ASIIN Seal

Accreditation Report

Bachelor's Degree Programs

Agribusiness

Agrotechnology

Provided by

Universitas Muhammadiyah Yogyakarta

Version: 25 March 2025

Table of Content

A About the Accreditation Process

Name of the degree program (in original language)	(Official) English translation of the name	Labels applied for [1]	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC)[2]
Agribisnis	Agribusiness	ASIIN	BAN-PT Grade Excellent; valid until 15.02.2027	08
Agroteknologi	Agrotechnology	ASIIN	BAN-PT Grade Excellent; valid until 18.07.2028 AUN-QA, valid until 06.06.2026	08
Date of the contract: 17.07.2023 **Submission of the final version of the Self-Assessment Report:** 31.12.2023 **Date of the audit:** 07.– 08.11.2024 **At:** Universitas Muhammadiyah Yogyakarta				
Assessment panel: Prof. Dr. rer. nat. Markus Frank, Nürtingen-Geislingen University Dipl. agr., MBA Thomas Illies, Tradecorp International S.A.U Prof. Dr. Ir. Chusnul Arif, S.TP, M.Si, IPB University				

[1] ASIIN Seal for degree programs

[2] TC: Technical Committee for the following subject areas: TC 08: Agriculture, Forestry and Food Sciences

Miss Nadilla Oktarini, student at Universitas Sriwijaya	
Representative of the ASIIN headquarter: Dr. Emeline Jerez	
Responsible decision-making committee: Accreditation Commission for Degree Programs	
Criteria used: European Standards and Guidelines as of 15.05.2015 ASIIN General Criteria as of 28.03.2023 Subject-Specific Criteria of Technical Committee 08 – Agriculture, Forestry and Food Sciences as of 27.03.2015	

B Characteristics of the Degree Program

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF3	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Agribusiness	Sarjana Pertanian (S.P) / Bachelor of Science in Agriculture		Level 6	Full time	No	8 semesters	148 credits equivalent to 223.48 ECTS	Annually First offered in 1986
Agrotechnology	Sarjana Pertanian (S.P) / Bachelor of Science in Agriculture		Level 6	Full time	No	8 semesters	146 credits equivalent to 220.46 ECTS	Annually First offered in 1984

[3] EQF = The European Qualifications Framework for Lifelong Learning

The ASIIN experts acknowledged and considered the contextual framework within which the Bachelor's programs under review are offered:

Universitas Muhammadiyah Yogyakarta (UMY) is a private university in the Indonesian metropole city of Yogyakarta under the affiliation of Muhammadiyah, the second largest Islamic organization in Indonesia. Its foundations go back to the year 1960, but the university as known today was established in 1981.

UMY is regarded as the 4th best private university in Indonesia and ranks 1201-1400 in the QS World University Rankings 2024. Currently, UMY has nine faculties, one school of vocational studies, one school of professional studies and one school for postgraduate studies. The course offer comprises twenty-three Bachelor´s programs, eleven Master´s programs, four doctoral programs, five professional education programs, as well as four vocational program options. The total number of enrolled students is about 22,000.

UMY's vision is "to become a university that excels in the development of science and technology based on Islamic values for the betterment of the society."

The Faculty of Agriculture[4]

Fakultas Pertanian (FP) was founded in 1984 and currently offers the undergraduate programs in Agribusiness and Agrotechnology, which account for 972 and 680 students, respectively. FP's vision is "making a faculty that is superior in the development of science and technology in agriculture based on Islamic values in 2025 in Southeast Asia".

The Faculty has presented the following mission statement on its website:

1. "Developing education in agriculture by integrating Islamic values in the learning process"
2. "Developing agricultural research based on local wisdom as a source of learning and science development"
3. "Developing research and technology-based agricultural community empowerment"
4. "Developing students who are highly skilled in science and technology in agriculture with noble character, have broad insight, are confident and independent and are able to compete in the global market"".

[4] https://fp.umy.ac.id/

The Faculty of Agriculture pursues ASIIN accreditation for its two undergraduate study programs, which are introduced with the following educational objectives (PEOs):

i. Bachelor of Agribusiness

"**PEO-1**: Able to use their knowledge and skills in management and economics to carry out their profession professionally.
PEO-2: Able to run and evaluate business processes in agriculture responsibly, creatively, and innovatively.
PEO-3: Able to work in teams to realize synergy and sustainable work optimization.
PEO-4: Able to provide alternative solutions in solving problems in the agricultural business sector based on information technology.
PEO-5: Able to apply Sharia principles in agribusiness development.".

ii. Bachelor of Agrotechnology

"PEO-1: Able to apply plant cultivation technology, natural resource management, and effective, sustainable, modern, and local wisdom-based management following Good Agricultural Practices (GAP) and develop innovative business in plant cultivation technology.
PEO-2: Able to plan, implement, and evaluate crop cultivation technology for solving agricultural problems in a logical, systematic, and innovative manner.
PEO-3: Able to apply professional work ethics, communicate effectively, and build networks nationally and internationally based on Islamic values and Pancasila."

According to the discussion held with the representatives of the Rector's Office, one of UMY's strategic pillars is to deliver high-quality education with international standards, with ASIIN accreditation being crucial for reaching this goal. The assessment team commends the university for its dedicated efforts and allocation of resources to improve its reputation and national ranking position.

C Accreditation Report for the ASIIN Seal

1. The Degree Program: Concept, content & implementation

Criterion 1.1 Objectives and learning outcomes of a degree program (intended qualifications profile)

Evidence:

- Self-assessment report
- Outcomes-Module-Matrices, as part of the self-assessment report
- Agribusiness website: https://agribisnis.umy.ac.id/
- Agrotechnology website: https://agroteknologi.umy.ac.id/
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The experts refer to the Subject-Specific Criteria (SSC) of the Technical Committee Agriculture, Forestry and Food Sciences and general ASIIN Criteria for the Accreditation of Degree Programs as a basis for judging whether the Program Learning Outcomes of the undergraduate study programs in Agribusiness and Agrotechnology, as defined by UMY, correspond with the competences as outlined in the SSC. They come to the following conclusions:

i. Learning Outcomes

At the program level, the experts observe two tiers of development for the educational objectives of the programs under review:

- **Program-specific Objectives (PEOs)**, which establish the program's purposes based on the graduate profiles (see section B).
- **Program Learning Outcomes (PLOs)**, which derive from the study program objectives and guide the design and assessment of the curriculum (see Appendix).

PLOs are developed based on each program's educational objectives, a process involving internal (lecturers, administrative staff and students) and external (professional associations, employers and relevant experts) stakeholders. The PLOs align with the

Indonesian National Qualification Framework, the National Higher Education Standards, UMY's vision and mission, and the mandates of the Faculty of Agriculture.

Based on the Indonesian National Qualification Framework (*Kerangka Kualifikasi Nasional Indonesia, KKNI*), the PLOs of the programs are distinguished as aspects of Attitude (*sikap*), Knowledge (*pengetahuan*), General Skills (*kemampuan umum*), and Special Skills (*kemampuan khusus*).

Within the documentation, UMY presents for the two programs under review, tabular linkages to demonstrate alignment between PEOs and PLOs, PLOs and the ASIIN Specific-Subject Criteria (SSC), and PLOs and courses (modules). The experts also verified and confirmed that the learning outcomes are published on the program websites, and thus accessible to all interested parties.

At the module level, PLOs derive into course learning outcomes (CLOs), implemented through lectures, practical work, course assignments, Community Service Program (KKN), internships, and undergraduate thesis. Each course also has a Semester Learning Plan as a curriculum tool where the relationship between CLOs and LOs is further documented.

During the audit, the experts explored the integration of Islamic values as a core characteristic of the programs. A specific focus was placed on how the university addresses potential conflicts between Islamic values and the diverse backgrounds and beliefs of international students. Representatives from the Rector's office clarified that UMY's emphasis on Islamic values is aligned with broader principles and policies rather than religious doctrines. These values are rooted in the university's historical foundation and include universal principles such as environmental care, respect for living beings, honesty, responsibility and teamwork. The university emphasized that its mission is not to teach or compel students to adopt the Islamic faith. Instead, UMY fosters inclusivity and accommodates students of all faiths. The experts acknowledge these statements and note that the religious foundations of UMY do not constitute a constraint to the freedom of academia and teaching, or discriminate against students or teachers based on their religious affiliation.

Overall, the experts are generally satisfied with the formulation of the programs´ objectives and learning outcomes. The objectives and learning outcomes reflect the targeted academic qualification and ensure a professional qualification on the level 6 of the European Qualification Framework.

ii. Graduate Qualification Profiles

The graduate profile is shaped by analysing societal needs and job market demands. The programs align with standards from professional associations while also addressing the needs of stakeholders, who are regularly invited to provide input through surveys and focus groups.

Drawing on this stakeholder process, graduates of the Agribusiness study program are expected to embark on diverse career paths as:

1	**"Manager**, who can manage agribusiness company organizations in the fields of production, marketing, human resources, finance, and information synergistically in teamwork.
2	**Entrepreneur**, who can plan and develop local resource-based agribusiness companies creatively and innovatively, which can be held accountable based on divine values and the rule of law
3	**Academics/Educators**, who can design and conduct scientific research by integrating Islamic ethics while mastering concepts in economics and agriculture for the advancement of knowledge.
4	**Consultant**, who can facilitate community empowerment in the field of agribusiness by utilizing science and technology based on Islamic values."

Graduates of the Agrotechnology study program are expected to contribute their knowledge and skills as:

1	**"Entrepreneurs,** who can develop agricultural businesses.
2	**Manager,** who can manage business in agriculture.
3	**Academics,** who can develop education and research as well as quality testing in agriculture."

Through the audit discussions, the experts come to the conclusion that students are well prepared for entering the domestic job market, and employers are generally satisfied with the knowledge and technical skills of the graduates. Representatives from various companies further emphasized their willingness to take in student interns and graduates, noting that their technical expertise and soft skills align well with industry needs.

Likewise, students and alumni seemed overall satisfied with the programs under review. They expressed general satisfaction with the learning experience, and future job and academic prospects. Alumni, in particular, noted that their education at UMY has positively impacted their careers.

The experts gained the overall impression that the imparted qualification profiles meet the expectations from all sides, and allow the students to take up an occupation corresponding to their qualifications upon graduation.

iii. Review of Learning Outcomes

As documented in the self-assessment report, program objectives, learning outcomes, and curricula undergo a major review every five years to remain aligned with societal and labour market dynamics, governmental regulations, as well as emerging trends. These reviews include consultation with internal and external stakeholders, benchmarking processes, and graduate data through annual tracer studies. Minor reviews are conducted annually to assess course content, learning processes, and outcomes, focusing on updates to methods and innovations in teaching.

When asked during the audit about how the university gathers feedback on the competencies of its graduates, industry representatives confirmed that various methods are employed to collect their insights on the curriculum and its future relevance. These methods include annual meetings where industry partners can provide feedback and share their opinions, surveys, and alumni feedback collected through online platforms.

From the provided documentation, their exchanges during the audit, as well as the further discussion about the University's quality assurance mechanisms under Criterion 1.3 and Criterion 5, the experts gained the impression that appropriate, recurring review mechanisms concerning the learning outcomes of the programs under review are in place.

In summary, the assessment team believes that the degree programs are designed in such a way that they meet the objectives set for them and judge the objectives and learning outcomes of the programs as suitable to reflect the intended level of academic qualification. They correspond with the ASIIN Subject-Specific-Criteria (SSC) of the Technical Committee 08 – Agriculture, Forestry and Food Sciences and suffice the ASIIN Criteria for the Accreditation of Degree Programs. Further discussion on the curricula will follow under Criterion 1.3.

Criterion 1.2 Name of the degree program

Evidence:

- Self-assessment report
- Curriculum Documents, programs under review
- Agribusiness website: https://agribisnis.umy.ac.id/
- Agrotechnology website: https://agroteknologi.umy.ac.id/

- Sample Diploma Certificate, programs under review

Preliminary assessment and analysis of the experts:

The nomenclature adheres to the Decree of the Director General of Higher Education, Research, and Technology of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia No. 163/E/KPT/2022 concerning the Name of Study Program in Academic and Professional Education.

The degree awarded to graduates of the Agribusiness and Agrotechnology study programs is *Sarjana Pertanian (S.P.)* or Bachelor of Agriculture.

