



TRACER STUDY REPORT 2025



Universitas Islam Sultan Agung

UNISSULA



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Foreword

May the peace, mercy and blessings of Allah be upon you.

All praise is due to Allah, the Almighty, for His mercy and guidance. May blessings and peace be upon the Prophet Muhammad, his family and his companions.

Through the grace and approval of Allah, this tracer study report of Universitas Islam Sultan Agung (UNISSULA) has been completed and is available to the university community and the wider public. As an institution whose vision is to excel in the development of science and technology grounded in Islamic values for the benefit of the ummah, UNISSULA seeks to prepare graduates who can contribute to society, the nation and religion. This requires a connection between the aims of education and the needs of industry and business, enabling graduates to compete for employment opportunities or establish their own enterprises.

In support of this aim, UNISSULA undertakes tracer studies through its Career Development Division, as described in this report. Besides tracing the current circumstances of alumni, tracer studies provide an effective means of obtaining feedback on (a) the achievements of UNISSULA as an educational institution and (b) improvements to curricular and non-curricular educational processes. The 2025 tracer study, covering graduates of 2024, supports these objectives.

The findings provide feedback for study programmes across the 13 faculties of Universitas Islam Sultan Agung and inform curriculum development, teaching and learning, alumni engagement and career services. Programme-level follow-up covers the university's 53-programme accreditation portfolio. LPKA, through the Career Development Division, coordinates the annual tracer study and the dissemination of its findings.

We thank all graduates of 2024 who completed the questionnaire and the study programmes that fully supported the 2025 tracer study. Alumni participation is essential to the continuing improvement of services and learning at UNISSULA.

May the peace, mercy and blessings of Allah be upon you.

Semarang, 5 January 2026
Head of the Student and Alumni
Development Institute (LPKA)

Chapter I Introduction

1.1 Background

Information about graduates can be collected through a tracer study to establish the extent to which they participate in employment and contribute to society in ways relevant to their education. A tracer study is a standardised survey of higher education graduates undertaken some time after they leave their institution (Schomburg, 2009). Tracer studies are widely used by higher education administrators in both developed and developing countries. They trace the transition from graduation to the early stages of a career, generally one to three years after graduation (Budi and Dinan, 2017).

Higher education institutions use tracer studies to connect alumni feedback with educational systems and management. Such studies describe the relationship between higher education and professional employment, assess educational relevance, inform stakeholders and support institutional accreditation requirements (Budi and Dinan, 2015). Figure 1 outlines the tracer study process.

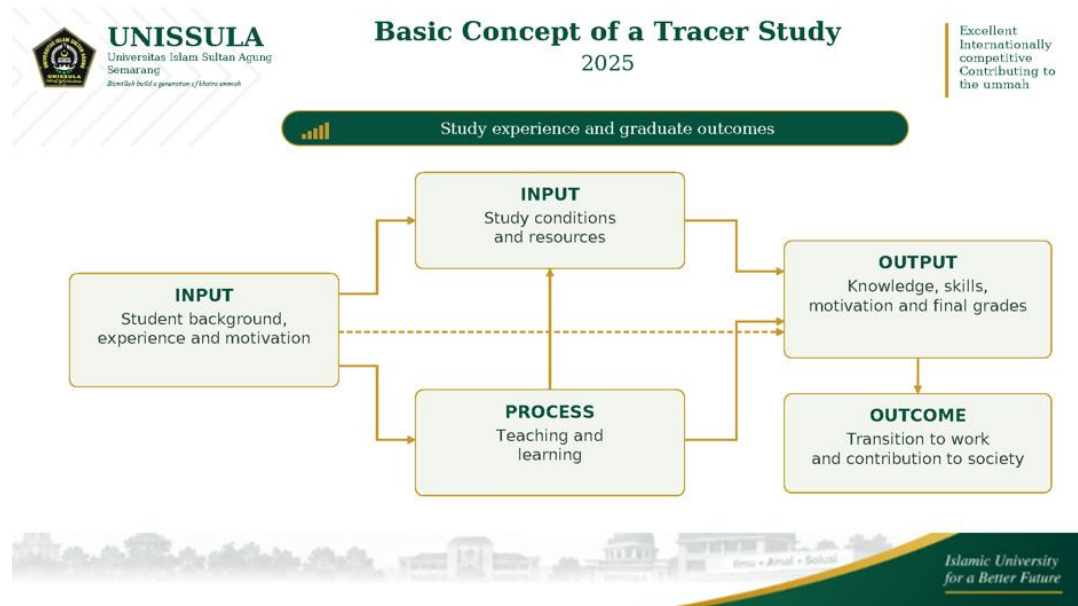


Figure 1 Basic concept of a tracer study (Schomburg, 2009)

A tracer study can provide information on students' personal backgrounds, experiences, motivations, learning conditions and teaching and learning processes. This information supports evaluation, improvement and quality assurance of the educational system. It also provides evidence on knowledge, skills, motivation, final grades, transition to employment and alumni contributions to society. These findings allow institutions to examine the relationship

between higher education and professional work, assess relevance, inform stakeholders and meet accreditation requirements.

1.2 Objectives of the UNISSULA tracer study

A tracer study reviews graduates' employment circumstances, particularly during the early stages of entry into the labour market. Information on transition and employment history provides indicators of institutional efficiency. Research into the relationships, transitions and dynamics between higher education and the world of work is increasingly important to institutions, government and industry (Syafiq and Fikawati, 2014). The International Centre for Higher Education Research (INCHER) at the University of Kassel in Germany initiated UNITRACE (University Tracer Study International Training) to disseminate a methodology and strengthen cooperation between universities worldwide. Figure 2 presents the principal objectives identified by INCHER.

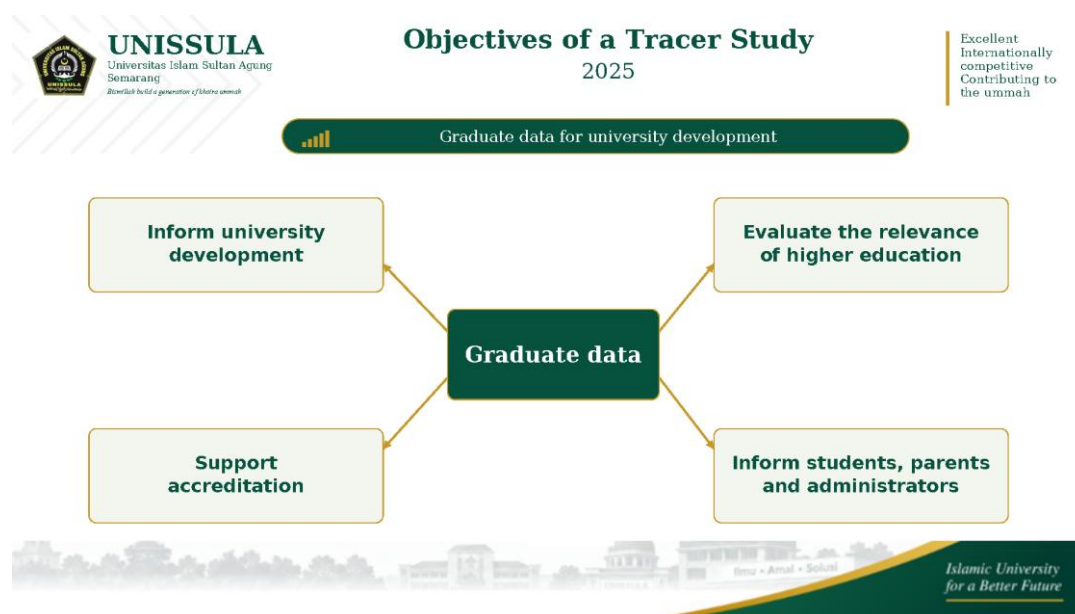


Figure 2 Objectives of a tracer study (Schomburg, 2003)

According to Schomburg (2003), tracer studies provide valuable information for university development and accreditation, evaluate the relevance of higher education to labour market needs, and inform students, parents and administrators about alumni experiences from university study to employment. In line with these objectives, Universitas Islam Sultan Agung in Semarang has the following aims.

1. Obtain feedback on the learning processes experienced during university study.
2. Provide evidence for evaluating the relevance of higher education to employment.
3. Provide feedback for institutional quality assurance and the development of national education policy.

4. Support national and international accreditation.
5. Provide companies' human resources departments with relevant information about graduates and the university.
6. Provide empirical evidence on graduate employment, early careers and the relationship between work and higher education.
7. Inform students, parents, lecturers, educational staff and other education stakeholders about university graduates.
8. Strengthen national data on alignment between higher education and the world of work.

1.3 Benefits of the tracer study for UNISSULA

Tracer studies benefit Universitas Islam Sultan Agung internally and connect the university with its stakeholders. They provide detailed information about the relationship between education and employment across disciplines and qualification levels. Alumni experiences inform cooperation with employers, curriculum review, professional preparation and the development of alumni networks. The benefits comprise the following activities.

1. Maintain an up-to-date alumni database.
2. Enable study programmes to develop cooperation with relevant companies through their alumni.
3. Enable study programmes to survey employers' satisfaction with graduates.
4. Provide feedback for university and programme curriculum improvements.
5. Support the development of alumni networks.
6. Provide a foundation for compiling employer contact lists.
7. Support institutional self-evaluation.
8. Support higher education classification by the Ministry of Education and Culture.
9. Meet the growing importance of tracer studies as a requirement under the Independent Campus (Kampus Merdeka) policy.

