

SAMPOERNA UNIVERSITY COUNCIL MEETING 007

Academic Year 2024/2025

Thursday, November 7th, 2024 at 8.00 – 9.00 am

Via Zoom Meeting

Notice is hereby given that The Sampoerna University Council Virtual Meeting 007 – AY2024/2025 was held on Thursday, November 7th, 2024 at 8:00 AM (Indonesian time) by Zoom Video Conference. The meeting has established the quorum as it was attended by the voting members with the following details:

University Council Roll Call				
1	Yos Adiguna Ginting, Ph.D.	YG	Chairman	<i>Present</i>
2	<i>Amelia Tjendra</i>	<i>AT</i>	<i>Vice Chairman</i>	<i>Regret</i>
3	Tommy Tjiptadjaja, MBA	TT	Council Member	<i>Present</i>
4	Dr. Mark Milliron	MM	Council Member	<i>Present</i>
5	<i>Dr. Andrew Hamilton</i>	<i>AH</i>	<i>Council Member</i>	<i>Regret</i>
6	<i>Lin Neuman</i>	<i>LN</i>	<i>Council Member</i>	<i>Regret</i>
7	Hendra Prasetya	HP	Council Member	<i>Present</i>
8	J. Michael Dinges	MD	Council Member	<i>Present</i>
9	Shirley Santoso	SS	Council Member	<i>Present</i>
10	Donna Priadi	DP	Council Member	<i>Present</i>

Guests				
1	Dr. Marshall Schott	MS	President of SU	<i>Present</i>
4	Dr. Lauren Clarke	LC	Vice Rector for International Relations	<i>Present</i>
3	Maryke Ayu Kinasih	MAK	University Council Secretary	<i>Present</i>

AGENDA

UNIVERSITY COUNCIL MEETING

Thursday, November 7th 2024

No.	Particulars	Action	Presented by
1.	Opening by the Chair of the University Council		Chair
2.	Convene Regular Meeting		Chair
2.1.	Calling the Meeting to Order	Noting	Chair
3.	Verification for Quorum		
3.1.	The Chair (directly or through a delegate) verifies a quorum	Approval	Chair
4.	Consent Agenda		
4.1.	Minutes of Previous Meeting		
5.	Items for Consideration		
5.1.	Update on Organization Chart	Noting	MS
6.	Special Announcements & Reports		
6.1.	Update on SU Partnership with University of Arizona	Approval	MS
6.2.	MBA Program	Approval	MS
6.3.	NECHE International Accreditation	Noting	LC
6.4.	Update on National Accreditation Process (ME)	Noting	MS
6.5.	Report on USAID Study Tour to US	Noting	MS
7.	New Business		Chair
8.	Suggested Future Agenda Items		Chair
8.	Adjourning the Meeting		Chair

SAMPOERNA UNIVERSITY COUNCIL MEETING 007 – AY 2024/2025

Thursday, November 7th, 2024

No.	Agenda Item	Discussion/Key Decision	Action/Vote	Vote Result	PIC	Due Date
1	Reconvene Regular Meeting					
	1.1. Call to Order	The Vice Chairman of UC called to order the UC Meeting at 8.02 AM Western Indonesia time.			YG	
	1.2 Establish Quorum	Quorum was established by 7 out 10 members.			YG	
2	Board Governance					
	2.1. Consent Agenda	<ul style="list-style-type: none"> [YG] The consent agenda is approved as read. [YG] We would like to extend a warm welcome to Donna Priadi, our new Council Member. 			YG	
3	Items for Considerations					
	3.1 Change of Organization Chart	<ul style="list-style-type: none"> [MS] We are consolidating 2 units that used to be separated. Quality Assurance (QA) and Institutional Research & Planning (IRP). QA is required by Ministry of Education in Indonesia, while the IRP is primarily used for international accreditation and internal decision-making. However, there are some overlaps in the functions of the 2 units. In the beginning of January, Dr. Soepriyatna will be stepping down from his current role as Vice Rector of Academic Affairs (VRAA) and will be in charge for this new combined unit. The new combined unit will promote synergy between like functions and produce organizational efficiency. Currently we are already working together in this transition period under Pak Pri's leadership. [MS] Substituting Pak Pri as VRAA is Pak Surya Liman, who is currently the Dean of Faculty of Engineering. When 				

No.	Agenda Item		Discussion/Key Decision	Action/Vote	Vote Result	PIC	Due Date
			<p>he takes the role as Interim VRAA, Farid Triawan, the current Head of Mechanical Engineering study program will serve as interim FET Dean.</p> <ul style="list-style-type: none"> [MS] All these changes will take place in January 2025, but we are now already in work for a smooth transition. 				
4.	Special Announcement & Reports						
	4.1	Update on SU Partnership with University of Arizona	<ul style="list-style-type: none"> [MS] SU has been offering a two-degree program in cooperation with the University of Arizona. The program was launched in Jakarta as part of UA Global initiatives and at that time we received a lot of support from Arizona. However, UA has been facing some challenges and the leaders who initiated UA Global are no longer in their positions. [MS] it is now difficult to see what the strategic vision is for UA global. The program with their College of Business is doing good and has strong support from the Dean of the Eller College of Business. However, the programs with the College of Engineering are problematic, especially given the high required minimum quotas for the program. In addition, their leadership and faculty have been far less engaged---resulting in a sub-optimal experience for our students. We have sought to renegotiate our agreement and more deeply engage the College of Engineering, but they are clearly not interested in adjusting the minimum quotas are providing deeper faculty engagement. [MS] So, I'm looking for advice and some guidance from this group, in terms of where we should go with this partnership with the University of Arizona. [MM] As you know, the University of Arizona is facing a lot of internal challenge at the moment, which 	<p>Motion to approve for seeking an alternative partner for the Engineering Program</p> <p>Motion: YG Seconded: MM</p> <p>Ayes: SS, MD, HP, TT, DP</p>	<p>In Favor – Aye (All member) Oppose – No (none)</p> <p>The ayes have it, and the motion is carried. UC Members approved the Seeking for an alternative partner for Engineering Program</p> <p>[MSC]</p>	MS	

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		<p>compromises their ability to be a reliable long-term strategic partner. Do you have an out in the contract? But obviously you have to worry about your students. But I would absolutely be looking for another partner.</p> <ul style="list-style-type: none"> • [SS] I have several questions. First , what would be the brand impact? Second , why is the number of engineering students lower ? Is it because of quality? Third, do we need to explore new partners completely or can we still partner for business with Arizona? <p>→ [MS] At present, it is not clear what the University of Arizona’s commitment is to its global partners. They have a new President and a new interim Provost. I hope to engage them in the months ahead to see what their position is on their global footprint. And, as I said previously, the Dean of the College of Business at UA has been nothing but supportive. However, given their current situation, we clearly have an immediate issue with their College of Engineering. We need to make it our priority to find a solution that works best for us as an institution and best for our students. In terms of demands, we’re seeing a weak demand for engineering in Indonesia universities at large. We must develop different strategies to reach out to prospective students who are interested in engineering.</p> <p>→ [MS] In terms of brand impact, it will be a bit challenging. Right now, we are very distinctive, as a collaborator with the University of Arizona . Easy for people to understand, easy for us to market. If we start having multiple programs with multiple</p>				

No.	Agenda Item		Discussion/Key Decision	Action/Vote	Vote Result	PIC	Due Date
			<p>institutions, it makes it more challenging in terms of building brand identity.</p> <p>➔ [MS] In terms of students, there is an exit clause in our agreements with the University of Arizona that would still require us to teach out the students. In my opinion, as long as we're able to go upstream and find a partner with a stronger ranking, I don't think we do any damage or reputational risk.</p> <ul style="list-style-type: none">• [TT] I think as far as branding, could it be that what's important is the overall thematic positioning of Sampoerna University? And in terms of collaboration, maybe it is better at a program level not at the university level. If we tie ourselves to the entire university, it's nice and clean and easy, but raises the risk when there are leadership changes at the institutional level. . With the new government in Indonesia, we can use this moment to find out what are their priorities for education over the next five years, and what kind of graduates we need. We can use that to approach new partners and align with the government program.• [YG] I think taking all those inputs, we recommend that SU find another partner and to make sure that all the students that are currently enrolled will be taken care of without any problems.				
	4.2	MBA Program	<ul style="list-style-type: none">• [MS] We have received the permit for our MBA Program in April this year. We have about a year to launch the MBA program, and we would like to offer it as a two degree program. We have been having conversations with the Thunderbird School of Global Management at Arizona State University. Students will have 2 degrees when they	Motion to approve for MBA Program Motion:	In Favor – Aye (All member) Oppose – No (none) The ayes have it, and the motion is carried.	MS	

No.	Agenda Item	Discussion/Key Decision	Action/Vote	Vote Result	PIC	Due Date
		<p>finish their study. The venue we are proposing is to have the MBA program at Sampoerna Strategic. The MBA program would run like an executive or a professional MBA. So, it wouldn't be designed necessarily for fresh graduates, but it would be for people who have some professional experience. Classes is scheduled twice a month on Saturdays, to try to accommodate working professionals.</p> <ul style="list-style-type: none"> • [MS] In terms of financials, the break-even is eight students. The target for our initial cohort is 20 to 25, so we think it would be a great addition to our portfolio. We think it could generate some net revenue for us. We target the launch in Fall 2025. • [DP] So, the MBA program is only design for executives not fresh graduates? <ul style="list-style-type: none"> ➔ [MS] It wouldn't be designed necessarily for somebody who just got a bachelor's degree. We target people early in their career but have two to three years of professional work experience. • [SS] Are we targeting individual learners or company sponsored employee? <ul style="list-style-type: none"> ➔ [MS] It will be organizations to organizations, corporate sponsorship. But that could change. If somewhere along the road we want more individual, it's possible. 	<p>YG Seconded: SS</p> <p>Ayes: MM, MD, HP, TT, DP</p>	<p>UC Members approved the MBA Program</p> <p>[MSC]</p>		
	4.3	Update on NECHE Accreditation	<ul style="list-style-type: none"> • [LC] I'm happy to report that we're in our final stage of international accreditation with NECHE. We are submitting our Financial Screening report next week. We will be attending a virtual workshop tonight with NECHE and all international schools who applying. The workshop will 		MS	

No.	Agenda Item		Discussion/Key Decision	Action/Vote	Vote Result	PIC	Due Date
			<p>help to eliminate any red flags or minimize red flags. The problem that we encountered last year was their screening criteria included a lot of US specific items that are not common in Indonesia. For example: amount of student debts upon graduation –which was a huge problem in the US but it's not common here in Indonesia. So, we have a discussion with them and some of the red flags will be reduced.</p> <ul style="list-style-type: none"> • [LC] We will submit our report, and it will be reviewed in the next Commission meeting in March. We will hear then whether we proceed for the final candidacy visit for the accreditation and that will involve resubmitting the Self-Study, we got very good review last time with minor suggestions. We are anticipating the visiting team to come in Fall 2025. • [LC] NECHE is hosting its annual meeting in December. Pak Surya and I will be representing Sampoerna University to attend the meeting in Boston on 4-6 December. 				
	4.4	Update on National Accreditation	<ul style="list-style-type: none"> • [SDL] I would like to report an update on the national accreditation at Faculty of Engineering & Technology. Our Computer Science (CS) program was accredited and obtained the result of "Very Good". Industrial Engineering (IE) program has just finished its accreditation yesterday by LAM Teknik and we expect to get the result in December 2024. The Information System (IS) program also accredited with "Good" status. The Mechanical Engineering (ME) Program also accredited with "Very Good" result. The Visual Communication Design (VCD) has 			MS	

