



ASIIN Seal

Accreditation Report

Bachelor's Degree Programme

Forestry

Master's Degree Programme

Forestry

Provided by

Universitas Sumatera Utara – Medan, Indonesia

Version: 25 March 2025

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A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for ¹	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) ²
Sarjana Kehutanan	Bachelor of Forestry	ASIIN	BAN-PT Grade Very Good; valid until 2027	08
Magister Kehutanan	Master of Forestry	ASIIN	BAN-PT Grade Good; valid until 2027	08
Date of the contract: 10.10.2023 Submission of the final version of the Self-Assessment Report: 30.03.2024 Date of the audit: 05.– 06.12.2024 At: Universitas Sumatera Utara, Campus 2 Bekala, Simalingkar A, Pancur Batu.				
Assessment panel: Dr. Uwe Sayer, Senior expert for forest certification, FSC International Prof. Dr. rer. nat. Carsten Mann, Eberswalde University for Sustainable Development (HNEE) Dr. Ir. Melya Riniarti, S.P., M.Si., IPU, University of Lampung Ms Ariba Irbatun Husna, Forestry student at Universitas Lambung Mangkurat				

¹ ASIIN Seal for degree programs

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

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 EQF ³	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Bachelor of Forestry	Sarjana Kehutanan (S.Hut / Bachelor of Science in Forestry Science)	Forest Management; Silviculture; Forest Product Technology; Forest Conservation	Level 6	Full time	No	8 semesters	144 credits equivalent to 193.42 ECTS	Annually First offered in 1999
Master of Forestry	Magister Sains (M.Si / Master of Science)	Forest Management; Silviculture; Forest Product Technology; Forest Conservation	Level 7	Full time	No	4 semesters	37 credits equivalent to 73.76 ECTS	Each semester First offered in 2019

³ EQF = The European Qualifications Framework for Lifelong Learning

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

Universitas Sumatera Utara (USU) is a state university located in Medan, Indonesia. It was officially established in 1952

USU comprises 17 faculties/schools encompassing diverse fields such as agriculture, social sciences, engineering, medicine, mathematics and natural sciences. The university offers a wide range of educational programs, including vocational and undergraduate studies, as well as postgraduate programs such as specialist, professional, master's, and doctoral studies.

USU's vision is "to become a university that has academic excellence as a barometer of scientific progress that is able to compete in the global world." In the 2025 QS World Universities Ranking, USU is ranked 18th in Indonesia and 1201-1400 in the world.

The Faculty of Forestry⁴

Fakultas Kehutanan (FHUT) traces its origins to the Forest Management, Forest Cultivation and Forest Products Technology study programs, which were initially established between 1999 and 2001 under the umbrella of the USU Rectorate. Following a period of growth and development, these programs were merged and became part of an independent faculty, officially established in 2014. At present, FHUT offers two academic programs: an undergraduate program and a master's program.

The FHUT's vision is "to be a leading higher education institution in science and technology development in the field of forestry, supporting continuous management and utilization, as well as the ability to compete in the global order". In realizing this vision, the Faculty of Forestry's mission is:

1. "Organizing professional higher education based on research and community service to produce human resources with noble character and master science, technology, and art in the field of forestry.
2. Developing and disseminating forestry science and technology that can anticipate and solve problems in the development and utilization of forest resources through a scientific approach.

⁴ <https://fhut.usu.ac.id/en/about>

3. Organizing services to the community based on science and technology innovation and entrepreneurial character while upholding the noble culture of the nation.
4. Making the Faculty of Forestry a reference in the development and utilization of sustainable forests in regional, national, and international scope.”

The Faculty of Forestry is seeking ASIIN accreditation for its Bachelor Degree of Forestry Study Program (BDFSP) and Master Degree of Forestry Study Program (MDFSP). The programs present the following educational objectives in the self-assessment report (p.9-16):

i. Bachelor of Forestry

Program educational objectives
<p>“1. To produce Forestry Bachelors who are able to act as young researchers, government officials, entrepreneurs in the forestry sector, and environmental & nature conservation activists.</p> <p>2. To produce Forestry Bachelors who are able to find solutions to the problems they face and continue to learn wherever they are.</p> <p>3. To produce Forestry Bachelors who are able to proficient various types of forestry technical skills covering aspects forest management, silviculture, forest product, and forest conservation.</p> <p>4. To produce Forestry Bachelors who have a spirit of leadership, integrity, responsibility and caring.”</p>

ii. Master of Forestry

Program educational objectives
<p>“1. Producing masters of forestry who has integrity, mastering in the science and knowledge, be able to create innovations and problem solutions, and be able to lead teamwork.</p> <p>2. Conducting advanced level research and service activities to produce the latest concepts, models and technologies in the management, utilization and conservation of resources in the field of tropical forestry.</p> <p>3. Being centers of excellence in disaster risk mitigation, which related to tropical forest resources.</p> <p>4. Building cooperation with various institutions at home and abroad for the development of science and technology for the management and utilization of tropical forests”</p>

Based on discussions with representatives from the Rector's Office, the expert team learned that USU is currently in the early stages of its internationalization process. The programs under review are part of TALENTA, an institutional initiative that encompasses key areas such as Tropical Science and Medicine, Agroindustry, Local Wisdom, Energy

(sustainable), Natural Resources (biodiversity, forests, marine, mining, and tourism), Technology (appropriate), and the Arts (Ethnic). In this context, ASIIN accreditation plays a crucial role in the university's efforts to align with international standards while maintaining a focus on local excellence. The team commends USU for its approach to building an international profile.

C Accreditation Report for the ASIIN Seal

Introductory remarks by the expert panel

The expert team got an overall positive impression of the university, faculty and staff. The experts highlight the positive welcoming attitude and atmosphere. They appreciate the good insights into the programs, especially in relation to the additional information that was not included in the self-assessment report but was clarified through the on-site meetings.

It was observed that most objectives of the degree programs are well-defined, with learning outcomes aligned with these objectives. The university is working to enhance its international profile, which contributes to the overall satisfaction of students and alumni with their programs. Graduates are generally well-prepared to enter the job market, and employers express satisfaction with the knowledge and technical skills they possess. Furthermore, communication between students and faculty appears to be effective, fostering a good relationships between the faculty and various stakeholders.

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 appendices to the self-assessment report
- Faculty website: <https://fhut.usu.ac.id/en>
- Ba Forestry website: <https://fhut.usu.ac.id/en/education/undergraduate-program-in-forestry>

- Ma Forestry website: <https://fhut.usu.ac.id/en/masters-program-in-forestry>
- 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 Programmes as a basis for judging whether the intended learning outcomes of the undergraduate and master's study programs in Forestry, as defined by USU, 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 Educational Objectives**, which define the program's purposes based on the established vision and mission statements, as well as the Faculty of Forestry's strategic plan (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 formulations to achieve graduate competency standards and involve a consultation process with internal (students and lecturers) and external (alumni, government agencies, professional associations and industry) stakeholders, and benchmarking against pertinent national and international standards and references. The PLOs align with the Indonesian National Qualification Framework, the National Higher Education Standards, USU's vision and mission, and the mandates of the Faculty of Forestry.

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

In evaluating the adequacy of the learning outcomes, the experts consulted with industry partners to determine whether graduates are adequately prepared for the job market and their future careers. They sought to understand if graduates possess the necessary skills and knowledge to meet industry demands.

The discussions revealed that students are generally well-prepared to enter the job market, and employers are satisfied with their knowledge and technical skills. **However, some**

recommendations were raised by the industry partners about the graduates' approach to business processes, as they perceive a gap in business knowledge. Based on this feedback, the experts suggest enhancing the learning outcomes of both programs to include a stronger focus on economic business understanding.

Within the provided documentation, the university also presents tables with the correlations between PLOs and the ASIIN Specific-Subject Criteria (SSC), and PLOs and courses (modules) for the programs under review. At the module level, course learning outcomes (CLO) are defined in the respective module description. Each course also has a Semester Learning Plan as a curriculum tool where the relationship between CLO and LO is further documented.

After reviewing the program websites and the provided documentation (e.g., self-assessment report, curriculum document, diploma supplement, and others), the assessment team noted that the program objectives and learning outcomes are not presented consistently. They request a revision of the documentation to ensure that it accurately and consistently reflects both study programs.

For example, the learning outcomes detailed in the self-assessment reports are not available online. To enhance transparency, the assessment team requires the faculty to make this information accessible to all interested parties. Additionally, the team recommends enhancing the user-friendliness of the program websites and addressing several issues, such as fixing broken links (for example, those related to the master's program) and ensuring that essential information is clearly presented and kept up to date.

Apart from the above, the expert team believes that most program objectives are well-established and the intended learning outcomes are generally coherent with these objectives. The team attests that the learning outcomes of the Bachelor's programs under review correspond to level 6 of the European Qualification Framework.

ii. Graduate Qualification Profiles

According to the self-assessment report, graduate profiles are developed by analyzing the needs of the community (market). The programs are designed to align with national standards while also addressing stakeholder needs, new issues and technology development. Stakeholders are regularly engaged to provide input through surveys, workshops, and focus group discussions.

Building on this stakeholder process, graduates of the Bachelor of Forestry program are expected to pursue a wide range of career paths, including roles as managers, researchers, conservation activists, and entrepreneurs (forestpreneurs/business leaders).

Regarding those completing the Master of Forestry, they are anticipated to possess relevant skills, enabling them to perform as senior researchers, managers and consultants.

During the on-site visit, the experts focused on the results of the tracer study 2022, noting that 26% of graduates are employed outside the forestry sector. They inquired with the program coordinators about the reasons for this trend, specifically asking how well the graduate profiles align with market needs and whether this situation was intentional. The coordinators explained that alumni working outside the field still apply the soft skills they acquired during their education. They also mentioned that the tracer study was conducted six months after graduation, implying that the graduates' career paths may have evolved since then. **However, the experts emphasized the need for a deeper understanding of why a quarter of the graduates are working outside their field. They recommended that the program investigate to which sectors these graduates are entering.**

During the discussions, representatives from various companies expressed overall satisfaction with their experiences working with the Faculty of Forestry. They confirmed having hosted interns from the faculty and noted that many alumni are currently employed in their companies. In particular, they emphasized that alumni are capable of excelling in both office-based roles and fieldwork. **However, the industry partners also provided feedback regarding the need to further develop general soft skills among graduates of both programs. The key areas identified for improvement include communication (both oral and written), leadership, critical thinking, problem-solving, and conflict management. The experts recommend that the university intensify its efforts to address these gaps, ensuring that students are better equipped with these essential skills for their professional careers.**

On their part, students and alumni are satisfied with the programs under review. During the discussions, they expressed overall satisfaction with the learning experience, as well as their future job and academic prospects. Alumni, in particular, highlighted that their education at USU has met their expectations by providing a good understanding of the discipline, which 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, former and current students, as well as other internal and external stakeholders, have been involved in developing the program's learning outcomes for both study programs.

During the audit, the experts requested additional information about the specific forestry stakeholders related to the intended learning outcomes and graduate profiles. The program coordinators clarified that the stakeholders involved in shaping the mission, vision, and curriculum primarily include forestry conservation organizations. These stakeholders provide valuable insights into the sector. Additionally, industry representatives are consulted, particularly when there is a demand for workers in forestry. Notably, the Sumatra region has many plantations that employ graduates, and these enterprises participate in workshops to communicate their workforce needs.

When asked during the audit if the university seeks feedback on the competences of its graduates, industry representatives confirmed they receive frequent requests from the faculty. Several methods are used to collect their insights, including invitations to dedicated meetings on campus, surveys, and alumni feedback via 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.

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 Programmes.

Criterion 1.2 Name of the degree program

Evidence:

- Self-assessment report
- Curriculum documents, both programs under review
- Faculty website: <https://fhut.usu.ac.id/en>
- Ba Forestry website: <https://fhut.usu.ac.id/en/education/undergraduate-program-in-forestry>

- Ma Forestry website: <https://fhut.usu.ac.id/en/masters-program-in-forestry>
- Sample Diploma Certificate, both programs under review

Preliminary assessment and analysis of the experts:

The naming of the degrees awarded is based on Rector's decrees, in accordance with the regulation set by the Indonesian Minister of Research, Technology, and Higher Education (No. 163/DIKTI/KEP/2007), which outlines the structuring and codification of study programs in higher education.

Graduates of the Bachelor Degree of Forestry study program are conferred the title *Sarjana Kehutanan (S.Hut)* or Bachelor of Forestry.

Graduates of the Master of Forestry study programs receive the title *Magister Sains (M.Si.)* or Master's of Science.

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

Criterion 1.3 Curriculum

Evidence:

- Self-assessment report
- Curriculum documents, both programs under review
- University website: <https://www.usu.ac.id/en>
- Faculty website: <https://fhut.usu.ac.id/en>
- Ba Forestry website: <https://fhut.usu.ac.id/en/education/undergraduate-program-in-forestry>
- Ma Forestry website: <https://fhut.usu.ac.id/en/masters-program-in-forestry>
- USU Academic Calendar 2024/2025: <https://www.usu.ac.id/en/education/academic-calendar>
- 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 are divided into modules and that each module is a sum of coherent teaching and learning units. Working practice intervals are integrated into the curriculum, and the supervision by the university/Faculty of Forestry/department structures 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 intended 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 August and ends in December, and the even semester lasts from January to July. The mode of study for the two programs under review is full-time.

The Bachelor of Forestry study program comprises 144 Indonesian credit points and has a formal duration of 8 semesters. As outlined in the figure below, the bachelor's curriculum consists of study program compulsory courses and areas of interest/compulsory and electives courses. The study programs conclude with the writing of a bachelor's thesis.

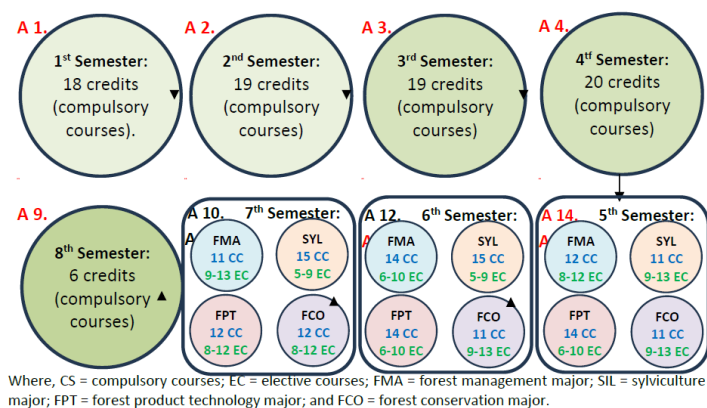


Table 1: Course distribution for each semester

Source: Self-assessment report, USU.

The Master of Forestry study program involves a minimum of 37 Indonesian credit points, with a duration of 4 semesters of study. It consists of compulsory study program and interest compulsory courses, and interest elective courses. The. Completing the Master's degree requires a publication in reputable international journals and writing a final Master's thesis.

Further details regarding the Indonesian Credit System and its alignment with the European Credit Transfer and Accumulation System (ECTS) can be found under [Criterion 1.5](#).

ii. Contents

Bachelor's program

According to the Curriculum Document, the undergraduate program follows two curriculum patterns: the 8-0-0 pattern, designed for students who complete the entire

lecture process at the university, and the 6-1-1 pattern, intended for students who participate in both in-university and external learning activities.

At the beginning of the undergraduate program, students are introduced to general education subjects such as Pancasila Education, Bahasa Indonesia, Scientific Basis, Basic Forestry Science, Religion, Literacy Skills and Basic Forestry Science Based on Scientific Interest. These courses help students understand socio-cultural and foundational aspects of their discipline.

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

In the later stages of the program, the curricula further narrow their focus on advanced areas. Starting from the 5th semester, students enter specializations according to their respective choices and abilities as well as the maximum capacity of each interest, namely:

1. Forest Management,
2. Silviculture,
3. Forest Product Technology, and
4. Forest Conservation.

The students also undertake a final-year project, which involves a proposal seminar, a result seminar and writing an undergraduate thesis.

During the on-site visit, the experts sought further clarification on how students are assigned to their majors. Specifically, they were interested in understanding whether students have the autonomy to choose their majors or if this is determined by the program's criteria. The experts also inquired about the factors considered in this decision-making process and whether students are able to change their majors.

The program coordinators explained that students choose their major in the 5th semester, with the option to select a first and second choice. Each major has a set quota, and students with higher grades in previous related courses are given priority for their preferred major. As for changing majors, the coordinators reported that it is possible, but there is currently no formal procedure in place, and there have been no cases of students changing their majors thus far.

During the discussion with the students, they confirmed that they need to fill out a form where they select two choices out of four. The department then assigns them to a major based on GPA, as each major has a quota. According to their experience, Forest Conservation and Forest Management are the most sought-after specializations. When

asked by the experts, the students reported that they are not allowed to choose electives from other majors.

In light of this discussion, the experts strongly believe that the program must allow students to pursue their field of interest for their major. Aligning education with individual interests is crucial, as it not only ensures personal satisfaction but also helps cultivate a skilled and passionate workforce. This is especially important in light of student motivation and their eligible chances to enter the envisioned job market. Under the current system, there is a risk that students may be assigned to a major that does not align with their desired career path.

Master's program

The study materials for the Master of Forestry program are organized into the same four key areas of specialization as the undergraduate program, ensuring continuity and depth in the curriculum while allowing for advanced study in each area.

In the first semester of the study program, students are introduced to foundational courses, alongside specialization and elective skills courses. In the second semester, students begin their research, progressing toward thesis submission in the fourth semester.

For both programs, the experts appreciate the efforts to equip students with theoretical knowledge and practical skills. **However, after reviewing the curricula of both programs, they determined that sustainability-related issues are not sufficiently addressed in the course offerings. During the on-site visit, the experts discussed with the program coordinators the necessity of integrating current content to better equip students for the job market and the modern challenges facing the forestry industry. A key recommendation is for the university to consider the possibility of strengthening and increasing the visibility of aspects of globalization and forest rehabilitation issues in the curricula in light of ecological, economic and societal considerations.**

iii. Internship

Internships are integrated into the Bachelor's program through the Independent Learning - Independent Campus (MBKM) activities. MBKM provides students the opportunity to take courses in the same study program or different study programs outside of USU. They can also carry out other activities that are included in the MBKM category for a maximum of 2 semesters or the equivalent of 40 credits.

During the on-site visit, the program coordinators were asked how they ensure that students select course credits that align with their intended field of study instead of just fulfilling the maximum credit requirements. The coordinators explained that the

implementation of the MBKM framework requires the agreement of both the academic advisor and the study program. They acknowledged that the MBKM framework can be confusing for students, as it allows them to take courses that may not be directly related to their major. However, they emphasized the importance of consulting with academic advisors to help keep course selections relevant.

According to the academic handbook, MBKM activities encompass eight components, representing a mode of autonomous and flexible learning:

1. Student exchange,
2. Internship/practical work in industry or other workplaces,
3. Teaching assistantship in education units,
4. Research,
5. Humanitarian project,
6. Entrepreneurial activities,
7. Independent projects, and
8. Village development/Thematic real work lectures (KKNT)

Focusing on the internships, the experts raised questions about quotas and the effectiveness of these in connecting students to the labour market. The coordinators highlighted the numerous collaborations with stakeholders, including government agencies, private sector partners, NGOs, and alumni. They noted that the internship places are enough, indicating that they do not face any issues with quotas.

The coordinators elaborated on the internship process, explaining that study programs are responsible for selecting students who are eligible for internships with partner companies. To ensure the internships are relevant and beneficial, students are required to write a report, give a presentation, and pass a final examination upon completion of their internships.

As per the Master's program, an internship is not required for students because, as further explained by the program coordinators, most of them are already employed. It is assumed that they already possess relevant experience in the business, industry, or government sectors, which contributes to the development of their competencies. **However, the assessment team notes that there might be cases where students are not employed. The team asks for further clarification as, in such instances, these students could benefit from additional opportunities to gain practical experience, further enhancing their competencies and preparing them for future career prospects.**

iv. Mobility

As mentioned earlier, the MBKM program allows Bachelor's students to participate in student exchanges at both domestic and international universities. During the audit, representatives from the Rector's Office highlighted that support systems are in place to both host international students and send students abroad. For example, students have been sent to Malaysia, and several exchange students have come from Thailand. Additionally, efforts are underway to create new programs, including one with Saudi Arabia.

