date:
Initial version	V.1	September 21, 2021
		Click to enter a date.

**Explain which part and article have been changed*

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Overview

Sampoerna University (SU) was established for the purpose of providing a world class tertiary educational option within Indonesia and to promote collaborative international partnerships to improve Indonesian higher education. According to numerous external studies, over 50% of graduates of Indonesian universities are unemployed or underemployed due to obsolete curricula and a “closed system” that obstructs international cooperation and rejects international standards.¹ To overcome these obstacles, SU offers an American-style university curriculum and program structure, with credits that are often transferable to the U.S. and globally. The lower division of SU has a concentrated General Education curriculum to provide the option of preparing eligible students to pursue a 2+2 program and transferring from SU to a U.S. institution to complete their bachelor’s degree. SU’s partnerships with specific universities ensure articulation of credits that apply to their U.S. bachelor’s degree requirements. Most students, however, continue their degrees in Indonesia where they can earn the Indonesian *Sarjana* degree. They also may have the option to earn a U.S. Bachelor’s degree concurrently through a partner institution. The American characteristics of SU are evident in the institutional mission and stated explicitly in internal policy documents and external marketing materials, as well as demonstrated by the curriculum and program options.

Sampoerna University (SU) has formally adopted statements that reflect its primary educational mission and vision appropriate for a degree-granting institution for the community it serves. The initial statements, developed at the founding of the University by the University Council and formalized by Rector’s decree, was amended in 2018 to articulate a more current set of goals for the institution, as well as the binational character of the programs and curriculum.

Mission

Sampoerna University aims to provide students affordable access to education that meets the highest international standards. Sampoerna University offers a curriculum unique in Indonesia built around an American general education core, successfully preparing students for credential completion at Sampoerna University or for recognized transfer abroad. We also provide a full spectrum of co-

¹Kumba Digidowiseiso, “The Development of Higher Education in Indonesia,” *International Journal of Scientific & Technology Research*, February 2020, 1384.
<http://www.ijstr.org/final-print/feb2020/The-Development-Of-Higher-Education-In-Indonesia.pdf>



curricular and pre-professional opportunities that ensure student success, preparing leaders for a global society.

Vision

Sampoerna University aspires to foster future leaders with strong moral character and internationally competitive skills sets, enabling them to actively participate in building a more prosperous, equitable, respected, and globally competitive Indonesia.

SU's definition of an "American-style" institution includes specific criteria for curriculum, pedagogy, language of instruction, qualifications of academic staff, and student support services. These features are significantly different from typical practices in Indonesian higher education. In particular,

- The distribution requirements of the General Education core are modeled after those of a U.S. liberal arts college, and currently include 41 credits in the areas of Communication, Humanities, Mathematics, Natural Sciences, and Social Sciences.
- SU's curriculum was co-developed with U.S. institutional partners to ensure that the General Education core and major pathways provide an adequate combination of breadth and subject mastery and comply with the standards of U.S. accrediting bodies.
- All classes are conducted in English (except for Bahasa Indonesia, one of a national mandated courses), and teaching faculty must provide evidence of English language proficiency prior to employment.
- Faculty and lecturers must meet U.S. standards for academic credentials, with a minimum of a master's degree in their teaching field from a nationally accredited institution or equivalent.
- English language proficiency required for admission is demonstrated by high school grades in English and a placement test demonstrating proficiency and college readiness. Foundation programs are provided to ensure that all incoming students achieve sufficient English language competence prior to earning academic credit.
- Class size is generally limited to 25-35 students to encourage ample classroom participation and individualized instructor feedback. The Center for Excellence in Teaching and Learning provides training and workshops to faculty in a multitude of areas including the effective use of instructional technology, engaged pedagogy and project-based learning strategies.
- The Student Success unit monitors student performance in collaboration with faculty to offer support services to students when needed: this includes tutoring and counseling services for both academic and non-



academic issues that impact students.

History

Prior to authorization to operate as a university, SU comprised three separate schools that provided curricula in specific fields: Education, Business, and Engineering. Once these units developed sufficient program offerings to apply for university status, they merged and created the current Faculties. SU is currently licensed to operate as a university by the Ministry of Education and Culture (“KEMDIKBUD”), the Indonesian government authority responsible for tertiary educational institutions. This authorization permits SU to award the *Sarjana I* degree for all programs of study offered, which is the academic undergraduate credential in Indonesia equivalent to a four-year bachelor’s degree. Once specific requirements are met by each study program, the license allows for the offering of graduate programs in that field of study.