No.	Agenda Item		Discussion/Key Decision	Action/Vote	Vote Result	PIC	Due Date
			<p>been accredited C by BAN-PT and is up for renew in December 2025</p> <ul style="list-style-type: none"> • [SDL] Action plans for IE, CS and ME are as follows: <ul style="list-style-type: none"> ◦ Master of Science for CS, Master of Engineering for IE and ME (2025). ◦ Recognition of dual-degree programs with UA from DIKTI (2025). ◦ International Accreditations for CS, IE, and ME – IABEE and ABET (2026). • [YG] Congratulation for your new upcoming role as the Vice Rector. We received accreditation results as “Very Good” or “Baik Sekali” is there any restrictions? • [SDL] The higher result is “Unggul” which we cannot pursue because we don’t have alumni who already graduate for 2 years. 				
	4.5	USAID Study Tour	<ul style="list-style-type: none"> • [MS] We participated in a study tour to the US, funded by USAID, aimed at identifying transfer pathways for Indonesian students. During the tour, we met with the Ministry of Education and addressed the challenges faced by the BIM program. There are potential proposals for Sampoerna University to become a pathway provider for this program. • [MS] We will be submitting a proposal for the Ministry of Education in January, identifying us as the pathway provider and we go on the BIM list. • [MS] If we can make this happen, it can make significant implications for Sampoerna. • [MM] The way the program works is students will come to State for their final year and here it’s a great success. 			MS	

No.	Agenda Item		Discussion/Key Decision	Action/Vote	Vote Result	PIC	Due Date
			<p>➔ [MS] That is what we will propose to the Ministry. At the moment, they have only approved, 2+2 programs. We want to take advantage of this statute and we want to move on as quickly as possible. The program is good for students, good for us as an institution and saves government a lot of money by doing 2+2.</p> <ul style="list-style-type: none"> • [SS] In terms of students, does Sampoerna need to recruit students for this? <p>➔ [MS] As I understand, the students will apply (select school and major) and government will select who are eligible for BIM funding.</p>				
4	Suggested Future Agenda Items						
5	Adjourning the Meeting						



University Council

Meeting 007 – AY2024/2025

November 7th, 2024

Document Name: Meeting Agenda UC 007 - AY 2024/2025

Appendix No: 1

Corresponding Agenda Item: Meeting Agenda

Meeting No: UC 007 - AY 2024/2025

Date: November 7, 2024

Brief Description of Document:

This document consists of a list of meeting activities in the order in which they are to be taken up, beginning with the call to order and ending with adjournment.

Relevance of Document:

-

History of Document:

-

Suggested Action:

Noting

Document Name: Meeting Agenda UC 007 - AY 2024/2025

Appendix No: 2

Corresponding Agenda Item: Organization Chart Update

Meeting No: UC 007 - AY 2024/2025

Date: November 7, 2024

Brief Description of Document:

In January 2025 there will be a change of organization structure as follows:

1. Dr. Surya Liman, currently the Dean of FET will be serving as Vice Rector of Academic Affairs.
2. Dr. Soepriyatna, currently the Vice Rector of Academic Affairs will be serving as Director of Quality Assurance and Institutional Research and Planning.
3. Dr. Farid Triawan, currently the Head of Mechanical Engineering Study Program will be serving as Dean of FET and while still keep his role as Interim Head of Mechanical Engineering Study Program.

Relevance of Document:

-

History of Document:

-

Suggested Action:

