Decision of the FIBAA Accreditation and Certification Committee

13th Meeting on March 6, 2024

PROGRAMME ACCREDITATION

Project Number:	22/093 cluster 3
Higher Education Institution:	Universitas Diponegoro
Location:	Semarang, Indonesia
Study programme:	Master of Communication Science (M.I.Kom)
Type of accreditation:	initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 10 (2) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme is accredited with three conditions.

Period of Accreditation: March 6, 2024 until March 5, 2029.

Conditions:

Condition 1 (see chapter 3.1): The University revises the exams integrating a minimum of 30 % discursive elements on course level.

Condition 2 (see chapter 3.2): The University revises the formulation of learning outcomes in the course descriptions based on Bloom's taxonomy at the required level.

Condition 3 (see chapter 3.2): The University supplies the Diploma Supplement with an ECTS grading table or a relative grade in accordance with the ECTS User's Guide 2015.

Proof of meeting these conditions is to be submitted by December 5, 2024.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Universitas Diponegoro, Indonesia

Master programme:

Master of Communication Science

Qualification awarded on completion:

Master of Communication Science

Magister Ilmu Komunikasi (M.I.Kom)

General information on the study programme

Brief description of the study programme:
The Master of Communication Science (MCS) is a study programme at the Department of Communication Science, Faculty of Social and Political Sciences, Universitas Diponegoro. MCS was founded on December 31, 2008. The programme offers two concentrations: 1) Media, Culture, and Society and 2) Strategic Communication. In the first year, students gain the foundation of theoretical and methodological knowledge for formulating research design for thesis and academic publication in the second year, building upon the academic competence that students have gained from their bachelor qualification.
The Accreditation Board for Higher Education has accredited MCS with an "A" Accreditation.

Type of study programme:
Master programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:
4 semesters, 54 ECTS credits / 36 SKS credits

Mode of study:
full-time

Didactic approach:
study programme with obligatory class attendance

Double/Joint Degree programme:
no

Scope (planned number of parallel classes) and enrolment capacity:
2 classes, 40 students/year

Programme cycle starts in:
Odd semester (July)

Initial start of the programme:
December 2008

Type of accreditation:
initial accreditation

Accreditation in one cluster (cluster 3) with:
Doctor of Social Science

Procedure

A contract for the initial accreditation of the Communication Science (Master) was made between FIBAA and Universitas Diponegoro (Undip) on December 7, 2022. On March 14, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel[1]. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Alexander Gattig
University of Bremen
Professor of Sociology
(Science)

Aditya Perdana
Universitas Indonesia
Associate Professor Department of Political Science
(Country Expert)

Prof. Dr. Harald Rau
Ostfalia University of Applied Sciences
Professorship for Communication Management, Dean of the Faculty
(Science)

Julien Seid
University of Hohenheim
Student of Communication Science (B.A.)
(Student Representative)

Christoph Sodemann
Constructify.media e.V.
Managing Director and Co-Founder, Corporate Communication Manager
(Professional Practice)

FIBAA project manager:
Christiane Butler

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and a hybrid conference. The on-site visit took place on October 17, 18, and 19, 2023 via the video conference tool Zoom with four panel members participating online and one panel member visiting the HEI's premises in Semarang, Indonesia. The same cluster included an appraisal of the Doctor of Social Science programme. At the end of the hybrid conference, the panel has given short feedback on its first impressions to representatives of the HEI.

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[1] The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on January 16., 2024. The statement on the report was given up on February 1, 2024. It has been taken into account in the report at hand.

Summary

The Master of Communication Science offered by Universitas Diponegoro (Undip), fulfils with one exception the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 6, 2024, and finishing on March 5, 2029, under one condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects[2]: Examination and final thesis (assessment types), modular structure of the study programme (formulation of learning outcomes), and study and exam regulations (ECTS grade). They recommend the accreditation on condition of meeting the following requirements:

> **Condition 1** (see chapter 3.1): The University revises the exams integrating a minimum of 30 % discursive elements on course level.

> **Condition 2** (see chapter 3.2): The University revises the formulation of learning outcomes in the course descriptions based on Bloom's taxonomy at the required level.

> **Condition 3** (see chapter 3.2): The University supplies the Diploma Supplement with an ECTS grading table or a relative grade in accordance with the ECTS User's Guide 2015.

Proof of meeting these conditions is to be submitted by December 5, 2024.

Furthermore, the quality requirement that has not been fulfilled – Evaluation by students (see chapter 5) – is not an asterisk criterion and therefore does not lead to a further condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed:
The panel recommends
- raising the English requirement to Toelf 550 (or equivalent) (see chapter 2),
- describing and implementing procedures to regularly update the content of the curriculum according to international standards in the field (see chapter 3.1),
- putting a stronger emphasis (in terms of credit points) on courses focussing on research and methodology (see chapter 3.1),
- describing the tools given to students to adequately investigate, do research, interpret their empirical studies and design and make this transparent in the course descriptions

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[2] These aspects are asterisk criteria which means that they are essential for the study programme.

(teaching methods, didactical concepts, intended learning outcomes, integrating leveling models and competence matrices) (see chapter 3.2),

- building up the international class (see chapter 3.4),
- collaborating with partner universities to support international student exchanges and research collaborations and promoting the opportunities of exchange programmes within the students (see chapter 3.4),
- integrating future skills into the curriculum (see chapter 3.5),
- introducing further education for the staff: modern university didactics, online teaching tools, AI, current tools of examination (see chapter 4.1), and
- sharing with participants in a more formal process the evaluation results and the quality assurance measures to be derived from them (see chapter 5).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are some criteria in which the programme exceeds the quality requirements:
- Transparency and documentation of admission procedure and decision (see chapter 2),
- Ethical aspects (see chapter 3.1),
- International contents and intercultural aspects (see chapter 3.4),
- Internal cooperation (see chapter 4.1),
- Student support by the faculty (see chapter 4.1), and
- Alumni Activities (see chapter 4.5).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Figures

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Information

Information on the Institution

Universitas Diponegoro (Undip) established on January 9, 1957, is a state university located in Semarang, Central Java, Indonesia. Undip currently has the status of a Legal Entity State University, in which it has been granted a degree of independence in managing the institution. This is stipulated by Government Regulation No. 81/2014 and Government Regulation of the Republic of Indonesia No. 52/2015. Undip has consistently held a position as one of the top ten leading universities in Indonesia.[3]

Undip has a vision to be an Excellent Research University.[4] To achieve this vision, Undip has several missions:

- Providing education to produce outstanding and competitive graduates.
- Conducting research leading to publications, Intellectual Property Rights (IPR), textbooks, policies and technologies that are effectively and efficiently utilised to promote cultural and local resources.
- Organising community services leading to publications, Intellectual Property Rights (IPR), textbooks, policies and technologies that are effectively and efficiently utilised to promote cultural and local resources.
- Developing professionalism, capability, accountability in the governance of the University as well as the independence of the institution to conduct higher education.

Currently, Undip has approximately 56.382 students, which consist of: 40.929 undergraduate students; 4.714 master programme students; 1.360 doctoral programme students; 4.452 vocational diploma programme students; 1.130 professional programme students; 1.093 specialist programme students; and 2.704 applied bachelor programme students. The students are spread across eleven faculties, and one vocational and postgraduate school. Undip at present has 26 vocational programmes, 52 bachelor programmes, 38 master programmes, 15 doctoral programmes, four professional programmes, 19 specialist programmes, and six applied bachelor programmes. Undip has 940 educators who hold master's Degrees, 677 educators with doctoral degrees, and 83 educators with specialist qualifications.

In addition to the main campus in Semarang, UNDIP also organises study programmes outside the main campus in other cities such as Batang, Pekalongan, Jepara, and Rembang.

As part of the endeavors to achieve its vision and to provide quality educational services to students, Undip has established cooperations with local and international universities. International cooperation has been carried out with partners from 30 countries[5] including Japan, France, Germany, Italy, Netherlands, Myanmar, South Korea, Malaysia, Iran, Kazakhstan, Finland, Taiwan, Pakistan, the Philippines, Russia, Singapore, Suriname, Switzerland, Vietnam, Turkey, Thailand, Timor Leste, United Kingdom, and the United States. These international collaborations open up opportunities for internationalisation in various

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[3] See p. 2 self-evaluation report
[4] Ibid.
[5] https://io.undip.ac.id/collaboration/, last access October 09, 2023

academic activities with partner universities. These activities include joint research, visiting professors, double-degree programme, exchange programme and other activities.

Internationalisation is also carried out by opening international classes and scholarships for international students called Diponegoro International Students Scholarship (currently Undip Scholarship),[6] Developing Countries Partnership (KNB) Scholarship, and Dharmasiswa.[7]

In performing its duties as an educational service provider institution, Undip received recognition from various parties, both national and international institutions. Recognitions that have been obtained by Undip are:

- Excellent Accreditation from the National Accreditation Board for Higher Education (BAN-PT)
- Ranked 5th Nationally in Main Performance Index PTNBH 2021 from Ministry of Education and Culture, Republic of Indonesia
- Ranked 8th Nationally and ranked 801-1000 Globally in QS World University Ranking 2023,
- Ranked 8th Nationally and 209th Globally in QS Asia University Ranking 2022,
- Ranked 1st Nationally and 251-300 Globally in QS World Graduate Employability Ranking 2022
- Ranked 7th Nationally and 1201+ Globally in THE WUR (World University Ranking) 2022,
- Ranked 6th Nationally and 300-400 Globally in THE Asia University Ranking,
- Ranked 7th Nationally and 201-300 Globally in THE WUR Impact Rankings – SDGs
- Ranked 501+ Globally in THE Emerging Economies University Rankings 2022.

In addition, the University publishes annual reports on sustainability.[8]

Brief Description of Master of Communication Science
The Master of Communication Science (MCS) is a study programme at the Department of Communication Science, Faculty of Social and Political Sciences, Universitas Diponegoro. MCS was founded on December 31, 2008. The Accreditation Board for Higher Education has accredited MCS with an "A" Accreditation. MCS's vision is to become a quality postgraduate education institution of Communication Science in education, research, and community service, which has a national and international network and reputation by 2025.

To achieve its vision to have an international network and reputation, MCS is conducting international collaborations (e.g., guest lecturers from the USA, Germany, Australia, Taiwan, and the Philippines and collaborative research with foreign researchers such as from the Philippines, Malaysia, USA, and Chile). In 2021, MCS opened international classes under the scheme of Undip Scholarship. Hence, MCS has accepted international students from various countries to MCS, such as from Ghana, Burundi, Egypt, Palestine, Bangladesh, Liberia, Netherlands, Suriname, Timor Leste, Russia, and Pakistan.

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[6] https://io.undip.ac.id/undipscholarships/, last access October 09, 2023
[7] https://darmasiswa.undip.ac.id/, last access October 09, 2023
[8] latest report from 2022: https://sustainability.undip.ac.id/wp-content/uploads/2022/11/Sustainability-Report-2021-2022_.pdf, last access October 27, 2023

Further development of the programme, statistical data and evaluation results

Table 1: Statistical data for the MCS programme 2019-2021

		2019	2020	2021
# Study Places offered by HEI		40	40	40
# Applicants	Σ	49	50	65
	f	34	34	42
	m	15	16	23
Application rate	%	122,5	125	162,5
# First-Year Students (accepted)	Σ	43	47	45
	f	31	30	29
	m	12	17	16
Rate of female students	%	72,09	63,83	64,44
# Foreign Students	Σ	1	3	8
	f	0	0	4
	m	1	3	4
Rate of foreign students	%	2,33	6,38	17,78
Percentage of occupied study places		107,50	117,50	112,50
# Graduates	Σ	29	26	8
	f	19	14	4
	m	10	12	4
Success rate	%	67,44	55,32	17,78
Dropout rate	%	32,56	-	-
Average duration of study		2.7 years	2.5 years	2.4 years
Average grade of final degree		3,79	3,72	3,66

The University notes that the numbers of graduates, success rates, drop-out rates, average duration of study and average grade of final degree in 2020 and 2021 are not available because students are still in their study period. The numbers given in the table are attributed to cohorts of previous years. The University interprets the longer study times in 2020 and 2021 to the Covid-19 pandemic.

The data also shows that MCS applicants increase every year with the number of applicants exceeding the capacity. This allows MCS to conduct a selection of students who meet the criteria by written tests and interviews.

Appraisal

Undip's good reputation is represented in the high applications rates, which exceed the number of available study places. There is a rigorous selection of students for the first semester.[9] First year students still exceed study places available. Thereof, the rate of female students exceeds the rate of male students.

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[9] See chapter 2

From 2019 until 2021 the rate of foreign students rose from one foreign student in 2019 to eight foreign students 2021. According to the University, since 2021, MCS has accepted nine international students. In 2023, four of these students have graduated, and five of them are still active students and are currently (2024) writing their thesis.

The average duration of study exceeds the two-year regular study period. Undip acknowledges that the graduate data for 2020 and 2021 cohorts is not available yet because students are still studying. The extension of the study duration can be attributed to the aftermath of the Covid-19 pandemic and the fact that students are working full-time next to their studies. This is only possible if study workload in terms of credits per semester is low and therefor spread over a longer study period.