Initially licensed under the name “*Universitas Siswa Bangsa Internasional*” on March 10, 2013, by the Ministry of Education and Culture, the new name “*Universitas Sampoerna*” was registered with the Ministry on March 10, 2016. In October of 2020, SU was officially accredited by the Ministry as an institution, which is typically a process that follows individual program accreditation in Indonesia. KEMDIKBUD scores institutions according to a rubric of nine standards, generally conferring a grade of “C” to all newly eligible universities. In the case of SU’s review, the initial grade was a “B,” indicating exceptional quality in its programs, faculty, and facilities.

Strategic Plans

Over the next five years, our plan is to continue to expand program offerings that support our mission and contribute to the financial sustainability of the institution. These programs will be proposed only after a complete assessment of national enrollment and graduation trends to better understand critical market factors. These efforts are accompanied by engagements with government and business leaders to understand critical skills deficits that are not currently addressed through the existing tertiary education ecosystem.



Based on our current understanding of the higher education landscape, it is likely that additional undergraduate programs in education, information technology and business will be proposed within the next two years. Any new degree program would follow our academic governance and approval procedures and include our general education core curriculum (for undergraduate programs). Future graduate programs would also comply with both Indonesian Ministry guidelines and U.S. accreditation criteria.

The continual process of self-evaluation, curricular review, program assessment, and quality assurance guides SU's five-year Strategic Plan (2020-2025). The pillars of the current Strategic Plan are:

- To reimagine and maintain our core curriculum
- To create an institution of and for our students
- To build toward the future of Indonesia, and
- To provide a model of tomorrow's university today.

The Academic Plan is built upon each of these pillars, with courses and program designed to support a strong General Education core curriculum, serve the needs and goals of students, anticipate future national development initiatives, and provide state-of-the-art facilities, instructional technologies, and flexible learning environments.

Pillar I: Reimagine and maintain our core curriculum

1.A. Identify the skills and competencies expected of each graduate to support their success.

Graduates of SU are expected to demonstrate both the competencies of a well-rounded General Education core as well as the specific skills and content knowledge of their major Program of Study. At the program level, we create a graduate profile to denote the competencies and skills that graduates are expected to master by completing the major. Each program curriculum is developed to deliver and assess key Learning Objectives. Courses required by each major are scaffolded to progressively introduce new concepts and skills that will meet the objectives, as well as a capstone exercise through which students demonstrate mastery of Program Learning Objectives (PLOs).

The graduate profiles of Programs of Study reflect the competencies, skills, and knowledge that are necessary for success in a chosen field. This profile is created in consultation with experts from the respective professions, as well as in observance



of the “soft skills” that 21st century professionals will require to advance in their field, transition to new roles, and anticipate the direction of their careers.

The PLOs for each Study Program are reviewed regularly to incorporate new information that emerges from the field and from relevant professional associations, and to ensure consistency with the objectives of component courses. Individual classes required for the majors are similarly reviewed to align their Learning Objectives with the progression of knowledge required for the program. To confirm that graduates are meeting expectations of their field, SU’s Alumni Affairs office also conducts employer surveys to confirm that graduates are demonstrating the program objectives in their professional roles.

1.B. Review and strengthen SU's core curriculum with a deep understanding that contemporary society requires individuals with cross-disciplinary knowledge and skills.

SU provides a mandatory General Education core that serves as the foundation of all undergraduate degree programs. Forty-one of these credits are required cumulatively across Humanities, Communication, Mathematics, Natural Sciences, and Social Sciences. This core is consistent with many General Education requirements in the U.S., typically comprising 36- 48 credit hours across the divisions. To meet Indonesian Ministry requirements, four courses on Indonesian culture and civics are included in the core curriculum. These include Pancasila (National Ethos), Kewarganegaraan (Civics), World Religions, and Academic Indonesian Language.

The goal of the General Education core is to develop key competencies that serve students in any discipline, as well as in their professional lives after graduation. Each course is designed to track the achievement of competencies through the learning objectives of subject material and directed activities. In addition, each program of study evaluates how competencies are met cumulatively through the required courses. SU’s Institutional Research and Quality Assurance Unit conducts an annual assessment at the course and program levels and presents its findings to each Faculty with recommendations for improvement.