The experts confirm that the English translation and the original Indonesian names of the programs under review correspond to the programs' intended aims and learning outcomes.

Criterion 1.3 Curriculum

Evidence:

- Self-assessment report
- Curriculum Documents, programs under review
- University website: https://umy.ac.id/
- Agribusiness website: https://agribisnis.umy.ac.id/
- Agrotechnology website: https://agroteknologi.umy.ac.id/
- UMY Academic Calendar 2024/2025: https://agribisnis.umy.ac.id/kalender-akademik/
- Discussions during the audit

Preliminary assessment and analysis of the experts:

After analysing the module descriptions and the curriculum, the experts confirm that the study programs under review are divided into modules and that each module is a sum of coherent teaching and learning units. All working practice intervals (community service and field training) are well integrated into the curriculum, and the supervision by the University/Faculty of Agriculture/Department allows for their respective quality in terms of relevance, content, and structure. In addition, the experts gain the impression that the choice of modules and the structure of the curriculum ensure that the Program Learning Outcomes can be achieved.

i. Structure of the Programs

Each semester is equivalent to 16 weeks, including 14 weeks of learning activities and 2 weeks for midterm and final exams. The odd semester starts in July and ends in December,

and the even semester lasts from January to June. The mode of study for the programs under review is full-time.

For the study programs in Agribusiness and Agrotechnology the minimum study load is 148 and 146 Indonesian Credits (SKS), respectively, with an expected duration of 8 semesters.

The curricula consist of modules in the categories of compulsory national courses, compulsory courses of UMY, compulsory faculty courses, compulsory program courses, and elective courses. The study load per category is as follows:

Table 1: Curriculum structure of courses in Agribusiness and Agrotechnology
Source: Self-assessment report, UMY.

Category	Agribusiness		Agrotechnology	
	Credit	%	Credit	%
Compulsory national courses	7	4,72	7	4,72
Compulsory UMY course	18	12,16	20	13,69
Compulsory faculty	11	7,4	12	8,21
Compulsory study	90	61	97	66,43
Elective courses	22	15	10	6,84
Total	**148**	**100**	**146**	**100**

The curriculum integrates the Independent Leaning-Independent Campus (*Merdeka Belajar - Kampus Merdeka, MBKM*) program, allowing students the opportunity to choose learning experiences outside the campus from the 6th semester. As per the regulation, students can opt for 20 credit units of study outside their program.

ii. Contents

At the beginning of the study programs, students are introduced to general education subjects, including Bahasa Indonesia, Civic Education and Religion, as well as foundational UMY, faculty and study-related courses. These courses help students understand socio-cultural aspects and foundational principles of their discipline.

As students advance through the programs, the courses become more focused and specific, allowing them to delve deeper into the field. Practical laboratory work is incorporated into the curricula, enabling students to gain hands-on experience.

In the later stages of the programs, the curricula further narrow their focus on advanced areas. Students take specialised subjects and engage in professional development activities. They also undertake a final-year project, through which students can apply their knowledge in real-world scenarios and further refine their expertise. Students are usually required to do community service in their final year.

The experts appreciate the various approaches taken to equip students with both theoretical knowledge and practical skills. They specifically commend the Agribusiness program for its efforts to develop students' entrepreneurship skills. From their examination

of the curriculum, discussions during the audit, and their visit to the Agribusiness facilities, the experts observed that students are given opportunities to progress from developing project ideas to understanding market dynamics and the associated economics. For example, alumni mentioned during the discussion that they were provided with funding to create a prototype. As students, they received training on how to manage and run a business, as well as how to work effectively in teams. This systematic approach offers students an excellent opportunity to cultivate essential skills that will benefit them in their future careers.

The experts also engaged in discussions with the program coordinators and representatives from the Rector's Office regarding the transformative impact of digital technology, a trend that is rapidly reshaping industries not only in Germany but worldwide. Recognizing the Faculty of Agriculture's aspiration to achieve international recognition, a key recommendation is to integrate digital technology and sustainability in globalized value chains into the curriculum.

Specifically, for the Bachelor's program in Agribusiness, there should be a stronger emphasis on digitally enabled crop production as part of the value proposition of the products for international value chains.

Similarly, the Bachelor's program in Agrotechnology should prioritize digitally enabled crop production as a strategy for more precise agriculture. Overall, the faculty should consider developing a concept that addresses crops with a more precise approach, ensuring that graduates are well-prepared to meet the ever-evolving challenges and opportunities within the agricultural sector.

Furthermore, the experts see that the programs should also pay attention to the role of sustainability and certification programs from multinational companies and multi-stakeholders and organizations. For the programs to remain competitive in the global market, it is crucial for students to develop a comprehensive understanding of contemporary agricultural practices, particularly in the context of plantations. The experts highlight that knowledge of how certification bodies and sustainability frameworks influence international trade is essential for preparing students to become leaders in international organizations and contributing effectively to shaping the future of agriculture and trade practices.

iii. Internship

The internship is integrated into the Bachelor's curriculum through the MBKM program. As part of MBKM, students are allowed to undertake a study load of up to 20 credits per semester, allocated to various activities:

1. Student exchange
2. Internships/practice
3. Teaching assistance in education units
4. Research
5. Humanitarian projects
6. Entrepreneurial activities
7. Independent study/project
8. Building villages/thematic real work lecturers

Students must follow registration, implementation, reporting, and examination procedures. There is a monitoring and evaluation process for each activity coordinated with partners to maintain the quality of MBKM activities.

Upon reviewing the list of partners provided, the experts confirm that the faculty maintains cooperation agreements with various institutions. During the audit, industry partners confirmed that their companies have received students as interns, highlighting the contributions they have made. These internships are seen by the industry partners as valuable opportunities to strengthen collaboration with the university.

iv. Mobility

According to the self-assessment report, the Agribusiness and Agrotechnology study programs collaborate with various foreign universities to facilitate offline and online student mobility activities. Since 2013, these activities have included exchange programs, summer schools focusing on tropical agribusiness and agriculture, internships, and international Community Service Programs (KKN). The highest participation has been observed in the Summer School, an annual event organized by UMY's International Office, attracting participants from multiple countries. The faculty reports the following figures:

Table 2: Inbound and Outbound student mobility.
Source: Self-assessment report, UMY.

Academic year	Agribusiness		Agrotechnology	
	Inbound	Outbound	Inbound	Outbound
2019/2020	3	13	6	6
2020/2021	26	0	54	0
2021/2022	87	1	27	2
2022/2023	56	13	45	0

During the audit, the students confirmed the availability of various student mobility opportunities. Agrotechnology students reported participating in a one-week exchange program in Malaysia, where the department covered costs such as airfare, accommodation, and transportation. Agribusiness students highlighted their participation in the MBKM program, which included opportunities to study for one semester at domestic

institutions such as Universitas Syiah Kuala and Universitas Hasanuddin. Additionally, guest lectures by international speakers were also mentioned as part of the opportunities to connect internationally.

Based on the evidence provided and the discussions conducted during the audit, the experts commend the University for its well-structured efforts in promoting student mobility. **While important progress has been made, the experts emphasize the importance of continuous improvement at the bachelor's level. They believe that enhancing this aspect is crucial for the faculty's aspirations to become more international. In this context, the experts suggest that international mobility could be further promoted and improved, both in terms of quantity and quality.**

Building on the point above, the experts also note the opportunities the university could explore to further strengthen international networking. This is discussed in Criterion 3.1.

Aligned with the faculty's aspirations to play a more prominent role on the international stage, the current English language proficiency of students becomes a critical area for development. To support the internationalization goals of both programs, it is recommended to further enhance students' English language skills. While progress has already been made in this area, the experts believe that continued efforts are necessary to strengthen the foundation for attracting international students and fostering more cooperation with institutions abroad.

In terms of credit recognition for study performance achieved abroad, students confirmed to have successfully converted credits after mobility, indicating a straightforward process (more under criterion 1.5).

v. Curriculum review

The Program Learning Outcomes and curricula of the programs undergo review every five years. The last changes and adjustments were made in 2021. Since 2022, the programs have transitioned to an Outcome-Based Education (OBE) curriculum in alignment with the Indonesian National Qualification Framework.

The curriculum review process involves key stakeholders to ensure that the curriculum remains current, relevant to the business and industrial sectors, and aligned with the needs of all sides. Minutes from curriculum review meetings have been provided to the assessment team as evidence of this consultation process.

The experts acknowledged the faculty’s commitment to continuous improvement as the basis for sustainability. They appreciate the systems in place to support this process. Specifically, the program coordinators and lecturers are motivated and dedicate

considerable effort to the optimization of the programs. Through discussions with students and industry partners, the experts noted a high involvement and strong commitment from both groups to further improve the curriculum.

The experts recommend that, in line with this commitment, the study programs continue to ensure regular curriculum reviews, typically every 4 to 5 years, with active involvement from relevant stakeholders.

Criterion 1.4 Admission requirements

Evidence:

- Self-assessment report
- University website: https://umy.ac.id/
- UMY admission websites: https://admisi.umy.ac.id/
- UMY Academic Calendar 2024/2025: https://agribisnis.umy.ac.id/kalender-akademik/
- Admission-related regulation as part of the self-assessment report
- Statistical data about the progress of studies, all programs under review
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the self-assessment report, admission and selection of prospective students are delimited by the Rector's Regulation No. 014-PR-UMY-IX-2021 concerning the Guidelines for Admission of Vocational and Bachelor Program Students at UMY. The admission requirements, procedures, schedules, and steps are published and announced on a dedicated admission website and are thus accessible to all stakeholders. As UMY is a private university, it does not have to follow the strict governmental admission rules of the Indonesian Ministry of Education, Culture, Research, and Technology.

For the Bachelor's programs, there are several pathways for admission:

1. **Student achievement-based (PMDK)**: for all 12th-grade students at high schools or equivalent institutions.
2. **High school transcript/academic achievement (PBUP)**: for those involved in autonomous organizations within the Muhammadiyah association.
3. **High school transcript/academic achievement (PSB)**: for high school students excelling in various fields such as sports, arts, culture, and reasoning.
4. **Computer-based test (CBT)**: passing a test with a certain grade.

5. **Graduation certificate (SKL)**: for high school graduates with a graduation certificate or diploma.
6. **UTBK-SNBT:** for high school students or equivalent who have taken the computer-based National Selection Test for State Universities.
7. **SBMPTMu:** joint selection for admitting new students within the Muhammadiyah and 'Aisyiyah higher education institutions.
8. **Jogjaversitas:** joint selection for admitting new students across Yogyakarta's higher education institutions.

The self-assessment report indicates that the majority of students are admitted to the Agribusiness and Agrotechnology programs through the PMDK pathway.

The current maximum intake capacity per cohort is 300 students for Agribusiness and 200 students for Agrotechnology, with an average starting cohort of 272 and 165 students, respectively. Based on the data provided (Figures 1 and 2 below), the experts paid attention to two aspects. First, there is a discrepancy between the maximum intake capacity and the quota set by the Rector's official decree. Second, there has been a decline in the number of applications between 2020 and 2023, with a 38% decrease for Agribusiness and a 25% decrease for Agrotechnology. This has consequently led to a decline in the number of students accepted and registered.

The program coordinators explained that while the ideal intake target is 300 students, achieving this number is difficult due to various constraints, including the lecturer-to-student ratio. The decrease in student numbers is influenced by broader dynamics within Indonesian higher education, including reduced government subsidies and an increase in student intake by public universities. Additionally, there has been a decline in interest in agricultural studies. At times, students opt for other universities despite being accepted into the programs. Despite these challenges, the faculty remains committed to maintaining the quality of the learning process and has intensified promotional activities in schools across Indonesia to attract more prospective students. The experts acknowledge the challenges posed by national policies to increase student quotas in public universities and support the faculty's efforts to address these issues through targeted outreach initiatives.

