



**SAMPOERNA
UNIVERSITY**

Strategic Plan

2020 - 2025





Table of Contents

1.	LETTER FROM THE PRESIDENT	1
2.	TERMS AND ABBREVIATIONS	2
3.	UNIVERSITY COUNCIL AND STRATEGIC PLANNING TASKFORCE	3
4.	ORGANIZATION HISTORY & LEGAL BACKGROUND	4
5.	VISION AND MISSION	4
6.	STRATEGIC ISSUES AND TARGETS	5
7.	THE UNIVERSITY PLANNING APPROACH	10
8.	GOALS AND KEY PERFORMANCE INDICATORS 2020-2025	11
	PILLAR I: Reimagine and Maintain the Core Curriculum	11
	PILLAR II: An Institution of and for Our Students.	15
	PILLAR III: Build toward the Future of Indonesia	19
	PILLAR IV: Provide a Model for Tomorrow's University Today	22
9.	THE UNIVERSITY GRADUATE PROFILE	25
10.	THE UNIVERSITY STUDY PROGRAMS PORTFOLIO	26
11.	THE QUALITY ASSURANCE & ACCREDITATION STRATEGY	27
12.	THE UNIVERSITY FUNDING STRATEGY	27
13.	CONCLUSION	28

LETTER FROM THE PRESIDENT

On behalf of the Sampoerna University Community, I am pleased to present Sampoerna University's 2020-2025 Strategic Plan. The goals identified within this plan represent our vision and aspiration to become Indonesia's top international university for the benefit of those we serve. We also recognize the importance of what we do to serve as a catalyst for economic and social development in Indonesia by producing the next generation of future leaders.

A focus on an American-style arts and science general education is a distinctive feature of our academic programs that sets us apart from other universities in Indonesia. This is critically important as it is the foundation by which we develop young people with the vital skills required to compete and succeed in a global economy.

I want to give special thanks to the students, the academic and administrative staff, the deans and heads of units, the executive team, the University Senate, and the University Council for collaborating to establish a set of clear institutional goals that will guide this university in reaching its true potential.

To all within the Sampoerna University Community, this is our plan. This is our collective mission to bring forth positive change in ourselves and to catalyze positive change all around us—among our friends, in our communities, at our places of work, and for all of Indonesian society. May the next five years see growth in this University and the influence it has on Indonesia and the world.

Sincerely,

Dr. Marshall Schott

TERMS AND ABBREVIATIONS

AACSB	—	The Association to Advance Collegiate Schools of Business
ABET	—	The Accreditation Board for Engineering and Technology, that accredits college and university programs in the disciplines of applied science, computing, engineering, and engineering technology at the associate, bachelor, and master's degree levels.
AMS	—	Academic Management System
BAN-PT	—	Badan Akreditasi Nasional Perguruan Tinggi (National Higher Education Accreditation Body)
CETL	—	Center for Excellence in Teaching and Learning
CRCS	—	(formerly ISDCO) Center for Research and Community Service
Faculty	—	An academic unit comprising lecturers and courses within a related disciplinary field; the University currently has three Faculties.
FET	—	Faculty of Engineering and Technology
FOB	—	Faculty of Business
FOE	—	Faculty of Education
GA	—	General Administration unit
HR	—	Human Resources
IAB	—	International Advisory Board
ICT	—	Information Technology
IR	—	Institutional Research unit --formerly IRQA: IR and Quality Assurance
KPI	—	Key Performance Indicator
LMS	—	Learning Management System
LRC	—	Learning Resource Center
MENDIKBUD	—	Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan), formerly "DIKTI"
President		The chief executive officer of Sampoerna
Rector	—	The highest academic officer of Sampoerna
RMS	—	Research Management System
SKA	—	Satuan Kredit Aktivitas (Extra- and Co-curricular Credit)
SSS	—	Sampoerna Schools System
STEAM	—	Science, Technology, Engineering, Arts and Mathematics
University	—	Sampoerna University
VRARO	—	Vice Rector for Administration, Resources, Management and Operations
VRAA	—	Vice Rector for Academic Affairs
VRGR	—	Vice Rector for Government Relations
VRSSIR	—	Vice Rector for Student Success and International Relations

UNIVERSITY COUNCIL AND STRATEGIC PLANNING TASKFORCE

● UNIVERSITY COUNCIL

Dr. Yos Ginting
Amelia Tjendra
Dr. Mark Milliron
Dr. Andrew Hamilton
Tommy Tjiptadjaja

Hendra Prasetya
J. Michael Dinges
Satryo S. Brodjonegoro, Ph.D
Lin Neumann

● Ex-officio University Council Members:

Dr. Marshall E. Schott
Dr. Wahdi Yudhi
Dr. Lauren E. Clarke

● STRATEGIC PLANNING TASKFORCE

1. Dr. Soepriyatna
2. Dr. Lauren E. Clarke
3. Susilowaty, M.A
4. Hairun Ali Gani, MBA
5. Endriyani Widyastuti, M. Sc.
6. Prof. Dr. Media Anugrah Ayu
7. Andrey Pulungan, M. Com
8. Dr. Dorita Setiawan (Chair)

ORGANIZATION HISTORY & LEGAL BACKGROUND

Pursuant to Pancasila, the National Philosophy, the 1945 Constitution of the Republic of Indonesia, and the terms and regulations of the national education system, the Sampoerna University (the University) was established under the official name of Universitas Siswa Bangsa Internasional based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 66/E/O/2013 dated 15 March 2013 juncto Decision of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 122/KPT/I/2016 dated March 10, 2016, as a higher education institution dedicated to Indonesia's social transformation through education.