Noting

QAIRP

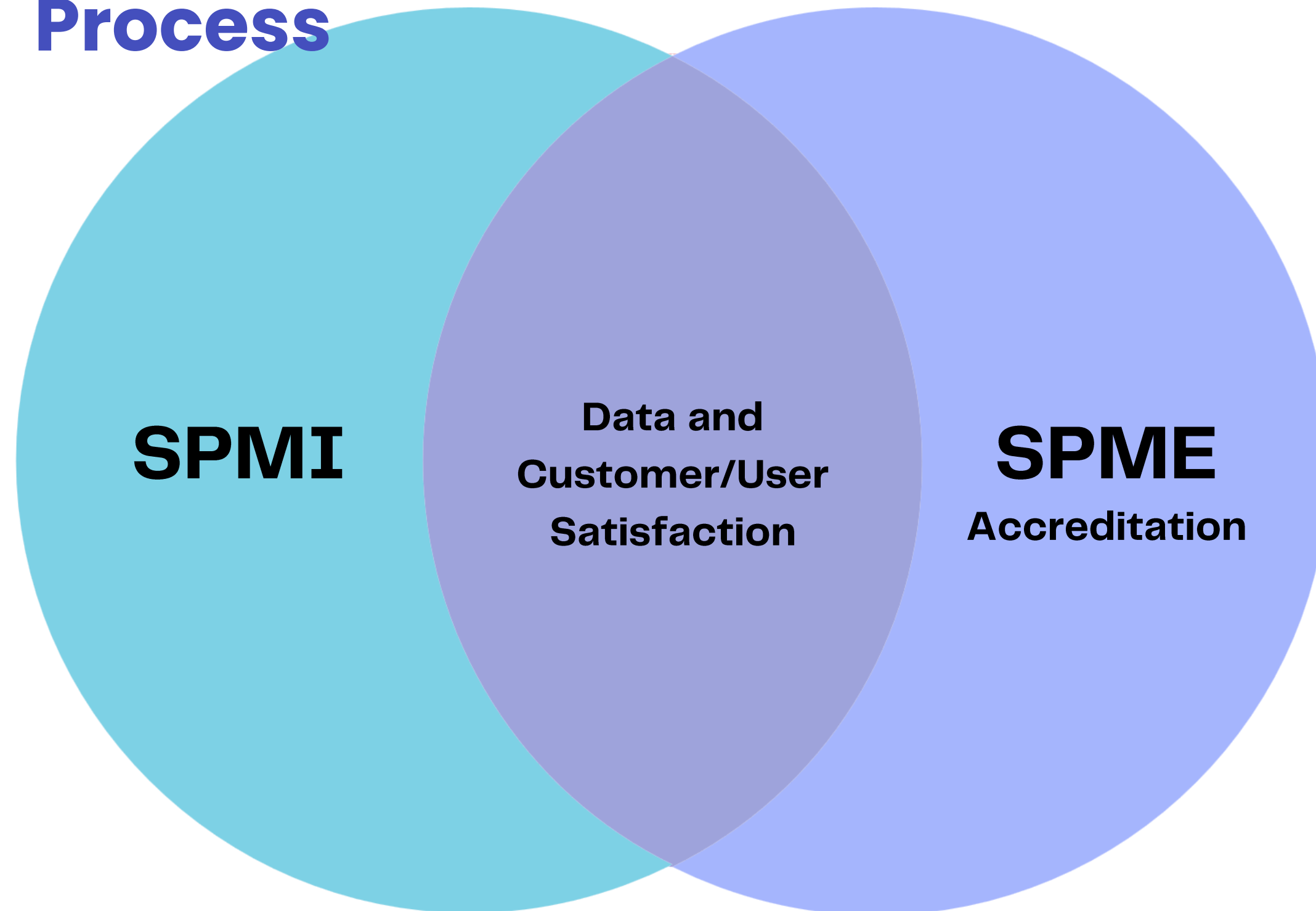
Planning Agenda

AY 2024/2025

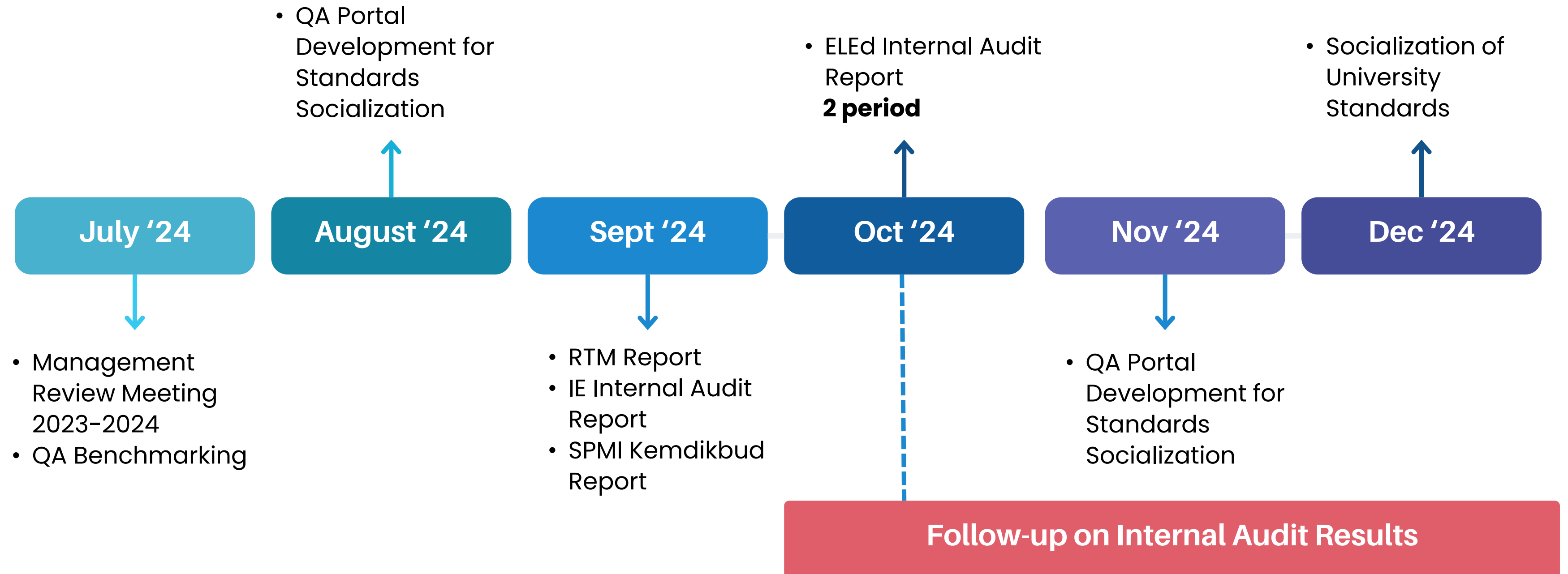


Quality Assurance

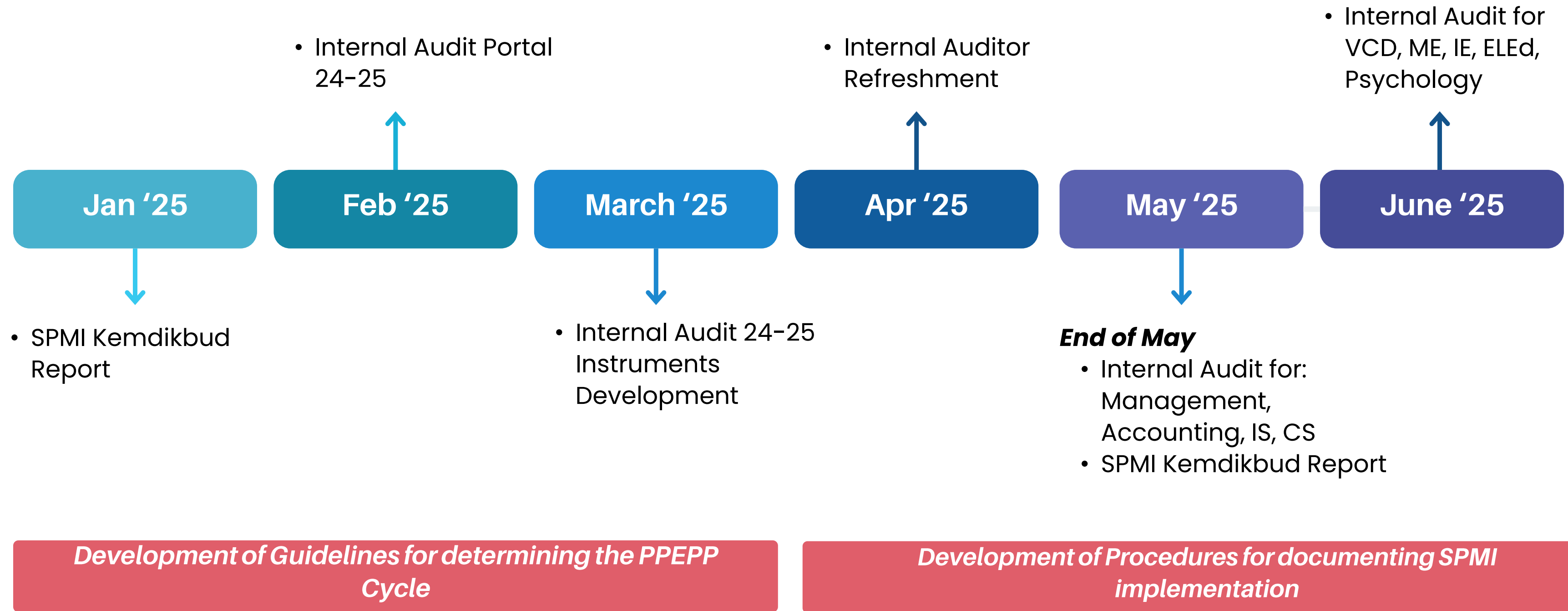
Quality Assurance Process



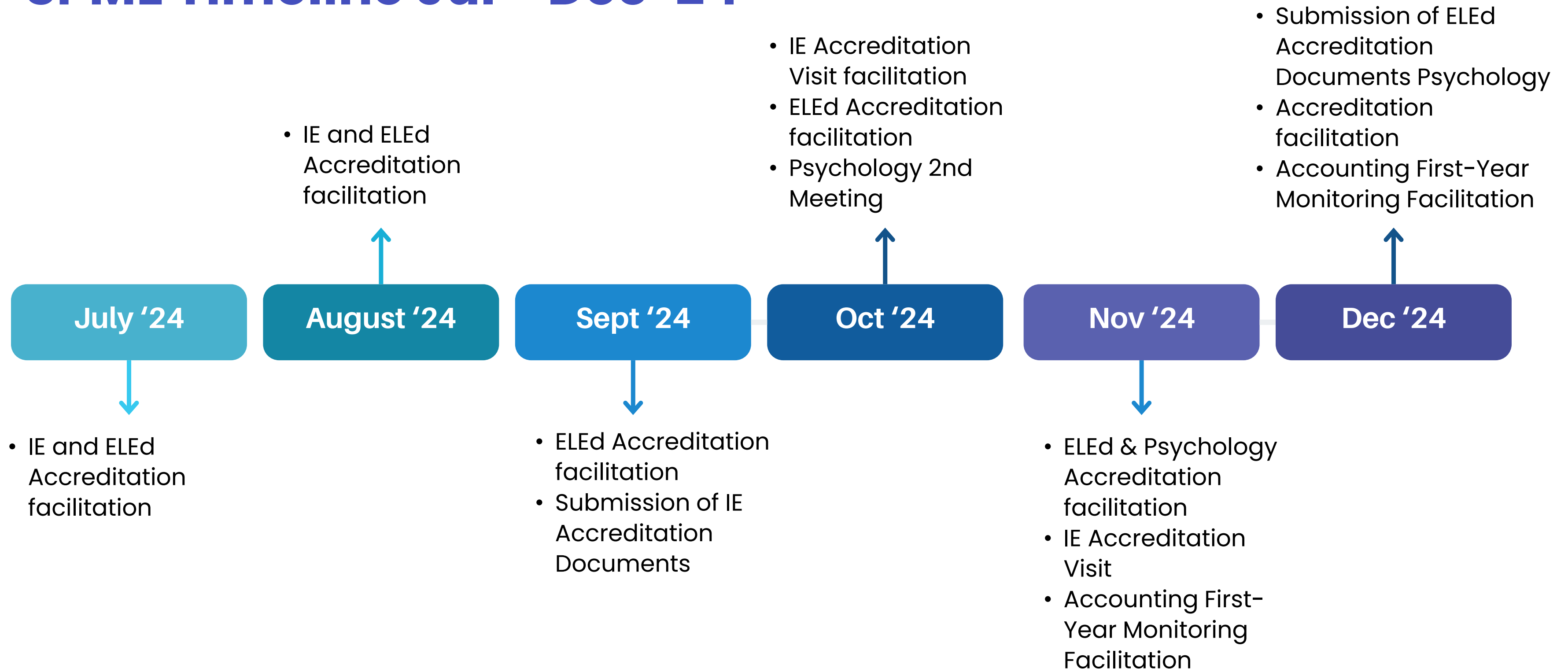
SPMI Timeline Jul – Dec '24



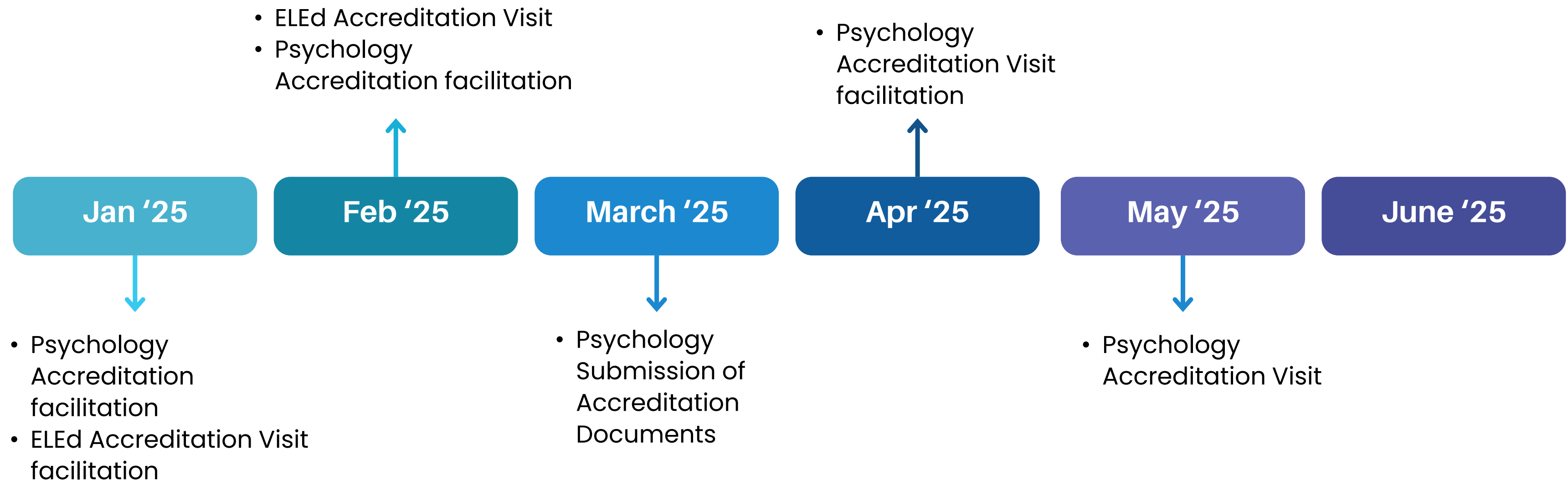
SPMI Timeline Jan – June '25



SPME Timeline Jul – Dec '24



SPME Timeline Jan – June '25





Institutional Research and Planning

Research Plans

Key Point: Aligns with Accreditation Standards on student achievement and institutional effectiveness.

01

Graduate Preparedness for Future Leadership Roles

02

Students' GPA across the programs and their core course performance

03

Community Service and Student Engagement

Assessment Plans

1. First Year Experience Survey

- Objective: To assess the experiences, needs, and challenges of first-year students
- Key Areas Covered: Academic experiences, Support services, Campus life

2. Student Satisfaction Survey

- Objective: To measure student satisfaction with various aspects of university life and identify areas of for improvement
- Key Areas Covered: Academic Satisfaction, Campus Services, Facilities and Environment, Student Life and Extracurriculars

3. Faculty & Staff Satisfaction Survey

- Objective: to assess the satisfaction of Faculty and Staff upon their experience as the employees of Sampoerna University
- Key Areas Covered: working culture and management as well as human resources and financial services.

Assessment Plans Timeline

Activity	First Year Experience Survey	Student Satisfaction Survey	Faculty & Staff Satisfaction Survey
Survey Launch	22 October 2024	22 October 2024	6 January 2025
Data Collection	22 October – 9 November 2024	22 October – 9 November 2024	6 – 21 January 2025
Data Cleaning & Preliminary Analysis	11 – 15 November 2024	11 – 15 November 2024	22 – 27 January 2025
FGD Sessions	18 – 29 November 2024	18 – 29 November 2024	3 – 7 February 2025
Data Analysis & Recommendations	2–13 December 2024	2–13 December 2024	10 – 24 February 2025

**THANK
YOU**



Document Name: Meeting Agenda UC 007 - AY 2024/2025

Appendix No: 3

Corresponding Agenda Item: Update on SU Partnership with University of Arizona

Meeting No: UC 007 - AY 2024/2025

Date: November 7, 2024

Brief Description of Document:

Update on partnership between Sampoerna University and University of Arizona.

Relevance of Document:

-

History of Document:

-

Suggested Action:

Noting



TF REVENUE vs PARTNERSHIP

SU Partnership

UNIVERSITY OF ARIZONA	KEISER UNIVERSITY
<ul style="list-style-type: none">• cost in Fall24/25 est. at\$857k/semester or \$1.7mio,• IE & ME have gross loss at est. 9% & 30%, however other study programs have gross profit est. >25%• In total for UA partnership gross margin at slightly profit position for \$313k/IDR 4.8Bio or 15% as table below	<ul style="list-style-type: none">• Cost at est. \$167k• Gross profit margin for GenEd partnership at IDR 15.5bio (or 600%) as table below.

University of Arizona

	AY23/24		AY24/25		AY24/25 TF Revenue (Est.)		UAPARTNERSHIP GROSS PROFIT/LOSS		
	Fall 2023	Spring 2024	Fall 2024	Spring 2025	USD	IDR	\$	IDR	%
MANAGEMENT									
Total	94	91	73	73					
GAP (Threshold 100 sb)	6	9	7	7					
<i>sunkcost for est. students enrolled/100 students threshold per AY24/25 proposal for reduce threshold for 80sb</i>									
	305,250	305,250	244,200	244,200	\$ 668,279.03	IDR 10,358,325,000	\$ 179,879.03	IDR 2,788,125,000.00	27%
INDUSTRIAL ENGINEERING									
Total	44	41	31	31					
GAP (Threshold 60 sb)	16	19	29	29					
<i>sunkcost for 60 threshold starts Fall22</i>									
	183,150	183,150	183,150	183,150	\$ 335,621.94	IDR 5,202,140,000	(\$30,678.06)	(IDR 475,510,000.00)	-9%
MECHANICAL ENGINEERING									
Total	32	32	29	29					
GAP (Threshold 60 sb)	28	28	31	31					
<i>sunkcost for 60 students threshold</i>									
	183,150	183,150	183,150	183,150	\$ 280,741.94	IDR 4,351,500,000	(\$85,558.06)	(IDR 1,326,150,000.00)	-30%
COMPUTER SCIENCE									
Total	36	35	49	49					
GAP (Threshold 18sb in 2nd year & 24sb in 3rd year)	(18)	(17)	(25)	(25)					
<i>sunkcost for est. students enrolled</i>									
	109,890	106,838	149,573	149,573	\$ 459,911.29	IDR 7,128,625,000	\$ 160,766.29	IDR 2,491,877,500.00	35%
INFORMATION SYSTEM									
Total	18	16	32	32					
GAP (Threshold 10sb in 1st year,15sb in 2nd year,20sb in 3rd year)	(8)	(6)	(12)	(12)					
<i>sunkcost for est. students enrolled</i>									
	54,945	48,840	97,680	97,680	\$ 284,835.48	IDR 4,414,950,000	\$ 89,475.48	IDR 1,386,870,000.00	31%
PSYCHOLOGY									
Total	-	-	-	-					
GAP (Threshold 10sb in 1st year,15sb in 2nd year,20sb in 3rd year)									
<i>sunkcost for est. students enrolled</i>									
	-	-	-	-					
Total Students Matriculated to UA	224	215	214	214					
\$ & IDR	\$ 836,609	\$ 827,443	\$ 857,752.50	\$ 857,752.50	\$ 2,029,389.68	IDR 31,455,540,000	\$ 313,884.68	IDR 4,865,212,500	15%

Thank you



Document Name: Meeting Agenda UC 007 - AY 2024/2025

Appendix No: 4

Corresponding Agenda Item: MBA Program

Meeting No: UC 007 - AY 2023/2024

Date: November 7, 2024

Brief Description of Document:

The Faculty of Business is preparing the agreement with Thunderbird School of Global Management (Arizona State University). This partnership will focus on the implementation of the MBA program.