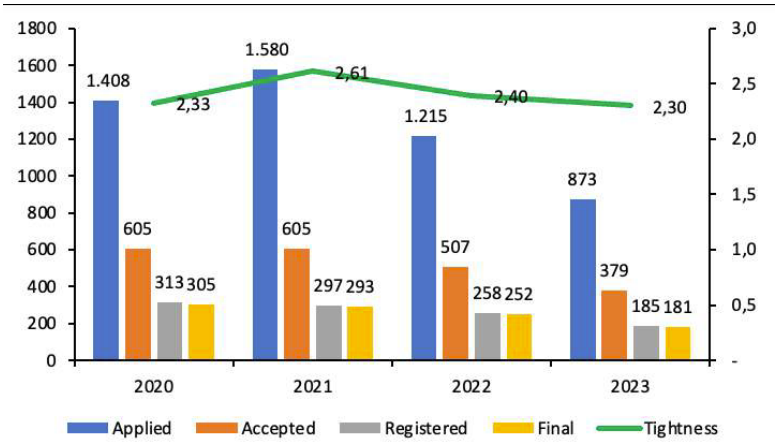

Figure 1: Agribusiness - Admission data for new students 2020-2023. Source: Self-assessment report, UMY

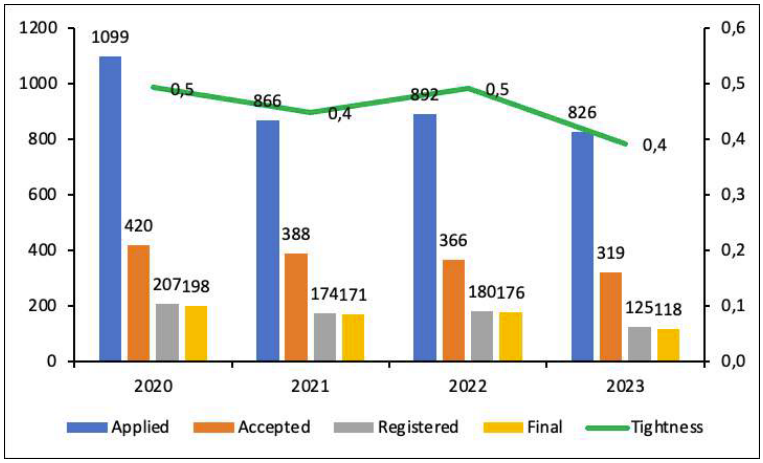

Figure 2: Agrotechnology - Admission data for new students 2020-2023. Source: Self-assessment report, UMY

When asked by the experts about where the students come from, the program coordinators explained that most students are from Java Island, with some coming from Sumatra and Kalimantan. The university offers annual scholarships to assist international students. The faculty has a small number of international students, with UMY covering their tuition fees and accommodation. These students receive a three-month course in Bahasa Indonesia to support their integration.

The experts also inquired about specific admission programs for students with disabilities. The coordinators confirmed that UMY has such programs in place, although the Faculty of Agriculture currently does not have any students with disabilities. The university has established policies to support them, ensuring they can fully participate in academic activities.

Regarding tuition fees, the admission webpage indicates that the Semester 1 Registration Class of 2025/2026 fee is 10,680,000 IDR for Agribusiness and 11,276,000 for Agrotechnology (approximately 640 and 670 Euro, respectively).

In summary, the experts confirm that the admission requirements and procedures are binding and transparent, and ensure the necessary prior qualification of students. Rules for the recognition of qualifications achieved externally are clearly defined and facilitate the transition between higher education institutions. The assessment team also saw evidence that the university is tracking its students' progress and achievements (more under Criterion 1.5)

Criterion 1.5 Workload and Credits

Evidence:

- Self-assessment report
- Curriculum Documents, programs under review
- Discussions during the audit.

Preliminary assessment and analysis of the experts:

Study programs at UMY follow the Indonesian credit system (SKS) regulations. By definition, one SKS comprises 16 semester weeks of learning activities, among which 14 weeks are counted as a regular lecturing period. One unit comprises 170 minutes of learning activities, consisting of 50 minutes of face-to-face interaction, 60 minutes of structured tasks, and 60 minutes of independent tasks.

As described in the curriculum documents, the minimum number of credits to graduate is a total of 148 SKS (223.48 ECTS) for the Bachelor of Agribusiness program, and 146 SKS (220.46 ECTS) for the Bachelor of Agriculture program.

The university has introduced the ECTS credit system to make the programs internationally comparable. In the Bachelor´s programs, the conversion rate from SKS to ECTS is 1.51.

With respect to the crediting of the individual modules, the experts note:

- **The conversion rate from SKS to ECTS is not applied consistently across the module handbook. For example, some modules list 2 credit points as equivalent to 3.02 ECTS, while others show 3 credit points as also equivalent to 3.02 ECTS. Additionally, 1/1 credit points are shown as equivalent to 4.53 ECTS, and in other cases, 2/1 credit points are also equated to 4.53 ECTS.**
- **There is no clear specification of the workload for the different types of activities.**

Furthermore, the experts could not find clear evidence confirming that instruments are in place to regularly monitor whether the credits awarded for each module correspond to the actual student workload. Consequently, the panel asks that the university establish a formal mechanism to systematically monitor the actual workload of students.

The maximum study period in the Bachelor's programs is 14 semesters. The maximum number of credits students can take is 24 SKS.

In response to questions about the workload, the students did not highlight any significant imbalance or excessive workload during the audit. They reported having sufficient time to participate in other activities outside study.

UMY also provides key performance indicator data. In the 2022/2023 academic year, the on-time graduation rate for both study programs was 55%. The average time to complete studies was 8.6 semesters for Agribusiness and 8.9 semesters for Agrotechnology. Dropout data is presented in the table below.

Table 3: Dropouts
Source: Self-assessment report, UMY

Academic year	Agribusiness				Agrotechnology			
	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
2020/2021	3.9	1.7	1.1	0	2.1	2.1	2.1	0
2021/2022	4	2	1.5	0	10.5	0	0	0
2022/2023	3.5	0.9	3.5	0	5.6	2.9	8.1	0

To accelerate on-time graduation, the Agribusiness and Agrotechnology study programs have implemented remedial actions, such as a research methodology workshop aimed at expediting students' undergraduate thesis work. The experts appreciate these initiatives. According to the data, while students typically exceed the standard study period by approximately one semester, they are still able to complete the program, with most persisting to graduation.

All in all, there is a credit system in place centred on the student workload. This system includes both contact hours and self-study time. All compulsory components in the Bachelor's programs are included. However, at this point, there is no clear evidence to confirm regular monitoring of whether the credits awarded for each module align with the actual student workload, it also remains unclear to what extent students are involved in these evaluation processes.

The experts, nonetheless, confirm that regulations for the transfer of credits obtained outside of UMY exist, which is known by the students.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-assessment report
- Academic Guidelines, programs under review
- Myklass platform: https://myklass.umy.ac.id/
- Discussions during the audit

Preliminary assessment and analysis of the experts:
In the self-assessment report, UMY records that appropriate didactical instruments and methods are implemented for the Bachelor's programs under review. The variations in learning methods and tools are adjusted to the level of knowledge, skills, and competences set in each module. Learning methods are listed in each course's Semester Lesson Plan (*RPS*), which serves as a roadmap for both lecturers and students during the learning process.

The UMY e-learning system Myklass supports blended learning activities and facilitates access to attendance records, learning materials, assignments and exams. Lectures can be conducted online for a maximum of 37.5%.

The university's approach to learning is student-centred and involves teaching methods that prioritise the student's involvement in the learning process in alignment with guidelines from the Minister of Education and Culture. The MBKM policy has been integrated into the Bachelor's curricula to give students more flexibility in achieving their goals. With MBKM, students can learn from different institutions and communities. Furthermore, the availability of laboratory facilities, including education, research, advanced labs, and field labs, enables students to conduct independent research.

Moreover, the Faculty of Agriculture exposes all students to relevant external parties through initiatives such as inviting guest lecturers and visiting professors, promoting student exchanges and internships, and establishing partnerships with international institutions.

According to the self-assessment report, the diverse array of teaching methods employed within each program, include but are not limited to lectures, and presentations, alongside case-based and project-based learning. The module handbooks state the teaching methods applied in each learning unit, providing instructions for laboratory work, learning resources, and the learning plan and assessment. The medium of instruction is predominantly Bahasa Indonesia, although certain courses incorporate English.

The programs have courses on research methodology, which guide students in developing, writing, and publishing papers and theses.

During the discussions with students, the experts learn that they are generally satisfied with the quality of teaching and learning in the programs under review. **However, based on the insights gained, the experts propose several recommendations to further enhance the learning experience. These include incorporating more interactive teaching methods, utilizing asynchronous tools to complement synchronous learning, and integrating mechanisms for content recapitulation within the courses. They also emphasize the importance of fostering interactive discussions and promoting teamwork to improve engagement and support collaborative learning.**

Apart from the recommendation outlined above, the expert group considers the range of teaching methods and instruments suitable to support the students in achieving the Program Learning Outcomes. They confirm the study concepts of the programs under review comprise a variety of teaching and learning forms as well as practical parts adapted to the respective subject culture. Finally, they attest that the imparting of academic research skills is sufficiently ensured.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 1:

The experts thank UMY for the provided statements and additional documentation concerning criterion 1.

(ASIIN 1.3) Digital technology and sustainability in the curriculum – Both programs

UMY has noted that the Bachelot Agribusiness incorporates technology into the curriculum with courses such as Information Technology, Agribusiness Information Management, and E-Commerce. The aim of these courses is to provide students with a foundation in digital technology, focusing on data management, information dissemination, and global marketing strategies for agribusiness products. UMY has also observed that the Bachelor Agrotechnology includes courses like Information Technology, Information and Technology in Agriculture, Landscape Planning Analysis, and Agricultural Mechanization, which are specifically designed to enhance students' understanding of technological applications in the farming sector.

In addition to curricular offerings, there are efforts to promote technology in agriculture, such as student competitions, faculty research, and involvement from industry experts.

The assessment team acknowledges these efforts and encourages both study programs to continuously integrate digital technology and sustainability into the curriculum, responding to the evolving dynamics within the agricultural sector.

(ASIIN 1.3) Sustainability and certification programs – Both programs

The experts commend UMY for recognizing student competencies through certifications from the National Professional Certification Agency (BNSP). Specifically, the Agribusiness study program offers certification for roles such as Agribusiness Production Manager and Human Resource Manager. Meanwhile, the Agrotechnology program provides certification for Crop Cultivation Inspectors. According to UMY's statement, students complete these certifications before graduation. Additionally, students can earn certificates from partner companies through internship programs.

While UMY's response comments on existing certification schemes related to their lecturing, the experts clarify that they were referring to "sustainability certification in food value chains" as a teaching topic.

(ASIIN 1.3) Student mobility– Both programs

The assessment team positively note UMY's commitment to supporting internationalization initiatives through various mobility programs for faculty and students. Faculty members have engaged in activities such as visiting professorships, sabbatical leaves, and international conferences. Meanwhile, students participate in student exchange programs, summer schools, international conferences, international internships, and community service (KKN) abroad. The team appreciate the programs available and emphasize that enhancing international mobility in terms of quantity and quality requires consistent and sustained efforts.

(ASIIN 1.3) English language skills – Both programs

UMY has noted that enhancing English language proficiency to support its internationalization goals is a strategic priority. English language courses are integrated into the curriculum, with the Agribusiness program offering six credits and Agrotechnology offering eight. A TOEFL score of at least 450 is required for graduation. Additionally, the faculty plans to expand its global network to launch international and postgraduate programs as part of its 2025–2030 roadmap. The experts agree that these initiatives prepare students to participate in international programs and compete in the global market. Therefore, the university is encouraged to further promote and strengthen efforts in this area.

(ASIIN 1.3) Regular curriculum reviews – Both programs

The experts take note of the upcoming curriculum review planned for this year in response to new policies from the Minister of Higher Education, Research, and Technology. UMY states that this review will include input from faculty, industry practitioners, and international representatives. The focus will be aligning the curriculum with the latest advancements in Agribusiness and Agrotechnology to meet global standards. The experts are satisfied with this explanation.

(ASIIN 1.5, 4.1) Conversion from SKS to ECTS – Both programs

UMY explains that the lack of consistency in the coversion from SKS to ECTS was caused by a technical problem and that the module descriptions has been revised. After reviewing the provided links, the expert team confirms that the conversion between workload and ECTS credits has been corrected. The team furthermore confirms that the workload for the different types of activities has been specified. The experts are satisfied with the actions undertaken to address the raised issue.