Funding opportunities to support students' international mobility include the International Student Exchange Program for undergraduate students, known as IISMA. Established in 2022 by the Ministry of Education, Culture, Research, and Technology, IISMA aims to encourage more students to participate in international mobility opportunities.

During the discussion with the students, the experts inquired about their participation in student exchange programs. One bachelor's student reported participation in the DAAD program, which allowed them to travel to Germany. They learned about the program through their supervisor. The student also mentioned that the program included focus group discussions with lecturers on climate change and sustainability, but as the program lasted only two weeks, it was not credited towards their studies. The master's students did not report any participation in student mobility activities during the course of the discussion.

The experts acknowledge that continuous support is essential in this area to increase student mobility. To align with the strategic aspiration of both study programs, they recommend further expanding staff and student mobility initiatives, which are critical for fostering internationalization within the programs.

In connection with this, during the discussion with representatives from the Rector's Office, the experts inquired about the steps USU is taking to improve students' English language skills, and better prepare them for the international job market. The representatives explained that the university offers several programs through its Language Center, and promotes the introduction of lessons taught in English. They emphasized that the university supports students in gaining international experience, with initiatives such as alumni-student mentoring, a 4-credit internationalization course focused on preparing students for international careers, and opportunities for international internships. To further enhance students' employability, USU subscribes to Coursera to offer job-focused courses. The university also invites alumni to share their industry experiences and best practices with students.

The experts commend these initiatives and encourage the university to continue strengthening English language proficiency among both, students and teaching staff. By improving language skills, the programs can facilitate more effective participation in international collaborations and mobility programs as well as elevate the university's standing on the international stage.

As indicated in the self-assessment report, mechanisms have been implemented to recognize and convert academic credits earned abroad into the USU's credit system. This process is further facilitated through international and local agreements (more under criteria 1.5).

v. Curriculum review

According to the self-assessment report and confirmed by the program coordinators during the audit, the intended learning outcomes and curricula of the two programs are reviewed every four years, in accordance with government regulations. The most recent changes were made in 2021. Since then, the programs have adopted a curriculum focused on Outcome-Based Education (OBE) and implemented the Merdeka Belajar Kampus Merdeka (MBKM) initiative, aligning with the Indonesian National Qualification Framework.

The program coordinators detailed their approach to integrating the expectations of both internal and external stakeholders in order to optimize the benefits derived from the university. They emphasized the importance of considering all inputs from these parties. Additionally, they noted that the Independent curriculum presents a unique challenge, as it only allocates 20 credits that need careful interpretation.

While the overarching curriculum undergoes changes every four years, there is continuous annual monitoring and adaptation. Furthermore, the semester learning plans for each subject are revised annually based on ongoing discussions and market needs, ensuring that the program stays aligned with current educational and industry standards.

In the course of their assessment, the experts acknowledged the faculty's commitment to conducting regular curriculum reviews in consultation with both internal and external stakeholders. They specifically appreciate that there is a good relationship with different stakeholders, which contributes to the review process.

Criterion 1.4 Admission requirements

Evidence:

- Self-assessment report
- University website: <https://www.usu.ac.id/en>

- PMB website: <https://www.usu.ac.id/en/admission>
- USU admission Bachelor's programs: <https://penerimaan.usu.ac.id/>
- USU admission Master's and Doctoral programs: <https://penerimaansps.usu.ac.id/>
- USU Academic Calendar 2024/2025:
<https://www.usu.ac.id/en/education/academic-calendar>
- Admission-related regulation as part of the self-assessment report
- Statistical data about the progress of studies, both programs under review
- Discussions during the audit

Preliminary assessment and analysis of the experts:

Bachelor's program

Admission and selection of prospective students at USU are governed by a framework outlined in the Rector's regulation for new student admissions. The admission requirements, procedures, schedules, and steps are published and announced on the New Student Admission Information Center (PMB) website and are thus accessible to all stakeholders.

There are several pathways for admission:

Regular Path:

1. SNBP—National Selection Based on Merit (formerly SNMPTN): A mechanism that selects students based on their academic achievements during secondary school.
2. SNBT—National Selection Based on Tests: A selection mechanism that assesses students' reasoning and problem-solving abilities, measuring cognitive potential, mathematical reasoning, and literacy in both Indonesian and English.
3. SBPU TALENTA - USU TALENTA Excellent Achievement-Based Selection Program: A selection program based on students' talents and achievements in both academic and non-academic fields, including special talents recognized at the national or international level.

Independent Path:

4. SMMPTN-West Program - A selection process for new independent pathway students, jointly organized by state universities in the Western Indonesia BKS-PTN consortium.
5. SMM USU – Independent Student Selection USU: Conducted independently by USU, using a computer-based examination.

6. SMI - International Independent Selection: A selection process carried out by USU to recruit prospective international students.

Currently, USU allocates at least 20% of the total capacity of undergraduate programs through the SNBP pathway and a minimum of 30% through the SNBT route. Admissions are conducted annually, with studies commencing in August. According to the self-assessment report, the intake capacity is set at 240 students, with 91% of student candidates coming from North Sumatra. The university also provided the following admission statistics:

Table 1: The Competition Ratio for the Admission of Forestry Program 2020 – 2023

Source: Appendix Self-Assessment Report, USU.

Years	Total candidates	Accepted Students	Competition ratio	Opportunity (%)
2023	936	245	1:4	26.1
2022	1889	237	1:8	12.5
2021	2733	268	1:10	9.8
2020	2356	253	1:9	10.7

As indicated by the data, the competition ratio has declined over the past two years. When discussing this trend, representatives from the Rector's office explained that a new government regulation regarding student admissions has affected the numbers. This regulation involves the ministry's efforts to allocate student admission quotas across Indonesia.

According to the self-assessment report, the faculty attributes the decline in part to the relocation to a new campus, which is located quite far from the main campus. During their visit, the experts confirmed that the second campus is indeed distant from the main campus and noted the challenging access to and from the location. Several measures have been implemented to promote interest among prospective applicants, including providing bus transportation and enhancing socialization efforts, as well as improving the quality of laboratories. However, as further elaborated in [Criterion 3.2](#), student feedback indicated that more needs to be done to improve the facilities and infrastructure on this campus, such as sports facilities, parking areas, and health services.

The experts support the strategies aimed at increasing the program's competitiveness. Additionally, as highlighted under [Criterion 1.3](#), the program should better align with the expectations of prospective students regarding their future careers and related study content, and provide greater flexibility in choosing their preferred major field of study.

Despite the decline, the number of applicants continues to exceed the available spaces. The experts have the general impression that the admission requirements support the Bachelor's students in achieving the intended learning outcomes.

Master's program

As outlined on the New Student Admission Information Center (PMB) website, prospective students applying through the regular selection system must meet several requirements. These include holding an undergraduate degree certificate, providing a recommendation letter from two former undergraduate lecturers and a current supervisor (if employed), a national ID card, uploading confirmation of data on the admission website <https://penerimaansps.usu.ac.id>, taking the Academic Basic Potential Test from PLTI, and participating in an interview with the study program.

During the on-site visit, the experts sought clarification regarding the information provided in the self-assessment report, which indicated that students enrolled in the Master's program without a background in forestry are required to attend Bachelor's courses. The experts expressed interest in understanding the specific credit hour (SKS) requirements these students must fulfil and the criteria for selecting these courses. The program coordinators clarified that this practice is not currently implemented, as there are no students from backgrounds outside of forestry enrolled in the program, nor are any students attending Bachelor's courses at this time. However, the experts emphasize that if this option were to be implemented in the future, it should be explicitly outlined in the admission criteria, as this information is not currently specified in the provided documentation or admission website.

According to the self-assessment report, the intake capacity per cohort for the Master's program is set at 20 students; however, the average size of the starting cohort is only 6 students. Admission is possible every semester, with studies starting in August and February. To date, the Master's program has not received international applicants. The majority of students come from North Sumatra and Aceh provinces. Most of these students are professionals already employed in the forestry sector who seek to enhance their skills in forestry and environmental analysis.

Both programs

The tuition fee for the Bachelor's program varies from 500,000 to 10,800,000 IDR (30 to 640 Euro) per semester depending on the parent's income. For the Master's program, the tuition fee is 8,000,000 (470 Euro) per semester.

All in all, the experts conclude that prospective students are adequately informed about the requirements and steps needed to apply for admission to the programs under review. This information is accessible through a dedicated USU admissions website. **However, the**

experts note that the admission details for the Master's programs require further supplementation to ensure transparency.

The corresponding rules and regulations are binding and transparent and are based on decrees by the Ministry of Research, Technology and Higher Education and on the university's written regulations.

Criterion 1.5 Workload and Credits

Evidence:

- Self-assessment report
- Curriculum Documents, both programs under review
- Rector Regulation No. 13/2022 concerning Academic Regulations for Bachelor, Master, and Doctoral Degree at Universitas Sumatera Utara
- Discussions during the audit.

Preliminary assessment and analysis of the experts:

Based on the National Standards for Higher Education of Indonesia (SNPT), the degree programs use a credit point system called SKS/CP.

In comparison to the ECTS credit system, wherein one ECTS equals 25-30 hours of students' workload per semester, it is determined that one SKS is awarded for 50 minutes of lecture activities, 60 minutes of structured assignments and 60 minutes of independent study per week during 14 weeks per semester. At the same time, 1 SKS of laboratory work or practical work consists of 170 minutes per week for 14 weeks per semester.

The following table shows the minimum study load required by each program under review:

*Table 2: Total Credits (SKS)
Source: Self-assessment report, USU*

Course categories	Ba Forestry	Ma Forestry
Compulsory	119	19
Elective	25	18
Total	144	37
ECTS	193.42	73.76

The experts reviewed the information regarding the Indonesian Credit System and its alignment with the European Credit Transfer and Accumulation System (ECTS). **For the Bachelor's program, the experts had access to a comprehensive overview of the credits awarded per module, along with their corresponding ECTS conversions. However, similar information was unavailable for the Master of Forestry study program. Therefore, in**

order to complete their assessment, the experts ask the faculty to provide clarification on how the Master's program determines the equivalence of 37 Indonesian credits into 73.76 ECTS.

Additionally, for both programs, the experts note that the Curriculum Documents, including the Module Handbook, do not currently indicate the credit load in the converted ECTS units or explain the conversion system used. To ensure international comparability, the documentation should include the credit load expressed in converted ECTS units and the applied conversion system should be clearly outlined.

A maximum study load is set for the Bachelor's program within the academic regulation. Students are required to take all the courses specified in the curriculum during the first and second semesters. In the following semesters, the maximum number of credits students can take is determined by their GPA from the previous semester. If the GPA is 3.00 or higher, students can take up to a maximum of 24 SKS (credits) per semester.

During the audit, the experts inquired with the program coordinators about how the appropriateness of the student workload is measured within the programs. They were particularly interested in whether there is a specific system or method in place to ensure that the workload is manageable and supports student success. The program coordinators explained that an instrument within the academic system is used to gather student feedback through a questionnaire. They reported that the survey results, which measure academic workload on a scale from 1 to 4 (with 4 being the highest), showed an average score of 3.58, indicating a generally positive assessment of the workload.

These findings were further corroborated during the audit, where students expressed an overall satisfaction with the course workload.

The self-assessment report provides performance data, including the average starting cohort size and the average number of graduates per cohort (p.7) as indicated in the Table.

Table 3: Performance Data
Source: Self-assessment report, USU

Indicator	Average starting cohort size	Average number of graduates per cohort
Bachelor Forestry	222	141
Master Forestry	6	3

The experts observed a difference of 81 students for the Bachelor's program and 3 students for the Master's program between the number of students who started the program and those who graduated. This suggests that 36% of Bachelor's students and 50% of Master's students do not graduate. The experts request clarification from the university regarding these reported figures.

Regarding expected duration, the Bachelor's program is designed to be completed in 8 semesters, with the possibility of extending the study period up to a maximum of 14 semesters, as per the academic regulations. For the Master's program, the expected duration is 4 semesters, but it can be completed within a maximum of 8 semesters.

According to the self-assessment report, the average time required to complete studies is 4,1 years for the Bachelor of Forestry and **2,83 years for the Master of Forestry.**

These numbers indicate that a significant number of students in the Master's program are facing longer than expected graduation timelines. One contributing factor seems to be their employment status, as many of these students are balancing work alongside their studies. The experts strongly believe that the program should conduct an evaluation to better understand the reasons behind the longer graduation time, particularly focusing on the balance between work and study commitments.

When inquired if any measures are implemented to ensure that Master's students graduate on time, the program coordinators mentioned that each student is assigned an academic advisor. This advisor is responsible for ensuring the student attends all necessary lectures. Additionally, students have thesis supervisors to assist them during the thesis preparation process. Both academic advisors and thesis supervisors actively monitor student progress to help them stay on track. While the experts acknowledge and appreciate the support provided by these roles, they emphasize the need for the university to develop a concept to decrease the average graduation time.

That said, the experts confirm that regulations for the transfer of credits obtained outside of USU exist. The experts also attest that the program's module handbooks distinguish between credits given for various forms of supervised studies and self-study time.

The experts are under the impression that, overall, a credit system centred on student workload is in place, that this workload encompasses both contact hours and self-study time and that credits are granted in accordance with the associated workload.

Criterion 1.6 Didactic and Teaching Methodology
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Evidence:

- Self-assessment report
- Academic Guidelines, both programs under review
- Discussions during the audit

Preliminary assessment and analysis of the experts:

In the self-assessment report, USU records that appropriate didactical instruments and methods are implemented for the programs. 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 Learning Plan (RPS), which serves as a roadmap for both lecturers and students during the learning process. Through USU e-learning platform (<https://kelas.usu.ac.id/>), students can read learning materials in advance to prepare themselves for class. The platform also facilitates the distribution of assignments, and supports blended learning.

The programs have adopted Outcome Based Education (OBE) since 2021 with teaching methods that prioritize the student's involvement in the learning process. The MBKM program 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.

The diverse array of teaching methods employed within each program include but are not limited to lectures, project-based learning, case studies, field trips, practicum, e-learning and scientific writing. 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 Bahasa Indonesia, although some courses incorporate English.

As reported during the audit, the Master's program does not include practical courses. The learning methods primarily consist of tutorials delivered through e-learning platforms, alongside face-to-face lectures. To strengthen students' analytical skills, the teaching team emphasizes project-based and case-based learning, incorporating these into both independent and team assignments.

Both programs have courses on research methodology, which guide students in developing, writing, and publishing papers and theses. In the discussions with students, the experts learn that they are generally satisfied with the quality of teaching and learning in the programs under review.

In summary, the expert panel considers the range of teaching methods and instruments suitable to support the students in achieving the intended learning outcomes. They confirm the study concepts of the Bachelor's and Master's programs 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 USU for the provided statements and additional documentation concerning criterion 1. They appreciate that USU has acknowledged their recommendations and plan to implement improvements in 2025.

(ASIIN 1.1) Economic business understanding – Both programs

USU has observed that bachelor's students enhance their knowledge and skills in economic business through various courses. These courses include Forest Entrepreneurship (Forestpreneurship), Forest Resources Economics, Forest Product Managerial Economics, Forest Multi-Business, Conservation Project Management and Fundraising, and Forest Valuation. Additionally, master's students are offered economics and business-related courses such as Forest Ecosystem Appraisal and Forest Site Management.

In 2025, both programs will undergo curriculum updates. One of the key improvements will be the inclusion of business economics as a Program Learning Outcome (PLO) alongside new courses. In light of this plan, the experts continue to recommend that this element be integrated into the learning outcomes of both programs.

(ASIIN 1.1) Consistency in the information – Both programs

The experts appreciate that several improvements to the website have been implemented to ensure consistency in the information provided about the programs. Given these improvements, the experts have no further comments on this matter.

(ASIIN 1.1) More user-friendly program websites – Both programs

It is noted that several improvements have been made to the bachelor and master forestry websites, including the addition of a vision and mission statement, Program Educational Objectives (PEO), Program Learning Outcomes (PLO), curriculum details, and course distribution for each semester. Efforts are ongoing to enhance the websites' user-friendliness and ensure they contain comprehensive and up-to-date information about the study programs. The experts support these improvements and continue to recommend further efforts in this area.

(ASIIN 1.1) Graduates working outside their field – Bachelor's program

USU has gathered information from users and alumni to gain insight into the career paths of its graduates. The data indicates that alumni working outside the forestry sector are involved in banking, trading, agriculture, plantations, and entrepreneurship. The experts thank this additional information and have no further comments regarding it.

(ASIIN 1.1) Student soft-skills development – Both programs

The experts positively note that bachelor's students can take free-form elective courses to strengthen their soft skills. Both the bachelor's and master's programs are developing a

new curriculum that will incorporate the cultivation of soft skills through various courses and activities. The experts support these initiatives and recommend continued improvements in this area.

(ASIIN 1.3) Students' field of interest for their major – Bachelor's program

USU has described that students select four choices out of four majors: Forest Management, Silviculture, Forest Product Technology, and Forest Conservation. Then, the department assigns students to a major based on several considerations, including capacity.

The experts acknowledge the stated procedure but it remains unclear to them what the university is changing to really allow students to study their interests. They emphasize that allowing students to pursue their desired field of study is of critical importance.

(ASIIN 1.3) Sustainability-related issues in the curriculum – Both programs

It is noted that the 2025 curriculum, currently in preparation, will address contemporary issues within the field. The bachelor's program offers several courses related to globalization and forest rehabilitation. In addition, the program regularly invites university lecturers, researchers, and professionals from industry and NGOs to share their knowledge and skills with the students.

The master's program already includes courses on globalization. However, the new curriculum will introduce new courses, including Restoration of Degraded Tropical Forests and Reclamation of Mines and Degraded Land.

Given that the new curriculum is still being developed, the experts reiterate the recommendations to strengthen and enhance the visibility of these aspects within the curriculum.

(ASIIN 1.3) Internship – Master's program

USU has informed the experts of its plan to offer internships worth one credit for master's program students. These internships will be conducted in collaboration with industry partners and are expected to take place during the middle of the semester for a minimum of one month. The experts support this initiative; however, since it has not yet been implemented, they continue to recommend incorporating an internship into the curriculum.

(ASIIN 1.3) Staff and student mobility opportunities – Both programs

The experts commend USU for supporting bachelor's and master's students through outbound mobility opportunities, including participation in the "DAAD Study Visit to Germany" program. They also appreciate the International Staff Mobility scheme, which enables lecturers to collaborate with various partners, with university funding backing these activities. Acknowledging this as an ongoing challenge, they encourage further developments in this area.

(ASIIN 1.3) Staff and students' English language skills – Both programs

The experts acknowledge the various initiatives the Faculty of Forestry has planned to enhance English language skills. They endorse these initiatives but remain concerned about the need to improve English proficiency. The experts, therefore, recommend the prompt implementation of remedial actions.

(ASIIN 1.4) Facilities and infrastructure – Bachelor's program

Addressed under Criterion 3.2

(ASIIN 1.4) Students' field of interest for their major – Bachelor's program

Addressed above under Criterion 1.3

(ASIIN 1.4) Admission criteria – Master's program

USU has noted that prospective students without a forestry or environmental background complete a matriculation program, which includes courses like Introduction to Forestry Science, Forest Management, Forest Ecology, Silvika, Conservation of Biological Natural Resources, and Wood Properties. However, after reviewing the links provided, whether this information is communicated remains unclear. The experts request that USU display this information clearly on the program website and related documentation to improve transparency.

(ASIIN 1.5) SKS/ECTS conversion – Master's program

The experts thank the faculty for providing a detailed spreadsheet clarifying how the Master's program determines the equivalence of 37 Indonesian credits into 73.76 ECTS.

(ASIIN 1.5) Module handbook and specification of ECTS units – Both programs

Upon reviewing the provided link, the experts note that the module handbook still needs to explain the conversion system used to calculate ECTS. They emphasize the need to revise and update this information for both programs.

(ASIIN 1.5) Dropout and graduation data – Both programs

The experts appreciate the additional data and are satisfied with the explanation regarding the differences between the average starting cohort size and the average number of graduates per cohort.