According to Undip, there are no dropouts, which is an indicator of an effective selection process during admission.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme

MSC learning objectives for students are:

- Mastering basics of scientific thoughts so that students can think, behave, and act as scientists;
- Mastering basics foundation and methodology in Communication Science so that they are able to find, recognise, understand, explain, and formulate methods to solve problems in their area of expertise;
- Developing and updating Communication Science by mastering various approaches, methods, and scientific thoughts along with skills to apply those thoughts in relevant fields;
- Solving problems in communication through research and developing actions based on scientific rules;
- Developing professionalism in the field of communication through comprehensive problem analysis, proper assessments and evaluation, and coherence problem solving.

In formulating the learning outcomes of the study programme, MCS follows the Regulation of the Minister of Research, Technology and Higher Education Republic of Indonesia No.44 /2015 on The National Standard of Higher Education. This provision stipulates that the qualification of master graduates must reach Level 8, in which the qualification is defined as:

- ability to develop knowledge, technology and/or art in science or professional practices through research, and to produce innovative and approved work,
- ability to develop knowledge, technology, art, and to solve scientific problems through research and an inter or multidisciplinary approach,
- ability to manage research and development that is beneficial to society and science, and able to gain national or international recognition.

With the provision of this qualification level, MCS determines the following graduate profiles:

- Academics/Lecturers: Communication Scientists who are able to conduct teaching, research and publication, as well as community service in Media, Culture and Society; and in the field of Strategic Communication.
- Media Researchers: Designers and implementers of media research using qualitative and quantitative approaches and able to provide input to decision makers in organisations such as in media institutions, government agencies, NGOs, as well as other profit and non-profit institutions.
- Strategic Communication Researchers: Communication Scientists who are able to conduct teaching, research and publication, as well as community service regarding Strategic Communication.

- Professional Communication Designers: professional worker in strategic communication (business/social/political marketing communication, advertising, public relations).

MCS also refers to the guidelines of Graduate Profiles and Graduate Learning Outcomes in Communication Sciences published by the Association of Indonesian Communication Science Higher Education (ASPIKOM) for graduate qualifications and graduate competencies. MCS conducts a review of graduate profiles and graduate learning outcomes every five years in a Curriculum Evaluation Forum. The curriculum evaluation involves internal and external stakeholders, including fellow communication scholars from different universities, professional associations, associations of higher education in Communication Sciences, alumni, industrial practitioners, and students.

Appraisal:

The study programme sets clear and realistic objectives, which are well explained and convincingly presented to the target group, targeted professional field and societal context of the discipline. Based on the provided information, the graduate profile of MCS primarily emphasises academic and research aspects. Nevertheless, the study programme's objectives also highlight non-academic goals alongside academic ones.

The qualification objectives and skills to be acquired until graduation correspond to the master's level. They take into account the requirements of the Indonesian national qualification framework.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

1.2 International orientation of the study programme design (Asterisk Criterion)

The University states that the international orientation of MCS is in line with the international orientation of Universitas Diponegoro as it encompasses in its vision to become an international reputable research university.[10] Internationalisation efforts at the University level are coordinated under the flagship of the World Class University Programme, which consists of programmes with the following objectives:

- to improve academic reputation internationally,
- to increase competitiveness of graduates globally,
- to improve research products that can be implemented by stakeholders,
- to be published internationally, and
- to develop educational programmes internationally.

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[10] See p. 5 self-evaluation report

An important foundation and guideline for this internationalisation endeavour is the Strategic Plan Document of Universitas Diponegoro 2020-2024, which affirms "Globalisation, Collaboration and Acceleration" as the main pillars. Internationalisation efforts are also conducted through activities related to SDGs issues, which are carried out centrally under the coordination of the Undip SDGs Center. The Rector Letter on the Implementation of SDGs in Universitas Diponegoro[11] is used as a foundation for the activities of the SDGs Centre.

The international programme that has been opened in 2021 at MCS is an important part of this internationalisation effort.

In addition to international class programmes, MCS also designs and implements internationalisation programmes to support international orientation, including:

- **Research and writing collaboration** involving researchers from Ateneo de Manila University the Philippines (2019, 2020 and 2021); East West Center, USA (2022); University of Chile (2019); Universiti Sains Malaysia (2021).
- **Summer Course Programme 2022** (in collaboration with undergraduate programme) with the theme 'Nurturing Mindfulness in Southeast Asia: Understanding Shared History, Embracing Diversity' with participants from the USA, Zimbabwe, Thailand, UK, Nigeria, Namibia, South Korea, Malawi, Mexico, Bulgaria, India, the Philippines, Malaysia, Australia, Lesotho, Pakistan, and Malaysia.
- **Visiting professor** funded by AMINEF, inviting professors from the School of Communications, Grand Valley University, USA. In this programme, the Visiting Professor from the US involved in various activities, including lecturers and students in workshops, collaboration in writing journal articles and collaborative research plans.
- **Visiting lecturer/ stadium general/ international webinar** presenting speakers from international universities. International webinars are open to the public such as journalists, NGOs, civil servants, and activists.
- MCS lecturers and students are actively involved in **international conferences** held by various institutions such as International Communication Association (ICA), Asian Media Information and Communication Centre (AMIC), and the American Institute for Indonesian Studies (AIFIS).
- International exposure of MCS's full-time lecturers who completed their academic degree in overseas universities, such as USA, Australia, and the Philippines and non-permanent lecturers who studied in Australia and USA.

Appraisal:

The internationalisation strategy is translated into solid measures at the study programme level (research collaborations, international visiting professors, foreign student numbers are higher compared to other Indonesian HEIs, MCS lecturers have gained international experiences from studying abroad and/or attending international conferences and/or participating in collaborative research abroad).

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[11] No. 33/UN7.P/SE/2020

The study programme could still emphasise their internationalisation ambitions more clearly and how they plan to achieve them. International cooperations - with the exemption of the USA and Australia - are focused on emergent countries which stays in contrast to Undip's vision of becoming one of the top 500 universities globally.[12]

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		

1.3   Positioning of the study programme

Positioning of the study programme in the educational market
The University states in its self-evaluation report that MCS is one of the Master of Communication Science programmes in Indonesia with an excellent reputation.[13] This reputation is proven by the A accreditation status awarded by the Board of National Accreditation for Higher Education (BAN-PT) to MCS. This recognition also came from other universities that come to MCS for curriculum benchmarking, such as Universitas Brawijaya and Universitas Multimedia Nusantara. The two concentrations in MCS (Media, Culture and Society, and Strategic Communication) offer academic individualisation within the programme in comparison from other similar programmes. MCS competes with other Master of Communication Science programmes, both at the regional level of Central Java and at the national level. However, MCS has a good reputation in the eyes of prospective students, which can be seen from the number of applicants every year, who come from different provinces in Indonesia. International classes support MCS students to gain international learning experience because students can also interact with each other in various joint activities, i.e. public lectures, national and international webinars and alumni gatherings.

Positioning of the study programme on the job market for graduates (Employability)
To monitor student employability, MSC conducts periodic tracer studies with alumni under the coordination of the University. Based on the results of tracer studies involving 130 alumni, a considerable number of MCS graduates (43 people or 33 %) work as academics (lecturers). They are accepted as lecturers in various universities in Indonesia at state universities and national private universities. MCS graduates are accepted as lecturer at Universitas Brawijaya, Universitas Islam Negeri Walisongo, Universitas Negeri Semarang, Universitas Jenderal Soedirman, Universitas Negeri Gorontalo, Universitas Trunojoyo, Universitas Sriwijaya, Universitas Tidar, Universitas Bengkulu, Universitas Dian Nuswantoro, Universitas Gunadarma, and Universitas Atma Jaya Yogyakarta. This is a strong indication that MCS graduates have good academic qualifications and are trusted to teach at higher education institutions.

Not only pursuing career in academia, MCS alumni also work in government institutions such as the provincial government, the Ministry of Communication and Information, the Ministry of Education and Culture, the Ministry of Village, Development of Disadvantaged Regions and

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[12] See chapter 4.3
[13] See p. 6 f. self-evaluation report

Transmigration, and the Ministry of Social Affairs as public relations. MSC graduates also work in the private industry, such as media institutions (journalists) and broadcasting regulatory agencies (Indonesian Broadcasting Commission/KPI) and as media and strategic communication researchers.

Positioning of the study programme within the HEI's overall strategic concept

MCS implements a positioning strategy that is aligned with the vision, missions, goals, objectives, and strategic plans of Undip. MCS mission is to become a quality education institution of Communication Science in education, research, and community service that has a national and international network and reputation by 2025. The vision to gain international reputation underlie all academic activities, including the opening of an international class. The quality of MCS graduates is based on the graduate profile set by the HEI, the so-called COMPLETE (Communicator, Professional, Leader, Educator, and Thinker). With this profile, MCS graduates contribute to the development of science, technology, art, culture and education at the national and international levels. Undip has an SDGs Centre as a form of commitment in supporting government programmes. MCS contributes to support these policies through education, research and community service activities based on SDGs themes including gender equality, environmental communication, health communication, peace, pluralism, media literacy and democracy.

Appraisal:

Based on the demand (applications each year and number of first year students) the study programme is positioned well in the educational market – both regionally and nationwide. The panel considers that Undip can be proud of a good reputation attracting students from different areas of Indonesia.

Graduates find employment mostly in the academic or government sectors. Most students are already employed when studying but they reach higher positions after graduating. However, the panel suggests thinking ahead and to prepare students for the labour market of the future as well.[14]

In addition, expanding international academic connections to Europe and/or countries hosting the top 500 universities could help positioning the programme well in the future labour market.[15]

The programme fits well within the research focus of the HEI. Furthermore, the panel highlights the incorporation of the SDGs into the strategic concept (e.g., SDGs Centre). The programme involves a big amount of staff members, which also shows the University's high commitment to the programme.

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[14] See chapter 3.5
[15] See also chapter 1.2 and 4.3

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	**Positioning of the study programme**					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability")			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

2.   Admission

Admission Requirements
The admission process for new students can be accessed through Undip's webpage[16] and the faculty's webpage for specific information on admission to the Master's in Communication Science programme.[17] The website contains important information for prospective students, such as information about the types of admission path, applicant requirements, and registration procedures, and information about the time, and cost of admission.

The process for new student admission is based on the Regulation of the Rector of Universitas Diponegoro on New Student Admissions, as the technical guideline at the University level. All tests, both for local and international students, are aimed to select the best candidates who are anticipated to be able to follow all learning processes properly.

Master Programme Requirements:

- Graduates of bachelor's degree (S1)
- Minimum GPA of 2.75 from accredited higher education institutions
- Degree Certificate and transcripts
- Academic recommendation from two people (the undergraduate, a four-year Diploma/direct supervisor with min. Master qualifications) (format provided)
- Statement of ability to complete the study (format provided)[18]
- Certificate of payment guarantee for the tuition fees (stamped 6000) (format provided)
- Permit letter from the agencies (for those who are already working) (format provided)
- Projections/general description of the thesis research that will be taken

Additionally, for the Master in Communication Science:

- A certificate of accreditation from the original university.

The programme admission allows graduates from all fields of study.

Counselling for Prospective Students
Universitas Diponegoro provides counselling for prospective students to ask specific questions such as about personal aptitude and career perspectives. Private discussion between applicants and Undip are provided during designated working hours, either by phone or by email.

Applicants can directly contact Student Counselling Services or helpdesks via WhatsApp (WA+628112883688), or online chat (Visit Hallo Undip). The consultation hours are available during business hours (08.00 to 14.00). In addition, the email address lp2mp@live.undip.ac.id can be used by the applicant for consultation.

UNDIP through LP2MP routinely participates in invitations from high schools or organisers of education exhibitions or expositions. UNDIP provides information to prospective students at

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[16] https://io.undip.ac.id/postgraduate-admission/, last access October 9, 2023
[17] https://fisip.undip.ac.id/postgraduate-pmb/, last access October 9, 2023
[18] Will also be part of the interview, applicant must show mental, physical, and financial capability to pursue studies at Undip (can be seen as a basic formal requirement that should not be a hinderance)

various educational exhibitions. The frequently asked questions are generally about scholarships, job prospects, administrative and technical requirements of selection tests. Every year, Undip receives at least 30 visits from high schools across Indonesia. During the pandemic, excursions and exhibitions were conducted online. The promotion of Undip in the JCC (before the pandemic) attracted at least ten thousand participants who wanted to consult about study programmes, both undergraduate and postgraduate programmes.

In general, prospective students prefer WhatsApp for consultation. For an effective registration process, the applicants must have complete documents according to the chosen programme, such as diploma or certificate, report card, ID card, or family card (KK).[19]

Selection Procedures

Independent Examination for Master and Professional Programmes (*Ujian Mandiri/UM*) is a selection test for Master, Doctoral, and Professional degree programmes at Undip where the assessment is based on an Academic Potential Test, English Test, Study Programme Substance test and an interview. The interview process is via the Sipama system. Sipama is an application that is integrated into Undip's information system and that is dedicated for students' selection tests, particularly for the interview process. The application contains prospective students' academic history, personal ID, possible future topic of research, as well as ten assessment criteria of selection. This information is available to the interviewers, who all follow the same guidelines for the interview. The interviewers also record and submit their selection assessments and recommendations through the Sipama application.

International Admission

Undip Scholarship[20] is a financial support offered by UNDIP for international students to pursue their master's degree at Undip. The scholarship consists of tuition fee waiver, living allowance (for those who reside in Semarang), health insurance and internet allowance during the COVID-19 pandemic. The selection is based on academic portfolio and TOEFL score (TOEFL ITP 525 or IELTS 6.0). Prospective students from various countries, especially those from developing countries in Asia, Africa, the Middle East regions, and Europe can apply to this scholarship selection.