(ASIIN 1.5) Credit allocation and actual student workload – Both programs

UMY has noted that its student support system, which includes academic advisors, thesis supervisors, and internship mentors, actively monitors credit allocation and student workload. The university also emphasizes that each semester undergoes curriculum audits as a crucial measure for quality assurance. The assessment team commends UMY for implementing these mechanisms but stresses the importance of gathering student feedback on the workload for each module to comply with ASIIN criteria. Furthermore, the team reinforces the need to establish a formal mechanism to systematically track the actual student workload. This could be achieved, for instance, by including relevant questions in summative course questionnaires.

(ASIIN 1.6) More interactive teaching methods – Both programs

The expert group recognizes the value of the MyKlass online platform in promoting student attendance, providing access to course materials, and facilitating participation in lectures and exams. They appreciate the use of diverse teaching methods, including interactive approaches and group discussions, which enhance student collaboration. Integrating asynchronous tools, such as discussion forums and recorded materials, is seen as beneficial for reinforcing learning. Additionally, the experts highlight the significance of the university's SPADA grants and MOOCs in supporting lecturers and improving teaching practices. The experts attest that UMY has made considerable progress in this respect and hope for continued development moving forward.

Considering the above-mentioned points, the experts regard this criterion as mostly fulfilled.

2. Exams: System, Concept and Organization

Criterion 2 Exams: System, concept and organization

Evidence:

- Self-assessment report
- Module descriptions, programs under review
- Academic Guidelines, programs under review

- UMY Academic Calendar 2024/2025: https://agribisnis.umy.ac.id/kalender-akademik/
- Examination-related procedures and regulations
- Samples of student's work (projects, exams and thesis)
- Discussions during the audit.

Preliminary assessment and analysis of the experts:

i. Forms of Examinations and Exam Schedule

The Agribusiness and Agrotechnology study programs implement the concept of Outcome-Based Assessment (OBA). Formative and summative assessments are used to evaluate the student achievement of the program learning outcomes and course learning outcomes, including aspects of knowledge, attitude and skills, based on a predefined grading scale reference.

The team of instructors collaborates to determine the assessment methods, task types, and weightage, which are then reviewed and approved by the Quality Control Group and the Program Chair. The assessment methods encompass student participation (e.g., presentations, discussions, and attendance), project assessments (e.g., case study-based or project-based learning), and cognitive/knowledge assessments (e.g., quizzes, assignments, midterm exams, final semester exams, and practicum).

The Semester Learning Plan (*RPS*) specifies the course's Program Learning Outcomes (CLO) and identifies the types of examinations used to assess the achievement of these learning objectives. The assessment procedure is communicated to students during the explanation of the RPS on the first day of class.

According to the academic calendar, each semester consists of 16 weeks, which include 14 weeks designated for regular lectures and two weeks allocated for examination periods. The first half of the module is evaluated through the midterm exam, while the final half is evaluated on the final exam at the end of the semester.

All in all, the experts confirm the programs use various forms of examination, which are competence-oriented. Overall, these examinations are suitable for verifying the achievement of the program learning outcomes. **While the experts acknowledge the Semester Learning Plan (RPS) as an effective curriculum tool, they highlight the need to also include relevant information about the examination methods in the module handbook. The study program should ensure that a complete RPS is developed for all courses, accompanied by a well-defined assessment rubric** (more in Criterion 4.1).

ii. Grading and Graduation Requirements

The final grade of each module is a combination of the scores of the individual types of assessment. The exam grade is presented in an absolute numeric value with a range of 0-100. The final grade of the course is given as a quality letter and quality score as follows:

Table 4: UMY Grading system
Source: Appendix Self-assessment report, UMY.

Grade	Score	Predicate	Description
A	A ≥ 80	Excellent	Achieved learning outcomes with an excellent predicate
AB	75 ≤ AB < 80	Very Good	Achieved learning outcomes with a very good predicate
B	65 ≤ B < 75	Good	Achieved learning outcomes with a good predicate
BC	60 ≤ BC < 65	Fairly Good	Achieved learning outcomes with a fairly good predicate
C	60 ≤ BC < 65	Fair	Achieved learning outcomes with a fair predicate
D	35 ≤ D < 50	Poor	Achieved learning outcomes with a poor predicate
E	E < 35	Failed	Failed to achieve the learning outcomes

Students at the Bachelor's level pass if they obtain at least a D grade, while an E is considered a fail. Based on the regulation, for Bachelor's students to be eligible to take the final exam, they must have attended at least 75% of all scheduled activities for a particular subject.

To graduate from the programs, students must have completed the required 146-147 credits and scored a minimum GPA of 2.0 with a maximum of 25% of total credits allowed as the D grade. They are required to complete a thesis/final project work and hold a TOEFL certificate with a minimum score of 450 and 425 for Agrotechnology and Agribusiness, respectively. Every student in Agrotechnology is also expected to participate in a Microsoft Office Competency Certification. The maximum study period for undergraduate students is 14 semesters.

In case a student is unable to attend an examination due to a valid reason, the lecturer may provide a subsequent exam based on the lecturer's consideration. Students can improve their grades through two remedial methods: in-process remediation and structured remediation. In-process remediation happens during the course, while structured remediation takes place at scheduled times after grades are released.

The assessment results from the lecturer team are recorded within the UMY academic system. Students who receive an E grade must retake the course in the subsequent academic year. When students have objections to their exam results, they have the chance to appeal within the period established in the academic calendar.

UMY has a policy on academic integrity in all student activity, including examinations and assignments. If a student engages in plagiarism, fraudulent behaviour or falsifying administrative and academic data, they will face sanctions that correspond to the severity of their actions. These may range from grade cancellation, suspension, or even dismissal

from the university. To help prevent plagiarism, the university offers teachers and students access to anti-plagiarism software, which can be used to check for similarities in written work.

iii. Thesis

In accordance with the academic guidelines, Bachelor's students are required to complete a research project as their final assignment before graduation. This project involves creating and presenting a research proposal, conducting research, analysing and interpreting data, and writing a thesis. Assessment methods for the undergraduate thesis encompass Proposal Seminar scores, Result Seminar scores, Defense examination scores, and Thesis Report scores. A thesis conducted outside the institution involve guidance from supervisors within the program and external institutions.

The Agrotechnology and Agribusiness study programs actively support their students in obtaining competency certifications from the National Professional Certification Agency (BNSP). Students in the Agrotechnology program have the opportunity to participate in the Crop Cultivation Inspector certification program, while those in the Agribusiness program can pursue the Agribusiness Marketing Manager certification.

During the discussions with the program coordinators, it was clarified that the certification process is distinct from the curriculum and is not mandatory for students. Graduates can choose to participate in the certification programs post-graduation if they wish. While the knowledge necessary for these certifications is integrated into the learning process, students are not required to pass the exams.

In their appreciation of this criterion, the experts come to the following conclusions:

The expert group finds that appropriate university-wide and program-specific rules and procedures govern the examination systems. These rules and procedures are adequately communicated and transparently published. It is regularly reviewed whether the exams can adequately determine the achievement of the learning objectives and whether the requirements are appropriate to the level of the degree programs.

The students in the interviews confirmed that they were aware of all necessary information regarding examination schedules, forms, and grading rules. They reported that they are provided with sufficient time to prepare for exams and appreciated the existing systems for remediation and absences due to illness. Additionally, students have the opportunity to consult with their lecturers regarding their exam results.

Lecturers in the discussion report that a variety of exam forms are used to check the attainment of the respective learning outcomes, including a mix of oral and written exams.

The experts acknowledge that forms and assessment rubrics to assess the quality of the student's work are available for the programs.

The expert group also examined a selection of final theses and determined that they were of an appropriate academic level.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 2:

The experts thank UMY for the provided statements and additional documentation concerning criterion 2.

(ASIIN 2) Transparency in assessment methods and marking criteria – Both programs

The experts acknowledge the revision of the module handbook to include information on the evaluation methods used for each course within the Agribusiness and Agrotechnology study programs. They are pleased to note that all courses' Semester Learning Plans (RPS) have been developed to include competency-oriented evaluation methods and assessment rubrics. The experts value these changes and have no further comments on the matter.

The experts consider criterion 2 to be fulfilled.

3. Resources

Criterion 3.1 HR Resources, Staff Development and Student Support

Evidence:

- Self-Assessment Report
- Staff Handbooks and Lecturer Profiles, programs under review
- Staff-related regulation and procedures
- Discussions during the audit

Preliminary assessment and analysis of the experts:

i. Staff numbers and qualifications

According to the self-assessment report, the planning, management, and development of human resources at UMY are based on the Board Decree No. 315.A/SK-BPH/UMY/XII/2016 concerning the Employment Regulations at UMYs. Human resource management falls under the responsibility of the Rector who delegates staff development to the Vice Rector for Human Resources, supported by the Human Resources Development and Career

Institute. At the faculty level, duties and responsibilities are assigned to the Vice Dean for Human Resources, and at the program level to the Program Chair.

Academic positions within the university encompass professors, associate professors, assistant professors, and lecturers. The specific responsibilities and duties in teaching, research, and supervision vary according to the academic position. Teaching staff in the Bachelor´s programs are required to have a minimum educational qualification of a Master's degree with a relevant academic background in the field.

The Agribusiness study program has a total of 20 teaching staff members: 4 associate professors (20%), 13 assistant professors (65%), and 1 lecturer (5%). 50% hold a doctoral degree.

While the Agrotechnology study program is supported by a team of 20 teaching members, including 1 professor (5%), 7 associate professors (35%), and 12 assistant professors (60%). 45% hold doctorate degrees.

Workload is distributed in the so-called *Tri Dharma*, which represents the three pillars of Higher Education in Indonesia: teaching, research, and community service. A distinctive characteristic of UMY as an Islamic university is the additional fourth pillar of workload related to Al-Islam and Kemuhammadiyahan. As explained during the discussions, this fourth pillar includes social activities as well as work in institutions of the Muhammadiyah network. The regular workload of a teaching staff member is 12-16 credit hours per semester, distributed over the four pillars depending on their academic position as listed in the table:

Table 5: Performance assessment for each academic position
Source: Self-assessment report, UMY.

Academic Position	Degree	Main Elements (%))			Supporting Elements (%)
		Teaching	Research	Community Service	
Lecturer	Master	≥ 55	≥ 25	≥ 0.5 AK* and ≤ 10	≤ 10
Assistant Professor	Master/PhD	≥ 45	≥ 35		
Associate Professor	Master/PhD	≥ 40	≥ 40		
Professor	PhD	≥ 35	≥ 45		

*AK: credit point

The lecturer-to-student ratio is regulated by the National Accreditation Agency for Higher Education (BAN-PT). Based on the data provided, in the academic year 2022/2023, the lecturer-to-student ratio was 1:61.91 for Agribusiness and 1:45.18 for Agrotechnology, respectively.

The experts discussed the current lecturer-to-student ratio, which presents a gap regarding the ideal standards. They queried representatives from the Rector's office on how the university ensures that the students receive good academic services. The representatives

acknowledged the existing challenges. In response to this situation, several remedial actions have been implemented. These include inviting guest lecturers and visiting professors. Gaps are also filled by teaching assistants hired on a temporary basis. Additionally, some courses are co-taught between the Agribusiness and Agrotechnology departments. To ensure future improvements, the university plans to increase the number of lecturers as outlined in its manpower planning strategy.

The experts recognize the difficulties the faculty faces but commend their awareness of the issue. They encourage the faculty to develop and implement a recruitment plan for teaching staff to address the high student-lecturer ratio. Furthermore, they request UMY to systematically monitoring the situation and continuing to explore ways to improve the ratio to enhance student services.

ii. Job Conditions and Performance Review of Staff

As noted above, UMY has established evaluation methods based on staff performance targets in the *Tri Dharma and AI Islam and Muhammadiyah* activities. Lecturers are evaluated at the end of each semester through the Lecturer Performance Report and annually through the Staff Performance Objectives.

Lecturers can apply for a functional position promotion if they meet the required credit points. The university periodically awards lecturers who actively contribute and excel in the four primary pillars of their duties. These awards are based on the Staff Performance Objectives scores. Reporting of Staff Performance Objectives is conducted online via http://portofolio.umy.ac.id. The scores obtained serve as the basis for monthly performance incentives for eligible lecturers. Furthermore, the scores are also taken into account when assessing lecturer excellence.