Sampoerna University started its first academic year in September 2013 offering an International Transfer Pathway with international partner institutions, embedded within Indonesian accredited bachelor's Degrees in ten (10) study programs. In 2014–2015, the University engaged in further partnerships to introduce internationally accredited bachelor's degrees in Engineering and Business. These partnerships were formative years for the University and served to build capacity of the institution to deliver American-style academic programs with a strong general education core.

Between 2015 and 2020, the preceding Strategic Planning period, Sampoerna added 4 new degree programs and discontinued five programs that did not thrive. This institutional commitment to a broad, academic education continues in new program development, as well as through measurements of learning outcomes and achievement of core competencies. Standards for faculty credentials have been raised to the level expected by U.S. accrediting agencies: Sampoerna University now boasts a faculty with over 70% holding terminal degrees, in contrast to a national average of 15%. In addition, the University has implemented new governance procedures that ensure broad participation by stakeholders and clear policy-making guidelines. Updated policy manuals for students, faculty, staff, and governance bodies are distributed annually.

VISION AND MISSION

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.

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

STRATEGIC ISSUES AND TARGETS



From Feasibility Study to Strategic Plan, 2015-2020

The initial Strategic Plan built upon the initial concept of establishing Sampoerna University (as Universitas Siswa Bangsa Internasional) and the planning documentation for the License Application to the Ministry of Education and Culture in 2012, including a comprehensive Feasibility Study and Master Development Plan. Throughout the founding phase of the University in 2013 and 2014, the earlier ideas were tested and refined to reflect both the developmental aspirations of the Putera Sampoerna Foundation and the evolving Indonesian higher education landscape and market conditions.

In the five years spanned by the initial Strategic Plan, there have been significant changes in the higher education landscape of Indonesia, as well as at Sampoerna University. The first classes of graduates have joined the workforce, demonstrating the value of their SU degrees and the relevant content of their programs of study. New institutional partnerships have been launched with U.S. universities, resulting in dual degrees and greater international competitiveness. In addition, the structure and requirements of the Ministry of Culture and Education have been amended with more favorable criteria for international curricula and degrees. Standards of Indonesian accreditation are now significantly linked to student learning and faculty productivity rather than grade distribution and staffing metrics, as in earlier periods.. Government restrictions on international partnerships and degree offerings have also been somewhat eased, allowing greater potential for transnational collaboration and recognition. These developments have been greatly beneficial to SU, but have raised potential challenges for greater competition for a limited student market.

Strategic Pillars

2020 - 2025

**REIMAGINE AND MAINTAIN
OUR CORE CURRICULUM**



**CREATE INSTITUTION OF
AND FOR OUR STUDENTS**



**BUILD TOWARD THE FUTURE
FOR INDONESIA**



**PROVIDE A MODEL OF
TOMORROW'S UNIVERSITY
TODAY**



Pillar I:

REIMAGINE AND MAINTAIN OUR CORE CURRICULUM



- 1.A.** — Identify the skills and competencies expected of each graduate to support their success.
- 1.B.** — Review and strengthen SU's core curriculum with a deep understanding that contemporary society requires individuals with cross-disciplinary knowledge and skills.
- 1.C.** — Integrate liberal arts education with professional preparation obtained through undergraduate degree completion.
- 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.

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.
- 2.B.** — Provide ample remediation, monitoring, and intervention to address skills deficits and support student success.
- 2.C.** — Develop more robust educational technologies and tools that make the full resources of the university accessible to students.
- 2.D.** — Strengthen opportunities for students to excel beyond the academic sphere.
- 2.E.** — Engage students in university governance, policy development, and external relations.

Pillar III:

BUILD TOWARD THE FUTURE FOR INDONESIA



- 3.A.** — Develop students' capacity to contribute to and transform their communities and their nation at every level.
- 3.B.** — Improve college readiness and outcomes with other schools by building strong vertical connections with other educational institutions.
- 3.C.** — Build vertical connections with other educational institutions to improve teaching, learning, and college-readiness of secondary 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.
- 4.B.** — Create technological platforms that enhance every function of the modern school environment.
- 4.C.** — Diversify revenue streams with new income from extracurricular and continuing education programs.

THE UNIVERSITY PLANNING APPROACH

The Sampoerna University (“the University”) strategic planning process employed a campus-wide collaborative approach. The result reflects the dedication to Vision and Mission and redefining the University Core Principles. The University formulated four institutional goals, or “Pillars,” intended to guide the strategy and operations over the next five-year span. After the initial formulation of the goals, a comprehensive institution- wide planning exercise commenced, comprising the following steps:

- 1 The first articulation of the four pillars was drawn from the responses to a SWOT analysis template that was distributed to each academic and support unit within the university. Based upon feedback and content from all units, the University strategy was drafted further utilizing a bottom-up approach.
- 2 A dedicated Strategic Planning Task Force was appointed to analyze and synthesize these data. Members were selected from key administrative units and all Faculties to provide a broad and balanced perspective.
- 3 Following individual discussions with each of the University’s units, cross-institutional themes, aspirations, and performance indicators were identified and aggregated to university- level objectives, initiatives, and operational considerations.
- 4 Drafts of the strategy were reviewed by the University Executive at Large, the Senate Committee on Strategic Planning and Development, and the University Senate.
- 5 Following the endorsement of the draft by the University Senate, the Task Force conducted a consultation with key stakeholders, such as students, staff, and advisory boards.
- 6 The University Strategic Plan was presented to the University Council for formal approval.
- 7 The Strategic Planning Task Force will review the Strategic Plan as warranted to track progress toward the achievement of KPIs and to update policies.

