

FACULTY OF VETERINARY MEDICINE



TRACER STUDY REPORT

BACHELOR OF VETERINARY
MEDICINE

**UNIVERSITAS
BRAWIJAYA
2023**

RECTOR'S FOREWORD



Assalamualaikum warahmatullahi wabarakatuh.

Praise be to Allah SWT. Let us always offer our gratitude to Allah SWT for His blessings, allowing us to continue striving for continuous improvement in any position. Universities, as one of the leading institutions in building civilization, should set a good example of how to respond to changes and constructively foster change for the nation's development. Constructive change or improvements require sufficient knowledge and information. Therefore, in this regard, the tracer study being conducted is a crucial component in building Universitas Brawijaya's future.

The tracer study in 2022 is expected to provide valuable feedback to the institution for more targeted improvements, especially in the academic field, and may also signal the need for the growth of units or the development of existing unit functions to support necessary interests. The quality of the institution continues to be developed based on, among other things, the results of this tracer study and other established monitoring and evaluation systems, thus achieving inclusive institutional progress. This tracer study also serves as a platform for the institution to communicate with alumni, enhancing their role in the internal development of Universitas Brawijaya and strengthening the university's networking with potential partners where alumni work or contribute.

The results of the tracer study in 2021 are crucial for dissemination and serve as vital information for every related unit at Universitas Brawijaya to strengthen and develop its performance. This tracer study forms an integral part of Universitas Brawijaya's official documents in planning, monitoring, and evaluating institutional performance, especially in the academic field. Finally, offering criticisms and suggestions for the growth and development of Universitas Brawijaya in the future is the responsibility of all of us as members of Universitas Brawijaya. Therefore, every sincere intention to contribute thoughts in the form of criticism and suggestions is necessary for a better future for Universitas Brawijaya.

It is important for me to remind that the development of Universitas Brawijaya to play a role in the nation's development is our collective responsibility. May Allah SWT facilitate and strengthen all of us in fulfilling this trust. Ameen.

Wassalamu' alaikum warahmatullahi wabarakatuh.

Malang, 31 December 2022
Prof. Widodo, S.Si.,M.Si.,Ph.D.Med.Sc

Preface

We offer praises and gratitude to the Almighty, who has bestowed strength and guidance to successfully conduct the Universitas Brawijaya Tracer Study in 2022, focusing on tracking the whereabouts of alumni who graduated in 2021. In accordance with the guidance from the Directorate of Learning and Student Affairs (Belmawa - Dikti Kemendikbud) in 2013, every higher education institution is mandated to have a career center or similar unit that includes a Tracer Study component for alumni career development. Following this directive from DitBelmawa, the implementation of the Tracer Study at Universitas Brawijaya is now under the auspices of the Directorate of Career Development and Alumni.

Tracer Study, or alumni tracking study, aims to monitor and understand the conditions of alumni after a certain period since their graduation from a specific university. The Tracer Study UB 2022 utilized instruments based on the guidelines from the Ministry of Education and Culture, Research, Technology, and Higher Education, as part of the evaluation of Key Performance Indicators (KPI) for higher education institutions in Indonesia under the Merdeka Belajar policy. One of these KPIs assesses whether graduates secure decent employment, thus impacting the overall performance assessment of the university. The more alumni successfully secure decent jobs, or engage in entrepreneurship and further studies, the more successful the achievement of this primary KPIs considered.




The implementation of the Tracer Study in 2022 is certainly far from perfect, but with excellent collaboration from various stakeholders at Universitas Brawijaya, we hope that future Tracer Study implementations will improve. May the Tracer Study UB 2022 report be utilized effectively to enhance the quality of Universitas Brawijaya and to improve the competitiveness of our alumni in the job market.

Malang, 31 December 2022
**Director of Directorate of Career
Development and Alumni**
Agung Sugeng Widodo, ST., MT., Ph.D



APPROVAL SHEET

TRACER STUDY REPORT
BACHELOR OF VETERINARY MEDICINE
FACULTY OF VETERINARY MEDICINE
BRAWIJAYA UNIVERSITY
YEAR 2023

Document Number	:	
Revision	:	0
Date	:	October 2023
Proposed by	:	Head of Study Programme  Dr. drh. Handayu Untari
Managed by	:	Vice Dean for Academic Affairs  drh. Fajar Shodiq Permata, M.Biotech
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Chapter 1

Tracer Study Brawijaya University

1.1. Basic Concept

The concept of Higher Education, like other active social and economic entities, faces numerous changes alongside the development of information technology. It poses a challenge for universities to continuously improve in the face of disruption. Innovation and applicable outputs that contribute to enhancing the capacity and continuity of social and economic life are demanded of all educational institutions, especially higher education (Usher et al., 2016).

Tracer study is one of the crucial instruments for continuous improvement in higher education. Achieving better quality over time is the goal, as implied by inputs from market signals and feedback on internal management performance perceived by alumni. Moreover, tracing alumni performance is vital in providing information on the educational outcomes generated by higher education. Higher absorption rates of graduates and better alignment with the job market needs demonstrate the institution's strength in producing graduates who meet market demands, including their role in enhancing entrepreneurship as job creators (Fenta et al., 2019). Information flowing through tracer studies or alumni surveys becomes input for the University of Brawijaya's future operational follow-up, including curriculum development (Hutagalung et al., 2019).

Universities need to conduct tracer studies to receive feedback from alumni to improve their educational systems and management. At the beginning of the academic year, universities set the direction of higher education policies based on inputs such as the conditions, experiences, and motivations of new students entering the institution. These inputs also determine how the institution implements education systems and management in terms of teaching and learning processes, research, practical work, workshops, laboratories, studios, or research. The implementation of these teaching and learning systems is also influenced by the educational policies established by the university.

The concept of tracer studies at the University of Brawijaya (UB), as previously conducted, follows mechanisms based on the concepts and methodologies presented by Harald Schomburg (2010). In his presentation, Schomburg classified four main pillars in tracer study activities. These pillars are: (1) Input, including information on student demographics, their experiences and motivations, as well as information on learning conditions and facilitation; (2) Process, encompassing the learning processes and the development of student competencies and qualifications; (3) Output, covering knowledge, skills, motivations, including grades achieved by students; (4) Outcome, including transitions to their first job, the first job obtained/performed, and their capacity to contribute in their work environment. This can be further illustrated in Figure 1.1.

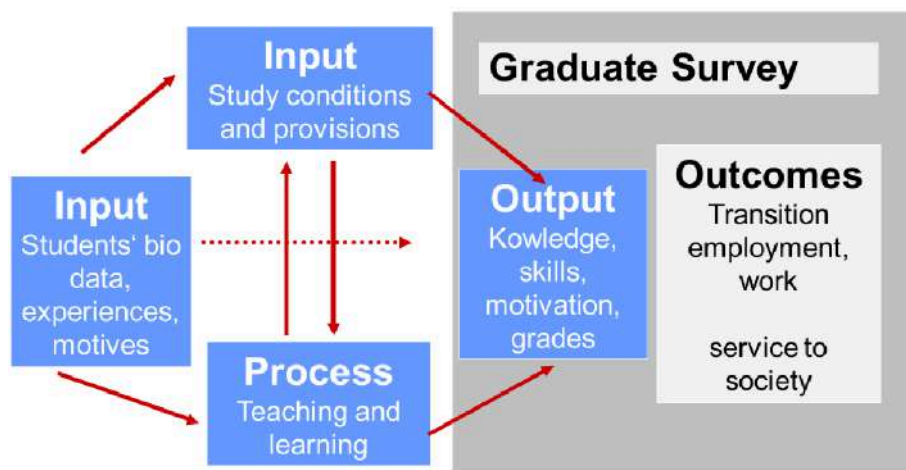


Figure 1.1 *Tracer Study flow*

The outcomes of inputs such as the conditions, experiences, and motivations of students, as well as the education system and policies at universities, and the teaching and learning processes at universities, will help shape the character/competence of graduates from those universities. Graduates/alumni from universities generally possess the knowledge, skills, motivation, and competencies needed to enter the workforce.

The outcomes of higher education are the knowledge, skills, and competencies of university alumni needed to enter the workforce. These outcomes, along with the conditions when alumni are in their early career jobs, are essential for universities to improve their educational systems and management. The need to track alumni trajectories and the relationship between higher education and employment forms the fundamental concept in tracer study research.

