JOINT SELF ASSESSMENT REPORT

MULAWARMAN UNIVERSITY

2023

Bachelor Program in Forestry
Bachelor Program in Agricultural Product Technology
Bachelor Program in Agroecotechnology
Master Program in Forestry
Doctoral Program in Forestry

Preface

This document presents a comprehensive overview of the accreditation procedure and criteria associated with the degree program(s). It includes detailed insights into various aspects, ranging from the general data and seals applied for, to the characteristics of the degree program and the self-assessment process for the ASIIN-seal.

The contents are organized systematically, beginning with the Table of Contents, followed by lists of tables and figures. The document delves into the specifics of the accreditation procedure, shedding light on the conceptualization, content, and implementation of the degree program. Each criterion is meticulously addressed, ensuring a thorough examination of aspects such as objectives, curriculum, admission requirements, workload, and teaching methodology.

Furthermore, the document explores the examination system, its structure, and organization, dissecting components like class course exams, off-class exams, thesis criteria, organization, and exam transparency. Additionally, it scrutinizes resources, encompassing staff, staff development, funds, equipment, and evaluation resources, emphasizing transparency, documentation, and quality management.

Lastly, special attention is given to the additional criteria applicable to structured doctoral programs. This document serves as a comprehensive guide for stakeholders involved in the accreditation process, providing detailed insights and evaluations of the various criteria that contribute to the overall quality and effectiveness of the degree programs.

We trust that this document will serve as a valuable resource for all those engaged in the accreditation process, fostering transparency, accountability, and continuous improvement in the realm of higher education.

Address by the Vice Rector for Academic Affairs

On behalf of the university leadership, faculty, and administration, I extend a warm welcome to all participants gathered here.

Today marks a significant occasion as we delve into the comprehensive overview of our accreditation procedures and criteria, particularly focusing on the academic and student-oriented aspects of our institution. The commitment to academic excellence and the holistic development of our students are paramount values that guide our endeavors.

The content of this document, meticulously crafted and presented, reflects our dedication to maintaining high standards in academic programs and ensuring a conducive environment for student growth. Each criterion outlined underscores our commitment to transparency, accountability, and continuous improvement.

We would like to express my gratitude to all those involved in the preparation of this document, including the faculty members, administrative staff, and accreditation teams. Your collective efforts have resulted in a document that not only reflects our current standing but also outlines a roadmap for future enhancements.

As we navigate through the details of the accreditation process, I encourage all participants to engage actively, ask questions, and share insights. This collaborative approach will undoubtedly contribute to the ongoing success of our academic programs and the overall student experience.

Thank you for your commitment to academic excellence, and I am confident that this session will be both enlightening and productive.

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Glossaries

AIS	Academic Information System
AMI	*Audit Mutu Internal* / Internal Quality Assurance
BAN-PT	*Badan Akreditasi Nasional Perguruan Tinggi* / National Accreditation Board for Higher Education
BOPTN	*Bantuan Operasional Perguruan Tinggi Negeri* / State University Operational Funding
BPA	Bachelor Program in Forestry
BPAPT	Bachelor Program in Agricultural Product Technology
BPF	Bachelor Program in Forestry
DPF	Doctoral Program in Forestry
DPNA	*Daftar Peserta dan Nilai Akhir* / List of Participants and Final Grades
Dr.Hut	*Doktor Kehutanan* / Doctor of Forestry
ECTS	European Credit Transfer and Accumulation System
EDOM	*Evaluasi Dosen oleh Mahasiswa* / Lecturer Evaluation by Student
FPC	Field Practice Course
GJMF	*Gugus Jaminan Mutu Fakultas* / Faculty Quality Assurance Unit
GPA	Grade Point Average
IELTS	International English Language Testing System
IKA	*Ikatan Alumni* / Alumni Association
ILO	Intended Learning Outcomes
ISBN	International Standard Book Number
ISO	International Organization for Standardization
ISSN	International Standard Serial Number
IUPHHK	*Izin Usaha Pemanfaatan Hasil Hutan Kayu* / Timber Forest Product Utilization Business Permits
KKN	*Kuliah Kerja Nyata* / Community Service Program
KKNI	*Kerangka Kualifikasi Nasional Indonesia* / Indonesian National Qualifications Framework
KTM	*Kartu Tanda Mahasiswa* / Student Identity Card
KTP	*Kartu Tanda Penduduk* / Citizen Identity Card
LO	Learning Outcomes
LMS	Learning Management System
LP3M	*Lembaga Pengembangan Pendidikan dan Penjaminan Mutu* / Educational Development and Quality Assurance Institution
M.Hut	*Magister Kehutanan* / Master of Forestry
MBKM	*Merdeka Belajar Kampus Merdeka* / Independent Learning Independent Campus
MOLS	Mulawarman Online Learning System
MOU	Memorandum of Understanding

MPF	Master Program of Forestry
MU-EPT	Mulawarman University English Proficiency Test
PLO	Program Learning Outcomes
PNBP	*Penerimaan Negara Bukan Pajak* / Non-tax Revenue
PP	*Peraturan Pemerintah* / Government Regulation
PPEPP	*Penetapan, Pelaksanaan, Evaluasi, Pengendalian and Peningkatan* / Determination, Implementation, Evaluation, Controlling and Improvement
RAE	*Rencana Asesmen dan Evaluasi* / Assessment and Evaluation Plan
RTM	*Rapat Tinjauan Manajemen* / Management Review Meeting
S.Hut.	*Sarjana Kehutanan* / Bachelor of Forestry
S.P.	*Sarjana Pertanian* / Bachelor of Agriculture
S.T.P.	*Sarjana Teknologi Pertanian* / Bachelor of Agricultural Technology
SKPI	*Surat Keterangan Pendamping Ijazah* / Diploma Supplement
SKS	*Satuan Kredit Semester* / Semester Credit Unit
SLP	Semester Learning Plan
SBMPTN	*Seleksi Bersama Masuk Perguruan Tinggi Negeri* / Joint Selection for State University Entrance
SNMPTN	*Seleksi Nasional Masuk Perguruan Tinggi Negeri* / National Selection for State University Entrance
SNPT	*Standar Nasional Pendidikan Tinggi* / National Higher Education Standard
SOP	Standard Operational Procedure
SPMI	*Sistem Penjaminan Mutu Internal* / Internal Quality Assurance System
SRC	Study Result Card
SSC	Subject-Specific Criteria
TOEFL	Test of English as a Foreign Language
UJM	*Unit Jaminan Mutu* / Quality Assurance Unit
UPPS	*Unit Pengelola Program Studi* / Study Program Management Unit
UPT	*Unit Pelaksana Teknis* / Technical Implementation Unit

A. About the Accreditation Procedure

General Data

Website of the Higher Education Institution	Mulawarman University https://unmul.ac.id/
Faculty/Department offering the Degree Program	Faculty of Forestry. Mulawarman University https://fahutan.unmul.ac.id/
	Faculty of Agriculture. Mulawarman University https://faperta.unmul.ac.id/web/

Seals applied for

Name of the degree Program (in original language)	(Official) English translation of the name	Labels applied for [1]	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC)[2] (will be completed by ASIIN)
Program Studi Kehutanan Program Sarjana	Bachelor Program in Forestry	ASIIN	-	TC08
Program Studi Teknologi Hasil Pertanian Program Sarjana	Bachelor Program in Agricultural Product Technology	ASIIN	-	TC08
Program Studi Agroekoteknologi Program Sarjana	Bachelor Program in Agroecotechnology	ASIIN	-	TC08
Program Studi Kehutanan Program Magister	Master Program in Forestry	ASIIN	-	TC08
Program Studi Kehutanan Program Doktor	Doctoral Program in Forestry	ASIIN	-	TC08

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[1] [delete as necessary] ASIIN Seal for degree Programs; EUR-ACE® Label: European Label for Engineering Programs; Euro-Inf®: Label European Label for Informatics; Eurobachelor®/Euromaster® Label: European Chemistry Label; AMSE Label: for medical Programs; EQAS Food Label: for Programs related to food studies.

[2] TC: Technical Committee for the following subject areas: TC 01 - Mechanical Engineering/Process Engineering; TC 02 - Electrical Engineering/Information Technology; TC 03 - Civil Engineering, Geodesy and Architecture; TC 04 - Informatics/Computer Science; TC 05 - Materials Science, Physical Technologies; TC 06 - Engineering and Management, Economics; TC 07 - Business Informatics/Information Systems; TC 08 - Agriculture, Nutritional Sciences and Landscape Architecture; TC 09 – Chemistry, Pharmacy; TC 10 - Life Sciences; TC 11 - Geosciences; TC 12 - Mathematics; TC 13 - Physics.

B. Characteristics of the Degree Program(s)

Name	Final degree (original/English translation)	Areas of Specialization	Corresponding level of the EQF[3]	Mode of Study	Double/Joint Degree	Duration	Credit points/unit	First time of offer
Bachelor Program in Forestry	*Sarjana Kehutanan* / Bachelor of Forestry (S.Hut.)	Forestry	6	Full time	-	8 semesters	144 SKS / 230 ECTS	2023
Bachelor Program in Agricultural Product Technology	*Sarjana Teknologi Pertanian* / Bachelor of Agricultural Technology (S.T.P.)	Agriculture	6	Full time	-	8 semesters	144 SKS / 230 ECTS	2023
Bachelor Program in Agroecotechnology	*Sarjana Pertanian* / Bachelor of Agriculture (S.P.)	Agriculture	6	Full time	-	8 semesters	144 SKS / 230 ECTS	2023
Magister Program in Forestry	*Magister Kehutanan* / Master of Forestry (M.Hut.)	Forestry	7	Full time	-	4 semesters	36 SKS / 58 ECTS	2023
Doctoral Program in Forestry	*Doktor Kehutanan* / Doctor of Forestry (Dr.Hut)	Forestry	8	Full time	-	6 semesters	42 SKS / 67 ECTS	2023

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[3] EQF = The European Qualifications Framework for lifelong learning

Name	Intake rhythm	Intake Capacity per cohort	Average starting cohort size	Average number of graduates per cohort	Average time required to complete studies
Kehutanan / Forestry (Bachelor Program)	Annually	Max. 330 students	325 students	155 students	11 semesters / 5.5 years
Teknologi Hasil Pertanian / Agricultural Product Technology (Bachelor Program)	Annually	Max. 80 students	75 students	61 students	10 semesters / 5 years
Agroekoteknologi/Agroec otechnology (Bachelor Program)	Annually	Max. 120 students	110 students	67 students	10 semesters/ 5 years
Kehutanan / Forestry (Master Program)	Annually	Max. 33 students	9 students	6 students	8 semesters / 3.9 years
Kehutanan / Forestry (Doctoral Program)	Annually	Max. 33 students	9 students	5 students	12 semesters / 6 years

C. Self-Assessment for the ASIIN-seal

1. The Degree Program: Concept, Content & Implementation

> **Criterion 1.1 Objective and Learning Outcomes of A Degree Program**

The Faculty of Forestry and the Faculty of Agriculture are included in the Faculties at Mulawarman University which organize undergraduate and postgraduate programs (master and doctorate). Bachelor Program in Forestry / **(BPF)**, Master Program in Forestry **(MPF)** and Doctoral Program in Forestry **(DPF)** are at the Faculty of Forestry, while Bachelor Program in Agricultural Product Technology **(BPAPT)** and Bachelor Program in Agro-ecotechnology **(BPA)** are at the Faculty of Agriculture.

All undergraduate programs have obtained accreditation from the National Accreditation Board for Higher Education (BAN PT), with the following information:

Table 1. National accreditation for each study program

Program	BAN – PT Accreditation	Score	Remark Score Range (National Agency Accreditation Regulation)	
			Regulation before 1 April 2019	**Regulation No. 3 Tahun 2019**
BPF	Excellent (Appendix 1.1.1.)	361 (Excellent)	361 – 400 → A	
BPAPT	Very Good (Appendix 1.1.2.)	350 (Very Good)	301 – 360 → B	Excellent Very Good Good Appendix 1.1.7.
BPA	Very Good (Appendix 1.1.3.)	351 (Very Good)	200 – 300 → C <200 Appendix 1.1.6.	
MPF	B (Appendix 1.1.4.)	346 (B)		
DPF	B (Appendix 1.1.5.)	326 (B)		

The objectives and learning outcomes (LO) of BPF, MPF, and DPF are prepared in accordance with the vision and mission of Mulawarman University and the Faculty of Forestry. The vision and mission of Mulawarman University are presented in the Statute of Mulawarman University articles 25 and 26 (Appendix 1.1.8.), while the vision and mission of the Faculty of Forestry UNMUL are stated in the Forestry Faculty Strategic Plan page 5 (Appendix 1.1.9.), and the vision and mission of BPF, MPF, and DPF can be seen on their websites, respectively (https://fahutan.unmul.ac.id/prodi-s1/about_us/vision_&_mission for BPF; https://psmik.fahutan.unmul.ac.id/about_us/vision_&_mission for MPF; and https://psdik.fahutan.unmul.ac.id/about_us/vision_&_mission for DPF). The objectives and LO of BPAPT and BPA consist of the vision, mission, and objectives of the Faculty of Agriculture, (http://yin.thp.unmul.ac.id/thp/tentang-faperta/visi-dan-misi/) for BPAPT; (http://agt.faperta.unmul.ac.id/tentang-agt/visi-dan-misi/) for BPA, and also mentioned in the Agriculture Faculty Strategic Plan page 4 - 8 (Appendix 1.1.10.).

All study programs formulate strategic goals and LOs to implement their vision and mission. Goals setting and learning outcomes involve faculty members, staff, alumni, and users. This process is carried out through regular and special forums (workshops) that invite faculty leaders, lecturers and staff, alumni and graduate users, and all stakeholders. Efforts to disseminate and socialize the goals and learning outcomes of undergraduate programs for faculties are carried out on an ongoing basis. Members, students, and all stakeholders are involved. Activities and reports on the formulation of meeting results and socialization are recorded (Appendix 1.1.11.) and (Appendix 1.1.11a.). The purpose of defining the LOs by study programs is to ensure that students can achieve all the Graduate Profiles within the standard duration of the Bachelor's, Master's, and Doctoral Degree Program.

The BPF, MPF, and DPF are conducting activities through various mechanisms as follows: 1) periodic meetings for all faculty members held at the beginning of the semester and end of the semester (Appendix 1.1.12.), 2) management review meetings 1 time 1 year (Appendix 1.1.13.) and 3) lecturer discussion groups (Appendix 1.1.14.) and 4) submission of information on the website of each study program (https://fahutan.unmul.ac.id/prodi_s1 for BPF; https://psmik.fahutan.unmul.ac.id/ for MPF; and https://psdik.fahutan.unmul.ac.id/ for DPF). In BPAPT and BPA activities through various mechanisms as follows: 1) periodic meetings for all faculty members held at the beginning of the semester and end of semester (Appendix 1.1.15.), 2) management review meetings 1 time 1 year (Appendix 1.1.16.) and 3) lecturer discussion groups (Appendix 1.1.17.) and 4) submission of information on the website of the Faculty of Agriculture (Appendix 1.1.18.) for BPAPT and BPA.

Program learning outcomes are consistently described in all official documents, websites, and marketing materials to ensure clarity and alignment. The expected competency profile for this program is developed through a structured process involving the initiation of discussions, established procedures, and active participation from relevant stakeholders. The Faculty of Forestry and the Faculty of Agriculture are aspects of the implementation of Education, Learning, Research, Community Service, and Mulawarman University Partnership. Since 2022, the implementation of undergraduate programs at these faculties has accommodated the *Merdeka Belajar Kampus Merdeka* (MBKM) policy, which is applied in non-academic education and learning programs but remains relevant in bachelor programs.