Chapter II Implementation Method

2.1 Organisation of the UNISSULA tracer study

The implementation method describes the tracer study process at UNISSULA, from planning to the conclusions used to inform subsequent action. For the 2025 tracer study, the Vice-Rector III for Student Affairs and Alumni served as patron, while the Head of LPKA chaired the programme. Figure 3 shows the organisation of the tracer study team.

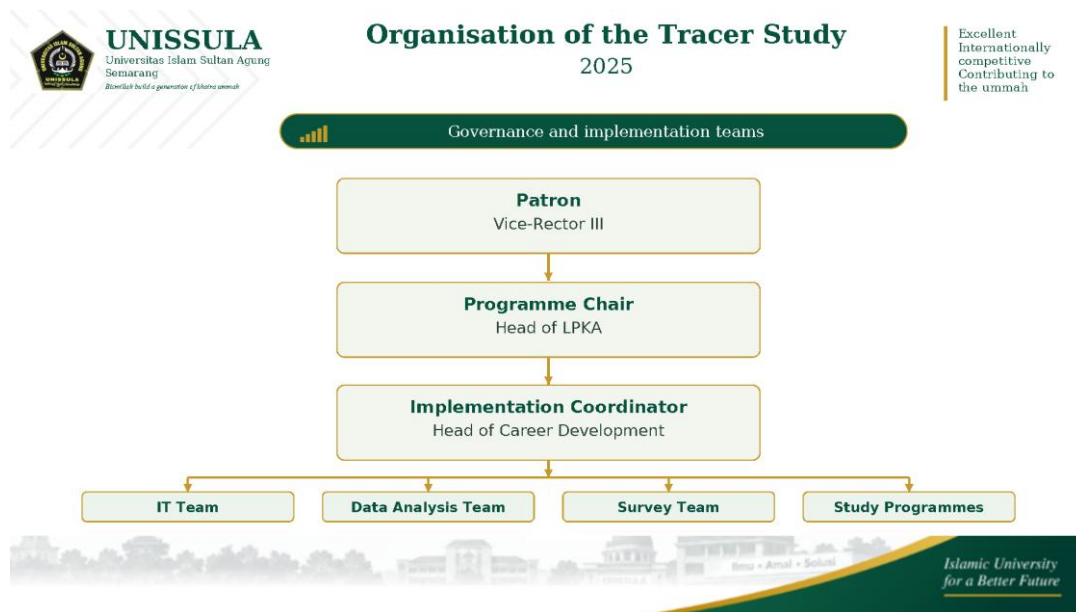


Figure 3 Organisation of the UNISSULA tracer study 2025

Responsibilities

Patron, Vice-Rector III. Oversees the overall management of the programme and ensures that activities meet the agreed objectives, timetable and applicable regulations.

Programme Chair, Head of LPKA. Takes responsibility for the tracer study, including programme planning, system development, alumni data collection, implementation, analysis and dissemination of findings. The Chair also coordinates with the Head of the Academic Administration Bureau (BAAK) to obtain graduate data, particularly contact details such as email addresses and telephone numbers.

Technical Implementation Coordinator. Supports the Chair with scheduling, administration, document archiving, operation of the online questionnaire and coordination of the tracer study team.

Survey Team. Collects alumni data by contacting graduates and sending questionnaire reminders through WhatsApp.

Study Programmes. Contact their alumni and distribute questionnaire access through the communication channels maintained by each programme.

Information Technology Team. Develops the technology infrastructure required for smooth tracer study implementation in accordance with the needs of internal stakeholders at Universitas Islam Sultan Agung in Semarang. The team also contacts alumni through bulk email and WhatsApp messages.

Data Analysis Team. Processes questionnaire returns and conducts statistical analysis.

2.2 Respondents in the UNISSULA tracer study 2025

The UNISSULA alumni tracer study follows the respondent framework specified by the Ministry of Higher Education, Science and Technology: the entire eligible population, rather than a pre-selected sample. The target population comprises graduates belonging to the previous year's graduation cohort, rather than an admission cohort. Accordingly, the 2025 tracer study covered diploma (D3), bachelor's (S1) and professional programme graduates from the 2023/2024 academic year, described in the report as graduates from the January and December 2024 periods. The cohort definition takes account of accreditation and Internal Quality Audit (AMI) reporting needs at Universitas Islam Sultan Agung in Semarang.

2.3 Operational procedures for the UNISSULA tracer study

The UNISSULA tracer study 2025 was conducted under the following arrangements.

1. All eligible graduates in the specified graduation cohort were targeted, rather than a sample.
2. Respondents were alumni graduating in the 2023/2024 academic year, corresponding to the previous-year cohort (TS-1) under the ministry's policy.
3. Questionnaire items followed the minimum questions published at <http://tracerstudy.kemdikbud.go.id> for higher education performance reporting and were adapted to institutional self-evaluation requirements.
4. Faculties and study programmes contacted graduates to complete the questionnaire at <https://career.unissula.ac.id>.
5. The target population was obtained from BAAK's e-Wisuda graduation records. After compilation of the database, data collection followed the activity timetable in Table 1.

Table 1 Implementation timetable for the UNISSULA tracer study 2025

No .	Activity	Feb	Ma r	Apr	Ma y	Jun	Jul	Aug	Sep	Oct	Nov
1	Formulate the core questions	X									
2	Prepare the UNISSULA tracer study application	X									
3	Validate respondent data	X	X								
4	Publicise the study			X							
5	Collect respondent data				X	X					
6	Verify and analyse data						X	X			
7	Upload data to the ministry website								X		
8	Prepare the UNISSULA tracer study report									X	X

Since 2015, the UNISSULA tracer study has used an online survey at <http://career.unissula.ac.id>. Respondents access this website to complete the questionnaire. The survey is closed and is available only to graduates designated as respondents by the tracer study team. Eligible graduates log in using an individual PIN distributed through bulk WhatsApp messages or WhatsApp groups. LPKA also involves internal surveyors and study programmes, which contact graduates who have not yet completed the questionnaire to improve the response rate.

During data collection, the IT Team monitors questionnaire completion and provides weekly progress reports. Surveyors follow up with programmes whose response rates remain low. Figures 4 and 5 show the tracer study login page and an example WhatsApp group used to support alumni contact.

Figure 4 UNISSULA tracer study 2025 login page in English

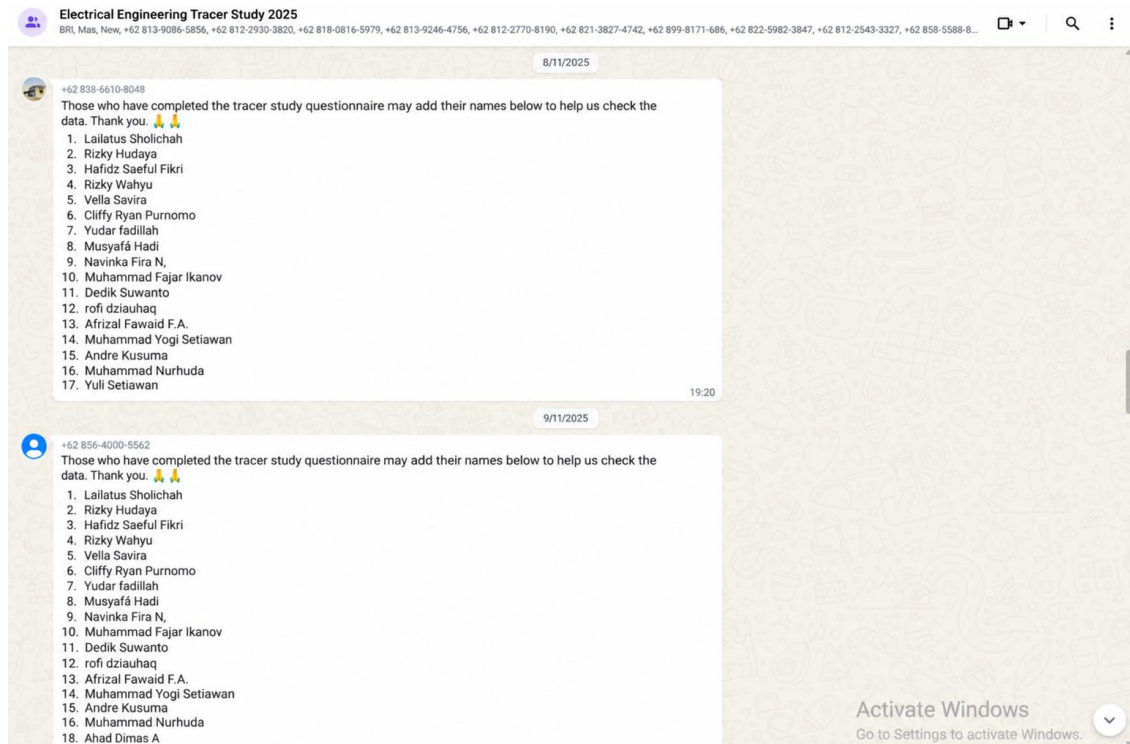


Figure 5 Example WhatsApp group supporting the tracer study 2025 in English

Chapter III Analysis of Tracer Study Findings

3.1 Respondent profile

The target respondents for the UNISSULA tracer study 2025 were graduates of Universitas Islam Sultan Agung in Semarang from the 2023/2024 academic year. The university summary records 3,554 diploma, bachelor's and professional programme graduates. Table 2 summarises the response outcomes.