1.2. Tracer Study Goals

Tracer Study aims to determine the outcomes of education in the form of transitions from higher education to the business and industrial sectors. Educational outputs include self-assessment of competence mastery and acquisition, educational processes involve evaluating learning processes, and assessing higher education's contribution to competence acquisition. Educational inputs include further exploration of graduate information.

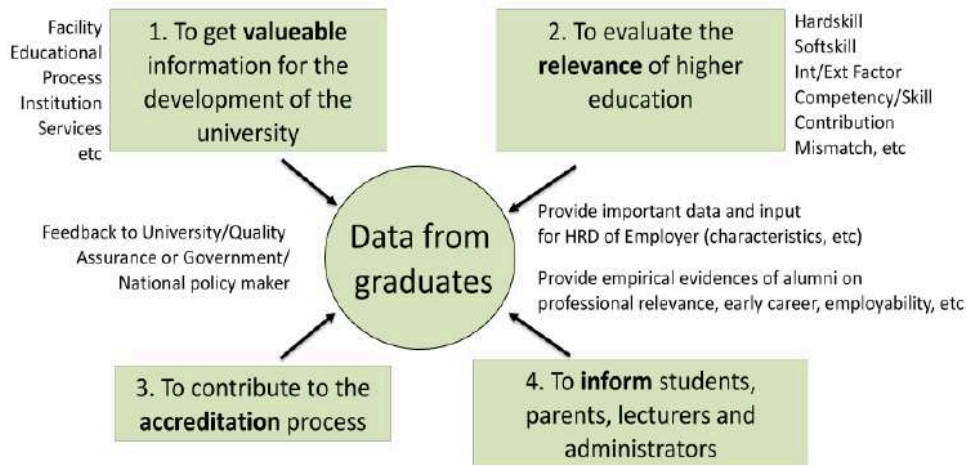


Figure 1.2 Tracer Study Goals

Tracer Study at UB serves several important objectives in its implementation. These objectives include:

(i) To obtain crucial feedback from alumni for the improvement and development of higher education systems and management, including facilities, teaching and learning patterns, processes, and services.

(ii) To serve as an evaluation tool to assess the relevance of higher education to the workforce (hard skills, soft skills, internal/external factors, competencies, contributions, etc.).

(iii) To provide feedback for ensuring the quality assurance of higher education or determining national education policies.

(iv) To assist universities in the accreditation process, both nationally and internationally.

(v) To provide important input and data for Human Resource Development (HRD) departments of companies regarding the characteristics of university alumni/graduates themselves.

(vi) To provide empirical evidence regarding alumni-related employment, early career paths, the relevance of alumni jobs to higher education, etc.

(vii) To serve as information for students, parents, faculty, educational administrators, and education stakeholders regarding university alumni/graduates.

1.3. Tracer Study Benefits

The benefits of Tracer Study are not limited to universities alone, but extend to providing crucial information about the link between higher education and the business and industrial sectors. Tracer Study can provide in-depth and detailed information regarding job matching,

both horizontally (across various fields of study) and vertically (across different levels/educational strata).

Thus, Tracer Study can help address issues of job opportunity gaps and efforts to improve them. For universities, information about competencies relevant to the business and industrial sectors can aid in curriculum improvement efforts and learning systems. On the other hand, the business and industrial sectors can gain insights into universities through Tracer Study, enabling them to prepare by providing more relevant training for new job-seeking graduates.

For UB, Tracer Study is conducted to derive the following benefits:

1. As a database of alumni categorised by Programme of Study (Prodi) and graduation year.
2. As critical input/information for university development.
3. As an evaluation tool to assess the relevance between the university and the business and industrial sectors.
4. As feedback for improving the performance of faculty and administrative staff.
5. As input for curriculum enhancement.
6. As evaluation material for international accreditation.
7. As a basis for building alumni networks.

1.4. Tracer Study UB Methodology

Tracer studies at UB are conducted by the Alumni and Tracer Study Subdirectorate within the Directorate of Career Development and Alumni under the direction of the Rector through the Vice Rector for Student Affairs, Alumni, and Student Entrepreneurship. The UB tracer study team consists of university and faculty-level teams. The university-level tracer study team acts as the main facilitator for implementing tracer studies at UB. This team includes members from the Directorate of Career Development and Alumni (DPKA) and various other units at UB involved as stakeholders in tracer study data. At the faculty level, the tracer study team serves as an extension of the university-level team, actively directing their graduates to fill out online questionnaires within the UB tracer study system. The faculty-level tracer study team comprises a combination of faculty-level staff and departmental and programme staff who are directly involved with alumni.

In executing the tracer study, the primary focus is on collecting respondent/alumni database. Data collection techniques involve retrieving alumni data directly from the Alumni Information and Tracer Study System (SINATRA) and synchronising data from the Student Academic Information System (SIAM). Another crucial aspect is the development of the tracer study questionnaire. UB's tracer study utilises a questionnaire instrument to gather data. The current questionnaire is conducted online, accessible at sinatra.ub.ac.id using

each alumni's account. UB's tracer study questionnaire adopts elements from the Ministry of Education, Culture, Research, and Technology Kemendikbudristek questionnaire, with additional specific questions tailored to UB's needs.

Chapter 2

Implementation of Tracer Study at the Faculty of Veterinary Medicine

2.1. Journey and Development of Tracer Study at FVM

The tracer study activities at the Faculty of Veterinary Medicine have been ongoing since 2018 and continue to the present day. With each implementation, the tracer study at FKH UB undergoes transformation and development. The journey of the tracer study at the Faculty of Veterinary Medicine has not been without its challenges. These challenges are integral to the transformation and development of the UB tracer study. According to the results of the 2020 tracer study, alumni have shown motivation to play a greater role in the development of the Faculty of Veterinary Medicine. Alumni's role in this context includes providing information related to market signals and serving as a bridge for collaboration between the university and the community.

The scope of the tracer study targets alumni from specific graduating cohorts. As per the guidance from The Ministry of Education, Culture, Research, and Technology through the Key Performance Indicators (KPIs) for Higher Education, the target respondents are alumni who graduated one year prior to the tracer study's data collection period. The tracer study in 2022 was conducted among all graduates of study programmes within the UB environment. The target respondents for the 2022 tracer study are alumni who graduated between January and December 2021. Each alumna/alumnus can directly fill out the tracer study questionnaire on SINATRA at the website sinatra.ub.ac.id, or they can receive the link to the tracer study form via broadcast email and SMS through the Directorate of Information Technology. Furthermore, alumni also receive guidance on filling out the form from the faculty's tracer study team.

2.2. Challenges of the Tracer Study at the Faculty of Veterinary Medicine

The implementation of the UB tracer study over the years has not been without its challenges. During each period, the implementation of the UB tracer study often encounters obstacles in various aspects. However, with increasing experience in conducting the tracer study, these encountered obstacles have been effectively addressed. A common challenge observed during the preparation stages relates to the readiness and validity of the contact database for target respondents. The UB tracer study team innovates by updating alumni biodata when alumni activate their SINATRA accounts or register for graduation through SIAM.

The retrieval of tracer study data, which captures alumni information one year after graduation, also yielded interesting results during the 2022 tracer study implementation.

Alumni graduating in 2021 directly experienced the impact of the COVID-19 pandemic that has affected the world in recent times. The scarcity of job opportunities and the uncertain conditions in the industrial sector have resulted in many UB alumni facing delays in securing suitable employment according to KPI 1 standards. Quite a few UB alumni have experienced long waiting periods exceeding six months, with incomes below 1.2 times the minimum wage. Additionally, some alumni have not secured any employment at all after graduation. These findings serve as an evaluation basis for UB to design career development programs aimed at improving outcomes compared to previous efforts.

2.3. Questionnaire Instruments in the Faculty of Veterinary Medicine Tracer Study

Amidst the dynamic changes and refinements to the curriculum in the Veterinary Medicine undergraduate program, there is a recognition of the importance of generic and managerial competencies alongside specific technical skills. This is an anticipatory effort to equip graduates to adapt to ongoing changes in the job market. One of the ongoing efforts to gather information and monitor the dynamics of the symbiotic relationship between higher education and the job market is through alumni themselves.

Alumni currently employed are tracked to analyze their competitiveness in job markets, their opinions on the alignment of their competencies with job market needs, and the strength of their foothold in the workforce as perceived by users regarding their job performance satisfaction. Moreover, tracking alumni quality is a crucial component of the tracer study evaluation aimed at improving the quality and profile of FVM UB graduates, facilitated through the GSSF (Graduate User Satisfaction Survey Form). The appendices include the questions from the Exit Survey Questionnaire (Appendix 1), TS-1 Questionnaire (Appendix 2), TS-2 Questionnaire (Appendix 3), and SKPL Questionnaire (Appendix 4).