(ASIIN 1.5) Factors involved in longer graduation time – Master's program

The experts acknowledge that the study program will involve a commitment with student leaders to help reduce the workload of students in their jobs. They note that this commitment will be formalized through a cooperation agreement aimed at accelerating the progress of forestry master's students. However, as this plan is expected to be

implemented soon, they continue to recommend evaluating the reasons behind the extended graduation timelines, with a focus on balancing work and study obligations.

(ASIIN 1.5) Average graduation time – Master’s program

The experts commend USU for its commitment to addressing the extended graduation time in the Master’s program. However, since actions have not yet been implemented, the experts emphasize that USU needs to create a clear plan to reduce the time it takes for students to graduate.

Considering the abovementioned points, the experts regard this criterion as partially fulfilled.

2. Exams: System, Concept and Organization

Criterion 2 Exams: System, concept and organization

Evidence:

- Self-assessment report
- Module descriptions, both programs under review
- Academic Guidelines, both programs under review
- USU Academic Calendar 2024/2025:
<https://www.usu.ac.id/en/education/academic-calendar>
- Rector Regulation No. 13/2022 concerning Academic Regulations for Bachelor, Master, and Doctoral Degrees at Universitas Sumatera Utara, and other examination-related procedures and regulations, as appendices
- 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

According to the self-assessment report, both formative and summative assessments are employed to evaluate students' academic performance. These assessments measure students' attainment of the learning outcomes in the aspects of knowledge, attitudes, and skills, based on a predefined grading scale. The assessment methods encompass student participation (e.g. discussions and attendance), project assessments (e.g., case study or project-based learning), and cognitive/knowledge assessments (e.g., quizzes, assignments, midterm exams and final semester exams).

The Master of Forestry study program implements the same type of assessment methods across all courses, with the exception of quizzes. The achievement of learning outcomes in mid-term and final exams is evaluated through essays and take-home exams. The majority of mid-term and final exams utilize case studies as a method.

During the discussion with the teaching staff, the expert team focused on the examination system and how the university verifies that all learning outcomes are effectively assessed. A key area of interest was whether there exists a quality assurance mechanism for the formulation of exam questions to ensure alignment with the intended learning outcomes. The responses gathered suggested that there is no formal committee responsible for overseeing examinations, nor are there any established quality assurance mechanisms to ensure alignment. In light of this, the experts believe that both programs must ensure that the requirements in the exams are adequate to the intended qualification level through appropriate quality assurance processes.

To ensure transparency in the assessment criteria for both students and teaching staff, the Semester Learning Plan (*RPS*) outlines the course learning outcomes and specifies the types of assessments used to evaluate the achievement of these learning objectives. The teaching staff explained that in the first meeting of each course, they inform the students about the semester learning plan, including the distribution of assessments and rubrics. These are then agreed upon through the approval of a "lecture contract."

Based on the academic calendar, 14 weeks of the semester are dedicated to lectures, and there are two exam periods. The first half of the module is evaluated through the midterm exam, conducted in week 8th/9th, while the final half is evaluated on the final exam at the end of the semester.

The experts confirm that the programs use various forms of examination. Overall, these examinations are suitable for verifying the achievement of the intended learning outcomes specified in the respective semester learning plan. The examination form is determined individually for each course based on the main content and published in the respective semester learning plan.

ii. Grading and Graduation Requirements

The final grade of each module (course) 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: USU Assessment Weight
Source: Appendix Self-assessment report, USU.

Number value	Presentation letters	Achievement rate	Category
≥ 80	A	4.0	Excellent
75 - 79	B+	3.5	Very Good
70 - 74	B	3.0	Good
65 - 69	C+	2.5	Good enough
60 - 64	C	2.0	Enough
50 - 59	D	1.0	Less
≤ 49	E	0	Fail

Students pass if they obtain at least a D grade, while an E is considered a fail. Based on the regulations, for bachelor's students to be eligible to take the final exam, they must have attended at least 80% of the total 14 face-to-face sessions and 100% attendance for practical work. Master's students are required a minimum of 80% attendance and complete the assignments and exams given.

According to the self-assessment report, bachelor's students can improve their grades in the intermediate semester or the same semester in the following year. Students facing exceptional circumstances, such as emergencies, hospitalization, or bereavement, which prevents them from sitting for midterms or final exams, may be eligible to take a follow-up exam. The lecturer or faculty will determine the time for the makeup exam, and students must provide suitable evidence to support their request.

During the on-site visit, the experts inquired with the students about the process for handling grade disputes or appeals. They also sought to understand the procedure if a student fails an exam and whether a retake is possible. According to student feedback, there is no option for remediation or repair. Grades are released by the lecturers at the end of the course. The assessment results from the lecturer team are recorded within the application Satu USU.

Given the importance of this topic, the experts revisited the issue during the discussion with the teaching staff. They specifically sought clarification on whether students receive constructive feedback after exams. The teaching staff explained that, in general, students submit assignments, receive feedback from lecturers, and then resubmit their work. However, they acknowledged that there is no standard procedure for providing results, and each lecturer has their own method for announcing grades. Regarding grade disputes or appeals, the teaching staff mentioned that students sometimes raise objections, and in those cases, lecturers review the results with the students. They also reiterate that there is no opportunity for remediation; once the final exam is completed, the results are final, with no further chances to repair.

The experts note that the current approach, which gives lecturers discretion over how and when feedback is provided, carries the risk of some students not receiving timely

feedback. This lack of feedback can prevent students from understanding their strengths and weaknesses in the material, limiting their ability to improve. To address this, the experts strongly believe that the university must have standard procedures for the management of the exam system, including feedback (e.g., timely feedback to students to allow improvement and ensure consistency, fairness, and a more effective learning experience).

To graduate from the programs under review, students must meet the following requirements:

1. Bachelor of Forestry: complete the required 144 credits; achieve a minimum GPA of 2.0, and have no more than 8% of grades as D.
2. Master of Forestry: complete all 37 credits; achieve a minimum GPA of 3.00, with no grade lower than B, and publish in reputable international journals.

USU has a policy on academic integrity in all student activity, including examinations and assignments. If students engage in plagiarism, they will face sanctions that correspond to the severity of their actions, which may range from academic penalties and suspension to expulsion. 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 academic regulations, bachelor's and master's students are required to engage in research and successfully complete a thesis examination before graduation. This research involves a proposal, research results and writing a thesis, with master's students expected to demonstrate a higher level of depth and contribution to the field.

Bachelor's program

The examination of the proposal and research results is conducted through a seminar, led by the supervisor, where the student presents their work. During the seminar, five students are selected to serve as the main discussants.

Asked by the experts, the program coordinators explained during the on-site visit that these five students are responsible for discussing the research, asking questions, and providing feedback. This is a requirement before they can conduct their own seminars. The experts appreciate the active involvement of these students, as it helps prepare them for their own presentations.

Regarding the thesis examination, this is carried out by a team of examiners consisting of the supervisor as the chairman and examiners determined from each major in the

Bachelor's program. The components of the thesis examination consist of performance or ethics, writing systematics, methodology, ability to communicate arguments, and knowledge of the content.

To gain insight into the topic selection process, the experts asked students how they chose their final project topics. The students shared various experiences. One student described meeting with a lecturer whose area of expertise matched their interests and inquiring about any available projects, which led to the student joining the lecturer's project for their thesis. Another student mentioned receiving a scholarship from an orangutan conservation center, which involved mapping the habitat of orangutans. Additionally, some students noted that certain lecturers collaborate with companies, providing students with specific topics for their thesis.

During their discussion with the teaching staff, the experts were informed that there is a form where students can indicate their preferred thesis topics. Students can also select up to three lecturers they would like to work with, and on the basis of this, the department makes a decision. They can get up to five students every year for supervision. The teaching staff also confirmed that students are involved in their research projects, including those funded by the university, as well as projects that receive funding from government sources.

Master's program

The assessment of research proposal seminars, research result seminars, and thesis examinations is conducted by a chairperson or secretary of the study program, along with two supervisors and two examiners who are appointed based on the relevant subject matter. All seminars must be attended by other students. The two examiners are the same for all three activities. There are five assessment components for the thesis examination: 1. Scientific writing techniques; 2. Novelty of scientific references; 3. Depth of research and its scope; 4. Delivery and mastery of the material, and 5. Ability to answer questions effectively.

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

University-wide rules and procedures govern the examination systems. However, as described above, the university needs to establish standard procedures for managing the examination system, especially with regard to feedback to students that allows for future improvement. Additionally, it is important to introduce appropriate quality assurance processes to ensure that exam requirements meet the intended qualification standards.

The rules and procedures appear to be adequately communicated and transparently published. The students in the interviews confirmed that they are aware of all necessary

information regarding examination schedules, forms, and grading rules. They are reportedly given sufficient time to prepare for the exams.

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 two programs under review.

Upon reviewing a selection of final theses, it is 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 USU for the provided statements and additional documentation concerning criterion 2.

(ASIIN 2) Alignment of exam requirements with intended qualification – Both programs

The experts note the formation of a committee, consisting of lecturers and staff, to oversee course exams in both bachelor's and master's programs. The committee includes teams for program elements (BF and MF), question verification, exam implementation (quality assurance), and the distribution of exam questions. Additionally, a supervision team is assigned to oversee exams. Each lecturer submits questions to the verification team, and once verified, the questions are reproduced and distributed according to the exam schedule. The exam committee ensures adherence to the schedule, with supervision provided by lecturers and staff. Based on this, the experts see no need for further requirements in this area.

(ASIIN 2) SOP for exam system – Both programs

The experts appreciate that the bachelor's program recognizes the limited opportunity for students to receive feedback on exam results, as feedback is given after final grades are issued. The experts commend the program for implementing a standard procedure where lecturers provide assessments within a week of the exam, allowing students to receive feedback. They also appreciate that the master's program plans to establish a standard procedure for managing exams and feedback. However, as this action has not yet been implemented, they reiterate their recommendation for the Master's program.

Considering the abovementioned points, the experts regard this criterion as mostly fulfilled.

3. Resources

Criterion 3.1 HR Resources, Staff Development and Student Support

Evidence:

- Self-Assessment Report
- Staff-related regulation and procedures
- Trainings attended by Lecturers of Forestry Program 2021 – 2023, as appendix to the self-assessment report
- Staff Handbook
- Discussions during the audit

Preliminary assessment and analysis of the experts:

i. Staff

The programs are facilitated by a team comprising teaching and administrative staff. Lecturer qualifications for each program are based on functional positions, including professors, associate professors, senior lecturers and lecturers. The specific responsibilities and duties related to teaching, research, and supervision vary depending on the functional position. According to government regulations, teaching staff assigned to undergraduate programs must hold at least a master's degree, while those assigned to master's programs are required to hold a doctoral degree.

Based on the self-assessment report, the Bachelor of Forestry study program has a total of 42 teaching staff members: 6 full professors (14%), 9 associate professors (21%), 18 senior lecturers (43%), and 9 lecturers (21%). 74% hold a doctoral degree.

The Master of Forestry study program has 17 teaching staff members: 6 full professors (35%), 5 associate professors (29%), and 6 senior lecturers (35%). 100% hold a doctoral degree.

The Faculty of Forestry also employs 33 administrative staff members who support the implementation of educational activities. They manage general and academic facilities, infrastructure, finance, human resources, as well as research, community service, and collaboration efforts.

The Indonesian government has set specific in-service lecturer-to-active student ratios for universities, which are outlined in the Directorate General of Higher Education's regulation. For undergraduate programs, the ideal ratio is 1 lecturer for every 20-30 students. Currently, the Bachelor of Forestry has a ratio of 1:25, while the Master of Forestry has a ratio of 1:1.6.

The expert team confirms that the ratio of lecturers to students for the programs is appropriate to fulfil the current needs of the programs. They appreciate the university's efforts to maintain this standard.

The appointment and recruitment process for lecturers at USU follows two main systems, resulting in staff being classified as either civil servants or non-civil servants. The Ministry of Administrative and Bureaucratic Reform centralises the recruitment process for civil servants. The university submits proposals for the number of lecturers needed, and the government makes the final decision on the number of positions to be filled. Additionally, the university has provisions for recruiting permanent staff members who are non-civil servants through established internal processes. This recruitment is based on a requirement analysis prepared by the Faculty of Forestry and submitted to the university level.

During the on-site visit, the experts sought clarification from the representatives of the Rector's office regarding the expertise of the lecturers, particularly considering that most expertise is in biotechnology and biomaterial engineering. They asked whether this focus was responding to job market demands. The representatives explained that the university evaluates available expertise when selecting faculty members. However, it is challenging to find experts with doctoral degrees, as most doctoral graduates tend to pursue careers in industry rather than academia. To address this, the university offers incentives for top graduates to directly enter doctoral programs with the goal of eventually becoming faculty members. This approach aims to better respond to the needs of the study programs.

Regarding promotion, lecturers who are public servants must follow the system regulated by the government. The teaching staff's promotion to a higher academic position is based on several factors, such as achievement in teaching, research, and community service activities (*Tri Dharma Perguruan Tinggi*). In order to be promoted to the position of a full professor, the applicant must hold a doctoral degree and demonstrate robust scientific production.

ii. Job Conditions and Performance Review of Staff

USU has implemented evaluation methods based on staff performance targets within the framework of the *Tri Dharma* activities (education, research, and community service).

Monitoring, assessment, and recognition of lecturer credit scores are supported by various information systems, including PDDikti (Higher Education Database), SISTER (Integrated Resource Information System), SINTA (Science and Technology Index), and BIMA (Research and Community Service Information Base).

During the discussion with the experts, the teaching staff members indicated that the workload for lecturers in *Tri Dharma* each semester ranges from 12 to 16 credits. They also mentioned that any additional workload is compensated with incentives.

However, a concern raised was that alongside Tri Dharma activities, lecturers are expected to undertake administrative duties, potentially leading to an overload. Addressing this concern, the experts recommended that the two programs monitor the workload of the academic staff and consider actions for improvement (e.g. reduction of teaching load, applying for dedicated research semesters, administration, and additional obligations).

At the end of every semester, students are required to evaluate the lecturer's performance through a student satisfaction survey. These evaluation results are used as feedback for lecturers to enhance the learning process (more under Criterion 5).

iii. Staff Development

The formal recognition of the quality of academic staff within the study programs is achieved through the 'Certification of Lecturers', which is a process overseen by the government in accordance with Regulation No. 37/2009 on Lecturers.

To support this process, USU offers a range of training opportunities. The annual programs offered comprise language and research-oriented training, as well as programs designed to enhance pedagogic skills, such as Basic Technical Instructional Skills Training (PEKERTI) for junior lecturers and the Applied Approach (AA). Additionally, academic staff can improve their skills through degree and non-degree training programs from Indonesian universities and abroad.

The experts sought clarification from the representatives of the Rector's office as to why, according to the data provided, only a few staff members participated in training between 2021-2023. The representatives mentioned that there are plans to make training more intensive and frequent to support the improvement of teaching quality. Furthermore, a talent scheme is in place to bring in experts from other universities to enhance research and publication capabilities. The USU Mangrove Research Center was highlighted as a product of these efforts to increase capabilities.

Asked by the experts about the training opportunities available to them, the teaching staff members explained that while the university supports training, it is not mandatory. They can apply for training if needed. For new lecturers, mandatory training is required at the beginning to ensure they are prepared for teaching. However, after that, additional training is optional. Based on the discussion, the experts believe that the university should evaluate the training needs of the teaching staff on professional skills, on a regular basis, and develop an implementation plan.

Aside from the above, the teaching staff's composition, scientific orientation and qualifications appear to be suitable for successfully implementing and sustaining the programs under review.

iv. Student Support and Student Services

As mentioned previously, USU utilises online platforms serving academic and administrative purposes. Via Kelas USU, lecturers provide students with learning material ahead of the class and conduct online exams. Satu USU allows students access to their academic information, including course contracts, schedules, scholarships, and academic performance. During the auditors' interactions with students on-site, the students expressed their satisfaction with these online platforms

Every student is assigned to an academic advisor lecturer who is responsible for student activities from beginning to end. The students confirmed during the discussion with the expert group that they all have an academic advisor, that they meet regularly, and that they can always contact their advisor personally and ask for help or advice.

Besides the above, students can rely on several dedicated support units, such as the Library, Career Services, Counselling and Psychological Services and accommodation facilities. Additionally, there are various events and developmental programs available for students to participate in outside of the classroom, including student organisations and clubs.

The experts noted a strong and trustful relationship between the students and the teaching staff; characterised by good communication. Enough resources are available to provide individual assistance, advice and support for all students. The support system helps students adjust to the university environment, achieve the intended learning outcomes and complete their studies successfully. The students are well-informed about the services available to them and identify themselves with the university.

Criterion 3.2 Funds and equipment**Evidence:**

- Self-assessment report
- University website: <https://www.usu.ac.id/en>
- Collaboration data, both programs under review
- Library website: <https://library.usu.ac.id/en/>
- 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, the Faculty of Forestry secures funding from two primary sources: the Indonesian government, allocated through salaries and government assistance, and student tuition fees.

During the discussion with representatives from the Rector's office, the experts asked how the budget is allocated in relation to the institutional priorities. The representatives explained that, currently, the university's funding structure consists of 30% from government sources and 30% from tuition fees. The budget is allocated based on the number of students and programs. The faculty discusses and decides how to distribute the budget, while the university level finalizes the allocation for execution in the following year.

Furthermore, the experts sought clarification from the representatives of the Rector's office regarding some challenges noted in the self-assessment report. These challenges included network constraints for e-learning and limited funding for research activities. The experts inquired about potential strategies for improvement. The representatives acknowledged their awareness of the limitations present in the new campus. They mentioned that while students can access facilities at the main campus, there is a plan in place for the years 2024-2026 to implement necessary improvements. Additionally, strategies are being developed to seek additional funding sources from industrial partners and local government to further enhance the second campus by 2025.

ii. Collaborations

As part of its self-assessment report, a list of local and international partners (e.g., South Korea, the Netherlands, Philippines and Malaysia) was presented. The Faculty of Forestry collaborates with universities, government agencies, industries, non-governmental

organisations, and businesses through memorandum of agreements to support the implementation of the curriculum and *Tri Dharma* activities.

When discussing collaboration opportunities, the teaching staff highlighted the university's international mobility program for lecturers. This program facilitates collaboration with universities and institutions abroad. In addition to previously mentioned countries, they noted collaborations with Australia, China, and Finland, with funding support from the Ministry of Education to help expand these partnerships. Furthermore, they emphasized collaboration with Indonesian research institutes and several universities. Some send samples to these partner institutions for analysis.

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.

However, as noted earlier, the two programs under review aim to achieve international recognition to attract international talents and foster collaboration in education and research. In light of this ambition, the experts believe there is potential for further improvement by expanding the network of international partners and enhancing opportunities for staff mobility.

In terms of research, academic staff of the degree programs under review conduct their research projects collaboratively in research groups. Most research projects are supported by grants from the university, the government, and some private companies. Some researchers are also engaged in collaboration with other domestic and overseas universities as well as research centres and other institutions specifically for industry-related research. The academic staff is requested to disseminate research results at national and international conferences and publish them in reputable national and international journals.

iii. Infrastructure and technical equipment

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

Visited facilities on Campus 2:

- Forest Products Technology Laboratory
- Silviculture Laboratory
- Forest Management Laboratory
- Forest Resource Conservation Laboratory

- Green House
- Lecturer rooms
- Branch library

The experts' comments are as follows:

The Branch Library of the Faculty of Forestry is a resource center aimed at supporting the academic, research, and learning needs of students and teaching staff members. It houses a collection of textbooks, reference materials, scientific journals, theses and dissertations. The library is equipped with computers, Wi-Fi, and an online catalogue system in the field of forestry.

While staff and students have good access to the Library's online systems, it remains unclear to the experts to what extent the library provides access to the international scientific information that is needed. Furthermore, the branch library lacks some major international forestry or ecology journals and books. Based on feedback from students, there is also a need for more books in the library. The experts recommend that the university consider expanding and updating its collection of books and investing in e-journals/subscriptions.

Following their visit to the laboratories, the experts were pleased to note that the Faculty of Forestry has gained ISO/IEC 17025 certification for its laboratories.