The scholarship covers a maximum of four semesters with a thesis submission and journal publication (at least one scientific article) as the final milestone. The journal publication is expected to be published in national or international reputable journals (preferably indexed by Scopus).

Ensuring Foreign Language Proficiency

For Master programmes, TOEFL scores must be above 450 (for the regular class). English scores can be obtained on English written tests conducted by the Educational Development and Quality Assurance Institute (EDQAI/LP2MP). At the time of the interview, some study programmes use English to assess the level of understanding of English skills. Foreign students are not required to take the test but to attach a TOEFL certificate with a minimum score of 525 (for the international class). For international students, the committee and the study programme verify their administrative documents sent online and can communicate with applicants if clarification is needed. English language skills are needed to read and understand

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[19] Family card indicates social/economic status of applicants (e.g., how many persons living in one house/family, gender, occupation)
[20] https://io.undip.ac.id/undipscholarships/, last access October 9, 2023

references, lectures, and scientific activities in English. The study programme organises English language training to support and improve English skills.

<u>Transparency</u>

Transparency and documentation of admission procedures and decisions for test exams are specifically organised by UNDIP. In accordance with quality assurance, all new student admissions from within and outside the country are carried out centrally at the University. Technically, all test management is carried out by LP2MP which is an institution at the University level with the task of carrying out all promotions and admission procedures at UNDIP.

The Rector through LP2MP establishes internal committees assigned to prepare and implement the test, as well as manage test results. Data of this result is then submitted to the LP2MP leader for discussion with the University leaders (the Rector and the Vice-Rector) and the Dean to make a decision. To facilitate the implementation and to maintain quality, standard operating procedures (SOP) have been made for all new student admission paths. The test results can only be accessed by the applicants. The decision on whether the applicants are accepted for undergraduate (S1), postgraduate (Master/S2) and doctoral (S3) programmes can only be accessed individually using the same account as for registration.

Appraisal:

The admission process follows a very clear structure. The procedures are sound, especially for the MCS programme, routines have been established and the steps are very transparent. The open admission of bachelor students from all fields of study is common in Indonesia. National requirements have been sufficiently taken into account.

The additional interview is not standard in Indonesia and ensures that only qualified students are admitted to the programme. The admission is clearly oriented towards the strategic goals of the study programme. The panel did not see evidence that the admission procedure is periodically reviewed for its effectiveness and adapted in accordance with the obtained results yet. If so, the programme qualifies for *exceeding* this criterion.

A counselling service for applicants is established (helpdesk, WhatsApp, phone, email, on-site support during defined office hours).

The mandatory English proficiency score for both Indonesian and international students in the regular and international class could be heightened in order to produce higher-quality graduates. The panel **recommends** raising the English requirement for all to Toefl 550 (or equivalent).

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

In addition, the admission decision contains detailed information on the results of the admission procedure.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		X			

3. Contents, structure and didactical concept of the programme

3.1 Contents

Logic and conceptual coherence
The HEI states that the MCS curriculum is formulated by taking into account updates and progress in the academic field, recent developments in the industry, inputs from alumni and users, and the evaluation from the previous curriculum.[21] All these aspects are discussed with internal and external stakeholders (students, lecturers, alumni, professional associations, and graduate users).

The MCS curriculum consists of two concentrations:

1) Media, Culture, and Society; and
2) Strategic Communication.

In the first semester, learning activities in both concentrations focus on theoretical foundations through courses such as:

- Media, Culture, and Society Theories,
- Media Philosophy and Ethics (concentration in Media, Culture, and Society),

and
- Principles of Strategic Communication and
- Communication Philosophy and Ethics (concentration in Strategic Communication).

In addition, the first semester offers qualitative and quantitative research methods (in two separate courses), which aim to prepare students for formulating thesis proposals and theses.

In the second semester, students are taking courses that contain discussions and seminars on contemporary issues according to their concentrations. In the "Reading Course and Thesis Proposal" students produce a literature review and a thesis proposal.

In the second semester, students are also required to take two elective courses (see list of electives below).

The "Publication", "Thesis Results Seminar", and "Thesis" examination are expected to be completed in the third semester and fourth semester. The logic of the MCS curriculum is that the first year will lay the foundation of theoretical and methodological knowledge for formulating research design for thesis and academic publication in the second year, building upon the academic competence that students have gained from their bachelor qualification.

The thesis and academic publication will be the culmination of the academic activities, where students apply their theoretical and methodological competences, ability to analyse, to build arguments, to formulate thesis, and to apply critical thinking.

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[21] See p.11 self-evaluation report

Figure 1: Curriculum MCS

1st Semester

NO.	COURSE CODE	COURSE	CONCENTRATIONS (SKS CREDITS)		ECTS CREDITS
			Media, Culture, and Society	Strategic Communication	
1	P-SIK-8001	Media, Culture, and Society Theories	3		4,53
2	P-SIK-8004	Media Philosophy and Ethics	3		4,53
3	P-SIK-8002	Qualitative Research Methods	3	3	4,53
4	P-SIK-8003	Quantitative Research Methods	3	3	4,53
5	P-SIK-8014	Principles of Strategic Communication		3	4,53
6	P-SIK-8015	Communication Philosophy and Ethics		3	4,53
		Total Credits	**12**	**12**	**18,12**

2nd Semester

NO.	COURSE CODE	COURSE	CONCENTRATIONS (SKS CREDITS)		ECTS CREDITS
			Media, Culture, and Society	Strategic Communication	
1	P-SIK-8005	Contemporary Issues of Media, Culture, and Society	3		4,53
2	P-SIK-8014	Contemporary Issues of Strategic Communication		3	4,53
3	P-SIK-8006	Reading Course & Proposal Thesis	3	3	4,53
4		Elective Course 1	3	3	4,53
5		Elective Course 2	3	3	4,53
		Total Credits	**12**	**12**	**18,12**

3ʳᵈ Semester

NO.	COURSE CODE	COURSE	CONCENTRATIONS	SKS CREDITS	ECTS CREDITS
1	P-SIK-8011	Publication	Media, Culture, and Society; Strategic Communication	3	4,53
2	P-SIK-8012	Thesis Results Seminar	Media, Culture, and Society; Strategic Communication	3	4,53
3	P-SIK-8013	Thesis	Media, Culture, and Society; Strategic Communication	6	9,06
		Total Credits		**12**	**18,12**

Elective Courses

NO.	COURSE CODE	COURSE	SKS CREDITS	ECTS CREDITS
1	L-SIK-8007	Advanced Research Methods	3	4,53
2	L-SIK-8008	Digital Journalism	3	4,53
3	L-SIK-8009	Media, Gender and Sexuality	3	4,53
4	L-SIK-8010	Media Political Economy	3	4,53
5	L-SIK-8017	Political Persuasion and Propaganda	3	4,53
6	L-SIK-8018	Strategic Communication for Social Change	3	4,53
7	L-SIK-8019	Digital Marketing	3	4,53
8	L-SIK-8020	Corporate Communication	3	4,53

Rationale for degree and programme name

MCS is an educational programme at the master's level. The name of this programme is Magister Ilmu Komunikasi (Master of Communication Science). The name and degree title of the programme refer to the Government Regulations on the Nomenclature of Study Programmes.[22] The degree title of this educational programme is M.I.Kom.

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[22] Decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia on the Name of Study Programme at Higher Education

Integration of theory and practice

The MCS curriculum offers an integration of theory, practice, and research, with the emphasis in theoretical and methodological content. Practical contents of the curriculum can be found in the courses such as: Corporate Communication, Digital Marketing, and Digital Journalism. In these courses, MCS involves practitioner guest lecturers to provide practical insights in the course content. Case-based lectures allow students to discuss materials with relevant and actual case samples guided by the lecturers. Integration of theory and practice is also carried out to hone students' research skills. In the courses "Qualitative Research Methods" and "Quantitative Research Methods" students learn to formulate a feasible research proposal to be further developed into a research project. After taking the theoretical and research methods courses, students are expected to be able to conduct a research project, which produces output for publishable scientific articles.

Interdisciplinary thinking

Communication Studies at MCS are inherently interdisciplinary studies, where various scientific traditions and scientific approaches, such as sociology, psychology, anthropology, philosophy, linguistics, and other scientific traditions are incorporated in understanding human communication, whether it is mediated or unmediated communication. Further, interdisciplinary thinking is also built through the MCS curriculum.

In the courses such as:

- Media, Culture, and Society Theories, and
- Contemporary Issues of Media, Culture and Society (concentration Media, Culture, and Society)

and

- Principles of Strategic Communication;
- Contemporary Issues of Strategic Communication (concentration Strategic Communication)

students are encouraged to hone their analytical and critical thinking with various academic traditions to study contemporary situations and developments of communication and media in society. Additionally, all elective courses contain interdisciplinary thinking, which incorporate intersection of political science, business, culture, technology, sociology and gender studies.

Ethical aspects

MCS builds ethical aspects in the programme through curriculum content and curriculum procedures.

The curriculum contains courses on ethical principles, such as:

- Media Philosophy and Ethics (concentration Media, Culture, and Society), and
- Communication Philosophy and Ethics (concentration Strategic Communication).

Additionally, the elective courses Digital Journalism, Political Persuasion and Propaganda, Corporate Communication contain ethical aspects and moral principles in the media industry, corporate activities, and the use of media in disseminating information in the digital era.

Principles and ethical aspects are also applied referring to integrity and academic conduct, as well as emphasis on prohibition to conduct academic dishonesty which is pursued through a similarity test on student scientific work with Turnitin test as listed in the Guidance for Thesis and Dissertation Writing. The University has also formulated a regulation regarding the prevention and handling of sexual violence.

Methods and scientific practice
Skills in mastering the scientific method and conducting scientific research are built into the MCS curriculum. In the first semester, MCS students (all concentrations) take the courses:

- Quantitative Research Methods and
- Qualitative Research Methods.

These courses help students to gain knowledge about scientific methods, principles and skills in designing research proposals, which will be followed up at a later stage. In the second semester, students will produce a research proposal for writing the final thesis, which is prepared by consulting with the research supervisor assigned by the programme manager. This proposal will be presented in front of other MCS students and the board of examiners, and if deemed feasible, the proposal can be continued to be thesis research.

In the third semester, this proposal will be further developed into thesis research. The scientific publication will be prepared in the third semester and expected to be published in the fourth semester. With this curriculum design, students are expected to develop and sharpen their skills in conducting scientific research to the higher level from what they already acquired at the undergraduate level.

Examination and final thesis
Evaluation of students' academic performance is carried out in stages in each semester through midterm examination and final examination. It can range from written test, oral test, case analysis, argumentative or research paper writing, proposal writing, or other forms of evaluation that assess the mastery of course content. The exam in the form of argumentative paper writing, for example, is utilised by courses that emphasise analytical thinking and critical thinking in discussing contemporary communication cases. The exam in the form of proposal design is utilised by courses that emphasise students' ability to develop a logical and feasible research design.

The elements of student academic performance evaluation consist of:
- Assignment (counted for 50 % of final grade),
- Midterm Exam (counted for 25 % of final grade), and
- Final Exam (counted for 25 % of final grade).

These grading calculations have been systematised in the SIAP (academic information system). Undip has established a complaint mechanism for students ("Manual Procedure Course Score Complaint"). If an error occurred, the respective lecturer can change the final score and grade via SIAP.

As the final project in MCS, students must write a Master Thesis and defend it orally. This Thesis is an essential evaluation instrument of understanding of theories and concepts, skills

in applying research methods, ability of logical and analytical thinking, ability to systematise a variety of information and data, ability to synthesise theories and data to form arguments and theses that can be defendable scientifically. Thesis writing procedures and assessment procedures are set out in the MCS academic guidelines.

Appraisal:

The panel evaluates the logic and conceptual coherence as very good. The curriculum adequately reflects the qualification objectives of the study programme and meets the needs of academia. The two concentrations and electives enable students to acquire additional competences and skills.

However, the selection of courses is also very broad. Healing the given conditions in chapter 3.2 gives the chance to better „streamline" the programme, to formulate the content of the courses more clearly and to narrow down some of the approaches. The panel points out some inconsistencies for example the elective course "Digital Journalism" requires prior knowledge of media systems, of production routines, or normativity which cannot be provided in a single 4,4 ECTS- course. The same applies for courses like "Media, Gender, and Sexuality", "Media Political Economy", and "Political Persuasion and Propaganda".

Nevertheless, the panel highlights the structure of the programme, especially the openness of the courses "Contemporary Issues of Media, Culture, and Society" and "Contemporary Issues of Strategic Communication" respectively. Nevertheless, the contents of these courses need to be reworked every year. Considering the curriculum and the course descriptions, the panel is not convinced that routines for regularly updating the curriculum are in place. The academic field has to be watched internationally. Many currently decisive things were missing from the panel's point of view: e.g. stakeholder approaches in strategic communication, disintermediation, discourse on media system(s), journalism as mass communication, the movement from gatekeeping to gate watching, the new paradigms of media communication, the mediated society. The panel strongly **recommends** describing and implementing procedures to regularly update the content of the curriculum according to international standards in the field.