Chapter 3

Tracer Study Results

Bachelor's Program in Veterinary Medicine 2021

3.1. Implementation Mechanism of Tracer Study

The completion of the tracer study questionnaire through the SINATRA application began to be implemented for the 2021 graduates, although at that time it was not mandatory, as the Faculty of Veterinary Medicine at Universitas Brawijaya (FKH UB) had other alumni tracking mechanisms outside the SINATRA system. Every undergraduate student who has graduated and will attend the graduation ceremony is required to fill out SINATRA at sinatra.ub.ac.id through their respective UB accounts. In 2023, this completion will be mandatory before being allowed to register for graduation, considering the low percentage of students who completed it per year in 2021. This is done in support of UB's tracer study program, where alumni data retrieval has begun to be fully conducted through SINATRA.

3.2. Respondent Distribution

The tracer study completion is conducted in several stages. Graduates who have just graduated or are counted as 0 months post-graduation will fill out the exit survey category, while the tracer study for graduates up to 1 year post-graduation falls into the TS-1 category. Data obtained from SINATRA shows that the total respondents for the S1 Bachelor's Program in Veterinary Medicine exit survey category amounted to 37 individuals from the 2014, 2015, 2016, and 2017 cohorts, with the percentage distribution shown in Figure 3.1. The total respondents who filled out SINATRA for the TS-1 questionnaire in the S1 Bachelor's Program in Veterinary Medicine amounted to 39 individuals from the 2014, 2015, 2016, and 2017 cohorts (Figure 3.2). The percentage of students filling out SINATRA based on the data obtained is still low compared to the total number of graduates in 2021, which reached 153 individuals. The largest percentage of tracer study respondents are from the 2017 cohort, who were expected to graduate in 2021. Tracer study completion is still not optimal due to the presence of two types of applications/information systems for alumni tracking this year, namely SINATRA and forms managed by the FKH UB student affairs department.



Figure 3.1 Distribution of respondent cohorts filling out the exit survey tracer study

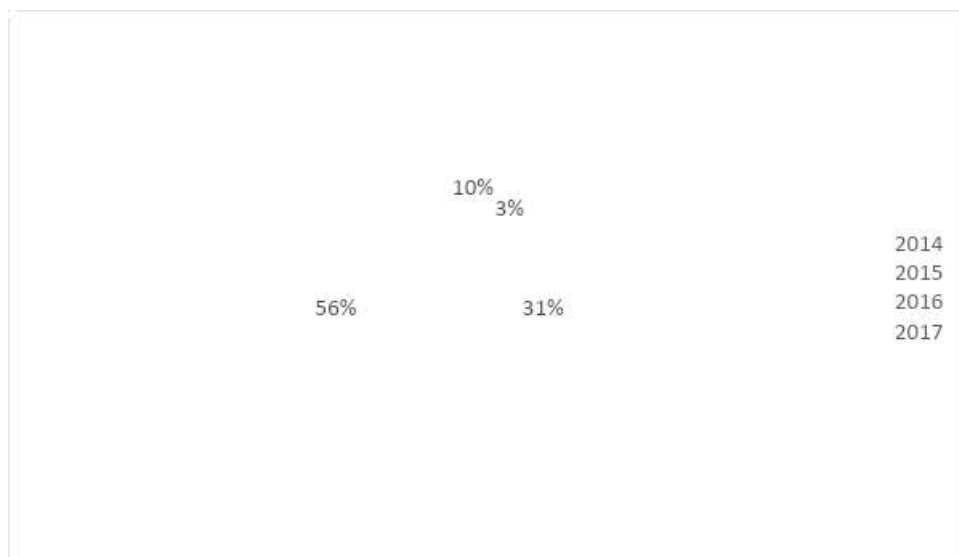


Figure 3.2 Distribution of Cohorts Respondents in TS-1

Respondents filling out the tracer study questionnaire, both in the Exit Survey and TS-1, mostly consist of students from East Java, comprising 56% in the exit survey and 59% in the TS-1 questionnaire (Figures 3.3 and 3.4). This indicates that although the percentage of students from the same province is quite high, the diversity of provinces from which students originate is already significant, covering almost all islands in Indonesia. The average GPA of respondents filling out this questionnaire is 3.28, with a relatively balanced distribution of gender between males (49%) and females (51%) (Figure 3.5).



Figure 3.3. Distribution of respondent regions in TS-1 tracer study

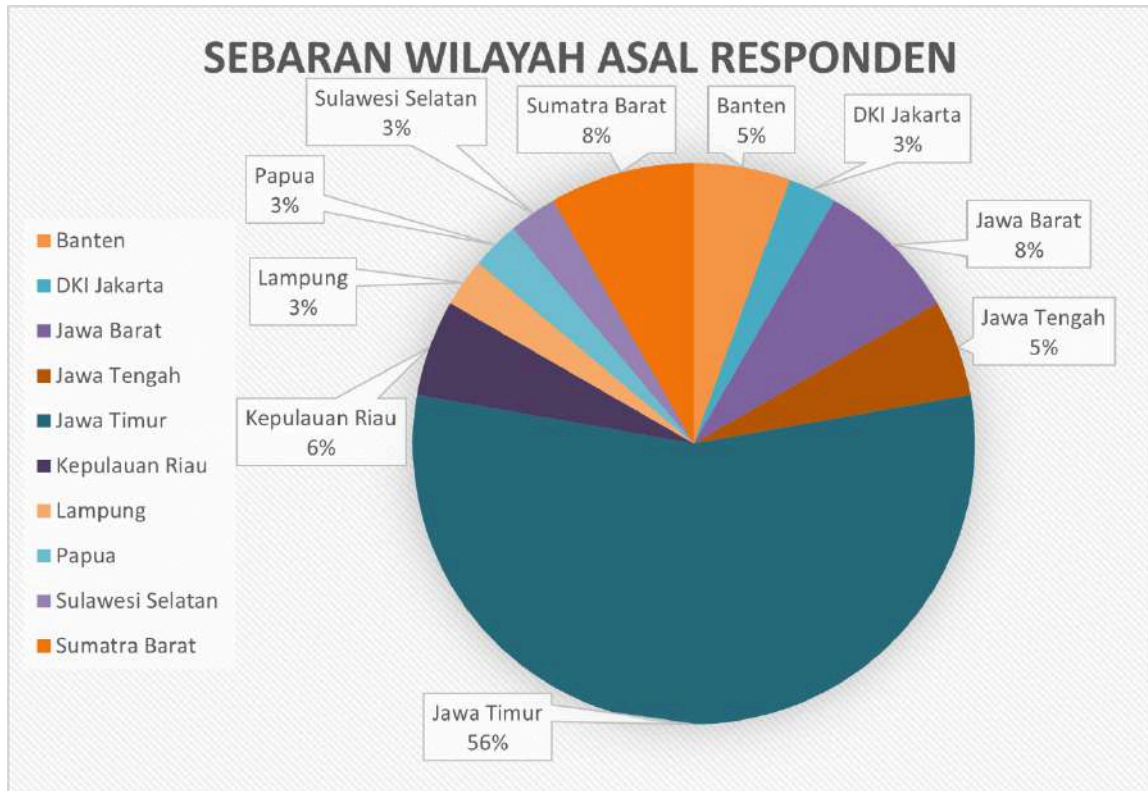


Figure 3.4 Distribution of Regions of Origin of respondents filling out the Exit Survey