In addition to performance-based awards, the university offers various other accolades based on different factors, including performance at the doctoral level, scientific publication awards, outstanding lecturer designations, and achievements at the associate professor level. The rights and obligations, compensation, roles and relationships, accountability, and ethics of lecturers at UMY are regulated in the UMY Employee Regulations book

iii. Staff Development

Lecturers have the opportunity to improve their professional and teaching skills. Their career development is governed by the Rector’s decree and supported by various training programs aimed at enhancing their performance. These training programs can be conducted by both internal and external institutions, provided they coordinate in advance

with the Human Resources Development and Career Institute. Regular capacity-building activities are organized for lecturers and administrative staff, and these are typically tailored to their employment status, distinguishing between prospective and permanent lecturers.

Table 6: Capacity building activities
Source: Self-assessment report, UMY

Employment Status	Type of capacity building activities
Prospective lecturers	Introduction to UMY Training in Research Methods and Community Service Fundamental Instructional Technique Skills Enhancement Program Development of Islamic Ideology and Leadership (Baitul Arqom)
Permanent lecturers	Support for Credit Points Arrangement Training for Strengthening Commitment to Muhammadiyah Refreshing of Al Islam and Muhammadiyah (AIK) Principles Training in Teaching Methods and Developing Teaching Materials Training on Proposal Writing for Research and Community Service Grant Training on Drafting Intellectual Property Rights (IPR) Training on Writing Articles for Reputable Journals Training in Writing Monographs and Reference Books
Permanent administrative staff	Training for Strengthening Commitment to Muhammadiyah Refreshing of Al Islam and Muhammadiyah (AIK) Principles

During the audit, the experts discussed the opportunities to develop their skills with the members of the teaching staff and learned that the teachers are in general satisfied with the internal qualification program at UMY.

The experts also inquired about the opportunities for teaching staff to spend time abroad and participate in international projects. Members of the teaching staff explained that they have access to lecturer mobility programs, such as opportunities to teach at universities abroad, including in countries like Malaysia. These programs are open to all lecturers. They also highlighted the opportunities for sabbaticals, with full funding provided by the university. The experts commend the university's efforts to promote international mobility and collaboration. **However, further discussions with internal and external stakeholders suggest that more could be done. An important recommendation is for the faculty to enhance its international networking efforts to increase mobility and collaboration opportunities for both students and teaching staff.**

In their appreciation of this criterion, the experts come to the following conclusions:

The composition, professional orientation and qualification of the teaching staff are suitable for successfully executing the degree programs. However, the faculty is

encouraged to develop and implement a teaching staff recruitment plan to address the current high student-lecturer ratio.

The teaching staff is satisfied with the working conditions and the opportunities available to further develop their capabilities. They demonstrate a high level of motivation to engage with students, convey ideas effectively, and contribute to curriculum development.

Particularly commendable is the university's program for developing teaching staff in didactics and soft skills, complemented by administrative and project management support. However, in the international networking space, further efforts would be recommended.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-assessment report
- Discussions during the audit.

Preliminary assessment and analysis of the experts:

According to the self-assessment report, UMY has built a well-structured framework to provide academic and administrative support services to the students.

Each student is allocated an academic advisor who is their first point of contact in case of any struggles or problems during their studies. The academic advisor monitors academic progress at the beginning of each semester through academic guidance books and identifies necessary improvement actions.

Support staff includes librarians, laboratory assistants, technicians, operators, programrs, and administrative personnel.

UMY also provides student services managed by the Student and Alumni Affairs Office, including:

- Co-curricular activities, such as orientation and bridging programs to support the transition to higher education for first-year students.
- Guidance for the development of interests and talents.
- Soft skills development.
- Scholarship services to support applications for study funding.
- Health services provided by the University Muhammadiyah Yogyakarta Polyclinic, the 24-hour healthcare service at Firdaus Clinic, as well as different partner institutions. This also includes guidance and counselling services at the

university level for non-academic support involving psychologists, psychiatrists, and counsellors.

- Career counselling and entrepreneurship guidance offered by the Career Development Centre, which includes activities like job vacancy information sessions, on-campus recruiting, and soft skill development seminars.

During the audit, the students expressed satisfaction with the support and services available to them, highlighting the range of programs they can rely on. They feel reassured by the support system, including the remedy and academic advisory services. When students face challenges, there is a system in place that prevents them from feeling lost; they are aware of the resources available to them.

The support system comprises various initiatives and services, alongside a welcoming environment that fosters mutual student support on campus. For example, new students are introduced to the various services and physical facilities during an "orientation period," helping them integrate smoothly into the UMY community. Additionally, both students and teaching staff emphasize the value of their close working relationships, which facilitate ongoing consultation, individual support, and direct feedback at any time. The approachability of teaching staff further enhances effective communication with students.

The students also confirmed that they can evaluate the support services on a regular basis as part of the student survey. The responses prove an overall high level of satisfaction with the provided services.

In summary, the experts confirm that UMY provides sufficient human resources and organisational structures for individual subject-specific and general counselling, supervision and support of students, as well as administrative and technical tasks. The allocated advice and guidance on offer assist the students in achieving the learning outcomes and in completing the course within the designated timeframe.

Criterion 3.3 Funds and equipment

Evidence:

- Self-assessment report
- University website: https://umy.ac.id/
- List of projects with external funding, programs under review
- List of partners, programs under review
- Library website: https://library.umy.ac.id/
- Visitation of participating institutes and laboratories
- Discussions during the audit.

Preliminary assessment and analysis of the experts:

i. Funds

According to the self-assessment report, UMY centrally manages its financial resources, facilities, and infrastructure. The program's budget planning and fund management align with the strategic performance indicators established at the university and faculty levels. Budget planning is based on the funds received and the anticipated expenditures for the year. The study programs prepare their Program and Budget Plan, which includes:

- planning,
- implementation,
- evaluation,
- control, and enhancement.

The programs draft their plans using an online budgeting system, which serves as the foundation for their activities throughout the year.

Funding is sourced from tuition fees, education development fees, and other resources managed by the university, faculty, and programs. The allocation of funds for educational and instructional activities is guided by the prevailing tariff standards at UMY, in accordance with the Rector's Decree. This budget covers educational and instructional activities, with primary allocations directed towards education, research, community service, and student development initiatives.

ii. Collaborations

As part of its self-assessment report, a list of local and international partners was presented. The faculty collaborates with universities, government agencies, industries, non-governmental organisations, and businesses through the implementation of agreements and memorandum of agreement to support the implementation of the curriculum and *Tri Dharma* activities.

The collaborators attending the discussion during the on-site visit expressed satisfaction with their partnership with the university. This was further demonstrated by their willingness to participate in the accreditation meeting.

iii. Infrastructure and technical equipment

During the audit, the expert group visited the listed facilities in order to evaluate whether the programs under review are committed to supporting both practical work and research, with well-equipped facilities designed for extensive laboratory and field activities:

1. Student Dormitory (external observation only)
2. Experimental Field
3. Admission Building (external observation only)
4. Sportorium (external observation only)
5. Library
6. Administration Office of Study Programs
7. Agraris Journal Office
8. Agriculture Training Center
9. Cultur In Vitro Lab
10. Agrobiotechnology Lab
11. Studio Lab
12. Product Processing and Innovation Lab

In their appreciation of the quality of infrastructure and equipment, the experts come to the following conclusions:

The central library offers services to UMY faculty members, administrative staff, and students. Operating hours are from 8:00 am to 5:00 pm on weekdays, and 8:00 am to 3 pm on Saturdays (break from 11:30 am to 12:30 pm), with continuous access to online resources. The services encompass lending physical and e-books, as well as access to diverse scientific databases. E-Resources services that can be accessed in the library are ProQuest, Scopus, SpringerLink, Emerald Insight, and Indonesian National Library. The experts attest that both staff and students have good access to the Library. The Library's online system is appreciated by the students as it gives them 24/7 access to bibliographical resources.

After visiting the laboratory facilities, the experts found them to be well-equipped to effectively support students' academic and research endeavours. **While the existing equipment is adequate for current needs, ongoing investment in upgrading and expanding laboratory resources is necessary, particularly to support high-precision research activities. In this regard, the faculty should expand the technology for molecular biology and analytical tools.**

Upon closer inspection of the equipment, the experts observed that greater effort is needed to maintain the laboratory facilities and instruments. Given the condition of many tools and instruments, **it is recommended that the faculty implement a formal maintenance schedule for lab equipment. This schedule would help ensure that proper care is consistently prioritised.**

Additionally, given the growing number of students, it is essential to expand the experimental land area to adequately accommodate their academic and research needs. Also, the laboratory should be equipped with essential K3 (Occupational Health and Safety) equipment, including a light fire extinguisher (APAR), a first aid kit (First Aid for Accidents), evacuation instructions, and clearly marked emergency exit routes.

Apart from the above, the available equipment constitutes a sustainable basis for delivering the degree programs. The infrastructure is overall sufficient in terms of both quantity and quality.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 3:

The experts thank UMY for the provided statements and additional documentation concerning criterion 3.

(ASIIN 3.1) Recruitment plan for teaching staff – Both programs

The experts recognize the faculty's measures to align teaching staff availability with academic needs, including team teaching, which involves collaboration among lecturers within the same study program and across different programs. The teaching and learning process is also supported by external experts, guest lecturers, and teaching assistants. The experts also appreciate UMY's commitment to recruiting faculty members with doctoral qualifications as a means to improve teaching quality. However, they emphasize the need for a concept and recruitment plan for teaching staff with clear milestones and timelines to address the current high student-to-lecturer ratio.

(ASIIN 3.1) International networking – Both programs

Upon reviewing the documentation, the experts confirm that several faculty members have participated in mobility programs in countries such as Thailand, the United States, Australia, South Korea, Turkey, and Germany. They engage in visiting professorships, sabbatical leaves, and international conferences, with a growing focus on research and community service through international collaborations. Furthermore, students have taken part in exchanges, summer schools, conferences, internships, and community service (KKN). The experts appreciate these efforts and recommend ongoing development in this area.

(ASIIN 3.3) Upgrading and expanding laboratory resources – Both programs

The experts have acknowledged the available equipment for the Agrotechnology study program, including molecular biology tools in the in vitro culture lab and various analytical instruments, which support research activities. They are pleased to learn that similar laboratory facilities exist at the Innovation Centre, accessible to both students and faculty for advanced technological research. However, the experts believe it is essential to

enhance the facilities for both programs. Compared to national universities, there is still a need for improvement to ensure competitiveness.

(ASIIN 3.3) Maintenance schedule for lab equipment – Both programs

The experts commend UMY for acknowledging the importance of maintaining laboratory equipment. UMY has established a formal maintenance schedule to ensure all facilities are kept in optimal condition. However, after reviewing the list of lab maintenance worksheets for both programs, it appears that this schedule has not yet been implemented. Consequently, the experts maintain their recommendation on this matter.

(ASIIN 3.3) Experimental land area – Both programs

UMY has observed that the faculty owns four experimental plots, yet only one was visited during the audit. Additionally, UMY utilizes land from partner farmers as supplementary practice areas and has recently constructed a new greenhouse to support plant-based research activities. The experts appreciate the availability of these facilities but believe that, due to the large number of students, there should be access to more experimental plots with a larger area.

(ASIIN 3.3) Safety equipment – Both programs

UMY has stated that all its laboratories are equipped with the necessary occupational health and safety (OHS) tools. These include lightweight fire extinguishers (APAR), first aid kits (P3K), evacuation instructions, and clearly marked emergency routes. After reviewing the evidence provided, the experts acknowledge UMY's commitment to safety standards and have no further comments on this matter.

The experts consider criterion 3 to be mostly fulfilled.

4. Transparency and documentation

Criterion 4.1 Module descriptions

Evidence:

- Self-assessment report
- Agribusiness website: https://agribisnis.umy.ac.id/
- Agrotechnology website: https://agroteknologi.umy.ac.id/
- Myklass platform: https://myklass.umy.ac.id/
- Module Descriptions, programs under review

Preliminary assessment and analysis of the experts:

As described in the self-assessment report, the module description is explained to class participants during the first week of lectures. Additional information on each module can be found in the Semester Learning Plan (RPS). The RPS files are stored in the UMY e-learning platform Myklass, which ensures students' accessibility.