Table 2 Respondent summary for the UNISSULA tracer study 2025

Measure	Number	Percentage
Target population (a)	3,554	-
Graduates not contacted (b)	532	-
Contactable target respondents (c = a - b)	3,022	-
Complete responses (d)	3,022	-
Gross response rate (d / a x 100)	-	85.0%
Net response rate (d / c x 100)	-	100.0%

Respondent contact and questionnaire collection took place from May to September 2025. The university summary records 3,022 complete questionnaires, equivalent to a gross response rate of 85.0% of the 3,554 eligible graduates and a net response rate of 100.0% of the 3,022 contactable alumni. The 532 graduates who could not be contacted represented 15.0% of the eligible cohort; their mobile telephone numbers or email addresses were no longer in use.

Programme-level follow-up covers 53 study programmes across 13 faculties: 23 bachelor's programmes, 15 master's programmes, six doctoral programmes, six professional programmes, two specialist programmes and one diploma programme. The faculty and programme coverage is set out in Section 4.3. This portfolio provides the framework for curriculum and career-service follow-up to the 2025 survey of the 2024 graduation cohort (UNISSULA, ACQUIN programme register).

The university's calendar-year 2025 graduation profile comprises 10,565 graduates: 4,452 from professional programmes, 3,412 from bachelor's programmes, 2,413 from master's programmes, 206 from doctoral programmes and 82 from diploma programmes. The institutional graduate-services satisfaction measure reached 90.8% in 2025, compared with 79.5% in 2021, an increase of 11.3 percentage points (UNISSULA, Strategic Plan 2025-2029).

Table 3 Respondents by faculty and study programme 2025

Study programme	a	b	c	d	Partial	Gross %	Net %
Faculty of Islamic Studies							
Family Law	55	9	46	46	0	83.6%	100.0%
Islamic Religious Education	138	0	138	138	0	100.0%	100.0%
Faculty of Languages Literature and Culture							
English Language Education	37	6	31	31	0	83.8%	100.0%
English Literature	56	9	47	47	0	83.9%	100.0%
Faculty of Economics							
Diploma in Accounting	42	5	37	37	0	88.1%	100.0%
Bachelor of Accounting	344	28	316	316	0	91.9%	100.0%
Bachelor of Management	353	36	317	317	0	89.8%	100.0%
Faculty of Law							
Law	440	65	375	375	0	85.2%	100.0%
Faculty of Nursing							
Diploma in Nursing	57	9	48	48	0	84.2%	100.0%
Nursing Professional Programme	237	37	200	200	0	84.4%	100.0%
Faculty of Dentistry							
Dentistry Professional Programme	77	12	65	65	0	84.4%	100.0%
Faculty of Medicine							
Medicine Professional Programme	153	25	128	128	0	83.7%	100.0%
Faculty of Psychology							
Psychology	212	48	164	164	0	77.4%	100.0%
Faculty of Engineering							
Urban and Regional Planning	97	11	86	86	0	88.7%	100.0%
Civil Engineering	241	26	215	215	0	89.2%	100.0%
Faculty of Industrial Technology							
Electrical Engineering	83	11	72	72	0	86.7%	100.0%
Industrial Engineering	99	16	83	83	0	83.8%	100.0%
Informatics Engineering	69	10	59	59	0	85.5%	100.0%
Faculty of Teacher Training and Education							
Indonesian Language and Literature Education	41	6	35	35	0	85.4%	100.0%
Primary School Teacher Education	113	16	97	97	0	85.8%	100.0%

Study programme	a	b	c	d	Partial	Gross %	Net %
Mathematics Education	37	5	32	32	0	86.5%	100.0%
Faculty of Pharmacy							
Pharmacy Professional Programme	272	45	227	227	0	83.5%	100.0%
Midwifery Professional Programme	66	11	55	55	0	83.3%	100.0%
Faculty of Communication Science							
Communication Science	140	10	130	130	0	92.9%	100.0%
Subtotal of rows shown	3,459	456	3,003	3,003	0	86.8%	100.0%

3.2 Respondents during university study

Respondents required financial support while studying at Universitas Islam Sultan Agung. Figure 6 presents the sources of funding for their education.

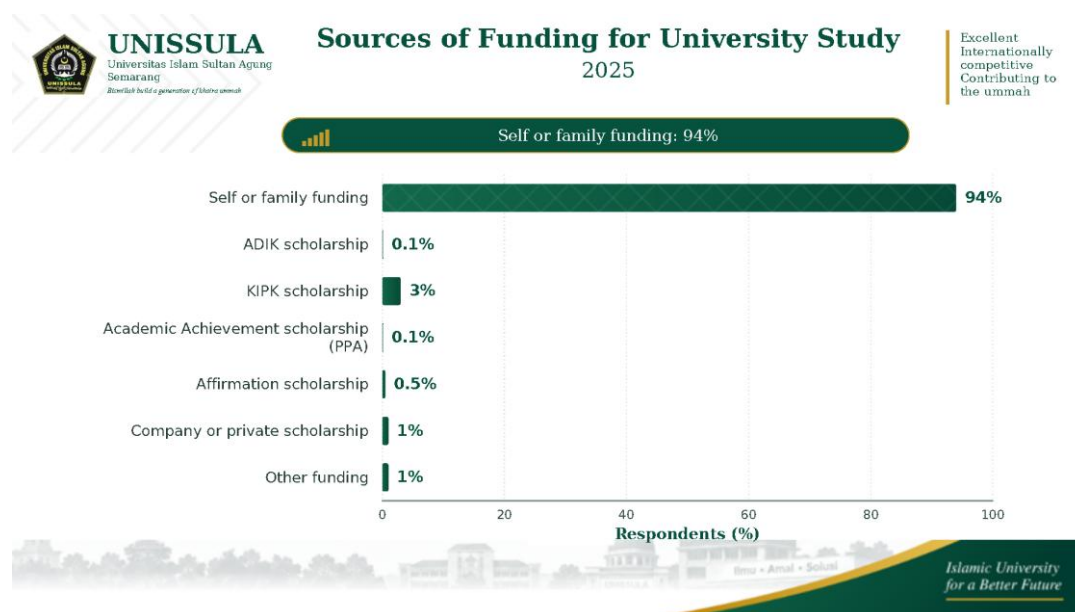


Figure 6 Sources of funding for university study

Most participants (94%) financed their studies themselves or through their families. The narrative reports ADIK scholarships at 0.1%, company or private scholarships at 1%, Academic Achievement (PPA) scholarships at 0.1% and Affirmation scholarships at 0.5%. Indonesian government support through KIPK scholarships accounted for 3% of participants from financially disadvantaged backgrounds. Other scholarships or funding accounted for 1%. During their studies, participants experienced a range of teaching methods intended to develop technical and interpersonal skills. Figure 7 shows the reported emphasis placed on different teaching and learning methods.

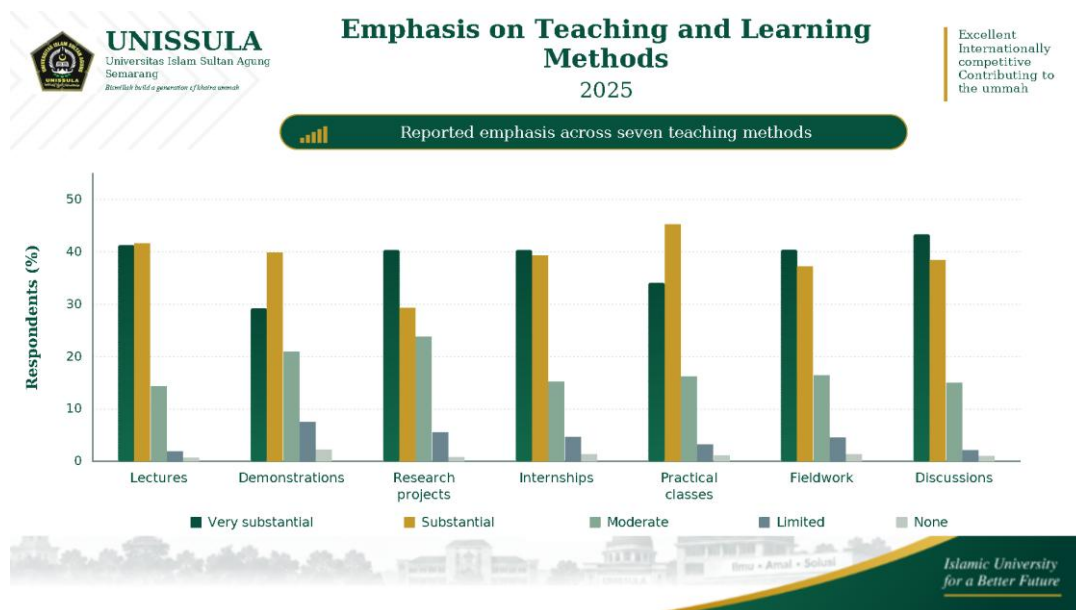


Figure 7 Emphasis on teaching and learning methods

Figure 7 indicates that participants generally perceived the teaching methods used by their programmes as making a substantial contribution to the development of technical and interpersonal skills that could be applied in employment, social settings and community life.