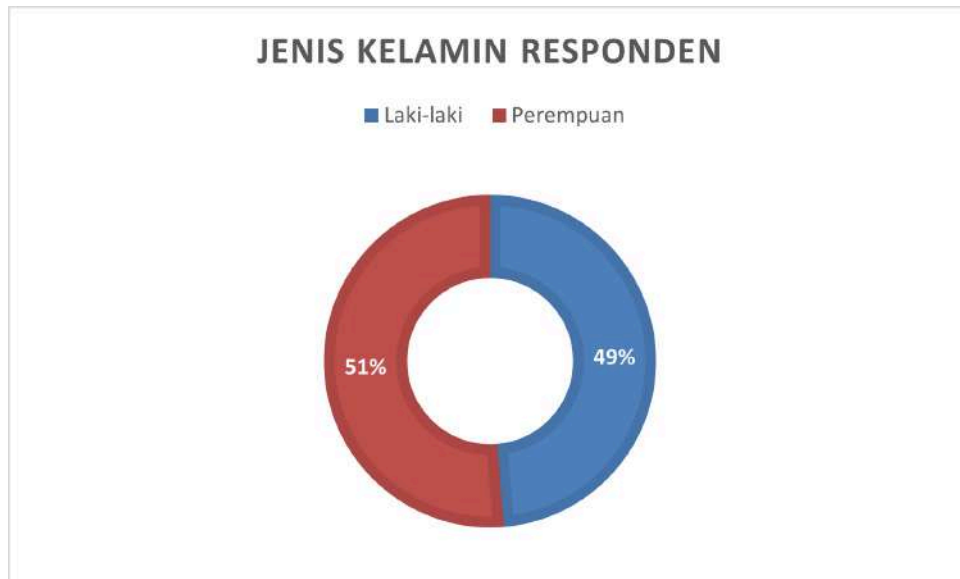


Figure 3.5. Distribution of Gender of Respondents

3.3. Tracer Study Questionnaire Evaluation Results

3.3.1. Exit Survey Questionnaire Evaluation Results

The Exit Survey questionnaire is filled out by students immediately after graduating and obtaining their Veterinary Medicine Bachelor's degree. Several components that can be analyzed from the tracer study data via SINATRA are outlined as follows:

A. Place of Residence during Study

Most FKH UB students are migrants from both Java and outside Java, as evidenced by the distribution of students' regions of origin discussed earlier. Out of the total respondents, 86% are migrant students living in rented houses or apartments, while the remaining 14% live with their parents, family, or relatives in Malang (Figure 3.6).

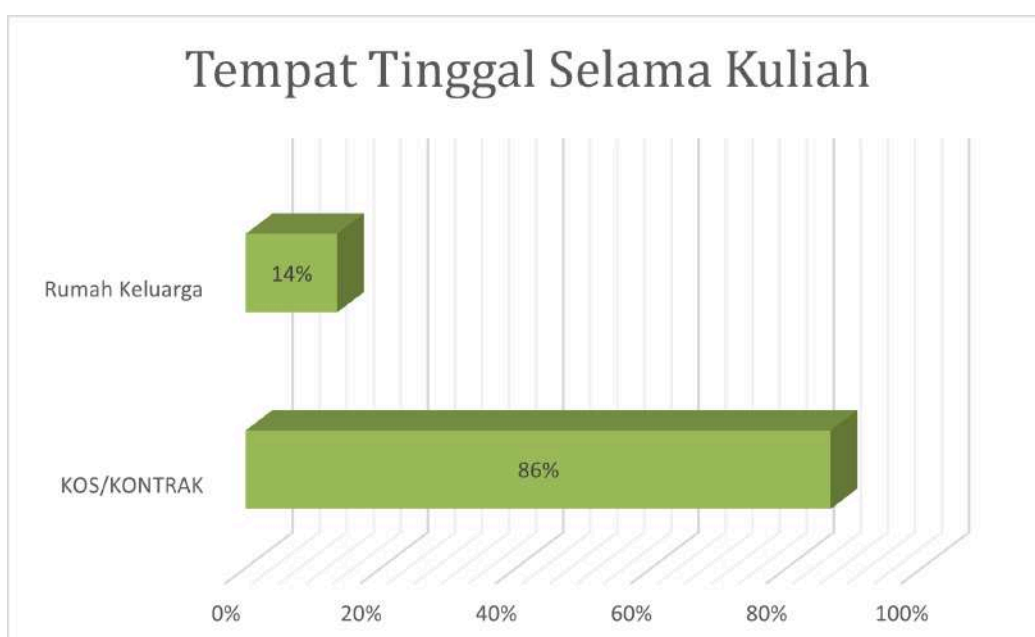


Figure 3.6. Distribution of residence during the study period

B. On-Time Graduation

The percentage of respondents who graduated on time at the time of filling out the exit survey questionnaire is 51%, while the remaining 49% are recorded as not graduating on time (Figure 3.7). The main reason for students not graduating on time is largely due to challenges with their final projects, accounting for 44% (Figure 3.8).

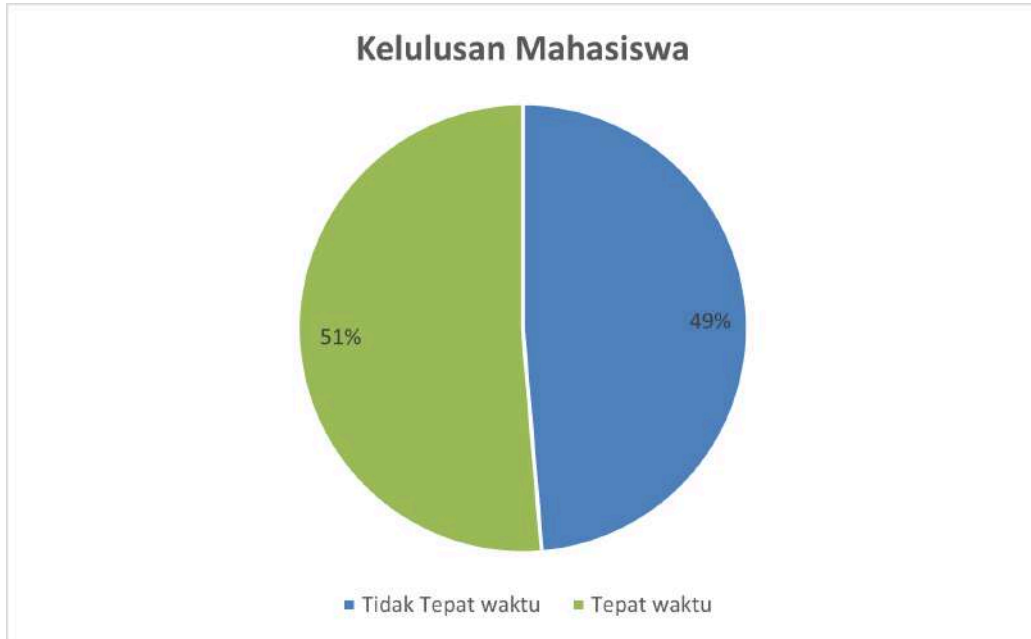


Figure 3.7. Percentage of Graduation of Students



Figure 3.8. Reasons for students not graduating on time

C. Tuition Fees & Scholarships

Out of the total 37 respondents, 7 (19%) funded their tuition through scholarships. The remaining thirty (81%) funded their studies from their own resources (Figure 3.9). The scholarships received by these 7 individuals include Bidik Misi (6 out of 7) and Affirmative Action Scholarships (1 out of 7) (Figure 3.10). The scholarships were used by the students for their daily living expenses.