The key competencies to be achieved through the General Education core are:

- Critical Thinking
- Effective Communication
- Ethical Reasoning
- Information Literacy
- Quantitative Literacy
- Global Learning



SU provides ample resources and facilities to ensure students' achievement of General Education learning objectives and key competencies through its smart classrooms, learning management system and digital platforms, state-of-the-art science laboratories, and extensive digital library collection. In addition, student support services such as the Tutoring Center, Math Lab, Student Parent Advisory Center, Center for Excellence in Teaching and Learning, and Counseling Center collaborate with classroom faculty and academic advisors to enhance the learning process.

The SU Curriculum Task Forces has recently initiated the expansion of General Education offerings in each division to allow more flexibility in choices for students in satisfying the core. Course proposals will be reviewed by each Faculty, proposed to the Academic Affairs Standing Committee of the Senate, and approved or recommended for revision by the University Senate.

1.C. Integrate liberal arts education with professional preparation obtained through undergraduate degree completion.

SU currently awards the equivalent of a U.S. Bachelor's degree in nine major fields of study. All degree programs require the completion of at least 50% of coursework in the liberal arts and sciences. Much of the required coursework in the arts and sciences is contained in the university's general education core. Bachelor's degree programs offered are:

- BS in Mechanical Engineering (*Sarjana Teknik*)
- BS in Industrial Engineering (*Sarjana Teknik*)
- BS in Computer Science/Informatics (*Sarjana Komputer*)
- BS in Visual Communications and Design (New Media) (*Sarjana Desain*)
- BS in Information Systems (*Sarjana Sistem dan Teknologi Informasi*)
- BS in Management (with concentrations in entrepreneurship, banking/finance and digitalmarketing) (*Sarjana Manajemen*)
- BS in Accounting (*Sarjana Akuntansi*)
- BA in English Language Education (*Sarjana Pendidikan*)
- BA in Math Education (*Sarjana Pendidikan*) – *scheduled to be closed in 2022.*

In addition, as noted above, plans are underway to add bachelor's degree programs in Communication Science and Psychology, along with a master's in management within the next two years. These additions will help to balance the portfolio of programs that emphasize coursework in the Liberal Arts and Sciences. During the 2020-2021 academic year, SU added a new Faculty of Arts and Sciences to house relevant degree programs that fall

outside the existing departments.

1.D. Develop an effective design and implementation strategy and a process to review, analyze and revise SU's curriculum to meet the needs of a changing world.

Degree program objectives and curricula are the product of a multi-stage process involving a variety of inputs, both internal and external. The process of exploring the development of a new academic degree program begins with a SWOT Analysis and a Tracer/Market Assessment. The SWOT Analysis includes an assessment of whether the proposed new degree program aligns with the University's Mission and Values as well as a clear description and vision of the proposed study program. External factors are assessed through market analyses and a needs assessment. If both areas of inquiry generate encouraging data, a graduate profile is developed to outline the academic and social characteristics of graduates of the proposed academic program. Based on the graduate profile, a series of degree program objectives and program learning outcomes (PLO) is developed.

Once PLOs are developed, a matrix of subject knowledge is designed that incorporates the General Education Core requirements and relevant specialized, subject area courses. The cumulative impact of this curriculum produces an integrated conceptual framework that aligns with producing the required graduate profile and satisfying the PLOs within the context of a four-year degree program. The program curriculum is then structured to address prerequisite sequences and any co-requisite requirements so that students pursue an integrated, structured program of study. The results are formalized in the development of academic degree plans. The final step involves the designing of course syllabi and the production of a formal, curriculum document.

Within each program of study, the curriculum is reviewed regularly to ensure that the student learning outcomes for all required courses cumulatively satisfy the PLOs. Course activities, assignments and examinations are mapped to the learning outcomes and noted in the syllabus and recorded in the LMS to document that student outcomes in each course aligns with the intended learning objectives. The Office of Quality Assurance and Institutional Research (QAIR) initiates this review each year for a percentage of the courses in each program; this institutional review rotates annually to include all courses within a five-year period.