Relevance of Document:

-

History of Document:

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Suggested Action:

Noting

No	Semester		Courses Title	Courses Owner	Taught by		Credits	Remarks
					Sampoerna University (SU)	Arizona State University (ASU)		
1	1	1st Half	Green and Responsible Marketing	SU	✓		3	
2			Communicating and Negotiating in a Dynamic World – Mandatory	ASU		✓	3	
3		2nd half	Navigating Global and Regional Business Environments	ASU		✓	3	
4			Sustainable Finance and Investment	SU	✓		3	
Sub-Total							12	
5	2	1st Half	Global Entrepreneurship and Sustainable Business	ASU		✓	3	Asynchronous teaching mode; Need SU Facilitators
6			Environmental Issues and Regulatory Economics	SU	✓		3	
7		2nd half	Platform Ecosystem Strategy	SU	✓		3	
8			Elective Course 1	SU	✓		3	
Sub-Total							12	
9	3	1st Half	Data Analytics and Digital Transformation in Global World	ASU		✓	3	Asynchronous teaching mode; Need SU Facilitators
10			Digital Business and Marketing Evolution	SU	✓		3	
11		2nd half	Leadership Integrity, Responsibility, and Good Governance in Business	SU	✓		3	
12			Elective Course 2	SU	✓		3	
Sub-Total							12	
13	4	1st Half	Advanced Methodology in Decision Making	SU	✓		3	
14			Strategy in a Competitive World – Mandatory	ASU		✓	3	
15		2nd half	[Final Project] Thunderbird Experiential Practicum – Applied Learning*	ASU		✓	9	Need SU Facilitators
16			Professional Certification	SU	✓		3	
Sub-Total							18	
Total					10	6	54	

SU Elective Courses	Credits
Corporate Social Innovation	3
Managing Global Value Chains & Networks	3
Global Operation in Digital Economy	3
Marketing Communication and Corporate Reputation	3
Financial Innovation and Contemporary Portfolio Analysis	3

* ASU Course will taught by SU Lecturer

SU MBA Program Viability Worksheet

	Year 1	Estimated Cost	Year 2	Estimated Cost
Salary Costs	<i>Estimated Faculty Salary (annual)</i>		<i>Estimated Faculty Salary (annual)</i>	
	- estimated credit taken in 1st year	6.0	- estimated credit taken in 1st year	6.0
	Part time lecturer cost	39,200,000	Part time lecturer cost	39,200,000
	- estimated credit taken in 2nd year	-	- estimated credit taken in 2nd year	15.0
	Part time lecturer cost	-	Part time lecturer cost	98,000,000
	Total Estimated Faculty Salary (annual)	39,200,000	Total Estimated Faculty Salary (annual)	137,200,000
	<i>Additional Instructor (annual)</i>		<i>Additional Instructor (annual)</i>	
	- estimated credit taken in 2nd year	-	- estimated credit taken in 2nd year	3
	Part time lecturer cost	-	Part time lecturer cost	19,200,000
	Total Additional Instructor (annual)	-	Total Additional Instructor (annual)	19,200,000
	<i>Allowance (Full Time Lecturer - Dean of MBA)</i>	36,000,000	<i>Allowance (Full Time Lecturer - Dean of MBA)</i>	36,000,000
	<i>Allowance (Admin)</i>	60,000,000	<i>Allowance (Admin)</i>	60,000,000
	Personnel Salary & Benefit	135,200,000	Personnel Salary & Benefit	252,400,000
	Cola			3%
	Inflation			5%
Office Supplies	Office Supplies (Annual)	5,000,000	Office Supplies (Annual)	10,800,000
Learning Resources	<i>Learning Resources (allocation)</i>		<i>Learning Resources</i>	
	Books (SU courses)		Books (SU courses)	
	- Year 1	50,000,000	- Year 1	54,000,000
	- Year 2	-	- Year 2	54,000,000
	Guest Lecturer		Guest Lecturer	
	- Year 1	50,000,000	- Year 1	50,000,000
	- Year 2	-	- Year 2	50,000,000
	Total Learning Resource	100,000,000	Total Learning Resource	208,000,000
Company Visit	Travel & accomodation for student & lecturer (Year 1)	14,600,000	Travel & accomodation for student & lecturer (Year 1)	15,768,000
	Travel & accomodation for student & lecturer (Year 2)	-	Travel & accomodation for student & lecturer (Year 2)	7,884,000
	Total company visit	14,600,000	Total company visit	23,652,000
MBA Students Retreat	Leadership Trainings (Year 2) - FC	34,000,000	Leadership Trainings (Year 2) - FC	36,720,000
	Leadership Trainings (Year 2) - VC - per student	2,000,000	Leadership Trainings (Year 2) - VC - per student	2,160,000
	Total Leadership Trainings	-	Total Leadership Trainings	79,920,000
Partnership	UA Partnership fee per student	111,832,500	UA Partnership fee per student	120,779,100
	Total UA Partnership fee (Y1 only)	2,236,650,000	Total UA Partnership fee (Y1 only)	2,415,582,000
Graduation	Graduation for Year 2 only per student	7,517,500	Graduation for Year 2 only per student	8,118,900
	Total Graduation	-	Total Graduation	162,378,000
Dinner/Lunch & Snack	Dinner/Lunch per student per year	1,600,000	Dinner/Lunch per student per year	1,728,000
	Snack per student per year	1,600,000	Snack per student per year	1,728,000
Facilities & IT related	64,000,000		138,240,000	
	Rent per year (SSS classroom)	140,800,000	Rent per year (SSS classroom)	304,128,000
Revenue Sharing	Third Party Fee (if applicable)	-	Third Party Fee (if applicable)	-
Enrollment	Student Enrollment Year 1 (Total # Students)	20	Student Enrollment Year 1 (Total # Students)	20
		-	Student Enrollment Year 2 (Total # Students)	20
	Total	20		40
Other Cost	Marketing and others (25% from fixed cost)	70,250,000	Marketing and others (25% from fixed cost)	141,832,000
Total Cost		2,766,500,000		3,736,932,000
Revenue	MBA Annual Tuition per Student	125,000,000	MBA Annual Tuition per Student	125,000,000
	Admission & Graduation - 1Y only	8,000,000	Admission & Graduation - 1Y only	8,000,000
	Sum Tuition Generated	2,660,000,000	Sum Tuition Generated	5,160,000,000
	Total Tuition and Fees	2,660,000,000	Total Tuition and Fees	5,160,000,000
Operating Profit/(Loss)		(106,500,000)	Operating Profit/(Loss)	1,423,068,000
Excluding Rental (If we are using Lavenue Campus)			Cumulative Profit (Loss)	1,316,568,000
Operating Profit/(Loss)		34,300,000	Operating Profit/(Loss)	1,727,196,000
			Cumulative Profit (Loss)	1,761,496,000

20.2%

Full Report

IDC3636 - MASTER

Understanding Master of MM/MBA/Master of Entrepreneurship Market in Indonesia

Prepared for Sampoerna University
Prepared by PT. kadence International
December 2023



Contents



Background & Objectives



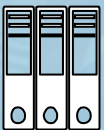
Demographic Profiling



Research Findings



Summary & Way Forward



Appendix





Background & Objectives



Research Background



CURRENT SITUATION

Sampoerna University is an educational institution of the Sampoerna Schools System of Indonesia. With strong motivation, Sampoerna University would like to **expand their contribution in education industry** through opening **MM/MBA/Master of Entrepreneurship** in The Faculty of Business (FOB) and its possibilities to open other majors that are needed today.

As the many competition in the market, Sampoerna University **needs to understand** with the **current market** and **potential market size** of the market before taking any strategic or tactical decision.



THE NEXT STEP

- Therefore, Sampoerna University would like to conduct **Market Sizing** study to understand size of MM/MBA/Master in Entrepreneurship market.
- Besides, Sampoerna University also conduct this study **to understand what majors that actually needed by the market.**

This document details out **Kadence International's study result** along with summary and recommendation

Research Objectives

The objectives of this research are to:

1

To understand the current/potential size of MM/MBA/ Master of Entrepreneurship market in Indonesia

2

To understand demand & supply of MM/MBA/Master of Entrepreneurship and strategies to open MBA program from Sampoerna University.

3

To understand the willingness to pay, trigger & barrier, and market opportunity of the majors.



Demographic Profiling



In total we conduct 8 IDIs @ 1,5 hours. The fieldwork period is from 17 – 20 September 2023

IDI	Age Group	Type of Respondents	University
1	21 – 24 years old	College Student	Bogor Agricultural University
2			Prasetiya Mulya University
3			Jakarta State University
4			Budi Luhur University
5	25 – 35 years old	Bachelor degree graduates	Esa Unggul University
6	36 – 45 years old		University of Indonesia
7			Trisakti University
8			Jakarta State University

Demographic Profiling

Fieldwork : Oct 30th – Nov 19th 2023

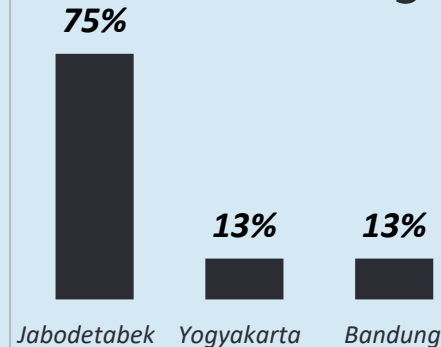
*Low Base: n<30

Random Sampling:

Those who really intend to continue their study to Master Degree

400

Area Coverage



SES Group

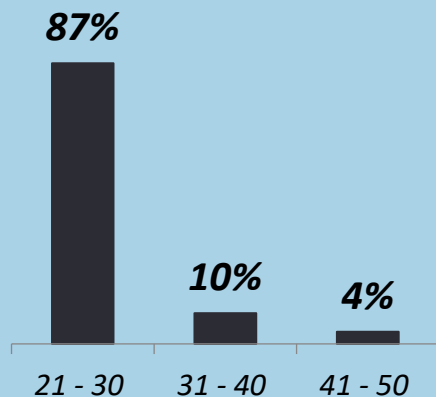


49%
Female

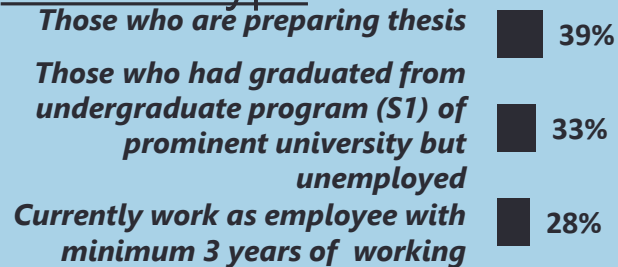


51%
Male

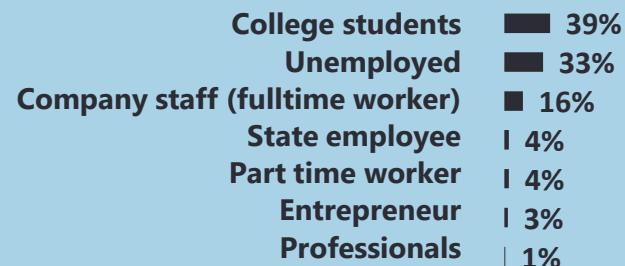
Age Group



Intender Type



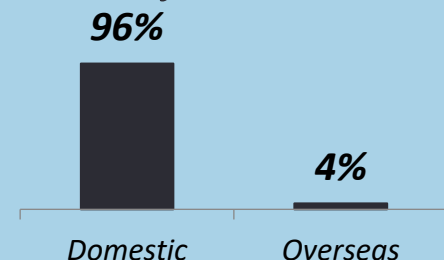
Occupation



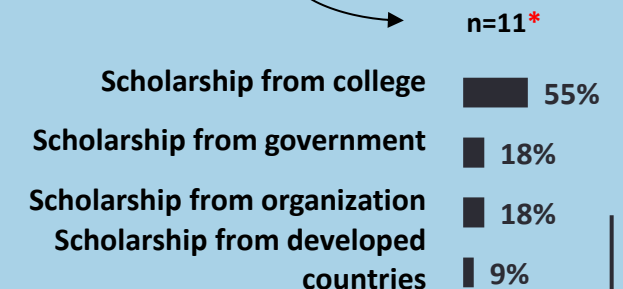
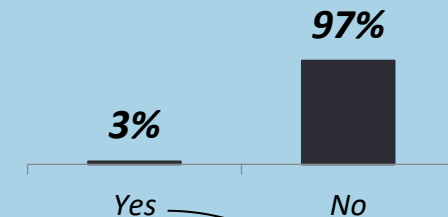
Master Future Plan



Country of Destination



Are you currently in the process of applying for a scholarship for Masters/S2?