The panel sees need for improvement regarding research-based teaching and learning. Students and graduates were only able to identify one course which was challenging (academic writing course), while the panel expects a full-time master programme with a research focus to be very challenging in general. This seemed not the case here which is why the panel is questioning the overall workload and depths particularly of the methodological courses, which are usually the most difficult ones. Created as a full-time master, most students are doing their studies besides being full- or part-time equipped in practice. And no one in the interviewed group of students (also the ones being highly engaged in practice) complained about workload. This seems strange to the panel members. Hence, the study programme management should clearly differentiate between a full-time research-based and a further education master programme in terms of contents, objectives, and target group. The panel **recommends** putting a stronger emphasis (in terms of credit points) on courses focussing on research and methodology (if they want it to be a research master that builds the foundation for continuing the track towards a PhD). The panel suggests including a course on "R" and offering more scientific summer schools. The study programme management could also make two programmes to clearly differentiate between a research master and a continuing education programme. The panel acknowledges though that this might not be possible in the Indonesian

system. They trust in the study programme management to solve this ambiguity with the appropriate measures.

The degree and programme name correspond to the contents of the curriculum and the programme objectives. These follow national requirements.

The integration of theory and practice in the MCS programme is achieved via project-based learning (although this should be made more visible in the module descriptions).[23] As most of the students are already working the panel suggests integrating student's work experiences a bit more in the curriculum and establish more collaborations with companies, to offer students another perspective and prospective field of work (besides academia and government). There is need for professionals in the private media sector as well.

The programme is taught by lecturers from different departments supporting interdisciplinarity. Moreover, there are courses on gender and other contemporary issues that are interdisciplinary and enhance interdisciplinary thinking. As pointed out above, there is a rather risk of being too broad.

Ethical aspects are often discussed in the courses. There is one specific course for each concentration dealing in-depth with ethical implications in the field. Furthermore, students and lecturers are required to do community work.
The study programme also gives special attention to the SDGs and has established an SDGs centre.[24] The University has also formulated a regulation regarding the prevention and handling of sexual violence. The panel considers this a strong promotion of ethical values making them an integral part of the study programme's qualification objectives.

Students acquire methodological competences and are enabled to do scientific work on the required level. However, as pointed out above, the panel suggests focusing a bit more on the research and/or make the focus on research more transparent via the course descriptions and the curriculum.[25]

The panel sees room for improvement regarding the formative assessments (exams) in that they lack discursive elements, for example like study book, portfolio, essay with presentation, or posters. In connection with the condition in chapter 3.2 concerning the taxonomy levels of the courses, **the panel recommends the following condition:**

> **The University revises the given types of exams integrating a minimum of 30 % discursive elements on course level.**

This could help to further develop the programme.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.
The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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[23] See chapter 3.2
[24] See chapter 1.3
[25] See also chapter 3.2

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects		X			
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)				X	

3.2   Structure

Projected study time	4 semesters (minimum 3 semesters, maximum 8 semesters)
Number of credits (national credits and ECTS credits)	36 SKS credits (54 ECTS credits)
Workload per credit	170 minutes (2.83 hrs)/week
Number of modules/courses	18
Time required for processing the final thesis and awarded credits	2 semesters, 6 SKS credits (9 ECTS credits)
Number of contact hours	50 minutes per SKS credit or 11.67 hours per semester Semester 1 = 543,6 hours Semester 2 = 543,6 hours Semester 3 = 543,6 hours

Modular structure of the study programme

Credit (SKS) conversion to ECTS at Undip is stipulated in Rector Regulation No.3/2022, where one ECTS credit is considered equivalent to 0.67 SKS credits, or one SKS credit = 1.5 ECTS credits. This conversion value is based on Undip's Academic Regulation that one credit consists of three elements, which are: 50 minutes of face-to-face learning, 60 minutes of structured learning, and 60 minutes of independent learning. Therefore, the total study load in one week is 170 minutes for one credit. In one semester, there are 14 weeks of lecture sessions and two exam weeks (mid term and final exam), so the study load of one semester is 170 minutes x 16 weeks = 2,720 minutes = 45.33 hours. Credit (sks) conversion to ECTS credits uses the calculation that one ECTS credit equals 30 hours. With this rate, the calculation of the conversion rate is 45.33/30 = 1.51. Therefore, the conversion of SKS credits to ECTS credits is one SKS equals 1.5 ECTS credits, conversely one ECTS credit equals 0.67 SKS credits.

MCS applies 36 SKS credits (54 ECTS credits) for the minimum graduation standard. These consist of 30 credits for compulsory courses and at least six credits for elective courses (students can take more elective credits if they want to). The six credits elective courses can be selected from six courses (that total 18 SKS credits) that are offered to them.

Study and exam regulations
All learning activities at MCS are set forth in the Academic Regulations at the University level (amended), and the Academic Guidelines at the faculty level which are contained in the Academic Guideline Book published by the faculty. The regulations can be accessed by all students through the Faculty of Social and Political Science's website[26] and are also provided in hardcopy version. The course examination is performed regularly in the middle and at the end of the semester. To take the exam, students are required to have a minimum attendance of 75 %. In addition to being set forth in the academic regulations, the rules of exam are also specifically regulated in the syllabus of each course (course description/handbook).
At the beginning of the semester, the lecturer delivers lecture materials per meeting and information on the assessment (assignment, midterm and final exam). The learning evaluation results are delivered to students through the Undip academic information system (SIAP).

In accordance with the provisions set at the University level, MCS provides opportunities for students to study abroad. However, this is more common in undergraduate programmes than in postgraduate programmes. The time period for this international mobility programme will be counted as the study period. Moreover, in accordance with the Rector Regulation no. 3 of 2022, graduates obtain diploma supplements as an additional recognition document and/or achievement as students according to the field of expertise in their respective disciplines and/or achievement outside the study programme. Students can obtain diploma supplements for achievements, awards, certificates of competency, and professional certificates awarded by institutions and/or organisations that have collaborated with Undip. Students can also obtain diploma supplements for their achievements, for instance when they achieve 1st, 2nd and 3rd place in national or international competitions organised by the national sports organisation or other organisations recognised by the Ministry.

Feasibility of study workload
Students are expected to be able to complete their studies within three to four semesters and no later than eight semesters. The MCS curriculum consists of 36 SKS credits (54 ECTS credits). In the first two semesters, students are given a study load of twelve SKS credits each semester (18 ECTS credits). Starting from the third semester, students are given a study load in courses related to research/thesis.

To ensure there is no study overload, each student will be monitored by one academic supervisor. At the research preparation stage starting from the third semester, students will also be monitored by one thesis supervisor who will guide the thesis writing process from proposal to final examination. Hence, MCS facilitates students in meeting the study loads and completing their studies on time. Following is a student workload analysis compiled by the department of quality assurance at the faculty level and study programme level.

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[26] https://mikom.fisip.undip.ac.id/en/downloads/, last access on October 9, 2023

<u>Equality of opportunity</u>
Undip and MCS ensure equality of gender, ethnic, racial, and disabled people to gain admission and studying at Undip. In the student admission process, there are no other criteria other than academic ability to be accepted in MCS. The programme accepts Bachelor graduates of all majors. Men and women have equal opportunities in the learning process. MCS is a small version of Indonesia, where students come from various regions in Indonesia, besides Java also from Sumatra, Kalimantan, Sulawesi, Maluku-Nusa Tenggara, and Papua. Foreign students studying at MCS also come from various countries; Timor Leste, Netherlands, Russia, Suriname, Egypt, Palestine, Burundi, and Ghana.

MCS also provides facilities for the disabled. Under the Rector Regulation No. 24 of 2016 and Number 5/2020 (amended by the Regulation of the Rector of Universitas Diponegoro Number 29 of 2020) on Undip services for students with disabilities a Service Unit for Students with Disabilities has been established. The programme identifies the special educational needs of students including students with disabilities and makes appropriate provisions to meet those needs. Students with disabilities in accordance with the Regulation of the Rector, are guaranteed to be provided with accommodation or special arrangements to ensure all students are able to take the exam with the same requirements. They must also achieve the same academic standards to pass the exam.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload (170 minutes per credit). The course descriptions are thorough, and the information provided is in accordance with the ECTS Users' Guide. The literature is up to date but should be further separated into necessary and recommended readings, so that students don't get overwhelmed by the long lists of literature. However, it was not obvious from the course descriptions, how students actually acquired their skills on the required level. During the interviews and by looking at further materials and theses of students, the panel could verify that students have the skills on the required level. Therefore, the descriptions of intended learning outcomes need to be revised based on a higher level of Bloom's taxonomy. **The panel recommends the following condition:**

> **The University revises the formulation of learning outcomes in the course descriptions based on Bloom's taxonomy at the required level.**

Moreover, the panel points out that knowledge cannot be mediated, it has to be activated and used. It was unclear to the panel how students actually acquire their skills. This should have been transparent in the course descriptions (content and teaching methods section). Students should not only know relevant theories and practices, but also how to translate this into research questions and transfer them into empirical research. The final thesis samples showed that students are able to do scientific research on the required level.[27] The panel **recommends** describing the tools given to students to adequately investigate, do research, interpret their empirical studies and design and make this transparent in the course descriptions (teaching

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[27] See appraisal in chapter 3.1

methods, didactical concepts, intended learning outcomes, integrating leveling models and competence matrices).

There are legally binding study and exam regulations which contain necessary rules and procedures and relate to national requirements. However, the final grade is not supplied with an ECTS grading table. **The panel recommends the following condition:**

The University supplies the Diploma Supplement with an ECTS grading table or a relative grade in accordance with the ECTS User's Guide 2015.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.
When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

The University ensures gender equality (more female than male students and lecturers) and non-discrimination. Students with disabilities are provided with affirmative action concerning time and formal requirements throughout the programme and examinations. There is also a Service Unit for Students with Disabilities. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted. The University has also formulated a regulation regarding the prevention and handling of sexual violence.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			Condition		
3.2.2*	Study and exam regulations (Asterisk Criterion)			Condition		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

3.3 Didactical concept

<u>Logic and plausibility of the didactical concept</u>
The learning objectives of MCS are to master the basics and methodology of Communication Science, to be able to develop and update Communication Science, and to be able to solve problems through research and development. To achieve these learning objectives, MCS implements a student-centred learning approach, where the focus of learning in the classroom is to provide opportunities for students to think, discuss, and deliver their thoughts to fellow students and lecturers. Various forms of teaching methods (didactic methods) are used and adjusted to learning outcomes of each course contained, which can be seen in each course syllabus (course description).

Didactical methods include:

- Small group discussion, role play, problem-based learning, collaborative learning, or the combination are used to improve the ability to understand the knowledge/concepts and demonstrate ideas.
- Contextual instruction, collaborative learning, project-based learning, or the combination are used to improve the ability to implement knowledge and develop ideas in a more applicable way.
- Project-based and collaborative learning are used to improve the ability to work or produce something.
- Self-directed learning is applied in courses that emphasise independence to do tasks, such as Thesis research projects.

All combinations of these learning approach variations are used to ensure that students are able to achieve the learning outcomes set out in each course.

Course materials

Learning materials in MCS include textbooks, media news, cases from the communication industry, journal articles, research results, and other materials. These materials are tailored to the characteristics of the course as well as the learning outcomes. The learning materials are already listed in the course syllabus (Lesson plan – RPS), and delivered at the beginning of the semester so that students can prepare themselves. These learning materials are prepared by the lecturers and attached/uploaded to KULON as an online-based learning platform (Learning Management System-LMS). If students have difficulties in accessing the materials through the LMS, the lecturers will inform them that the learning materials will be accessible through the study programme library, faculty library, or online library database of Undip. To maintain the timeliness of the lecture materials, lecturers are required to update the contents/case studies of each course.

Guest lecturers

Every semester, MCS invites guest lecturers to share insights and updates on scientific perspectives in communication. The invited guest lecturers come from various expertise in Communication Science, both in the field of media and strategic communication. The topics in the lectures also highlight some materials that need further explorations beyond classroom materials, particularly perspectives from other scholars from different universities, and recent issues from industrial practitioners.

For example:

- someone from the Universitas Indonesia (Jakarta), who gave a lecture about the development of company marketing strategy using digital media;
- a practitioner of marketing communication, who gave a lecture on designing strategic communication in the pandemic and post-pandemic time; and
- someone from IPB University (Bogor) who gave a lecture about strategic communication and social change.

MSC also presents international guest lecturers, among others:

- someone from Ohio University, USA, who gave a lecture on the theme of *The Future of Investigative Reporting: Essential Tools for Journalists,* and discuss theoretical and practical aspects in conducting investigative reporting in digital era among American journalist;
- someone from Goethe University Frankfurt, Germany who gave a lecture about Media, Politics and Economics in Southeast Asia, and discussed the analytical frameworks in conducting research in the regional of Southeast Asia.

These guest lecturers offer insights and new information that helps students to expand their understanding of communication and contemporary communication development in various regions and countries.[28]

<u>Lecturing tutors</u>
MCS does not have an assistant lecturer scheme since all learning activities can be directly guided by the lecturers. The teaching and learning process is carried out by lecturers of each course, and research consultation is carried out by the thesis supervisor. However, discussion also takes place between senior students and junior students to deepen their understanding about the learning materials. Discussion and sharing of information will be more intense when students conduct their thesis research. Student collaborations also take place in the effort to produce scientific publications.