Pillar II: Create an Institution of and for our students

2.A. Recruit and prepare qualified students to enroll and succeed in SU’s American- style curriculum.

An effective Academic Plan is dependent upon the quality and motivation of the students it serves. SU seeks to admit students who are interested in an international-standard university experience and are prepared to succeed in an American-style higher education environment. In our context, many applicants are, therefore, most likely to come from private, international high schools and the very top performing public high schools. Our admissions profile is consistent with our mission statement to equip our graduates with internationally competitive skills sets.

To fulfill its mission to provide affordable education to all qualified students, SU engages in exhaustive, nation-wide recruitment efforts to identify academically talented candidates from more modest financial backgrounds. In most cases, these efforts are in collaboration with regional/local government officials and principals of targeted public high schools. Strong cooperation with these officials makes it possible for SU to identify potential candidates who have the requisite skills to obtain admission and succeed in their program of study.

Our stated admissions policies identify the minimum necessary qualifications for acceptance. For first time-in-college applicants, this includes a minimum cumulative high school grade point average and minimum grade point averages in English and Mathematics (7.0 on a 10-point grading scale.) Applicants must also demonstrate college readiness in English and math by completing a standardized assessment or by providing a basis for an exception (i.e., completion of college-level English and math courses from a regionally accredited institution). Applicants who show promise but fall below the required scores in English and/or math may be admitted into a Developmental Education program, the “SU Bridge Program.” Students may take a combination of credit and non-credit courses while they address their deficiency in English and/or math.

In order to provide support to secondary schools and school districts nationally, SU has initiated a Pre-college Preparatory course that is delivered online to students free of charge. During the 2020-2021 admissions cycle, SU offered a series of classes of four weeks in length to prospective applicants in their junior or senior year of high school. This course acquaints students with academic English skills – reading, writing, and listening – and familiarizes them with standardized tests that will enhance their college-readiness prior to applying. This initiative was launched to support under-resourced schools that often cannot include quality English language instruction within their curricula, as well as to cultivate school “pipelines” to SU. This



developmental class was provided to support disadvantaged regions of Indonesia as well as to diversify the socioeconomic and geographic profile of our student body.

2.B. Provide ample remediation, monitoring, and intervention to address skills deficits and support student success.

Once admitted to SU, all incoming students participate in a week-long program for New Student Orientation. Key Student Affairs officers and faculty at the University introduce students to SU resources and procedures including academic advising, registration, navigating the Learning Management System, IT support, tutoring and counseling. In addition, they are familiarized with the vision of SU, U.S. style teaching and classroom engagement, academic integrity, options for involvement in clubs and organizations, and academic support. All first-year students receive the SU Catalog and Student Handbook and are scheduled to meet with their advisor prior to the start of classes. Upper-class students are designated as first-year mentors, and they meet in cohorts throughout the Orientation week. The goal of this program is to provide useful information to new students as well as to strengthen social bonds among students, particularly during the ongoing period of virtual classes and campus engagement.

Support for incoming students continues throughout the first year at SU, through a series of workshops on adapting to college life, time management, developing good study habits, leadership skills, and other topics. For students interested in transferring to U.S. universities after completing the General Education core, presentations by recruiters from affiliated schools are offered. Advisors from the Student-Parent Advisory Center counsel students on course selection to maximize their credit transfer to U.S. (or other) universities. Students pursuing dual degree programs with U.S. partner institutions are also advised on course selection in the first two years to ensure that all prerequisites are included. Dual degree students must formally apply to our partner institution during their second year: SPAC advisors introduce them to the application procedures early to familiarize students with all requirements.

The SU Student Success unit monitors students enrolled in all four years of their program to provide the necessary support to students who are struggling due to a variety of causes. An early alert system is in place to identify students in difficulty by the fourth week of the sixteen-week semesters, based upon early assessments in each class that are recorded in our Learning Management System (LMS). Students are contacted by the Student Success team based on low early assessments and/or poor attendance, and assigned to appropriate support services, including tutoring sessions, counseling, or additional interventions, as needed. Student Success tracks



their progress during the remainder of the term and records the outcomes to determine whether further support is warranted. In cases where students are unable to improve their academic performance, the Dean of their Faculty will place them on Academic Probation for a minimum of one semester, during which the support services will continue. If the difficulty continues, or if students fail to respond to intervention, an Academic Suspension may be warranted. However, the goal of the Student Success unit and Faculties is to provide sufficient support to ensure that students are able to meet the learning objectives of their classes and programs.