The objective of this academic program is to produce graduates with the following competencies (program learning outcomes / PLO):

Table 2. Program learning outcomes for each study program

Study Program	Competencies/Program Learning Outcomes (PLO)	Link
BPF	Technical Forestry Personnel, Forestry Analyst, Forestry Extension Worker, Forestry Entrepreneur	https://fahutan.unmul.ac.id/prodi-s1/program learning outcomes
BPAPT	Strengthening in the distinctiveness of research and development of Humid Tropical Natural Resources, to become academics, educators and researchers, bureaucrats, industrial practitioners, and entrepreneurs in the field of agricultural product technology.	http://yin.thp.unmul.ac.id/thp/kurikulum-program-sarjana/
BPA	Able to become a Practitioner, Academics, and Researcher in the field of Humid Tropical Agriculture.	http://agt.faperta.unmul.ac.id/program-learning-outcome-plo/
MPF	Lecturer or Tutor, Researcher, Main Technical Personnel for Forestry and Environment, Forestry and Environmental Professionals, Policy Maker in the Forestry and Environment Sector	https://psmik.fahutan.unmul.ac.id/hasil_pembelajaran_program
DPF	Lecturer or Tutor, Researcher, Consultant, Entrepreneur or Businessman in Forestry and Environment, and Designer of Policy in Forestry and Environment in national and international scale	https://psdik.fahutan.unmul.ac.id/program learning outcomes

The formulation process of the Program Learning Outcome (PLO) has considered input provided by both internal and external stakeholders. Internal stakeholders consist of academic staff/lecturers and students, while external stakeholders involve alumni and stakeholder partners as graduate users. Input provided by stakeholders on the profile of graduates is based on scientific analysis and skill development, market needs analysis, and decision makers that have been authorized by Presidential Regulation Number 12 of 2012 concerning Higher Education, Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (*Kerangka Kualifikasi Nasional Indonesia* / KKNI) (Appendix 1.1.19.), Ministry of Research and Technology Higher Education Regulation Number 44 of 2015 concerning National Higher Education Standards (*Standar Nasional Perguruan Tinggi* / SNPT) (Appendix 1.1.20.).

The educational objectives of the program closely align with the criteria outlined in the Subject-Specific Criteria (SSC) for Agriculture, Nutritional Sciences, and Landscape Architecture (ASIIN-SSC_08), except for the field of "medical science." Although medical science is not explicitly mentioned in the Program Learning Outcomes (PLOs), it is included in the curriculum to equip students with the necessary knowledge before engaging in practical fieldwork. The assessment of the interconnected Learning Outcomes and ASIIN-SSC_08 will serve as a future reference point for shaping the curriculum of upcoming degree

programs ([Appendix 1.1.21.](#) for BPF, ([Appendix 1.1.22](#)) for BPAPT, [Appendix 1.1.23](#). for BPA and [Appendix 1.1.24.](#) for MPF).

In every degree program, each course incorporates Intended Learning Outcomes (ILO) as a practical application and reinforcement of Program Learning Outcomes (PLO). The illustration of relationship between PLO and courses in the BPF, BPAPT, BPA, MPF, and DPF, were presented on [Appendix 1.1.25](#); [Appendix 1.1.26.](#); [Appendix 1.1.27.](#); [Appendix 1.1.28](#).; and [Appendix 1.1.29.](#) respectively. The course framework allows students to attain the PLO of the degree program through the process of teaching and examination.

The well-balanced inclusion of both general and specific subjects enables students to receive comprehensive education, whether through lectures or practical sessions. The hierarchical structure of courses in each semester reflects their depth, covering a spectrum of knowledge from general concepts to fundamental aspects, as well as specialized knowledge. The monitoring of the learning process and the achievement of PLO/LO is overseen by the quality assurance unit, under the supervision of the Vice Dean of Academic Affairs and the Dean of the Faculty.

The defined competency objectives for graduates of this program have undergone approval processes involving both students and teaching staff. Feedback from these stakeholders has been considered and incorporated. The learning outcomes of this program have been verified in recent years. Adjustments were made based on the findings of the verification process to enhance the program's effectiveness and relevance. The expected competency profile aligns with specific areas of the profession, ensuring that graduates are well-prepared to meet the demands and expectations of their respective fields.

The program conducts an analysis of qualitative and quantitative data to observe clear patterns and trends regarding the acceptance of the competency profile in the job market. Qualitative data, including feedback from employers and industry stakeholders, highlights specific strengths recognized in our graduates. Meanwhile, quantitative data, such as high employment rates, competitive salaries, and successful career trajectories, demonstrates a robust correlation between our competency profile and graduates' successful integration into the workforce. Noteworthy trends, industry feedback, and market recognition contribute to ongoing improvements in our programs. The analysis also identifies challenges and opportunities, guiding strategic adjustments to ensure the continual relevance of our competency profile in meeting the evolving demands of the job market.

Criterion 1.2 Name of the degree Program

The name of the degree program is based on thoughtful considerations of its core focus and specialization areas, in accordance with the Decree of the Directorate General of Higher Education, Research, and Technology Number 163/E/KPT/2022 on Study Program Name in Academic and Vocational Education ([Appendix 1.2.1.](#)). The name of the degree program is carefully designed to correspond seamlessly with the established terminology used by the subject-specific community. This ensures consistency and facilitates a clear understanding of the program's academic domain. The names of the degree programs are

robustly supported by their content and the intended profile of the graduates. Each name accurately reflects the comprehensive skill set, knowledge base, and specialization areas that students acquire during their academic journey, aligning with the educational objectives of the institution. While generally effective, if there is any misunderstanding or incorrect expectation among students or stakeholders associated with the program names, the institution takes proactive steps, such as clarification initiatives and engagement sessions, to address and rectify any misconceptions promptly.

Table 3. Titles of degree programs

Program	Titles of degree programs	
	Name	**Link**
BPF	Bachelor of Forestry / *Sarjana Kehutanan* (S.Hut.)	BPF's Diploma (Appendix 1.2.2.), BPF's Diploma Supplement BPF's (Appendix 1.2.3.), BPF's Transcript of Records (Appendix 1.2.4.), BPF's Study Regulations (Appendix 1.2.5.)
BPAPT	Bachelor of Agricultural Product Technology / *Sarjana Teknologi Pertanian* (S.T.P.)	BPAPT's Diploma (Appendix 1.2.6.), BPAPT's Diploma Supplement BPAPT's (Appendix 1.2.7.), BPAPT's Transcript of Records (Appendix 1.2.8.), BPAPT's Study Regulations (Appendix 1.2.9)
BPA	Bachelor of Agriculture / *Sarjana Pertanian* (S.P.)	BPA's Diploma (Appendix 1.2.10.), BPA's Diploma Supplement BPA's (Appendix 1.2.11.), BPA's Transcript of Records (Appendix 1.2.12.), BPA's Study Regulations (Appendix 1.2.9.)
MPF	Master of Forestry / *Magister Kehutanan* (M.Hut)	MPF's Diploma (Appendix 1.2.13.), MPF's Transcript of Records (Appendix 1.2.14.), MPF's Study Regulations (Appendix 1.2.15.)
DPF	Doctor of Forestry / *Doktor Kehutanan* (Dr.Hut)	DPF's Diploma (Appendix 1.2.16.), DPF's Transcript of Records (Appendix 1.2.17.), DPF's Study

Program	Titles of degree programs	
	Name	**Link**
		Regulations ([Appendix 1.2.18.](#))

The Table 3 displays the titles of degree programs. The nomenclature for each Program at Mulawarman University is officially recorded at the Directorate of Higher Education, regulated in accordance with Minister of Education and Culture Decree No. 036/U/1993 ([Appendix 1.2.19.](#)); Minister of National Education Decree No. 178/U/2001 ([Appendix 1.2.20.](#)); and Minister of Education, Culture, Research and Technology Decree No. 6/2022 ([Appendix 1.2.21.](#)). Consequently, all degree titles are universally recognized, evident in the acceptance of graduates by national and international higher education and research institutions, government bodies, and private sectors. Official document in which official Program name is indicated in Diploma, Diploma Supplement, Transcript of Records, and Study Regulations.

The acknowledgment of degree program titles and names by stakeholders in their respective fields signifies the expertise derived from each program. Regular promotional and socialization activities are conducted for the academic community, first-year students, prospective students, and the public. These activities employ various channels such as direct face-to-face interactions, social media (Facebook, Instagram, messaging services, email, flyers, banners, etc.), student activities, and student ambassadors explaining to their respective high schools.

Criterion 1.3 Curriculum

The curriculum and individual modules are meticulously designed to make a significant contribution to achieving the expected competence profile. Each module, with its structured content, aligns with specific aspects of the profile, fostering the development of key skills and essential knowledge for graduates ([Appendix 1.3.1.](#) and [Appendix 1.3.2.](#) for BPF), ([Appendix 1.3.3.](#) and [Appendix 1.3.4.](#) for BPAPT), ([Appendix 1.3.5.](#) and [Appendix 1.3.6.](#) for BPA), ([Appendix 1.3.7.](#) and [Appendix 1.3.8.](#) for MPF) and ([Appendix 1.3.9.](#) And [Appendix 1.3.10.](#) for DPF).

In the process of aligning the expected competence profile with the curriculum, periodic adjustments have been made in response to evolving industry needs and best educational practices. These adjustments aim to enhance the program's relevance and effectiveness. The reasons for adjustments typically stem from feedback loops, emerging trends, or advancements in the field. Reactions to adjustments have generally been positive, with stakeholders appreciating the institution's adaptability and commitment to continuous improvement ([Appendix 1.3.11.](#) for the Faculty of Forestry and [Appendix 1.3.12.](#) for the Faculty of Agriculture).

The results of internships or work practice intervals are comprehensively assessed, considering both the organization and the quality of the work practice intervals. Regular evaluations ensure that students gain valuable real-world experience and apply theoretical

knowledge in practical settings. In instances where challenges arise, proactive measures are taken to address organizational or quality issues, ensuring a positive and constructive learning environment. The work practice intervals align with the expectations for the intended learning outcomes, providing students with a holistic and practical understanding of their field of study (Appendix 1.3.13. for Faculty of Forestry and Appendix 1.3.14. for the Faculty of Agriculture).

Structure of the Program

Each module within the curriculum is carefully designed to function as a cohesive unit of teaching and learning. The content of each module is explicitly crafted to outline the knowledge, skills, and competences that students will acquire. The meticulously planned order of modules is strategically intended to ensure the achievement of specific learning outcomes and the successful completion of the program within the standard period of study. The program is organized to accommodate individual focal points and areas of study, providing flexibility for students to tailor their academic journey based on their unique interests and career aspirations. This approach encourages a dynamic and personalized learning experience within the overall framework of the program.

Consistency and alignment of modules within the program are guaranteed through the curriculum development process. Regular evaluations are conducted, and if a module is identified as not aligning with the general concept of the degree program, adjustments to the curriculum are made, realignments occur, or, in some cases, new modules are introduced to better complement the overall program objectives.

The degree program offers elective options that play a strategic role in promoting the achievement of the expected competence profile. Students are provided with a variety of elective choices aligned with specific competency areas, allowing them to customize their academic journey based on their individual interests and career goals. This flexibility ensures that students can deepen their knowledge in areas relevant to the competence profile, shaping a holistic and personalized educational experience.

Table 4. Curriculum structure of each study program

Study Program	Recommended Schedule by Semester								Credit Unit (ECTS)	Percentage (%)
	1	2	3	4	5	6	7	8		
	University/General Courses									
BPF	v	v							17.6	7.6
BPAPT	v	v					v		23.9	9.9
BPA	v	v							22.5	9.4
MPF	v								8.1	13.6
DPF	v								8.1	10.7
	Faculty Courses									
BPF						v	v		19.2	8.3
BPAPT	v	v	v	v	v				41.8	17.3

Study Program	Recommended Schedule by Semester								Credit Unit (ECTS)	Percentage (%)
	1	2	3	4	5	6	7	8		
BPA	v	v	v	v					40.3	16.7
MPF			v						16.1	27.1
DPF			v						33.6	44.7
Study Program Courses										
BPF	v	v	v	v					132.8	57.6
BPAPT	v	v	v	v	v	v	v		134	55.5
BPA	v	v	v	v	v	v	v	v	138.9	57.7
MPF	v								17.6	32.3
DPF	v								8.1	10.7
Study Interest Courses										
BPF					v	v			60.8	26.4
BPAPT					v	v			41.9	17.3
BPA					v	v			39	16.2
MPF		v							16	27
DPF	v	v							25.6	34

To strengthen and comprehend the competencies of bachelor's degree graduates and fulfil the learning outcomes, other credit-earning programs are also implemented, e.g. field practical work, student community service, internship programs, and final year projects. Field practical work is designed to provide students with the opportunity to apply their knowledge to the community, participate in addressing real-world problems, and gain experience interacting with their future workplaces. Students are accompanied by a designated faculty member as a supervisor and a field supervisor from the program, institution, or industry. Students are assessed for this program and required to report the results of field practical work. Assessments of these activities are conducted by authorized personnel at the field practical work site, such as the owner or manager, head of the institution, or entrepreneur, and through an oral examination by the lecturer. To maintain the quality of Field Practical Work, the program determines the minimum working hours for students equivalent to course credits. Additionally, students are evaluated by lecturers. Company representatives are involved in this evaluation process. The internship program is recommended for students to enrich their knowledge and skills. This program is not mandatory, but the degree program facilitates the administrative process for this internship program.

To engage students in community service, students have the opportunity to join the student Community Service Program (*Kuliah Kerja Nyata* / KKN) for approximately one month. All degree programs implement the KKN program for fourth-year students. In this program, students apply the knowledge and skills gained in each course in the previous semester. This program allows students to enhance their interpersonal skills, such as communication, leadership, teamwork, and their ability to solve real-world problems. During KKN, students from various faculties are grouped to live in a village for a month. During their stay, they have to solve local community problems using their theoretical

backgrounds. Activities are mostly conducted through Focus Group Discussions (FGD) with the community to explore problems and potential solutions, as well as to organize program activities. At the end of the program, students must write a report and undergo a final assessment of the Community Service Program.

After completing the course requirements for approximately seven semesters, students may undertake the final year project in their last semester. For their final project, students can choose various types of projects and report on their projects in the form of an undergraduate thesis. The types of final year projects in each degree program are described in the following Table.

Table 5. The types of final year projects from each study program

Degree program	Experimental	Non-experimental	Literature review	Problem based Internship program
BPF	v	v		
BPAPT	v	v	v	v
BPA	v			
MPF	v	v	v	
DPF	v	v	v	

Student Mobility

Students are given the opportunity to implement individual windows of mobility, such as conferences, seminars, workshops, summer schools, and internships. The responsible parties act by maintaining open communication channels with students, providing guidance, and addressing any obstacles that may impede the successful implementation of individual windows of mobility.

In recent years, there have been occasional challenges related to the intended graduation time. Issues may include unforeseen personal circumstances, changes in program requirements, or academic challenges. The institution responds proactively by offering academic support, flexible scheduling options, and personalized advising to help students overcome obstacles and stay on track to meet their intended graduation timeline.

Table 6. Student mobility for each study program

Program	Student mobility (International) (Appendix 1.3.15. and Appendix 1.3.16.)					
	Inbound			Outbound		
	~2021	2022	2023	~2021	2022	2023
BPF		10	10	9	14	7
BPAPT	6		28			
BPA			28			1
MPF				2	1	5
DPF			2			

Program	Student mobility (National / MBKM) (Appendix 1.3.17. and Appendix 1.3.18.)					
	Inbound			Outbound		
	~2021	2022	2023	~2021	2022	2023
BPF	49	6	29			
BPAPT	21	23	2	7	4	6
BPA			3	4	6	8
MPF						1
DPF						2

Periodic Review of the Curriculum

The implementation of program objectives in the curriculum is rigorously evaluated through a comprehensive assessment process. This includes regular reviews by academic committees, feedback from faculty members, student evaluations, and input from industry stakeholders. The effectiveness of each module in contributing to the overarching program objectives is assessed, and adjustments are made as necessary to ensure alignment with the intended outcomes. Continuous improvement mechanisms, such as periodic curriculum reviews and accreditation processes, further contribute to the ongoing evaluation of the program's effectiveness in achieving its objectives.

Graduation Data

The order of modules is designed to enable students to graduate within the standard period of study, involving systematic assessments of completion rates, graduation timelines, and feedback from students. Regular data analysis is conducted to monitor student progression and identify patterns or challenges related to the order of modules. Academic advisors and the curriculum team collaborate to make improvements. This iterative evaluation process ensures that the program's structure supports timely student progression and successful completion within the standard period of study.