Appraisal:

The didactical concept of the study programme includes case studies and projects. Student-oriented approaches are employed. The panel suggests diversifying and updating the approaches to include flipped classroom, think-pair-share, fishbowl-discussions, world cafés, Miro- or Collaboard-discourses. Further education of teaching staff concerning modern teaching methodology, media didactics might be necessary in this regard.[29] Moreover, the didactical methods and how content is taught in the programme and how skills are achieved need to be explicit in the course descriptions.[30]

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

The integration of guest lecturers is very positive. They contribute to the students' qualification process with their special experience. The study programme also invites international lecturers and practitioners.

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[28] https://mikom.fisip.undip.ac.id/kuliah-dosen-tamu-program-studi-magister-ilmu-komunikasi/, last access on October 9, 2023
[29] See chapter 4.1
[30] See chapter 3.2

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors					X

3.4 International outlook

International contents and intercultural aspects

The courses in the MCS curriculum are the result of benchmarking on quality standards with similar programmes at universities overseas, which is done through comparing the curriculum with several similar programmes abroad. Discussions with partners from the Philippines, United States, and Australia provide an international insight into the MCS curriculum.

Most of the eleven courses in the MCS curriculum contain international content, such as:

- Contemporary Issues of Media, Culture and Society/Contemporary Issues of Strategic Communication respectively,
- Media Political Economy (elective),
- Political Persuasion and Propaganda (elective),
- Digital Journalism (elective).

These courses contain contemporary issues on an international and intercultural context. To incorporate international context, lecturers provide materials and lead discussions of global case studies. The course materials containing global issues prepares students to be knowledgeable in an international context.

Internationality of the student body

From 2017 until 2022, MSC has accepted 14 international students from Ghana, Burundi, Egypt, Palestine, Bangladesh, Liberia, Netherlands, Suriname, Timor Leste, Russia, and Pakistan. MCS opened English language classes to accommodate these international students, aside from regular classes conducted in Indonesian. MCS admitted international students with various internal and external scholarship schemes. Internal scholarships include the DISS[31] (provided by Undip), while external scholarships include Developing Country Partnerships (provided by the Indonesian Government). The internal scholarship scheme is one of the attractions of international students to study at MCS. Studying Communication Science in a multicultural society such as in Indonesia is one of the attractions for international students to study at MCS. In addition, the development of the communication industry in emerging economy countries such as in Indonesia also allows students to gain new insights about specificities of the communication industry in Indonesia.

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[31] https://io.undip.ac.id/diponegoro-international-students-scholarship-diss-call-for-2021-application/, last access October 9, 2023

With the support of the Undip scholarship scheme, in the first batch of the international class in 2021, MCS admitted eight international students from ten applicants who came from various disciplines and had worked in various institutions abroad. In 2022, MCS admitted two foreign students. International students are/were (some of them already graduated) from Suriname (2), the Netherlands (2), Russia (1), Timor Leste (1), Liberia (1), and Pakistan (2). Prior to the international programme, MCS had granted degrees to four international students under the scheme of Developing Country Partnership scholarship or KNB and Darmasiswa. They were students who had studied Indonesian and lived in Indonesia before enrolling in MCS. These students came from Ghana, Burundi, Egypt, and Palestine.

Internationality of faculty
The internationality of lecturers in MCS can be seen through the qualifications of MCS full time lecturers. Three MCS full time lecturers are overseas university graduates, such as from the Philippines, Australia, and the United States.
Currently, there are two lecturers who are studying for doctoral degrees in the United Kingdom and Germany. In addition to teaching, ten MCS full time lecturers are also involved in other international activities such as:

- international research collaboration with researchers from the Philippines, Malaysia, Chile, and the United States,
- participation in professional development through workshops and international conferences related to research and resource development, such as NVivo Workshop, Collaborative Research Workshop, and Internationalisation Management Workshop.

To support internationalisation, MCS invited international academics and researchers who taught 16 international lectures in the last four years.[32] The involvement of these international lecturers teaching in the MCS aims to give students an international perspective and provide insights into the latest development in science, research, and communication industries in the international context.
Students benefit from internationalisation of the lecturers from the enriched course materials, updates in research, insights and perspectives from outside the MCS. Furthermore, they will also have possibilities to gain opportunities to build networks with international partners. International lecturers also provide chances for students to get accustomed to discussing and conveying their ideas in English language.

Foreign language contents
In the international classes, MCS uses English as the medium for communication, where all courses are delivered in English. For regular classes, teaching and learning activities are conducted in Indonesian, but some of the materials are in English, such as reference materials (books, journals, research reports). International journals are also used as references in the learning process in addition to updating insight of the learning materials. MCS local students in general have good passive English language skills as the result of learning English from primary school, secondary school, high school, and undergraduate level education at the University.

Appraisal:

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[32] https://mikom.fisip.undip.ac.id/en/visiting-lecturer/, last access on October 2023

International contents and intercultural aspects are an integral part of the curriculum. Students said they benefited from this content. The panel considers students to be prepared for the challenges in an international working environment. Through practical examples (case studies), students are enabled to act in an intercultural environment.

The acquisition of intercultural competences and skills are at the core of the programme's learning objectives and are strongly promoted (international guest lecturers, international class, international materials).

The international composition of the student body corresponds to the programme concept and is quite high especially considering the courses are taught in Indonesian language. The measures taken to promote internationality and increase the number of international students (especially exchange students) could be further improved. The panel **recommends** building up the international class (or switch to an English taught programme entirely). The foundation is there. The Bachelor of Communication Science programme at Undip has already established an international class and the University stated that an international class for the master has been opened as well. The lecturers have the necessary English skills to teach in English entirely. However, so far international students have been joining the regular Indonesian classes.

The panel also **recommends** collaborating with partner universities to support international student exchanges and research collaborations and promoting the opportunities of exchange programmes within the students, especially the ones without job responsibilities.

The international composition of the faculty is represented by visiting lecturers from different countries, lecturers with international academic and professional experience and especially the integration of the lecturers in international communities.
This promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme (course materials are in English, students can write their thesis in English).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)		X			
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		

3.5 Multidisciplinary competences and skills

All courses in the MCS curriculum are supposed to enhance students' communication competencies and multidisciplinary skills.

Moreover, the Corporate Communication elective course provides knowledge and insight in establishing corporate strategic communication to convey information from within the company to internal and external stakeholders. The elective course Digital Marketing also provides knowledge that builds the ability to develop company marketing strategies using digital technology.

In addition to the course content, learning activities that utilise a case-based learning approach provide opportunities for cooperation in groups, which can develop teamwork and public speaking skills.

Discussions and presentations on current issues in each course also hone the ability to communicate in groups, which are also elements of leadership, conflict management, and critical thinking.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills. This is supported by means of suitable didactical and methodological measures (group projects, case studies, presentations). This could be further enhanced following the suggestions of the panel concerning modern didactical methods and further education of staff.[33]

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. Reading the course descriptions, the panel noticed a lack of future skills though (e.g., self-determination, self-efficacy, digital literacy, innovation, design-thinking). They **recommend** integrating future skills into the curriculum (e.g. course descriptions).

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability

MCS graduates are hired as lecturers/academics at various universities in Indonesia.[34] Additionally, MCS facilitates students to build networks with alumni who are already working in industries at an annual Student Gathering event. This event also improves skills for employability because students have the opportunity to establish connections with professionals to get insights about the needs of industry from alumni. This information can be used to prepare themselves before graduating to compete in the labour market.

The MCS also cooperates with industry and professional organisations, such as Perhumas (Indonesia Public Relations Association), AJI (Alliance of Independent Journalists) to discuss and get input and information about employability for MCS graduates. Tracer studies of MCS

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[33] See chapter 3.3. and 4.1
[34] See chapter 1.3

alumni conducted periodically to assess the absorption of graduates in the job market latest's result shows that 70-80 % of graduates can get a job after six months after graduating from MCS.

Appraisal:

Most of the students are already employed while studying. Considering that they are getting higher positions after graduating this criterium is fulfilled. The multidisciplinary skills pointed out in chapter 3.5 support the graduates' employability.

The panel underlines previous suggestions regarding the positioning in the future job market and the lack of future skills in the curriculum.[35] The University should think more ahead and anticipate the future needs of the labour market and translate these into achievable skills to be acquired by MCS students. Especially in courses like "Contemporary Issues of Media, Culture, and Society" and "Contemporary Issues of Strategic Communication" the content needs to be updated regularly.[36]

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)			X		

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[35] See chapters 1.3 and 3.5
[36] See chapter 3.1

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curricular requirements

Currently, MCS has 15 full-time lecturers and six part-time lecturers. The full-time staff is positioned as follows:

Table 2: Structure of MCS lecturers

No	Academic Rank	Number
1	Professor	4
2	Associate Professor	5
3	Assistant Professor	6
	Total	15

Academic qualification of faculty

MCS lecturers are nationally certified lecturers set by the Ministry of Education and Culture of Indonesia. Full-time and part-time lecturers must meet the main qualifications of at least holding a doctoral qualification. The recruitment process for full-time lecturers of MCS is integrated with the lecturer recruitment system at Universitas Diponegoro based on the national academic qualification criteria.[37] The lecturers who hold a doctoral degree in the Department of Communication Sciences automatically become full-time lecturers at MCS. Meanwhile, the recruitment process for part-time lecturers is based on the needs of the study programme while still meeting the academic qualifications. The appointment of part-time lecturers is determined based on the Rector's Decree of Universitas Diponegoro.

Universitas Diponegoro encourages and facilitates MCS lecturers to improve their academic and professional quality by providing opportunities to participate in certification workshops, scientific conferences, training, national and international research grants. The output of these activities is scientific work published in national accredited journals and international reputable journals through research and community services activities. In addition, lecturers also have the opportunity to be involved in various scientific associations and professional associations, as well as conduct community service activities in the field of communication.

Pedagogical / didactical qualification of faculty

Each lecturer at MCS is nationally certified and determined by the Ministry of Education, Culture, Research, and Technology. This certificate ensures that the lecturers have met the pedagogical/didactic skills required to become educators at MCS. In addition, the Human Resources Development Agency of Universitas Diponegoro and LP2MP facilitate all lecturers to improve their pedagogical/didactical competences. Lecturers are required to follow a series of teaching and learning training, including Basic Skills in Instructional Techniques (PEKERTI), the Applied Approach (AA), student-centred learning, problem-based learning, e-learning, communication media, and website digitising textbooks. The lecturers are also required to participate in Distance Learning Training and Distance Information Technology which enable

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[37] stipulated in Law No. 14 of 2005 on Teachers and Lecturers

online learning. MCS lecturers periodically join the upgrading and refreshment of pedagogy skill training from LP2MP, such as workshops on effective student-centred learning methods. In addition, the Department of Communication Science also conducts various trainings to improve pedagogical/didactical competence specifically according to the needs of the study programme, such as Data Journalism Training, Online Media Management Training, Mendeley Training, Nvivo training and Turnitin training.

To support the internationalisation of MCS under the coordination of FISIP, Undip sent the lecturers to participate in English teaching certification programmes, such as the Cambridge TKT Certification of Content, Language, Integrated Learning (IALF) programme, and English Medium Instruction certification programme (EMI-ASIA University, Taiwan).

Practical business experience of faculty
MCS lecturers have professional experiences, in which they have been involved or still involved in the industry as business practitioners or media practitioners. In the area of public and government agencies, MCS lecturers act as an expert team of communication, communication consultants, and communication facilitators. In the area of micro, small and medium enterprises (MSMEs), MCS lecturers act as assistants for MSEMs and business actors. In the academic field, MCS lecturers act as managers of nationally accredited scientific journals, national research consultants, researchers, and authors of modules and books.

MCS lecturers also engage with professional partners during learning and tasks assigned to both concentrations, for example, involving local and national media industries in the learning practice of Media Political Economy and Digital Journalism course, or involving MSMEs in the practice of Digital Marketing course. Aside from this, MCS also involves professional partners as part-time lecturers, guest lecturers, and trainers to provide theoretical and practical knowledge to students. Lastly, MCS lecturers conduct research and community service activities by involving students, so that they have the opportunity to get first-hand experience in the field.

Internal cooperation
Internal cooperation among lecturers and staff within the programme is coordinated by MCS programme managers, both formally and informally. Formally, the cooperation is carried out through formal and scheduled meetings in each semester. In addition, internal cooperation in MCS is conducted through the annual curriculum evaluation meeting, where lecturers convey their feedback and inputs to improve the learning process in the programme. During the semester, lecturers also coordinate with their teaching team to reach a common understanding in learning materials and learning outcomes, and to discuss the teaching and didactical approaches. Informally, MCS programme managers establish communication forums by using online platform applications to facilitate coordination among lecturers. If any urgent matters arise, it is usually resolved through a special forum attended by all MCS lecturers and staff.

Student support by the faculty
MCS provides students support both in academic and non-academic matters. In academic matters, students can reach lecturers to ask questions outside the classrooms. Student support is carried out face-to-face in lecturers' office hours, or through email and text messaging.

Students' support for thesis writing is also provided through thesis supervisors that can be reached in designated thesis consultation times according to the arrangement made between students and supervisors. In non-academic matters, students are provided with counselling services coordinated at the faculty and University level. These counselling services are provided by professional psychologists or lecturers who have been trained for student counselling. Students can use these services anytime they encounter a problem and need counselling to solve the problem.