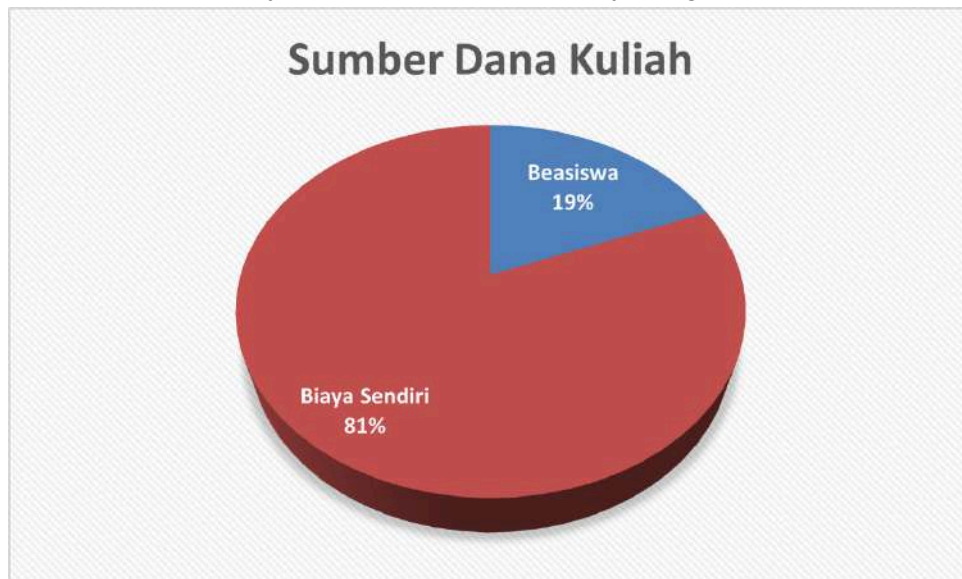


Figure 3.9. Source of Tuition Fees for Bachelor's Students

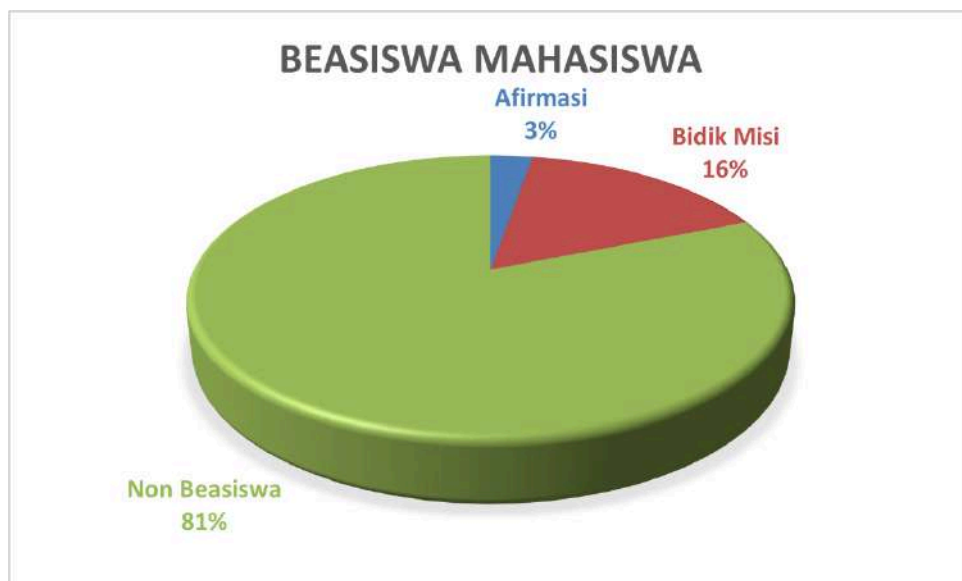


Figure 3.10. Scholarship data for exit survey respondent students

D. Additional Income

Based on data obtained from the exit survey, out of the total 37 respondents, 3 students sought additional income (8%). The primary form of additional income pursued by students was as teaching assistants, assisting in practical activities for various courses at the undergraduate level of FKH UB. 67% of the total respondents who chose to seek additional income worked as teaching assistants (Figure 3.11).

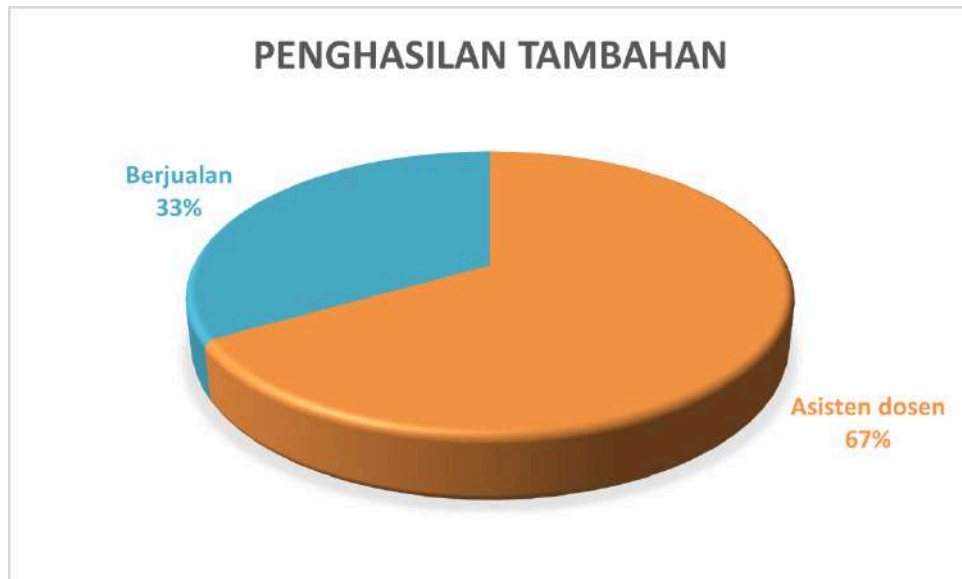


Figure 3.11. Distribution of forms of additional income for students

E. Student Participation in Organizations

Out of 37 respondents, 35 students (95%) actively participated in student organization activities during their studies (Figure 3.12). Most students were actively involved in faculty-level organization activities (97%) (Figure 3.13), including the Faculty Student Council (BEM Fakultas), Faculty Student Senate (DPM Fakultas), Veterinary Profession Interest Association (IMPROVE), An Nahl (Religious Organization) at the Faculty level, VTAC FKH UB (Veterinary Traditional Art Community), and IMAKAHI (Indonesian Veterinary Medicine Students Association) at the Faculty level.



Figure 3.12. Percentage diagram of student involvement in organizations

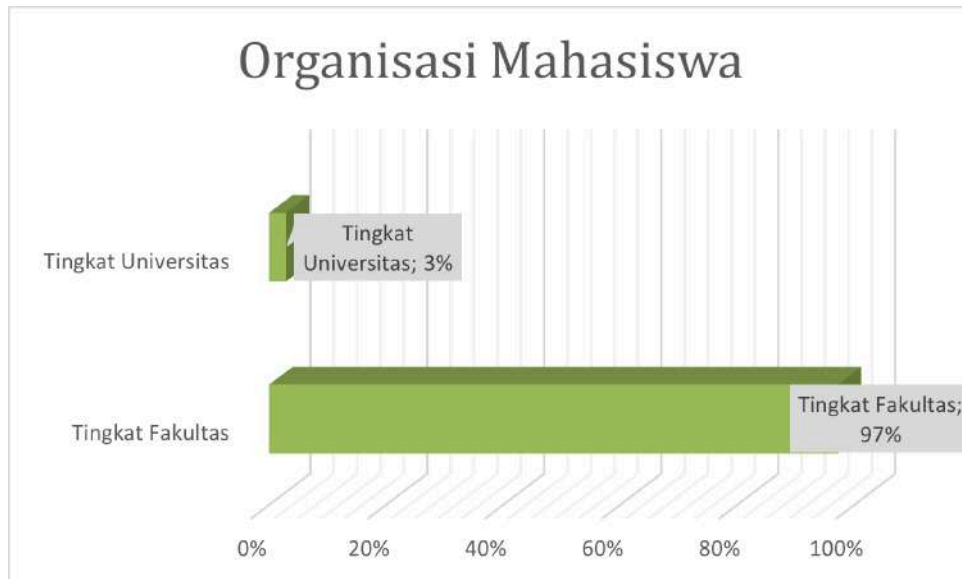


Figure 3.13. Institutional level of student organizations

F. Student participation in competitions

Several students actively participated in competitions during their undergraduate studies at FKH UB. A total of 9 out of 37 respondents stated they participated in both DIKTI and non-DIKTI organized competitions during their undergraduate studies at FKH UB (Figure 3.14). The types of competitions included DIKTI competitions such as PKM (Student Creativity Program) and PMW (Student Scientific Week), as well as non-DIKTI competitions such as BRAVA Awareness Poster, Brawijaya Olympiad, Veterinary Scientific Event 2020, Veterinary competition 2018, Labskill infographic competition 2021 FKH UB, PEKSIMA UB, UB Dance Festival, Rektor Cup, and National Scientific Paper Competition FAPERTA.