Table 7. Graduation data for each study program

Program	Number of Graduates		
	2021	2022	2023
BPF	126	161	204
BPAPT	39	53	107
BPA	62	90	94
MPF	1	1	13
DPF	14	11	4
Program	Average Grade		
	2021	2022	2023
BPF	2.94	3.08	3.16
BPAPT	3.01	3.20	3.32
BPA	3.26	3.41	3.45
MPF	3.89	3.86	3.85
DPF	3.91	3.96	3.85

Program	Number of Graduates		
	2021	**2022**	**2023**
Program	Average Study Duration		
	2021	2022	2023
BPF	5 years 9 months	5 years 7 months	5 years 5 months
BPAPT	6 years 1 months	5 years 8 months	5 years 4 months
BPA	5 years 2 months	5 years 6 months	5 years 7 months
MPF	2 years 6 months	2 years 10 months	3 years 6 months
DPF	6 years 5 months	5 years 7 months	6 years 8 months

Report

The curriculum undergoes periodic evaluation every five years to ensure alignment with the degree program concept and meet stakeholder requirements. This assessment includes the evaluation of learning outcomes, considering market labor needs and societal expectations. If urgent improvements are necessary, the evaluation may occur more frequently, even before the five-year cycle. The development of the curriculum takes into account input and feedback from stakeholders and alumni.

Tracer study

The Program objectives in the curriculum are regularly evaluated by program studies. This evaluation is conducted every year through tracer studies under coordination of the Study Program Coordinator. The tracer study aims to track graduates/alumni which is carried out 2 years after graduation and aims to determine educational outcomes in the form of transition from higher education to the work environment Appendix 1.3.19.

Criterion 1.4 Admission requirements

All study programs have admission requirements and procedures that are binding and transparent. Graduation requirements are outlined in the Academic Regulations of Mulawarman University (Appendix 1.4.1.)**.** Regular evaluations are conducted to assess whether these regulations effectively guarantee sufficient subject-related prior knowledge among students, further emphasizing the commitment to maintaining educational standards and quality.

Admission requirements for national students involve meeting academic qualification criteria and taking standardized national exams. For the admission of international students, it is regulated in the Academic Regulations in Paragraph 8 Articles 30 - 32. To continue studies in the International Program, prospective students must have English language proficiency with a minimum score such as TOEFL 500 or IELTS 6.0, unless the previous educational language instruction was conducted in English.

For postgraduate students, in addition to computer-based tests, interviews are also conducted. These admission regulations are implemented to ensure that candidates have sufficient prior knowledge, involving a systematic assessment of candidates' academic backgrounds, standardized test scores, and interviews. Regular evaluations of the admission process for new students are conducted at the university level to ensure the effective

screening of candidates with the necessary prior knowledge for success in the academic demands of the program. Adjustments are made as necessary to enhance the effectiveness of the admission process in assessing the readiness of prospective students for the program.

Criterion 1.5 Workload and credits

A credit system based on student workload is implemented, encompassing both contact hours and self-study time, and involving all mandatory components in the study program. Credits are awarded for each module based on their respective workloads. The undergraduate program requires a minimum total student workload of 230 ECTS credits, while the master's program has a minimum total student workload of 58 ECTS credits. Regular monitoring has been conducted to assess the credits awarded for each module in line with the actual student workload. Additionally, the distribution of the workload across all semesters is examined to ensure graduation within the standard period.

The process of corroborating student workload involves a systematic evaluation that considers both contact hours and self-study time. This comprehensive assessment is conducted through regular monitoring and feedback mechanisms that involve input from faculty and relevant stakeholders to ensure an accurate representation of the actual workload experienced by students. Credit points are allocated to each module based on a well-defined calculation that includes both contact hours and self-study time. This allocation is determined by the expected workload and learning outcomes associated with each module. All mandatory parts of the degree program, including working practice intervals, are generally awarded credits. This inclusion recognizes the importance and contribution of each component to the overall learning experience. The correspondence between credit points awarded for each module and the actual student workload is regularly evaluated through ongoing assessments and feedback loops.

Those responsible for the degree program, along with other stakeholders, assess the student workload based on feedback mechanisms and periodic evaluations. Any problems or challenges identified through this process are addressed with appropriate measures. This may involve curriculum adjustments, additional support mechanisms, or modifications to ensure a balanced and manageable workload for students.

The undergraduate program curriculum for a bachelor's degree in Mulawarman University has a workload of at least 144 SKS (230 ECTS) . This workload is sufficient to be achieved within the timeline (8 semesters). All courses should be taken in appropriate sequence as stated in the curricula, according to the UNMUL Rector Regulation (Appendix 1.5.1). The graduate program curriculum for a master's degree in Mulawarman University has a workload of at least 36 SKS (58 ECTS) and for a doctoral degree has a workload of at least 42 SKS (69 ECTS). This workload is sufficient to be achieved within the timeline (4 semesters for master's degree and 6 semesters for doctoral degree). All courses should be taken in appropriate sequence as stated in the curricula, according to the UNMUL Rector Regulation.

Criterion 1.6 Didactics and Teaching Methodology

Various teaching methods and didactic tools are used to encourage the achievement of learning outcomes and facilitate student-centered learning and teaching. The Faculty of Forestry and the Faculty of Agriculture have digital teaching infrastructure. The degree program maintains a balanced allocation of face-to-face and self-study time to optimize the learning experience. The introduction of students to independent scientific work is seamlessly integrated into the study program, emphasizing the development of critical thinking and research skills. Regular evaluations are conducted to ensure sustainable effectiveness, assessing whether the teaching and learning methods used align with and support the achievement of the program's objectives**.**

Table 8. Teaching method applied in all degree programs

Teaching Method	BPF	BPAPT	BPA	MPF	DPF
Lecture	v	v	v	v	v
Student Center Learning	v	v	v	v	v
Problem Based Learning	v	v	v	v	v
Project Based Learning	v	v	v	v	v
Practical Work	v	v	v	v	v
Field Observation	v	v	v	v	v
Seminar	v	v	v	v	v
Presentation	v	v	v	v	v
Group Discussion	v	v	v	v	v
Paper Writing	v	v	v	v	v
Assignment	v	v	v	v	v
Simulation	-	-	-	-	-
Case Study	v	v	v	v	v

2. Exams: System, Concept & Organization

Criterion 2.1 System and Concept

The type of exam, schedule and assessment method is regulated by Mulawarman University in the Academic Regulations (Appendix 1.4.1.) whose functions as a framework for assessing the quality of education, including administering exams. Assessment Standards consist of criteria that are directly related to the evaluation of student learning processes and outcomes, which aim to achieve the expected graduate competency standards. Assessment of the teaching and learning process in achieving learning objectives must follow the Standard Operating Procedures (SOP) in Academic Regulation Number 17 of 2020. The curriculum structure of undergraduate programs (BPF, BPAPT, and BPA) is taken over 8 semesters consisting of courses and final assignments (field work practice, community services, seminars, and thesis). Learning assessment has been prepared in an Assessment and Evaluation Plan (AEP) which is aligned with the Semester Learning Plan (SLP) to evaluate learning outcomes modules and provides an overview of student competencies in various aspects, including attitudes, knowledge, and general and specific skills in a particular subject. The exam functions as a means of evaluating students's understanding of the SLP that has been determined and the curriculum at the Faculty of Forestry which is designed based on the BPF (Appendix 1.3.2.), MPF (Appendix 1.3.8.), DPF (Appendix 1.3.10.). Meanwhile at the Faculty of Agriculture based on BPAPT (Appendix 1.3.4.) and BPA Appendix 1.3.6.. Assessment of students' ability to understand and learn the material presented by lecturers, which plays an important role in ensuring the quality of the teaching and learning process.

Study programs must adhere to faculty regulations and the rules of the Internal Quality Assurance System established by the Learning Development and Quality Assurance Institute (*Lembaga Pengembangan Pendidikan dan Penjaminan Mutu* / LP3M). Shared responsibility lies in achieving the required quality standards, especially in terms of ensuring the quality of teaching and learning. It is the responsibility of the teaching team to ensure that course design, teaching methods and assessment strategies effectively promote learning and assessment. On the other hand, there is a responsibility to actively participate and be involved in the learning process. All students will be assessed including academic and non-academic assessments which are clearly explained in the Academic Study Guide. Academic assessment is carried out using diagnostic, formative and summative methods. For example, there is a pre-test as a diagnostic assessment in basic courses, such as clinical courses at the first meeting. This pre-test was carried out to find out gaps in their abilities or misconceptions in previous learning. Soft skills assessment is integrated into the learning process, including being active, disciplined, having communication skills, teamwork and self-confidence. All assessments are processed using determination achievement of quality grades, letter grades and weight grades, namely A (≥80); B (70 – 80); C (60-69); D (40 – 59); and E (<40) based on Academic Regulation Number 17 of 2020 article 45 and article 46 (Appendix 1.4.1.).

One semester is usually divided into 16 sessions, with 14 teaching sessions and 2 exam sessions. The mid-semester exam is held in the 8th or 9th week, while the final semester exam is held in the 16th week. Each semester, students are allowed to take several semester credit units (SKS) totaling 12-24 or the equivalent of 5-10 courses. For the BPAPT, in the first semester (semester one), students are given a credit package of 19 credits. This criterion allows students to balance the credit load and their abilities so that students can complete their studies well. The consequence is that students who take less than the maximum number of credits will take longer to graduate. However, this policy provides flexibility for students to have the same opportunity to develop their non-academic competencies in addition to their academic competencies. The exam schedule and time are announced via the notice board and/or can be accessed online. Final grades must be uploaded to the Academic Integrated System (AIS) Portal within one week after the final exam. Students can view their test scores online on the AIS Portal. The final grade: Average Assignment Grade/Average Assignment Grade, Mid-Semester Exam Grade, and Final Semester Exam Grade determines the Grading Scale, which is given in letter form, following the four-point system as stated in Academic Regulation Number 17 of 2020 concerning Mulawarman University Education Standards. Mulawarman University is graded A, B, C, **D.** Entry of final grades is carried out according to the Academic Calendar.After the assessment period in the Academic Information System, a Study Results Card (SRC) will be issued showing the Cumulative Value Index. The Cumulative Grade determines the number of credits or credits that students can take in the following semester. If a student gets an E, then he or she must repeat the course. There is an option to repeat or not repeat courses with a D grade.

Evaluation of student assessment methods is carried out after the learning process, e.g.: 1) Lecturer meetings at the end of each semester and 2) Student satisfaction with exam results. Students can access the results of exam paper corrections or grade information. Students are allowed to fill out a complaint note regarding the results of the second written exam and discuss it with the course coordinator. Students are allowed to fill out written exam result complaint notes and discuss them with the course coordinator. If there are errors in the exam assessment, a recalculation can be carried out. Students who have not completed all assessments will receive incomplete status (*Belum Lulus* / BL) from the course coordinator.

Criterion 2.2 Class Course Exam

The course exam is to measure students' understanding and mastery of the learning material that has been presented during one semester; achievement of learning outcomes (LO) delivered by lecturers in certain courses; and provide learning outcomes grades to students who take courses. Exams increase a sense of accountability among students, encouraging them to actively engage with course material throughout the semester. Knowing that their understanding will be evaluated through a test will encourage consistent effort and participation. In addition, during the learning process, lecturers will monitor and evaluate student progress, provide input and feedback, and help students understand the material

being taught. Requirements for taking exams on BPF, MPF, and DPF at the Faculty of Forestry as well as BPAPT and BPA at the Faculty of Agriculture are listed in Academic Regulation No. 17 of 2020 article 79 (Appendix 1.4.1.). Midterm and final exams are scheduled at the 8th-week meeting after the 7th teaching session and at the end of the semester at the 16th-week meeting, after the 15th teaching session which has been informed in the academic calendar announced at the beginning of the semester. A week before the exam, students are given a designated time called "reading week" which is a scheduled break time in the academic calendar where students are given time off from regular classes, which is intended to give students the opportunity to focus on studying in preparation for the exam.

Mid-semester exams and final exams are held by the semester exam committee. The exam committee organizes the exam schedule, regulations, location, duplication and distribution of exam papers, list of participants and final score sheets and collects answer sheets. The supervisor or exam supervisor is the lecturer/teaching team of the subject. In the event that the teaching team is unable to supervise the exam for some reason, one of the exam committee members will replace the supervisor. Subjects who do not carry out midterm or final exams according to schedule must notify the exam committee. Detailed information regarding exam procedures is explained in the Standard Operational Procedures for mid-term exams and final exams at the Faculty of Forestry listed in Appendix 2.2.1. for BPF, Appendix 2.2.2. for MPF, and Appendix 2.2.3. for DPF. Meanwhile, BPAPT and BPA at the Faculty of Agriculture are listed in (Appendix 2.2.4.). The exam questions are provided by the person in charge of the course and the team of course lecturers and approved by the head of the department, then verified and validated by the Quality Assurance Team following the suitability of the Semester Learning Plan and type question variations. The assessment method for each course varies in type and time, except for written exams (mid-semester exams and final semester exams) which are scheduled for all courses. Assessment including schedules and methods are described in the program specifications as well as in the published course syllabus provided to students. Students can access the Academic Calendar Appendix 2.2.5. at the beginning of the semester.

The lecturer teaching team has the authority to determine the type of exam and its respective weight in assessing a course, following the guidelines outlined in Academic Regulation Number 17/2020 (Appendix 1.4.1.) Setting Course Grades The exam consists of a quiz, Midterm Exam, Final Semester Exam, and practical assessments. Lecturers have the option to provide feedback on assignments through interactive discussions held in class or on special discussion forums in the Mulawarman Online Learning System (MOLS). Course evaluation is completely transparent and is carried out according to the academic schedule. Please note that during the final semester exam period according to the Academic Calendar Appendix 2.2.5., the exam is evaluated based on predetermined criteria. Assessment methods include (a) assignments given by lecturers on certain topics, (b) quizzes to determine students' readiness and/or understanding of certain learning outcomes (LO), (c) work reports that must be submitted after a series of activities or practical work, (d) pre-test and post-test at the beginning and end of class to measure student understanding

as a result of learning, (e) seminars where students present their learning on certain topics and discuss with other students, (f) soft skills assessment, (g) exams practice, (h) mid-semester exam and final semester exam. For courses that are equipped with practicums or other assignments according to the RPP, if the other assignments in question are not completed, then the person concerned is declared not to have passed the course.

BPF, MPF, and DPF students at the Faculty of Forestry as well as BPAPT and BPA at the Faculty of Agriculture can take the final exam provided they have attended the lecture with a minimum attendance of 80%, shown a certificate of passing the practicum, and attendance at the practicum reaches 100%. Students are not permitted to take the final exam without being accepted. Acceptable reasons based on Academic Regulation No. 17 2020 article 48 paragraph 3 (Appendix 1.4.1.) in the form of illness or health emergency (providing a doctor's certificate), participating/involving in official university activities or other educational opportunities that contribute to the student's learning experience (providing permission from the authorities), unexpected family emergencies, personal health problems or mental issues that have a significant impact on the student's ability to attend lectures (documentation from health workers), unexpected transportation problems (vehicle problems), or other things that can be communicated with the lecturer as early as possible. If a student is unable to take a mid-semester exam or final exam due to acceptable or valid reasons as explained previously, the student is allowed to take the exam outside the regular exam schedule, and the arrangements are made following the provisions determined by the lecturer. Students who do not take the final exam due to illness or disaster must obtain a doctor's certificate or other valid certificate no later than the day of the exam for the relevant course and submit it to the Vice Dean for Academic Affairs or the Chair of the Academic Subdivision. The Vice Dean for Academic Affairs requested in writing the lecturer concerned to provide the student with additional exam opportunities.

The BPF, MPF, and DPF Faculty of Forestry mid-term and final exam questions are categorized into several types, namely multiple choice and essay. About mid-term (Appendix 2.2.6.) and final exam on Appendix 2.2.7. for the Faculty of Forestry. Meanwhile, in BPAT and BPA of Faculty of Agriculture, there are several types categorized, namely multiple choice, essay, and completion where some examples are for midterm questions and final exam can be seen in (Appendix 2.2.8). Student achievement in mastering the material of a course is determined based on the results of quizzes, midterm exams, final semester exams (cognitive), practicums, or other assignments (psychomotor), and attitude (affective).based on Academic Regulation No. 17/2020 article 48 (Appendix 1.4.1.) in Table 2.1. The supplementary exam is carried out in writing no later than 1 (one) week after the course is tested. Students also have the right to ask questions or clarifications regarding the final grade obtained by the course instructor no later than 5 working days after the final grade is displayed. Remedial policies are also implemented in consideration of providing additional support, or remedial opportunities to help students overcome challenges and improve their understanding of course material. The criteria for students who may undertake remediation, the type of remedial (including additional guidance, review sessions, access to

additional material, or the opportunity to retake certain parts of the exam), and the period are left to the discretion of each lecturer.