3.3 Respondents after graduation

After completing higher education, graduates are expected to enter the labour market equipped with the knowledge and abilities developed during their studies. The following figure shows the proportions in employment, self-employment, further study and other circumstances.

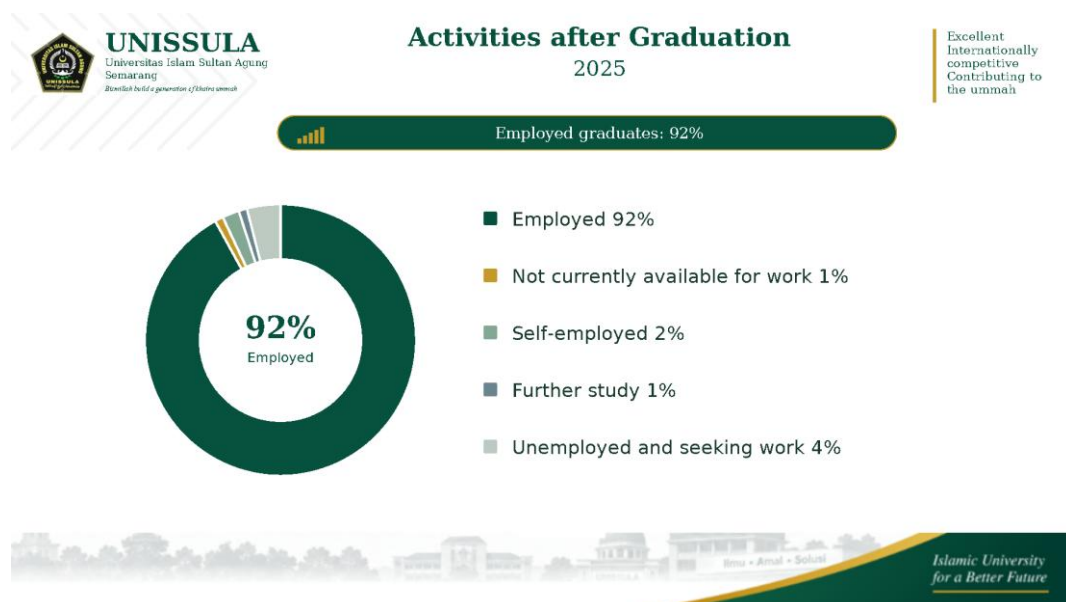


Figure 8 Respondents' activities after graduation

The figure shows that 92% of respondents were employed, 2% were self-employed and 1% were pursuing further study. A further 1% were not currently available for work, which the

report attributes to circumstances such as marriage or caring for children. The remaining 4% were unemployed and seeking work.

The Faculty of Pharmacy's 2024/2025 programme survey records 65% of Pharmacist Profession respondents working in private companies, 14% in their own enterprises and 10% in government agencies. Employment matched the respondents' qualification level for 96%, while 4% held positions above that level. National companies employed 92% and international companies employed 8%. In the Bachelor of Pharmacy programme survey, 73% continued to higher education and 20% worked in fields relevant to their programme; 84% obtained employment or entered further study within one to three months, 5% within four to six months and 11% within six to twelve months (Faculty of Pharmacy, 2025).

3.4 First employment

Graduates face a transition from higher education to employment, during which they compete with other graduates for jobs. An important aspect of this transition is the length of time required to obtain the first job. The report divides the waiting time into two categories, six months or less and more than six months, and presents the overall distribution below.

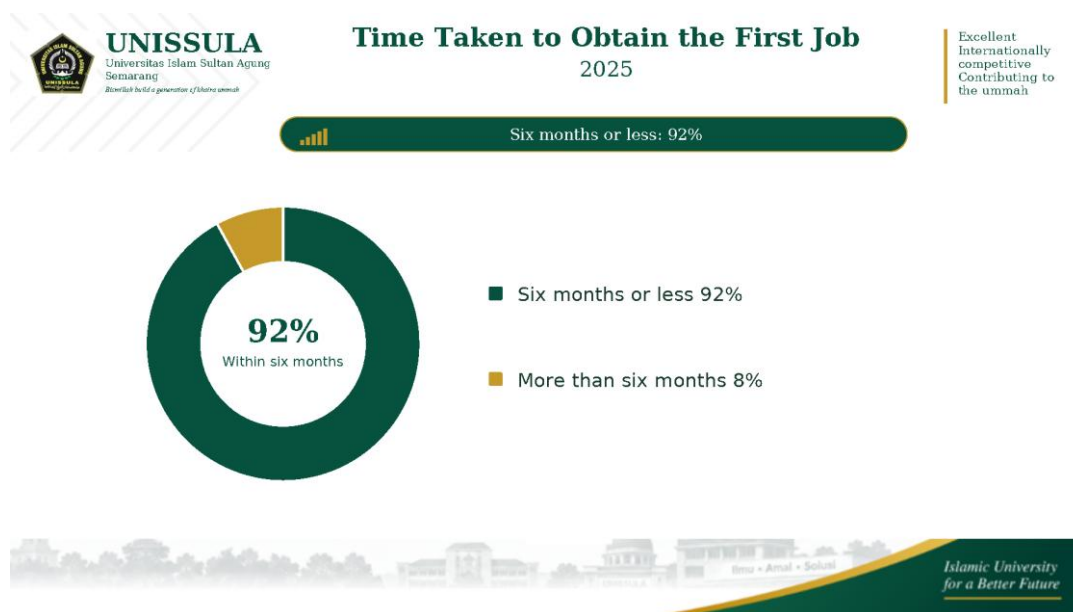


Figure 9 Time taken to obtain the first job

Approximately 92% of graduates obtained their first job within six months, while 8% took longer. The reported average waiting time was 2.2 months after graduation. These figures indicate a relatively short transition to first employment, generally within six months.

The Faculty of Language, Literature and Culture's 2024/2025 English Language Education tracer study targeted 44 graduates and traced 36; 11 completed the survey, representing 30.6% of the traced graduates. The average time to first employment was 2.2 months, and the reported

match between employment and field of study was 50% (Faculty of Language, Literature and Culture, 2025).

Figure 10 presents the sources used by respondents to obtain information about their first employment.

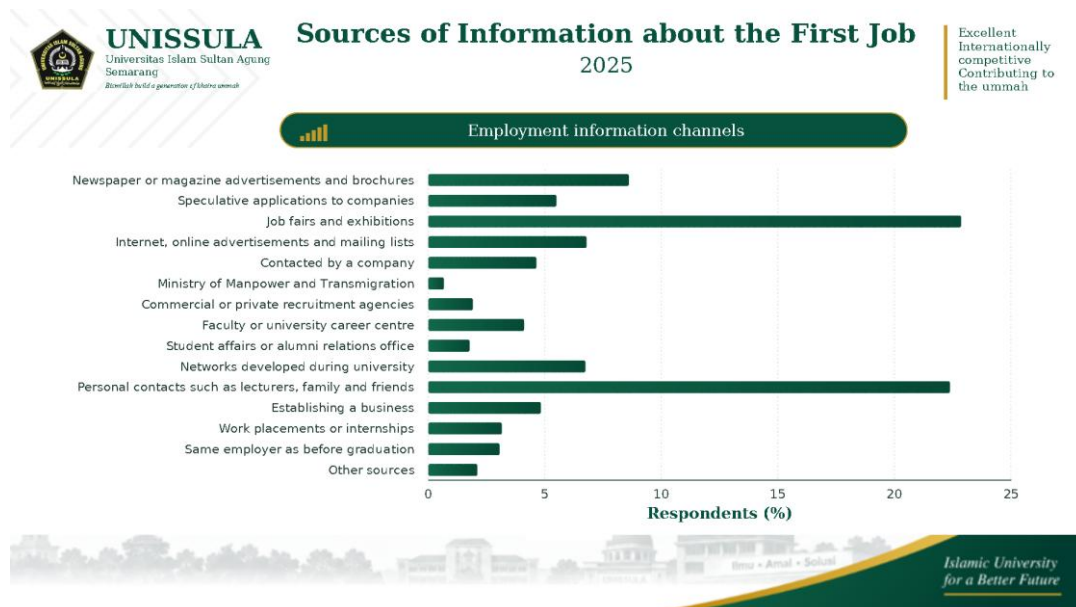


Figure 10 Sources of information about the first job
 Graduates most frequently obtained employment information at job fairs and exhibitions (23%) and through personal contacts, including lecturers, parents, relatives and friends (22%). Other channels included faculty or university career centres (6%), newspaper or magazine advertisements and brochures (9%), and networks developed during university and internet-based sources (7%). These channels connect graduates with recruitment opportunities through personal networks, institutional career services and public vacancy announcements.

Figure 11 presents the average numbers of companies to which alumni applied, companies that responded, and companies that invited them to interview.