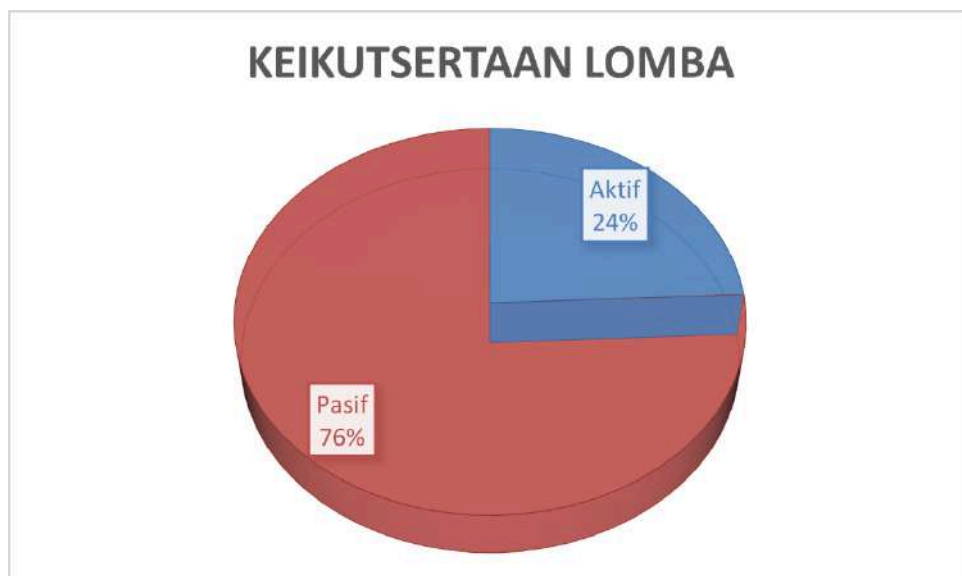


Figure 3.14. Student participation in competitions

G. Student Participation in Courses during Studies

During their undergraduate studies, five (14%) out of the total respondents participated in courses (Figure 3.15). The types of courses taken by students

included language courses, attended by 3 individuals, and non-language courses, attended by 4 respondents. According to tracer study data, several students actively participated in both language and non-language courses. The majority of language courses taken were in English (75%), while the rest were in non-English languages (Figure 3.16).

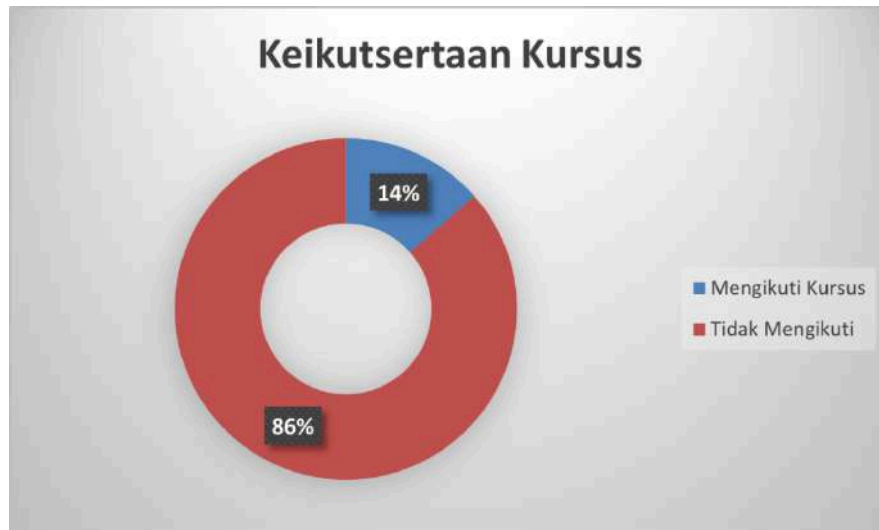


Figure 3.15. Respondents' Participation in Courses

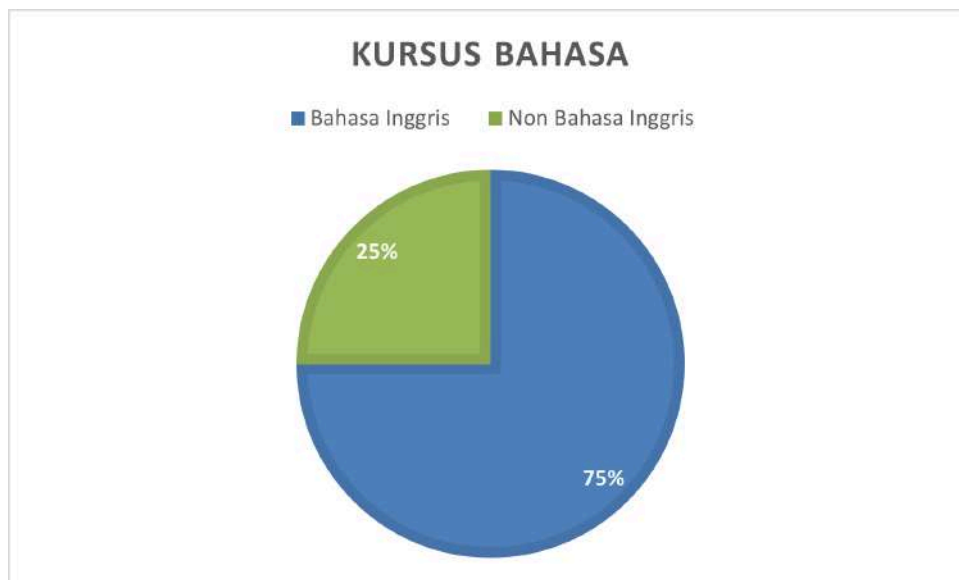


Figure 3.16. Types of language courses studied by respondents

H. Future Plans in 1-6 Months

Almost all students who filled out the exit survey tracer study (86%) expressed a desire to continue their education in professional programs or internships. Some of these students are still awaiting entrance exams for professional programs while seeking employment. Meanwhile, the remainder opted to seek employment first (Figure 3.17).



Figure 3.17. Distribution of students' future plans within 1-6 months.

3.3.2. TS-1 Questionnaire Evaluation Results

The TS-1 questionnaire is filled out within a maximum of 1 year after graduation through SINATRA. The following are the results of the analysis of several question components in the 2021 TS-1.

A. Student/Graduate Status at TS-1

The analysis of tracer study data shows that 95% of graduates from the Veterinary Medicine undergraduate program continued their education in professional programs offered by the Veterinary Profession Education Program at the Faculty of Veterinary Medicine, Universitas Brawijaya (Figure 3.18). Five percent of respondents chose to seek employment, either while waiting to register for professional programs or not continuing in the profession and focusing on finding employment.

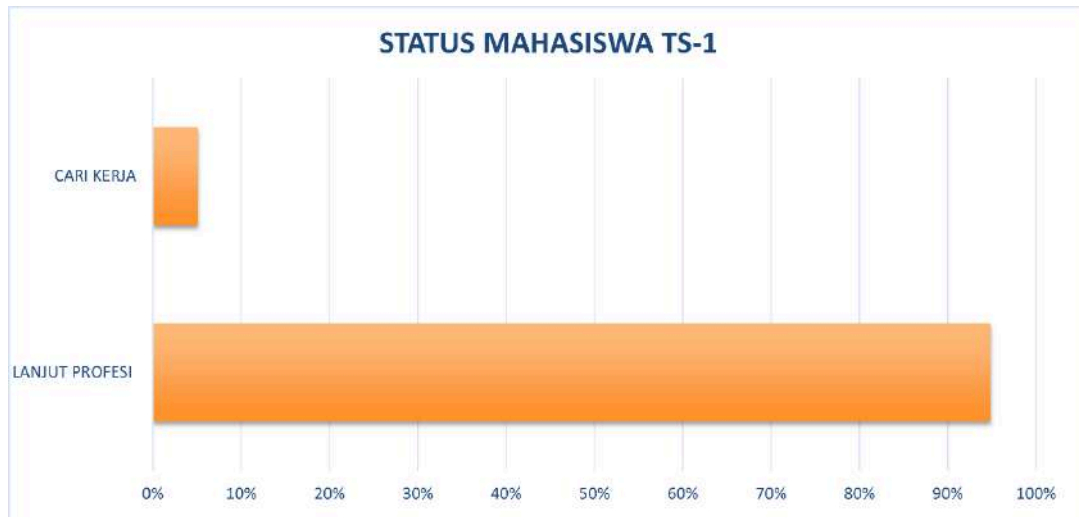


Figure 3.18. Student/Graduate Status at TS-1

Graduates from the Veterinary Medicine undergraduate program, whether continuing their studies or working, remain within the field of Veterinary Medicine. Thus, the relationship between the field of study and subsequent employment/study remains closely intertwined (Figure 3.19). Graduates who directly continued their studies in professional programs stated that the main reason for continuing their studies was the professional demand, where graduates from FKH UB can legally provide medical services only after completing professional education and obtaining a veterinary degree. However, since professional admissions occur twice a year, some respondents mentioned attempting to find employment and applying to 1-5 companies, although most are still awaiting responses. Some respondents expressed their desire to open a private practice upon graduation and obtaining their veterinary degree.