Table 9. Reference percentage of quality scores

Scheme	Cognitive		Psychomotor		Affective
	Quiz/Midterm Exam	Final exam	Practice	Assignment	
I	20	40	20	10	10
II	30	40	20		10
III	45	45			10
IV	40	50			10
V	30	40		20	10
VI		40	50		10
VII		50	10	30	10
VIII		60		30	10

The value or quality number in assessing the successful completion of a course ranges from 0 – 100. The final grade for a course is the sum of each assessment component of a course such as assignments, practicum, affective, mid-semester exam and final exam. Students can ask the lecturer about this value component at the start of the lecture. The conversion of grades or quality numbers (Angka Mutu / AM) into letter grades is as follows: A = $80 \leq AM \leq 100$ (pass); B = $70 \leq AM < 80$ (pass); C = $60 \leq AM < 70$ (pass); D = $40 \leq AM < 60$ (pass); E = $0 \leq AM < 40$ (did not pass). Letter grades do not always have the same weight. The value or quality of the numbers 72 and 78, both get the letter B, but in calculating Grade Point Average (GPA), these values have different weights. The weight values are as follows: a. $00 \leq AM < 40$, has a weight value of 0.0; b. $40 \leq AM < 50$, has a weight value of 1.0; c. $50 \leq AM < 60$, has a weight value of 1.5; d. $60 \leq AM < 65$, has a weight value of 2.0; e. $65 \leq AM < 70$, has a weight value of 2.5; f. $70 \leq AM < 75$, has a weight value of 3.0; g. $75 \leq AM < 80$, has a weight value of 3.5; h. $80 \leq AM \leq 100$, has a weight value of 4.0.

Scores across courses are summarized and the Mean represents the achievement of the Course Program LO. Student academic achievements are evaluated periodically at the end of second semester, fourth semester, and seventh semester. At the end of the second year, student performance is evaluated to determine whether the student is allowed to continue their studies. Students are allowed to continue their studies if they successfully obtain a minimum of 40 SKS (64 ECTS) with a minimum GPA of 2.00 at the end of second year. At the end of the fourth year, students must complete a minimum of 80 SKS (128 ECTS) with a minimum GPA of 2.00. Then, at the end of the seventh year, students who are

unable to complete 144 SKS (230 ECTS) and maintain a minimum GPA of 2.00 will not be allowed to continue their studies.

Criterion 2.3 Off-Class Exams

The final academic activities of undergraduate students at the BPF Faculty of Forestry, BPAT and BPA at the Faculty of Agriculture are as follows:

<u>Kuliah Kerja Nyata (KKN) / Community Service Program (CSP)</u>

The KKN for undergraduate program (BPF, BPAPT, and BPA) is a structured learning and service activity carried out by Unmul students to the community as a part of the Tri Dharma of Higher Education. The Unmul has appointed Research and Community Service Institute (Lembaga Penelitian dan Pengabdian Masyarakat / LP2M) to organize KKN activities. The KKN credit load is 3 SKS (5 ECTS) and is Program for seventh semester course selection sheets. KKN activities are carried out for approximately 2 months during July – August. Students who can take part in KKN activities are students who have completed 110 SKS (176 ECTS) of courses including courses being taken in the current semester and have a minimum GPA of 2.00. Registration for KKN participants usually begins in April. Guidelines for implementing KKN are regulated in Academic Regulation No. 17/2023 article 60 (Appendix 1.4.1.). Further information regarding KKN activities, you can visit the website https://kkn.unmul.ac.id/ and Panduan KKN for guidance.

The KKN program is co-creation, co-financing and co-benefit, where there is a division of roles, costs and benefits between the university, students and the community. Apart from regular programs, KKN can be held in the form of other activities that are equivalent to KKN, such as humanitarian assistance for the victims of natural disasters. The KKN activities are supervised by Field Supervisors assigned by Unmul's KKN Committee or the Local Regional Government. The components of supervision are the condition/existence of posts, student organizations, individual and group work programs, student participation and activities, student ethics and discipline. The aspects evaluated are: 1) achievement of KKN goals through three KKN targets, namely students, society and institutions; 2) The KKN implementation process including planning, implementation, evaluation of results and analysis; 3). The impact of implementing KKN on students, society and institutions.

The output of KKN activities is in the form of reports and videos of KKN activities (mandatory), field supervisor activity reports, scientific articles written and published in national/international journals, proceedings, or book chapters and/or Intellectual Property Rights (IPR). The KKN activities at the Faculty of Forestry can be viewed on YouTube (KKN Fahutan 1 and KKN Fahutan 2), Intellectual Property Rights (IPR) on Appendix 2.3.1. and Books titled "Bunga Rampai Kaltim Green" (Appendix 2.3.2.). Meanwhile, KKN activities at the Faculty of Agriculture can be viewed on YouTube (KKN Faperta) with the following certificate (Appendix 2.3.3).

Field Practice Course

Field Practical Course (FPC) is an activity carried out in the related field for a certain period so that students better understand their field of study. Students who are allowed to take part in FPC activities are students who have taken a minimum of 75 SKS (120 ECTS) without an E grade with a GPA ≥ 2.00. The FPC credit load is 3 SKS (5 ECTS) and is carried out approximately 60 days. FPC activities are organized by a committee formed by each faculty. The implementation of FPC is determined 3 times a year, namely period I (March – April), Period II (July – August), and Period III (October – November). However, students who selected FPC Periods I and III are not allowed to select any lecturer courses on their Course Selection Sheet. The list of names of students who can take part in FPC will be published by the Academic Subdivision to be announced to students. Students whose names are listed can register with the committee that has been formed. Further information can be found in the FPC Guide Appendix 2.3.4 and Appendix 2.3.5. Students must complete the preparation document (Appendix 2.3.6. for Forestry Faculty and Appendix 2.3.7. for the Agriculture Faculty), and make a written report after completing the FPC (Appendix 2.3.8. and Appendix 2.3.9.).

Each Faculty appointed some lecturer as FPC supervisors who will conduct supervision through visitation to FPC locations. The FPC supervisor for the BPF Faculty of Forestry is appointed based on Appendix 2.3.10.. The Supervisor assesses the presentation of FPC activities through Supervision (Appendix 2.3.11.) and partners provide assessments to students via the Partner Assessment Form (Appendix 2.3.12.).After completing their FPC activities, students are required to make a FPC report within approximately 14 days. The FPC report will be guided by the FPC supervisor until the report is ready to be examined. Thereafter, the FPC committee appoints a team of lecturers who will examine students' outcomes during the FPC, according to the schedule of the FPC Exam (Appendix 2.3.13.). Each team consists of 3 examining lecturers including the FPC supervisor. The team will carry out examinations based on students' FPC experience and their FPC report. Thereafter, the team will provide exam scores which will be summarized with the FPC scores from the FPC locations (companies and agencies) to become the final FPC score. The FPC score will be presented in the SIA if the FPC Report has been submitted to the FPC Committee. Each student must fill the attendance form (Appendix 2.3.14.) as well as Examining Lecturers (Appendix 2.3.15.),

Meanwhile, the FPC at the Faculty of Agriculture has a credit load of 2 SKS (3 ECTS) with duration in the field of approximately 26 days. FPC students are guided by one lecturer as supervisor, who is appointed based on an assignment letter from the Dean of Faculty (Appendix 2.3.16) for BPAPT and (Appendix 2.3.17) for BPA, and one field supervisor, who is determined by the leader where the FPC is carried out. The duty of the supervisor is to provide guidance to the FPC activity plan, evaluate FPC activities, conduct field visits, and provide guidance in writing reports. FPC assessment is carried out by Field Supervisors (70%) and Supervisors (20% report, 10% seminar). The FPC assessment form

can be viewed on Appendix 2.3.18 for BPAPT and Appendix 2.3.19 for BPA, and finally submit the report Appendix 2.3.20 for BPAPT and Appendix 2.3.21 for BPA.

Field Practice Classes

Field practicum is a practical course that has a credit load of 3 SKS (5 ECTS) which consists of a 2:1 theoretical and practical course based on the Faculty of Forestry's BPF Curriculum. Field practicums are carried out at Research and Education Forest, or some timber companies, which require official permit first. Field practicum permit letter in the Faculty of Forestry can be viewed on Appendix 2.3.22.) whereas Faculty of Agriculture's permit letter on Appendix 2.3.23.

Internship

The internship program is the final academic activity of undergraduate programs in the Mulawarman University, including Faculty of Forestry (BPF), and Faculty of Agriculture (BPAPT and BPA) through collaboration with various institutions such as stakeholders, government and private institutions. Internship is one of the Independent Learning activities as stated in Academic Regulation No. 17/2020 Article 117 Paragraphs 2 to 4 (Appendix 1.4.1.). Students who are able to carry out independent learning have at least been in the fourth semester, obtained 60 SKS (96 ECTS), and have a minimum GPA of 3.0 without a quality letter E. Students who carry out independent learning will receive recognition in the form of a certificate (Appendix 2.3.24.) and/or credit score recognition, and included in the Diploma Supplement's certificate for BPAPT (Appendix 2.3.25.) and BPA (Appendix 2.3.26.)

Criterion 2.4 Criterion Thesis

Preparation of undergraduate and postgraduate thesis based on independent research carried out by a student under two supervisors or collaborative research with his/her supervisor. Students are required to take thesis examinations and defend their theses in front of 4 examiners. The scoring proportion of final assignment assessments is 60% for supervisors and 40% for examiners. Thesis writing follows guidelines provided in Appendix 2.4.1. for Forestry Faculty (BPF, MPF, and DPF) and in Appendix 2.4.2. for Agriculture Faculty (BPAPT and BPA).

Bachelor Program Final Assignment

The final assignment for the BPF undergraduate program at the Faculty of Forestry, BPAPT, and BPA at the Faculty of Agriculture must be completing a thesis. The thesis examination is a closed scientific session or meeting which is only attended by the supervisor, examining lecturer and the students who will be tested. The thesis examination is held to assess students' ability to defend their thesis and cover other sciences related to their field of science in a comprehensive manner. The thesis examination is attended by a minimum of 3 (three) examiners consisting of one supervisor and two examiners.

The main requirement for the Thesis Examination is that the Supervisor I and Supervisor II have given approval to the thesis draft prepared by the student after all corrections in the Results Seminar have been corrected or clarified. A sign of approval can be written on the front page (cover) of the thesis draft or approved through communication media between lecturers and students. For the second approval, proof of approval is required in the form of a screenshot of the conversation. The distributed thesis draft must follow the applicable thesis writing instructions and be in a position ready to be bound. The thesis draft is bound neatly or simply put in a clip folder. In order to have sufficient time to read and study, the draft thesis must be received by the Supervisor and Examiner 3 (three) days before the exam. Thesis exams can be carried out in the regular semester as long as they are Programmed in the Course Selection Sheet. The scoring proportion of the assessment for the thesis exam is 60% from the Supervisor and 40% from the Examining Lecturer. The schedule for conducting the thesis exam is the result of an agreement between the supervisor, examiner and the student concerned. Exam registration is held online via the website https://fahutan.unmul.ac.id/ for BPF and (https://faperta.unmul.ac.id/web/) for BPAPT and BPA by attaching all the requirements of thesis examination. Requirements will be checked by the Study Program coordinator from each Faculty. If there are any incomplete requirement files, it leads to the verification process to be delayed. Students will receive proof of registration for the thesis examination if the thesis requirements have been declared complete. The undergraduate thesis assessment includes writing skills, presentation, scientific understanding, as well as understanding the thesis and related knowledge. Students who do not achieve and meet the minimum standard criteria are given one opportunity to retake the thesis exam. At the end of the thesis examination, the examination session secretary will read the minutes of the thesis examination which states whether the student who took the examination was declared to have passed or not. In brief, graduation requirements for undergraduate program including BPF, BPAPT, and BPA are:

1. Have completed all courses specified in the relevant Study Program curriculum with a GPA ≥ 2.00 without a letter grade of E

2. Pass the Mulawarman University English Proficiency Test (MU-EPT) or TOEFL Prediction which is recognized by the Mulawarman University Language UPT with a minimum score of 400;

3. Have passed the final assignment/thesis exam; and

4. Complete other requirements set by each Faculty.

Master Program Final Assignment

The final assignment for the MPF program at the Faculty of Forestry must be completing a thesis. The thesis examination is the final form of academic activity in the MPF but is only one of the requirements to be declared a graduate of the study program. The revised draft of the thesis can be submitted for examination by the thesis examining board if it has been approved by the main supervisor and assistant as proven by both signatures on the cover or title page of the thesis. Complete invitation letters and academic administration

for the thesis examination will be prepared by the study program management. The thesis examination is carried out behind closed doors and can only be carried out if attended by a minimum of 4 lecturers, where all three examining lecturers must be present. The roles of supervisors and examiners are the same, namely testing the research results and opinions that students have written in their thesis. The main supervisor acts as a chairman of the examination committee and moderates the course of the examination, while the co-supervisor plays the role of secretary of the examination. At the end of the thesis examination, the examination secretary will read the minutes of the thesis examination which states whether the student was declared to have passed or not. Furthermore, MPF graduation requirements are as follows:

1. Complete all courses specified in the relevant Study Program curriculum with a minimum letter grade of C;
2. GPA $\geq$ 3.00
3. Pass the Mulawarman University English Proficiency Test (MU-EPT) or TOEFL Prediction which is recognized by the Mulawarman University Language UPT with a minimum score of 450;
4. Create at least 1 (one) scientific article published in scientific media with ISSN/ISBN;
5. Pass the thesis examination; And
6. Complete other requirements set by the Faculty/Postgraduate Program.

Doctoral Program Final Assignment

The peak stage of student academic activities is the dissertation examination. The dissertation examination is divided into two stages, namely: (1) Closed defense examination, and (2) Open defense examination. The requirement for examination registration is contained in the Faculty's academic regulations and the University's academic regulations. If all requirements have been fulfilled, the Study Program Coordinator of the DPF will communicate with the promoter team and examiner team to schedule a defense examination for DPF students. After a DPF student has taken a closed exam and is declared passed by the promoter team and examining team, then they are able to carry out an Open defense examination. The open defense examination is openly attended by lecturers, students, guests from the government and private institutions or companies, therefore open defense examinations are also called doctoral promotion. The dissertation examination is the final form of academic activity in the Forestry Science Doctoral Study Program but is only one of the requirements to be declared a graduate of the study program. The revised dissertation draft can be submitted for examination by the dissertation examining board if it has been approved by the main supervisor and assistant as evidenced by both signatures on the cover or title page of the dissertation. Further information about DPF graduation requirements are as follows:

1. Complete all courses specified in the relevant Study Program curriculum with a minimum letter grade of B.

2. GPA ≥ 3.25.
3. Pass the Mulawarman University English Proficiency Test (MU-EPT) or TOEFL prediction which is recognized by the Mulawarman University Language UPT with a minimum score of 500.
4. Create a minimum of 1 (one) scientific article published in a reputable international scientific journal recognized by the Ministry of Research, Technology and Higher Education.
5. Pass the open dissertation examination; and
6. Complete other requirements set by the Faculty/Postgraduate Program.

Criterion 2.5 Organization

Student assessment including its schedule and methods are described in the program specifications and published course syllabi and made available to students at the beginning of the new academic year. The faculty is responsible for the examination schedule which will then be checked and verified by the Faculty Quality Assurance Group (Gugus Jaminan Mutu Fakultas / GJMF). The department or study program will check to ensure all course codes and names are correct and ensure there are no concurrent exam schedules. One week before the exam, the faculty will release the exam schedule to students and lecturers (Appendix 2.5.1. for Forestry Faculty and (Appendix 2.5.2.) for the Agriculture Faculty).

The exam mainly involves the teaching team, who develops assessment methods related to course topics. The course coordinator is responsible for preparing the exam materials. Before being given to the administrative staff, the draft exam questions are developed, discussed and verified among the teaching team. For the exam requirement, students must meet a minimum attendance of 80% for lectures, and 100% for practicum. If there are any students unable to take the exam on schedule for valid reasons and are accompanied by a valid certificate (such as a doctor's letter if they are sick), students are allowed to reschedule the exam. Well-organized exam scheduling is expected to have a positive impact on learning progress. The Faculty of Forestry and the Faculty of Agriculture of Mulawarman University have a task force to ensure the quality of academic and non-academic services (administration and management), namely the Faculty Quality Assurance Group according to the Dean's Decree 16.3/SK/2017 (Appendix 2.5.3.) for Forestry Faculty and (Appendix 2.5.4.) for the Agriculture Faculty. Those decrees are implementation of the Rector Decree for establishment of quality assurance units in faculties level of Mulawarman University (Appendix 2.5.5.). The role of Faculty Quality Assurance Group Center (PGJMF) are as follows:

1. Socialization of the Quality Assurance System (QAS) to the academic community at the faculty.
2. Facilitating the preparation of faculty quality documents.
3. Carry out monitoring and evaluation of the implementation of higher education within the faculty in the academic field.