The strategic plan focused on institutional performance as measured by Key Performance Indicators (KPIs) tied to the University’s strategic goals and objectives at this time in its development and growth. Their implementation will guide the university in instituting a monitoring and evaluation system for quality assurance and enhancement, and an annual strategic review.

The Road to Strategic Plan 2020 - 2025



GOALS AND KEY PERFORMANCE INDICATORS 2020-2025

► PILLAR I: Reimagine and Maintain the Core Curriculum

To provide a General Education core curriculum consistent with a standard Liberal Arts education common in the United States while adhering to the guidelines of the Indonesian Ministry of Education and Culture. Our core curriculum will ensure a robust, interdisciplinary foundation for all degree programs. This curriculum will be linked to key competencies to be mastered by all SU graduates.

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

- 1 Every SU graduate is expected to demonstrate mastery of the core competencies. At present, those are identified as: critical thinking, effective communication, quantitative literacy, information literacy, ethical reasoning, and global learning.
- 2 General Education courses will be assessed to align with their respective Student Learning Objectives and the core competencies.
- 3 SU will review and amend these core competencies as required by the institutional mission, program expansion, and workforce demands.

Annual Targets for 1.A:				
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
New and amended core competencies defined & socialized to all lecturers.	50% of courses adjust SLOs to new Competencies	75% of courses adjust SLOs to new Competencies	100% of courses adjust SLOs to new Competencies	Review Core Competencies for relevance and level of student mastery

OPERATIONAL CONSIDERATIONS:

- A task force with representation from each Faculty and Study Program will be established to review the core competencies. The Standing Committee on
- Academic Affairs will determine appointments to the task force.
- Once finalized, each Faculty will map the course Learning Objectives to the competencies for General Education courses in its purview.
- The Office of Institutional Research will review the course maps to ensure that the curriculum fosters the competencies.

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

- 1 Each degree program will feature a core curriculum that requires coursework in each of the following academic divisions: Communication, Humanities, Mathematics, Social Sciences, and Natural Sciences.
- 2 General Education course offerings will be expanded to provide relevant core options for each Study Program.
- 3 Student achievement of core competencies will be assessed annually in General Education courses.

Annual targets for 1.B:				
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Expand course options to satisfy General Education core	25% of Gen Ed courses assessed for CC mastery	50% of Gen Ed courses assessed for CC mastery	75% of Gen Ed courses assessed for CC mastery	100% of Gen Ed courses assessed for CC mastery

OPERATIONAL CONSIDERATIONS:

- Where possible, programs will identify General Education core courses that are relevant for more than one pathway to maximize efficiency of course offerings and lecturer assignments.
- The Core Curriculum courses will be taught by full-time SU faculty unless the required expertise and credentials are not relevant for other SU courses.
- New proposals for General Education course offerings will be reviewed and approved by the Standing Committee for Academic Affairs.
- Institutional Research will assess General Education SLOs incrementally over the five-year period to ensure thorough and consistent compliance, and to allow for adjustments to course syllabi when necessary.

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

- 1 Program Learning Objectives will incorporate core competencies of the General Education courses, pre-professional program content, and breadth of interdisciplinary electives in each program pathway.
- 2 Program requirements and electives will be mapped to PLOs; courses in each program pathway will be assessed for provision of core competencies and PLOs and student mastery.
- 3 Course syllabi will be amended to bridge any gaps in competencies or learning objectives.

Annual targets for 1.C:

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Review Program Learning Objectives and align with Core Competencies	Assess fit of Gen Ed courses with Majors and gaps in CCs and PLOs	Develop new courses (Gen Ed or electives) that bridge gaps in CCs and PLOs	Assess mastery of new course competencies and achievement of PLOs	SPs finalize course plan with new competencies and PLOs

OPERATIONAL CONSIDERATIONS:

- Study Program Heads will identify Program Learning Objectives (PLOs) that align with core competencies and graduate profiles.
- Course requirements for majors will be complemented by interdisciplinary electives to broaden the scope of programs.
- Program Heads will propose interdisciplinary electives to Faculty Councils and the Standing Committee for Academic Affairs to achieve a well-rounded pathway that is consistent across majors.

STRATEGIC GOAL 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.

- 1 Centralize the curriculum review process for all faculties and study programs to ensure consistency and institutional standards.
- 2 Designate the University Senate Standing Committee on Academic Affairs or its task forces as the body that reviews, approves, or revises curricular proposals at the course, program, or degree levels.
- 3 Implement the existing University Governance procedures for curricular review and approval.



Annual targets for 1.D:

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Convene a Task force to propose processes for new curricula	Review of new course/program proposals according to SOP	Assess implementation of SOP by each SP/Faculty. Adapt process as needed	Conduct assessment of new courses (1.A.- 1.C.)	Amend syllabi of assessed courses to address gaps in outcomes

OPERATIONAL CONSIDERATIONS:

- The Standing Committee for Academic Affairs (SCAA) will assign a Task Force to review course and program proposals comprising representatives from the Study Program and across Faculties.
- The SCAA will determine criteria for approval of new courses and programs based on:
 - Rationale: market research, unmet gaps in PLOs or Core Competencies, Ministry requirements, available degree credits.
 - Budget and staffing considerations
 - Workforce needs.
- Lecturers of new courses/programs will develop Student Learning Objectives that align with Core Competencies and Program Learning Objectives.
- New SLOs will be reviewed by the relevant Faculty Council and submitted to the SCAA for evaluation and amendments.
- New program proposals will be submitted to the University Senate for review and reported to the University Council when approved. Implementation will be authorized by Rector's Decree.