After studying the module handbook the experts see a need for revision and correction as it presents some inconsistencies and important information is missing. For example:

1. **The faculty has to ensure that the module handbooks include essential information on the study and examination requirements.**
2. **The distribution of workload between contact hours and self-study time is unclear.**
3. **As outlined in Criterion 1.5, the conversion from SKS to ECTS is not applied in a consistent way.**

Furthermore, while the module descriptions are displayed on the program´s website for the Bachelor of Agribusiness, this information is missing for the Bachelor of Agrotechnology. To increase the availability and transparency of the information, the experts require the university to make the latest version of the module descriptions publically accessible to all interested stakeholders.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-assessment report
- Sample Transcript of Records, programs under review
- Sample Diploma/Degree Certificate, programs under review
- Sample Diploma supplements, programs under review

Preliminary assessment and analysis of the experts:

According to the information provided in the self-assessment report, Bachelor's students receive upon graduation a Diploma Certificate and an Academic Transcript. The issuance of Diploma certificates is the university's authority and is signed by the Rector and Dean of the Faculty of Agriculture.

Along with these documents, the graduates receive a Diploma Supplement, an official statement letter issued by the Faculty of Agriculture. It contains information about the

degree program, including program educational objectives, Program Learning Outcomes, acquired soft skills and student achievement in academic, co-curricular, extracurricular, or non-formal education.

The ASIIN experts are provided with samples of these documents. They confirm that the students of the degree programs under review are awarded a Diploma Certificate, as well as a Transcript of Records and a Diploma Supplement. The Transcript of Records lists all the courses the graduate has completed, the achieved credits, grades, cumulative GPA, and the thesis title.

However, the experts note that the credit points that were achieved are listed only as SKS credits. For the purpose of international comparability, the Transcript of Records has to include the credit load also in the converted ECTS unit and the applied conversion system has to be explained in the Diploma Supplement.

Criterion 4.3 Relevant rules

Evidence:

- Self-assessment report
- University website: https://umy.ac.id/
- https://agribisnis.umy.ac.id/dokumen/
- https://agroteknologi.umy.ac.id/dokumen/
- UMY Academic Handbook
- All relevant regulations as appendices to the self-assessment report.
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The rights and duties of the degree program institution, faculty members, and students are outlined in the academic handbooks, which are distributed to the students in the entrance meeting of their programs. Further university regulations are issued through Rector´s decrees. The students receive all relevant course material in the language of the degree program at the beginning of each semester.

The experts discussed the access to the rights and duties of both the university and the students; they consider them as clearly defined and binding.

While the rules and regulations are displayed on the program´s website for the Bachelor of Agribusiness, this information is inaccessible for the Bachelor of Agrotechnology. Furthermore, the academic handbook is only available in Indonesian language. To

increase the availability and transparency of the information, the experts ask the university to make this information publically accessible to all interested stakeholders.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 4:

The experts thank UMY for the provided statements and additional documentation concerning criterion 4.

(ASIIN 4.1) Revision and correction of module descriptions – Both programs

Addressed in Criterion 1.5.

(ASIIN 4.1) Transparency and availability of module descriptions – Both programs

The experts are satisfied to see that UMY has already published the updated module descriptions on the respective program websites.

(ASIIN 4.2) Transcript of Records and Diploma Supplement - Both programs

UMY clarifies that the Diploma Supplement format includes credit loads expressed in ECTS, along with an explanation of the conversion system used. This information has been confirmed by the expert group through the provided links. Coordination has occurred with the Academic Bureau to revise the format of the Transcript of Records to also include the credit load in the converted ECTS units. The revised format is set to be implemented for graduates starting in February 2025.

(ASIIN 4.3) Rules and regulations – Bachelor Agrotechnology

The experts confirm, based on the provided links, that all relevant rules and regulations are available on the respective program websites, making them accessible to all interested stakeholders.

The experts are satisfied with the information provided and regard this criterion as fulfilled.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-assessment report
- Discussions during the audit.

Preliminary assessment and analysis of the experts:

UMY quality management system has been institutionalised in compliance with government regulations and undergoes regular evaluation and updating. The system incorporates elements and mechanisms of both internal and external quality assurance. Quality is overseen internally by dedicated quality assurance teams/units across the university (Quality Assurance Board), faculty (Quality Assurance Unit) and program (Quality Control Group) levels. A separate supporting unit has learning assessment responsibilities (Education Development Institute).

As outlined in the self-assessment report, two primary mechanisms play a key role in enhancing the quality of the programs:

1. Performance evaluation of the study program

UMY performs Internal Quality Audit activities twice a year, with monitoring and evaluation in mid-year and auditing at the end of the year. These audits involve evaluating all university programs against standards set by the Planning and Development Agency. Programs report their performance using Strategic Performance Indicators such as study length, and PLOs and GPA achievement. The audits assess whether programs meet, exceed, or fall short of these standards, with the results used to enhance program quality.

2. Evaluation of Curriculum and Learning Assessment

As noted under Criterion 1.3, curriculum evaluation is conducted periodically every five years, involving internal (staff and students) and external stakeholders (alumni, users, and professional associations). To ensure active participation from these stakeholders, various activities are organized, including meetings, discussions, and workshops. External stakeholders are also invited to share their insights through questionnaires and focus group discussions, which assess the curriculum's effectiveness in meeting the needs and challenges of the study programs.

Learning assessment is conducted through the Learning Quality Audit, overseen by the Education Development Institute. This audit evaluates key components, including content standards, process standards, and assessment standards. Each semester, several surveys gather student satisfaction with the learning process and outcomes, alongside feedback from alumni and employers.

Students provide feedback on several aspects through an online survey. Satisfaction with the learning process is measured through aspects such as course planning, execution, teaching strategies, and learning media. Their satisfaction with learning outcomes is assessed through their understanding of the course material, the benefit of assignments, and the transparency of assessments. Additionally, their satisfaction with facilities is evaluated by considering both academic and non-academic services and resources. This is

end-of-semester feedback that the students must submit in order to access their final grades.

The experts appreciate that learning assessments consider different angles and perspectives. However, as discussed under Criterion 1.5, one important aspect appears to be missing: a question that inquires about student workload. The team believes this information should be included in the ongoing development of the programs under review.

During the audit, the experts asked whether the evaluation results are informed to the students. Representatives from the Rector's Office clarified that the institution fosters a transparent and open culture in this regard. Evaluation results are shared with students during public hearings, which are conducted four times a year. Recognizing that some students may feel intimidated in such settings, the institution has established mechanisms to allow students to share their feedback or concerns privately. When students were asked about the surveys and whether they were informed of the evaluation results, they confirmed that the Faculty and study programs regularly conduct public hearings to share this information. The experts commend the university for fostering a strong feedback culture and an open environment that promotes transparency and alignment toward achieving shared goals.

Moreover, annual tracer studies are conducted to gather information about graduates. Lecturers and supporting staff also evaluate the quality of the study program services in the learning process on an annual basis. The insights from these surveys are utilised to drive continuous improvement at both the departmental and program levels.

In the discussion with the experts, the alumni confirmed that tracer studies exist, and the industry representatives also confirmed that the university is open to receiving feedback about new developments and trends that could enhance the employability of its graduates.

Together with internal quality assurance mechanisms, recurring external quality assurance exercises at UMY relate to the legal obligation to submit every degree program for accreditation in addition to the compulsory institutional accreditation. The study programs currently under review have received grades of "A" or "Excellent" from the National Accreditation Body for Higher Education (BAN-PT). Accreditation for these study programs is valid for a period of five years.

The Agrotechnology study program received international certification from the Asian University Network in 2021. Additionally, both programs have earned ISO certification, which is valid from 2023 to 2026.

Overall, the expert panel holds a positive view of the quality assurance system currently in place. Quality management is a priority at the university, and several structures have been

established to support it. The panel notes that UMY and the Faculty of Agriculture regularly conduct surveys to gather feedback from students, stakeholders, and staff. The program coordinators and lecturers are highly motivated and put a great deal of effort into the optimisation of the programs. There is a positive, open culture that embraces change and strives for continuous improvement.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 5:

In the absence of further comments or relevant additional evidence by UMY, the experts confirm their above preliminary assessment and see this criterion as fulfilled.

D Additional Documents

Before preparing their final assessment, the panel asks that the following missing or unclear information be provided together with the comment of the Higher Education Institution on the previous chapters of this report:

None

E Comment of the Higher Education Institution (18.01.2025)

The institution provided the following statement [links have been deactivated]:

We would like to express our sincere gratitude for the valuable feedback provided by the experts. The comments and suggestions have been carefully reviewed and addressed to enhance the quality of our programs and services. Below, we provide detailed responses to each expert comment, outlining the steps we have taken or plan to take to improve and ensure continuous alignment with ASIIN standards.

We are committed to maintaining transparency, improving the student learning experience, and ensuring the relevance and excellence of our academic programs. As detailed in the following responses, our actions reflect our dedication to fostering an environment that supports academic and professional growth for our students and faculty.

We hope that our responses and improvements meet ASIIN's expectations and further reinforce the quality and integrity of our programs. Please do not hesitate to reach out should you require additional clarification or further information. We look forward to continuing this collaborative effort and appreciate your support and guidance.

Best regards,

UMY Accreditation team

Response to ASIIN Expert comments

No	Comments from ASIIN Experts	Explanations from the University to clarify the ASIIN comments
1	The experts also engaged in discussions with the program coordinators and representatives from the Rector's Office regarding the transformative impact of digital technology, a trend that is rapidly reshaping industries not only in Germany but worldwide. Recognizing the Faculty of Agriculture's aspiration to achieve international recognition, a key recommendation is to integrate	Both study programs have integrated the application of technology into their curricula to support the development of scientific fields aligned with global demands. In the Agribusiness Study Program, courses such as: 1. Information Technology, 2. Agribusiness Information Management, and

No	Comments from ASIIN Experts	Explanations from the University to clarify the ASIIN comments
	digital technology and sustainability in globalized value chains into the curriculum. Specifically, for the **Bachelor's program in Agribusiness, there should be a stronger emphasis on digitally enabled crop production as part of the value proposition of the products for international value chains**. Similarly, the **Bachelor's program in Agrotechnology should prioritize digitally enabled crop production as a strategy for more precise agriculture**. Overall, the faculty should consider developing a concept that addresses crops with a more precise approach, ensuring that graduates are well-prepared to meet the ever-evolving challenges and opportunities within the agricultural sector. Furthermore, the experts see that **the programs should also pay attention to the role of sustainability and certification programs from multinational companies and multi stakeholders and organizations**. For the programs to remain competitive in the global market, it is crucial for students to develop a comprehensive understanding of contemporary agricultural practices, particularly in the context of plantations. The experts highlight that knowledge of how certification bodies and sustainability	3. E-Commerce provide a foundational understanding of utilizing digital technology for data management, information dissemination, and the global marketing of agribusiness products. Meanwhile, in the Agrotechnology Study Program, courses such as: 1. Information Technology, 2. Information and Technology in Agriculture, 3. Landscape Planning Analysis, and 4. Agricultural Mechanization focus on applying technology to enhance efficiency and sustainability in the farming sector with detailed teaching materials that can be accessed in the semester learning plan. Technology in agriculture is also implemented through student competitions and faculty research (Doc 1). The learning process is further strengthened through the involvement of expert faculty teams and guest lecturers from industry practitioners, who provide practical and in-depth insights into real-world technological applications (Doc 2). Additionally, the University supports the recognition of student competencies through certifications. The University is licensed by the National Professional Certification Agency (BNSP) through the Professional Certification Institute (LSP) to conduct competency-based certifications tailored to the study programs. The