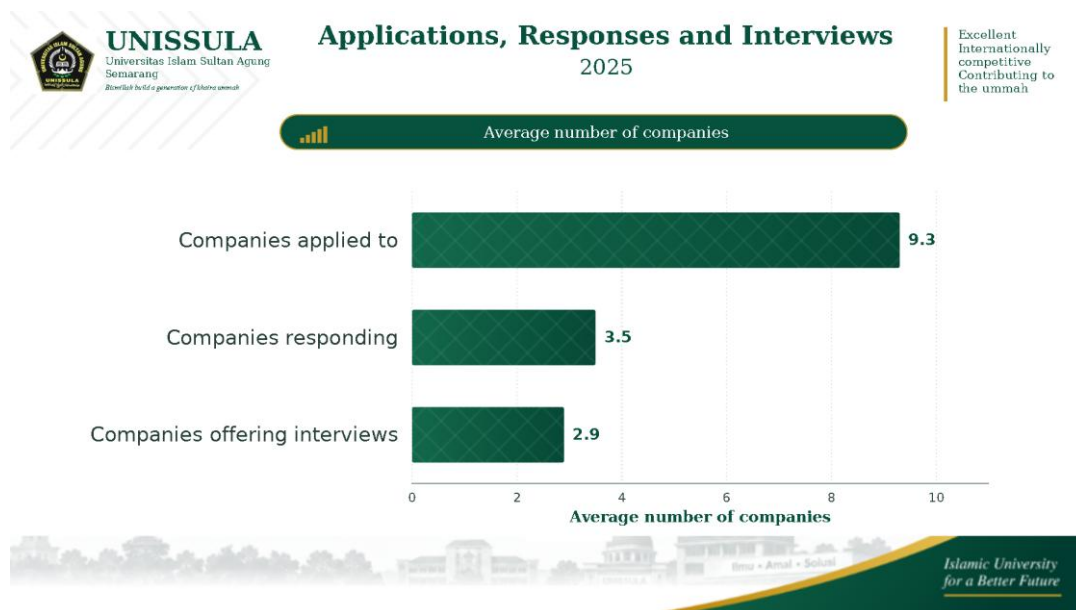


Figure 11 Companies applied to responding and offering interviews Alumni applied to an average of 9.3 companies; an average of 3.5 companies responded and 2.9 invited them to interview. The ratios between these reported averages were 37.6% for responses relative to applications and 31.2% for interview invitations relative to applications. Interview invitations represented 82.9% of the average number of company responses.

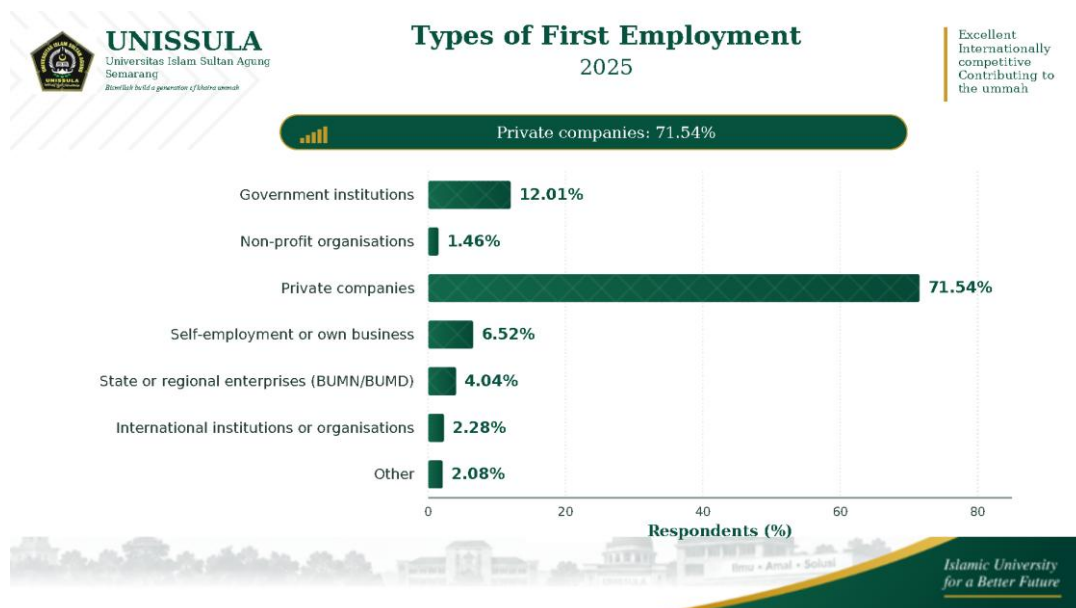


Figure 12 Types of first employment Figure 12 shows the types of first employment. Private companies accounted for 71.54% of graduates, followed by government institutions at 12.01%. The remaining categories comprised non-profit organisations, self-employment, state or regional enterprises (BUMN/BUMD), international institutions or organisations, and other employment.

Private companies and government institutions together accounted for 83.55% of first employment.

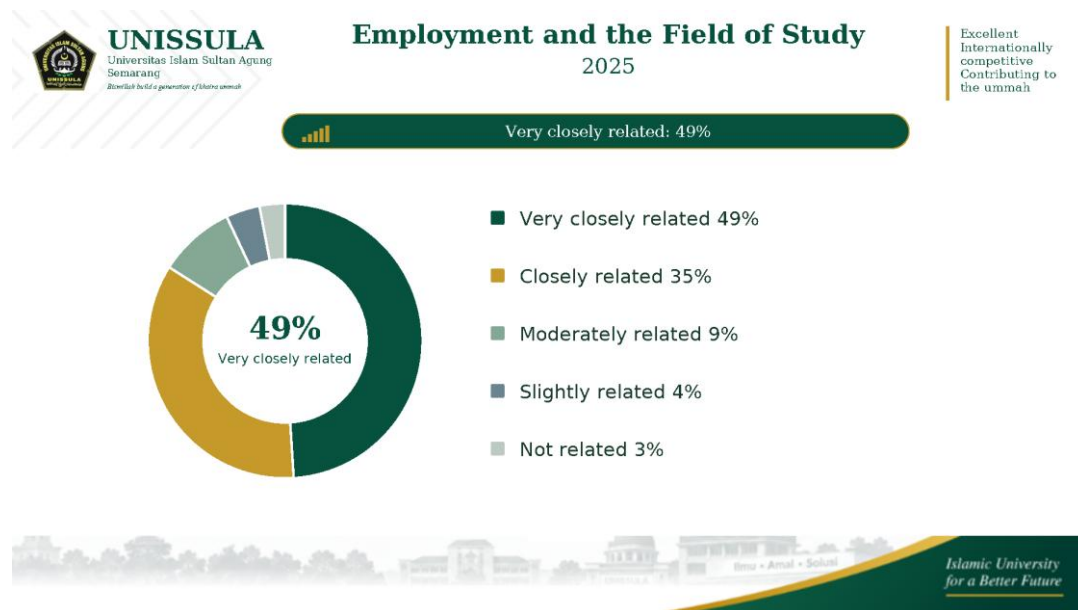


Figure 13 Relationship between employment and the field of study
In terms of the relevance of employment to graduates' academic disciplines, 49% reported a very close relationship between their work and their education, as shown in Figure 13.

3.5 Competences attained and required in employment

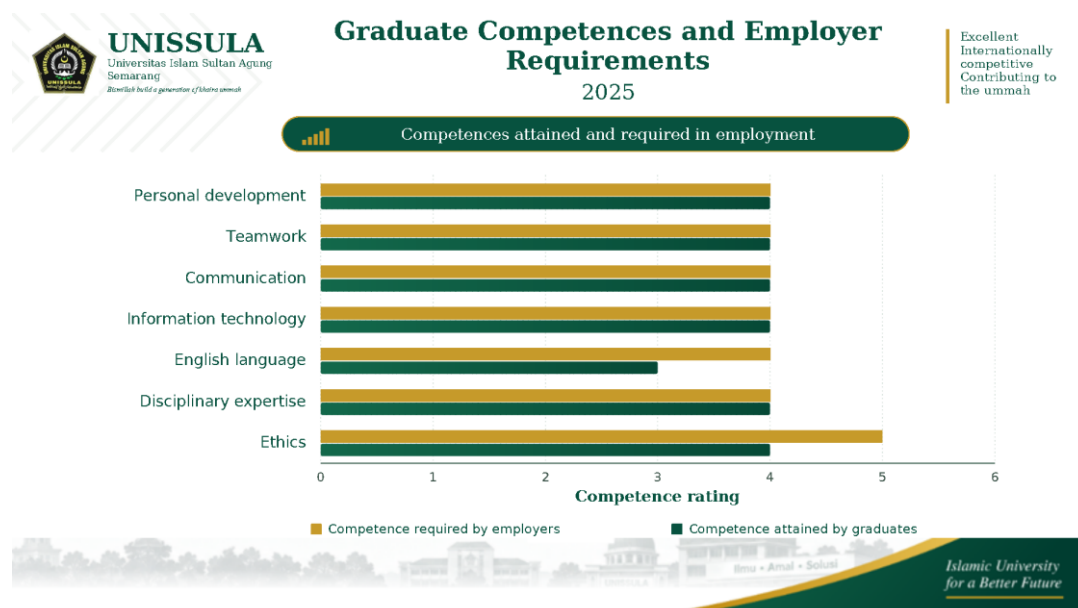


Figure 14 Graduate competences and competences required by employers
Figure 14 compares the competences attained by graduates with those required by employers. Ratings for personal development, teamwork, communication, information technology and disciplinary expertise were comparable across the two profiles. Ratings for English language and ethics were lower for attained competences than for employer requirements. This comparison links graduate experiences with the competence dimensions assessed in the employer survey.