PILLAR II: An Institution of and for Our Students.

The curriculum, academic support services, and student affairs opportunities will be designed and coordinated to promote the learning, well-being, and success of students, both in the classroom and beyond.

STRATEGIC GOAL 2.A: Recruit and prepare qualified students to enroll and succeed in SU's American- style curriculum

- 1** Increase the percentage of college-ready students admitted each intake and/or the percentage of students who are college-ready after the Summer Bridge program.
- 2** Develop a robust list of potential schools, regencies, and feeder organizations that produce qualified applicants to recruit.

Annual Targets for 2.A:

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
30% College-ready, 70% in EAP	35% CR, 65% in EAP	40% CR, 60% in EAP	45% CR, 55% in EAP	50% CR, 50% in EAP
Review data from current targets to assess results. Establish pilot group of feeder schools.	Amend list to drop unproductive feeders and replace them with new ones.	Add "pipeline" schools from Pillar III outreach	Continue to identify and filter feeders	Add new prospective feeders, refine list

OPERATIONAL CONSIDERATIONS:

- Effective outreach and recruitment will depend upon “proof of concept” and strategic marketing efforts.
- Cultivation of prospective feeder schools will require identification, personal outreach and consistent follow-up.
- Pre-college preparation programs in high schools and target regions will help create “pipelines” to expand the SU applicant pool (see Pillar III.)

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

- 1 Implement early identification and systematic tracking of at-risk students.
- 2 Provide a full range of interventions to ensure that students who are struggling have the attention and resources to continue their studies and activities productively.
- 3 Anticipate the need for tutoring and extra faculty help in challenging classes with significantly lower grade averages, as well as ongoing English language support.
- 4 Track student needs, outcomes of intervention strategies, and assess effectiveness.

Annual Targets for 2.B:				
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Initiate early intervention program, tutoring	50% of students improve grades after intervention	60% of students improve grades after intervention	70% of students improve grades after intervention	80% of students improve grades after intervention
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Current baseline is 97%. Increase retention rate for incoming first-year students (full-time) by 2%.	Increase retention rate for incoming first-year students (full-time) by 1%	Increase retention rate for incoming first-year students (full-time) by 1%	Increase retention rate for incoming first-year students (full-time) by 1%	Maintain retention rate for incoming first-year students (full-time)
Current baseline is 59%. Increase 4-year graduation rate for first-time, full-time students by 2%	Increase 4-year graduation rate for first-time, full-time students by 2%	Increase 4-year graduation rate for first-time, full-time students by 2%	Increase 4-year graduation rate for first-time, full-time students by 2%	Increase 4-year graduation rate for first-time, full-time students by 2%

OPERATIONAL CONSIDERATIONS:

- Early identification of at-risk students depends upon early assessment in classes, faculty vigilance, and consistent use of approved LMS platforms to collect data.
- Academic Registry will retrieve grades from early assessments and flag at-risk students in consultation with course lecturers and Study Program Heads.
- Resources for intervention strategies such as peer tutors, lecturer office hours, counseling, and financial support must be identified, staffed, and budgeted in order to implement swiftly each term.
- Course content and delivery of known courses with high failure rates must be reviewed and amended to better support students, particularly for General Education and major requirements.
- The Learning Resource Center will arrange and manage tutoring sessions, monitoring attendance and performance to track their effectiveness.
- The Student Affairs office will oversee counseling referrals to ensure that counselors are accessible to students in need; counselors will track attendance and assess the impact of sessions on student performance while preserving student confidentiality.

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

- 1 Develop fully integrated student-centered technology accessible through a centralized portal.
- 2 Promote and monitor the use of approved Learning Management Systems by all faculty.
- 3 Provide ongoing technical and pedagogical training of faculty for maximum functionality of the LMS and other learning tools.

Annual Targets for 2C:				
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Functional student portal developed for Admission on website	Academic Management System (AMS) enhanced for faculty input, at-risk status, etc.	Student course registration on AMS streamlined	Student program pathways entered into AMS	Course completion and degree audits automated in AMS
50% of requirements from LMS quality checklist* are met	70% of requirements from LMS quality checklist* are met	80% of requirements from LMS quality checklist* are met	90% of requirements from LMS quality checklist* are met	100% of requirements from LMS quality checklist* are met

*Canvas checklist: <https://sway.office.com/YZrljrm3G799oV7J?ref=Link>

OPERATIONAL CONSIDERATIONS:

- Evaluate current systems (CRM, ARIS, ACADIS, ACCIS, SPS, LMS) to determine what can be integrated, where system bridges are needed, or where new platforms are indicated.
- Expand use of remaining systems to ensure maximum effectiveness: for example, create fields in ACADIS for test scores, scholarships, lecturer notes, transfer plans, etc.
- Streamline processes such as admission application and course registration to facilitate direct student access.
- Bridge non-communicative systems to create comprehensive data flow: application, invoicing, course registration, add/drop.
- Develop standard reports from respective systems to reduce manual data collection.
- Support faculty use of LMS with continued training workshops to upload syllabi, gradebooks, schedule, course materials and learning tools so that complete course blueprints are available and best practices are achieved.