The following units provide support and academic resources to all SU students year-round:

Student Parent Advisory Center (SPAC)

The Student Parent Advisory Center is a special resource only offered at Sampoerna University, where interested students and parents can obtain objective and comprehensive information about education pathways and explore the programs best suited for them. Members of the SPAC team are qualified academic advisors who help students explore their education options in Indonesia and abroad. Interested parents and students can have an in-depth discussion about their education goals and receive focused and individualized support.

Tutoring Center

The Tutoring Center provides free tutoring and computer-use services to all SU students. Faculty and peer tutors from Sampoerna University are available for Math and English support. Tutoring may also be scheduled for subjects covered in the Core Curriculum and Programs of Study. Students may request support through group or individual sessions or may be referred for tutoring by their instructors.

Counseling Center

The Counseling Center's services are available for all students who are experiencing difficulties in their academic work or personal lives. Trained staff meet individually with students to help them gain insight into their issues and develop coping strategies. All counseling appointments are strictly confidential and are not reflected on a student's academic records or reported to Sampoerna University.

Academic Writing Workshops

Offered by instructors from the Tutoring Center and English Language Education, these workshops focus on helping students develop their ability to write effectively in an academic setting. Students learn how to effectively paraphrase and cite research using international standards of writing. Most important, students gain a greater awareness on the importance of academic integrity and meeting high ethical standards.



Math Lab

The Math Lab provides a collaborative and safe environment for students to discuss mathematical topics and problems from their courses. The Math Lab employs lecturers and faculty-recommended students to help students deepen their understanding of course material, practice problems with the guidance of a peer tutor, and develop necessary study and test-taking skills.

Bridge Program

SU provides an intensive English language and Mathematics program for new students who need some support to meet the college-ready expectations required to enter SU academic programs. New students can enroll in English for Academic Purposes and/or Math Preparation during the term before beginning college credit courses. Placement is based upon test scores on the Basic and Advanced Skills Tests, administered during the admissions process.

Center for Excellence in Teaching and Learning (CETL)

CETL is committed to providing excellent learning opportunities to faculty members. All CETL programs are designed with the thought of placing student learning excellence front and center in all its activities. CETL encourages SU's *Civitas Academica* to pursue the love of learning and the love of sharing. CETL continues the roles and functions of the former University unit, the Center for Learning, Teaching, and Curriculum Development (CLTCD).

Library and Learning Resources Center

The Library and LRC provide a variety of services to students, including a place to study, prepare assignments, and locate research and leisure reading materials in comfortable, well-suited facilities and surroundings. Users can find books, magazines, periodicals, and reference resources. Audiovisual equipment, along with computers with Internet access, databases, copiers, individual and group meeting areas are available to all students. In addition to established contractual services with libraries at our partner U.S. institutions, the Library and Learning Resources Center provides access to online virtual libraries, as well as specialized databases to enhance a full array of services as rendered by the Center. It should be noted that the SU Library holds the highest level of accreditation for a University Library in Indonesia.

2.C. Develop more robust educational technologies and tools that make the full resources of the university accessible to students.

Effective educational technologies ensure that faculty have a diverse toolkit to deliver course material, and that student learning can be continuously monitored



and assessed to provide essential feedback to instructors. SU uses a variety of technological tools for this purpose; a strategic academic goal is to integrate these systems to serve the end users and beneficiaries. For example, student Admission records can be linked to the Academic Management System (AMS) to inform advisors of prior coursework that may transfer or guide placement. Similarly, the LMS can be linked to the AMS to capture student performance in real time, alerting instructors and Student Success officers of difficulties. By integrating these systems and providing access through a central portal, SU can provide needed information to various departments and avoid redundancies, resulting in greater responsiveness to student needs.

To achieve this goal, it is important that faculty are thoroughly trained in the applications of each system that support their teaching and advising and are dependent upon the data that they provide. The Center for Excellence in Teaching and Learning (CETL) offers a series of training workshops for all faculty on basic and advanced features of the LMS, AMS, as well as additional technologies that facilitate delivery of learning materials. During the 2020-2021 academic year, SU switched all classes from classroom-based or hybrid to virtual due to the Covid-19 pandemic. This required an intensive learning process for faculty who had not taught online in the past, but it also provided a more extensive and varied toolbox of learning technologies to use in the future.