Demographic Profiling

Fieldwork : Oct 30th – Nov 19th 2023

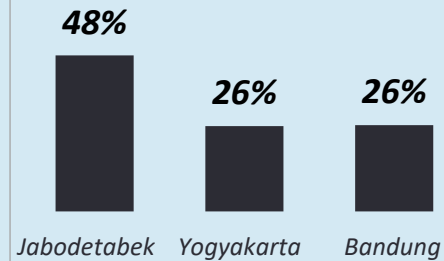
*Low Base: n<30

MM/MBA/ Master of Entrepreneurship Intender:

Random + Booster

361

Area Coverage



SES Group

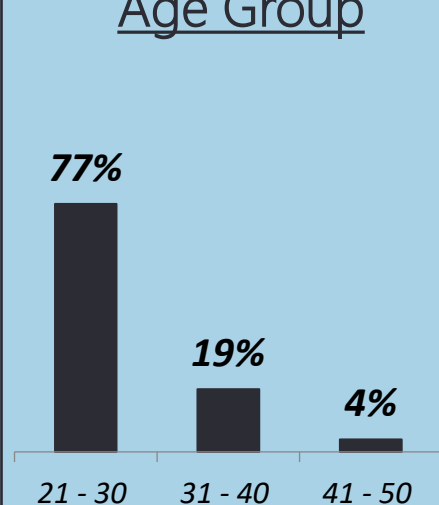


52%
Female

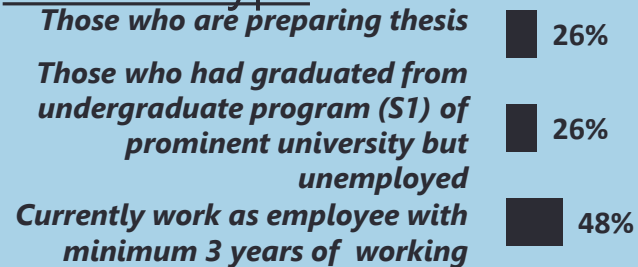


48%
Male

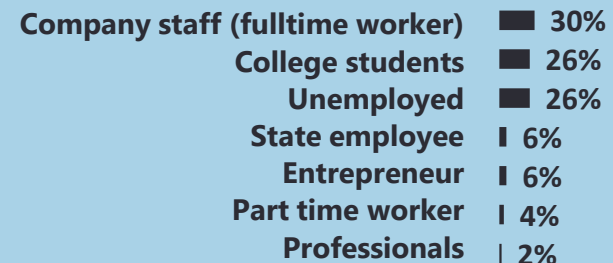
Age Group



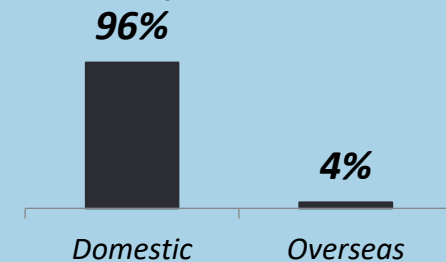
Intender Type



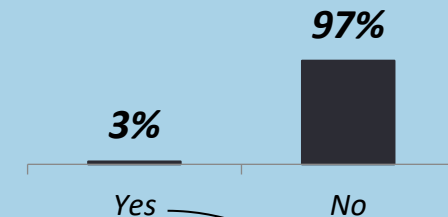
Occupation



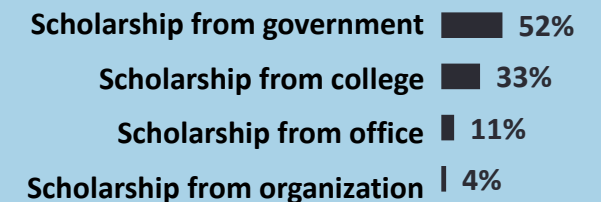
Country of Destination



Are you currently in the process of applying for a scholarship for Masters/S2?



n=27*



- Our consumers still at **their daily task and job**, but both already on **track or own bachelor degree**.



College Student

- Consumers are being **occupied** with the their **thesis making**
- Some of them also need **to juggle their time between do their thesis and manage their own business at the same time**
- However, they claimed still put some time to **hang out** with their friend



Employee

- During the **weekdays**, consumers are **busy and** their activities is **packed** with **office work**
- Therefore, they usually will get a **quality time** with their family **during the weekend**

- Generally, our consumers want to have **better financial future** – by either being **entrepreneur**, or **successful professional working in famous multinational company**.



ENTREPRENEUR

- Entrepreneur's time flexibility is highly appealing
- Having control over their business direction/schedule/employee is considered as privilege
- But it has greater risk: it requires capital, strong management and business skill, possibility of failure.**

"...inginya sih buat usaha yang kecil kecil. Habis kalau ikut orang juga enak gak enak mending kita yang jadi bos, inginya sih jadi pengusaha, ya semoga"
...I hope to own small business. Because it is not fun to be employee, I prefer to be the boss. Hopefully, I can be entrepreneur..

Male, 36 – 45 years old, Bachelor degree graduates



EMPLOYEE

- Considered can give a better pay, especially during entrepreneurship bootstrapping period
- Big corporate (e.g Djarum, ASTRA, Unilever, etc) name is considered as appealing
- But it is more rigid (schedule-based), may get boring, and requires politics to get ahead**

"Sekarang mungkin pengen kerja dulu karena kita sebenarnya nggak bisa jadi enterprenuer tetap, Kecuali punya modal gede banget"
Now I prefer to look for job since we can't be a fully entrepreneur, unless we have large capital

Female, 21 -24 years old, college student

Benefit of Postgraduate Degree for the Life they Aspire

Qualitative

- Due to the competitive era, most of our consumers believe that **postgraduate is necessary to stay above the competition**. Even for those who want to be/an entrepreneur, postgraduate degree can be a safety net to become employee

- Postgraduate degree can give **additional degree and knowledge**

"Mungkin karena manusia terus belajar jadi lebih memperdalam dan memperluas ilmu pengetahuan. Karena contohnya di S1 kita cuman belajar pengantar bisnis. Tapi di S2 kita benar benar bahas, bisnis itu kalau bikin bisnis plan ada teori ini nah ini harusna penerapannya gimana"

Maybe because human is learning creature. Since during bachelor, we only learn business introduction. But master degree, we really make business plan and how we implement the theory

Female, 21 – 24 years old, college student

"Kan ada usaha juga di rumah, biar berkembang aja. Jadi tahu cara manage-nya gimana, cara mengatur kedepannya gimana"

I have home business, (I plan to earn master) so it can grow. So I know how to manage, how to plan

Male, 21 – 24 years old, college student

- Strengthening their current business (with new knowledge)**



ENTREPRENEUR

- In case of business failure, the degree can be useful to become employee (**back up plan**)

"..kalo kita gagal di bisnis kita bisa ngelanjutin karir profesional"

If we fail in our business, we can continue our professional career

Male, 21 – 24 years old, college student



EMPLOYEE

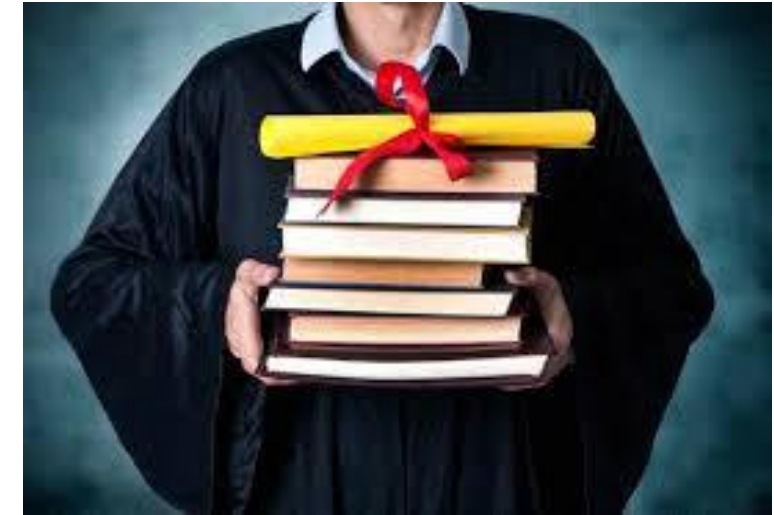
- Postgraduate degree to **increase competitiveness in the workforce** (easier to get employment)

"Di atas saya itu asmen direksi. Itu harus S2, harus expert. ... Saya belum S2, makanya saya stuck di sini aja" *Position above me is board assistant manager. The position requires master degree, expert... I haven't had my master yet, so I am stucked in my career*

Female, 36 – 45 years old, bachelor degree graduate

- May give **chance for quick promotion**

*"I want to stay **ahead** of competition with the limited time, budget, and distance I have"*



Low Awareness towards Double Degree Among Our Consumers

Qualitative

- Double degree is not a familiar for our consumers. Many believe that they should study abroad to get double degree and usually only available for bachelor degree

1 Year Overseas and 1 Year in Indonesia

"Double degree kalau di S2 bingung sih double degree nya gimana ? 1 th di indo dan 1 th diluar gimana"

Double degree for master is confusing. How does it work? Is it like 1 year in Indonesia and another year abroad?

Female, 21 – 24 years old, college student

The degree is being acknowledge by Overseas and Local

"Pernah sih tapi gak spesifik taunya seperti apa. Mungkin diakui disini dan diluar kali ya, mungkin ya"

I have heard about double degree, but I don't know what it is specifically. Probably, being acknowledge overseas and locally?

Male, 36 – 45 years old, bachelor degree graduate



Have heard about it, but don't know what it is

"Pernah denger double degree, tapi saya ga paham"

I've heard double degree, but I don't understand

Female, 25 – 35 years old, bachelor degree graduate

Learning Process Using Two Languages

"Sekolahnya pake dua Bahasa"

The learning process is using two languages

Male, 36 – 45 years old, bachelor degree graduate

They prefer domestic postgraduate degree

Qualitative

- Due to the barrier they have, many consumers prefer to study postgraduate in university in Indonesia



IELTS & TOEFL

Difficult to reach certain score
Requires preparation → not everyone has the time
More strict selection (might fail due to IELTS or TOEFL score)



Life in Indonesia

Going abroad means leaving their family/career/ business behind → which is not an option for most



Time for preparation

Preparation for going to overseas university is considered as time consuming



THANK YOU

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Document Name: Meeting Agenda UC 005 - AY 2024/2025

Appendix No: 5

Corresponding Agenda Item: NECHE International Accreditation

Meeting No: UC 005 - AY 2024/2025

Date: October 31st 2024

Brief Description of Document:

Update on the progress of NECHE International Accreditation and plan.