In addition, MCS also provides students with a chatting forum for each cohort in each concentration through messaging applications. These forums can convey students' information in a timely manner. The MCS programme manager also facilitates a chatting forum in each course, so that students and lecturers can communicate to coordinate activities related to the course. MCS facilitates students who need financial support to participate in conferences, as well as facilitates students to publish scientific articles in the MCS journal, the Journal of Communication Science.

The results of satisfaction surveys conducted with students showed high satisfaction with the services provided.[38]

Appraisal:

The structure and number of the faculty exceed the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (and visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the national requirements and the objectives of the study programme. The University verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented (e.g., workshops on data analysis).

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. Further training is provided and encouraged (e.g., distance teaching). The panel **recommends** introducing further education for the staff, e.g. modern university didactics, online teaching tools, AI, current tools of examination offering training on modern teaching methods (e.g., flipped classroom, think-pair-share approaches, new discussion formats like fishbowl, design sprints and agile methods consequently regarding student's responsibility). The University verifies the qualifications of the faculty members by means of an established procedure. The University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place

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[38] See p. 34 self-evaluation report

regularly. Furthermore, Undip encourages lecturers to write papers together. In addition, courses are conducted cooperatively.

Student support is an integral part of the services provided by the faculty. The faculty members (including the vice rector) are available for the students outside the specified office hours via WhatsApp. The students are "fully content" with the support they receive.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)		X			
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

Programme Director

The Programme Director of MCS (or known as the Head of the Study Programme) is the person in charge of coordinating the programme, including in managing the daily operation of the study programme, in implementing academic policy, in supervising the programme activities, and in evaluation of the programme. In managing the programme, the Head of MCS is in close coordination with the Head of Department of Communication Sciences, and the Dean and Vice Dean of the Faculty of Social and Political Sciences. The Head of MCS is elected every five years with the criteria requirements regulated according to University regulation. The election of the head of the programme involves all lecturers in MCS in an open and transparent manner organised at the department level.

In carrying out his duties, the Head of MCS is assisted by:
- Secretary of study programme, who is responsible to assist the administrative and managerial duties of the study programme, while the head of study programme focuses more on the management of academic and student affairs.
- Administrative personnel for academic and student affairs, who are responsible for assisting the head of the programme in providing academic and student data also play an active role in student services.
- Administrative staff for finance, who is responsible for assisting the head of the programme in the formulation of the use of programme funding, administrative requirements of activities that require funds, disbursement of activity funds, and accountability reports on the use of study programme funds.

- Administrative staff for general affairs and asset management, who is responsible to assist the head of the programme in the provision of educational facilities and infrastructure.
- The Quality Assurance Team ensures the head of the programme meets the criteria of quality assurance, monitoring, and evaluation of programme performance in achieving quality standards set by the University.

To carry out managerial tasks, the head of the programme also cooperates with faculty leaders, all coordination units under faculty leaders, including the International Office, Student Associations, Alumni Associations, and MCS students.

Process organisation and administrative support for students and faculty
Academic activities in MCS are assisted by administrative personnel to carry out academic administrative services, finance, and facilities and infrastructure. MCS facilitates students to obtain academic and non-academic consulting services. SIAP (academic information system) is a form of IT support from the University in terms of academic administration and learning. This IT system provides academic support for class administration (class scheduling and room information), attendance administration, grading system, thesis administration, learning management system, online journals database, and tracer studies survey.

For lecturers, the IT system provides support for teaching administration, lecturer performance evaluation, tax calculation as well as newsletters containing announcements from the University. For other service facilities, MCS lecturers and students can also contact and access the services through the helpdesk during the working hours of the study programme. For academic staff, the University provides training to improve capacity building, both domestically and abroad. This training includes mastery of IT skills, archiving, library, English language skills, excellent service skills, and other training.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The panel suggests that the HEI could offer the administrative staff more opportunities for continuous professional development. Both – administration staff and faculty – pointed out that further upskilling of administrative staff would benefit them.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	**Programme management**					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		

4.3 Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks

MCS establishes cooperation agreements with other universities and professional organisations to support the endeavour to provide quality academic services to the students. Any form of cooperation is regulated in the Rector Regulation No.13/2015 Chapter Two Article 5. Cooperation with academic institutions is documented in a Memorandum of Understanding (MoU), Cooperation Agreement (PKS), as well as Rector's Decree (SK Rektor), and Dean's Decree (SK Dekan). Cooperation established by MCS include:

- Cooperation with associations and members of associations, such as with the Association of Higher Education of Communication Science (ASPIKOM). This cooperation encompasses curriculum development and benchmarking, laboratories development and management, scientific journals managements, lecturers professional training, and student academic information sharing. Aside from these, cooperation is also carried out with Indonesian Association of Communication Scholars (ISKI). This cooperation encompasses scientific and professional development of communication science graduates.

- Cooperation with consortium of Top Ten State Universities of Communication Sciences (Universitas Indonesia, Universitas Padjadjaran, Universitas Gadjah Mada, Universitas Sebelas Maret, Universitas Airlangga, Universitas Brawijaya, Universitas Andalas, Universitas Sumatera Utara, Universitas Hasanuddin, and Universitas Diponegoro). This cooperation encompasses the development of a strategic plan for the Communication Science programme to reach international standards and to be more competitive at the international level. One of the activities is an annual meeting to discuss the scientific development of Communication. At the 8th consortium on 13-14 July 2018, Undip held a meeting in Semarang. The documentation of the 8th Consortium was provided by Undip during this procedure.

- Cooperation with Indonesia Public Relations Association (PERHUMAS) encompasses for scientific and professional development of Communication Science graduates. Currently, the Head of the MCS Study Programme serves as general deputy chairman in the management of PERHUMAS for the 2021-2024 period.

- Cooperation with local universities, such as Universitas Atmajaya, Universitas Islam Indonesia, Universitas Udayana, which includes working together in conducting joint research, lecturer exchanges, management of communication journals, and joint community services activities.

- Cooperation with international universities, such as Ateneo de Manila University Philippines, Asia University Taiwan, Universiti Sains Malaysia. The cooperation is

centered on the internationalisation of study programmes in the framework of visiting professor, visiting scholar, and research collaboration.

The samples of active Cooperations (MoUs) carried out by the MCS have been provided by Undip for this procedure.

<u>Cooperation with business enterprises and other organisations</u>
MCS initiates cooperation with business partners and other organisations in supporting the further development of the study programme. The agreements are documented in Memorandums of Understanding and Cooperation Agreements. Business institutions and organisations that cooperate with MCS are the Indonesian Broadcasting Commission (KPI), local and national media institutions (TVRI), Remotivi, Atensi.Co, and Dyandra. The forms of cooperation include community service, joint research, scientific publications, books and modules writing, and guest lecturers. Samples of active MoU with business enterprises have been provided by Undip for this procedure.

Appraisal:

The panel highlights the scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued but could have more impact on the conception and implementation of the study programme. The University should underline its cooperations by integrating them more in the curriculum and course descriptions. In this way they become more transparent to students and also make them an expected part of the student's studies (e.g. internships, studying abroad). This would further contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme (e.g., local media) are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualifications and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

4.4   Facilities and equipment

<u>Quantity, quality, media and IT equipment of teaching and group room</u>
Educational facilities and infrastructure at MCS are provided in coordination with relevant departments at Undip. Undip has regulated the accessibility and functionality of facilities and equipment for all learning activities. The standard of procurement and financing is regulated in accordance with the national standard of public sector financing. The educational facilities and infrastructure consist of:

- The three floors building of MCS, consisting of one hall with a capacity for 200 people, three classrooms with a capacity for 20 people, 50 people, and 100 people equipped with multimedia devices (laptop, in-focus, sound system, wifi).
- The MCS manager rooms consist of the Head of Study Programme Room, Secretary Room and Quality Assurance Group (GPM) Room, Lecturer Room, Meeting Room, Academic and Student Affairs Room and Worship Room.
- Indoor and outdoor student discussion spaces,
- Study Programme Library equipped with reading room and computer,
- Internet Access (wireless LAN) in the campus available for free to students at any time (24/7),
- The online learning information systems including SIAP, Kulon, and MS Teams that can be accessed by all students and lecturers through the Single Sign On (SSO),
- Another room for students to meet with their supervisors and in student groups is located on the third floor and contains tables with power plugs and space for about 15 students.

The multimedia room with two studios, and all technical hard- and software to produce professional videos is located in another building at the FISIP faculty of social and political science.

<u>Access to literature</u>
The academic community of MCS has access to libraries that are managed at three different levels; (1) the university level library; (2) the faculties level library; and (3) the study programme level library. The University Library is managed by the Undip Library Unit that provides reference services, circulations, Online Public Access Catalogue (OPAC), study and discussion spaces, and other supporting facilities. The Faculty Library is managed by librarians and education personnel at the faculty level, who provide literature specifically in the field of social and political sciences, including literature in Communication Science. The library provides books, scientific journals, and final projects of FISIP students (undergraduate thesis, thesis, and dissertation). The study programme library is managed by MCS education personnel. The MCS library provides specific literature based on the MCS concentration and access to the thesis of MCS students.

Universitas Diponegoro also facilitates access to online journal databases for the entire academic community through an integrated information system, SSO.

Students can access 14 international journal/e-journal portals, four international book database portals, and four journal repository portals through Universitas Diponegoro online library as indicated below.

Table 3: List of international e-journals and book databases

No	E-Journal	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
1	ScienceDirect Freedom Collection	2.159	2.057	2.216	2.086	1.880	2.315	1.852	2.844	2.844	2.844	2.844	2.788	2.788
2	Springerlink	1.457			992	1.446	1.538	1.538	1.590	1.590	1.590	1.590	2.117	2.117
3	Oxford University Press		281	301	262	286	312	312	349	349	349			
4	Cambridge University Press		264	264	333	341	341	341	609	609	609	609	403	403
5	IEEE Computer Society		27	27	29									
6	Ebsco				2.904	2.901	2.804	2.804	6.689	6.689	6.689	6.689	18.140	18.140
7	Proquest Research Library				6.150	6.433	6613	6.613	6.613	6.613	6.613	6.613	7.131	7.131
8	Engineering Case Studies Online				603						-	-		
9	Emerald E-Journals				306	300	305	305	305	305	305	305	307	307
10	Advanced Science Letter							2	2	-	-			
11	ProQuest Digital Dissertations & Theses Full (PQDT Full Text)											44.357	44357	44357
12	ClinicalKey Flex											3.673	712	
13	JSTOR Archive Complete Edition											1.369	2436	2436
14	ABI/Inform Global											44.000	5217	5217
	Jumlah	3.616	2.629	2.808	13.665	13.587	14.228	13.767	19.001	18.999	18.999	112.049	83.608	82.896

The Undip library received an A accreditation from the National Accreditation Committee.[39]

Appraisal:

Upon site-visit of Undip, the panel gained a good impression of the quantity, quality, media and IT facilities of classrooms. The study programme has its own separate building with teaching rooms and computer lab, located about 20 minutes from the FISIP faculty building.

Necessary software for the study programme can be downloaded on-site and then accessed from home. There are ramps to access the first floor of the MCS building. A bigger classroom also used for workshops and conferences, is located there and accessible for disabled students. However, the other two floors are only accessible via stairs. The administration office is on the second floor, but consultations can be done online as well. The computer lab and a group room used for consultation with supervisors, but also for group work or individual studies are located on the third floor. A new building is also being constructed at the moment. Undip should use this opportunity to think of accessibility for disabled students from the beginning in case there are more such students in the future.

The panel highlights the multimedia room with two professional studios and necessary hard- and software for producing and editing video material. The FISIP building and multimedia room are accessible for disabled students.

Access to the internet via wireless LAN is provided free of charge. A group room is available and can be accessed without prior booking.

Digital access to relevant and updated literature and journals is ensured. The study programme also provides an offline library. Students can also access all graduate theses in hardcopy at the computer lab.

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[39] See p. 34 self-evaluation report

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	**Facilities and equipment**				
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		

4.5   Additional services

Career counselling and placement service
Undip provides career counselling services and job opportunity information. The service is under the coordination of the Undip Career Centre (UCC), which is managed at the University level.

The UNDIP Career Centre (UCC) provides counselling services with psychologists and career professionals in the fields of career development psychology, industrial and organisational psychology, and human resource management psychology. Career counselling can be accessed both offline and online. In addition, the UNDIP Career Centre provides one to three months internship services at the alumni network companies. UCC also provides access to alumni network companies through career expo events and career online applications.

UCC conducts skills training including:

- Job recruitment and selection training: This training helps job seekers to create attractive curriculum vitae that suit their condition. In addition, this training also helps individuals to be able to make good cover letters.
- Job seeking strategy training.
- Job Interview Training: This training helps job seekers understand and be able to apply job interview strategies, understand the importance of personal presentation for job interviews, understand and be able to apply skills to communicate their curriculum vitae eloquently, and understand tips and tricks when facing job tests.
- Work Attitudes Training: This training helps job seekers have good performance in the job market, master good communication skills, and have good leadership skills and practice them during their career.

UNDIP Career Centre regularly conducts socialisation, especially to new students, and through the website https://uccareer.id/.

A number of MCS students are already working while they study in the programme which is why the career centre services are rarely used.