No	Comments from ASIIN Experts	Explanations from the University to clarify the ASIIN comments
	frameworks influence international trade is essential for preparing students to become leaders in international organizations and contributing effectively to shaping the future of agriculture and trade practices.	Agribusiness Study Program offers certifications for Agribusiness Production Manager and Human Resource Manager schemes. Meanwhile, the Agrotechnology Study Program provides certification for the Crop Cultivation Inspector scheme. Students are required to complete certification before graduation (Doc 3). Beyond formal certification, students can earn certificates from partner companies through internship programs, which provide practical experience and reinforce the relevance of their skills to industry needs (Doc 3). These initiatives aim to equip students with competitive digital skills, prepare them to face global challenges, and promote sustainable technological applications in the agribusiness and agrotechnology sectors.
2	Based on the evidence provided and the discussions conducted during the audit, the experts commend the University for its well-structured efforts in promoting student mobility. While important progress has been made, the experts emphasize the importance of continuous improvement at the bachelor's level. They believe that enhancing this aspect is crucial for the faculty's aspirations to become more international. In this context, the experts suggest that **international mobility could be further promoted and improved, both in terms of quantity and quality**.	The University is committed to supporting internationalization initiatives through various mobility programs involving faculty and students. Faculty members can participate in programs such as visiting professorships, sabbatical leaves, and international conferences (Doc 4), which broaden their perspectives and help establish global collaborative networks. Meanwhile, students are encouraged to participate in student exchange programs, summer schools, international conferences, international internships, and international community service (KKN). These programs are offered annually and aim to provide students with hands-on experiences in

No	Comments from ASIIN Experts	Explanations from the University to clarify the ASIIN comments
	Aligned with the faculty's aspirations to play a more prominent role on the international stage, the current English language proficiency of students becomes a critical area for development. To support the internationalization goals of both programs, **it is recommended to further enhance students' English language skills**. While progress has already been made in this area, the experts believe that continued efforts are necessary to strengthen the foundation for attracting international students and fostering more cooperation with institutions abroad.	global academic and professional environments (Doc 5). Enhancing students' English language proficiency has become a primary focus supporting internationalization objectives. English language courses have been integrated into the curriculum, with the Agrotechnology Study Program offering eight credits and the Agribusiness Study Program offering six credits. Additionally, students must take the TOEFL test with a minimum score of 450 (Doc 6) as a graduation requirement, which is closely monitored. These measures aim to equip students with adequate English proficiency, enabling them to actively participate in international programs and compete in the global market. As part of achieving the targets outlined in the 2025–2030 roadmap, the faculty is also preparing to expand its global network in preparation for launching international and postgraduate programs.
3	The experts recommend that, in line with this commitment, **the study programs continue to ensure regular curriculum reviews**, typically every 4 to 5 years, with active involvement from relevant stakeholders.	As part of the commitment to continuously improve the quality of study programs and in response to new policy changes introduced by the Minister of Higher Education, Research, and Technology, the study programs will conduct a periodic curriculum review scheduled for this year. This process will involve all relevant stakeholders, including faculty members, industry practitioners, and representatives from international educational institutions. This review aims to ensure that the curriculum remains aligned with the latest developments in agribusiness and

No	Comments from ASIIN Experts	Explanations from the University to clarify the ASIIN comments
		agrotechnology while meeting global standards required to prepare students for challenges and opportunities in the international market. The review process will be carried out transparently, incorporating feedback from various parties to enhance the quality of education delivered.
4	**The conversion rate from SKS to ECTS is not applied consistently across the module handbook**. For example, some modules list 2 credit points as equivalent to 3.02 ECTS, while others show 3 credit points as also equivalent to 3.02 ECTS. Additionally, 1/1 credit points are shown as equivalent to 4.53 ECTS, and in other cases, 2/1 credit points are also equated to 4.53 ECTS. **There is no clear specification of the workload for the different types of activities**. Furthermore, the experts could not find clear evidence confirming that instruments are in place to regularly monitor whether the credits awarded for each module correspond to the actual student workload. Consequently, the panel asks that **the University establish a formal mechanism to systematically monitor the actual workload of students**.	The error in converting credits from SKS to ECTS found in the document was caused by a technical problem, which has been identified and corrected in the latest version. The new version is available for both agribusiness at https://shorturl.at/7ac7I and agrotechnology programs at https://shorturl.at/uE62m . Additionally, to ensure that student workloads are aligned with the allocated credit distribution, the study programs have implemented a monitoring mechanism involving academic advisors, thesis supervisors, and internship mentors (Doc 7). The University also conducts curriculum audits every semester. Through these measures, we are committed to continuously improving the quality and accuracy of curriculum development while supporting student academic success.
5	During the discussions with students, the experts learn that they are generally satisfied with the quality of teaching and learning in	We appreciate the valuable feedback provided to enhance the student learning experience. Currently, the teaching and

No	Comments from ASIIN Experts	Explanations from the University to clarify the ASIIN comments
	the programs under review. However, based on the insights gained, **the experts propose several recommendations to further enhance the learning experience. These include incorporating more interactive teaching methods, utilizing asynchronous tools to complement synchronous learning, and integrating mechanisms for content recapitulation within the courses. They also emphasize the importance of fostering interactive discussions and promoting teamwork to improve engagement and support collaborative learning**.	learning process is supported by the **MyKlass platform** (https://myklass.umy.ac.id/), which facilitates student attendance, access to course materials, submission of assignments, and participation in synchronous or asynchronous lectures and examinations. In addition, the learning activities are enriched by implementing various teaching methods, including interactive approaches, group discussions, and project-based assignments to foster student collaboration. We are also continuously integrating asynchronous tools, such as discussion forums and recorded materials, to complement synchronous learning while providing mechanisms for material recap to help students better grasp the topics taught. To further support the success of these programs, the University offers **SPADA grants and MOOCs** for lecturers (Doc 8), ensuring the continuous enhancement of teaching practices and resources.
6	All in all, the experts confirm the programs use various forms of examination, which are competence-oriented. Overall, these examinations are suitable for verifying the achievement of the program learning outcomes. **While the experts acknowledge the Semester Learning Plan (RPS) as an effective curriculum tool, they highlight the need to also include relevant information about the examination methods in the**	We greatly appreciate the attention and feedback provided by the experts regarding evaluation methods within the study programs. We are pleased to inform you that the **module handbook** has been revised to include more comprehensive information on the evaluation methods used for each course for Agribusiness at https://shorturl.at/7ac7I and Agrotechnology at https://shorturl.at/uE62m . This revision was undertaken to ensure that all relevant information, including exam methods and

No	Comments from ASIIN Experts	Explanations from the University to clarify the ASIIN comments
	module handbook. The study program should ensure that a complete RPS is developed for all courses, accompanied by a well-defined assessment rubric	assessment formats, is presented transparently and aligned with the learning outcomes of the study programs. Furthermore, we would like to emphasize that all courses' Semester Learning Plans (RPS) have been fully developed. Each RPS is meticulously designed, including competency-oriented evaluation methods and clearly defined assessment rubrics. These measures have been implemented to ensure a structured learning process that supports students in achieving the expected learning outcomes following established standards.
7	The experts recognize the difficulties the faculty faces but commend their awareness of the issue. **They encourage the faculty to develop and implement a recruitment plan for teaching staff to address the high student-lecturer ratio**. Furthermore, **they request UMY to systematically monitoring the situation and continuing to explore ways to improve the ratio to enhance student services**.	We appreciate the experts' attention to the faculty-student ratio. The faculty has developed a manpower plan to ensure the teaching staff's availability following academic needs. To address the high faculty-to-student ratio, we have implemented team teaching involving lecturers from the same study program (intra-program) and across study programs (inter-program). Additionally, the teaching and learning process is supported by the involvement of external experts, guest lecturers, and teaching and laboratory assistants (Doc 2). The University is also committed to recruiting faculty members with doctoral qualifications to enhance the quality of teaching staff in the future. Through these measures, we aim to provide optimal learning services while continuously monitoring and evaluating the situation to ensure a more ideal faculty-student ratio. The faculty remains

No	Comments from ASIIN Experts	Explanations from the University to clarify the ASIIN comments
		committed to improving the quality of academic services to support student success in their learning journey.
8	The experts also inquired about the opportunities for teaching staff to spend time abroad and participate in international projects. Members of the teaching staff explained that they have access to lecturer mobility programs, such as opportunities to teach at universities abroad, including in countries like Malaysia. These programs are open to all lecturers. They also highlighted the opportunities for sabbaticals, with full funding provided by the University. The experts commend the University's efforts to promote international mobility and collaboration. **However, further discussions with internal and external stakeholders suggest that more could be done. An important recommendation is for the faculty to enhance its international networking efforts to increase mobility and collaboration opportunities for both students and teaching staff.**	We appreciate the feedback regarding international mobility opportunities. In addition to Malaysia, several faculty members have participated in mobility programs in other countries, such as Thailand, the United States, Australia, South Korea, Turkey, and Germany. Faculty members can engage in visiting professor, sabbatical leaves, and annual international conferences. Furthermore, research and community service initiatives are increasingly conducted through international collaborations to broaden their scope and impact (Doc 4). For students, the faculty offers a variety of international programs, including student exchange, summer schools, conferences, international internships, and international community service (KKN), which are also available annually (Doc 5).
9	After visiting the laboratory facilities, the experts found them to be well-equipped to effectively support students' academic and research endeavours. While the existing equipment is adequate for current needs, ongoing investment in upgrading and expanding laboratory resources is necessary,	We sincerely appreciate the positive feedback and suggestions regarding our laboratory facilities. The Agrotechnology Study Program is equipped with several tools, including molecular biology at in vitro culture lab and other analytical tools, as well as biology instruments, to support research activities. In addition, the University has similar laboratory facilities at

No	Comments from ASIIN Experts	Explanations from the University to clarify the ASIIN comments
	particularly to support high-precision research activities. In this regard, **the faculty should expand the technology for molecular biology and analytical tools**. Upon closer inspection of the equipment, the experts observed that greater effort is needed to maintain the laboratory facilities and instruments. Given the condition of many tools and instruments, it is recommended that **the faculty implement a formal maintenance schedule for lab equipment**. This schedule would help ensure that proper care is consistently prioritised. Additionally, given the growing number of students, **it is essential to expand the experimental land area to adequately accommodate their academic and research needs. Also, the laboratory should be equipped with essential K3 (Occupational Health and Safety) equipment, including a light fire extinguisher (APAR), a first aid kit (First Aid for Accidents), evacuation** instructions, and clearly marked emergency exit routes.	the Innovation Centre, which students and faculty can utilize for advanced technological research. Regarding experimental field areas, we would like to clarify that the faculty owns four experimental plots, although only one was visited during the previous site visit. Additionally, we utilize land from partner farmers as supplemental practice areas and have recently constructed a new greenhouse to support plant-based research activities. In terms of occupational safety, all our laboratories are equipped with appropriate occupational health and safety (OHS) tools, including light fire extinguishers (APAR), first aid kits (P3K), evacuation instructions, and marked emergency routes. We also recognize the importance of laboratory equipment maintenance and have established a formal maintenance schedule to ensure all facilities remain in optimal condition and fully support academic and research activities (Doc 9).
10	However, the experts note that **the credit points that were achieved are listed only as SKS credits. For the purpose of international comparability, the Transcript of Records has to include the credit load also in the converted ECTS unit and the applied conversion**	Thank you for the valuable feedback. We would like to inform you that our current **Diploma Supplement format** already includes credit loads in **ECTS**, along with an explanation of the conversion system used (Doc 10). To further enhance clarity and alignment, we have coordinated with the

No	Comments from ASIIN Experts	Explanations from the University to clarify the ASIIN comments
	system has to be explained in the Diploma Supplement	Academic Bureau to revise the format of the **Transcript of Records** (Doc 11)**.** This revision will ensure that the transcript consistently includes ECTS credits, facilitating international comparability and supporting the global mobility of our graduates. The revised format is scheduled to be implemented for graduates starting in **February 2025**.
11	While **the rules and regulations are displayed on the program's website for the Bachelor of Agribusiness, this information is inaccessible for the Bachelor of Agrotechnology.** Furthermore, **the academic handbook is only available in Indonesian language**. To increase the availability and transparency of the information, the experts ask the University to make this information publically accessible to all interested stakeholders.	The rules and regulations for the study programs are available on the respective program websites, including for the **Agribusiness Study Program** (https://agribisnis.umy.ac.id/dokumen/ - SOP) and **Agrotechnology Study Program** (https://agroteknologi.umy.ac.id/dokumen/ - SOP). This information is accessible to all relevant parties to ensure transparency and ease of access. The **Academic Handbook** has been revised and is now available in two languages, **Indonesian** and **English,** for both the Agribusiness at https://shorturl.at/nUo9W or at https://shorturl.at/puyTP and Agrotechnology at https://shorturl.at/8XUmv . To ensure that information regarding the study programs, rules, and regulations is accessible to all stakeholders, both Indonesian speakers and international audiences. We are committed to maintaining transparency and ensuring that information is readily available for all concerned parties in both languages.