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

- 1 Provide meaningful community service and service-learning opportunities that complement Study Program curricula and enhance learning.
- 2 Cultivate ongoing partnerships with service-learning providers to maximize community impact and consistent learning outcomes.
- 3 Support a wide array of student clubs, organizations, sports activities, and competitions to foster co-curricular participation.
- 4 Prepare students for internships and employment with skills workshops, guest speakers, career fairs, and network research.

Annual Targets for 2D:				
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Each SP defines goals of SL/CS for its students and data to collect	70% of students do CS, measure % of repeat CS partners	80% of students do CS, 50% of CS partners repeated	90% of students; 60% of CS partners repeated	100% of students, 70% of partners repeated
Define metrics for tracking Student Affairs activities; assess current participation level.	50% of students engaged in 1 or more activities	60% of students engaged in 2 or more activities	70% of students engaged in 2 or more activities	80% of students engaged in 2 or more activities
Compile and evaluate workshop participation data	50% pre-professional workshop participation	60% pre-professional workshop participation	70% pre-professional workshop participation	80% pre-professional workshop participation

OPERATIONAL CONSIDERATIONS:

- Collect data on Service partners and participation to track student engagement, learning outcomes, and the impact of service learning.
- Assess efficacy of Service partner organizations to establish long-term relationships and maximize impact.
- Review current student organizations and clubs to track participation and activity levels; identify unmet needs and interests.
- Develop metrics to document aggregate and individual student involvement in organizations, to be monitored by Student Affairs.
- Expand pre-professional preparation activities such as skills workshops, speakers, fairs, research tools in consultation with Study Programs to support student success in internships and employment; maintain a calendar of activities each semester and distribute to Faculties, Study Programs, and students.

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

- 1 Maintain a vibrant student government with regular elections, terms, duties, and communication mechanisms with the University community.
- 2 Ensure that diverse student groups are represented equitably in the governance structure.
- 3 Engage student government officers in University governance bodies, such as the Standing Committee on Student Affairs and relevant task forces, to elicit student input into policies.
- 4 Designate “Student Ambassadors” to represent the University at external and SU-hosted events such as recruiting fairs, orientation programs, school visits, and public panels.

Annual Targets for 2E:				
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Current baseline is 73% . 75 % of students participate in SG, create more visibility for SG	1 % increase in student engagement in SG or Senate committees	2 % increase in student engagement in SG or Senate committees	3 % increase in student engagement in SG or Senate committees	4 % increase in student engagement in SG or Senate committees
20% of applicants contacted by S.A.s	40% of applicants contacted by S.A.s	60% of applicants contacted by S.A.s	80% of applicants contacted by S.A.s	100% of applicants contacted by S.A.s

OPERATIONAL CONSIDERATIONS:

- Student Government operates largely “under the radar” currently; Student Affairs will define metrics to measure participation and mechanisms to communicate activities to the University community.
- Governance Committees and Task Forces on focused issues can be formed to include more students in University governance.
- University Senate Committees and Task Forces will invite delegates from Student Government to participate in relevant policy making.
- Student Ambassadors are a valuable resource that can support recruitment at fairs, Open Houses, Orientations, school visits, and public events: currently underutilized, this role can be elevated to an honorary position to attract more students.

PILLAR III: Build toward the Future of Indonesia

Sampoerna University is committed to contributing to the development of the nation, through well-prepared students who enter the workforce, as well as through sustained, reciprocal engagement with community and industry partners.

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

- 1** Identify and recruit top-performing students from strong "feeder" schools across Indonesia.
- 2** Cultivate relationships with designated feeder schools and regularly assess our list based on qualified applicants produced.
- 3** Broaden the reach of recruitment to include both fee-paying and assisted students to achieve socioeconomic diversity in the student body and provide college access to all qualified students.
- 4** Expand local and regional government support of talented under-resourced students to ensure geographic representation from across Indonesia.
- 5** Promote international recruitment, study abroad, and institutional exchanges to foster an intercultural learning environment and further link Indonesia to participating countries.

Annual Targets for 3.A:

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
30% College-ready, 70% in EAP	35% CR, 65% in EAP	40% CR, 60% in EAP	45% CR, 55% in EAP	50% CR, 50% in EAP
Review data from current target schools, Identify 5 feeder schools including SA	10 feeder schools produce 3-5 applicants each	12 feeder schools produce 3-5 applicants each	15 feeder schools produce 3-5 applicants each	20 feeder schools produce 3-5 applicants each
Establish baseline of gov't donors	Increase # of donors based on college-readiness of pool (see 4.A.)	Increase donors based on college-readiness of pool (see 4.A.)	Increase donors based on college-readiness of pool (see 4.A.)	Increase donors based on college-readiness of pool (see 4.A.)
Assess sources of int'l students and study abroad	Increase new int'l students by 5	Increase new int'l students by 5	Increase new int'l students by 5	Increase new int'l students by 5

OPERATIONAL CONSIDERATIONS:

- Recruitment units for fee-paying and assisted students are currently separate; these operations need to be coordinated to maximize reach and access.
- The definition of “top students” should be clarified for our unique programs: normal indicators such as national exam scores, class rank, and/or grade point averages may not ensure a good fit at SU.
- Furthermore, not all top students in Indonesia will seek to attend a U.S.-style institution, plan to transfer offshore, or have the requisite English language proficiency to attend SU
- The percentage of admissible, college-ready students will be enhanced with sustained support to targeted feeder schools, as described in 3.C., as skills necessary for successful admission are strengthened before application.
- Provincial governments provide essential funding to support students from under-resourced areas; Fundraising must continually assess the viability of these donors to produce eligible applicants.