Alumni Activities
To coordinate alumni activities in MCS, there is an MCS Alumni Association that is part of the Undip Alumni Association (IKA Undip) and FISIP Alumni Association (IKA Fisip). MCS Alumni Association management is led by a chairperson who is elected by alumni. This chairperson would then appoint a number of alumni in his/her administration that would manage the association for five years. The important roles of the association, among others, are to

establish cooperation among alumni, to manage alumni databases, to engage in network development for professional development, learning facility development, and job opportunity information for current students. The MCS Alumni Association holds MCS Gathering, an annual activity to welcome new students and to have an introductory session between current students and alumni. The gathering also held discussions about effective study guides to graduate on time, ways to do network expansion, as well as information on job opportunities.

Appraisal:

Career counselling and placement services are offered at the University level. However, these services are rarely used by MCS students or graduates as most of them are already employed when studying.

An alumni organisation has been set up by graduates. Yearly gatherings for students and graduates of MCS are organised. The panel was very impressed by the regular contact the University has with its alumni. The study programme sends out yearly tracer studies to keep in touch with them. The sustainable alumni network supports assessing and evolving the study programme.[40]

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities		X			

4.6   Financing of the study programme (Asterisk Criterion)

Based on the Regulation of the Government No.52/2015 on the Statute of Universitas Diponegoro, as a Legal Entity State University, Undip has freedom in implementing and developing good governance of the University. This autonomy includes freedom in organisational management, financial management, manpower and personnel management, student affairs management, and infrastructure management.

There are three types of income sources:

- income from the state budget and BOPTNBH funds;
- income from student tuition fee (UKT) and Institutional Development Contribution (SPI); and
- income from Revenue Generating Activities (RGA).

Funding from the state budget is used to finance the payment of salaries of lecturers and staff with civil servant status. The BOPTNBH fund is used to improve campus facilities. Revenue from RGA is used to finance UNDIP commercial projects. Lastly, income from student tuition fee and Institutional Development Contribution (SPI) is used to finance educational operations.

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[40] See chapter 5

Appraisal:

As a state university, Undip provides sufficient funds related to the programme to ensure that each cohort of students starting within the accreditation period can complete the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			X		

5. Quality assurance and documentation

<u>Quality assurance and quality development with respect to contents, processes and outcomes</u>
At the University level, the implementation of quality assurance is under the direction of the Institute for Development and Quality Assurance of Education (LP2MP), which in its implementation coordinates with all elements of UNDIP Internal Quality Assurance System stakeholders, consisting of: University Senate, University Leadership (Rector and Vice Rectors), Internal Supervisory Unit (SPI), Institute for Research and Community Service (LPPM), Faculty Quality Assurance Team (TPMF), and Quality Assurance Task Force (GPM). The following is a depiction of the Higher Education Quality Assurance Cycle at Universitas Diponegoro.

Figure 2: Higer Education Quality Assurance Cycle at Universitas Diponegoro
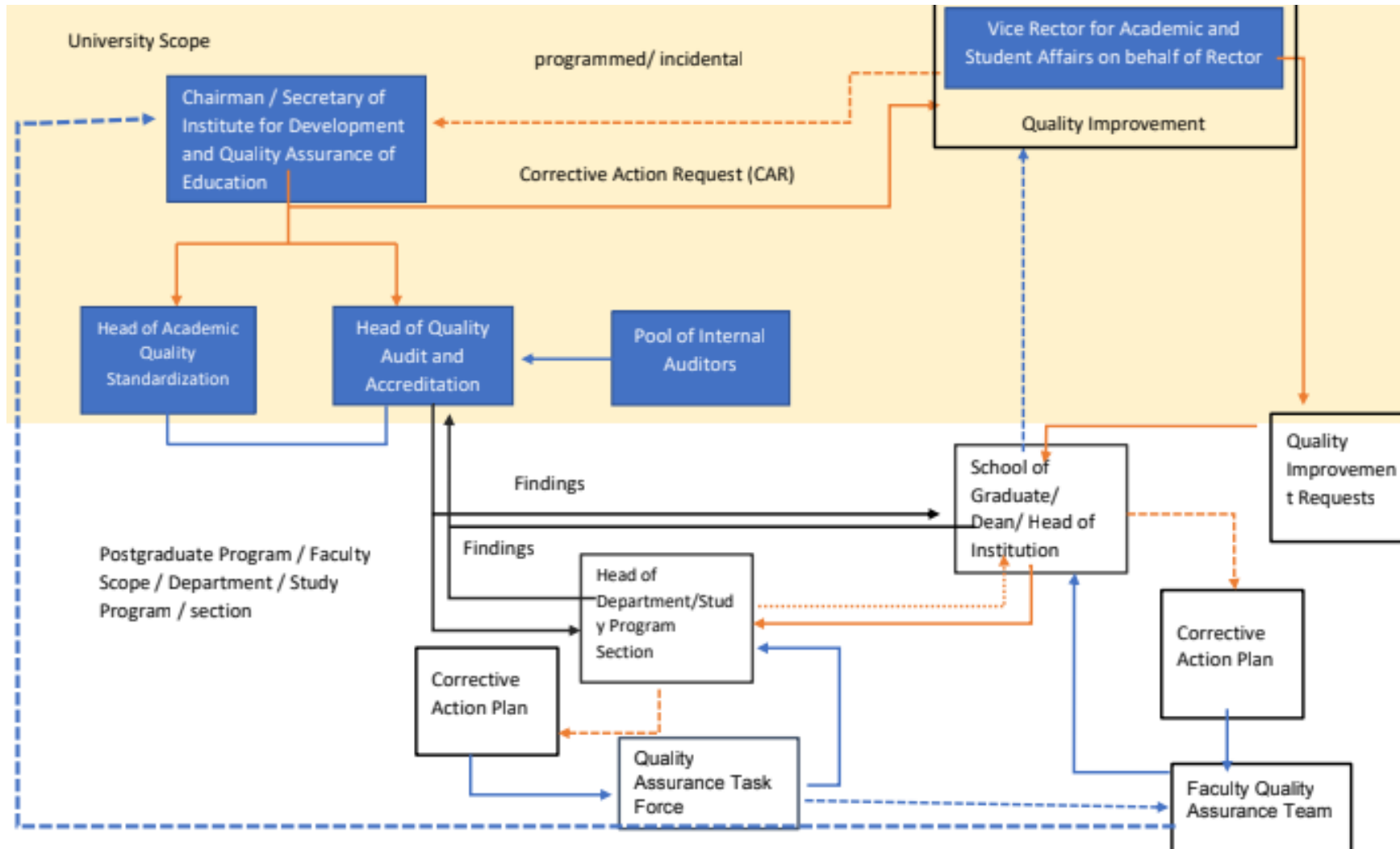
At the faculty level, the quality assurance is under the coordination of the Faculty Quality Assurance Team (TPMF) and at the study programme level, the quality assurance is under the coordination of the Quality Assurance Task Force (GPM).

Universitas Diponegoro has a complete document related to Undip Quality Assurance, the preparation of which is based on:

- Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia No. 62 of 2016 on Quality Assurance System for Higher Education,
- Regulation of the Minister of Education and Culture No. 3 of 2020 on National Standards for Higher Education,
- Regulation of the Rector of Universitas Diponegoro Number 22 of 2016 on Internal Quality Assurance System of Universitas Diponegoro.

In the Regulation of the Minister of Education and Culture No. 3/2020, the national standards for higher education are divided into:

1) education national standards,
2) research national standards, and
3) community service national standards.

In the **education national standards**, the Regulation of the Minister of Education and Culture (SNDikti) No. 3/2020 stipulates eight educational standards:

- Graduate Competency Standard,
- Learning Content Standard,
- Learning Process Standard,
- Learning Assessment Standard,
- Learning Facilities and Infrastructure Standard,
- Learning Management Standard,
- Learning Financing Standard,
- Academic Atmosphere Standard.

Research Standards in accordance with SNDikti are:

- Research Result Standard,
- Research Content Standard,
- Research Process Standard,
- Research Assessment Standard,
- Researcher Standards,
- Research Facility and Infrastructure Standard,
- Research Management Standard,
- Research Financing Standard.

Community Service Standards (PKM) in accordance with SNDikti are:

- PKM Results Standard,

- PKM Content Standard,
- PKM Process Standard,
- PKM Assessment Standard,
- PKM Implementation Standard,
- PKM Facilities and Infrastructure Standard,
- PKM Management Standard,
- PKM Financing Standard.

Documents related to Internal Quality Assurance of Undip are stipulated in the Rector Regulation No. 22/2016 regarding the Quality Assurance System of Universitas Diponegoro. As a Legal Entity State University (PTNBH) since 2016, the performance of Undip is not only related to SNDikti in general, but there are additional obligations in the form of Special Performance of PTNBH (IKU PTNBH).

Therefore, Universitas Diponegoro stipulates twelve additional standards going beyond the quality standards of the national system. These are:

- Student Admission Standard,
- Student Affair Standard,
- Cooperation Management Standard,
- Governance and Leadership Standard,
- Quality Assurance System Standard,
- Lecturer and Education Personnel Standard,
- Financial Management Standard,
- HR Planning and Development Standard,
- Information System Service Standard,
- Public Infrastructure Facilities Standard,
- MBKM Management Quality Standard, and
- Scientific Journal Publishing Management Standard.

The implementation of the quality assurance system conducted by Universitas Diponegoro is under the responsibility of LP2MP. The data completion carried out in each study programme is contained in the Academic Quality Assurance Information System (SIPMA). The Internal Quality Assurance System (SPMI) score is put in by uploading the data regarding the national educational standards. Furthermore, each standard is monitored by a set of indicators (see table below).

Evaluation of the implementation of higher education standards is conducted by uploading evidence of data by each study programme on the Academic Quality Assurance Information System (SIPMA) (see table below).

The following table shows the educational standards – eight national standards (in blue) plus four of the twelve additional educational standards set by Undip (in orange) – with their respective indicators and evidence documents.

Table 4: Educational standards, KPIs and evidence

Standards	KPIs	Evidence
Graduate Competency Standard	- availability of guidelines for the preparation of graduate profiles of study programmes, - the availability of qualification documents of study programme graduates in the form of graduate learning outcomes (CPL), - Graduate Learning Outcomes refer to the respective KKNI level, - the availability of graduate learning outcomes that have involved similar programme forums and external parties, alumni and graduate users.	- Curriculum Guidelines; - Lesson Plan; (RPS) - minutes of the workshop; - Graduate Learning Outcomes (CPL) document; - graduate profile document; - study programme profile document and - meeting document.
Learning Content Standard	- the availability of Curriculum guidelines for Study Programmes, - the conformity of curriculum guidelines with Graduate Achievement, - Curriculum Guidelines have utilised the Results of Research and Community Service, - study programme has guidelines and is implementing study period and student load in the credits in accordance with the requirements specified by SN Dikti, - the availability of Curriculum Monitoring documents, - the availability of evaluation documents for teaching and learning process (PBM), - evaluation process involves internal and external parties.	- curriculum guidelines; - excel sheet from SIAP related to assessment weight and documents of academic regulation (Perak); - PBM (teaching and learning process) monitoring documents in the form of attendance list recap on SIAP system; - approval sheet of research report, undergraduate thesis, Final Project (TA), Thesis, Dissertation; - Recap of scores obtained from SIAP; - RPS; - attendance list of lecturers on taught course; - minutes of study programme meeting; - minutes of the curriculum workshop; - minutes of the workshop on faculty guidelines.

Learning Process Standard	• conformity of PBM (teaching and learning process) implementation with the characteristics of the learning process in SN-DIKTI, • the availability of Semester Learning Plan (RPS) for all courses in the study programme, • the Conformity of Course Learning Outcomes in RPS with the rules of Learning Outcomes, • the availability of learning contracts at the beginning of the study and uploaded to SIAP, • the availability of learning monitoring document, • the availability of RPS review and update document, • the availability of research-based learning process document, • the availability of community service-based learning process document, • the availability of learning method monitoring document, the availability of learning form monitoring document, the availability of learning process monitoring document related to credits (SKS)	• Faculty guidebook; • RPS; • curriculum guidelines; • minutes of the study programme meeting; • minutes of the workshop curriculum; • matrix for course change; • study plan (IRS) and study result cards (KHS); • form of internship assessment of the external party.
Learning Assessment Standard	• availability of assessment instrument of learning processes and outcomes, • the availability of monitoring and evaluation documents for the assessment of learning processes.	• data instrument on SIAP; • final semester assessment results.
Learning Facilities and Infrastructure Standard	• facilities for disabled, • parking lots, • classrooms, • laboratories, and • buildings in the faculty	• parking lots, classrooms, main building and laboratory; • supporting application for learning activities (Ms Teams, Zoom, etc.).