Going forward, the strategic goals of these technologies will depend upon the consistency and integrity of data provided by faculty and other relevant units. In addition to continued training workshops, CETL and the Registrar will monitor the data to ensure that entries are consistent and timely. Within the five-year period of the current Strategic Plan, the goal is to achieve 100% usage of the LMS by faculty, and universally shared understanding of the intent and purposes of the data.

2.D. Strengthen opportunities for students to excel beyond the academic sphere.

SU provides ample opportunities for students to engage in co-curricular, recreational, and internship opportunities throughout their studies. The Student and Alumni Affairs (SAA) unit oversees numerous clubs and organizations that align with student interests and offers an extensive roster of activities such as competitions, workshops, fairs, and speaker presentations that complement academic work.

In addition, all students participate in community service and service learning at SU that corresponds to their program of study. Program faculty and SAA cultivate partnerships with external organizations that provide real-world experience and the opportunity for students to contribute to their community of practice. A strategic goal is to further identify desired outcomes of this service and to track how it benefits students' academic performance and direction.

To prepare students for internships and job opportunities, SAA offers a career workshop series that includes sessions on creating a powerful resume, job interview preparation, networking, and mock job interviews. The office also coordinates mentoring and coaching sessions provided by industry professionals and SU alumni.

2.E. Engage students in university governance, policy development, and external relations.

SU has developed a clear, efficient governance structure in recent years, with focused Committees that address specific policy topics. However, it has not been the practice to incorporate student input in the policy development process. A strategic goal is to selectively include student voices in the decision-making process, so that policies that impact their experience are guided by direct input. Student delegates have been selected from the Student Government to participate in deliberations by the Standing Committee on Student Affairs and task forces on other student life issues. Student Ambassadors are current students with specific profiles chosen to participate in recruitment events and Open Houses to share their experiences with prospective applicants and their families.

To solicit feedback from a broader population, an annual Student Satisfaction Survey is distributed by the Institutional Research and Quality Assurance office to collect anonymous responses from the entire student body. These data are analyzed and communicated to the respective governance bodies to address issues through university policies. For academic matters, the Academic Registry collects course evaluations from students for each class every semester to learn student perceptions of teaching quality and their learning process.

Pillar III: Build toward the future of Indonesia

The third pillar of the Strategic Plan is focused upon SU's commitment to building partnerships across Indonesia and throughout the region to provide academic expertise and resources to improve education, contribute to communities, and engage industry in the learning process. These goals are central to the mission of SU: they extend its academic strengths to external networks to benefit the nation, as well as use critical partnerships to inform program design and enhance teaching effectiveness.

3.A: Contribute to the transformation of communities and the nation by developing students' capacity to contribute critical competencies.

In order to achieve SU's goal of identifying and recruiting qualified applicants, the current strategy is to provide resources and instruction to secondary school students and prospective transfer students before they apply. The prevalent models of



secondary instruction are not typically student-centered, creating significant skills gaps in graduates in critical thinking skills, problem solving, information literacy and other essential qualities that SU seeks in its students. Most notable in most Indonesian schools is a lack of preparation in English language proficiency, a primary criterion for admission to SU. To remedy these gaps, SU has developed a series of Pre-college Preparatory classes offered to schools and individuals free of charge during the final years of high school and immediately following graduation. This program provides prospective SU students with English language instruction and practice, test preparation, and familiarity with standardized tests. During the initial year of this pilot program, students achieving satisfactory scores on SU's English proficiency and placement tests rose from 10% to nearly 35%. During the five years of the current Strategic Plan, SU intends to broaden access to this program through collaboration with schools, regencies, and community groups to ensure better preparation for college for prospective students. The goal is to achieve 75% of prospective students with college readiness.

A second initiative that supports this strategic pillar is the expansion of academic exchanges with partner institutions in the U.S., and collaboration with regional partners in the ASEAN region to foster an international academic culture. The presence of non-Indonesian student enrollment nationally has historically been limited, due to restrictive student visa policies and inadequate student services to support visitors and transfers. Through its partnership network and student support units, SU is well-positioned to host U.S. and other international students, either for semester, summer, or longer study abroad programs or for degree-seeking transfer mechanisms.