3.6 Employers' assessment of graduate performance

General information

Questionnaires completed by employers through <https://career.unissula.ac.id> were analysed to examine stakeholder perceptions of alumni performance. The assessment covered the dimensions listed in the following table.

Table 4 Dimensions of employers' perceptions assessed

No.	Assessment dimension
1	Work ethic
2	Disciplinary expertise
3	Foreign language ability
4	Leadership
5	Communication
6	Teamwork
7	Personal development

Respondents assessed alumni performance using the four-point Likert response scale shown below.

Table 5 Likert response scale for the employer survey

Score	Meaning
1	Poor
2	Satisfactory
3	Satisfied
4	Very satisfied

Survey findings

Work ethic

The stakeholder assessment indicates that alumni generally have an excellent work ethic. The report interprets this as a high level of satisfaction with their integrity, work ethic and moral conduct.

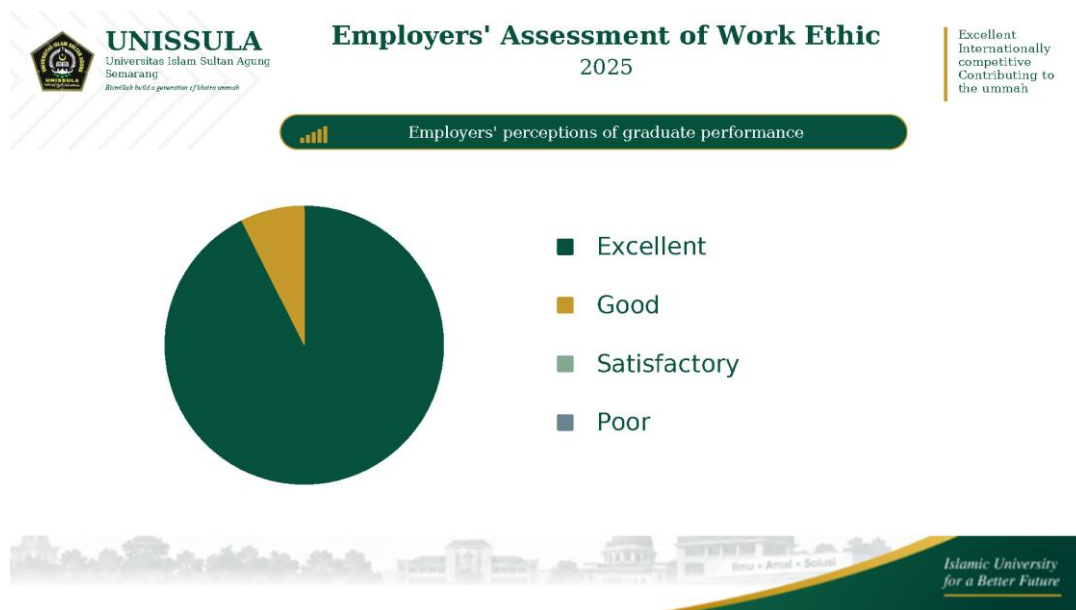


Figure 15 Employers' assessment of work ethic

Disciplinary expertise and professionalism

Stakeholders generally regard alumni's disciplinary expertise and professionalism as excellent and express a high level of satisfaction with their professional competence.

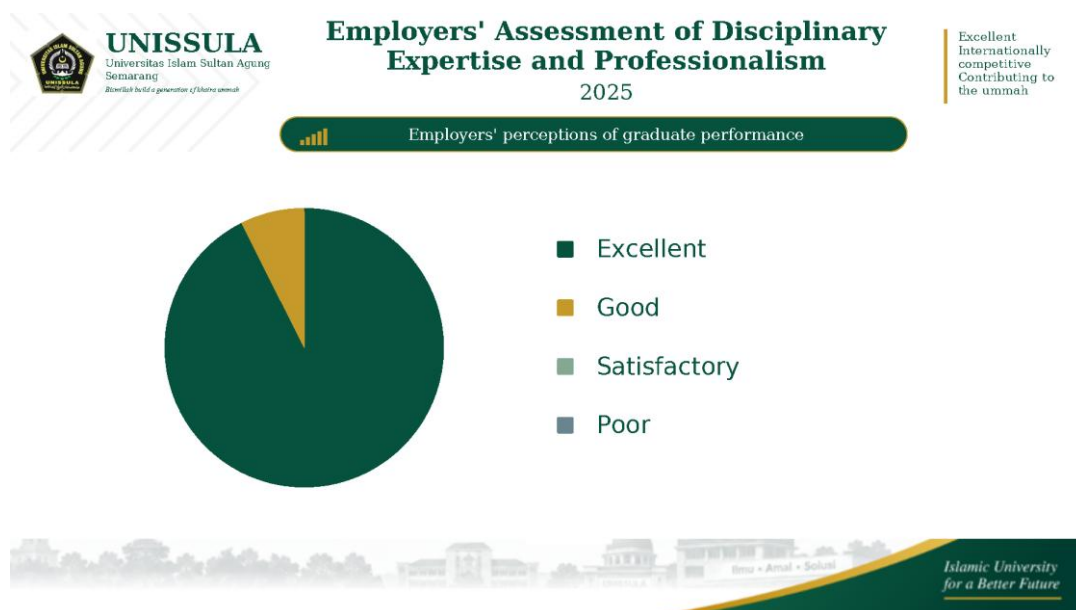


Figure 16 Employers' assessment of disciplinary expertise and professionalism

Foreign language ability

Stakeholders generally rate alumni's foreign language ability, particularly English, as excellent. The report indicates a high level of satisfaction with this aspect of performance.



Figure 17 Employers' assessment of foreign language ability

Leadership

Stakeholders generally consider alumni's leadership abilities to meet their requirements. The chart records 91% as Excellent and 9% as Good, with 0% in the Satisfactory and Poor categories.

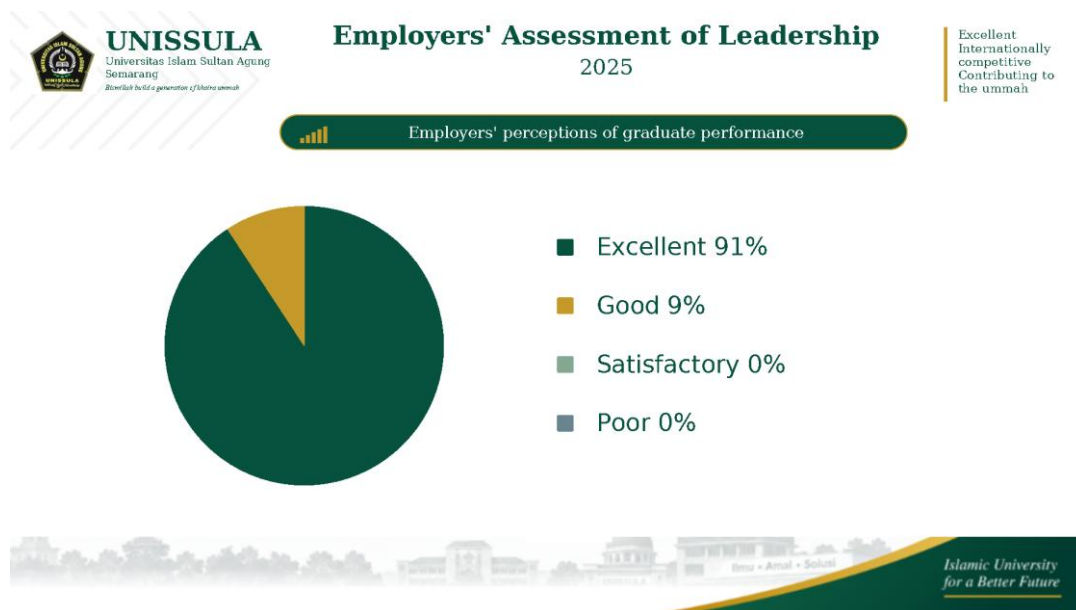


Figure 18 Employers' assessment of leadership

Communication

Stakeholders generally regard alumni's communication skills as excellent and express a high level of satisfaction with their ability to communicate.