4. Carry out follow-up monitoring of internal quality audit results in the faculty environment.
5. Assisting the preparation of study program accreditation within the faculty.
6. Coordinating with LP3M and UJM.

Criterion 2.6 Exam Transparency

Exam transparency is based on the following student assessment provisions:

Lecture Introduction Session and Assignment Instructions

Lectures and practicums are regulated in Academic Regulation No. 17/2020 article 78 paragraphs 1 to 5 (Appendix 1.4.1.) must be carried out on the Mulawarman University campus, approved by the Chancellor/Dean/Postgraduate Director in accordance with the academic calendar. Practical lecture schedules and educational program activities are determined by each Faculty and Postgraduate Program based on the Mulawarman University academic calendar. Lecturers and students must be present at the lecture, practicum or other educational program activities, no later than 10 (ten) minutes before the activity takes place. Lecturers and students are required to fill out or sign an attendance register every time they take part in lectures, practicums and other educational activities. The course assessment rules for each Faculty of Forestry course are presented starting from the start of the lecture until the end of the lecture contract based on the BPF (BPF Curriculum), MPF (MPF Curriculum), and DPF (DPF Curriculum) signed by the lecturer and student representatives. Meanwhile, for BPAPT can be seen at (BPAPT Curriculum and BPA can be accessed via the link (BPA Curriculum).

Assessment Rubric

Assessment rubrics are the methods to explain exams and assignments final score be obtained. Assessment methods consist of laboratory reports, written exams, oral presentations and debates/discussions. The assessment criteria can be divided into very good, good, sufficient, and needs improvement. The final score consists of student attendance, exams, and assignments. Exam scores come from mid-semester exam scores and final semester exam scores. Meanwhile, assignment grades come from quizzes, lecture assignments, and laboratory/practicum assignments. Students have the opportunity to discuss directly with the lecturer or submit a complaint form. Additionally, test results are published to the students, therefore they know how well they did on the test and how far they have progressed in achieving their goals. Results and evaluation of final exams at bachelor's, master's and doctoral levels. Assessment rubrics are presented in Appendix 2.6.1. for BPF, Appendix 2.6.2. for BPAPT, Appendix 2.6.3. for BPA, Appendix 2.6.4. for MPF Appendix 2.6.5. for DPF.

Online Value Information System

BPF, MPF, and DPF students in the Faculty of Forestry as well as BPAPT and BPA in the Faculty of Agriculture can access the assessment via *Sistem Integrasi Akademik* (SIA) (Appendix 2.6.6.) However, in its development, it migrated to Academic Integrated System

(AIS) ([Appendix 2.6.7.](#)) in 2023/2024. The final grades will be uploaded to the AIS by all Faculties in the Mulawarman University, including Faculty of Forestry and Faculty of Agriculture. Student test scores from all types of assessments such as midterm exam, final exam, will be entered by the course coordinator into the List of Participants and Final Grades (*Daftar Peserta dan Nilai Akhir* / DPNA) and the Integrated Academic/Academic Portal via the Academic Integrated System (AIS). Apart from the final exam and affective evaluation, the grades are announced after the lecturer assesses the grades during the learning process as transparency to students and provides feedback to students regarding their learning achievements which indicates areas of strength or weakness that require improvement. In case that course lecturer has not uploaded the students' final score to AIS by the scheduled time limit, the Faculty will give a grade of 70 (B) to all students participating in the course taking into account the realization of the implementation of the learning plan. The evaluation results of each assessment component for each course in accordance with the selected Assessment Scheme can be known by course participants via the Academic Portal.

3. Resources

Criterion 3.1 Staff and Staff Development

Profile and Competency of Academic Staff

Mulawarman University is one of the best universities in East Kalimantan with its scientific core of humid tropical forests and supported by the academic background of lecturers relevant to their qualifications of teaching, research and community service activities. The excellent academic qualifications could impact the quality of graduates and the institution. Most of the lecturers are graduates from overseas universities (>50%). Details of the overseas universities where lecturers had taken their highest program are presented in Table 3.1.1. Countries where lecturers obtained their highest academic degree are Indonesia, Japan, Germany, Australia, Netherlands, Thailand, Malaysia and America (Appendix 3.1.1. for Forestry Faculty and Appendix 3.1.2. for Agriculture Faculty) which can be seen in detail in Appendix 3.1.3. for BPF, Appendix 3.1.4. for BPAPT, Appendix 3.1.5. for BPA, Appendix 3.1.6. for MPF and Appendix 3.1.7. for DPF.
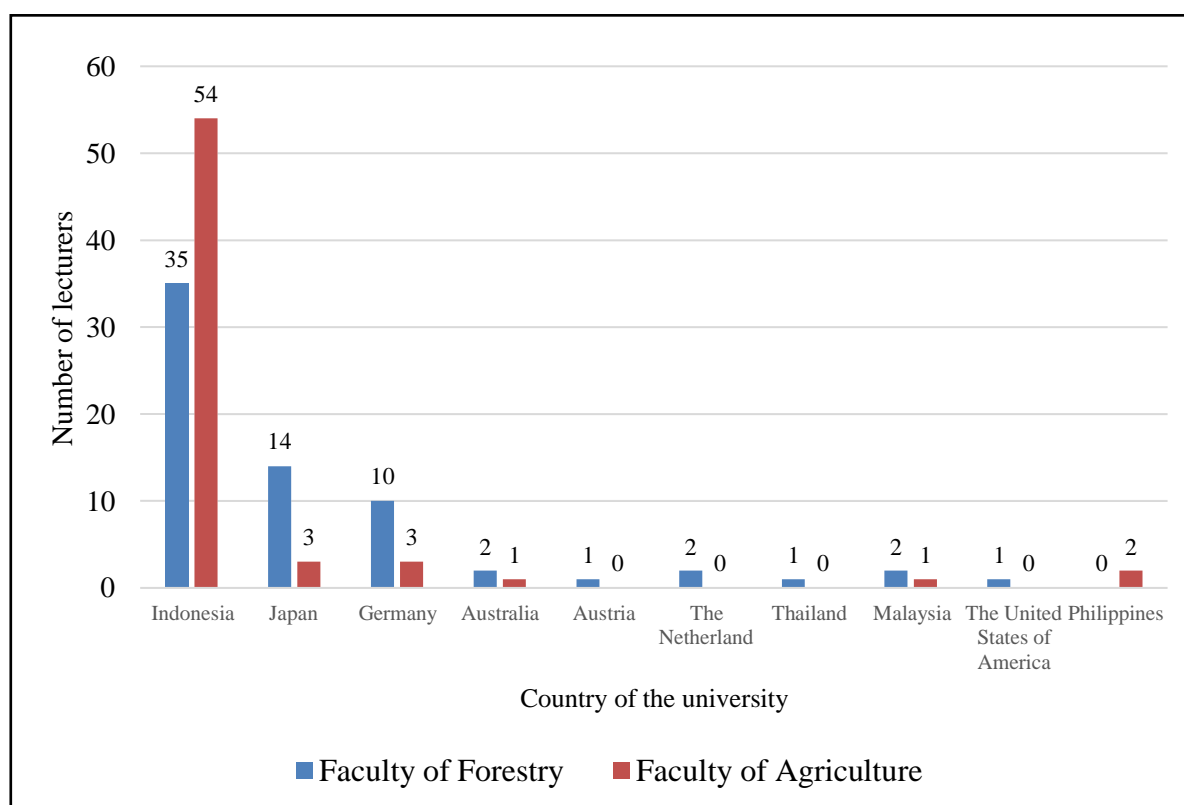
Figure 1. Country distribution of lecturer's graduates

The Faculty of Forestry (BPF, MPF, and DPF) have 67 lecturers (14 Professors, 26 Doctors, and 27 Masters) lecturers with certified and competent academic backgrounds in their fields and 43 people of non-academic personnel covering the role of administrative

coordinators, sub-coordinators of academic fields, sub-coordinators of finance and human resources, sub-coordinators of general and state property, sub-coordinators of student affairs and alumni, and academic staff, functional positions in the fields of archivists, laboratories and librarians to support teaching and learning activities and administrative management of BPF, MPF and DPF.

The Faculty of Agriculture (BPAPT and BPA) have several teaching staff and non-academic personnel as well. The teaching staff is qualified to conduct teaching activities, with their minimum educational requirement of master's degree from an accredited study program. The non-academic personnel are bachelor's degree/high school graduates and recruited according to student service needs. BPA is supported by 46 permanent lecturers consisting of 6 Professors, 28 Doctors, 5 Doctoral Candidates and 13 Masters, while for BPAPT consisting of 3 Professors, 11 Doctors, 3 Doctoral Candidate, and 4 Masters. They have completed their educational degree at various domestic and foreign universities with excellent reputations, coupled with experience, skills, thoughts and cooperation networks that can improve the quality of student education and contribute to the quality of the academic environment and help preparing students for an increasingly open and interconnected world.

Academic position

Promotion to higher levels requires certain credit points obtained from teaching, research (publication-innovation) and community service activities. Higher credit points can be obtained by lecturers with more output activities. Based on their classification, each lecturer has rights and obligations as stipulated in the Decree of the Minister of Administrative Reform and Bureaucratic Reform Number 17/2013 concerning Functional Position and Lecturer Credit Score.

Lecturer is a profession that requires skills in teaching and guiding students both academically and personality. The quality of a lecturer will develop along with the experience of teaching and guiding students as well as the experience of developing science and its application in real life. Their academic promotion is an integral part of lecturer career development. To support this, the mechanism for assessing and promoting lecturers' academic positions has been integrated online. The components of the assessment of lecturers' academic positions include the main elements such as: education (covering their school education and teaching elements), research (covering research activities and scientific/technological/art/literary works), and community services as supporting elements. In developing their knowledge, Lecturers could access the funding from the Directorate General of Higher Education of the Ministry of Education, Culture, Research, and Technology for their research and community service activities and or use their independent fund. To be able to hold certain academic positions, lecturers must fulfill the cumulative credit numbers with a certain distribution of basic and additional elements (see Regulation of Minister of Education Number 92/2014). (Appendix 3.1.8.).
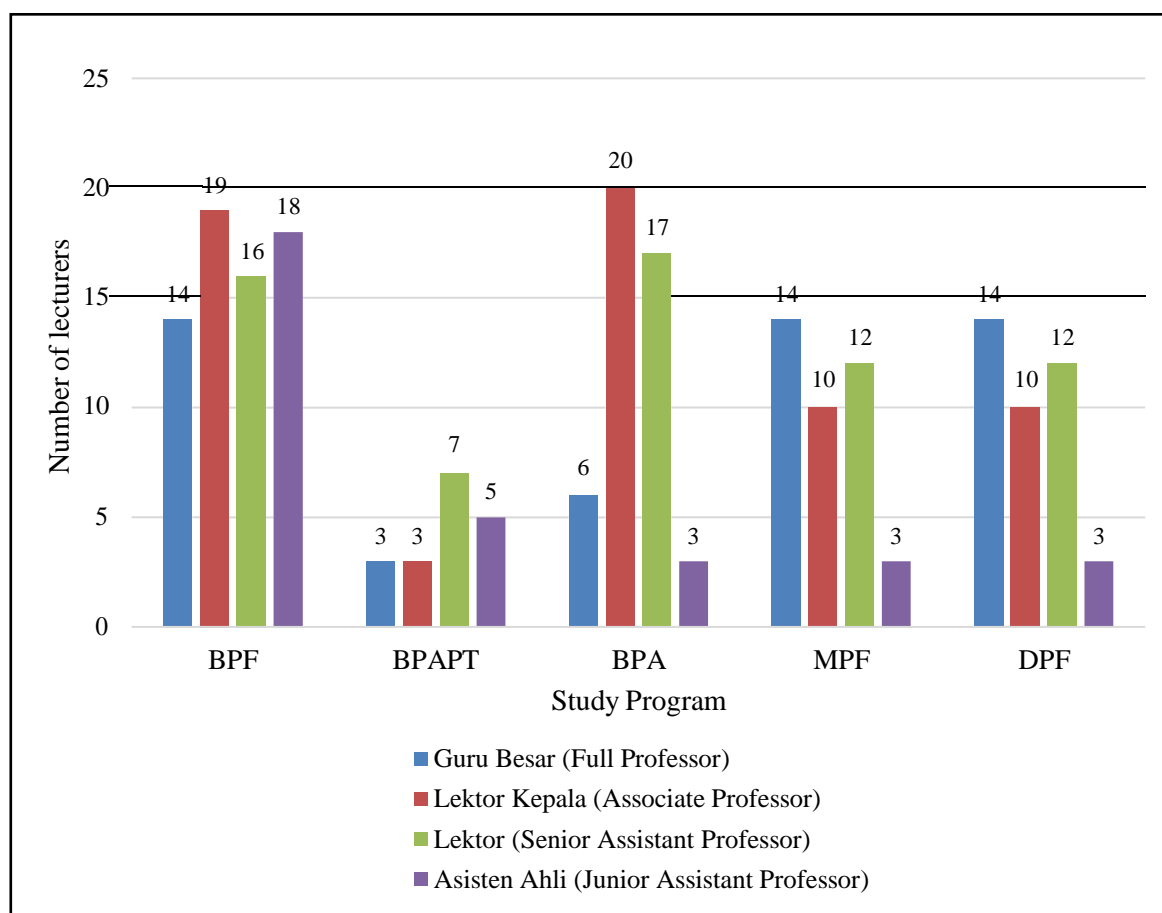
Figure 2. Distribution of lecturers' academic titles

Ratio of Student and Lecturer

The capacity of the Faculty of Forestry is as follows: 301 students per year at the undergraduate level with a faculty-student ratio of 1: 4, master's level about 64 students per year with a ratio of teachers and students 1 : 2, and the doctoral level is around 17 students per year, with a ratio of teachers and students of 1: 1. The ratio is in accordance with the provisions of Law Number 12 of 2012 and Regulation of the Minister of Education and Culture Number 49 of 2014 concerning the National Education System (1: 20 for science groups) (Appendix 3.1.9.).

The adequacy of the number of teaching staff and student mentoring is reflected in the distribution of teaching assignments and thesis supervision (Appendix 3.1.10. for BPA) (Appendix 3.1.11. for BPAPT). BPA has 699 active students and BPAPT has 464 active students in 2023 (Appendix 3.1.12), then the ratio of the number of lecturers to the number of students is (699) : (46) or 15.2%. The ratio shows that one lecturer serves 15 students, in the range of 15 ≤ LSR ≤ 25 which means that the ratio of students to lecturers has met the achievement of the UNMUL Internal Quality Assurance System Lecturer and Education Staff Standards that the Lecturer-Student Ratio (LSR) for the exact field is 1: 20. Meanwhile, the ratio of lecturers and students for BPAPT is 1: 24.7 which also meets the achievement

of the Internal Quality Assurance System of Mulawarman University Lecturer and Education Staff Standards. The assignment of permanent lecturers in BPA as the main supervisor for students conducting their undergraduate thesis is 6 students each semester at maximum. It is in accordance with the Internal Quality Assurance System standard.

Table 10. Ratio of students and teaching staff per academic year

Study Program	Number of Lecturer				Number of Students				LSR
	2020	**2021**	**2022**	**Mean**	**2020**	**2021**	**2022**	**Mean**	
BPF	69	67	70	70	305	332	265	301	1:4
BPAPT	17	18	18	18	426	443	464	444	1:24
BPA	43	44	46	44	634	656	699	663	1:15
MPF	29	32	35	35	56	68	67	64	1:2
DPF	9	17	20	20	20	17	14	17	1:1

LSR: Lecturer-Student Ratio

Criterion 3.2 Staff Development

Human Resources Recruitment

The criteria for recruitment and selection of academic staff are based on the guidelines for recruitment of civil servants from the Ministry of Administrative and Bureaucratic Reform of the Republic of Indonesia since 2014. All information is published and accessible on the website (Appendix 3.2.1.). Academic standards for lecturers have been set by the Indonesian Minister of Research Technology and Higher Education through their Regulation Number 44 of 2015 and Amendment to The Regulation Number 50 of 2018. The regulation also contains standards for invited lecturers as guest lectures, doctoral degree, and expertise in the specified field. Regeneration is necessary to ensure the adequacy of academic personnel in handling academic activities. The recruitment of lecturers in all degree programs is guided by the Decree of the Minister of Education, Culture, Research, Technology Number 50 of 2018 which states that prospective lecturers must have a minimum of a Master's degree in the relevant field.