In relation to the GIS technology, it came to the expert's attention that some students prefer the use of individual computers. The laboratory appears to face financial constraints that impede its ability to procure software licenses beyond those that are freely available. **Therefore, in the GIS lab, there is a need to increase the number of computers with adequate specifications and to subscribe to applications (such as ArcGIS and QGIS) that play a crucial role in mapping activities.**

In their evaluation of the other laboratories, the experts note that the capacity for deeper analysis seems limited. While some basic technical equipment is available, it is unclear whether modern analytical tools specifically designed for assessing soil and climate parameters are accessible. This raises questions about the facilities' ability to effectively engage with contemporary scientific methodologies in forest soil and climate research.

During the on-site visit, it was also observed that there is only one greenhouse, primarily used for the collection of rare plants. There is no dedicated space for students to work on final projects requiring outdoor treatments (such as a nursery or shade house).

Based on the above, the experts highlight the need for ongoing improvements to ensure adequate access to dedicated spaces, specialized software and increase the quantity of equipment in the teaching labs (e.g., drones, GIS licences, GPS).

Since early 2022, the Faculty of Forestry has been operating from a newly constructed building on Campus 2 in Deli Serdang, located approximately 15 kilometers south of the main USU campus. This facility features classrooms, laboratories, and resources tailored for forestry studies. During the visit, the experts were updated on the progress of Phase II of the Campus 2 construction project. This phase aims to further develop the campus infrastructure.

In light of this further development, the experts encourage the university to consider the inclusion of additional facilities that promote student engagement and well-being. This includes dedicated spaces for student activities—such as sports facilities, multipurpose halls, and study rooms—to enhance campus life.

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

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

(ASIIN 3.1) Teaching staff workload – Both programs

The experts appreciate the explanation regarding how the teaching staff's workload is distributed across various tasks. They are pleased to learn that lecturer workloads will be monitored through reports generated by the SISTER application and evaluated by assessors appointed by university leaders. Given that this is an ongoing challenge, the experts recommend that USU continue to monitor the workload and actively seek improvements.

(ASIIN 3.1) Training opportunities for teaching staff – Both programs

The Faculty of Forestry has outlined staff development programs for the years 2025 to 2029, focusing on training and support for both lecturers and non-lecturer staff. Key initiatives include training for new lecturers, preparation for IELTS/TOEFL exams, professional development, English conversation skills, and support for doctoral studies. Additionally, non-lecturer staff will receive training in soft skills and will have opportunities for specialized training that is certified by the National Professional Certification Agency (BNSP). The experts support these initiatives and advocate for continued development in this area.

(ASIIN 3.2) International partners network – Both programs

USU's EQUITY Program offers staff mobility opportunities, including IMS and sabbatical leave. Four lecturers from the Faculty of Forestry have received IMS resources. The faculty has also collaborated with the Centre of Excellence for Mangrove (PUI Mangrove since 2021). Annually, around five lecturers participate in staff mobility, fostering ties with countries like Singapore, the Philippines, Australia, Thailand, Japan, Korea, Pakistan, Turkey, and Malaysia. The experts commend this commitment to international collaboration and support its continued development.

(ASIIN 3.2) Staff mobility – Both programs

Addressed under Criterion 1.3

(ASIIN 3.2) Journals and book collection – Both programs

It is noted that teaching staff and students can access library services offline and online. The Faculty of Forestry has a branch library with 494 forestry titles, available for direct borrowing or online reservation. Digital services are accessible through the USU library website. While the experts appreciate the collection list, they maintain their recommendation regarding book collections and journal subscriptions based on audit feedback.

(ASIIN 3.2) Laboratory resources– Bachelor's program

The experts are pleased to note that the Faculty of Forestry has submitted a proposal for the procurement of computers and specialized equipment. However, as these resources are expected to be available in the near future (likely 2016), they maintain their initial recommendation

(ASIIN 3.2) Student facilities – Both programs

The experts have reviewed the 5-year development plan submitted by the Faculty of Forestry to expand the existing buildings at the university. They support this initiative and recommend moving forward with the plan, emphasizing the importance of creating dedicated spaces for student activities.

Considering the abovementioned points, the experts regard this criterion as mostly fulfilled.

4. Transparency and documentation

Criterion 4.1 Module descriptions
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Evidence:

- Self-assessment report

- Ba Forestry website: <https://fhut.usu.ac.id/en/education/undergraduate-program-in-forestry>
- Ma Forestry website: <https://fhut.usu.ac.id/en/masters-program-in-forestry>
- E-learning USU: <https://elearning2.usu.ac.id/login/index.php>
- Module Descriptions, both programs under review

Preliminary assessment and analysis of the experts:

As noted under Criterion 1.5, it has come to the experts' attention that the module descriptions for both programs do not indicate the credit load in the converted ECTS units. The module descriptions are not precise regarding the examination forms (i.e., written exam) and reading list (i.e., PPT, Handbook), and do not explain how module grades are calculated. Furthermore, the descriptions of some modules in the curriculum are not provided (e.g., Proposal Seminar, Results Seminar, Thesis). **For these reasons, the module descriptions need to be revised and corrected, ensuring consistency in the presentation of the information.**

Each module description is a condensed version of the Semester Learning Plan (RPS), which provides a more detailed outline of the objectives, content, teaching methods and other relevant aspects of the semester. This plan is presented to students during the first week of lectures and is made available on the digital platform accessible to all students.

While the experts appreciate the provision of information accessible to students, they observed that, for both programs, module descriptions are not available via the program websites. To improve transparency and ensure broader access for all interested parties, and not only internal, the experts request that the faculty make the revised version of the module handbooks publicly available.

In connection with this, and as outlined in Criterion 1.1, the experts believe that the faculty's website should undergo a revision, particularly in terms of consistency and availability of information.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Self-assessment report
- Sample Transcript of Records, both programs under review
- Sample Diploma/Degree Certificate, both programs under review
- Sample Diploma supplements, Bachelor's program only

Preliminary assessment and analysis of the experts:

According to the information provided in the self-assessment report, students from the programs under review receive after graduation a Diploma Certificate, accompanied by 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 Forestry.

Together with the Diploma Certificate, the graduates receive a Transcript of Records. This document lists all the courses the graduate has completed, the achieved credits, grades, cumulative GPA, and the seminar and thesis title.

Along with these documents, the Bachelor's program graduates receive a Diploma Supplement, which is an official statement letter issued by the Faculty of Forestry. It contains information about the degree program, including GPA and ranking. **However, the experts note that the Diploma Supplement does not include detailed information about the individual competencies of the graduates. They stress the need of incorporating a clear description of the specific skills and competencies acquired by students during their studies, as this would offer a more comprehensive and transparent account of their qualifications.**

The experts were provided with samples of the relevant documentation and observed that a Diploma Supplement is not currently available for the Master's program. The experts emphasize that, in line with international best practices, a Diploma Supplement needs to be issued to students upon graduation from this program.

Criterion 4.3 Relevant rules
Evidence:

- Self-assessment report and appendices
- Relevant regulations as published on the university website: <https://jdiuh.usu.ac.id>
- Faculty website: <https://fhut.usu.ac.id/en>

Preliminary assessment and analysis of the experts:

Based on the information presented as appendix to the self-assessment report, the experts see that the rights and duties of both USU and the students are clearly defined and binding.

Rules and regulations are published on the USU Legal Documentation and Information Network (JDIH) website, making them accessible to interested stakeholders."

The students receive all relevant course material in the language of the degree programs at the beginning of each semester. However, as noted in other sections of this report,

important information about the programs is unaccessible via the faculty/program website (<https://fhut.usu.ac.id/en>).

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

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

(ASIIN 4.1) Revision of module description – Both programs

The module descriptions for both the bachelor's and master's programs have been revised and corrected based on expert suggestions, including ensuring consistency in formatting. However, upon reviewing the provided links, the experts note that some issues remain unaddressed. They request a revision to include missing information, such as recommended credits and workload, how the module mark is calculated, and suggested literature.

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

The module descriptions for both the bachelor's and master's programs have been uploaded to the program websites to enhance transparency and broaden access for interested parties. However, upon reviewing the program websites, experts have noted that the "View Details" link under the Academic Curriculum section for each module does not provide the necessary information. They have requested that the module descriptions be made fully accessible to interested parties.

(ASIIN 4.1) More user-friendly program websites – Both programs

Addressed under Criterion 1.1

(ASIIN 4.2) Awarding a Diploma Supplement – Master's program

The experts confirm that the Master's program graduates receive a Diploma Supplement upon graduation and have no further comments.

(ASIIN 4.2) Individual competencies in the Diploma Supplement – Bachelor's program

The experts commend the recent additions to the Diploma Supplement, which now includes information about students' skills. They appreciate that this change will be implemented during the current year. They note the latest supplement includes details about students participating in various activities, such as voluntary independent learning (MBKM), organizational experience, language skills, involvement in research and community service, as well as achievements in competitions. Given these developments, the experts have no further comments on the matter.

Considering the abovementioned points, the experts regard this criterion as partially fulfilled.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-assessment report
- Tracer study report 2024, Bachelor's program under review
- Discussions during the audit.

Preliminary assessment and analysis of the experts:

The USU quality management system has been institutionalized in accordance with government regulations. In compliance with Law No. 12/2012, concerning the Higher Education System, all Indonesian higher education institutions are required to implement a Higher Education Quality Assurance System. The self-assessment report indicates that quality is overseen internally by dedicated quality assurance teams/units across the program (Quality Control Group), faculty (Quality Assurance Unit), and university levels (Quality Assurance Agency - BPM).

Based on the USU Quality Policy, the study programs undergo internal screening processes employing student surveys, lecturer performance assessments, evaluation of graduate competency achievements and data obtained from external stakeholders through tracer study and labour market observation.

During the on-site visit, the experts asked the students how they provide feedback on the programs. The students explained that they are required to complete surveys after their final exams in order to access their scores. These surveys are conducted through an online platform (EDOM) and are anonymous, which encourages them to express their opinions more openly.

The experts also asked the representatives from the Rector's office whether students are informed about the results of their evaluations. The representatives noted that the results are published on the university's website. **The experts highlight the importance of ensuring transparency and request the link where the student evaluation results for the two programs being reviewed can be accessed.**

In case the satisfaction of the students with staff members is deficient, the matter will be discussed in the annual semester meeting of the department. The Head of the Study Program will contact the respective lecturer, discuss the issue and propose solutions.

The implementation of tracer studies is conducted by the Quality Control Group in collaboration with the academic community of the study programs. This process involves distributing questionnaires to graduates through various channels, including mail and email. During the discussion with the experts, the alumni confirmed the existence of tracer studies. Furthermore, industry representatives acknowledged that the university is receptive to feedback regarding new developments and trends that could enhance the employability of its graduates. **The experts were provided with the results of the alumni evaluation for the Bachelor of Forestry, conducted in November 2024. However, they request further clarification on how the faculty tracks graduates from the Master of Forestry program, as this was not sufficiently addressed during the on-site visit.**

According to the self-assessment report, USU conducts an Internal Quality Audit (AMI) every year across all Quality Control Groups (GKM). These audits focus on the implementation of national higher education standards in three key areas: Education, Research, and Community Service.

During the on-site visit, the experts discussed with the representatives from the Rector's office and the program coordinators the need for the programs to effectively utilize the quality management system currently in place. It was emphasized that the system should not be seen merely as a tool for participation, but rather as a mechanism for monitoring, reflecting, and learning from the results. The experts noted challenges in identifying the positive impacts driven by the quality management processes, as they were not clearly evident in the documentation.

The experts also noted that it was unclear how the results are generated from the installed systems, how the three systems interact with each other, and what established monitoring procedures and results are in place. Additionally, the experts observed that the conclusions and actions taken based on monitoring results were not clearly defined. It was also unclear how the learnings from the quality systems contribute to changes and improvements in the management and profiling of the programs.

In this context, the experts believe that the programs should use the evaluation data as the basis to plan and implement measures for improvement at all levels.

Together with internal quality assurance mechanisms, recurring external quality assurance exercises at USU relate to the legal obligation to submit every degree program for accreditation by a recognised agency in addition to the compulsory institutional accreditation. The Bachelor of Forestry has been awarded a "Very good" grade and the Master of Forestry has been given a "Good" grade by the National Accreditation Body for Higher Education (BAN-PT). The validity period for study program accreditation is five years.

During the discussion with the program coordinators, the experts asked about the issues that emerged following the external quality assurance evaluation of the Bachelor's and Master's programs. The coordinators explained that the Master's program was rated as good because it is a new study program. In contrast, the Bachelor's program was just one point away from achieving an excellent rating. The primary issue affecting the Bachelor's program was the percentage of international community service, which has not yet reached a high standard. While the faculty is facilitating this process, measures are being implemented to improve it with funding allocated by the university.

Overall, the expert panel holds a positive view of the quality assurance system currently in place. Quality management is important, and various structures have been established to support it. USU and the Faculty of Forestry regularly conduct surveys to gather feedback from students, stakeholders, and staff. There is a positive culture open for change and improvement at all levels.

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

The experts thank USU for the provided statements and additional documentation concerning criterion 5.

(ASIIN 5) Student evaluation reports – Both programs

USU requires students to complete evaluations at the end of each semester for Bachelor and Master programs via <https://satu.usu.ac.id> before submitting their Study Plan Card for the next semester. The evaluation results will be discussed in an academic meeting, including topics like teaching hour allocation for lecturers. However, it's unclear if students can access the evaluation results for the reviewed programs. The experts request closing the feedback loop by informing students about their feedback and any actions taken.

(ASIIN 5) Tracer study – Master's program

It is noted that the Master's program also conducts alumni tracer studies via Google Forms. Results show that 80% of alumni have secured jobs, while 20% have not, primarily because they chose to pursue further studies at the doctoral level. To assist recent graduates in finding employment, the program head shares job vacancy information in the alumni group. Most alumni working in the forestry sector are employed as Civil Servants, in NGOs, or in the private sector. The experts are satisfied with this explanation.

(ASIIN 5) Quality management system – Both programs

The experts appreciate the detailed information on how the results of the internal quality audit are presented in the IQA reports and used for follow-up plans. They also appreciate the explanation on how the different levels interact. However, they believe that optimizing the quality management system is an ongoing challenge that requires sustained efforts. As

such, they maintain their recommendation for further improvements within the current quality assurance framework.

(ASIIN 5) Use of evaluation data – Both programs

USU has stated that the study programs utilize audit data to enhance program quality, supported by a faculty budget for continuous improvement activities. The experts commend this approach and encourage sustained development in this area.

Considering the abovementioned points, the experts regard this criterion as partially 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

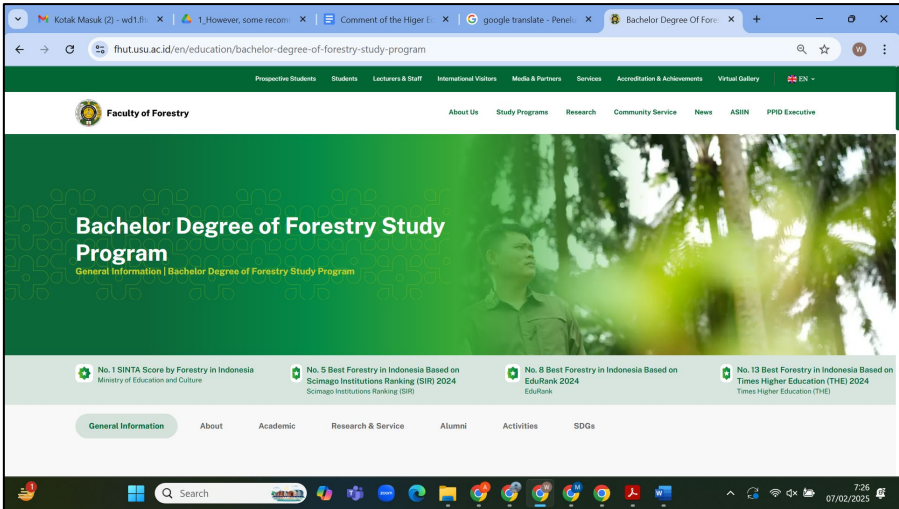
E Comment of the Higher Education Institution (07.02.2025)

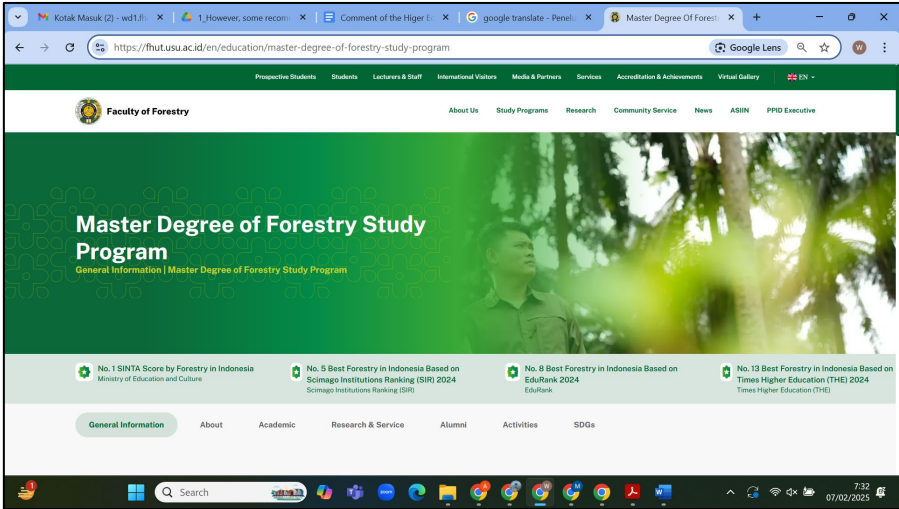
The institution provided the following additional statements:

No	Comment from ASIIN experts	Programme	Explanations from the University to clarify the ASIIN comments
	Criterion 1.1 Objectives and learning outcomes of a degree program (intended qualifications profile)		
	i. Learning Outcomes		
1.	However, some recommendations were raised by the industry partners about the graduates' approach to business processes, as they perceive a gap in business knowledge. Based on this feedback, the experts suggest enhancing the learning outcomes of both programs to include a stronger focus on economic business understanding. (page 8)	Bachelor Degree of Forestry Study Program (BF)	<p>The students of Bachelor Degree of Forestry Study Program (BDFSP) can improve their knowledge and skills competencies on business knowledge through courses which provided in the curriculum of 2021. The BDFSP seeks to improve learning outcomes that focus on understanding business economics. Courses related to economics and business are available, such as Forest Entrepreneurship (Forestpreneurship) on 4th semester, Forest Resources Economic, Forest Product Managerial Economic, Forest Multi-Business, and Conservation Project Management and Fundraising on 5th semester, and Forest Valuation on 6th semester (attached data document).</p> <p>On Forest Resource Economics (FRE) course, students receive material on the understanding and scope of FRE course, the role and problems of forest resources in the economy, production of forest products, demand and supply of forest products, economic valuation of forest resources and assessment of the economic feasibility of forest management. Meanwhile, in the Forestry Multi-Business (FMB) course, students receive material on the general scope of business, production management, financial and organizational management, plans and types and typology of forestry multi-business</p>

			<p>activities, obstacles, solutions and strategies for implementing multi-business, monitoring and evaluation of forestry multi-business.</p> <p>Currently, the BDFSP is designing a new curriculum for 2025 by updating and enriching courses according to novel developments and stakeholders input (attached data document). One of the important improvements in The new curriculum is to make business economics as Program Learning Outcomes (PLO), namely in PLO 4: Having an understanding and insight into the theories and rules of forest planning, forest management, and economic business as basic of sustainability forest management that high economic value.</p> <p>Curriculum development is assisted by the Institute for Curriculum and Learning Innovation (LINK-UP) of Universitas Sumatera Utara.</p> <p>G-Drive link supporting document for BDFSP</p> <p>https://drive.google.com/drive/folders/1TJJKYuILqWw8RC9Dd3yfTwYLsj6nEzGX?usp=sharing</p>
		Master Degree of Forestry Study Program (MF)	<p>The master degree of forestry study program (MDFSP) already had related courses as mentioned by experts previously, For example course which related to business is economics and business, course which related to forest ecosystem is Forest Ecosystem Appraisal. and course which related to rehabilitation is Forest Site Management. Furthermore, the master's study program will offer and add a series of new courses: such as Forestry economics and business (2 credits), Marketing of forest products (2 credits), Restoration of degraded tropical forests (2 credits), and Reclamation of mines and degraded land (2 credits).</p> <p>In line with the Bachelor Forestry Program, in 2025 the Master of Forestry Study Program will also carry out Curriculum Updates. There are several courses that will be included in the new curriculum, one of which is business</p>