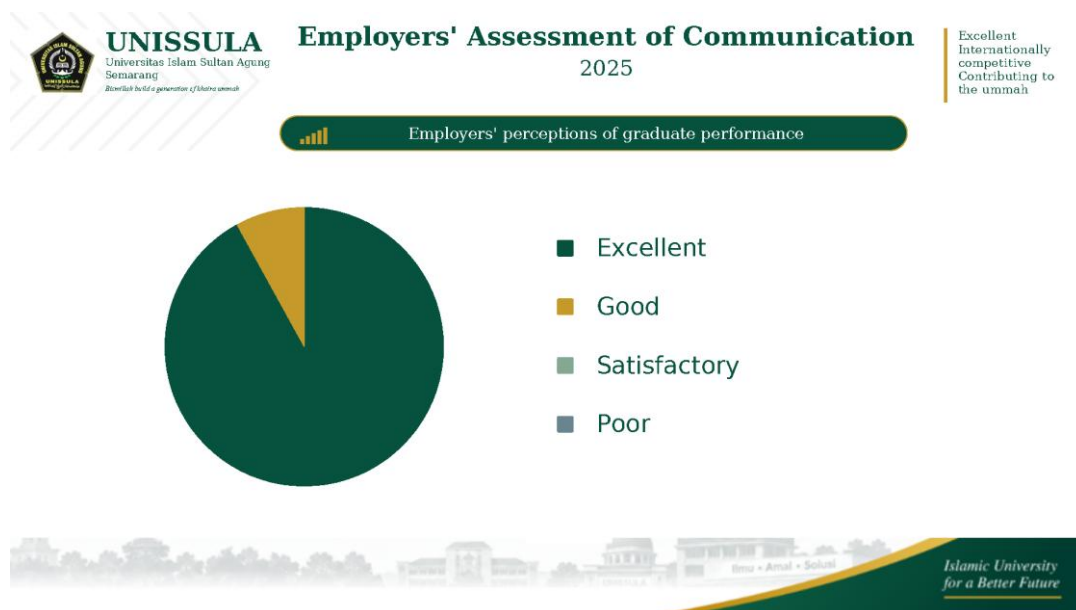


Figure 19 Employers' assessment of communication

Teamwork

Stakeholders generally consider alumni able to work effectively in a team and express a high level of satisfaction with their teamwork.

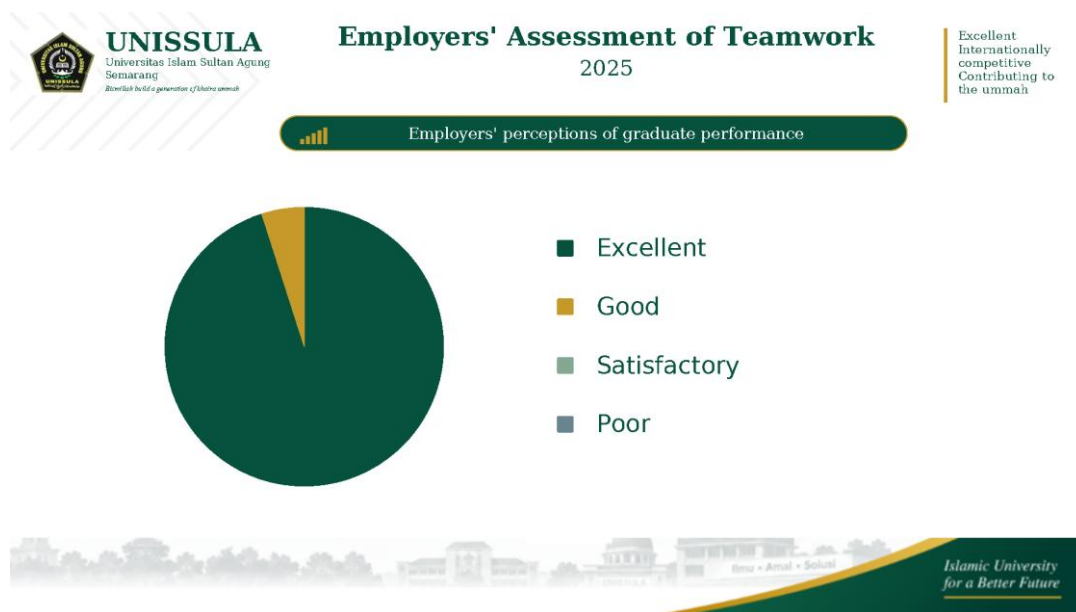


Figure 20 Employers' assessment of teamwork

Personal development

Stakeholders generally regard alumni's ability to develop themselves as excellent and express a high level of satisfaction with their personal development.



Figure 21 Employers' assessment of personal development

Chapter IV Challenges and Follow-up Actions

The 2025 tracer study recorded operational challenges in alumni contact, programme participation and questionnaire completion. The follow-up arrangements below address these activities and connect the findings with faculty and programme implementation.

4.1 Challenges

1. Obtaining an up-to-date alumni database was difficult. Many graduates had changed their mobile telephone numbers or email addresses, resulting in undelivered messages.
2. Not all study programmes participated actively in the tracer study. Surveyors therefore had to contact alumni who had not completed the 2025 questionnaire and send up to four reminders. Graduates were generally more willing to respond when contacted by their own programme or faculty, with which they were more familiar.
3. The questionnaire contained numerous items, including the ministry's mandatory questions. Some alumni were reluctant to complete it, while others regarded certain questions as personal. Questionnaire collection included unfinished entries during the survey period; the final programme tabulations record completed responses.

4.2 Follow-up Actions

1. The alumni contact process includes an active alternative email address and a mobile telephone number or social media account collected during pre-graduation briefings and graduation registration. These channels maintain contact with graduates when their telephone numbers change.
2. Study programmes act as the primary point of contact for alumni questionnaire collection, with faculty coordination and support from LPKA.
3. Each programme's alumni contact arrangements include a social media group, such as WhatsApp, for each graduation period to maintain communication during subsequent tracer study cycles.

4.3 Faculty Follow-up Action Plans

The faculty follow-up plan covers the 53 study programmes listed below and forms part of the annual and semester review cycle after the 2025 tracer study. Each Dean coordinates delivery through programme heads, faculty quality assurance units and programme quality assurance

groups, with support from LPKA. The review covers graduate contact, employment and further study, competence attainment, employer feedback, curriculum and career services.

The Strategic Plan 2025-2029 schedules two graduate-development activities and two tracer study, competence-assessment and employer-feedback evaluations per programme each year. Across the 53-programme portfolio, this corresponds to 106 development activities and 106 evaluations annually. IKSS 2.3.3 sets targets of 73% in 2026, 76% in 2027, 79% in 2028 and 82% in 2029 for graduates entering employment, entrepreneurship or further study within twelve months. These percentages are strategic targets for the subsequent implementation period.

1. Faculty of Communication Sciences (1 programme). Coverage: Bachelor of Communication Science. The plan links alumni and employer feedback with communication practice, digital media, professional ethics and graduate portfolios. Career guidance and employer engagement connect graduates with relevant employment and enterprise pathways. The faculty strategic plan sets a waiting-time benchmark of six months or less and a field-of-study alignment target of at least 60% for 2025-2029. Planned outputs comprise a review of the communication curriculum, employer-survey results and a graduate portfolio and career-activity record. The Dean and programme heads coordinate delivery, with a review at the end of each semester.
2. Faculty of Dentistry (3 programmes). Coverage: Bachelor of Dentistry; Dentist Profession; Master of Dentistry. The plan connects graduate and employer feedback with clinical learning, patient communication, professional ethics and dental competence assessment. Academic, professional and postgraduate pathways are tracked by qualification level, including employment in clinics, hospitals, public health services and further study. Programme reviews link these outcomes with the faculty's outcome-based curriculum and clinical placement arrangements. Planned outputs comprise a clinical learning review, a competence-assessment summary and a record of graduate employment and further-study pathways. The Dean and programme heads coordinate delivery, with a review at the end of each semester.
3. Faculty of Economics and Business (6 programmes). Coverage: Bachelor of Management; Master of Management; Doctor of Management; Bachelor of Accounting; Master of Accounting; Bachelor of Digital Business. The plan connects graduate competence feedback and employer expectations with accounting, management and digital business curricula. Career preparation covers professional certification, recruitment, enterprise

development and postgraduate progression. Employment waiting times, competence profiles and employer satisfaction are reviewed through the faculty performance cycle. Planned outputs comprise a curriculum review, a professional and enterprise activity record, and programme summaries of employment waiting times and employer feedback. The Dean and programme heads coordinate delivery, with a review at the end of each semester.

4. Faculty of Engineering (6 programmes). Coverage: Bachelor of Civil Engineering; Master of Civil Engineering; Doctor of Civil Engineering; Bachelor of Urban and Regional Planning; Master of Urban and Regional Planning; Engineering Profession. The plan links employment relevance and graduate competence profiles with civil engineering, planning and professional engineering learning outcomes. Employer and alumni engagement supports reviews of industry projects, placements and professional preparation. The faculty's periodic monitoring of tracer study implementation forms part of its quality management cycle. Planned outputs comprise a review of engineering and planning learning outcomes, an employer-engagement record and a programme tracer-monitoring summary. The Dean and programme heads coordinate delivery, with a review at the end of each semester.
5. Faculty of Industrial Technology (5 programmes). Coverage: Bachelor of Electrical Engineering; Master of Electrical Engineering; Doctor of Electrical Engineering; Bachelor of Industrial Engineering; Bachelor of Informatics Engineering. The plan connects graduate and employer feedback with electrical engineering, industrial engineering and informatics learning outcomes. Industrial placements, applied projects and professional certification form the career-preparation activities. Programme quality assurance groups link the review with the faculty's internal quality assurance cycle and discipline-specific competence expectations. Planned outputs comprise a curriculum and applied-project review, a placement and certification record, and a programme summary of employment relevance. The Dean and programme heads coordinate delivery, with a review at the end of each semester.
6. Faculty of Islamic Studies (4 programmes). Coverage: Bachelor of Family Law (Ahwal Syakhsyah); Bachelor of Islamic Religious Education; Master of Islamic Religious Education; Doctor of Islamic Religious Education. The plan connects graduates' competence profiles with family law, Islamic religious education and postgraduate learning outcomes, including tafaquh fiddin and professional conduct. Programme reviews cover

alumni participation, employment waiting times at six and twelve months, further study and employers' assessment of graduates. Planned outputs comprise a programme competence review, an alumni-contact record and summaries of employment waiting times, further study and employer feedback. The Dean and programme heads coordinate delivery, with a review at the end of each semester.