Training and Development

The development of lecturers and education staff is very important to ensure the continuous improvement of the quality of education and professional growth through improving the skills and abilities of academic staff in order to improve individual and collective performance in the workplace. There are several programs implemented at the faculty and university levels in the form of workshops, training and seminars, both national and international, which are attended by staff and lecturers (Appendix 3.2.2.). The faculty also invites national and international speakers as guest lecturers in conducting seminars. In staff development, faculties/departments have programs to increase the capacity of each

staff. Both lecturers and education staff are given the opportunity to attend training to increase scientific capacity. Staff development is very important to ensure continuous improvement in the quality of education and professional growth. Staff development is conducted to improve the skills, knowledge and abilities of lecturers to achieve individual and collective performance in the workplace. In practice, lecturer development is conducted through professional development workshops and seminars that focus on pedagogy, teaching techniques and curriculum development. Technology training is also provided to lecturers and education personnel, considering that in today's digital era, both staff and lecturers must be proficient in using educational technology. This training is also to ensure that lecturers and education personnel are able to use educational technology and learning management systems (Appendix 3.2.3.).

Based on the number of permanent lecturers, BPAPT and BPA have exceeded the standard of human resources in a study program. The number of BPA lecturers who already have teaching certificates is 43 individuals (93%) (Appendix 3.2.4.) for BPA and 13 individuals (72,2%) Appendix 3.2.5 for BPAPT. Both BPA and BPAPT lectures have certificate training to support their ability to conduct the learning process such as Basic Instructional Technique Skill Improvement Training and Apply Approach Training (Appendix 3.2.6), (Appendix 3.2.7). Non-academic personnel are divided into two, i.e. laboratory assistants and administrative personnel. BPA and BPAPT are each supported by 2 administrative staff whose job is to provide services to students according to their main duties and responsibilities.

Research

The academic qualifications of faculty members are demonstrated in their outstanding track record in faculty research and publication productivity for various scientific publications (journals, conferences, or other events). These achievements have contributed to the intended level of educational programs. In addition, these achievements have an impact on the academic position of lecturers who must fulfill a cumulative credit number with a certain division of main elements and additional elements can be seen (Regulation of Minister Education, Culture, and Research and Technology Number 92/2014).

The Faculty of Forestry and Faculty of Agriculture provides funding support to encourage lecturers to engage in research and scholarships for lecturer professional development. Support for research and scholarships for lecturers at the Faculty of Forestry is based on the Decree of the Dean of the Faculty of Forestry, Mulawarman University Number 045/SK/2020 through research grants, further study for lecturer assistance, study program lecturer research, training, scientific publications, books and intellectual property (Appendix 3.2.8.). Meanwhile, research and community service output of BPA (Appendix 3.2.9) and BPAPT (Appendix 3.2.10).

Collaboration

The Faculty of Forestry has established research and educational collaborations with various domestic and foreign universities such as Tokyo University, Twente University, Universiti of Malaysia Sabah, Yamagata University, Chulalongkorn University, Universiteit Leiden University, Manitoba University and Wageningen University. This is proven by the signing of a Memorandum of Understanding (MoU) which is followed up with a cooperation agreement. For community service activities, the Faculty of Forestry also collaborates with various partners. All of these collaborations provide opportunities for lecturers and non-academic personnel to expand their international networks and have the opportunity to conduct further studies to improve their knowledge.

Collaboration also increases opportunities for student exchange activities, such as the 2023 Student Exchange Program in collaboration with three renowned universities in Japan, i.e. Kyushu University, Kyoto University, Kyoto Prefecture University and MIE University. Students involved in the student exchange program gain international experience that is beneficial for personal and professional growth, as well as to enhance their understanding on global issues (Appendix 3.2.11.).

The Faculty of Agriculture collaborates with international universities, such as the Universities of Sabah, University of Okayama, Universiti Malaysia Sabah, Chulalongkorn University, and Wageningen UR, to provide opportunities for staff and lecturers to expand international networks and the opportunity to undertake further studies to improve the knowledge they already have. Student exchange activities provide international experiences that are beneficial for personal and professional growth, encourage research collaboration between faculty members, and develop a high level of cultural awareness, which can positively impact the self-development of students and lecturers. The resources of lecturers and students at the Faculty of Agriculture also participate in international scientific forums (Appendix 3.2.12.).

Criterion 3.3. Funds and Equipment

Funding is an important component of faculty programs, ensuring that faculty members have the important resources for conducting teaching, research, and community service. Funding for the Faculty of Forestry comes from 3 (three) sources, namely: 1) Funding sources from State University Operational Funding (*Bantuan Operasional Perguruan Tinggi Negeri* / BOPTN); 2) Source of funds from Non-tax revenue (*Penerimaan Negara Bukan Pajak* / PNBP) and 3) Source of funds from cooperation with agencies and the private sector. The university offers financial support for operational costs of study programs through faculty accounts, the study program budget is separated into operational costs of study programs and laboratories. Apart from operational funds, study programs receive funding from faculties, universities, the Ministry of Education and Culture, as well as research and community service institutions and others (Appendix 3.3.1.) and (Appendix 3.3.2).

Infrastructure and Facilities

The Faculty of Forestry has facilities and equipment such as student service rooms, equipment rooms, classrooms, seminar buildings, laboratories, an educational forest, library, places of worship, sports facilities, parking area, toilets, Wi-Fi and undergraduate and postgraduate student activity unit facilities to support its services to students and alumni (Appendix 3.3.3.). To support undergraduate, postgraduate and doctoral teaching and learning, the Unmul Forestry Faculty has 9 classrooms which are facilitated with two to three ACs, one projector, whiteboard, chairs and Wi-Fi. With a spacious room that can accommodate 40 students, the classroom is very comfortable to create a conducive classroom atmosphere for students/lecturers.

The Faculty of Forestry has eight laboratories that support the teaching and learning process and research for students and lecturers within the Faculty of Forestry. Each laboratory has its own characteristics in terms of the field of forestry science that is studied and developed. Students can choose a laboratory that suits their desired research topic and carry out research with other laboratory members. Laboratory facilities available to support the study program are:

1. Laboratory of Silviculture,

2. Laboratory of Soil-Water Conservation and Climate,

3. Laboratory of Forest Planning and Harvesting,

4. Laboratory of Forest Products Chemistry and Renewable Energy,

5. Laboratory of Biology and Wood Preservation,

6. Laboratory of Forest Products Industry,

7. Laboratory of Forest Politics, Economics and Social Forestry,

8. Laboratory of Ecology and Conservation of Tropical Forest Biodiversity.

Apart from that, as one of the tertiary institutions located right in the heart of Indonesia's tropical humid rainforest, the Faculty of Forestry, Mulawarman University has been mandated to manage two Education and Research Forest: (1) Bukit Soeharto, Kutai Kartanegara Regency covering an area of 20,271 ha; and (2) Tanah Merah, Samarinda City, covering an area of 299.03 ha. These two forest areas represent humid tropical forests which are natural laboratories with high biodiversity. These two forest areas are used for practicum and research activities for students both undergraduate and postgraduate levels. A large number of research titles have been produced from these two forest areas and are still growing along with the development of science and technology in forestry (Appendix 3.3.3.).

Other facilities and infrastructure to support activities at the Faculty of Forestry, Mulawarman University, including sports facilities, prayer room, and a canteen. Students and faculty staff can use the sports facilities provided including badminton court, volleyball

court, table tennis, and jogging track area in the area of Faculty of Forestry. The Faculty of Forestry provides prayer rooms for students and staff to support religious activities. Another facility provided by the Faculty of Forestry is a canteen that sells food and drinks to the Faculty of Forestry's members and visitors (Appendix 3.3.4.).

The adequacy of Faculty of Agriculture's infrastructure including the classrooms, laboratory, reading rooms, meeting rooms, seminar rooms, final exam rooms, canteens, sports fields, parking areas, meeting buildings, prayer rooms and toilets that are adequate, clean and comfortable for used by the entire Faculty of Agriculture Mulawarman University academic community (Appendix 3.3.5.). Classroom and seminar room facilities are supported by LCD projector, glass board, wireless, air conditioner, wireless internet network, representative tables and chairs. The laboratory infrastructure is an integrated laboratory consisting of 16 laboratories according to scientific groups with facilities that continue to develop according to needs as educational laboratories and service laboratories. Laboratory facilities are equipped with equipment that supports activities, easily accessible to students, lecturers, education staff and external parties/partners. In brief, BPA has 7 (seven) laboratories as follows:

1. Agronomy Laboratory,
2. Plant Pest and Disease Laboratory,
3. Soil Laboratory,
4. Tissue Culture Laboratory,
5. Biotechnology Laboratory,
6. Cartography and Geographic Information Systems Laboratory, and
7. Field laboratory: Teluk Dalam Education Garden.

Meanwhile, BPAPT has 4 (four) laboratories as follows:

1. Agricultural Product Chemistry and Biochemistry Laboratory,
2. Agricultural Microbiology Laboratory,
3. Post-harvesting and Packaging of Agricultural Products Laboratory, and
4. Processing and Quality Control of Agricultural Products Laboratory.

The Faculty of Agriculture has a main reading room with a variety of literature for students including books, journals, and theses. Apart from a conventional library, Mulawarman University is currently building an e-library or digital repository/library for the written work of students and lecturers (Appendix 3.3.6.). At the same time, Unmul is strengthening access to high-quality journals from international publishers like Springer, which students can access to support the final assignment writing process at all levels of education.

BPA and BPAPT have their reading rooms respectively. Students and lecturers can also access open study spaces outside through gazebos and benches to carry out academic and non-academic activities. Other infrastructure that the Faculty of Agriculture, Mulawarman University academic community can also access includes clinics to support the health of the Unmul academic community and society, prayer room, UKM Building, Sports

Center, Kurusetra Football field, basketball field, volleyball field, tennis field, badminton field, table tennis field, basketball field, and jogging track facilities. Other facilities include student dormitories, guest houses, clean water supply facilities, a Water Treatment Plant, a Lecture Theater Room (Prof. Dr. H. Masjaya, M.Si. Building), and Integrated Laboratory Building.

Criterion 3.4. Evaluation resources

Student satisfaction with learning facilities at BPF, MPF, DPF, BPA, BPAPT are based on survey results. This survey is conducted periodically and continuously as needed. The data obtained from the survey is processed and analyzed in accordance with the purpose of the survey (Appendix 3.4.1.) and (Appendix 3.4.2, Appendix 3.4.3, Appendix 3.4.4).

In general, Mulawarman University has teaching staff whose academic qualifications in line with their teaching fields and most teaching staff are involved in research that is consistent with the vision and mission of the faculty. The teaching and non-academic staff are well-trained in technical expertise such as expertise to assist/support the administrative activities, teaching and learning activities, and matters related to academic/research activities. The Faculty of Forestry and The Faculty of Agriculture lecturers are competent in their fields as evidenced by national and international publications and community service carried out by lecturers involving students that are useful in solving problems that occur in society and producing appropriate technology. The quality and quantity of research and community service activities are fulfilling and published in reputable and accredited journals. Mulawarman University has adequate facilities and infrastructure, supporting educational administration services, research and community service activities. Facilities are sufficient to support learning activities which include classrooms, laboratories, prayer rooms, sports fields and field laboratories. Lecture and practicum learning infrastructure is adequate and of high quality and can be accessed by students and lecturers. The learning management system is mostly implemented online to facilitate academic services for both lecturers and students.

4. Transparency and Documentation

Criterion 4.1 Module descriptions

Lecturers in study programs in the Faculty of Forestry (BPF, MPF, and DPF) and Faculty of Agriculture (BPAPT and BPA) have been using course modules as a reference/guide for the learning process each semester. Course modules are compiled and prepared by a team of lecturers for all compulsory, elective, and study interest courses. Every semester, the course modules are revised or updated as needed. Course modules can be accessed by students through the website. In addition to course modules, the website also provides relevant documents and information related to learning (learning business processes, standard operating procedures and others) to clarify understanding related to the flow of activities and lecture materials that can be accessed by students, lecturers, staff and related parties.

Each course module contain descriptions on: (1) Module name, (2) Module level, code, subtitle, courses (if applicable), and semester(s) in which the module is taught, (3) The person responsible for the module and Lecturer, (4) Language, (5) Relation to curriculum, (6) Type of teaching, contact hours, and Workload, (7) Credit points, (8) Requirements according to the examination regulations, (9) Recommended prerequisites, (10) Module objectives/intended learning outcomes, (11) Content, (12) Study and examination requirements and forms of examination, (13) Media employed, and (14) Reading list. Detailed information about the module handbook for each study program is presented in the following appendix: BPF (Appendix 1.3.2.), BPAPT (Appendix 1.3.4.), BPA (Appendix 1.3.6.), and MPF (Appendix 1.3.8.), DPF (Appendix 1.3.10.).

1. Website of Faculty of Forestry : https://fahutan.unmul.ac.id/
2. Website BPF : https://fahutan.unmul.ac.id/prodi_s1
3. Website MPF : https://psmik.fahutan.unmul.ac.id/
4. Website DPF : https://psdik.fahutan.unmul.ac.id/
5. Website of Faculty of Agriculture : https://faperta.unmul.ac.id/web/
6. Website BPAPT : http://yin.thp.unmul.ac.id/thp/
7. Website BPA : http://agt.faperta.unmul.ac.id/

Criterion 4.2 Diploma and Diploma Supplement

Students of bachelor, master, and doctoral programs should meet the requirements for graduation as stated in the Academic Regulation (Appendix 1.4.1.) to obtain a diploma, and registration is held through the website https://wisuda.unmul.ac.id/. The graduation certificates and transcripts will be received upon graduation. The graduation ceremony at Mulawarman University consists of two separate processes, namely "*Yudisium*" conducted at the Faculty and the Ceremony at the University. The *Yudisium* is a symbolic ceremony to send off Faculty level graduates and the Ceremony is the peak university graduation ceremony. In the Ceremony, graduates will receive symbolic diplomas. The graduates will receive the original document of diploma approximately 7 (seven) days to 1 (one) month

after the Ceremony, while the original document of transcript are distributed 2 (two) days after the *Yudisium* following the SOP of Issuance of Student Academic Transcripts and Provisional Transcripts (see Appendix 4.2.1.).

The degree certificate (diploma) contains the student's name, student number, ID number, place and date of birth, graduate date, academic degree, place, and date of published certificate, and is signed by the Dean and Rector. Graduates of the forestry faculty will obtain an academic degree of bachelor degree in forestry science (S.Hut.), master degree in forestry science (M.Hut.), Dr. for the doctoral degree, bachelor degree in agro-ecotechnology science (S.P) and agricultural product technology science (S.T.P) as stated in the regulations of the Minister of Education, Culture, Research, and Technology Number 6 of 2022 concerning Diplomas, Competency Certificates, Professional Certificates, Degrees, and Equivalence of Higher Education Certificates of Other Countries (See Appendix 1.2.22.) and Decree of the Director General of Higher Education, Research, and Technology Number 163/E/KPT/2022 concerning the Name of Study Programs in Types of Academic Education and Professional Education (See Appendix 1.2.1.). The diploma certificate is written in Indonesian and in English (two separate documents). The English version is only available if the graduates passed the English language proficiency (TOEFL) and proven by a TOEFL certificate which includes the scores of the test (see Appendix 1.2.2., Appendix 1.2.6., Appendix 1.2.10., Appendix 1.2.13., and Appendix 1.2.16.).

The transcript includes the student's name, student identity number, place and date of birth, registration year, degree certificate number, the detailed score of each course, total credits completed, cumulative grade point average (GPA), graduation predicate, graduation date, and thesis title. The transcript is signed by the Dean and the Vice Dean of Academic Affairs. Unlike the degree certificates, the transcript for bachelor, master, and doctoral programs is provided in bilingual format. Examples of an academic transcript can be found in Appendix 1.2.4., Appendix 1.2.8., Appendix 1.2.12., Appendix 1.2.14., and Appendix 1.2.17.

Problems related to graduate administration documents can be submitted to the Mulawarman University Integrated Services Unit at https://ult.unmul.ac.id/ or online https://eult.unmul.ac.id/. Procedures for handling issues with this document are contained in the Approval Service Standards which can be accessed at Standar Pelayanan.