F Summary: Expert recommendations (24.01.2025)

Taking into account the additional information and the comments given by the University the experts summarize their analysis and **final assessment** for the award of the seals as follows:

Degree Program	ASIIN Seal	Maximum duration of accreditation
Bachelor Agribusiness	With requirements for one year	30.09.2030
Bachelor Agrotechnology	With requirements for one year	30.09.2030

Requirements

For both programs

A 1. (ASIIN 3.1) Provide a concept and a teaching staff recruitment plan to address the current high student-lecturer ratio.

Recommendations

For both programs

E 1. (ASIIN 1.3) It is recommended that the programs accommodate digital technology and sustainability in globalized value chains into the curriculum.

E 2. (ASIIN 1.3) It is recommended that the programs emphasize the role of sustainability and certification programs from multinational companies and multi-stakeholders and organizations.

E 3. (ASIIN 1.3) It is recommended that International mobility be further promoted and improved in terms of quantity and quality.

E 4. (ASIIN 1.3) It is recommended that students' English language skills be further strengthened in line with the internationalization aspirations of both programs.

E 5. (ASIIN 1.5) It is recommended to include a more specific question on the students' total workload in the course questionnaires.

E 6. (ASIIN 1.6) It is recommended that the programs consider the use of more interactive teaching methods

E 7. (ASIIN 1.3, 3.1) It is recommended, based on the feedback of internal and external stakeholders, that the faculty foster international networking to increase opportunities for mobility and collaboration for students and teaching staff.

E 8. (ASIIN 3.3) It is recommended to expand the technology for molecular biology and analytics tools.

E 9. (ASIIN 3.3) It is recommended that the faculty ensure the proper maintenance of the equipment in the laboratories.

E 10. (ASIIN 3.3) It is recommended to expand the experimental land area to adequately accommodate academic and research needs.

For the Bachelor's degree program Agribusiness

E 11. (ASIIN 1.3) It is recommended that the program emphasize digitally enabled crop production as part of the value proposition of the products.

For the Bachelor's degree program Agrotechnology

E 12. (ASIIN 1.3) It is recommended that the program emphasize digitally enabled crop production as a strategy for more precise agriculture.

G Comment of the Technical Committee 08 – Agriculture, Forestry and Food Sciences (17.03.2025):

The Technical Committee discusses the requirements and recommendations proposed by the expert group, which are accepted by the Technical Committee without making any changes.

The recommends the award of the seals as follows:

Degree Program	ASIIN Seal	Maximum duration of accreditation
Bachelor Agribusiness	With requirements for one year	30.09.2030
Bachelor Agrotechnology	With requirements for one year	30.09.2030

Requirements

For both programs

A 1. (ASIIN 3.1) Provide a concept and a teaching staff recruitment plan to address the current high student-lecturer ratio.

Recommendations

For both programs

E 1. (ASIIN 1.3) It is recommended that the programs accommodate digital technology and sustainability in globalized value chains into the curriculum.

E 2. (ASIIN 1.3) It is recommended that the programs emphasize the role of sustainability and certification programs from multinational companies and multi-stakeholders and organizations.

E 3. (ASIIN 1.3) It is recommended that International mobility be further promoted and improved in terms of quantity and quality.

E 4. (ASIIN 1.3) It is recommended that students' English language skills be further strengthened in line with the internationalization aspirations of both programs.

E 5. (ASIIN 1.5) It is recommended to include a more specific question on the students' total workload in the course questionnaires.

E 6. (ASIIN 1.6) It is recommended that the programs consider the use of more interactive teaching methods

E 7. (ASIIN 1.3, 3.1) It is recommended, based on the feedback of internal and external stakeholders, that the faculty foster international networking to increase opportunities for mobility and collaboration for students and teaching staff.

E 8. (ASIIN 3.3) It is recommended to expand the technology for molecular biology and analytics tools.

E 9. (ASIIN 3.3) It is recommended that the faculty ensure the proper maintenance of the equipment in the laboratories.

E 10. (ASIIN 3.3) It is recommended to expand the experimental land area to adequately accommodate academic and research needs.

For the Bachelor's degree program Agribusiness

E 11. (ASIIN 1.3) It is recommended that the program emphasize digitally enabled crop production as part of the value proposition of the products.

For the Bachelor's degree program Agrotechnology

E 12. (ASIIN 1.3) It is recommended that the program emphasize digitally enabled crop production as a strategy for more precise agriculture.

H Decision of the Accreditation Commission (25.03.2025)

Assessment and analysis for the award of the subject-specific ASIIN seal:

The Accreditation Commission discusses the procedure and follows the assessment of the experts and Technical Committee without making any changes.

The Accreditation Commission decides to award the following seals:

Degree Program	ASIIN Seal	Maximum duration of accreditation
Bachelor Agribusiness	With requirements for one year	30.09.2030
Bachelor Agrotechnology	With requirements for one year	30.09.2030

Requirements

For both programs

A 1. (ASIIN 3.1) Provide a concept and a teaching staff recruitment plan to address the current high student-lecturer ratio.

Recommendations

For both programs

E 1. (ASIIN 1.3) It is recommended that the programs accommodate digital technology and sustainability in globalized value chains into the curriculum.

E 2. (ASIIN 1.3) It is recommended that the programs emphasize the role of sustainability and certification programs from multinational companies and multi-stakeholders and organizations.

E 3. (ASIIN 1.3) It is recommended that international mobility be further promoted and improved in terms of quantity and quality.

E 4. (ASIIN 1.3) It is recommended that students' English language skills be further strengthened in line with the internationalization aspirations of both programs.

E 5. (ASIIN 1.5) It is recommended to include a more specific question on the students' total workload in the course questionnaires.

E 6. (ASIIN 1.6) It is recommended that the programs consider the use of more interactive teaching methods

E 7. (ASIIN 1.3, 3.1) It is recommended, based on the feedback of internal and external stakeholders, that the faculty foster international networking to increase opportunities for mobility and collaboration for students and teaching staff.

E 8. (ASIIN 3.3) It is recommended to expand the technology for molecular biology and analytics tools.

E 9. (ASIIN 3.3) It is recommended that the faculty ensure the proper maintenance of the equipment in the laboratories.

E 10. (ASIIN 3.3) It is recommended to expand the experimental land area to adequately accommodate academic and research needs.

For the Bachelor's degree program Agribusiness

E 11. (ASIIN 1.3) It is recommended that the program emphasize digitally enabled crop production as part of the value proposition of the products.

For the Bachelor's degree program Agrotechnology

E 12. (ASIIN 1.3) It is recommended that the program emphasize digitally enabled crop production as a strategy for more precise agriculture.

Appendix: Program Learning Outcomes and Curricula

According to the provided "Curriculum Documents", the following Program Learning Outcomes shall be achieved:

Agribusiness

Program Learning Outcomes.	
PLO 1	Able to show a religious attitude, love for the country, and uphold humanitarian values.
PLO 2	Able to show a creative, innovative attitude, fighting spirit, and responsibility towards legal rules, norms, and ethics.
PLO 3	Able to work in a team in synergy according to their field of expertise.
PLO 4	Mastering the concepts and theories of economics, management, business, and technology in the agricultural sector based on Sharia principles.
PLO 5	Master the principles and methods of quantitative and qualitative analysis in solving problems and making scientific strategic decisions based on database management.
PLO 6	Mastering the concepts and principles of information technology-based business communication.
PLO 7	Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology in accordance with their field of expertise.
PLO 8	Able to plan, manage, and develop agricultural business units by utilizing local resource based science and technology.
PLO 9	Able to study and solve information technology-based problems.

The following curriculum is presented for the study program in Agribusiness:

SEM 8 5		Thesis 5								
SEM 7 8		Thesis 5	Elective courses within and outside the study program							
Intermediate Semester		Internship 3								
SEM 6 24	MBKM 20	20	10	10	18	Research methodology 4				
SEM 5 24	English 5 2	Business Partnership 3	Econometrics 3	Plant Protection 3	Business Consulting Techniques 3	2 Elective Courses (6 Courses Offered) 4	Quantitative Methods 3	Agribusiness Information Management 3		
Intermediate Semester	Community Service Program (KKN) 3									
SEM 4 24	English 4 1	Social Agriculture 2	Business Plan 3	Business Processing and Innovation Techniques 3	International Trade 3	Entrepreneurship 3	Business Feasibility Study 3	Marketing Management 3	Community Empowerment Design & Techniques 3	
SEM 3 24	English 3 1	Human Resource Management 2	Macroeconomics 3	Agricultural Economics 2	Managerial Economics 2	Agricultural Production Management 3	Accounting 3	Agricultural Marketing 3	Sharia Business 3	e-Commerce Agribusiness 2
SEM 2 22	English 2 1	Pancasila and Citizenship Education 3	Fiqih 2	Agricultural Production Techniques 3	Microeconomics 3	Agribusiness Management 3	Statistics 3	Thematic Interpretation 2	Agricultural Sociology 2	
SEM 1 21	English 1 1	Kewirausahaan 2	Aqidah Akhlaq 2	Plant Cultivation 3	Agricultural Science 2	Basics Management 2	Economic Mathematics 2	Information and Communication Technology 3	Agricultural Communication 2	Indonesian Language 2

Source: Self-Assessment Report

Agrotechnology

Program Learning Outcomes.	
PLO 1	Able to master the principles of agricultural cultivation technology in accordance with Good Agricultural Practices (GAP).
PLO 2	Able to master the principles of the scientific method.
PLO 3	Able to master the principles of natural resources management and spatial planning.
PLO 4	Able to solve agricultural problems.
PLO 5	Able to apply technology in the agricultural systems.
PLO 6	Able to evaluate the implementation of agricultural systems and cultivation technology.
PLO 7	Able to develop innovative business in plant cultivation technology.
PLO 8	Able to communicate effectively.
PLO 9	Able to demonstrate Islamic values and Pancasila.
PLO 10	Able to demonstrate a collaborative attitude in a multidisciplinary setting.
PLO 11	Able to demonstrate adaptability and work ethic.

The following curriculum is presented for the study program in Agrotechnology:

SEM 8	Thesis										
4-6	4-6										
SEM 7	Thesis	Internship/ Community Service									
4-9	4-6	3									
Intermediate Semester	Internship/ Community Service										
	3										
SEM 6	MBKM										
21	English 6	English 7	Internship/ Community service	Capita Selecta of Crops Production	Capita Selecta of Crops Cultivation	Project on Agribusiness Management	Elective courses				
	1	2	3	4	4	3	4				
SEM 5	English 5	Land Use and Land Evaluation	Agricultural Waste Management	Landscape Design	Agribusiness Management of Food Crops and Horticulture	Plantation Crops Cultivation	Elective courses				
22	1	4	2	3	4	2	6				
Intermediate Semester	Community Service										
	3										
SEM 4	English 4	Isolation and Cultivation Technique of Biological Agents	Production and Formulation Technique of Biofarming	Research Methodology	Statistics	Landscape Analysis and Planning	Information and Technology in Agriculture	Bioenergy and Sustainable Environment			
23	1	4	4	2	3	4	3	2			
SEM 3	English 3	Management of Natural Resources	Problems on Water-Soil-Crop Relations	Problems on Modification of Crop Production	Problems on Agroecosystem	Postharvest Physiology	Postharvest Technology				
24	1	3	4	4	4	4	4				
SEM 2	English 2	Biochemistry	Plant Physiology	Soil Science	Technology of Crop Production	Plant protection	Agroecology	Technology of Planting Materials			
24	1	2	4	3	4	3	3	4			
SEM 1	English 1	Information and Communication Technology	Pancasila and Civic Education	Al-Islam	Kemuhammadiyahan	Bahasa Indonesia	Scientific Method	Agricultural Cultivation in Qur'an Perspective	Climate in Qur'an Perspective	Ecosystems in Qur'an Perspective	Entrepreneurship
23	1	3	3	2	2	2	2	2	2	2	2

Compulsory national courses	Compulsory course of UMY	Compulsory study program course	Compulsory faculty courses	Elective courses	MBKM

Source: Self-Assessment Report