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

- 1 Diversify service-learning opportunities with industry and community partners and track their impact.
- 2 Expand research opportunities in industry and community for faculty and students; develop links with professional associations and grant providers; track outcomes.
- 3 Expand and track industry partnerships in order to showcase SU students' competencies; diversify internships and employment for students.
- 4 Strive for equity in sustained partnerships across study programs to provide opportunities for all students.

Annual Targets for 3.B:

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Identify CS partners and articulate project goals and SLOs	50% of CS projects achieve goals	60% of CS projects achieve goals	70% of CS projects achieve goals	80% of CS projects achieve goals
34 of SU funded research projects-and 3 externally funded research projects (amount and program)	Increase funded projects by 20%t	30% from baseline	40% from baseline	50% from baseline
Add 2-3 new industry partners per year that offer internships/jobs	Add 2-3 new industry partners per year that offer internships/jobs	Add 2-3 new industry partners per year that offer internships/jobs	Add 2-3 new industry partners per year that offer internships/jobs	Add 2-3 new industry partners per year that offer internships/jobs

OPERATIONAL CONSIDERATIONS:

- Community and industry partnerships are linked to Faculties and Study Programs due to subject interest and expertise; it may be more effective to manage them at these levels.
- Monitoring and tracking of ongoing partnerships is critical to collect and assess data on their effectiveness in achieving impact.
- Criteria for successful community service projects and explicit student learning objectives must be defined by study programs and approved by Deans and by the Standing Committee on Academic Affairs.
- Faculty and student research projects are currently funded through both internal and external grants: number and source of grants are important data to collect.
- Student internships and employment rates are already strong, but industry partners could be diversified to provide a broader range of options for students.
- “Industry Advisory Boards” currently exist for some programs to provide reciprocal partnerships with key businesses and organizations. However, there are no common definitions of roles, responsibilities, and expectations of these bodies.

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

- 1 Develop partnerships with targeted Secondary Schools to strengthen teaching and college preparation.
- 2 Centralize partner school management to build rapport with feeder partner schools to better prepare students to be college ready.
- 3 Provide training & professional development workshops for partner schools' teachers and administrators as partnership incentives with SU.
- 4 Promote more E-learning for professional development at partner schools to provide greater access across Indonesia.

Annual Targets for 3.C:

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Feeder Partner School database developed	New partnerships with at least 3 feeder schools per year	New partnership with at least 3 feeder schools per year	New partnership with at least 3 feeder schools per year	New partnership with at least 3 feeder schools per year
Needs assessment of training at partner schools	20% of feeder partner schools have been trained and developed through SU workshops and programs.	40% of feeder partner schools have been trained and developed through SU workshops and programs.	60% of feeder partner schools have been trained and developed through SU workshops and programs.	80% of feeder partner schools have been trained and developed through SU workshops and programs.
CETL and FOE will assist SPs to design workshops and assessment instrument for partner schools	Deliver workshops to 3 partner schools; conduct impact assessment	Deliver workshops to 3 partner schools; conduct impact assessment	Deliver workshops to 3 partner schools; conduct impact assessment	Deliver workshops to 3 partner schools; conduct impact assessment
CETL will develop e-learning training modules for partners	30% of feeder partner schools have been trained and developed through E-Learning	40% of feeder partner schools have been trained and developed through E-Learning	50% of feeder partner schools have been trained and developed through E-Learning	60% of feeder partner schools have been trained and developed through E-Learning

OPERATIONAL CONSIDERATIONS:

- FOE and Recruitment have some relationships with secondary feeder schools, but these are not coordinated or consistently incentivized.
- Targeted school partners should be coordinated and managed centrally to ensure ongoing effectiveness and to track outcomes.
- Measure indicators that reflect meaningful gains in the schools, such as workshop participation and demonstrated skills.
- Track student preparation and college-readiness as an outcome of teacher and counselor professional development workshops.

► PILLAR IV: Provide a Model for Tomorrow's University Today

Sampoerna University will provide educational content geared for the future, state-of-the-art facilities and management systems, and diversified financial partnerships to ensure the relevance and sustainability of our programs.

STRATEGIC GOAL 4.A: Provide relevant higher education programs that are accessible and affordable.

- 1 Conduct market research regularly to understand national and regional market needs
- 2 Create communication strategies to highlight SU's value proposition
- 3 Identify degree programs that will prepare students for new economic challenges/needs
- 4 Develop strategic partnerships with schools and communities to support broad access to higher education.

Annual Targets for 4.A:				
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Identify a relevant market survey instrument.	Conduct survey and analyze results for program gaps	Develop 1 new program that aligns with survey results	Develop 1 new program that aligns with survey results	Develop 1 new program that aligns with survey results
Analyze productivity of marketing targets	Prioritize strategies that produce applications/jobs	Launch new strategy/ies that reach new market(s).	Reassess marketing strategy, adjust for priority programs	Launch new strategy/ies that reach new market(s).
96% of graduates employed* within 6 months	97% of graduates employed within 6 months	98% of graduates employed within 6 months	99% of graduates employed within 6 months	100% of graduates employed within 6 months
Develop online prep course for high school students	10% of participants test as college-ready after course	15% of participants test as college-ready after course.	20% of participants test as college-ready after course.	25% of participants test as college-ready after course.