Bachelor Program

For graduates of the bachelor program, in addition to receiving a degree certificate and a transcript, they also receive a Diploma Supplement called *Surat Keterangan Pendamping Ijazah* (SKPI) describing the records of related non-curricular activities and achievements during the study. SKPI includes information on personal identity qualification and learning outcome, achievement and awards, organization experience, personal development participation, industry internship, and their thesis specification. The Study Program Coordinator and the Dean of the Forestry Faculty signed the SKPI and made it available in bilingual (Indonesian and English) format. Examples of diploma supplements

published for graduates of the bachelor program are presented in the following Appendix 1.2.3., Appendix 1.2.7., and Appendix 1.2.11.).

Students who obtain diploma certificates, transcripts, and SKPI have completed a minimum of 144 SKS or the equivalent of 230 ECTS for 8 semesters and have passed all compulsory courses for the bachelor program (see Appendix 4.2.2., Appendix 4.2.3.). The duration of the study may be less than 8 (eight) semesters and no later than 14 (fourteen) semesters or 7 academic years. Students will graduate with a satisfactory predicate if they have a GPA of 2.76 to 3.00. Students are very satisfactory if they have a GPA of 3.01 to 3.50, and they will have a Cum Laude predicate if their GPA is more than 3.50 with the fulfilment of other requirements and the duration of study completed under Rector Regulation Number 17 of 2020 concerning the Implementation of Education and Teaching, Research, Community Service Based on Independent Campus and Independent Learning (see Appendix 1.4.1.). Whereas if the GPA is 2.00-2.75, they will get sufficient predicates.

Master Program

Graduates of the master's program only receive a degree certificate and a transcript. Both documents are made available in bilingual format, but the English version of the degree certificate is only available if the master graduates pass the English Language Proficiency Certificate (TOEFL). Students of the Master Program must complete 36 SKS, or the equivalent of 58 ECTS credits, and have passed all compulsory for the Master's study program (see Appendix 4.2.4.). Students can take such credits for a minimum of 4 semesters (there may be less than 4 semesters) and a maximum of 8 semesters or 4 academic years. In 2022, the master's program provides two academic programs: regular and bilingual programs (by research).

Students in the Master's Program may have a satisfactory predicate if they have a GPA of 3.00 to 3.50. They can have a very satisfactory Predicate when their GPA is between 3.51 to 3.75. Students will have a Cum Laude predicated if their GPA exceeds 3.75 and meets the requirements listed in the Rector Regulation Number 17 of 2020 concerning the Implementation of Education and Teaching, Research, and Community Service Based on Independent Campus and Independent Learning, chapter 81, page 43-44 (see Appendix 1.4.1.).

Doctoral Program

Similar to the master's program, doctoral graduates only receive degree certificates (in Indonesian and English) and transcripts of their academic grades. Academic studies are held for a minimum of 6 semesters, or 3 academic years, and a maximum of 14 semesters. The doctoral program also has 2 courses (regular and by research) starting in 2022. The by research program students can complete up to a maximum of 14 semesters under certain conditions (Appendix 4.2.5.). The predicate for the doctoral program is the same as the master's program (see Appendix 1.4.1. chapter 81, pages 43-44).

Criterion 4.3 Relevant rules

The new student admission system for undergraduate programs is carried out through five channels, namely:

1. National Selection for University Entrance (SNMPTN), based on academic scores and other achievements with a minimum quota of 20%.
2. Joint Selection for University Entrance (SBMPTN), based on computer-based written test results and other criteria jointly determined by PTN with a minimum quota of 40%.
3. Independent Selection for Higher Education (SMMPTN), using computer-based written test results scores with a maximum quota of 30%.
4. Selection of cooperation program, special program and achievement program
5. Transfer pathways and undergraduate completion pathways

Admission of foreign students to carry out lectures at Mulawarman University through registration to the International Service Technical Implementation Unit as a facilitator of foreign student admissions online and will be selected by the selected Study Program. Students who have been accepted at Mulawarman University will get a Student Identification Number, Student Identity Card (KTM) and a student academic advisor.

For postgraduate programs (masters and doctoral programs) the time for new student registration is adjusted to the academic calendar. The general and specific requirements for the admission of new students from both undergraduate, master's, and doctoral study programs are contained in full at Rector Regulation Number 17 of 2020 concerning the Implementation of Education and Teaching, Research, Community Service Based on Independent Campus and Independent Learning, chapter 9, page 11-19 (see Appendix 1.4.1.).

Since 2022, the Faculty of Forestry is hosting ten (10) students from Timor Leste studying in bachelor study program (BPF) (see Appendix 4.3.1.). The admission of international students is through a collaboration channel between the Faculty of Forestry of Mulawarman University and the Timor Leste Embassy. The academic guide is still available in Indonesian because they speak the language as well. In this year (2023), one (1) student from Ethiopia was admitted to the doctorate study program (DPF) by the Research Program (see Appendix 4.3.2.). The international student program of the Faculty of Forestry is under the authority of the Vice Dean for Student and Alumni Affairs in coordination with the International Affairs Office (*Unit Pelaksana Teknis Layanan International)* Mulawarman University.

The rights and duties of students and lecturers have been clearly explained in the Statute of Mulawarman University, chapter VIII, article 88, page 61-62 (see Appendix 1.1.8.). The Faculty also published an Academic Handbook for each study program (see Appendix 4.2.2., Appendix 4.2.3., Appendix 4.2.4., Appendix 4.2.5.) in which the rights and duties of the students of the faculty are explained in more detail. The handbook is written in Indonesian and published annually for students and academic staff. In this case, local and

international students have the same rights and obligations. Information regarding student rights and duties is published and submitted by the university team in new student orientation programs where student participation is mandatory.

During the academic process, Lecturers can monitor progress related to student academic activities through the academic information system called *Sistem Informasi Akademik* (SIA) which can also be accessed by students. However, since 2023, SIA has switched to AIS (Academic Integrated System) and until now the system is still under development. Previously, the SIA contained information about student data, courses that were and had been taken in the previous semester, grades for each semester, predicate index, etc. In the current AIS system, lecturers can monitor class and lecture attendance, but the assessment system is still inputted through SIA. Lecture attendance is done online through the link https://fahutan.unmul.ac.id/presensi.

In the learning process, students are involved in decision making, one example of student involvement in decision making is when selecting courses to be taken for the next semester. Confirmation of the approval of the study plan (Study Plan Card) related to the courses to be taken each semester by students is carried out through AIS by the Academic Advisor. The Dean appoints an academic supervisor for each student as an academic advisor so that students who experience problems or difficulties during the implementation of learning can consult with their respective academic advisors (see Appendix 1.4.1. chapter 37, pages 21-22). Master and doctoral students can consult directly with the Study Program Coordinator.

The learning system at the Faculty of Forestry and Agriculture uses synchronous learning (face-to-face in class) and asynchronous learning. Asynchronous learning is facilitated by Mulawarman University Learning Management System (LMS) where students can access learning materials, assignments or quizzes given by lecturers. Some lecturers use Mulawarman Online Learning System (MOLS) and also google classroom which both platforms provide discussion features through the comments column. MOLS can be accessed by students, lecturers, and staff by logging in through their respective accounts using the Student Identification Number or Employee Identification Number. On the lecturer account, the zoom meeting, office 365, and google hangout features are available as asynchronous learning media options. Currently, online learning through zoom meetings is still running for certain courses that are integrated with the *Merdeka Belajar Kampus Merdeka* (MBKM) system for lecturers who come from outside Mulawarman University.

Students can access various learning media through the library's online system such as books, journals, theses, and dissertations, which can be used by students in completing coursework, as study materials, and compiling theses as graduation requirements. (Mulawarman library online, Faculty of Forestry library online, and Faculty of Agriculture library online). The university also provides a repository which contains lecturers' research journals and books published by lecturers and can be accessed by the academic community at Mulawarman University.

During the learning process on campus, it is possible that there are problems with students, one of which is students who do not graduate on time. The faculty has a policy for its resolution which begins with calling the student first (Appendix 4.3.3. for BPF, Appendix 4.3.4. for BPAPT, Appendix 4.3.5. for MPF, Appendix 4.3.6. for DPF) and students are asked to fill out a statement of their ability to complete their studies (Appendix 4.3.7. for BPAPT, Appendix 4.3.8. for BPA, Appendix 4.3.5. page 3 for MPF). Students who are no longer willing to continue their studies will be given the option to submit a letter of resignation. Students who are unable to complete their studies within seven years will not receive a graduation certificate.

At the end of the learning process, students will take the thesis examination process until they are declared graduated. At the time of graduation, students register for graduation at the link https://wisuda.unmul.ac.id/, while for the graduation of graduates register through the link https://linktr.ee/akademik.fahutanunmul.yudisium (for Faculty of Forestry) or forms that have been prepared by the academic section of each Faculty. On the graduation registration link, the complete process flow and requirements for graduation registration and online diploma writing are listed, such as filling out the diploma writing form, uploading a red background photo (wearing a suit and tie), uploading several required documents (diploma, identity card (KTP), graduation certificate, TOEFL certificate, etc.), registering for the Alumni Association (IKA), and filling out a questionnaire. After the graduation ceremony, graduates automatically become alumni of Mulawarman University. IKA has an information system that can be accessed by all Mulawarman University alumni, namely at the link https://ika.unmul.ac.id/. In this case each faculty also has an IKA as a derivative of IKA Mulawarman University, namely IKA Faculty of Forestry Mulawarman University, IKA Faculty of Agriculture Mulawarman University and IKA Agricultural Product Technology Study Program named IKALOGISTA.

Regarding all academic activities, the Faculty of Forestry provides complaint services for three study programs (e-complaint). Students, lecturers, education staff, alumni, and the public can submit complaints and suggestions through this facility which will be managed by the Faculty of Forestry Quality Assurance Group and will be followed up to each management unit in the faculty. Conveyors will be asked to fill in identities such as name, telephone number, email, intended/complained unit, and the content of the complaint/suggestion where the identity information of the contributor of the suggestion/complaint is only needed to convey a response back and will be kept confidential. In addition to teaching/academic learning, complaints/suggestions can also be given to administrative/general services, human resources/personnel, equipment/facilities, student affairs, finance, and information systems.

Academic and learning activities at the Faculty of Forestry and Agriculture also implement an evaluation system for the learning implementation process through AIS which is assessed by students at the end of each semester. In addition, the Faculty of Agriculture also carries out a lecturer performance assessment through the link

https://bit.ly/PenilaianKinerjaDosenFakultas which is managed by the Quality Assurance Center of the Faculty of Agriculture.

5. Quality Management: Quality Assessment and Development

Criterion 5.1 Overview Quality Assessment System

Mulawarman University (Unmul) has established a quality assurance process mechanism at each level based on Chancellor's Regulation No. 7 of 2019 concerning the Implementation of Quality Assurance in the Unmul Environment, which is carried out through the Educational Development and Quality Assurance Institution (*Lembaga Pengembangan Pendidikan dan Penjaminan Mutu* / LP3M) at the university level, Quality Assurance Group (GJMF) at the Faculty Level, as well as the Quality Assurance Unit (*Unit Jaminan Mutu* / UJM) at the Study Program level. The elements of implementing internal quality assurance at Unmul are determined by Chancellor's Decree No. 2049/SK/2020 concerning Amendments to the Decree of the Rector of Mulawarman University No.390/SK/2020 concerning the Management and Structure of the LP3M of Mulawarman University in 2020. The decree Document for the Management and Structure of LP3M Unmul is available on the LP3M Mulawarman University Page (https://lp3m.unmul.ac.id/). The implementation of the Internal Quality Assurance System (*Sistem Penjaminan Mutu Internal* / SPMI) carried out by Mulawarman University continuously and consistently starting from setting SPMI standards, implementing SPMI standards, evaluating the implementation of SPMI standards, controlling SPMI implementation, and improving SPMI standards has become a culture at Mulawarman University.

The implementation of SPMI at Mulawarman University, including at the Faculty of Agriculture and the Faculty of Forestry, is guided by the Unmul SPMI standard documents. The implementation of SPMI Unmul is guided by the Government Regulation of the Republic of Indonesia Number 57 of 2021 (National Education Standards) (PP Number 57 of 2021) and the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards (Permen Number 3 of 2021).

The determination is carried out by providing quality documents and SPMI standard exceedances. The instruments developed by LP3M Unmul include policy documents, quality manuals, and SPMI standards, which include 24 educational standards that fulfill SN Dikti (referring to Permenristekdikti No. 44 of 2015) and were established in October 2018. These documents are used at the Faculty and Study Program level to implement the Determination, Implementation, Evaluation, Controlling and Improvement cycle, known as *Penetapan, Pelaksanaan, Evaluasi, Pengendalian* and *Peningkatan* (PPEPP).

The Faculty Quality Assurance Group (GJMF), in coordination with LP3M carry out the Monitoring and Evaluation consistently and periodically to identify and take necessary corrective action to prevent recurring failure in an activity. Internal audits are carried out periodically once a year to monitor the implementation of the Quality Management System. The evaluation system for implementing SPMI quality standards is conducted by conducting regular, structured follow-ups and ongoing Internal Quality Audits (Audit Mutu Internal /

AMI). The audit implementation process is carried out by certified auditors through LP3M Unmul using an audit instrument as an auditor's work form. Audit and verification results are regulated in the Internal Audit Procedure Document. Audit results are documented in the form of an Internal Quality Audit Report. The AMI report document can be seen on the LP3M Unmul page and the Faculty program page report.

Control is carried out by holding a Management Review Meeting (*Rapat Tinjauan Manajemen* / RTM) at the Faculty level to discuss the Learning Monitoring and Evaluation Report results and a list of findings from AMI by GJM. The Management Review Meeting at the Faculty Level at Mulawarman University is an effort to follow up on the results of the AMI in the Study Program, which was carried out in the current year. This meeting is a follow-up to quality management, especially a discussion of findings that indicate non-compliance or unattainability of the standards set in SPMI Unmul. Management Review Meetings are held periodically once a year to evaluate the implementation of the quality management system and its suitability to the strategic direction of the Faculty and Study Program. The output of RTM is in the form of decisions and actions to improve the implementation of the Quality Assurance System.

In this way, RTM is carried out to provide important recommendations that must be implemented by stakeholders in the Faculty of Agriculture and the Faculty of Forestry, as well as the study programs below, to carry out continuous improvement efforts and formulate improvement priorities that will be selected. Matters considered in determining improvement program priorities are discussed in meetings at the lower institutions. Priority for program improvement as a result of recommendations from RTM by paying attention to every relevant aspect of each related work unit and agreeing on which improvement steps will be taken.

After the Management Review meeting, follow-up efforts were carried out within the framework of the final PPEPP cycle, namely controlling and improvement. Controllers are made to correct non-achievement of standard quality. Improvements are made if the leadership considers that existing quality standards have been implemented consistently and have become a culture (culture in work units). Furthermore, qualitative improvements will be made, in particular, standards will not be increased but indicators of standard fulfillment will be increased. Quantitative improvements are carried out by adding indicators of standard compliance and the standards themselves (outside existing standards).

The main task of GJMF at the Faculty of Agriculture and Faculty of Forestry is ensuring this cycle is implemented, especially at the study program level through a series of evaluation activities (summative and Internal Quality Audit), which are the primary material in the Management Review Meeting (RTM). The availability of valid evidence of quality recording, documentation systems, and publication of internal quality assurance results to stakeholders regarding the quality assurance system at Unmul, digitally documented on the e-SPMI application. The LP3M has developed the SPMI and AMI information system to

record and document the implementation of SPMI carried out by study programs in the Unmul environment.

The objectives of developing the SPMI and AMI information system are: 1) to demonstrate the quality achievements of the institution/UPPS/Prodi; 2) is a managerial tool to ensure that the performance of institutions/UPPS/Prodi through programs that have been achieved is maintained; and 3) managerial tools aimed at preparing future institutional/UPPS development plans. Through the SPMI and AMI applications, it helps institutions to: 1) get an overview of actual conditions; 2) the basis for correcting weaknesses and deficiencies; 3) the basis for designing development programs; and 4) assisting in the data preparation and recording process within the framework of AMI and SPME.