Learning Management Standard	• the relationship between the academic community (lecturers, students, and education personnel) is well established, • implementation of periodic monitoring and evaluation activities, • the implementation of periodic learning programme results reports, • the implementation of learning in accordance with the type and programme of education in accordance with graduate learning outcomes, • availability of guidelines for improving the quality of management of study programmes in accordance with the vision and mission of Undip, • implementation of monitoring and evaluation activities of study programmes in carrying out learning activities.	• Quality Assurance Group - GPM quarterly report;[41] • online learning and teaching process evaluation survey - EPBM Document; • GPM quarterly Report, RPS, study programme manual procedures, minutes of the study programme meeting, performance reports and activity reports; • Key Performance Indicators (IKU) document of study programme.
Learning Financing Standard	• education financing using integrated tuition fee (UKT) through SSO.	• SSO of Undip; • guidelines of General Cost Standard (SBU) of Undip; • Budget plan of each faculty; • PMB (admission of new students) Guidelines; • Guidelines for the Management of the Fund; • PMB evaluation Document; • KHS; • Decree on Capacity; • Decree on Student Activity Unit (UKM) instructor.
Academic Atmosphere Standard	• availability of extra-curricular programmes,	• workshop report; • academic regulation document;

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[41] https://siap.undip.ac.id/ reports only accessible via SSO, last access of website on October 24, 2023

	• the involvement of lecturers and students in research and community service, • the availability of scheduled seminar activities or the like of lecturers and students, • the availability of feedback and evaluation questionnaires.	• ODM Documentation; • KKL/KKN/PKL/Internship/Company Visit reports; • document for organising seminars or the like, • number of Student Publication, • student evaluation questionnaire at the internship/kkl location.
Student Standard	• availability of student performance monitoring systems, • the availability of student activity monitoring facilities, • the availability of student participation in the learning process, • student participating in extracurricular activities, and • student organisations.	• academic guidance books, • Student Lounge, • student attendance list, • Decree (SK) of the Dean of student activities.
Lecturer and Education Personnel Standard	• the number of lecturers with S3 (doctoral) qualifications, • the number of lecturers with educator or lecturer certification, • the number of lecturers who meet the lecture load (BKD), • the availability of student final project monitoring documents, the availability of monitoring and evaluation documents for final project supervision of at least eight times.	• lecturer certificates; • computer database programme; • Decree (SK) of lecturer homebase; • Consultation sheet, Faculty staff documents.
Academic Information System Standard	• implementation of information system/Updating of information system.	• integrated information system; • amount of the faculty budget for the development and maintenance of information systems.
Educational Cooperation Standard	• implementation of educational cooperation.	• Cooperation Decree, • MOU with other agencies, and • Cooperation Decree.

To plan and assess quality assurance and development procedures, the faculty and students participate in committees or in a meeting held at the end or beginning of each semester to evaluate and provide improvements in a discussion forum or workshop. In addition, students are given the opportunity to evaluate the learning process conducted by each lecturer in the SIAP system. To complete the audit follow-up process, graduates and business representatives (graduate users) are included in the planning process of quality assurance, quality assessment, and curriculum development.

The consistency of the implementation of Undip Research Standards can be seen from the research output, both in the form of articles in national accredited journals, as well as in international journals indexed by Scopus and/or WOS. In addition, the evidence of the implementation of Research Standards can also be seen from the improvement in accreditation of journals published by Undip, as well as the acquisition of IPR from scientific works produced by the lecturers.

The evidence of the implementation of quality standards in the Community Service (PkM) can be seen from the increasing amount of Undip funds allocated for PkM and the increasing number of PkM titles that qualify for funding in Undip.

The amount of funding indicates the implementation of Facilities and Infrastructure Standards as well as Funding and Financing Standards in PkM. Meanwhile, the number of PkM titles that qualify for funding indicates the implementation of other PkM quality standards (Results Standards, Content Standards, Process Standards, Assessment Standards, and Community Service Implementation Standards). It is because to qualify for funding, the PkM must be reviewed by referring to the PkM Standards.[42]

Evaluation of the Implementation of Quality Standards
Monitoring and evaluation of the implementation of quality standards is carried out in stages and periodically through the following activities:

- Internal quality audits conducted by LP2MP once a year. Internal quality audits conducted by Internal Auditors who have competence in audit. Internal quality audit using instruments that measure the achievement of quality standards applicable in Undip (36 Quality Standards).
- Routine performance evaluation based on BAN PT and/or LAM criteria. This evaluation is conducted based on the performance data that refers to BAN PT and/or LAM accreditation assessment reported by the Head of Study Programme online every year on the LP2MP page.
- Monitoring the evaluation of PBM activities conducted twice a year through an online learning and teaching process evaluation survey (EPBM) to students.
- Monitoring and evaluation of lecturer performance in the field of *Tridharma*, support, and strategic tasks conducted every six months. This monitoring and evaluation are conducted at the faculty level and the results are associated with remuneration and penalties that will be received by lecturers.
- Internal Audit specifically for Facilities and Infrastructure and Finance conducted by SPI and the Undip Audit Committee.

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[42] See p. 33 ff. self-evaluation report

- External Audit specifically for Facilities and Infrastructure and Finance conducted by Audit Board of the Republic of Indonesia (BPK) and an Independent Public Accountant.
- Monitoring and evaluation of grants received by study programmes, faculties and grants received individually (lecturers). This monitoring and evaluation are carried out on all components of financing both from internal (UNDIP) and external sources (domestic and foreign aid), including:
    - Non-Tax Revenue Grant of Universitas Diponegoro,
    - Decentralisation Grant (Ministry of Research and Technology/BRIN /BRIN),
    - National Competitive Grant (Ministry of Research and Technology /BRIN),
    - Innovation Grant (Ministry of Research and Technology /BRIN),
    - Rispro Grant (Ministry of Finance),
    - Ministry of Agriculture Grant,
    - Ministry of Finance Grant,
    - Partnership/collaboration grants with various institutions.
- Monitoring and evaluation of Key Performance Indicators (IKU) of Higher Education Institutions conducted quarterly in the working units.
- Evaluation of Laboratory quality performance done through KAN accreditation external audit activities (SNI ISO/IEC 17025: 2017).
- Evaluation of the performance of external audit bureau/institution/faculty in Universitas Diponegoro by TÜV Rheinland Group.
- Research and PkM Monev by LPPM, especially on research and PkM that receive funding, both from internal and external Undip.
- Monitoring and evaluation of student service standards through online student satisfaction surveys carried out at both University and faculty levels annually.
- Internal monitoring and evaluation of Governance Standards and Cooperation through the signing of absolute responsibility for each rupiah of funds sourced from Universitas Diponegoro used by lecturers and educational personnel for *Tridarma* activities.
- External monitoring and evaluation of Financial Governance by Audit Board of the Republic of Indonesia /BPK, Inspectorate General, Public Accounting Firm/KAP, and Finance and Development Supervisory Agency /BPKP.

Standard Control

Standard Control is carried out by formulating a follow-up plan through a Management Review Meeting (RTM) and monitoring the implementation of the follow-up plan. The RTM carried out at Undip aims to formulate the follow up according to the guidelines of the Management Review Meeting of Universitas Diponegoro. The guidelines regulate the procedures for management review meetings to discuss issues related to the implementation of the quality system or other issues related to quality at Universitas Diponegoro. Undip has two types of Management Review Meeting (RTM):

- RTM at the University level: attended by all university leaders, faculty leaders, institutions and units or other related parties,
- RTM at the faculty level: attended by faculty leaders, study programmes, heads of laboratory, and other related parties.

The follow-up formulated at the faculty level RTM is an agreement between the head of the study programme or audited unit, internal auditors, as well as TPMF and GPM. The results of RTM at the faculty level will be submitted to LP2MP. The Internal Quality Audit process at the

Faculty is declared finished and complete after the study programme and the auditor agreed and submitted a Correction Request Report (PTK), RTM report and Internal Quality Audit Closing to LP2MP.

Meanwhile, RTM at the university level begins with the process of studying the standard control report results and then continues with the holding of a meeting to discuss the results of the RTM report. RTM of Quality Assurance at the Faculty level regularly schedules and discusses internal audit results, feedback, process performance and product suitability, status of preventive and corrective actions, follow-up of previous management review meetings, changes that may affect the quality assurance system, and recommendations for improvement.

Improvement of Quality Standards
The results of the Internal Quality Audit of Undip draw conclusions of the achievement of the standards set by Undip. The standards that have been achieved are considered for quality improvement. The standard improvement is shown through the improvement of IKU achievement targets. Achievement targets indicating the standards will be improved if:

- The target/standard has been achieved and internal and external analysis allows for improvement of target/standard.
- The target/standard has not been achieved, but internal and external analysis as well as recent developments allow for the improvement of target/standard.
- There are changes in government policies and/or regulations.
- There are developments that require the target/standard to be improved.

Evaluation by students
At the end of each semester, students evaluate the performance of lecturers in carrying out learning activities for all courses offered in the semester. The Teaching and Learning Process Evaluation Instrument (EPMB) can be accessed by students through SIAP, which is an academic information system application that can be accessed using an SSO (Single Sign on) account owned by the students. Additionally, student academic activities provide another informal opportunity for students to give feedback on the learning activities.
The Quality Assurance Task Force (GPM) as a quality assurance unit at the study programme level collects the results of student evaluation on lecturer performance for analysis. GPM presents the findings and proposes recommendations to the study programme coordinator. The evaluation results are formally submitted to the lecturers. Based on the recommendation of GPM, the study programme coordinator establishes policies and operating procedures to be implemented.

Evaluation by faculty
Lecturers hold forums to evaluate the performance of study programmes in lecturer meetings during the semester. Evaluation materials include learning facilities and infrastructure, the availability of references, and learning materials. In addition, lecturers also provide input in the curriculum evaluation forum, including improvement and updating of learning materials and the interrelation of materials between courses. Input from lecturers is followed up by the study programmes in the form of relevant policies and programmes. The faculty holds faculty working meetings which include meetings on budget changes and academic evaluation meetings conducted to evaluate each study programme. The evaluation includes financial control, infrastructure control, lecturer performance achievement, services to students, and strategic

performance achievement evaluation. The evaluation is carried out with the following mechanism:

- The entire process of student learning evaluation is supervised by the faculty team and faculty leaders.
- The review process is conducted by the faculty quality assurance team whose members have competence in the academic field.
- Questions in the evaluation process form can be changed if needed and carried out by the faculty quality assurance team.

<u>Evaluation by alumni, employers and third parties</u>

The study programme regularly invites alumni, graduate users, and third parties in curriculum evaluation forums. They are asked to provide criticism and feedback related to the curriculum of the study programme. Input from alumni, graduate users, and third parties is one of the considerations to formulate a curriculum that suits the needs.

In addition to being involved in curriculum evaluation, the study programme yearly communicates with alumni through alumni gatherings and graduate user forums to obtain information about graduate competencies and graduate user satisfaction.

Communication between study programmes and graduate users is made through graduate user satisfaction surveys. The graduate users assess alumni skills from seven aspects of self-development, English, communication, cooperation, ethics, expertise, and the use of information technology. With this information, graduate users can provide an analysis of what aspects still need to be developed and maximised to produce graduates needed by the industry.

The instruments are tracer study survey and alumni gathering. Tracer study survey is conducted online to get input from alumni and graduate users related to the suitability of the curriculum with the world of work and the suitability of the discipline with the work. Alumni's gathering is a means to build networks and get input on curriculum materials according to the development of employment.

<u>Programme documentation</u>

Programme description

Academic information is documented and informed to new students through the academic guideline book. The academic guideline book contains the student curriculum for each semester, academic rules, ethical guidelines, and standard operating procedures for student academic activities. It is also available digitally on the FISIP Undip website so that students and lecturers can refer to the documents at any time. For the preparation of scientific papers, students also receive a guidebook for writing scientific papers compiled by the Faculty's scientific writing team.

Information about the description of study programmes such as vision and mission, curriculum, academic rules and guidelines, can be accessed through the FISIP website and the study programme website. The FISIP website contains information about vision, mission, and objectives, lecturer profiles, curriculum, guidebooks, student activities, cooperation with partners, lecturer code of ethics, alumni, and facilities. The faculty also provides study

programme flyers containing an overview of the study programme, brief curriculum, brief lecturer profile, student exchange opportunity profile, and admission procedures.

Information on activities during the academic year
Information about academic activities of the study programme can be accessed by the public through the Faculty and University websites. The information related to academic activities includes lecture schedules, announcements, regulations, other academic and non-academic activities. There is an annual report in the form of Quality Assurance Report (AIMA), Government Agency Performance Accountability Report (LAKIB). At the University level, the media relation function is carried out by the Public Relations division. One of the strengths of MCS is the number of relationships with journalists based on alumni relations and good relations with the media.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation of students and faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes provide input for the quality development process. However, the panel misses more formal measures to close the loop of these quality assurance instruments. Thus, while the results and measurements are shared informally, the panel **recommends** sharing with participants in a more formal process the evaluation results and the quality assurance measures to be derived from them.

The panel also stresses the focus on the very technical/quantitative oriented surveys. This format is based on the requirements for the national accreditation procedures. To gain better insight into student's experiences at Undip, the panel suggests asking for more qualitative feedback. To satisfy all stakeholders (national and international accreditation boards) and acknowledging the limited amount of time and human resources available, the panel suggests to just include one open end question or comment section in the surveys, where students can express themselves freely.

A tracer study with alumni is carried out yearly and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. All stakeholders are also invited to curriculum evaluation forums for this purpose.

The panel highlights that the study programme's content, curriculum and examination scheme have been suitably documented and published (e.g., course plan and exam regulations).

The University regularly publishes current news and information – both quantitative and qualitative – about the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students				X	
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: Universitas Diponegoro

Master programme: Master in Communication Science (MCS)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	**Objectives**					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability")			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
2	**Admission**					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		X			
3	**Contents, structure and didactical concept**					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects		X			
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			**Condition**		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			**Condition**		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			Condition		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors					X
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)		X			
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)		X			
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	(Asterisk Criterion for cooperation programmes)					
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	**Facilities and equipment**					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	**Additional services**					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities		X			
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	**Quality assurance and documentation**					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	**Instruments of quality assurance**					
5.2.1	Evaluation by students				X	
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	**Programme documentation**					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		