Relevance of Document:

-

History of Document:

-

Suggested Action:

Noting

Document Name: Meeting Agenda UC 007 - AY 2024/2025

Appendix No: 6

Corresponding Agenda Item: Update on National Accreditation Process (ME)

Meeting No: UC 007 - AY 2024/2025

Date: November 7, 2024

Brief Description of Document:

Sampoerna University's Mechanical Engineering Study Program had been visited by LAMTEKNIK for accreditation site visit on July 1st – 2nd and has obtained "Baik Sekali" score.

Relevance of Document:

-

History of Document:

-

Suggested Action:

Noting

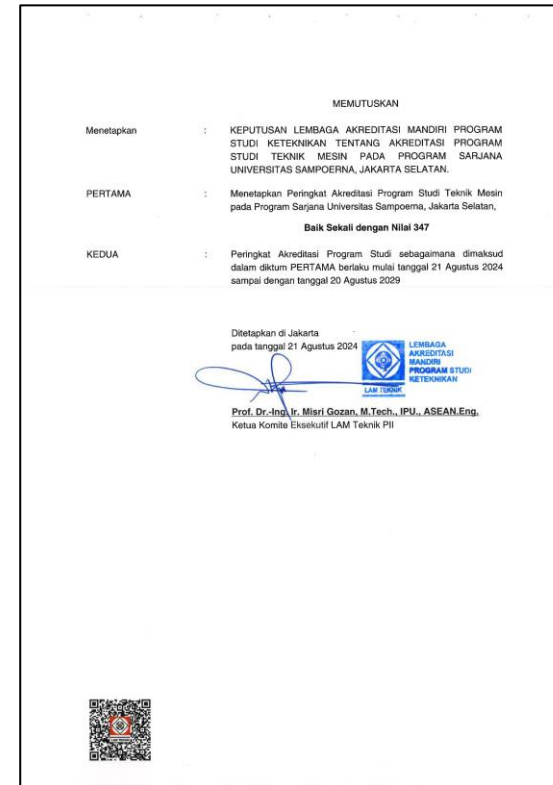
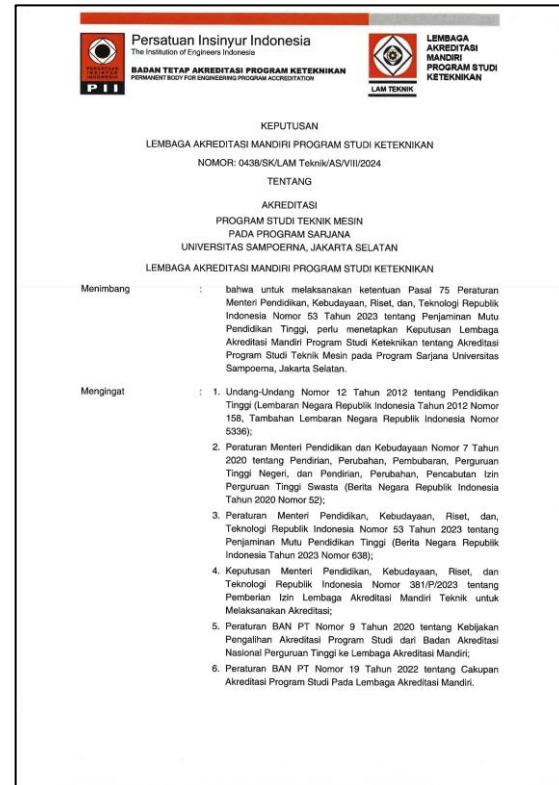


**SAMPOERNA
UNIVERSITY**

FET ACCREDITATION REPORT ACADEMIC YEAR 2024/2025

UC MEETING NOVEMBER 7, 2024

ACCREDITATION STATUS OF MECHANICAL ENGINEERING



LAM Teknik's Decision Letter (Very Good)

ACCREDITATION STATUS OF MECHANICAL ENGINEERING



Certificate of Accreditation (Very Good)

CURRENT STATUS OF STUDY PROGRAMS

- Computer Science – status: Very Good (**Baik Sekali**); expiration March 29, 2028.
- Industrial Engineering – accreditation currently being processed by LAM Teknik (field assessment was done on November 6, 2024, expected result on December 21, 2024).
- Information Systems –status: Good (**Baik**); expiration June 27, 2028.
- Mechanical Engineering – status: Very Good (**Baik Sekali**); expiration August 20, 2029.
- Visual Communication Design –status **C** (BAN PT); expiration December 8, 2025.

ACTION PLANS FOR CS, IE, & ME

- Master of Science for CS, Master of Engineering for IE and ME (2025).
- Recognition of dual-degree programs with UA from DIKTI (2025).
- International Accreditations for CS, IE, and ME – IABEE and ABET (2026).

THANK YOU!

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Raya Pasar Minggu Kav. 16
Pancoran, Jakarta Selatan 12780
T +6221 50 2222 34

www.sampoernauniversity.ac.id



SAMPOERNA
UNIVERSITY

Document Name: Meeting Agenda UC 007 - AY 2024/2025

Appendix No: 7

Corresponding Agenda Item: Report on USAID Study Tour to US

Meeting No: UC 007 - AY 2024/2025

Date: November 7, 2024

Brief Description of Document:

The President of Sampoerna University participated in USAID Study Tour, organized by the USAID and the Ministry of Education, Culture and Technology. This event is to initiate the Beasiswa Indonesia Maju (BIM) to offer double degree program between university in Indonesia and US.

Relevance of Document:

-

History of Document:

-

Suggested Action:

Noting

Sampoerna University

Background

Sampoerna University is part of the Sampoerna Schools System---a vertically integrated system of schools from PK to University shaped by the vision and philanthropy of Mr. Putera Sampoerna. Mr. Putera Sampoerna attributes much of the success of the family companies to the knowledge and experience he gained as a refugee in the U.S. and as a product of U.S. higher education.

"U.S. higher education is the most powerful development and transformation engine ever invented. Its output, its main product is ever-increasing knowledge and that leads to expanded human well-being, prosperity, progress, and eventually to spreading justice and perhaps to wisdom... "

Mr. Putera Sampoerna

To bring greater economic vitality and social progress to his home country of Indonesia, Mr. Sampoerna created and endowed the Putera Sampoerna Foundation (PSF) for Indonesia in 2001. The Putera Sampoerna Foundation is private, secular, and non-profit. Its programs promote the values of tolerance, diversity, gender equality, social responsibility, economic and environmental sustainability, and representative governance. Today, with its sole focus on serving as the provider agency for the Sampoerna Schools System, the Foundation supports efforts to make American-style education available and accessible to students from across the archipelago.

Sampoerna University operates under the licensure and credentialing authority of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (KEMENDIKBUDRISTEK). This Ministry administers and regulates Indonesian higher education institutions and makes policy for tertiary level research and technological development. Sampoerna University's courses and degrees are accredited by the office of the *Badan Akreditasi Nasional Perguruan Tinggi* (BAN-PT) – the National Accreditation Board for Higher Education. Sampoerna University abides by and complies with the regulation related to Higher Education in Indonesia under guidance and direction from Directorate General of Higher Education (DIKTI) and The Higher Education Services Institutes (LLDIKTI-Lembaga Layanan Pendidikan Tinggi)

Sampoerna University is also the first and only Indonesian university to receive the Candidate for Accreditation status from the New England Commission of Higher Education (NECHE).

Candidate status was conferred after a successful site visit by a team of U.S. accreditors in October 2023. NECHE is one of six regional accreditation agencies recognized by the U.S. Department of Education and is the accreditor responsible for accrediting universities such as Harvard, M.I.T., and Yale. This step towards full U.S. accreditation reflects the university's commitment to providing U.S. standard education through adopting a U.S. curriculum, integrating top-notch lab facilities, and hiring faculty that meet U.S. qualification requirements. Information about Sampoerna University's U.S. accreditation status may be found at <https://www.neche.org/institutions/sampoerna-university/>

University Mission

Sampoerna University (SU) has formally adopted a statement of mission that reflects its primary educational mission appropriate for a degree-granting institution for the community it serves.

The current mission statement is:

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

As the sole university in Indonesia offering a U.S.-style education, the curriculum of Sampoerna University is unique to this context. The programs prepare students for transfer and credit recognition in the U.S. through the General Education core during the first two years, a dual degree option for specific fields of study with a U.S. partner institution, as well as for an accredited Indonesian degree completed in country, equivalent to the bachelor's degree.

The mission statement directly addresses one of the main obstacles to the pursuit of an international higher education, the cost of tuition and living expenses, which is beyond the means of many Indonesian students. Particularly regarding U.S. education, most qualified students would not have the financial means to physically relocate to attend college in the U.S. In keeping with our mission to provide accessible, high-quality programs, SU is committed to maintaining affordability and to supporting admitted students with merit- and need-based scholarships.

The SU mission also encompasses a commitment to international standards of quality, which is achieved through a rigorous review of curricula, learning outcomes, and teaching practices. In addition, this quality is also demonstrated by the articulation of our credits by our U.S. partner institutions (Keiser University and the University of Arizona) which confer certificates and degrees to our students who complete their respective program requirements by completing courses on our campus.

Sampoerna University's Core Curriculum

Sampoerna University has a core curriculum comparable to that found at most American universities. The core curriculum is broad-based and interdisciplinary and is a fixture of American undergraduate education. In general, the core curriculum spans coursework in five key knowledge domains:

- English and Communications (Area 1)
- Humanities (Area 2)
- Social and Behavioral Sciences (Area 3)
- Natural Science, Lab and Wellness (Area 4)
- Mathematics (Area 5)

Area 1: English and Communications (9 credits required)

GCOM1304	Composition I
Credit Hours	3
Term Offered	Fall
Prerequisite	Placement Test Scores or Exemption
Composition I is designed to learn and practice writing by creating original compositions, exploring basic rhetorical forms such as narration, exposition, and argumentation. Students will also develop research skills and learn to incorporate researched material through the writing process. This is a writing credit course that focuses on extensive writing and revision. Placement to this class is determined by assessment test placement or earning a C or higher in the EAP class.	

GCOM1305	Composition II
Credit Hours	3
Term Offered	Spring
Prerequisite	Composition I (GCOM1304)
This course is designed to further develop a student's composition skills by building on the rhetorical modes/strategies learned in Composition I. The course requires students to observe the conventions of Standard American English and create documented essays, demonstrating the student's ability to think critically and write analytically.	

GCOM1306	Introduction to Speech Communication
Credit Hours	3
Term Offered	Fall, Spring
Prerequisite	-
This course is designed to provide students with fundamental training and practical experience for researching, organizing, and delivering speeches in public situations. Topics include audience analysis, speech anxiety, critical listening, and preparation and delivery of informative, persuasive, and other possible types of public speeches in various cultural contexts with emphasis on academic and scholarly research. Students will also learn to effectively incorporate audio and visual aids/technologies for effective speeches.	

Area 2: Humanities (6 credits required)

GHUM1303	World Religion
Credit Hours	3
Term Offered	Fall, Spring
Prerequisite	-
This course is a descriptive examination of the world's most popular religions. GHUM1303 is a writing credit course.	

GHUM2304	Introduction to Literature
Credit Hours	3
Term Offered	Spring
Prerequisite	-
This course exposes students to the study of literature and a range of widely recognized authors and works. Students will examine and interpret a diverse and representative body of works from genres such as short stories, poetry, creative non-fiction, plays, and novels. Upon successful completion of this course, students will be able to demonstrate an understanding of fundamental concepts and ideas in each of the major literary forms.	