*Includes hired by companies or organizations, as well as startup ventures

OPERATIONAL CONSIDERATIONS:

- New program development will be based on market survey data as well as feedback from the applicant pool.
- Marketing and Academic Affairs must coordinate efforts to align new programs to market survey results.
- Market survey data will be validated initially through interest in new programs and later by student employment: results will be demonstrated over a multi-year timeline.
- New recruitment targets will be assessed as viable based on applications received over time.
- SU will offer a college-readiness Preparation Program for high school students to ensure an adequate pipeline of qualified applicants.

STRATEGIC GOAL 4.B: Develop technology platforms that enhance every function of the modern university environment.

- 1 Build a fluid, integrated academic management system to support student success and the student experience
- 2 Develop integrated general operation systems to ensure efficient facilities management and services.
- 3 Provide state-of-the-art facilities, including laboratories, smart classrooms, and digital library resources.
- 4 Enhance wireless internet capacity and access to reach all campus areas.

Annual Targets for 4.B:				
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Expand utility of AMS, link to Student Accounts	Bridge Recruitment & Admissions systems	AMS will control for pre reqs, major reqs, maximum enrollment	Design and automate reports	Standardize faculty use of student records
Admin units develop and share SOPs for key procedures	IT works with units to bridge relevant systems.	Launch new strategy/ies that reach new market(s).	Reassess marketing strategy, adjust for priority programs	Launch new strategy/ies that reach new market(s).
Metrics defined for student and staff growth, facilities.	Analyze ratio of growth to expansion of facilities/services.	Ratio = 1:1, with new growth.	Ratio = 1:1, with new growth.	Ratio = 1:1, with new growth.
Survey data shows 80% approval of internet service	Survey data shows 85% approval of internet service	Survey data shows 90% approval of internet service	Survey data shows 95% approval of internet service	Survey data shows > 95% approval of internet service

OPERATIONAL CONSIDERATIONS:

- The Academic Management System (AMS) consists of disconnected systems and databases, resulting in data reporting that is duplicative and labor-intensive.
- Systems should be assessed to determine whether “bridges” between existing systems are more or less efficient and cost effective than a fully integrated student records platform.
- Administrative units and management systems are also separate; procedures are disconnected for combined tasks, creating inefficiencies.
- Plans for growth in the student body must be accompanied by plans for expansion of facilities and services.
- Increasing digital usage requires greater and more consistent internet coverage throughout University facilities.

STRATEGIC GOAL 4.C: Diversify our revenue streams to ensure long-term sustainability of the University.

- 1 Expand pre-college preparation programs to offer to prospective applicants with government or private funding.
- 2 Offer a fee-based college preparation program to high school students in key recruitment locations.
- 3 Develop short professional development and certificate courses to offer to corporate and community partners.
- 4 Encourage faculty to pursue external grants, collaborative projects, professional development programs and other funded activities.

Annual Targets for 4.C:				
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Identify target regional gov'ts to host Prep Program	Assess participation in Prep Program based on CRT	20% of Participants test as college-ready after course	30% of Participants test as college-ready after course	40% of Participants test as college-ready after course
Identify sites to offer Prep Program to fee-paying prospects				
Assess market demand/partner need for programs	Develop 1 new pilot PD/Cert program or new client	Develop 1 new pilot PD/Cert program or new client	Develop 1 new pilot PD/Cert program or new client	Evaluate program success and sustainability
SU-wide database of external projects and grants	10% increase (no. or amount) in faculty grants	10% increase (no. or amount) in faculty grants	10% increase (no. or amount) in faculty grants	10% increase (no. or amount) in faculty grants

OPERATIONAL CONSIDERATIONS:

- Due to the low number of college-ready applicants to SU, we are committed to offering a College Preparation Course to high school students to strengthen necessary skills for admission.
- Preparation Courses may be offered to students eligible for funding by government and private sponsors, to ensure eligibility and attract scholarship funding.
- Preparation Courses may also be offered to the general pool of self-paying applicants in key recruitment locations, to strengthen their skills and generate revenue.
- SU will develop short courses for professional development and/or certification to corporate and community partners.
- Incentives for faculty to propose externally funded research and projects will increase scholarly output, strengthen SU's profile, and extend University research funding

8. THE UNIVERSITY GRADUATE PROFILE



Sampoerna University graduates are critical thinkers and effective communicators who excel in an increasingly interconnected world. They understand the benefits of modern science and technology and are innovative in the application of their competencies across many fields. Their courage and intellectual curiosity make them enterprising leaders in their respective communities and organizations.

Graduate Attributes (Learning Outcomes)

International language & Communication Proficiency; Literacy in Science & Technology; Passion for Critical Thinking & Problem Solving; Strong Moral Character & Leadership Ability; Entrepreneurial Skills & Attitude; Socially Responsible; Embracing Diversity & Globalization.

Integrity	<i>Demonstrate accountability, intellectual integrity, and respect for human values and social ethics</i>
Growth	<i>Intellectually curious to expand their competencies and courageously take initiative, sharing expertise as responsible leaders in the community</i>
Knowledge	<i>Authoritative and internationally articulate in their field, while continuing to be at the forefront of expanding knowledge, especially in modern science and technology</i>
Inspiration	<i>Able to inspire individuals and communities through effective communication, critical thinking and problem solving</i>
Tenacity	<i>Being determined and persistent in achieving goals.</i>
Empowerment	<i>Empowered to think with an entrepreneurial spirit and be creative in achieving innovative outcomes in an increasingly interconnected world</i>

9. THE UNIVERSITY STUDY PROGRAMS PORTFOLIO

The University's key strategy for its study program portfolio includes consolidating degree programs and creating subject clusters to increase the efficiency of degree program delivery and to ensure that appropriate and adequate numbers of students attend each class. The key performance metrics for each study program are mastery of student learning objectives and student employability.