3.B: Engage multi-sectoral community and industry partners to enhance student learning and professional preparation.

SU's motto of "Work ready, world ready" illustrates its commitment to ongoing collaboration with community groups and industry through community service activities and internships. Each SU program cultivates relationships with relevant organizations beyond the campus to provide students with "real world" exposure and experience during their studies. Programs articulate learning goals for students to achieve through these experiences that complement their academic work and prepare them for careers in their field. In addition, SU's curricula are informed by the needs of external partners, to ensure that coursework provides sufficient scaffolding for professional competencies.

An important goal in the current Strategic Plan is to clearly define the intended outcomes of service learning and internships, so that student achievement can be tracked and supported. By developing



sustainable partnerships with external organizations, schools, and companies, SU can collect longitudinal data that continue to clarify desired outcomes and identify service and internship hosts that value SU student competencies.

A third component of this strategic pillar is to expand research opportunities for faculty and students with external organizations. Both constituencies can contribute needed expertise to external partners, as well as enhance their academic skills through rigorous research, creating strong reciprocal relationships. SU has increased its commitment to supporting pro-bono research in recent years through grants for faculty from the Center for Research and Community Service, and for students through Student and Alumni Affairs. This support ensures that both can pursue relevant research in non-profit sectors as well as for industry.

3.C: Build vertical connections with other educational institutions to improve teaching, learning, and college-readiness of secondary students

In keeping with the strategy of reciprocal collaboration, SU will continue to foster relationships with secondary schools and universities to provide support to instructors by modeling progressive teaching approaches. These partnerships may include conducting needs assessments, visiting lecturer appointments, faculty mentoring, teaching workshops, and presentations of learning technologies, among other modes of sharing information and knowledge. This goal supports the SU mission of helping to improve educational quality in Indonesia beyond the SU campus: by promoting more engaged, contemporary teaching strategies, student learning is better facilitated, and outcomes are more authentic.

The Center for Excellence in Teaching and Learning will play a lead role in organizing and presenting instructional workshops for partner institutions, particularly where educational technologies are utilized. The Faculty of Education will also support this initiative by sharing knowledge about engaged pedagogies, mapping learner outcomes, and other topics that are useful to instructors. The Faculties of Business and Engineering & Technology are also encouraged to share field-specific skills and resources with partners, such as case method, virtual lab experiments, etc. This outreach is intended to directly benefit classroom instructors and schools, with the goal of producing better-prepared students.

Pillar IV: Provide a model of tomorrow's university today

4.A. Ensure affordability, access, and completion by offering an education that increases in value



Consistent with its mission statement, SU is committed to providing students with an affordable degree by offering scholarships based on both financial need and academic merit. Students are recruited from all socioeconomic groups by actively seeking sponsorship by local governments, community organizations, and companies to supplement the institutional assistance that is available. As this strategy yields students from less academically rigorous schools in rural regions, SU must be prepared to provide ample academic support throughout its programs to ensure that students are able to complete their degrees. The Bridge Program and Student Success unit serve to build skills and address academic deficiencies before students experience irreversible difficulty.

SU will regularly assess emerging needs of the Indonesian and ASEAN economies to determine future career paths for graduates, and to adjust program offerings that best prepare them. The current portfolio of programs was developed largely in response to national priorities as well as student ambitions. The Faculties of Education, Business, and Engineering & Technology have each designed majors that address national goals to produce excellent teachers, launch and manage businesses, and stimulate scientific innovation, respectively. Market surveys are regularly conducted in combination with consultations with industry partners and conversations with prospective students to provide valuable insights into academic offerings that are likely to be successful and effective. Two programs currently in development, Communications Science and Psychology, were identified as viable degree options based on data gauging student interest as well as the surplus demand for available places in comparable programs at Indonesian universities.

Alumni employment data are also important indicators of whether SU programs prepare qualified, talented graduates that are successful in their chosen field. Each year, the Student and Alumni Affairs office sends questionnaires to employers that solicit feedback on graduates' performance, fit, and demonstration of core competencies or "soft skills" in the workplace. The responses are analyzed to determine whether there is additional support that can be provided prior to graduation. In recent years, SAA has designed a series of co-curricular workshops to strengthen job search skills, leadership, public speaking, and networking to enhance students' advancement in the workplace.