			<p>economics. In more detail, the design document for updating the Master Forestry curriculum is presented in the G Drive attachment below.</p> <p>G-Drive link supporting document</p> <p>https://drive.google.com/drive/folders/1um8p51UZJ6Z2xN8DnyncpcBOcnaBMwe5?usp=sharing</p>
2.	<p>After reviewing the program websites and the provided documentation (e.g., self-assessment report, curriculum document, diploma supplement, and others), the assessment team noted that the program objectives and learning outcomes are not presented consistently. They request a revision of the documentation to ensure that it accurately and consistently reflects both study programs. (page 8-9)</p>	BF, MF	<p>The website management in all units at USU is carried out by the USU Information System Center (Pusat Sistem Informasi (PSI)). The addition of static data is carried out by the PSI, while dynamic data such as news and activity agendas can be carried out by the Faculty of Forestry.</p> <p>We have coordinated with PSI to equate the program objectives and learning outcomes in the SAR document to the same as on the website. Both the bachelor's program and the master's program have added a vision and mission to the website, Program Educational Objective (PEO), as well as program learning outcomes (PLO).</p> <p>Currently, several improvements to the website have been made by aligning those in SAR with the website in the bachelor degree of forestry study program, namely the vision and mission, Program Educational Objective (PEO), and Program Learning Outcomes (PLO).</p> <p>G Drive link supporting document:</p> <p>https://drive.google.com/drive/folders/1AtfSexamPtswyyJJKgQ8VEMC4bp23U2?usp=sharing</p>

3.	<p>For example, the learning outcomes detailed in the self-assessment reports are not available online. To enhance transparency, the assessment team requires the faculty to make this information accessible to all interested parties. Additionally, the team recommends enhancing the user-friendliness of the program websites and addressing several issues, such as fixing broken links (for example, those related to the master's program) and ensuring that essential information is clearly presented and kept up to date. (page 9)</p>	BF	<p>We apologize for the inconvenience of displaying our study programme website. As advised by experts, we have coordinated with the Center of Information System USU to make the website more user-friendly. Several improvements have been made, such as including vision and mission, Program Educational Objective (PEO), Program Learning Outcome (PLO), curriculum, courses distribution in each semester, and so on, both in bachelor and master forestry degrees. However, website improvements are still ongoing. We are trying to make the website display user friendly and contains complete and up to date information about our study programs. It is hoped that in the future the website will become more user-friendly, so that it is easy to access as recommended by experts. Below is a screenshot and link to The Bachelor Degree of Forestry Study Program Websites.</p>  <p>Source: link: https://fhut.usu.ac.id/en/education/bachelor-degree-of-forestry-study-program</p>
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			<p>Link G Drive dokumen pendukung:</p> <p>https://drive.google.com/drive/folders/1LePNWuGnUm1hial4D9qjCkv5Qwrl9vhQ?usp=sharing</p>
		MF	<p>Below is a screenshot and link to The Master Degree of Forestry Study Program Websites</p>  <p>Link G Drive dokumen pendukung:</p> <p>https://drive.google.com/drive/folders/1LePNWuGnUm1hial4D9qjCkv5Qwrl9vhQ?usp=sharing</p>
	ii. Graduate Qualification Profiles		
4.	However, the experts emphasized the need for a deeper understanding of why a quarter of the graduates are working	BF	<p>Based on information from users, alumni of the Bachelor Degree of Forestry Study Program have strengths in terms of resilience and adaptation in the field. This competency is needed by alumni users to work in outdoor fields, so</p>

	outside their field. They recommended that the program investigate to which sectors these graduates are entering. (Page 9)		<p>that many alumni of the Bachelor Degree of Forestry Study Program work outside the forestry sector, such as agriculture, plantations, and the environment.</p> <p>Bachelor Degree of Forestry Study Program students are equipped with hard skills and soft skills competencies. Hard skills competencies through courses in the curriculum. Soft skills competencies through several free-form elective courses. Students can also develop soft skills competencies through student organizations or through other extracurricular activities.</p> <p>Job outside the forestry sector that alumni are involved in include the banking, trading, agriculture, plantation and entrepreneurship sectors as presented in the attached survey report.</p> <p>Link G Drive dokumen pendukung: https://drive.google.com/drive/folders/1JNUFWnTbJ_jRfaQjX-vrx6AsqfTx4GTT?usp=sharing</p>
5.	However, the industry partners also provided feedback regarding the need to further develop general soft skills among graduates of both programs. The key areas identified for improvement include communication (both oral and written), leadership, critical thinking, problem-solving, and conflict management. The experts recommend that the university intensify its efforts to address these gaps, ensuring that students are better equipped	BF	<p>In the 2021 curriculum, students are given the opportunity to take free-form elective courses to improve their soft skills competencies. These 24 courses are university courses that apply to all faculties at USU. The free-form courses are: Communication and Teamwork; Inclusive Leadership; Empathy and Emotional Intelligence; Effective Decision Making; Complex Problem Solving; Social Entrepreneurship; Critical and Creative Thinking; Negotiation and Collaboration Strategy; Analytical Thinking and Innovation; Professional Ethics; Activity Management; Social and Cultural Development; Digital Fluency; Information Systems and Administration, Active Learning and Learning Strategies; Use, Monitoring and Control of Technology; Technology Design and Programming; Resilience, Stress Tolerance, and Flexibility;</p>

	with these essential skills for their professional careers. (Page 10).		Reasoning, Problem Solving, and Ideation; Marketing Capabilities; Public Speaking; Career Management; Cultural Fluency; Change Management. Currently, the Bachelor Degree of Forestry Study Program is preparing a new curriculum for 2025 to improve the previous curriculum while still offering free-form elective courses to improve students' soft skills competencies. Link G Drive dokumen pendukung: https://drive.google.com/drive/folders/1350RdZI7QvtbjnVM-CAI9IWWHOtOPvM?usp=sharing
		MF	The master study program has carried out a Focus Group Discussion and received feedback related to the curriculum. Currently, the Master study program is preparing a new curriculum where several new courses are added including Tenure Conflict Management, Forestry Economics and Business. As for training communication and leadership, the master study program will send students to international conferences abroad. G-Drive link supporting document https://drive.google.com/drive/folders/1um8p51UZJ6Z2xN8DnyncpcBOcnaBMwe5?usp=sharing
	Criterion 1.3 Curriculum		
	ii. Contents		
6.	During the discussion with the students, they confirmed that they need to fill out a form where they select two choices out of four. The department then assigns them to a major based on GPA, as each major has	BF	Students select four choices out of four majors, i.e. Forest Management, Silviculture, Forest Product Technology, and Forest Conservation. The department then assigns them to a major based on some considerations, such as: Student choices, interests, and desires; Student abilities (Grade Point Average); Capacity of each major interest; Research topic plan; Currently

	<p>a quota. According to their experience, Forest Conservation and Forest Management are the most sought-after specializations. When asked by the experts, the students reported that they are not allowed to choose electives from other majors. (Page 14)</p>	<p>working on lecturer research (special notes on the form); Research topic from the student's scholarship provider; Completeness of data content on the form and completeness of photos, study plan form (KRS), and study result form (KHS); Signature of academic supervisor; and Discipline in uploading forms and submitting forms.</p> <p>Major Interest Selection Procedure</p> <ol style="list-style-type: none"> 1. Bachelor Degree of Forestry Study Program students who can choose their major interests are active students in semester 4 (entering semester 5). 2. Students choose their major interests based on considerations of student choices/interests, maximum capacity per major interest, student abilities, research plans, and other factors such as special requirements from the scholarship provider. 3. Students must attend socialization to get an overview of the major interest selection procedure and gain knowledge and insight into the novelty of educational and research studies of each major interest and its prospects. 4. Students must fill out the major interest selection form completely, including complete passport photos and study result form. 5. Students can communicate and discuss with the Academic Advisor or Head of Laboratory or Head/Secretary of the Study Program to ask for opinions or considerations. 6. Students must return the completed major interest selection form according to the schedule, namely the soft file form via Google Form independently and the form sheet to the Bachelor Degree of Forestry Study Program through the coordinator of each class 7. Based on the major interest selection form, the Bachelor Degree of Forestry Study Program will distribute students to four major interests
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			<p>proportionally, namely Forest Management (MNH), Silviculture (BDH), Forest Product Technology (THH), and Forest Resource Conservation (KSH).</p> <p>8. If the number of students who choose one of the major interests exceeds the capacity, it will be distributed to the major interests with fewer voters.</p> <p>9. The results of the selection and distribution of student major interests will be finalized and announced by the Bachelor Degree of Forestry Study Program.</p> <p>Considerations in determining major interests :</p> <ol style="list-style-type: none"> 1. Student choices, interests, and desires. 2. Student abilities. 3. Capacity of each major interest. 4. Research topic plan 5. Currently working on lecturer research (special notes on the form) 6. Research topic from the student's scholarship provider 7. Completeness of data content on the form and completeness of photos, study plan form (KRS), and study result form (KHS). 8. Signature of academic supervisor 9. Discipline in uploading forms and submitting forms <p>G-Drive link supporting document:</p>
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			https://drive.google.com/drive/folders/1qc_xTQu7kBNMB1YK5tEaze-TO2aRQwSI?usp=sharing
7.	In light of this discussion, the experts strongly believe that the program must allow students to pursue their field of interest for their major. Aligning education with individual interests is crucial, as it not only ensures personal satisfaction but also helps cultivate a skilled and passionate workforce. This is especially important in light of student motivation and their eligible chances to enter the envisioned job market. Under the current system, there is a risk that students may be assigned to a major that does not align with their desired career path. (Page 14)	BF	<p>The 2025 curriculum currently being prepared by the Bachelor Degree of Forestry Study Program is a development of the previous curriculum. The 2025 curriculum offers more elective than compulsory courses to students. The 2025 curriculum consists of 108 compulsory courses and 184 elective courses. In the semester where students have chosen their major interests, namely in semester 6, there are 3 credits of compulsory courses and 65 credits of elective courses (1: 22 ratio), while in semester 7 there are 4 credits of compulsory courses and 12 credits of elective courses (1: 16 ratio). In semester 8, students only need to complete their final assignment in the form of a results seminar and thesis. Students graduate after taking 144-148 credits of courses, with a study period of 3.5 years to 4 years.</p> <p>G-Drive link supporting document:</p> <p>https://drive.google.com/drive/folders/1iehvGqLEJf-SPeguceBX0TpSoSleK68m?usp=sharing</p>
8.	However, after reviewing the curricula of both programs, they determined that sustainability-related issues are not sufficiently addressed in the course offerings. During the on-site visit, the experts discussed with the program coordinators the necessity of integrating current content to better equip students for the job market and the modern challenges facing the forestry industry. A key recommendation is for the university to consider the possibility of strengthening and increasing the visibility	BF	<p>In the 2025 curriculum that is currently being prepared, we always try to improve student competency by enriching courses related to current problems that occur in the field. The hope is that there is a connection between the knowledge provided on campus and the industrial workforce. Some courses related to globalization and forest rehabilitation include : 2 credits Conservation Area Management course on 5th semester; 3 credits Environmental Impact Analysis course on 6th semester; 3 credits Soil and Water Conservation course on 6th semester; 3 credits Conservation Education and Ecotourism course on 6th semester; 4 credits Internationalization course on 7th semester. Also 48 credits free-form elective courses that can improve students' soft skill competencies to compete in the global world.</p>

	of aspects of globalization and forest rehabilitation issues in the curricula in light of ecological, economic and societal considerations. (Page 15)		<p>The Bachelor Degree of Forestry Study Program also routinely invites speakers from the profession of university lecturers, researchers from research institutions, and professional practitioners from industry and non-governmental organizations (NGO) to share knowledge and skills with students in the classroom in the form of public lectures, guest lectures, and teaching practitioners. The speakers come from within and outside the country with an increasing trend from year to year.</p> <p>G-Drive link supporting document:</p> <p>https://drive.google.com/drive/folders/14l4A8RLCSvwmuKDznGLOej3Kiz5eB2Q2?usp=sharing</p>
		MF	<p>The master study program already has courses related to globalization, namely International Forestry, Climate Change Adaptation and Mitigation. Meanwhile, the course related to rehabilitation is Forest site management.</p> <p>The new curriculum will contain a set new courses that are Restoration of degraded tropical forests (3 credits), Reclamation of mines and degraded land (3 credits)</p> <p>G-Drive link supporting document:</p> <p>https://drive.google.com/drive/folders/14l4A8RLCSvwmuKDznGLOej3Kiz5eB2Q2?usp=sharing</p>
	iii. Internship		
9.	However, the assessment team notes that there might be cases where students are not employed. The team asks for further clarification as, in such instances, these students could benefit from additional opportunities to gain practical experience,	MF	<p>The study program will organize internships for master's program students. Internships can be carried out in the middle semester, and at least in 1 month. Internship activities are worth equivalent to 1 credit. Internship activities will be carried out at industry partners.</p>

	further enhancing their competencies and preparing them for future career prospects. (Page 16)		<p>G-Drive link supporting document:</p> <p>Link G Drive dokumen pendukung:</p> <p>https://drive.google.com/drive/folders/10k0Eu3AoJEUCJkWmVL63kR9nVOo9MKhx?usp=sharing</p>
	iv. Mobility		
10.	The experts acknowledge that continuous support is essential in this area to increase student mobility. To align with the strategic aspiration of both study programs, they recommend further expanding staff and student mobility initiatives, which are critical for fostering internationalization within the programs. (Page 17)	BF and MF	<p>The Faculty of Forestry provides the widest opportunity for BF and MF staff and students to do mobility with universities abroad. Through the international Staff Mobility (IMS) scheme, each lecturer is given space to carry out tri dharma activities with any party and is supported by financing that has been prepared by the University. Socialization about the IMS program has been carried out and the Faculty will provide assistance in the preparation process through mentoring and English language preparation. Furthermore, BF/MF students are given the opportunity every year as many as 5 students to participate in outbound abroad with financing from the Faculty.</p> <p>We have done student mobility since 2022. For example a total of 7 students from the Faculty of Forestry USU and 6 students from other Faculties participated in the "DAAD (German Academic Exchange Service) Study Visit to Germany" programme from 22 to 31 October 2023. They visited Berlin, Hanover and Frankfurt in Germany at the invitation of Prof Bernhard Grimm, Prof Nadja Kabisch and Dr Payrick Keilbart.</p> <p>Link of Directorate of Internationalization and Global Partnershipsof USU: https://dikg.usu.ac.id/en</p> <p>Supporting documents:</p> <ul style="list-style-type: none"> - Statement of Commitment from the Rector to support the Internationalization Program

			<p>G-Drive link supporting document:</p> <p>https://drive.google.com/drive/folders/1nyzYMuEcBSjlpFkF6z0CI4jd-AybmODy?usp=sharing</p>
11.	<p>The experts commend these initiatives and encourage the university to continue strengthening English language proficiency among both, students and teaching staff. By improving language skills, the programs can facilitate more effective participation in international collaborations and mobility programs as well as elevate the university's standing on the international stage. (Page 17)</p>	<p>BF</p> <p>Improving English language skills is one of the faculty's concerns. Efforts will be made to use English as an introduction to several lecture topics. Lecturers will be given the opportunity to teach in English so that students can also get used to English conversation. Conversation programmes for lecturers will also be provided by presenting mentors or native speakers. The faculty will budget routine funds that will be included in the staff development programme. It will start in 2025.</p> <p>One programme that has been running is the Guest Lecture, Webinar Top Scientist which presents speakers from abroad from world class university ranking or top scientiest. This activity is also fully supported by DIKG (Directorate of Internationalisation and Global Partnerships).</p> <p>link: https://dikg.usu.ac.id/en</p> <p>G-Drive link supporting document:</p> <p>https://drive.google.com/drive/folders/1k3ghmSDG8j6k0a5mBjpul09JaBvzcqa0?usp=sharing</p>	<p>MF</p> <p>International Program for Master Degree of Forestry Study Program:</p> <p><i>Student and staff mobility</i></p> <p>The Study Program will send students and lecturers to participate in conference or outbound activities at Foreign Universities every year. In this first year, the study program will send 2 students and one lecturer of the</p>

			<p>Master Degree of Forestry Study Program to participate in the International Conference in Langkawi in November 2025. The students who will be sent are Rizky Wahyudi and Mohammad Alfin S; The lecturer who will be sent is Dr. Deni Elfiati. The cost needed for this first year is IDR. 20,000,000,-.</p> <p>Organizing international classes</p> <p>The international class will focus on "<i>tropical rainforests and wetland management</i>". The study program proposes to the University to provide a full scholarship to at least one student from developing Asian countries, namely Timor Leste, Laos, Cambodia, Bangladesh, Sri Lanka, and Palestine. Scholarship recipients must complete a maximum of 18 months of study. The full scholarship is approximately IDR. 150,000,000 for a student. The study program proposes several activities in the 2025 fiscal year in the form of preparation for the internationalization of the Study Program. Prepare supporting documents for the application of joint supervision, staff and student mobility master degree programs, including information about campus life, as well as academic and administrative procedures. Improved English language skills will be achieved by english conversation training.</p> <p>G-Drive link supporting document:</p> <p>https://drive.google.com/drive/folders/1k3ghmSDG8j6k0a5mBjpul09JaBvzcqa0?usp=sharing</p>
	Criterion 1.4 Admission requirements		
12.	<p>According to the self-assessment report, the faculty attributes the decline in part to the relocation to a new campus, which is located quite far from the main campus. During their visit, the experts confirmed that the second campus is indeed distant from the main campus and noted the challenging access to and from the</p>	BF	<p>Efforts to improve services to the forestry academic community continue to be carried out by continuing to improve infrastructure to provide comfort in campus activities. In 2024, with the theme of green campus, indoor garden facilities will be arranged as an open learning space, so that students can carry out learning activities outside the classroom. Laboratory facilities also continue to be improved in 2024 by adding the necessary equipment, especially in the teaching lab to support practicum activities in the Laboratory of Forest Management, Forest Cultivation, Forest Product Technology and</p>