GHUM1301	Pancasila
Credit Hours	3
Term Offered	Fall, Spring
Prerequisite	-
In principle, Pancasila is the basis, view of life and ideology of the state, which is expected to unite the diversity of the nation in terms of ethnicities, religions, races, and languages. The birth of Pancasila was created through a long critical process politically, socially, and culturally. As future leaders, every student at Sampoerna University is expected to not only understand the history and concept of Pancasila but also to be able to implement them in everyday life, both as individuals, citizens, and as God's creatures. This course will discuss the history and philosophy as well as the processes surrounding the formation of Pancasila as the basis of the Republic of Indonesia. With this course, students will learn about the perception of the basic principles of Pancasila and how Pancasila is implemented in everyday life.	

AMH 2010	U.S. History Since 1877
Credit Hours	3
Term Offered	Spring
Prerequisite	-
This survey course of American history since 1877 provides students with a general history of the political, economic, cultural, and social development of American society. Special emphasis is placed upon U.S. expansion, progressivism, foreign relations, social movements, and political developments at the turn of the twentieth century and beyond. Students will also study the introductory concepts of history reading, writing, and methods. Through our efforts, the class will consider the importance of understanding American history and culture in a global context. this is a writing intensive course.	

Area 3: Social and Behavioral Sciences (6 credits required)

GSOC1301	Principles of Macroeconomics
Credit Hours	3
Term Offered	Spring
Prerequisite	-
This course serves provides the foundation of macroeconomics. This course will discuss theories and concepts of aggregate demand and aggregate supply, unemployment, inflation, aggregate measures of economics performance, fiscal policies, and monetary policies. The students are expected to understand the role of households, firms, and government in the economy. In addition, this course will help students to evaluate policy and business decisions in a logical and trained manner.	

GSOC2304	Social Problems
Credit Hours	3
Term Offered	Fall, Spring
Prerequisite	-
This course is an examination of the major social problems found in our changing social environment. More specifically, students will be introduced to a variety of topics which may include inequality, marginalization and oppression based on class, race, ethnicity, education, age; violence in society; the changing family; social problems related to gender and sexual behavior; global social problems.	

GSOC2303	General Psychology
Credit Hours	3
Term Offered	Fall, Spring
Prerequisite	-
General Psychology studies theories and scientific principles related to human behavior and mental processes. Topics include the scientific method, neuroscience, learning, memory, and thinking, emotions, motivation, life span development, personality, and social psychology. GSOC2303 is a writing intensive course.	

Area 4: Science, Lab and Wellness (9 credits required)

GSCI1302	Introduction to Environmental Science
Credit Hours	3
Term Offered	Fall
Prerequisite	-
GSCI1302 is a study of the physical environment, and man's impact on natural systems. This course includes ecological systems, U.S. and Indonesia environments and geology, pollution and environmental regulations, renewable and nonrenewable resources, and sustainability.	

GSCI1303	General Chemistry I
Credit Hours	3
Term Offered	Fall
Prerequisite	-
<p>This is the first course in a two-semester sequence, GSCI 1303 General Chemistry I and GSCI 2304 General Chemistry II. This sequence includes two laboratories: GSCI 1103L to be taken concurrently with GSCI 1303 and GSCI 2104L to be taken with GSCI 2304. The course is for students who have already had high school chemistry. Topics covered include chemical measurements, stoichiometry, atomic structure periodic table, chemical bonding, inorganic compounds, nomenclature, formula writing, gases, liquids, solids, solutions acid-base chemistry and ionic reactions and redox reactions. To enroll in this course, it is strongly recommended that students have had previous chemistry at the high school or college level.</p>	

GSCI1103L	General Chemistry I Lab
Credit Hours	1
Term Offered	Fall
Prerequisite	-
<p>Laboratory experiment for General Chemistry I. Topics covered include chemical measurements, stoichiometry, atomic structure periodic table, chemical bonding, inorganic compounds, nomenclature, formula writing, gases, liquids, solids, solutions acid-base chemistry and ionic reactions and redox reactions.</p>	

GSCI1201	Total Wellness
Credit Hours	2
Term Offered	Fall, Spring
Prerequisite	-
<p>Total Wellness emphasizes the importance of knowledge, attitudes, and practices relating to personal wellness. It is a course designed to expose students to a broad range of issues and information relating to the various aspects of personal wellness including physical, social, emotional, intellectual, spiritual, and environmental wellness. This course integrates personal wellness and fitness in both a classroom and exercise environment. Evolving current topics such as nutrition, disease prevention, stress reduction, exercise prescription, and environmental responsibility are integrated to enable the student to understand the lifelong effects of healthy lifestyle choices.</p>	

GSCI1308	General Biology
Credit Hours	3
Term Offered	Spring
Prerequisite	-
<p>GSCI1308 introduces the concept and principles of biology which include the structure of cell and function, the principles of biochemical, energy transfer, genetics, mitosis & meiosis, evolution, organism (prokaryotes, protists, fungi, plants, and animals), biotechnology and the ecosystem.</p>	

GSCI1108L	General Biology Lab
Credit Hours	1
Term Offered	Spring
Prerequisite	-
GSCI1108L introduces students to perform the practical exercise and scientific methods as a tool to demonstrate basic concept presented in general biology course (cell structures and functions, principle of biochemistry, genetics, cell divisions, prokaryotes, eukaryotes, and ecosystem).	

GSCI1307	Microbes & Society
Credit Hours	3
Term Offered	Spring
Prerequisite	-
This course introduces that microbe play an important role in societies. It includes the role of microbes in the biosphere, agriculture, industry, biotechnology, and the relationship of microbes with humans, diseases and sanitation. It will also focus on the positive and negative effects of microbes in Indonesia.	

GSCI1405	General Physics with Calculus I
Credit Hours	4
Term Offered	Spring
Prerequisite	Calculus & Analytical Geometry I (GMAT1505)
General Physics with Calculus I is the first course in a two-semester sequence outlining mechanics, properties of matter, heat, and sound. Algebra, trigonometry, geometry, and vector methods will be used in the quantitative description of these topics.	

GSCI1105L	General Physics with Calculus I Lab
Credit Hours	1
Term Offered	Spring
Prerequisite	-
General Physics with Calculus I Laboratory is a laboratory which allows students to able to collect and analyze data in a variety of experiments covering topics covered in its companion course General Physics with Calculus I. Students will create experiment reports using analysis in calculus.	

GSCI2406	General Physics with Calculus II
Credit Hours	4
Term Offered	Fall
Prerequisite	General Physics with Calculus I Lab (GSCI1105L) and General Physics with Calculus I (GSCI1405)
General Physics with Calculus II is part one of a comprehensive course in physics outlining electricity and magnetism, using analysis in calculus. The basic formulation of electricity and magnetism is discussed thoroughly, both in static situations and within the circuit. Their unification as an Electromagnetism phenomenon is described conceptually. Students are encouraged to put their understanding of Calculus I and II in this course.	

GSCI2106L	General Physics with Calculus II Lab
Credit Hours	1
Term Offered	Fall
Prerequisite	General Physics with Calculus I Lab (GSCI1105L) and General Physics with Calculus I (GSCI1405)
General Physics with Calculus II Laboratory is a laboratory which allows students to able to collect and analyze data in a variety of experiments covering topics covered in its companion course General Physics with Calculus II. Students will create experiment reports using analysis in calculus.	

GSCI2304	General Chemistry II
Credit Hours	3
Term Offered	Spring
Prerequisite	General Chemistry I (GSCI1303)
This is the second course in a two-semester sequence, GSCL 1303 and GSCL 2304. This sequence includes two laboratories: GSCL 1103L which should be taken Concurrently with GSCL 1303 and GSCL 2104L with GSCL 2304. This sequence is for students who have already had high school chemistry. Topics covered include: This sequence is for students who have already had high school chemistry. Topics covered include thermochemistry, thermodynamics, kinetics, acid-base chemistry, chemical equilibria, electrochemistry, nuclear chemistry, coordination compounds and an introduction to organic chemistry. To enroll, you must have completed CHM 1045 with a "C" or better. To enroll, it is strongly recommended that students have had previous Chemistry at the high school or college level.	

GSCI2104L	General Chemistry II Lab
Credit Hours	1
Term Offered	Spring
Prerequisite	General Chemistry I Lab (GSCI1105L)
The laboratory course is the continuation of General Chemistry Lab 1 which provides hands on activities that develop basic laboratory skills while reinforcing concepts learned in General Chemistry II. The General Chemistry II Lab is more complex in term of concept and Laboratory skills.	

Area 5: Math (6 credits required)

GMAT1301	College Algebra
Credit Hours	3
Term Offered	Fall, Spring
Prerequisite	-
College Algebra is a course in which students will learn the concepts and applications of topics such as solving, graphing, and applying linear, and quadratic equations, and inequalities; exponential and logarithmic properties; linear, quadratic, rational, absolute value, square root, cubic, and reciprocal functions; operations, compositions, and inverses of functions; and systems of equations and inequalities.	

GMAT1511	Precalculus Algebra & Trigonometry
Credit Hours	5
Term Offered	Fall
Prerequisite	-
<p>This course is designed to satisfy the dual requirements of Precalculus and Trigonometry, thus preparing the student for the study of calculus. In this course the student will study various function families (e.g. polynomial, exponential, logarithmic, trigonometric) from both analytic and graphical viewpoints, and will use them to model real-life situations. The student will be exposed to additional topics that will deepen their mathematical understanding, including systems, matrices and determinates, sequences and series, parametric equations, and polar coordinates and equations. A graphing calculator may be required.</p>	

GMAT1310	Statistics
Credit Hours	3
Term Offered	Fall, Spring
Prerequisite	College Algebra (GMAT1301)
<p>GMAT1310 A first course in statistical methods including such topics as collecting, grouping, and presenting data; measures of central tendency, position, and variation; theoretical distributions; probability; test of hypotheses; estimation of parameters; and regression and correlation. Use of statistical computer software and/or a scientific calculator (capable of performing 2-variable statistics) will be required. Recommendation of the Mathematics Department or at least a grade of C in the prerequisite course is required.</p>	

GMAT1304	Calculus for Business, Social & Sciences
Credit Hours	3
Term Offered	Fall
Prerequisite	-
<p>This is a general education course which includes the college-level skills of calculus such as: functions, graphs, limits, differentiation, integration, average and instantaneous rates of change, and other applications. Recommendation of the Mathematics Department or at least a grade of "C" in the prerequisite course is required.</p>	

GMAT1505	Calculus & Analytical Geometry I
Credit Hours	5
Term Offered	Fall, Spring
Prerequisite	-
<p>This course is the first of a three-course sequence in calculus. Topics include Limits and their properties, Differentiation, Applications of Differentiation, and Integration. Some sections of this course may require technological tools, such as a graphing calculator, GeoGebra, and Desmos.</p>	

GMAT2506	Calculus & Analytical Geometry II
Credit Hours	5
Term Offered	Spring
Prerequisite	Calculus & Analytical Geometry I (GMAT1505)
This is the second of a three-course sequence in calculus. Topics include techniques of integration, conics, polar coordinates, indeterminate forms, L'Hopital's Rule, proper integrals, infinite series, parametric equations, improper integrals, volume, arc length, surface area, work, and other applications of integration. Certain sections of this course may require the use of a graphing calculator.	

GMAT2507	Calculus & Analytical Geometry III
Credit Hours	5
Term Offered	Fall
Prerequisite	Calculus & Analytical Geometry II (GMAT2506)
This is the third of a three-course sequence in calculus. Topics include vectors in 3 space, 3 dimensional surfaces, multivariate functions, cylindrical and spherical coordinates, multiple integrals, partial derivatives, vector fields. Certain sections of this course may require the use of a graphing calculator.	

Common Prerequisite Courses for Majors

Business and Business-Related Subjects

GBUS1301	Introduction to Business
Credit Hours	3
Term Offered	Fall
Prerequisite	-
This course provides a basic study of business activity and how it relates to our economic society. Topics covered include how businesses are owned, organized, managed, and controlled. Course content emphasizes business vocabulary, areas of business specialization, and career opportunities.	