In accordance with the university license requirements, the University will aim to maintain the necessary minimum number of study programs in fields that align with the nation's need for highly qualified graduates in high demand fields. In order to achieve this, the initial licensed ten study programs will be remapped:

Approved Study Programs 2013		Envisioned Study Programs 2020 Onward	
1	Applied Mathematics	1	Visual Communications and Design
2	Applied Physics	2	Industrial Engineering
3	Games Technology (D4)	3	Mechanical Engineering
4	Information Security (D4)	4	Computer Science
5	Mobile Communication Technology (D4)	5	Information Systems
6	Visual Communication Design	6	Accounting
7	Accounting	7	English Language Teaching
8	Management	8	Math Education
9	English Language Teaching	9	Management
10	Mathematics Education	10	Cybersecurity*
11		11	Communications*
12		12	Electrical and Computer Engineering*

*Pending Approval

As an American-style university with a focus on international standard academic quality, it was determined to drop programs that lacked a strong arts and science component. These programs (Game Technology, Information Security, and Mobile Communication Technology) were D4 Diploma programs that were more reflective of a vocational/technical education as opposed to an academic one. Other programs (Applied Mathematics and Applied Physics) were also dropped due to chronic low enrollment.

Maintaining a limited number of study programs with a consistent academic profile during the next 5 years will enable the University to sharpen its message to the community regarding the unique qualities of American-style education. This will also assist student recruitment efforts and allow for the creation of efficiencies across the University.

Completion of a General Education core is required for all study programs to ensure a broad, interdisciplinary foundation that delivers an American-style curriculum. Students majoring in any discipline will have the opportunity to attend classes together with lecturers from across the University.

Future program growth will largely depend upon the results of market research and demand by the applicant pool, in accordance with national needs. Given the growing recognition in Indonesia of the value of U.S. education and degrees, and greater flexibility for transnational partnerships, we will link our program development with the potential for dual degree programs with our U.S. Bachelor's degree partner institution, the University of Arizona. SU will continue to offer single degree options for students whose study programs are defined nationally, however, such as Education and Accounting.

10. THE QUALITY ASSURANCE & ACCREDITATION STRATEGY

The top priority for the University's Quality Assurance and Accreditation Strategy is to complete national and U.S. accreditation for the current study program portfolio, along with obtaining approval for new programs and the consolidation of existing programs as outlined in Section 9. The development of the University programs will align with stated national requirements and BAN-PT accreditation standards, as well as standards of U.S. regional and professional accreditation associations, such as AACSB and ABET, to ensure effective completion of the accreditation processes.

The next five years will also incorporate a shift from the primary focus on system and institutional development to strengthening internal academic quality assurance and enhancement. While institutional sustainability will remain among the highest priorities (as outlined below in The University Funding Strategy), as revenue and spending gaps continue to close, the university will emphasize maintaining the delivery of its key value proposition in the eyes of our students, partners, and accrediting agencies through the quality of the University's individual degree programs and the success of the University graduates.

11. THE UNIVERSITY FUNDING STRATEGY

The University funding strategy is based upon tuition revenue from study programs and establishing them as self-propelling, self-sustaining education centers. Additional revenue will come from grants, services, donations, professional training programs and other related activities. Until the University reaches break-even point, it will receive financial support from the Provider Agency, the Putera Sampoerna Foundation. The University will focus on the continual identification of new potential revenue streams and developing separate sub-strategies for individual market segments.

Our “target market” over the next five years will comprise: (1) incoming students from Sampoerna Academy and other high-performing high schools that produce college-ready graduates and do not require financial support and (2) high-performing students from disadvantaged backgrounds who could succeed at Sampoerna University with financial support.

Marketing and promotion of the University will remain a high priority, to encourage students already within the system to complete their higher degree with the University. Simultaneously, aggressive public campaigns will continue to raise awareness about the reputation and quality of the University degree among potential students and parents from the general public, and among industry stakeholders.

New certification streams will also be developed to accommodate professionals who wish to enhance their skills, but who either do not have the time or the need to pursue a full degree program. The intention is to open individual courses or abbreviated course tracks to the public, and ideally to employees of key industry partners that have identified specific training needs.

Non-degree-program sub-strategies include: (1) leveraging lecturer expertise to pursue service contracts and professional research studies with industry or other institutions, and (2) applying for outside competitive grants. Both of these initiatives have been realized on a limited basis in recent years.

12. CONCLUSION

With this Strategic Plan, Sampoerna University is continuing the exciting journey of innovation and student success with greater knowledge of our capacity, national needs, and student trajectories. The Key Performance Indicators provide incremental targets to enable the University to monitor its progress and conduct an annual strategic review to assess, renew or adjust its objectives. Embedded in the dynamic and forward looking Sampoerna Schools System (SSS), the University will measure its success both individually and as part of its system-wide partners. As the institution at the top of the education system ladder, the University is also the ultimate manifestation of the SSS value proposition through the learning achievements and employability success of its graduates.

The achievement of the Strategic Goals and Objectives set out in this plan is a uniting ambition for all staff and students to pledge their commitment to the success and strength of Sampoerna University.