Figure 3.19. Graduates' alignment with their field of study

One out of 39 respondents stated that they were already working during TS-1 and did not pursue further professional education. This graduate works at PT. Bintang Baru Mega Raya, Kab. Banyumas - Central Java Province. The workplace of this graduate is located at Jl. Mandiraja - Banyumas, Somagede, Kab. Banyumas, Central Java. The company where this graduate works is a national/private legal entity, with a monthly salary ranging around Rp. 10,000,000.00.

B. Source of Funding for Further Studies (For graduates pursuing further studies)

The majority of funding sources for graduates pursuing further professional education come from personal financing (87%). Three out of 39 respondents reported that their funding source for further studies came from scholarships (Figure 3.20). These professional student scholarships come from Bidik Misi and PT Intertama Trikenca Bersinar.

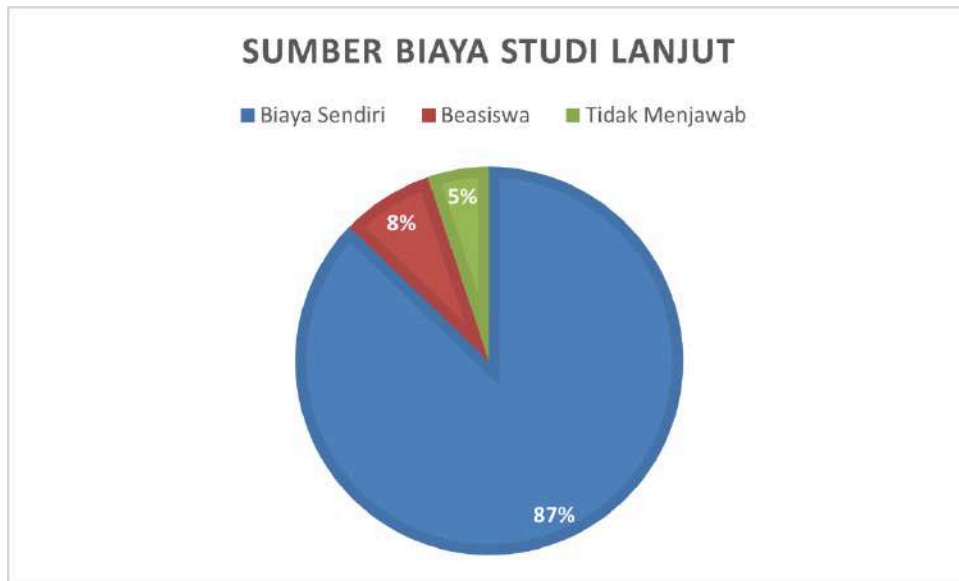


Figure 3.20. Source of Funding for Further Studies for Bachelor's Graduates at TS-1

C. Self-Assessment of Ethics

Based on the tracer study data focusing on how graduates assess their ethical standards, the majority of graduates believe they already possess good ethics (Figure 3.21). This indicates that the soft skills and ethics education embedded in teaching methods so far are considered effective in teaching and maintaining student ethical values.



Figure 3.21. Assessment of Graduate Ethics (self-assessment)

D. Self-Assessment of Mastery in Field of Study

The level of mastery in the field of veterinary science, as the main compulsory subject for graduates of the Veterinary Medicine Education Program, is considered quite high by 44% of graduates, although 3% of respondents still consider their mastery level low (Figure 3.22). The less than optimal assessment of mastery level in this field is closely related to the teaching system and curriculum of the Veterinary Medicine Education Program. This result forms an important basis for evaluating the curriculum of the Veterinary Medicine Education Program in the future, with the hope that through evaluation and curriculum improvement, graduates of FKH UB can at least have sufficient preparation to continue to the professional level without feeling underqualified.

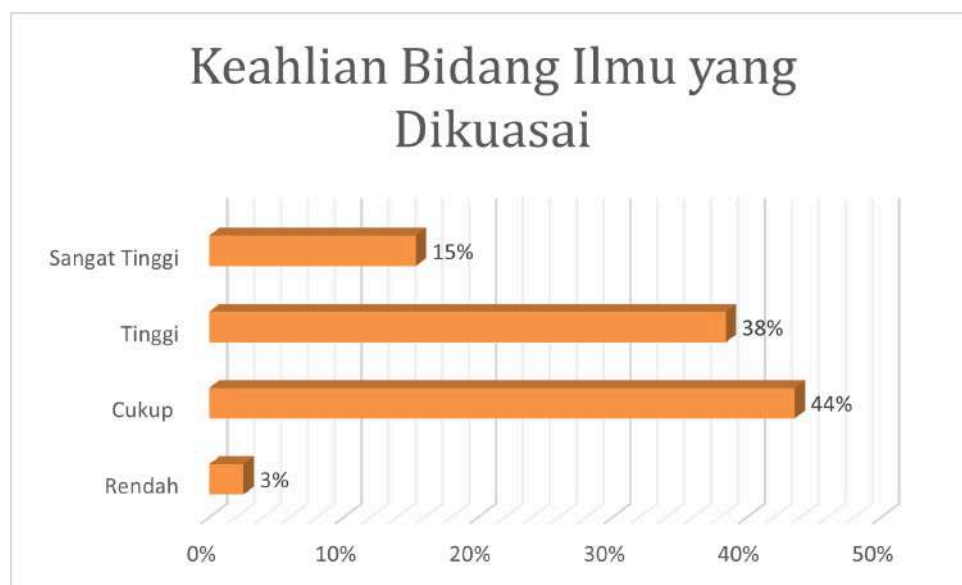


Figure 3.22. Assessment of Mastery Level in Field of Study (self-assessment)

E. Self-Assessment of English Language Proficiency

56% of total respondents stated they have a good proficiency in English, but there are still about 8% of respondents who have low proficiency in English (Figure 3.23). This result is likely related to the small number of students who developed themselves by taking language courses during their undergraduate studies. This data can serve as a reference for creating programs that encourage students to develop their English language skills.



Figure 3.23. Assessment of English Language Proficiency (self-assessment)

F. Self-Assessment of Information Technology Skills

Respondents who filled out this questionnaire are mostly from Generation Z, who are technologically savvy from an early age. This is reflected in the mapping of their level of information technology skills, with 41% stating their skills are quite high, and 18% having very high IT usage skills (Figure 3.24). This skill level will be very useful in the future with the rapid development of technology, especially information technology..



Figure 3.24. Assessment of Information Technology Skills (self-assessment)

G. Graduate Communication Skills (self-assessment)

Overall, graduate communication skills from the Veterinary Medicine Education Program are considered high (51%), as indicated by respondents' answers in Figure 3.25. Only about 3% of total respondents stated they still have low communication skills. This serves as an important reference for the need to further develop veterinary communication education, while implementing student-centered learning to train students to express opinions and discuss during their undergraduate studies.



Figure 3.25. Assessment of Graduate Communication Skills (self-assessment)

H. Graduate Ability to Work in Teams (Self-assessment)

Graduates from the Veterinary Medicine Education Program stated that they are capable of working in teams at a level that is sufficient (36%), high (51%), and very high (13%). There were no respondents who stated they have low team cooperation skills (Figure 3.26). This good result in the assessment correlates with the types of learning in the undergraduate program that often emphasize student-centered learning, case study methods, project-based learning, and student involvement as teaching assistants. These elements 'force' students to always work in groups, coordinate, and tolerate each other, thereby equalizing each student's ability to work in teams.

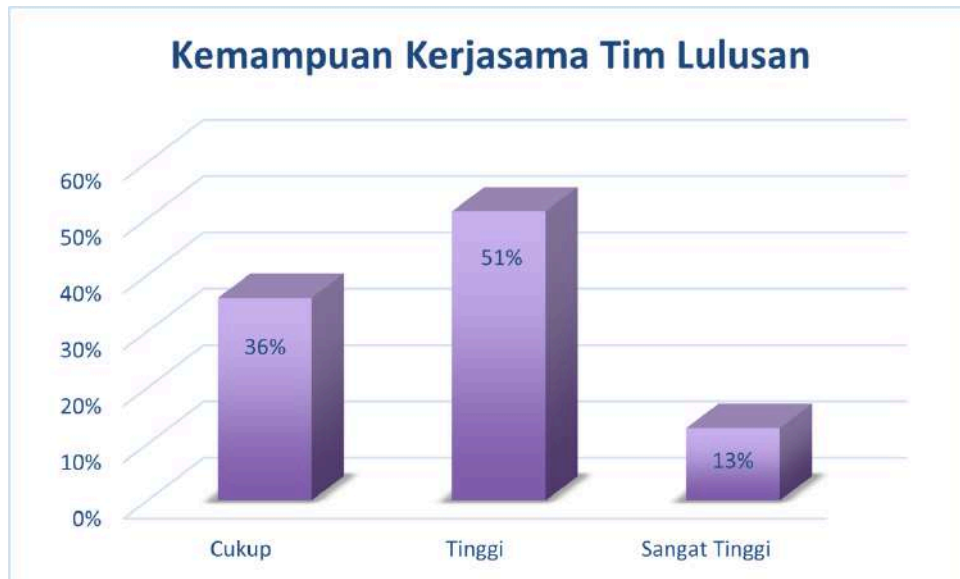


Figure 3.26. Assessment of Graduate Teamwork Skills (self-assessment)

I. Graduate Ability in Self-Development (self-assessment)

Overall, the level of graduates' ability to continuously develop themselves is high (46%), followed by sufficient (36%) and very high (18%). This indicates that graduates of the Veterinary Medicine Education Program have good motivation and potential to continue developing themselves and achieving better outcomes in the future.