GBUS1302	Principles of Accounting I
Credit Hours	3
Term Offered	Fall
Prerequisite	-
GBUS1302 course provides an introductory study of the fundamental principles of recording, summarizing, and reporting the financial activities of proprietorships and corporations. This course also prepares the accounting student in the theory and techniques of accounting as prescribed by the International Financial Reporting Standards (IFRS) and US Generally Accepted Accounting Principles (US GAAP) which are necessary for the advanced courses. Students will be introduced to financial statements and the accounting cycle for a service and merchandise business. Students will examine the procedures and systems to accumulate, analyze, measure, and record financial transactions. Students will use recorded financial information to prepare a Statement of Financial Position, Income Statement, Statement of cash flows, and Statement of	

shareholders' equity of a corporation. Students will be briefly introduced to Notes of Financial Statements.

GBUS1303	Principles of Accounting II
Credit Hours	3
Term Offered	Spring
Prerequisite	Principles of Accounting I (GBUS1302)
As the continuation of Principles of Accounting I, this course covers more topics about financial accounting. They include current and long-term liabilities, partnerships, fixed and intangible assets, investments, statements of cash flow, partnerships, and simple financial statement analysis. The course also reviews the application of the International Financial Reporting Standard (IFRS) and U.S. Generally Accepted Accounting Principles (GAAP) in each topic.	

GBUS2304	Managerial Accounting
Credit Hours	3
Term Offered	Fall
Prerequisite	Principles of Accounting II (GBUS1303)
This course deals with planning, controlling, as well as costing products, services, and customers. It focuses on management accountant issues such as assisting managers to make better decisions through the concept of “different costs for different purposes”. By focusing on basic concepts, analyses, uses, and procedures, instead of procedures alone, it can be recognized that cost and management accounting as a managerial tool for business strategy and implementation. This course gives the accounting students the analytical and problem-solving skills such as excel to leverage available information technology. Topics covered include financial statement analysis, job order costing, the process cost system, cost behavior, cost-volume-profit analysis, budgeting, profit analysis, responsibility accounting, differential analysis, capital investment analysis, and decision-making under uncertainty.	

GBUS1305	Computer Applications
Credit Hours	3
Term Offered	Fall
Prerequisite	-
Desktop computing proficiency is increasingly important in today's business world. This course is designed to assist students in validating their knowledge and ability to use word-processing, spreadsheet, and presentation graphics applications. Through case studies, students will learn to develop comprehensive solutions to various types of problems. Integration between applications will be emphasized.	

BUSI2303	Analytical Methods for Business
Credit Hours	3
Term Offered	Spring
Prerequisite	Statistics (GMAT1310)
This course/subject is designed as a procedure or a method for the analysis of some problem, status or a fact. Analytical methods are usually time-limited and task-limited. They are used once	

to solve a specific issue. In practice there are used a lot of quite simple analytical techniques that managers and analysts use during normal work. Often without naming it somehow. For such techniques, it is often enough just a system of “paper-pencil,” or general office equipment. They are based primarily on the experience of the person who uses them. There are also a number of specialized analytical techniques, which are overwhelmingly based on some mathematical model, or which require certain equipment or tools.

Engineering and Related STEM Fields

GENG1301	Introduction to Engineering
Credit Hours	3
Term Offered	Fall
Prerequisite	-
An introduction to the field of engineering. Students will learn about engineering careers, teamwork, ethics, engineering design, success in college, the teaching and learning process, and professional development. The class will also serve to prepare students for more advanced engineering coursework.	

GMAT2308	Ordinary Differential Equations
Credit Hours	3
Term Offered	Spring
Prerequisite	Calculus & Analytical Geometry II (GMAT2506)
<p>The Ordinary Differential Equations (ODE) course is an introductory course on differential equations which focuses on first-order differential equations and its modelling, and higher-order differential equations and its modelling. The course aims to equip the students with basic differential equations knowledge and skills that are needed in applied mathematics (mathematical modelling, dynamical systems), the physical sciences, engineering, and the social and biological sciences. By mastery ODE, students will be able to develop further knowledge and skill of mathematical modelling for real-life problems.</p> <p>Students will learn mainly about how the derivatives calculus appears in equations and is used to represent or to be a model of real-world phenomena.</p> <p>By mastery the ODE topics, students will be able to develop further knowledge and skill of mathematical modeling for real life problems.</p>	

GMAT2309	Linear Algebra
Credit Hours	3
Term Offered	Fall
Prerequisite	Calculus & Analytical Geometry I (GMAT1511)
<p>This course is an introductory course to discover and explore linear algebra, the study of system of linear equations and their transformation properties. It is an important area of mathematics which provides the mathematical basis for modern presentations of geometry, mathematical modeling, and other branches of mathematics. Linear algebra has applications to explain fundamental principles and simplify calculations in engineering, computer science,</p>	

mathematics, physics, biology, economics, and statistics. This course introduces students to some basic concepts of linear algebra and their applications.

ENGR1301	Computer Programming for Engineering Applications
Credit Hours	3
Term Offered	Spring
Prerequisite	-
This course provides an overview of the basics of programming and techniques used by computing professionals in a variety of application areas. Topics include computation, programs, algorithms, programming languages, and complexity, as well as how these concepts and techniques are used to solve problems.	

ENGR2302	Statics
Credit Hours	3
Term Offered	Fall
Prerequisite	Calculus & Analytical Geometry II (GMAT2506) and General Physics with Calculus I (GSCI1405)
Basic theory of engineering mechanics using calculus, involving the description of forces, moments, and couples acting on stationary structures; equilibrium in two and three dimensions; free-body diagrams; friction; centroids; centers of gravity; and moments of inertia.	

MECH2305	Thermodynamics
Credit Hours	3
Term Offered	Spring
Prerequisite	General Physics with Calculus I (GSCI1405)
Foundation in thermodynamics and energy-related applications with final aim of performance analysis of thermodynamics engineering devices through the principles of thermodynamics, vapor power and gas power cycles, entropy, and pure substances properties in open, closed system that is reversible or irreversible.	

Sampoerna University Transfer Policies

Sampoerna University's Transfer Credit policies comply with all government regulations and are designed to promote student mobility and degree completion. Sampoerna University receives transfer students from U.S. institutions on a regular basis who return home to complete an American degree *in situ*.

In the U.S., according to the National Center for Educational Statistics, over 1.2 million students transferred to another U.S. institution in Fall 2023. The transfer of credits from one U.S. accredited institution to another is a common practice. As a U.S. recognized institution, SU also regularly transfers out 5 to 10 students each academic year to U.S. universities. SU provides holistic academic advising and counselling support for those students interested in transferring to U.S. universities. Given Sampoerna University's unique position as an American university in an Indonesian context, that is a Candidate for U.S. accreditation and recognized by the U.S. Department of Education, its core curriculum aligns with that offered at most American universities. To provide even greater assurance regarding the transferability of credit earned at SU, students also receive a transcript from a partner institution, Keiser University, for coursework completed at the lower-division (1st and 2nd year). Keiser University is the largest private university in Florida and is fully accredited by the Southern Association of Colleges and Schools-Commission on Colleges. As a result, students are easily able to transfer credits earned at SU into their degree programs at American universities. This can be done with or without formal articulation agreements between the institutions. An example of a U.S. university that accepted credits from SU AFTER a student transfer presented his transcripts can be found at <https://oakland.edu/registrar/transfer-equivalencies?sbg=F02101>

A fuller description of SU's transfer policies and the associated support and infrastructure for transfer students can be found in Chapter 6.3 of SU's Policy and Procedure Manual or by clicking [SU Transfer Credit Policy](#)

Since 2016, Sampoerna University has executed agreements with the following U.S. universities:

California State University, Monterey Bay	University of Arizona
Washington State University	University of Kentucky
University of Colorado-Denver	Washington State University
West Virginia University	University of Iowa
Louisiana State University	Oregon State University
University of Utah	Keiser University
Broward College	

In addition, since 2018, students from Sampoerna University have successfully transferred to the following American universities:

Oregon State University	Cal Polytechnic, Pomona
University of Arizona	Arizona State University
Colorado State University	Colorado School of Mines
University of New Mexico	University of Illinois-Urbana
University of Missouri	University of Wisconsin-Milwaukee
Louisiana State University	Indiana University
Purdue University	Rochester Institute of Technology
University of Alabama-Birmingham	Pennsylvania State University
Florida State University	New York University
State University of NY-Stony Brook	

An example of how this process works is illustrated in the degree plan map between SU and the City University of New York. Courses offered by SU appear on the left side of the table. Course equivalencies for the City University of New York appear on the right. The degree plan map can be accessed at [SU-CUNY Degree Plan Map](#)

Another example is when a student studying at SU uses their transcript from our lower-division partner university, Keiser University, to transfer to a U.S. university. Below is the result of a table generated by the University of Florida. Courses offered at SU (Keiser) are on the left; their equivalences at the University of Florida appear on the right.

Courses from:

Keiser University - Flagship

- ECO1023 MICROECONOMICS 2022 → ECO2023
- ENC1101 ENGLISH COMPOSITION I 2022 → ENC1101
- MAC2311 CALCULUS I 2022 → MAC2311
- PHY2053 PHYSICS I 2022 → PHY2053
- PHY2053L PHYSICS I LABORATORY 2022 → PHY2053L
- PSY1012 INTRODUCTION TO PSYCHOLOGY 2022 → PSY2012

Support Services

As a candidate school for U.S. accreditation, Sampoerna University is required to provide a wide-range of holistic support services to support the educational and social development of its students. These services meet or exceed national standards and provide a unique-level of support for students as they transition into an American higher education environment.

These services are anchored by our **Student and Parent Advisory Center (SPAC)**. SPAC 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 their academic and future success.

Members of the SPAC team are well-trained and experienced academic advisors who help families explore education options in Indonesia and abroad. Interested parents and students can have an in-depth discussion about their educational goals, scholarship opportunities, and finding a school and program that is the best fit for their academic and future success.

Each student is assigned a SPAC advisor at their orientation. Advisors provide academic guidance to help strategically choose classes, understand degree requirements, and stay on track to transfer or to graduate at SU. In addition to SPAC advisors, each SU student will also have a Faculty Advisor assigned to him/her at the beginning of their study at SU. This assignment will be made by their Head of Study program. A faculty advisor will mentor students to successfully complete their program of study or to prepare them for successful transfer abroad.

Student Success is SU's top priority. It is a systematic and proactive strategy by the university to support the success of students academically and socially during their higher education journey. Support services are designed to satisfy the need for tutoring, study skills, and learning resources. Students' performance and progress are constantly monitored using our LMS, Canvas, so that targeted interventions may be delivered based on an assessment of individual student needs.

The **Tutoring Center** provides students with academic enrichment in over 30 subjects each semester with weekly sessions. Most of the tutoring sessions cover material covered in the university's general education core curriculum and in critical path courses leading toward majors in engineering and business. Tutors are high-performing upper-division students, alumni and part-time faculty. Many of these tutoring sessions are held on Fridays and Saturdays to accommodate students' schedules.

The **Counseling Center** is available to assist students who may be struggling with social/emotional issues. To help students with personal issues, SU provides counselling services to provide a safe, confidential resource for students to work through their issues. Students can request a private counselling session with a school counsellor through their Student Portal. Counselling sessions are conducted in a private counselling office located on the 19th floor. This service provides support to improve students' mental health and personal wellbeing. This

service supports student success by ensuring that students are emotionally prepared to engage with their academic coursework.

The **SU Library and Learning Resource Center** provides students with relevant resources needed for their academic success. Library staff are also available to help students conduct research or develop certain skills (understanding authentic research, writing research papers, improving digital literacy skills, etc.). The collection at SU includes a wide range of searchable databases and can be accessed 24/7. In addition, enrolled students have access to library resources at our partners schools in the U.S., Keiser University and the University of Arizona. Additional information about the SU Library can be found at [SU Library](#)