Internal Quality Assessment

The quality of education and service systems is an important thing that is the main concern in the Quality Assurance system of the Faculty of Forestry and Faculty of Agriculture, Mulawarman University. The Internal quality evaluation is carried out with an annual SPMI-based Internal Quality Audit (AMI-SPMI) by LP3M (Appendix 5.1.1.) and is reflected in faculty level (Appendix 5.1.2. for the Faculty of Forestry and Appendix 5.1.3. for the Faculty of Agriculture). The Faculty of Forestry for the ISO 9001:2015 scheme applies Internal Audit by the Faculty of Forestry's internal audit team under the coordination of GJMF, as well as annual evaluation and monitoring (surveillance) of quality management from the external auditor Sucofindo. The evaluation process for the implementation of the quality system Faculty is carried out through Management Review Meetings (RTM) which are held at the end of each semester to assess the implementation of the educational process as stated in the following attachment (Appendix 5.1.4.) for The Faculty of Forestry and Appendix 5.1.5. for The Faculty of Agriculture .

The Faculty Quality Assurance Group (GJMF) also involves the role of the entire academic community (lecturers, staff, and students) in the quality assurance process in several activities, such as educational quality satisfaction surveys and educational service quality. Lecturer Evaluation by Students (*Evaluasi Dosen oleh Mahasiswa* / EDOM) is an application that evaluates lecturer performance carried out by students online at the end of each semester. Students are given space to assess the quality of lecturers on four criteria, namely: Teaching Readiness, Teaching Materials, Teaching Discipline, Teaching Evaluation, and Lecturer Personality. The procedures of the EDOM assessment is in the following attachment (Appendix 5.1.6.) for the Faculty of Forestry and Appendix 5.1.7. for the Faculty of Agriculture.

Lecturers, staff, and students are also involved in the quality assurance system, which aims to evaluate and improve the quality of internal services. At the end of each semester, students are required to fill out a questionnaire/survey to collect student opinions regarding the quality of public services, facilities, and infrastructure supporting the educational process carried out by the GJM Faculty of Forestry and all study programs are distributed online through (Appendix 5.1.8.). The results of the questionnaire regarding general services are

presented in the attachment (Appendix 3.4.1.). Meanwhile, the Agriculture Faculty can access (Appendix 5.1.9.)

External Quality Assessment

Quality assurance system Internal control of the Faculty of Forestry and Faculty of Agriculture involves external assessors based on BAN-PT Standards. The BAN-PT certification system is valid for five years with the following results: BPF has the predicate of EXCELLENT; MPF has a predicate of "B", and DPF has a predicate of "B". The BPF, MPF, and DPF study programs accreditation certificates are at the Appendix 1.1.1., Appendix 1.1.4. and Appendix 1.1.5., consecutively. BPA has the predicate "VERY GOOD", and BPAPT has the predicate "VERY GOOD". The accreditation certificate for the BPAPT and BPA study programs can be seen at the following link Appendix 1.1.2. and Appendix 1.1.3..

Meanwhile, the Faculty of Forestry also carried out ISO 9001:2015 Quality Assurance. Service quality assurance certification is implemented using an ISO 9001:2015-based system with an annual surveillance system. The involvement of external parties is also accommodated to measure the quality of graduates with a profile survey of graduates accepted by the labour market. As for the tracer study, it is accessible on the following link Appendix 5.1.10. User satisfaction analysis explains several indicators of graduates' abilities, namely 1) self-development, 2) cooperation, 3) communication skills, 4) use of information technology, 5) English language skills, 6) expertise in the field of science (main competency), and 7) ethics.

Criterion 5.2 Evaluation and Enhancement

Tracer Study

To get feedback on the quality of faculty services and graduates, the Faculty of Forestry and the Faculty of Agriculture apply the tracer study method. Universities need feedback obtained from stakeholders in their efforts to improve and develop the quality and education system. UPT Perkasa Unmul conducted the tracer study survey. The survey results are attached to the Faculty of Forestry (Appendix 5.2.1.). The results of the user satisfaction analysis can be seen in the following attachment (Appendix 5.2.2.).

As a measure of the success of the external achievement of the study program curriculum, alums are expected to complete tracer studies periodically via the study program website, which is connected to UPT Perkasa. Graduates can also obtain job vacancy information through the Perkasa website, study program websites, and alums chat groups. The result of the BPA Tracer Study can be seen in the following attachment (Appendix 5.2.3). Meanwhile, the customer satisfaction survey of students, staff, lecturers, and alums for BPAPT can be viewed on BPAPT website.

Measuring the level of satisfaction of BPAPT and BPA students with student services is carried out every year. The Faculty of Agriculture evaluates student satisfaction levels through Appendix 5.2.4.. Each instrument used has five option answers, including Very

Satisfied (5), Satisfied (4), Fairly Satisfied (3), Dissatisfied (2), and Very Dissatisfied (1). Processing survey results uses a Likert scale. The results of the evaluation of student satisfaction are presented in the Appendix 5.2.5. for BPA.

Student Mobility

The Faculty of Forestry and the Faculty of Agriculture, both organize international, national, and regional/local management collaboration with partners/institutions based on the Tri Dharma of Higher Education, which includes collaboration in Education, Research and Community Service.

In the BPF study program, educational collaboration is helpful as an internship partner, field practical work program partner, and final project activity partner. Meanwhile, in the MPF study program, educational and research collaboration is helpful as the integration of research and thematics for completing final student assignments, research opportunities, and development for postgraduate lecturers. As stated in Appendix 5.2.6. for collaboration BPF and Appendix 5.2.7. for MPF). Meanwhile, besides obtaining a GPA, BPF's achievements are outlined in an official document issued by the Faculty of Forestry to accompany the graduate diploma in the form of an SKPI document (Certification Letter to Accompany the Diploma) (Appendix 1.2.3.).

The mobility student program on BPA was done participate at the national level and international level from 2021 to 2023. The national mobility student program was participated by 3 students as inbound dan 21 BPA students as outbound. Meanwhile, the International mobility student program was participated by 20 students as inbound and one student as outbound (Appendix 1.3.16.)

Student mobility is carried out to support the student learning process in achieving PLO by holding exchange programs with other study programs that have related courses or offer relevant courses. The BPAPT joins the Permata Pangan program, which has been agreed upon and signed by 34 Faculty of Food technology (FTP) Deans throughout Indonesia, which is carried out by fourth-semester students with a minimum GPA of 3.0 who can choose courses Programs in the Permata Pangan class (Appendix 1.3.18.).

Evaluation and Lectures Enhancement

The evaluation process for the implementation of the quality system within the Faculty of Agriculture (BPA and BPAPT) and the Faculty of Forestry (BPF, MPF, and DPF) is carried out through Management Review Meetings (RTM), which are held every year. The materials used in RTM are the results of the Internal Quality Audit (AMI) of all Study Programs and Lecturer Evaluation by Students (EDOM) and the result can be seen in Appendix 5.2.8. AMI activities are a form of monitoring and evaluation of the achievements and targets set. AMI activities aim to increase the quality of study programs and implement the SPMI cycle, especially for education/academics. AMI activities are routinely carried out every semester (6 months). The implementation of EDOM includes two parts. The first is EDOM through the Academic Information System (AIS) Unmul application, where students

fill out the Study Plan Card at the beginning of each semester at the same time https://ais.unmul.ac.id/ and the second after each end-of-semester exam Appendix 5.2.9., and the results can be seen in Appendix 5.2.10. and Appendix 5.2.4.

Evaluation of PLO learning achievements is being determined at the faculty level, forming a team to evaluate PLO from the learning system to the weight of achievement of questions following the PLO. Evaluation of students in the learning process from start to finish can be seen with the cumulative achievement index and graduate travel time.

Regarding learning outcomes, the main performance indicators in the BPA study program are shown by students' average cumulative achievement index in the form of average GPA in the last three years (2019, 2020, and 2021). Learning outcomes, as measured by the average GPA of graduates, can be seen in the table and image at the following link (Appendix 5.2.11.). The results of the evaluation of performance achievements consisting of Targets, Achievements, Supporting Factors, Inhibiting Factors, and Follow-up Based on the indicators determined in the BPAPT Study Plan and Operational Plan are presented in Appendix 5.2.12.

The GJMF monitors the implementation of the educational process (lectures and research) using the business process map and SOPs that apply at the Faculty of Forestry and The Faculty of Agriculture. Some of these activities are: 1) monitoring the lecture (Appendix 5.2.13.) for the faculty of Forestry and Appendix 5.2.14. for The Faculty of Agriculture; 2) Monitoring the implementation of student research guidance (Appendix 5.2.15.) for The Faculty of Forestry and Appendix 5.2.16 for the Faculty of Agriculture ; 3) Lecture results assessment system which can be seen in Appendix 5.2.17 for the faculty of Forestry and Academic Integrated System for the Faculty of Agriculture.

The planned program for improving the quality of education and quality services is the result of regular monitoring and evaluation activities with the entire academic community in the Faculty of Forestry and The Faculty of Agriculture, namely: 1) Twice Plenary Meetings, which are held at the end of each semester to assess the implementation of the educational process. Management Review Meeting which focuses on discussing and planning improvements to the findings from Audit Mutu Internal (AMI-SPMI dan ISO 9001:2015) (Appendix 1.1.13). Meanwhile, BPA and BPAPT in (Appendix 1.1.16)

Forming a Final Assignment Commission guarantees the quality of final assignments on MPF and DPF. This commission is tasked with assessing the suitability of a Thesis and Dissertation so that its quality meets standards. The commission is also tasked with determining a team of promoters and examiners that is appropriate to the student's research study (Appendix 5.2.18. for MPF and Appendix 5.2.19. for DPF).

In addition, in order to appreciate the performance achievements of lecturers and staff, the Faculty of Forestry gives awards to outstanding lecturers in terms of teaching, research, and service annually. Meanwhile, education staff are also given awards for their performance (Appendix 5.2.20.).

D. Additional Criteria for Structured Doctoral Programs

Criterion D.1 Research

Objectives and learning outcomes of DPF are written down and published in the website (https://psdik.fahutan.unmul.ac.id/) which can be achieved through a research program. Research activities conducted by students and lecturers of the DPF are of good quality. The good quality is indicated by the usefulness of these activities for improving the performance of study programs and the application of knowledge in the community that is useful for community development. The results of this good quality have stimulated the productivity of lecturers and students of the forestry doctoral program to always work. Various activities are carried out individually or together with regular implementation every year and always continue to be maintained.

Part of the implementation of the DPF curriculum includes the obligation to attend international seminars and research colloquiums. These obligations have credits as part of the total number of credits that must be taken to obtain a Doctoral degree (Appendix D.1.1.). The DPF students sample published papers in scientific journals from 2019 to 2023 can be seen in Appendix D.1.2., Appendix D.1.3., Appendix D.1.4., Appendix D.1.5. and Appendix D.1.6.

Criterion D.2 Duration and Credits

Documents where the courses of DPF studies and their organization are regulated in information book and academic guide (Appendix 4.2.5.) and curriculum document (Appendix 1.3.9.) along with the course module (Appendix 1.3.10.). Those documents contain the new student admission system, requirements and learning plans, study load and curriculum, implementation and evaluation of learning, completion of final assignments, and graduation. Standard Operational Procedure on how DPF educational systems are run can be seen in Appendix 1.2.19.

Statistical data on graduation time of DPF shows the time spans between the completion of the doctoral thesis, the doctoral defense, and the publication of the thesis (Appendix D.2.1.). The doctoral students must complete a minimum of 42 SKS (67 ECTS) with a maximum study duration of seven years.

Criterion D.3 Soft Skills and Mobility

DPF students are active in various community activities according to their respective roles in society. This is because most of the DPF students are students who have worked and have a role in society. However, their roles and responsibilities as students are still carried out. Other routine activities are scientific seminars by lecturers and students. Doctoral candidates are offered a wide range of opportunities for their personal and professional

development and take advantage of institutional support for career development and mobility. This includes support structures for professional development, training in transferable skills, and preparation for career choices. Doctoral candidates are provided with opportunities for academic mobility and international collaboration within an integrated framework of cooperation between universities and other partners (Appendix 5.2.6.).

Criterion D.4 Supervision and Assessment

A transparent contractual framework of shared responsibilities between doctoral candidates, supervisors, the institution (and where appropriate including other partners) is in place and continuous support by their supervisors is provided. Assessment rules are clearly formulated and binding. The dissertation research supervision system in the DPF is part of the curriculum in order to complete the education program. Dissertation research is guided by a promoter team consisting of the main promoter and two co-promoters. The guidance system refers to the 2017 Unmul Academic Regulations (Appendix 1.4.1.) and the standard operating procedure for determining the Promoter Team (Appendix D.4.1.).

According to the procedure, students who can apply for a supervisor are students who are registered as active students at DPF, have passed the compulsory courses and elective courses Programs, with a minimum grade of B for all courses and have passed the qualification exam. Students who will apply for a promoter, generally have made a personal approach with their prospective promoter and may even have been involved in research conducted by their prospective promoter. This makes it easier in the next mentoring process so that students can be faster in completing their final project. The mechanism for appointing a supervisor is as follows: 1) Students submit a research theme in their proposed research plan, 2) The proposed research plan is then reviewed by the Dissertation Commission Team, 3) Students take a qualification exam, if they pass, students can apply for a promoter team in accordance with the direction of the study program, related to the suitability of the scientific field, academic degree requirements and rank, 4) The promoter and examiner team is submitted by the study program to the faculty, and then the faculty will propose to the Unmul Rector to make a Decree on the Determination of the Dissertation Promoter and Examiner Team.

Criterion D.5 Infrastructure

Doctoral candidates are provided with an adequate research environment that allows them to appropriately carry out their research projects. The facilities available regarding the teaching-learning process such as classrooms and laboratories are adequate. Each classroom is equipped with LCD and whiteboard. Workspaces for academic staff, administrative staff and laboratories are also very adequate. The management and utilization of infrastructure facilities are adjusted to the needs of the internal campus by prioritizing the smooth running of educational services at DPF.

Laboratories used for practicum activities of DPF students are in laboratories at Mulawarman University, especially at the Faculty of Forestry, Faculty of Mathematics and Natural Sciences or other faculties. Natural laboratories are located in Bukit Soeharto and KRUS. In general, the implementation of DPF laboratory practices is carried out in collaboration with the faculty or directly conducting activities in the field or in collaboration with other agencies. The equipment needed to carry out field practice has generally been owned by DPF (Appendix 3.3.3).

Regarding library needs, library management at Mulawarman University is carried out at the university and study program levels. Every semester periodically the university library section offers study programs to complement the library needs relevant to the study program. It is the library department that then seeks to fulfill these library needs. In general, the titles and book availability in the library are very adequate and are always being updated with the latest editions. The library has been equipped with an electronic catalog and is very adequate for library users and visitors.

Criterion D.6 Funding

The amount of DPF funding is adequate because it does not depend on funds from tuition fees. Sustainability of funding can also come from non-tuition fees, e.g. the government, both regional and central, as well as collaborative research and community service activities or direct grants from abroad. Doctoral candidates are provided with opportunities for academic mobility and international collaboration within an integrated framework of cooperation between universities and other partners (Appendix 5.2.6.). Structured doctoral Programs need to be adequate and sustainable in source of funding, one of the ways to achieve that is integration between DPF student's research and lecturer research activities in such competitive research programs, as shown in Appendix D.6.1.

Criterion D.7 Quality Assurance

Regulations and guidelines for structured DPF are provided in Appendix 4.2.5. Internal improvements that must be made in the future include:

1. Evaluate the availability or adequacy and substance of regulations/rules/standard operating procedures.
2. Increase awareness or compliance of the academic community with regulations / rules / standard operating procedures.
3. Optimizing the capacity of human resources in supporting the main tasks and functions of the position.

Program development can be done simultaneously with internal improvements, such as:

1. Establishing active interaction with partners, both local government and private sector companies in East Kalimantan in particular, whose activities are directly in contact with forestry and environmental aspects.
2. Remain proactive in capturing and utilizing information on funding source opportunities for improving human resources for study programs and scholarships for students.
3. Continue to improve communication and role in efforts to improve/revise government policies, especially in the forest resources sector and the environment.

Future sustainability of the DPF is sought through the following efforts:

1. Obtaining a higher accreditation score in order to gain more trust from the community.
2. Improving the quality of academic and supporting academic services as a subunit of public service institutions in the field of education.
3. Form a team in charge of evaluating, reviewing, planning, and creating study program development.
4. Increasing participation in scientific meeting forums, both local, regional, national and international that present experts to add insight into the development of forest management.
5. Re-actualizing institutional cooperation with associations and other institutions related to the application of knowledge in the forestry sector, both with direct and indirect impacts on society.