7. Faculty of Language, Literature and Culture (2 programmes). Coverage: Bachelor of English Language Education; Bachelor of English Literature. The plan connects the English Language Education findings on employment waiting time and field-of-study alignment with teaching practice and language competence. English Literature follow-up covers language, literary and cultural expertise in employment and further study. Alumni and employer engagement feeds into curriculum and career-service reviews. Planned outputs comprise a review of language and teaching competences, an employer-engagement record and programme summaries of employment relevance. The Dean and programme heads coordinate delivery, with a review at the end of each semester.
8. Faculty of Law (4 programmes). Coverage: Bachelor of Law; Master of Law; Doctor of Law; Master of Notary. The plan connects graduate competence feedback with legal practice, professional ethics, legal research and notarial work. Programme monitoring covers alumni participation, employment waiting times at six and twelve months, further study and employer satisfaction. Faculty and programme quality assurance bodies incorporate these outcomes into curriculum and learning reviews. Planned outputs comprise a legal competence and curriculum review, an alumni-contact record and programme summaries of employment waiting times and employer satisfaction. The Dean and programme heads coordinate delivery, with a review at the end of each semester.
9. Faculty of Medicine (6 programmes). Coverage: Bachelor of Medicine; Medical Doctor Profession Education; Master of Biomedical Science; Doctor of Biomedical Science; Master of Public Health; Internal Medicine Specialist. The plan tracks progression through academic medical education, professional practice, biomedical and public health study, and specialist training. Graduate and employer feedback informs reviews of clinical competence, communication and professional conduct. The faculty's outcome-based education cycle connects programme learning outcomes with employment and postgraduate progression. Planned outputs comprise a clinical and public health learning review, a graduate progression record and a programme summary of employer feedback.

The Dean and programme heads coordinate delivery, with a review at the end of each semester.

10. Faculty of Nursing (5 programmes). Coverage: Diploma of Nursing; Bachelor of Nursing; Nursing Profession; Master of Nursing; Medical and Surgical Nursing Specialist. The plan links alumni and employer feedback with nursing competence, patient communication, teamwork and professional conduct. Career preparation incorporates national competence examinations and links with hospitals, community health services and professional organisations. Academic, professional and specialist pathways are recorded separately within programme reviews. Planned outputs comprise a nursing competence review, a competence-examination and career-preparation record, and programme summaries of graduate progression and employer feedback. The Dean and programme heads coordinate delivery, with a review at the end of each semester.
11. Faculty of Pharmacy (4 programmes). Coverage: Bachelor of Pharmacy; Pharmacist Profession; Bachelor of Midwifery; Midwifery Profession. The plan links the pharmacy programme findings with professional preparation, entrepreneurship and further study. Pharmacy and midwifery reviews cover discipline-specific competence, professional ethics, service communication and employer feedback. Career activities connect graduates with pharmacies, industry, hospitals, community health services and professional practice. Planned outputs comprise a pharmacy and midwifery curriculum review, a professional and enterprise activity record, and programme summaries of employment and further-study pathways. The Dean and programme heads coordinate delivery, with a review at the end of each semester.
12. Faculty of Psychology (1 programme). Coverage: Bachelor of Psychology. The plan connects graduate and employer feedback with psychological assessment, research, communication, professional ethics and applied practice. Career preparation includes relevant competence development, employer engagement and further-study pathways. The faculty's strategic planning cycle links graduate outcomes with programme learning outcomes and continuous improvement. Planned outputs comprise a psychology competence and curriculum review, a career-preparation record and a programme summary of employment and further study. The Dean and programme heads coordinate delivery, with a review at the end of each semester.
13. Faculty of Teacher Training and Education (6 programmes). Coverage: Bachelor of Elementary Teacher Education; Bachelor of Indonesian Language Education; Bachelor of

Mathematics Education; Master of Elementary Education; Master of Indonesian Language; Master of Mathematics Education. The plan connects graduate and employer feedback with teaching competence, curriculum design, classroom practice and educational research. Programme reviews incorporate school-partner and alumni engagement, graduate progression and the application of professional and interpersonal skills. Career preparation includes language, digital learning and enterprise activities within the faculty's student and alumni development framework. Planned outputs comprise a teaching competence and curriculum review, a school-partner engagement record and programme summaries of employment and further-study pathways. The Dean and programme heads coordinate delivery, with a review at the end of each semester.

At the end of each semester, faculties record completed activities, curriculum and learning changes, employer engagement and graduate progression in their management review. LPKA coordinates the university summary, while faculty and programme quality assurance bodies record the implementation of follow-up actions through the PPEPP cycle of setting, implementing, evaluating, controlling and improving standards.

Appendix Ministry Tracer Study Reporting Dashboard

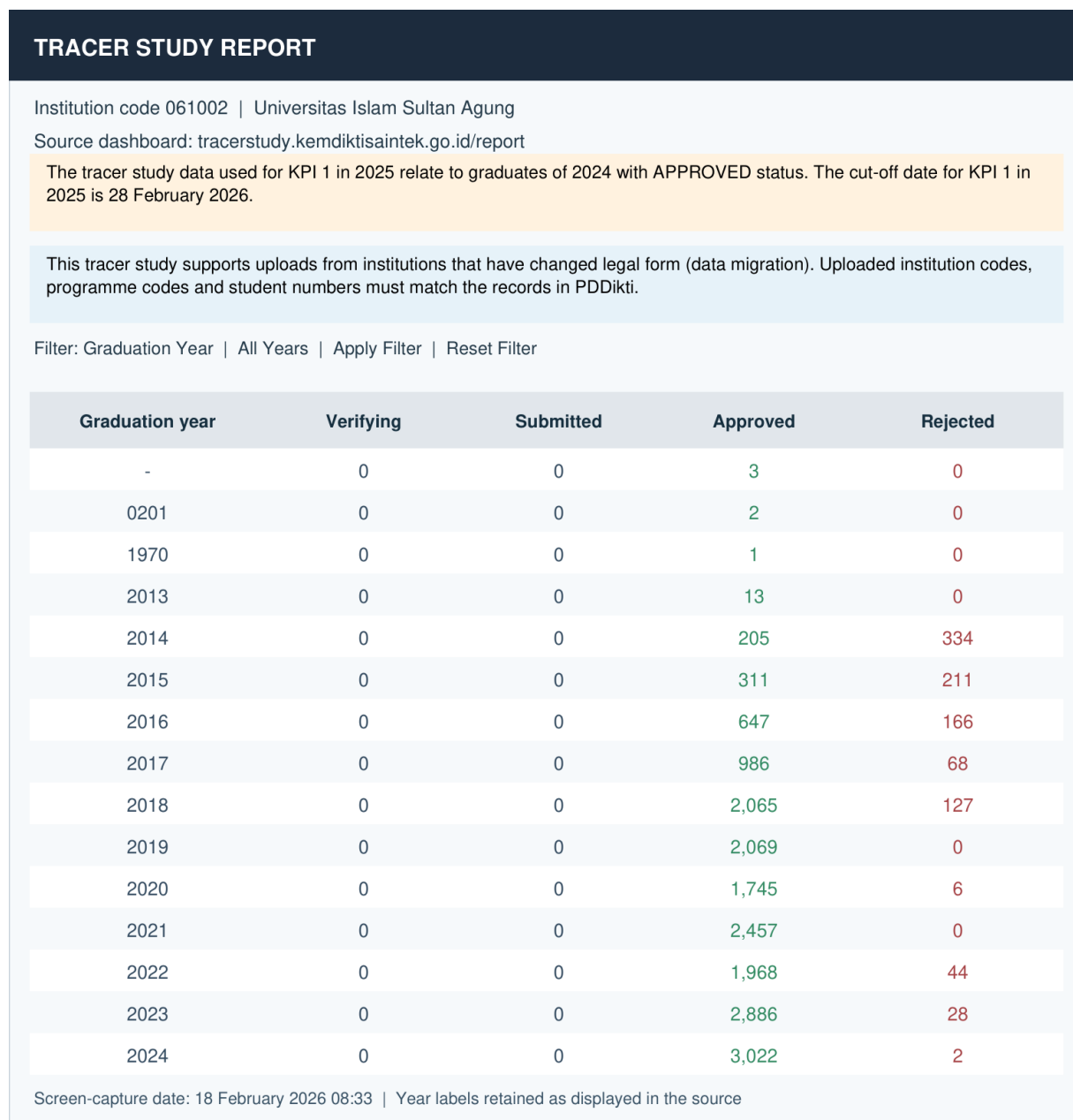


Figure 22 Ministry tracer study reporting dashboard in English

The ministry dashboard records 3,022 approved responses for graduates of 2024. The screen-capture date is 18 February 2026. The dashboard notice identifies graduates of 2024 with approved status as the cohort for KPI 1 reporting in 2025, with a cut-off date of 28 February 2026.

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