	<p>location. Several measures have been implemented to promote interest among prospective applicants, including providing bus transportation and enhancing socialization efforts, as well as improving the quality of laboratories. However, as further elaborated in Criterion 3.2, student feedback indicated that more needs to be done to improve the facilities and infrastructure on this campus, such as sports facilities, parking areas, and health services. (Page 20)</p>		<p>Forest Resources Conservation. In addition, the provision of occupational security and safety facilities is also equipped to support activities inside or outside the laboratory. The total funds allocated are IDR 1,800,020,670 or equivalent to US\$ 112,502.</p> <p>Commitment</p> <p>In 2025, the faculty has allocated a budget to increase campus infrastructure in the form of the construction of sports facilities in the form of a football field of IDR 236,000,000 and also the construction of a new greenhouse to support the Forest Cultivation laboratory of IDR 300,000,000.</p> <p>To increase student capacity of the campus in the future, it is necessary to build a new building in accordance with the existing master plan, namely the construction of building facilities to add learning rooms and laboratories. Therefore, the first step needed is the preparation of a Detailed Engineering Design (DED) for Buildings C and D.</p> <p>We also have a commitment to provide health service for students and staff by signing Memorandum of Agreement (MoA) as collaboration between the Faculty of Forestry and USU hospital. The objective of this agreement aims to provide healthcare services for student, lecturers, administrative staff and the academic community at the Faculty of Forestry, to ensure the availability of healthcare personnel for basic medical services, disease prevention, and first aid, and to support campus health program through education, regular health check-ups, and promotive-preventive health services.</p> <p>Some of the facilities planned for the 2025-2030 fiscal year include: arboretum corridor, road construction, trekking paths, arrangement and addition of parking areas, camping grounds, ecolodge, climbing and outbound facilities around the Bekala campus, as well as the builder of the Detail Engineering Design (DED) of the new building with a total cost allocation of IDR. 46,091,000,000</p>
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			The full plan for the provision of campus infrastructure is shown in Table 1.																																																					
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			<table><tr><th>Year</th><th>Description</th><th>Unit</th><th>Cost per Unit (IDR)</th><th>Total (IDR)</th></tr><tr><td rowspan="2">2025</td><td>Study yard and mini soccer playground</td><td>1</td><td>236,000,000</td><td>236,000,000</td></tr><tr><td>Green house</td><td>1</td><td>300,000,000</td><td>300,000,000</td></tr><tr><td rowspan="4">2026</td><td>Detail Engineering Design (DED) Campus Building C and D</td><td>1</td><td>3,000,000,000</td><td>3,000,000,000</td></tr><tr><td>Road maintenance</td><td>300 m</td><td>3,333,333</td><td>1,000,000,000</td></tr><tr><td>Parking Area</td><td>4,000 m2</td><td>150,000</td><td>600,000,000</td></tr><tr><td>Arboretum corridor</td><td>120 m</td><td>416,000</td><td>50,000,000</td></tr><tr><td></td><td>Health facilities</td><td>1</td><td>25,000,000</td><td>25,000,000</td></tr><tr><td rowspan="4">2027</td><td>Trekking path</td><td>350 m</td><td>1,000,000</td><td>350,000,000</td></tr><tr><td>Gateway</td><td>1</td><td>100,000,000</td><td>100,000,000</td></tr><tr><td>Roof dome rehabilitation</td><td>60 x 14 m2</td><td>750,000</td><td>630,000,000</td></tr><tr><td>Outbond facilities</td><td>1</td><td>500,000,000</td><td>500,000,000</td></tr></table>	Year	Description	Unit	Cost per Unit (IDR)	Total (IDR)	2025	Study yard and mini soccer playground	1	236,000,000	236,000,000	Green house	1	300,000,000	300,000,000	2026	Detail Engineering Design (DED) Campus Building C and D	1	3,000,000,000	3,000,000,000	Road maintenance	300 m	3,333,333	1,000,000,000	Parking Area	4,000 m2	150,000	600,000,000	Arboretum corridor	120 m	416,000	50,000,000		Health facilities	1	25,000,000	25,000,000	2027	Trekking path	350 m	1,000,000	350,000,000	Gateway	1	100,000,000	100,000,000	Roof dome rehabilitation	60 x 14 m2	750,000	630,000,000	Outbond facilities	1	500,000,000	500,000,000
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13.	The experts support the strategies aimed at increasing the program's competitiveness. Additionally, as highlighted under Criterion 1.3, the program should better align with the expectations of prospective students regarding their future careers and related study content, and provide greater	BF	Major Interest Selection Prosedure 1. Bachelor Degree of Forestry Study Program students who can choose their major interests are active students in semester 4 (entering semester 5). 2. Students choose their major interests based on considerations of student choices/interests, maximum capacity per major interest, student abilities,																											

	<p>flexibility in choosing their preferred major field of study. (Page 20)</p>		<p>research plans, and other factors such as special requirements from the scholarship provider.</p> <ol style="list-style-type: none"> 3. Students must attend socialization to get an overview of the major interest selection procedure and gain knowledge and insight into the novelty of educational and research studies of each major interest and its prospects. 4. Students must fill out the major interest selection form completely, including complete passport photos and study result form. 5. Students can communicate and discuss with the Academic Advisor or Head of Laboratory or Head/Secretary of the Study Program to ask for opinions or considerations. 6. Students must return the completed major interest selection form according to the schedule, namely the soft file form via Google Form independently and the form sheet to the Bachelor Degree of Forestry Study Program through the coordinator of each class 7. Based on the major interest selection form, the Bachelor Degree of Forestry Study Program will distribute students to four major interests proportionally, namely Forest Management (MNH), Silviculture (BDH), Forest Product Technology (THH), and Forest Resource Conservation (KSH). 8. If the number of students who choose one of the major interests exceeds the capacity, it will be distributed to the major interests with fewer voters. 9. The results of the selection and distribution of student major interests will be finalized and announced by the Bachelor Degree of Forestry Study Program. <p>Considerations in determining major interests :</p>
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14.	During the on-site visit, the experts sought clarification regarding the information provided in the self-assessment report, which indicated that students enrolled in the Master's program without a background in forestry are required to attend Bachelor's courses. The experts expressed interest in understanding the specific credit hour (SKS) requirements these students must fulfil and the criteria for selecting these courses. The program coordinators clarified that this practice is	MF	<p>The Master Degree of Forestry Study Program accepts new student registrations in the Odd Semester and Even Semester every year. The study program accepts prospective students who have graduated bachelor. Prospective students who come from a non-forestry and environment educational background are required to take matriculation. Matriculation is carried out before the current semester begins. The courses that prospective students must take are Introduction to Forestry Science, Forest Management, Forest Ecology, Silvika, Conservation of Biological Natural Resources, and Wood Properties.</p>

	not currently implemented, as there are no students from backgrounds outside of forestry enrolled in the program, nor are any students attending Bachelor's courses at this time. However, the experts emphasize that if this option were to be implemented in the future, it should be explicitly outlined in the admission criteria, as this information is not currently specified in the provided documentation or admission website. (Page 21)		<p>The Registration Procedure for new students of the Master of Forestry Study Program at the University of Sumatera Utara can be seen in full at https://penerimaansps.usu.ac.id.</p> <p>Link G-Drive supporting document:</p> <p>https://drive.google.com/drive/folders/1v_gRpNTW_1fxIHtTIDAvORuPQk9vMH0Q?usp=sharing</p>
15.	However, the experts note that the admission details for the Master's programs require further supplementation to ensure transparency. (Page 21)	MF	<p>The Master Degree of Forestry Study Program accepts new student registrations in the Odd Semester and Even Semester every year. The study program accepts prospective students who have graduated with a bachelor's degree. Prospective students who come from a non-forestry and environment educational background are required to take matriculation. Matriculation is carried out before the current semester begins. The courses that prospective students must take are Introduction to Forest Management, Forest Ecology, Silviculture, Conservation of Biological Natural Resources, and Wood Properties. The complete matriculation procedures and procedures have been regulated in Rector's Regulation No. 3 of 2022.</p> <p>The Registration Procedure for new students of the Master of Forestry Study Program at the University of Sumatera Utara can be seen in full at https://penerimaansps.usu.ac.id.</p> <p>Link G-Drive supporting document:</p> <p>https://drive.google.com/drive/folders/1sdRI_0rotlPAW-9Thms8MPWK4yKn49f8?usp=sharing</p>
	Criterion 1.5 Workload and Credits		

16.	For the Bachelor's program, the experts had access to a comprehensive overview of the credits awarded per module, along with their corresponding ECTS conversions. However, similar information was unavailable for the Master of Forestry study program. Therefore, in order to complete their assessment, the experts ask the faculty to provide clarification on how the Master's program determines the equivalence of 37 Indonesian credits into 73.76 ECTS. (Page 22)	MF	<p>Master degree of Forestry Study Program students must complete a workload of at least 37 credits. The total of 37 credits is equivalent to 73.76 ECTS. This workload is distributed over a maximum of 4 semesters, and can be completed in less than 4 semesters. The details of work load distribution are 41.30 ECTS compulsory and 32.46 ECTS elective subject (Appendix 1.28). All mandatory parts of the degree are calculated with credit points, as are non mandatory ones. The total number of learning hours is 2,212.86 hours consisting of 826.33 contact hours and 1,239.00 hours self-study.</p> <p>Master degree of forestry students have a greater workload in independent work. Students work on case studies or create projects to complete in groups or independently. Course material is arranged in the form of modules based on the course specifics with credit points. Credit points are determined based on the minimum amount of time required to achieve learning objectives. For example, a module that requires more hours of practice or independent work will have higher credit points compared to courses that do not require more time for independent practice and others.</p> <p>At the end of each semester, the study program carries out an evaluation of all courses in the current semester to determine student responses to a course. The evaluation is carried out by the Quality Insurance Unit of the Study Program.</p> <p>Link G-Drive supporting document: https://drive.google.com/drive/folders/1B8oR7tCNqU8ikbrTVCealV6Pb_px4yr?usp=sharing</p>
17.	Additionally, for both programs, the experts note that the Curriculum Documents, including the Module Handbook, do not currently indicate the credit load in the converted ECTS units or explain the conversion system used. To	BF dan MF	<p>The Bachelor and Master Degree of Forestry Study Program has completed each course module with ECTS conversion.</p> <p>Link G-Drive supporting document:</p>

	ensure international comparability, the documentation should include the credit load expressed in converted ECTS units and the applied conversion system should be clearly outlined. (Page 22)		https://drive.google.com/drive/folders/1HRqnSP9kO78IOWRbUQ2ROuuOuHtQZrMV?usp=sharing																																			
18.	The experts observed a difference of 81 students for the Bachelor’s program and 3 students for the Master’s program between the number of students who started the program and those who graduated. This suggests that 36% of Bachelor’s students and 50% of Master’s students do not graduate. The experts request clarification from the university regarding these reported figures. (Page 23)	BF	<p>The average starting cohort size data for the Bachelor of Forestry Study Program listed on page 7 of the SAR document is data on the average and registered in the Bachelor Degree of Forestry Study Programme in the 2020, 2021, 2022, 2023, and 2024 academic years. Meanwhile, the data on the average number of graduates per cohort is the graduated students data for Bachelor Degree of Forestry Study Program in the 2017, 2018, and 2019 academic years.</p> <p>For information, some of 2018 academic year students are still active and have not yet graduated. Therefore, to explain the percentage of students graduating and dropping out (DO), we used the student data in the 2015, 2016, and 2017 academic years. We presented the number of accepted (intake), resigned, dropped out, and graduated students from 2015, 2016, and 2017 academic year.</p> <table><tr><th colspan="7">Bachelor Forestry</th></tr><tr><th>Academic Years</th><th>Accepted student (Intake)</th><th>Resign from studies</th><th>Drop Out</th><th>Graduate</th><th>% Graduate</th><th>% DO</th></tr><tr><td>2015</td><td>135</td><td>3</td><td>20</td><td>112</td><td>82,96%</td><td>14,81%</td></tr><tr><td>2016</td><td>149</td><td>3</td><td>30</td><td>115</td><td>77,18%</td><td>20,13%</td></tr><tr><td>2017</td><td>224</td><td>4</td><td>24</td><td>192</td><td>85,71%</td><td>10,71%</td></tr></table> <p>Based on student academic evaluation, some reasons that cause students to drop-out (DO) are in the beginning of semester decided to leaving bachelor degree of forestry program and starting new bachelor degree in the other university, the GPA score is below minimum standard, duration of study is more than 7 years, and even some of students apply government employees test. The student academic evaluation is based on USU academic decree no.13/2022 which is always done at the end of each academic year.</p>	Bachelor Forestry							Academic Years	Accepted student (Intake)	Resign from studies	Drop Out	Graduate	% Graduate	% DO	2015	135	3	20	112	82,96%	14,81%	2016	149	3	30	115	77,18%	20,13%	2017	224	4	24	192	85,71%	10,71%
Bachelor Forestry																																						
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			<p>Link G-Drive supporting document:</p> <p>https://drive.google.com/drive/folders/1igZzBIIIDqvNymdhndzjXcV1doPJQpx?usp=sharing</p>																												
	MF	<p>Similar to the Bachelor Degree of Forestry Study Program, the average starting cohort size data for the Master Degree of Forestry Study Program listed on page 8 of the SAR document is data on the average and registered in the Master Degree of Forestry Study Programme in the 2021, 2022, 2023, and 2024 academic years. Whereas, the data on the average number of graduates per cohort is graduate data for Master Degree of Forestry Study Program in the 2019, 2020, and 2021 academic years.</p> <p>For information, some students from 2022 academic yera are still active and have not yet graduated. Therefore, to explain the percentage of students graduated and dropped out (DO) from Master Degree of Forestry Study Program, the data should be used is data from students from 2019 and 2020 academic years. We presented data of the number accepted (intake), resigned, dropped out (DO), as well as graduated students from the 2019, and 2020 academic years below. Similar to bachelor degree program, student academic evaluation is conducted in the end of each academic year.</p> <table><tr><th colspan="7">Master Forestry</th></tr><tr><th>Academic Years</th><th>Accepted student (Intake)</th><th>Resign from studies</th><th>Drop Out</th><th>Graduate</th><th>%Graduate</th><th>%DO</th></tr><tr><td>2019</td><td>14</td><td>1</td><td>1</td><td>12</td><td>85,71%</td><td>7,14%</td></tr><tr><td>2020</td><td>15</td><td>0</td><td>1</td><td>14</td><td>93,33%</td><td>6,67%</td></tr></table>	Master Forestry							Academic Years	Accepted student (Intake)	Resign from studies	Drop Out	Graduate	%Graduate	%DO	2019	14	1	1	12	85,71%	7,14%	2020	15	0	1	14	93,33%	6,67%	<p>Link G-Drive supporting document::</p> <p>https://drive.google.com/drive/folders/1igZzBIIIDqvNymdhndzjXcV1doPJQpx?usp=sharing</p>
Master Forestry																															
Academic Years	Accepted student (Intake)	Resign from studies	Drop Out	Graduate	%Graduate	%DO																									
2019	14	1	1	12	85,71%	7,14%																									
2020	15	0	1	14	93,33%	6,67%																									

19.	<p>2,83 years for the Master of Forestry. (Page 23)</p> <p>These numbers indicate that a significant number of students in the Master's program are facing longer than expected graduation timelines. One contributing factor seems to be their employment status, as many of these students are balancing work alongside their studies. The experts strongly believe that the program should conduct an evaluation to better understand the reasons behind the longer graduation time, particularly focusing on the balance between work and study commitments. (Page 23-24)</p>	MF	<p>The study program will make a commitment with student leaders to reduce the burden of student tasks in their workplace. The commitment will be made in the form of a cooperation document to accelerate the study of forestry master's students.</p> <p>Link G-Drive supporting document:</p> <p>https://drive.google.com/drive/folders/1JHt09DFmpilC0FOg2HqE004rIFh0DgyG?usp=sharing</p>
20.	<p>When inquired if any measures are implemented to ensure that Master's students graduate on time, the program coordinators mentioned that each student is assigned an academic advisor. This advisor is responsible for ensuring the student attends all necessary lectures. Additionally, students have thesis supervisors to assist them during the thesis preparation process. Both academic advisors and thesis supervisors actively monitor student progress to help them stay on track. While the experts acknowledge and appreciate the support provided by these roles, they emphasize the need for the university to develop a</p>	MF	<p>The study program encourages students to complete their studies on time or faster. The step taken is to determine the thesis supervisor since entering semester 2, where previously the thesis supervisor was set in Semester 3. The study program prepares an evaluation form for student study progress and a consultation book with the thesis supervisor. Progress forms and consultation books will be evaluated for the study program at least 2 times in a semester. Data on thesis supervisors and students can be seen on the Link <i>Student and Thesis Supervisor Data</i>.</p> <p>Beside, the study program will provide courses for students in the preparation of scientific articles, including English editing and layout as well as internal review (<i>It is proposed in the faculty's work program</i>). It is to accelerate students submitting articles to journals, because it is a graduation requirement for master's program students.</p> <p>Link G-Drive supporting document:</p>

	concept to decrease the average graduation time. (Page 24)		https://drive.google.com/drive/folders/1-WrMZSKNyJSxc6VqBoFoqHT0pXWgV55X?usp=sharing
	Criterion 2 Exams: System, concept and organization		
	i. Forms of Examinations and Exam Schedule		
21.	During the discussion with the teaching staff, the expert team focused on the examination system and how the university verifies that all learning outcomes are effectively assessed. A key area of interest was whether there exists a quality assurance mechanism for the formulation of exam questions to ensure alignment with the intended learning outcomes. The responses gathered suggested that there is no formal committee responsible for overseeing examinations, nor are there any established quality assurance mechanisms to ensure alignment. In light of this, the experts believe that both programs must ensure that the requirements in the exams are adequate to the intended qualification level through appropriate quality assurance processes. (Page 26-27)	BF and MF	<p>For the implementation of course exams in both Bachelor and Master Degree Program, a committee which consist of lecturers and employees was formed. The committee includes elements of the study program (BF and MF), the question verification team and the implementation of the exam (quality assurance) as well as the team for receiving, reproducing and distributing exam questions (Decree of the Examination Committee is attached). In addition, a committee was also formed to supervise during the course exam (Decree of the Examination Supervisor is attached).</p> <p>Each lecturer who provides questions must submit to the committee to be verified by the exam question verification team, after being verified, then the questions will be reproduced and distributed according to the course exam schedule.</p> <p>The exam committee (exam implementation team) ensures that each course exam is carried out according to the predetermined schedule. The implementation itself is supervised by a team of exam supervisors consisting of lecturers of the course and staff.</p> <p>Link G-Drive supporting document: https://drive.google.com/drive/folders/13FFbFliXAZijuKSQYICpsOi2R8j3e0KI?usp=sharing</p>

	ii. Grading and Graduation Requirements		
22.	<p>The experts note that the current approach, which gives lecturers discretion over how and when feedback is provided, carries the risk of some students not receiving timely feedback. This lack of feedback can prevent students from understanding their strengths and weaknesses in the material, limiting their ability to improve. To address this, the experts strongly believe that the university must have standard procedures for the management of the exam system, including feedback (e.g., timely feedback to students to allow improvement and ensure consistency, fairness, and a more effective learning experience). (Page 28)</p>	BF	<p>Universitas Sumatera Utara has a standard procedure for the management of the examination system which is then derived to the study program. The quality control unit (GKM) developed a learning assessment standard in which there are points related to providing opportunities for students to ask about the results of learning assessments (Learning Assessment Standards, standard statement no. 6, attached). Students are given the opportunity to ask the results of the learning assessment for a maximum of one week after the deadline for documenting the assessment.</p> <p>Based on suggestions from the experts, the study program realizes that the opportunity for students to provide feedback regarding the results of their course exams is limited because the opportunity is given after the final grades are issued. Students should get their exam assessment before the final grade is issued, so the Study Program considers it is important to make a standard procedure so that each lecturer can provide an assessment no later than one week after the exam is held. Thus, students have the opportunity to provide feedback on the results of the exam assessment (SOP of feedback for the examination result is attached).</p> <p>Link G-Drive supporting document: https://drive.google.com/drive/folders/173AF42RKeE5VHqpEosCqRHGYJHwXeTeA?usp=sharing</p>