4.B. Create technological platforms that enhance every function of the modern school environment.

SU's technological platforms have evolved to enhance each stage of the student experience, and to facilitate the management of student data and course content. Starting with the recruitment and admission of students, key information is entered



to determine English and Math proficiency, course placement, prior academic experience, and program goals, among other data. Once a student is admitted to SU, relevant information is transferred to the Academic Management System (AMS) to inform the Registrar and academic advisors as the student progresses with his or her program. Currently SU is expanding the utility of the AMS to provide fields for advisor notes, course pathways, changes in student plans, and other important information so that students receive accurate academic guidance. In addition, the enhancement of the AMS will allow Academic Operations staff to better plan course offerings each semester, as well as the credential requirements for faculty assigned to teach specific classes. These processes, conducted manually in past years, will be greatly streamlined through the use of technology.

SU has utilized various Learning Management Systems for many years as a complement to face-to-face learning, enabling course content to be standardized across sections, instructors to track student progress, and providing students with consistent access to course materials and due dates. In 2019, SU selected one approved LMS for all classes in order to offer consistent training to faculty and students and develop applications of content delivery that were available to the entire community. Although SU programs were initially designed for face-to-face instruction, the familiarity of staff and students with the LMS facilitated a smooth transition to online learning when it was necessary during the Covid-19 pandemic in 2020. This platform has proven to be a successful instrument in both contexts, collecting useful data to track student performance, attendance, and effectiveness of educational materials.

A recent addition to the LMS in 2020 was a Student Services dashboard feature that enables students to request academic support when needed. On the home page of the LMS is an option for students to indicate the need for tutoring, counseling, or other assistance that requires constructive intervention by University staff. This initiative served to expand SU's technological platforms beyond the collection of metric data to facilitate the responsiveness of service units and to alert officers to student and faculty needs. The academic goal of systems integration and technological innovation is ultimately to simplify processes and create multiple checkpoints for the smooth administration of programs, to ensure consistent data collection and monitoring, as well as to initiate a proactive response to new problems.

4.C. Diversify revenue streams with new income from extracurricular and continuing education programs.

To achieve financial sustainability and operational independence from the provider agency, SU must develop auxiliary revenue streams beyond student tuition and fees.



These initiatives also serve to establish SU's presence in the larger community as a resource for innovation, earned credentials, and educational expertise. During the past year, several pilot programs were launched to explore market interest and viability: programs for secondary school students in prospective "feeder" schools and districts offered English language preparation and college-readiness workshops that were successful.

SU is also exploring potential certificate and executive education programs to be offered to the professional community in business, education, and technology. By providing such programs that reach both the pre-college and post-college populations, SU will establish its reputation as a hub of continuous, lifelong education. In addition to generating revenue, the selection of programs and target audiences will also serve the SU mission of nation-building by creating multiple points of access for learning and training across the population.

Scope of the Academic Plan

This document presents several ambitious initiatives that utilize multiple capacities within SU's academic domain. It is intentionally aligned with the current (2020-2025) Strategic Plan to focus efforts on the institutional priorities that require thoughtful coordination between the academic and operational units. Each initiative outlines the specific inputs of and impact on the academic dimension of each strategic pillar. As with any multi-year plan, the specific programmatic actions and outcomes may be amended, but institutional progress will be assessed by the movement toward SU's strategic goals.

The development of the Academic Plan roughly parallels the process undertaken with the Strategic Plan. A dedicated Task Force with representatives from academic, administrative and student affairs units drafted the initial Academic Plan, which was submitted to the Standing Committee on Academic Affairs; once reviewed and amended, the Plan was forwarded to the University Executive for evaluation, further input, and then recommendation to the University Senate, SU's highest academic governance body. The final, approved Plan was authorized by a Rector's Decree and disseminated to the University community by the Governance Officer.

The success of both the Academic Plan and the broader Strategic Plan is dependent upon the scaffolding created by University policies, procedures, and assessment instruments. These integral components are developed and reviewed through the multiple processes of governance, ensuring their consistency with SU's mission and vision, broad input from all University constituencies, and clear guidelines in their implementation. These constitutive components are catalogued separately in the University Policy Portal, along with definitions, goals, and operating procedures.



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