		MF	<p>Master program will design the standard procedure for management of the exam system including exam feedback. For example timeline for exam feedback contained :</p> <ol style="list-style-type: none"> 1. Before the Exam: Share exam format, rubric, and expectations with students. 2. During the Exam*: Ensure exams are administered fairly and consistently. 3. After the Exam: Grade exams within 1-2 weeks Provide detailed feedback and hold review sessions. Allow students to request grade reviews if needed. 4. Follow-Up: Offer additional support for students who need help improving. Use exam data to inform teaching and curriculum adjustments <p>Link G-Drive supporting document:</p> <p>https://drive.google.com/drive/folders/173AF42RKeE5VHqpEosCqRHGYJHwXeTeA?usp=sharing</p>
	iii. Thesis		
23.	University-wide rules and procedures govern the examination systems. However, as described above, the university needs to establish standard procedures for	MF	<p>Quality assurance process for Masters exams:</p> <p>USU's Master of Forestry Program has established standard procedures for managing the examination system, relating to feedback to students that allows</p>

	managing the examination system, especially with regard to feedback to students that allows for future improvement. Additionally, it is important to introduce appropriate quality assurance processes to ensure that exam requirements meet the intended qualification standards. (Page 30)		<p>for future improvements. Procedures and time duration are provided on the link:</p> <p>https://drive.google.com/drive/folders/1T1Y5awdJbseRjxUSDm-PTAb6nFxR-yTb</p> <p>In general, after the final exam is carried out, the lecturer makes corrections and announces the grades to the students. Next, students are given the opportunity to provide feedback. Next, the lecturer carries out a revision and announces the results of the revision on the website https://satu.usu.ac.id/dosen/pengelolaan-nilai (user only)</p> <p>Link G-Drive supporting document:</p> <p>https://drive.google.com/drive/folders/1T1Y5awdJbseRjxUSDm-PTAb6nFxR-yTb?usp=sharing</p>
	Criterion 3.1 HR Resources, Staff Development and Student Support		
	ii. Job Conditions and Performance Review of Staff		
24.	However, a concern raised was that alongside Tri Dharma activities, lecturers are expected to undertake administrative duties, potentially leading to an overload. Addressing this concern, the experts recommended that the two programs monitor the workload of the academic staff and consider actions for improvement (e.g. reduction of teaching load, applying for	BF and MF	Lecturer workload for Bachelor Degree and Master Degree of Forestry Study Program are lecturer performance reports that include components of the Tri Dharma of Higher Education (Education, Research, and Community Service). The total amount of lecturer workload per semester is a minimum of 12 credits and a maximum of 16 credits (Chapter 2 C). Administrative tasks are one of the mandatory tasks given to lecturers from the Ministry of Education and Culture and are regulated in the Decree of the Director General of Higher Education No. 12/E/KPT/2021 concerning Operational Guidelines for Lecturer Workload. In the regulation, it is explained that the administrative burden is an

	dedicated research semesters, administration, and additional obligations). (Page 33)		<p>additional task that is included in the lecturer's workload. Lecturers who have additional assignments such as managerial positions mandated as university leaders have a waiver with a minimum credit load of 3 credits and a maximum of 16 credits (Chapter 2 D). With these rules, lecturers with additional assignments are expected to be able to manage the obligation to implement the Tri Dharma of Higher Education per semester without overloading the workload.</p> <p>Each lecturer will fill the lecturer workload report in the SISTER application (https://sister-pt.kemdikbud.go.id). Monitoring and evaluation will be carried out by assessors appointed by university leaders. Lecturer workload reports that have been evaluated and assessed at the university level will be forwarded to the Directorate of Resources of the Director General of Higher Education (Chapter 4 B). This evaluation is expected to improve the quality assurance of the implementation of Higher Education, especially the monitoring of lecturers' welfare.</p> <p>Supporting documents:</p> <p>Copy of PO BKD 2021 No. 12/E/KPT/2021</p> <p>Resume Chapter PO BKD 2021</p> <p>Link G-Drive supporting document:</p> <p>https://drive.google.com/drive/folders/1uFBVOBFsJ7_QVzHu2p_4mNbyrUa6dZ-N?usp=sharing</p>
	iii. Staff Development		

25.	<p>Asked by the experts about the training opportunities available to them, the teaching staff members explained that while the university supports training, it is not mandatory. They can apply for training if needed. For new lecturers, mandatory training is required at the beginning to ensure they are prepared for teaching. However, after that, additional training is optional. Based on the discussion, the experts believe that the university should evaluate the training needs of the teaching staff on professional skills, on a regular basis, and develop an implementation plan. (Page 34)</p>	BF	<p>Staff development programs that will be carried out and required in the near future, include:</p> <p>Training Staff</p> <ol style="list-style-type: none"> 1. Each new lecturer is assigned to take part in teaching technique training that will be organized by the Curriculum and Learning Innovation Institute (LINKUP) in University Level. The Faculty of Forestry will provide opportunities in the form of financial support to each new lecturer to take part in international training with a quota of 1-2 people per year (from 2025 to 2029). 2. The Faculty of Forestry will facilitate the IELTS/TOEFL preparation program for lecturers who will continue the S3 level that around 1-2 people per year (from 2025 to 2029) 3. The Faculty of Forestry provides financial support for lecturer that participate in professional programs for national and international scales every year around 1 person (from 2025 to 2029). 4. The Faculty of Forestry will facilitate an English conversation program for all faculty members (from 2025) <p>Mandatory for Doctoral Studies</p> <p>The Faculty of Forestry projects lecturers who will continue their doctoral studies, including: at the 2025 (2 people), at the 2026 (2 people), at the 2027 (1 person), at the 2028 (2 people), and at the 2029 (1 person).</p> <p>Staff Development</p> <p>The Faculty of Forestry facilitates the development of non-lecturer staff with soft skills such as communication skills, team work, and work ethic. For professions that require expertise and training certified to national standards,</p>
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			<p>such as laboratories, they are given the opportunity to take part in training from the National Professional Certification Agency (BNSP).</p> <p>Student Support</p> <p>The Faculty of Forestry strongly supports the development of human activities, both co-curricular and extra-curricular. The faculty also facilitates and finances student outbound activities overseas with a quota of 5 students per year.</p> <p>Supporting Documents:</p> <p>Statement of Commitment from the Rector to support the Internationalization Program</p> <p>https://drive.google.com/drive/folders/1V69_9mEfuDgaLpxjbHB21e27-dkjaCUQ?usp=sharing</p>
	Criterion 3.3 Funds and equipment		
	ii. Collaborations		
26.	However, as noted earlier, the two programs under review aim to achieve international recognition to attract international talents and foster collaboration in education and research. In light of this ambition, the experts believe there is potential for further improvement by expanding the network of international partners and enhancing opportunities for staff mobility. (Page 36)	BF and MF	<p>Universitas Sumatera Utara has the Enhancing Quality Education for International Recognition (EQUITY) Program which aims to improve the quality of world-class higher education. The programs of staff mobility at the university level are international mobility staff (IMS) and sabbatical leave (SL) which are competitive with a total budget of around IDR 1,438,118,397 in 2024. Lecturers of the Faculty of Forestry that granted for International mobility staff in 2024 are around 4 lecturers with a total budget of Rp 124,724,084. In addition, there is a Centre of Excellence for Mangrove (PUI Mangrove) which has made a considerable contribution to international collaboration since 2021, where the majority of PUI Mangrove Members are Lecturers at the Faculty of Forestry. There are about 5 lecturers who do staff mobility every year. The countries that have established cooperation include:</p>

			<p>Singapore, the Philippines, Australia, Thailand, Japan, Korea, Pakistan, Turkey, Malaysia. The funding of PUI Mangrove is provided by DIKG (Directorate of Internationalization and Global Partnership). At the Faculty level, the Faculty of Forestry has been very active in international collaboration in the fields of education, research, and community service over the past few years. The commitment of the Faculty of Forestry in supporting the development of international collaboration is in the form of financing 5 staff per year with a total annual budget of around Rp 100,000,000 starting from 2025 to 2029.</p> <p>Supporting documents:</p> <p>Statement of Commitment from the Rector to support the Internationalization Program</p> <p>Link G-Drive supporting document:</p> <p>https://drive.google.com/drive/folders/1YyxiHu8QNSMqyQuLtendtXcr4CjLOqJ8?usp=sharing</p> <p>https://drive.google.com/drive/folders/1kg_2gFgrpkh4cWVUgSFExYkqEI9PQcLE?usp=sharing</p>
	iii. Infrastructure and technical equipment		

27.	<p>While staff and students have good access to the Library's online systems, it remains unclear to the experts to what extent the library provides access to the international scientific information that is needed. Furthermore, the branch library lacks some major international forestry or ecology journals and books. Based on feedback from students, there is also a need for more books in the library. The experts recommend that the university consider expanding and updating its collection of books and investing in e-journals/subscriptions. (Page 37)</p>	BF and MF	<p>Teaching staff and students can access library services offline and online. A branch library is available at the Faculty of Forestry with a collection of forestry books of around 494 titles (book a handover letter of books from the USU Library is attached). Access to borrowing can be directly or online reservation through https://digilib.usu.ac.id/login.php. Library digital services can be accessed through the USU library website (https://library.usu.ac.id/ and https://resourceguide.usu.ac.id/subjects/guide.php?subject=for). A list of e-books and e-journal subscriptions related to the forestry and environment can be accessed via https://usuproxy.usu.ac.id/dashboard. Additional information related to forestry and environment e-journals can also be accessed through https://docs.google.com/spreadsheets/d/1LjGKoTHuOL-9Nj1QoUtOwMFWyKYQeNV/edit?rtpof=true&sd=true&gid=1322378516#gid=1322378516</p> <p>Supporting documents:</p> <ul style="list-style-type: none"> - List of e-journals and e-books of Forestry Science Field Database provided by USU Library and Guide to using e-journals and e-books. - Handover letter of books from the USU library to the Faculty of Forestry - List of additional e-journals (open access) related to forestry and environment are provided through the Faculty of Forestry Website <p>Link G-Drive supporting document:</p> <p>https://drive.google.com/drive/folders/1o8307cNjl5ivOwmvl_3EPgRKgSdyV_V6D?usp=sharing</p>
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28.	Therefore, in the GIS lab, there is a need to increase the number of computers with adequate specifications and to subscribe to applications (such as ArcGIS and QGIS) that play a crucial role in mapping activities. (Page 37)	BF and MF	<p>The Faculty of Forestry submits a proposal for the procurement of 10 computers in 2025 to the University, with the following minimum specifications:</p> <ul style="list-style-type: none"> · Processor Inter Core i5-10500T (Processor : Intel® Core™ i5-10500T Processor 2.3 GHz (12M Cache, up to 3.8 GHz, 6 cores) · Display : 23.8-inch, FHD (1920 x 1080) 16:9, 250 nits, sRGB: 100%, Anti-glare display, Wide view, 93% Screen-to-body ratio · Memory : 8GB DDR4 SO-DIMM (2x DDR4 SO-DIMM slot) · Storage : 1TB SATA 5400RPM 2.5" HDD (2x M.2 2280 SSD slot) · Graphics : Intel® UHD Graphics · Wireless : Wi-Fi 6(802.11ax)+Bluetooth 5.2 (Dual band) 2*2 · Front-facing camera : 720p HD camera (With privacy shutter) · Keyboard : Wired golden keyboard//Wired optical mouse · Audio : Built-in array microphone, Built-in speaker (harman/kardon (Premium)) · Voice Control : with Cortana voice-recognition support · Adapter : 120W AC Adapter · OS : Windows 11 Home <p>The procurement of the computer is expected to be realized in 2026. The University's commitment is needed in the context of the procurement of the Computer. Commitment to provide computer and licence software (GIS).</p>
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			<p>Supporting documents:</p> <p>Statement of Commitment from the Rector to support the Internationalization Program</p> <p>Link G-Drive supporting document:</p> <p>https://drive.google.com/drive/folders/1yb_nsRfe5JjOCfPfXoFsf7L4Wkrr5mFX?usp=sharing</p>
29.	<p>Based on the above, the experts highlight the need for ongoing improvements to ensure adequate access to dedicated spaces, specialized software and increase the quantity of equipment in the teaching labs (e.g., drones, GIS licences, GPS). (Page 38)</p>	BF and MF	<p>The Faculty of Forestry is committed to increasing the needs of lectures and practicum in order to achieve international standards. Efforts are made in the form of submitting procurement proposals to the University and asking for the University's commitment to realize the procurement. There are several courses that require licensed GIS and QGIS software, as well as tool development, such as Remote Sensing, Geographic Information Systems, and Forest Planning courses. The procurement of licensed GIS and QGIS software will be realized in 2025, while the need for tools will be submitted in 2025 and part of it will be realized in 2026, the description is as follows:</p> <ul style="list-style-type: none"> · Procurement submission of Drones with minimum specifications of DJI Mavic 3 Multispectral in 2025 is 2 pieces, assuming the realization of procurement in 2026. · Procurement Submission of GPS with a minimum specification of GPS 79s Map Garmin in 2025 is 10 pieces, with the realization of procurement of 5 pieces in 2025 and 5 pieces in 2026. <p>Commitment on improving facilities and licence software (GISi, GPS).</p> <p>Supporting documents:</p> <p>Statement of Commitment from the Rector to support the Internationalization Program</p>

			<p>Link G-Drive supporting document:</p> <p>https://drive.google.com/drive/folders/1lzvtBko00nNeFUyFqJm9vThNdh84Rwq?usp=sharing</p>																															
30.	<p>In light of this further development, the experts encourage the university to consider the inclusion of additional facilities that promote student engagement and well-being. This includes dedicated spaces for student activities—such as sports facilities, multipurpose halls, and study rooms—to enhance campus life. (Page 38)</p>	BF and MF	<p>The Faculty of Forestry submitted a proposal for the development of facilities and infrastructure to the University and asked for a commitment from the University to realize the submission. The proposed infrastructure development includes:</p> <table><tr><th>Year</th><th>Description</th><th>Unit</th></tr><tr><td rowspan="2">2025</td><td>Study yard and mini soccer play ground</td><td>1</td></tr><tr><td>Green house</td><td>1</td></tr><tr><td rowspan="5">2026</td><td>Detail Engineering Design (DED) Campus Building C and D</td><td>1</td></tr><tr><td>Road maintenance</td><td>300 m</td></tr><tr><td>Parking Area</td><td>4,000 m2</td></tr><tr><td>Arboretum corridor</td><td>120 m</td></tr><tr><td>Health facilities</td><td>1</td></tr><tr><td rowspan="4">2027</td><td>Trekking path</td><td>350 m</td></tr><tr><td>Gateway</td><td>1</td></tr><tr><td>Roof dome rehabilitation</td><td>60 x 14 m2</td></tr><tr><td>Outbond facilities</td><td>1</td></tr><tr><td>2028</td><td>Climbing facility and camping ground</td><td>1</td></tr></table>	Year	Description	Unit	2025	Study yard and mini soccer play ground	1	Green house	1	2026	Detail Engineering Design (DED) Campus Building C and D	1	Road maintenance	300 m	Parking Area	4,000 m2	Arboretum corridor	120 m	Health facilities	1	2027	Trekking path	350 m	Gateway	1	Roof dome rehabilitation	60 x 14 m2	Outbond facilities	1	2028	Climbing facility and camping ground	1
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	Outbond facilities	1																																
2028	Climbing facility and camping ground	1																																

			<table><tr><td></td><td>Ecolodge</td><td>1</td></tr><tr><td></td><td>Captivity</td><td>1</td></tr><tr><td></td><td>Bridge</td><td>1</td></tr><tr><td>2029-2030</td><td>Building Campus C and D</td><td>1</td></tr></table> <p>Supporting documents:</p> <p>Statement of Commitment from the Rector to support the Internationalization Program</p> <p>Link G Drive dokumen pendukung:</p> <p>https://drive.google.com/drive/folders/1WjBL5Q7Pv1sNACdhAgcYvVghpvLe6ICL?usp=sharing</p>		Ecolodge	1		Captivity	1		Bridge	1	2029-2030	Building Campus C and D	1
	Ecolodge	1													
	Captivity	1													
	Bridge	1													
2029-2030	Building Campus C and D	1													
	Criterion 4.1 Module descriptions														
31.	For these reasons, the module descriptions need to be revised and corrected, ensuring consistency in the presentation of the information. (Page 39)	BF and MF	<p>We have already revised and corrected the both (Bachelor and Master Degree of Forestry Study Program) module handbook descriptions following expert suggestions including consistency of ASIIN format.</p> <p>Link G Drive dokumen pendukung:</p> <p>https://drive.google.com/drive/folders/1hkiUBwp8g0_NnHLDB7-iH6u9azVAS_xv?usp=sharing</p>												
32.	While the experts appreciate the provision of information accessible to students, they observed that, for both programs, module	BF and MF	<p>We have uploaded the module handbooks of Bachelor and Master Degree of Forestry Study Program on the website to improve transparency and ensure broader access for interested parties.</p>												

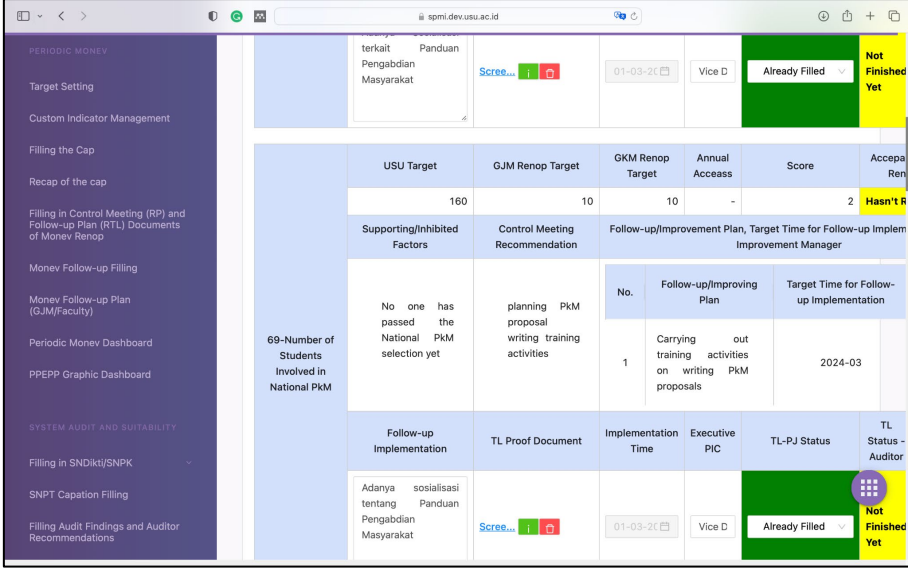
	descriptions are not available via the program websites. To improve transparency and ensure broader access for all interested parties, the experts request that the faculty make the revised version of the module handbooks publicly available. (Page 39)		<p>Link G Drive dokumen pendukung:</p> <p>https://drive.google.com/drive/folders/1mqbOX5MftaPJt8TSKAIXxuk0hw5QZc0l?usp=sharing</p>
33.	In connection with this, and as outlined in Criterion 1.1, the experts believe that the faculty's website should undergo a revision, particularly in terms of consistency and availability of information. (Page 39)	BF and MF	<p>We have already improved and updated the website of the Bachelor and Master Degree of Forestry Program. The website management in all units in USU is carried out by the USU Information System Center (Pusat Sistem Informasi/PSI). The addition of static data is carried out by the PSI, while dynamic data such as news and activity agendas can be carried out by the Faculty of Forestry.</p> <p>Source: https://fhut.usu.ac.id/en/education/bachelor-degree-of-forestry-study-program</p> <p>Source: https://fhut.usu.ac.id/en/education/master-degree-of-forestry-study-program</p> <p>Link G Drive dokumen pendukung:</p> <p>https://drive.google.com/drive/folders/1IGFIpW874cM2_LxfTmqXjnsEvSj2V18q?usp=sharing</p>
	Criterion 4.2 Diploma and Diploma Supplement		
34.	However, the experts note that the Diploma Supplement does not include detailed information about the individual	BF	<p>The prior supplement contains more general information, such as personal identity, scope and qualification, and an alumni profile description (behaviour,</p>

	competencies of the graduates. They stress the need of incorporating a clear description of the specific skills and competencies acquired by students during their studies, as this would offer a more comprehensive and transparent account of their qualifications. (Page 40)		<p>knowledge, general skills). There are also program requirements for final-year students, as well as grading criteria and qualification levels. The supplement contains information on the statistical distribution of GPA and access to further education.</p> <p>The most recent addition includes information about students' skills. The supplement will be created by the Study Program starting this year. The form in the supplement can be found below. The access is limited to the Study Program. The latest supplement has included students participating in some activities, including independent learning by student's choice (Merdeka Belajar Kampus Merdeka/ MBKM), organisational experience, language skills, involvement in research and community service, and competition achievement.</p> <p>Link G Drive dokumen pendukung:</p> <p>https://drive.google.com/drive/folders/1ksB65fLKE72bygfQwGFyfsLAPAhQ8gK?usp=sharing</p>
35.	The experts were provided with samples of the relevant documentation and observed that a Diploma Supplement is not currently available for the Master's program. The experts emphasize that, in line with international best practices, a Diploma Supplement needs to be issued to students upon graduation from this program. (Page 40)	MF	<p>Thank you for the correction. Here we add a diploma supplement for the forestry master study program.</p> <p>Link G Drive dokumen pendukung:</p> <p>https://drive.google.com/drive/folders/1xf7AyExNWP69nbGtVmP82Bp3n5QJQbCi?usp=sharing</p>
	Criterion 5 Quality management: quality assessment and development		
36.	The experts highlight the importance of ensuring transparency and request the link where the student evaluation results for	BF and MF	<p>This evaluation is filled in at the end of each semester Bachelor and Master program through the website https://satu.usu.ac.id and is a prerequisite for the submission of the Study Plan Card for the upcoming semester by every student. Students participate in the internal quality audit process by</p>

	the two programs being reviewed can be accessed. (Page 42)		<p>conducting an assessment of teaching lecturers (EDOM). The results of this assessment are expected to be the basis for developing the quality of teaching and student education. The results of the assessment will be discussed in an academic evaluation meeting along with other agendas such as: division of teaching hours for lecturers. Based on the results of the teaching lecturer evaluation survey (EDOM), the average value of the teaching lecturer evaluation is 3.8, the lowest value is 3.5 and the highest value is 3.91. Based on the teaching lecturer evaluation assessment category, all teaching lecturers are included in the good category. In the semester evaluation meeting, the head of the study program appealed to lecturers to maintain and improve the quality of their teaching.</p> <p>Link G Drive dokumen pendukung:</p> <p>https://drive.google.com/drive/folders/1djQsrNfpT7bLWnb_ouYfwa9jyHtXkj-q?usp=sharing</p>
37.	The experts were provided with the results of the alumni evaluation for the Bachelor of Forestry, conducted in November 2024. However, they request further clarification on how the faculty tracks graduates from the Master of Forestry program, as this was not sufficiently addressed during the on-site visit. (Page 42)	MF	<p>The Masters study program also conducts alumni study tracers via this following link: https://docs.google.com/forms/d/1hetsaRRLmHycVDEeRfY-hnOnT0IsIlrMIKqgMIHrtOk/edit. Based on the alumni tracer study results, a total of 80% of alumni have found job while a total of 20% of alumni still have not found any job. As information, the reason why the alumni still not find any job is the alumni decided to continue their studies immediately to doctor degree program. Furthermore, in order to support alumni to work immediately after graduation, the Head of the master study program always provides job vacancy information in the master's alumni group. For information, most of alumni who work in the forestry sector are either Civil Servants, NGOs and the Private Sector.</p> <p>Link G Drive dokumen pendukung:</p> <p>https://drive.google.com/drive/folders/1Nn0ali0UVteuR5oqrwHHHSLlyZTzyys6?usp=sharing</p>

38.	<p>During the on-site visit, the experts discussed with the representatives from the Rector's office and the program coordinators the need for the programs to effectively utilize the quality management system currently in place. It was emphasized that the system should not be seen merely as a tool for participation, but rather as a mechanism for monitoring, reflecting, and learning from the results. The experts noted challenges in identifying the positive impacts driven by the quality management processes, as they were not clearly evident in the documentation. (Page 42-43)</p>	BF and MF	<p>The results of the internal quality audit are presented in the IQA reports and used for the follow-up plans. The results of the internal quality audit in 2023 show that there are several indicators that have not met the target in the forestry study program, namely: percentage of lecturers involved in community service at the national level, number of students involved in community service at the national level, percentage of lecturers who have experience working in industry for at least 1 year and / or working abroad for at least 1 year, percentage of education personnel with certified expertise, percentage of functional education personnel, number of entrepreneurial students, and percentage of students who carry out learning activities outside the study program or achieve achievements (can be seen in the 2023 follow-up plan document).</p> <p>The results of this evaluation have been improved through various programs and activities in the next cycle (year 2024), namely: conducting socialization of community service guidelines, collaborating in the preparation of the Design of Mangrove Rehabilitation Acceleration Activities with the Peat and Mangrove Restoration Agency, assigning staff to take part in competency certification, requesting additional education personnel to the university, compiling RPS for Entrepreneurship Courses that contain Project Based Learning and Case Method, conducting socialization related to MBKM through Whatsapp social media to all classes (can be seen in the IQA 2023 follow-up implementation document). Thus, the Follow-Up Plan document becomes a reference in making gradual improvements to achieve targets that have not been achieved in the previous year. The Follow-Up Plan at the study program (GKM) and faculty (GJM) levels will become material for the Follow-Up Plan at the university level (BPM).</p> <p>Supporting document : IQA Report 2023, IQA Report 2024, Follow-up Plan 2023, Follow-up Implementation of IQA 2023.</p> <p>Link G Drive dokumen pendukung:</p>
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			https://drive.google.com/drive/folders/1sfTwU5XCqNbONxJZRSqI0lectdwqzblO?usp=sharing
39.	The experts also noted that it was unclear how the results are generated from the installed systems, how the three systems interact with each other, and what established monitoring procedures and results are in place. Additionally, the experts observed that the conclusions and actions taken based on monitoring results were not clearly defined. It was also unclear how the learnings from the quality systems contribute to changes and improvements in the management and profiling of the programs. (Page 43)	BF and MF	<p>The implementation of improvements that have been made by each study program through the control of the Quality Control Group (GKM) will be the basis for conducting an assessment at the faculty level, which is carried out by the Quality Assurance Group (GJM). Continuously assessing the success of the Faculty GJM in making improvements and achieving targets will be a component of assessing the implementation of improvements at the University level. This role is carried out by the Quality Assurance Agency (BPM).</p> <p>This illustrates the interaction of the three internal quality audit systems at the study program, faculty, and university levels. Efforts to change towards improvement and target achievement are carried out by all units, starting from the smallest unit (study program) which will cumulatively provide changes and improvements at the Faculty level and lead to the University level. The business flow is sequentially monitored and supervised by GKM, GJM and BPM through website https://spmi.dev.usu.ac.id/gkms/gkm (internal access and the website display is below).</p>

			 <p>Audit results continuously contribute to improving the quality and management of the forestry study program. For example, an internal quality audit conducted in 2023 found that the forestry study program had not yet achieved the target in indicator no. 98, namely: the percentage of students who carry out learning activities outside the study program, one of which is through the Merdeka Belajar Kampus Merdeka (MBKM) program (can be seen in the 2023 Follow-up Plan document). In 2023 only 13% of students participated in MBKM activities. Then in 2024 a follow-up was carried out through socialization and encouragement to students related to the MBKM program (can be seen in the follow-up implementation document), as a result in 2024 the number of forestry study program students who participated in activities outside the study program through the MBKM program had increased to 16% (can be seen in the Recapitulation of MBKM Students of USU Forestry Study Program).</p>
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			<p>Dokumen pendukung: Follow-up Plan 2023, Follow-up Implementation of IQA 2023, Recapitulation of MBKM Students of USU Forestry Study Program in 2023 and 2024.</p> <p>Link G Drive dokumen pendukung:</p> <p>https://drive.google.com/drive/folders/1BP_ggEd4DnmLGUyXsHveKPEJ_6i8h40n?usp=sharing</p>
40.	<p>In this context, the experts believe that the programs should use the evaluation data as the basis to plan and implement measures for improvement at all levels. (Page 43)</p>	BF and MF	<p>The both study programs use the audit data for improvement, development, and enhancement of program quality. This is demonstrated through the existence of a faculty budget to facilitate these continuous follow-up activities. For example, the internal quality audit in 2023 found that indicator no. 77, namely the percentage of certified education personnel/staff, had not yet reached the standard (can be seen in the 2023 Follow up Plan document). As a step for improvement and follow-up, the study program provides opportunities for education personnel to carry out expertise certification with the support of operational funds from the faculty (Activity and Budget Plan of Faculty). Thus, in 2024, 4 education personnel (laboratory staff) have carried out certified training as a form of response to improvement efforts from the results of the 2023 internal quality audit evaluation. Having the certified staff will bring opportunities to the faculty in delivering the better education services and experiences to the students in both study programs.</p> <p>Supporting documents:</p> <p>Follow-up Plan 2023, Follow-up Implementation of IQA 2023, and staff competency certificates.</p> <p>Link G Drive dokumen pendukung:</p> <p>https://drive.google.com/drive/folders/1m9g7POOektzmtlpYyjjUvVQS4qCOSVO0?usp=sharing</p>

F Summary: Expert recommendations (17.02.2025)

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 Programme	ASIIN Seal	Maximum duration of accreditation
Bachelor Forestry	With requirements for one year	30.09.2030
Master Forestry	With requirements for one year	30.09.2030

Requirements

For both degree programmes

- A 1. (ASIIN 4.1) Revise and correct all module descriptions with respect to specification of recommended literature, grading and ECTS conversion.
- A 2. (ASIIN 4.1) Ensure that all module descriptions are publicly accessible.
- A 3. (ASIIN 5) Close the feedback cycles and inform the students about the results of the course questionnaires.

For the Master Forestry

- A 4. (ASIIN 1.4) Ensure that prospective students without a background in forestry or environmental studies are clearly informed about the matriculation program, including the required courses and associated workload.
- A 5. (ASIIN 1.5) Develop a concept to decrease the average graduation time.
- A 6. (ASIIN 2) Establish standard procedures for managing the examination system, including providing timely feedback to students to facilitate their improvement.

For the Bachelor Forestry

- A 7. (ASIIN 1.3, 1.4) Ensure that all the students are allowed to study their interest major field.

Recommendations

For both degree programmes

- E 1. (ASIIN 1.1) It is recommended, based on the feedback from stakeholders, that the program's learning outcomes add economic business understanding.
- E 2. (ASIIN 1.1, 1.3) It is recommended to further develop students' soft skills, especially in communication (both oral and written), leadership, critical thinking, problem-solving, and conflict management.
- E 3. (ASIIN 1.3) It is recommended to strengthen and increase the visibility of aspects of globalization and forest rehabilitation issues within the curriculum.
- E 4. (ASIIN 1.3, 3.1) It is recommended to further enhance internationalization efforts by expanding staff and student mobility.
- E 5. (ASIIN 1.3) It is recommended that the faculty continue to enhance the English language skills of both students and teaching staff to promote internationalization and facilitate student mobility.
- E 6. (ASIIN 3.1) It is recommended to monitor the workload of the academic staff and consider actions for improvement (teaching, research, administration and additional obligations).
- E 7. (ASIIN 3.1) It is recommended to assess the training needs of the teaching staff regarding professional skills and develop an implementation plan.
- E 8. (ASIIN 3.2) It is recommended to further expand the network of international partners.
- E 9. (ASIIN 3.2) It is recommended to expand and update the library's book collection at the Faculty of Forestry.
- E 10. (ASIIN 3.2) It is recommended to consider providing facilities for student activities (e.g., sports facilities, a hall, and study rooms)
- E 11. (ASIIN 1.1, 4.1) It is recommended that the programme website be revised to become more user-friendly.
- E 12. (ASIIN 5) It is recommended that the evaluation data be used as the basis to plan and implement measures for improvement at all levels.

For the Master Forestry

- E 13. (ASIIN 1.3) It is recommended to integrate an internship into the curriculum, ensuring that appropriate credits are awarded.

- E 14. (ASIIN 1.5) It is recommended to evaluate the reasons for the extended graduation time, focusing on the balance between work and study commitments.

For the Bachelor Forestry

- E 15. (ASIIN 3.2) It is recommended to increase the number of computers, ensure adequate access to specialized software, and expand the quantity of equipment in the teaching laboratories (e.g., drones, GIS licences, and GPS devices).

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

Assessment and analysis for the award of the ASIIN seal:

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 Technical Committee recommends the award of the seals as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Bachelor Forestry	With requirements for one year	30.09.2030
Master Forestry	With requirements for one year	30.09.2030

Requirements

For both degree programmes

- A 1. (ASIIN 4.1) Revise and correct all module descriptions with respect to specification of recommended literature, grading and ECTS conversion.
- A 2. (ASIIN 4.1) Ensure that all module descriptions are publicly accessible.
- A 3. (ASIIN 5) Close the feedback cycles and inform the students about the results of the course questionnaires.

For the Master Forestry

- A 4. (ASIIN 1.4) Ensure that prospective students without a background in forestry or environmental studies are clearly informed about the matriculation program, including the required courses and associated workload.
- A 5. (ASIIN 1.5) Develop a concept to decrease the average graduation time.
- A 6. (ASIIN 2) Establish standard procedures for managing the examination system, including providing timely feedback to students to facilitate their improvement.

For the Bachelor Forestry

- A 7. (ASIIN 1.3, 1.4) Ensure that all the students are allowed to study their interest major field.

Recommendations

For both degree programmes

- E 1. (ASIIN 1.1) It is recommended, based on the feedback from stakeholders, that the program's learning outcomes add economic business understanding.
- E 2. (ASIIN 1.1, 1.3) It is recommended to further develop students' soft skills, especially in communication (both oral and written), leadership, critical thinking, problem-solving, and conflict management.
- E 3. (ASIIN 1.3) It is recommended to strengthen and increase the visibility of aspects of globalization and forest rehabilitation issues within the curriculum.
- E 4. (ASIIN 1.3, 3.1) It is recommended to further enhance internationalization efforts by expanding staff and student mobility.
- E 5. (ASIIN 1.3) It is recommended that the faculty continue to enhance the English language skills of both students and teaching staff to promote internationalization and facilitate student mobility.
- E 6. (ASIIN 3.1) It is recommended to monitor the workload of the academic staff and consider actions for improvement (teaching, research, administration and additional obligations).
- E 7. (ASIIN 3.1) It is recommended to assess the training needs of the teaching staff regarding professional skills and develop an implementation plan.
- E 8. (ASIIN 3.2) It is recommended to further expand the network of international partners.
- E 9. (ASIIN 3.2) It is recommended to expand and update the library's book collection at the Faculty of Forestry.
- E 10. (ASIIN 3.2) It is recommended to consider providing facilities for student activities (e.g., sports facilities, a hall, and study rooms)
- E 11. (ASIIN 1.1, 4.1) It is recommended that the programme website be revised to become more user-friendly.
- E 12. (ASIIN 5) It is recommended that the evaluation data be used as the basis to plan and implement measures for improvement at all levels.

For the Master Forestry

- E 13. (ASIIN 1.3) It is recommended to integrate an internship into the curriculum, ensuring that appropriate credits are awarded.
- E 14. (ASIIN 1.5) It is recommended to evaluate the reasons for the extended graduation time, focusing on the balance between work and study commitments.

For the Bachelor Forestry

- E 15. (ASIIN 3.2) It is recommended to increase the number of computers, ensure adequate access to specialized software, and expand the quantity of equipment

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 recognises that requirement A7, which mandates that Bachelor's programme students be allowed to study their interest major field, presents challenges when implemented as a condition. As a result, the Commission decides to reclassify this requirement as a recommendation. The Accreditation Commission replaces A 7 with recommendation E 6, modifying the wording to suggest that USU establish transparent procedures and criteria for the selection of students to the specialization tracks.

In all other aspects, the Accreditation Commission adopts the assessment from the experts and Technical Committee without any further changes.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation
Bachelor Forestry	With requirements for one year	30.09.2030
Master Forestry	With requirements for one year	30.09.2030

Requirements

For both degree programmes

- A 1. (ASIIN 4.1) Revise and correct all module descriptions with respect to specification of recommended literature, grading and ECTS conversion.
- A 2. (ASIIN 4.1) Ensure that all module descriptions are publicly accessible.
- A 3. (ASIIN 5) Close the feedback cycles and inform the students about the results of the course questionnaires.

For the Master Forestry

- A 4. (ASIIN 1.4) Ensure that prospective students without a background in forestry or environmental studies are clearly informed about the matriculation program, including the required courses and associated workload.
- A 5. (ASIIN 1.5) Develop a concept to decrease the average graduation time.
- A 6. (ASIIN 2) Establish standard procedures for managing the examination system, including providing timely feedback to students to facilitate their improvement.

Recommendations

For both degree programmes

- E 1. (ASIIN 1.1) It is recommended, based on the feedback from stakeholders, that the program's learning outcomes add economic business understanding.
- E 2. (ASIIN 1.1, 1.3) It is recommended to further develop students' soft skills, especially in communication (both oral and written), leadership, critical thinking, problem-solving, and conflict management.
- E 3. (ASIIN 1.3) It is recommended to strengthen and increase the visibility of aspects of globalization and forest rehabilitation issues within the curriculum.
- E 4. (ASIIN 1.3, 3.1) It is recommended to further enhance internationalization efforts by expanding staff and student mobility.
- E 5. (ASIIN 1.3) It is recommended that the faculty continue to enhance the English language skills of both students and teaching staff to promote internationalization and facilitate student mobility.
- E 6. (ASIIN 1.3, 1.4) It is recommended to establish transparent procedures and criteria for the selection of students to the specialization tracks.
- E 7. (ASIIN 3.1) It is recommended to monitor the workload of the academic staff and consider actions for improvement (teaching, research, administration and additional obligations).
- E 8. (ASIIN 3.1) It is recommended to assess the training needs of the teaching staff regarding professional skills and develop an implementation plan.
- E 9. (ASIIN 3.2) It is recommended to further expand the network of international partners.
- E 10. (ASIIN 3.2) It is recommended to expand and update the library's book collection at the Faculty of Forestry.

- E 11. (ASIIN 3.2) It is recommended to consider providing facilities for student activities (e.g., sports facilities, a hall, and study rooms)
- E 12. (ASIIN 1.1, 4.1) It is recommended that the programme website be revised to become more user-friendly.
- E 13. (ASIIN 5) It is recommended that the evaluation data be used as the basis to plan and implement measures for improvement at all levels.

For the Master Forestry

- E 14. (ASIIN 1.3) It is recommended to integrate an internship into the curriculum, ensuring that appropriate credits are awarded.
- E 15. (ASIIN 1.5) It is recommended to evaluate the reasons for the extended graduation time, focusing on the balance between work and study commitments.

For the Bachelor Forestry

- E 16. (ASIIN 3.2) It is recommended to increase the number of computers, ensure adequate access to specialized software, and expand the quantity of equipment in the teaching laboratories (e.g., drones, GIS licences, and GPS devices).

Appendix: Program Intended Learning Outcomes and Curricula

According to the self-assessment report, the following intended learning outcomes shall be achieved:

Bachelor Forestry

PROGRAM LEARNING OUTCOMES		
Attitude	PLO1	Demonstrating a religious, humanist, nationalist, respectful to differences and diversity, and a long-life learner's attitude
	PLO2	Demonstrating a law abiding and discipline, ethical, independently responsible, and entrepreneurial spirit.
Knowledge	PLO3	Having a theoretical understanding of basic forestry science, such as silviculture, forest management, forest product technology, and forest resource conservation.
	PLO4	Having an understanding and insight into the theories and rules of forest planning and forest management that adds economic value and sustainability.
	PLO5	Understanding and mastering the technology, information systems and the latest regulations and policies related to the forestry field.
General Skills	PLO6	Capable of applying logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology in the forestry field.
	PLO7	Capable of working independently and in teams in solving forestry problems using various valid methods.
	PLO8	Capable of communicating effectively in supervising, evaluating and compiling data as a source of information to make appropriate decisions in solving problems in the forestry sector.
	PLO9	Capable of compiling scientific descriptions of study results in term of scientific reports such as posters, journals and can present at scientific meetings.
Special Skills	PLO10	Capable of cultivating forestry plants in maintaining forest sustainability.
	PLO11	Capable of executing sustainable forest management to produce forest products that are beneficial for the welfare of life.
	PLO12	Capable of producing competitive, innovative and environmentally sound products.
	PLO13	Capable of applying conservation values in managing forests sustainably.

Master Forestry

PROGRAM LEARNING OUTCOMES		
Attitude	PLO1	1. Demonstrating a religious, humanist, nationalist, respect differences and diversity, and a long-life learner's attitude
	PLO2	2. Demonstrating a law abiding and discipline, ethical, independently responsible, entrepreneurial spirit
Special Skills	PLO3	1. Having skill to enhance the sustainable forest resource management, including watershed management, forest assessment, socio-economics, communication, as well as adapting to developments through various technological approaches: GIS, drones and information technology.
	PLO4	2. Having skill to innovate forest cultivation, including biotechnology and other silvicultural activities in forest rehabilitation and reforestation effort.
	PLO5	3. Having skill to improve and to inovate timber and non-timber forest product technology, as well as value enhancement and business feasibility analysis of forest products.
	PLO6	4. Having skill to elaborate the forest resources conservation efforts, including provide the solution alternatives, community collaborations, prioritizing a holistic approach (ecological, economic and socio-cultural) in forest resources conservation efforts at various levels (genetic, species and ecosystem)
Common Skills	PLO7	1. Capable of demonstrating independent and team work, quality and measurable performance, able to apply various methods of science and technology in forestry issue identification and solving.
	PLO8	2. Capable of making appropriate decisions based on standard procedures and data, in communication, supervision and evaluation of work in forestry field.
	PLO9	3. Capable of arranging scientific research, compile the scientific and non-scientific reports in the form of thesis and prevent the plagiarism.
Knowledge	PLO10	1. Having competency in research techniques, scientific analysis of study findings, and presentation of findings.
	PLO11	2. Having understanding of the theories and advancements in the forestry industry basic science, cultivation, management, technology, and conservation.