Figure 3.27. Assessment of Graduate Self-Development Skills (self-assessment)

J. How Graduates Seek Employment

Although most TS-1 graduates choose to continue their studies in professional programs, some respondents have tried applying for jobs or at least sought job vacancies. Data collected through SINATRA shows the variety of ways graduates

seek employment in Figure 3.28. Job hunting through internet searches or mailing lists is the most commonly used method by respondents, accounting for 67%. Another popular method for job searching is through information obtained from personal connections (parents, relatives, friends, etc.) (51%) or being contacted directly by companies (31%). Although most TS-1 graduates choose to continue their studies in professional programs, some respondents have tried applying for jobs or at least sought job vacancies. Data collected through SINATRA shows the variety of ways graduates seek employment in Figure 3.28. Job hunting through internet searches or mailing lists is the most commonly used method by respondents, accounting for 67%. Another popular method for job searching is through information obtained from personal connections (parents, relatives, friends, etc.) (51%) or being contacted directly by companies (31%).



Figure 3.28. Methods of Graduates Seeking Employment

Chapter 4 Conclusion

4.1. Conclusion

Based on the results of the UB Tracer Study in 2022, which covered the period from January to December 2021, we can draw several conclusions as follows:

1. The total response rate for the 2022 tracer study targeting the 2021 graduates was very good, with a total of 10,232 respondents, representing 85.6% of all UB graduates in 2021, totaling 11,959 individuals. This achievement was made possible through the active participation of all involved parties, including the faculty tracer study teams who played a key role in communicating with and guiding alumni from each faculty.
2. A total of 6,977 respondents, or 68.19% of the survey participants, were actively engaged

4.2. Recommendations

1. For the development of more comprehensive survey results, a detailed analysis and visualization process of each tracer study question is needed. This is expected to enhance the usefulness of the information generated for all stakeholders involved in the Tracer Study data at Universitas Brawijaya.
2. Based on alumni feedback through the tracer study, UB is encouraged to:
 - a. Expand relationships with industry partners and alumni to:
 - i. Enhance internship opportunities and MBKM activities for students
 - ii. Provide more job vacancy information for alumni and prospective graduates
 - iii. Organize job fairs or campus hiring events.
 - b. Strengthen alumni forums/organizations to increase the number of respondents in filling out tracer study questionnaires.
 - c. Conduct soft skills enhancement training to prepare prospective graduates for the job market.
3. UB is expected to better align disciplinary knowledge with current business and industry needs to meet the demands of today's industrial world.

Reference

- Schomburg, Harald. 2003. **Handout for Graduate Tracer Studies**. International Centre for Higher Education Research (INCHER-Kassel) University Kassel. Germany.
- Usher, A., Montes, F., Altbach, P., Salmi, J., Denisova-schmidt, E., & Altbach, P.2016. ***Sustainable Futures f or Higher Education Institutions***.

Appendix

Appendix 1: Exit Survey Questionnaire (0 months after graduation)

A. Questions related to financing during your studies:

1. During your studies, where did you live?
 1. During your studies, where did you live?
 2. Student dormitory
 3. Renting/leasing alone
 4. Renting/leasing with others
 5. Parent's/family member's home
 6. Own home
2. Where did the funding for your studies come from?
 1. Self/family funds
 2. ADIK Scholarship
 3. BIDIKMISI Education Cost Aid
 4. PPA Scholarship
 5. AFIRMASI Scholarship
 6. Company/Private Scholarship
 1. Please specify the name

B. Questions related to receiving BIDIKMISI scholarship

*(to be filled only if you have previously indicated receiving BIDIKMISI)

1. Did the BIDIKMISI assistance you received suffice for your daily needs until graduation?
2. During your studies, did you seek additional income outside of the BIDIKMISI assistance received?
 1. What did you do to earn additional income? (Multiple choices allowed)
 1. Teaching/tutoring
 2. Selling
 3. Teaching assistant
 4. Internship
 5. Other, please specify

Questions related to academic activities

1. How much emphasis on the following learning aspects was implemented in your study programme? *created on a scale of 1-5, from very low to very high
 1. Lectures
 2. Demonstrations
 3. Participation in research projects
 4. Internships
 5. Practical work
 6. Fieldwork
 7. Discussions
2. What is your assessment of the teaching and learning aspects in your study programme? *created on a scale of 1-5, from very low to very high
 1. Opportunity to interact with lecturers outside of lecture hours
 2. Academic guidance
 3. Opportunity to participate in research projects
 4. General conditions of teaching and learning
 5. Opportunity to enter and become part of a professional scientific network
3. What is your assessment of the following learning facilities? *created on a scale of 1-5, from very low to very high
 1. Library
 2. Information and communication technology
 3. Learning modules
 4. Study rooms
 5. Laboratories
 6. Variety of offered courses
 7. Accommodations
 8. Canteen
 9. Student activity centre and its facilities and recreational areas
 10. Health service facilities
4. Did you graduate on time (not more than 4 years)?
 1. What was the main reason for not graduating on time? (Select One)
 1. Financial reasons
 2. Not meeting the required credit hours
 3. Difficulties in completing the final assignment
 4. Family reasons
 5. Illness

6. Psychological factors
7. Student activities
8. Professional internship
9. Other, please specify
5. During your studies at UB, did you take any additional courses or education? What type of courses did you take? (Answers can be more than one)
 1. Tutoring for subjects
 2. Application software
 1. What application software did you learn in the course? (Specify)
 3. Foreign languages
 1. Bahasa asing apa yang Anda pelajari dalam kursus tersebut?
 1. English
 2. French
 3. German
 4. Japanese
 5. Other foreign language, please specify
 4. Arts and/or skills
 5. Sports
 6. Certification in field expertise
 7. Religious studies
0. Upon graduation, at what level do you master the competencies below? *created on a scale of 1-5, from very low to very high
 1. Ethics
 2. Expertise based on field of study
 3. English language
 4. Information technology usage
 5. Communication
 6. Teamwork
 7. Development
 8. Readiness for community involvement
0. How significant is UB's contribution to the competencies you have mastered? *created on a scale of 1-5, from very low to very high
 1. Ethics
 2. Expertise based on field of study
 3. English language

4. Information Technology Usage

5. Communication

6. Teamwork

7. Development

0. During your time at UB, where did you most frequently enhance these skills? *created options to select one, mapped between skills and where they were acquired

- Skills

- Ethics
- Expertise based on field of study
- English language
- Information technology usage
- Communication
- Teamwork
- Development
- Readiness for community involvement

- Place

1. Student Council/Association
2. Student Activity Units
3. Lectures
4. Projects/Research
5. Internship
6. Other Community Service Learning (MBKM), specify
 1. Other MBKM

0. What feedback do you have for your study programme?

0. What feedback do you have for Universitas Brawijaya?

0. After graduation, what are your plans for the next 1 - 6 months?

Appendix 2. Tracer Study Questionnaire TS-1

Code	No	Question Description	Answer Type	Answer Options
f8	1	Explain your current status?	Select one / radio button	[1] Employed (full time/part time) [2] Not yet able to work [3] Entrepreneur [4] Continuing Education [5] Not working but actively seeking employment
Question specific to those who answered Employed				
f504	2	Have you obtained employment <= 6 months / including work before graduation?	Select one / radio button	[1] Yes [2] No
	2.a	How many months after graduation did you get the job?	essay / textbox	Numeric entry
	2.b	What is your average monthly income (take home pay)?	essay / textbox	Numeric entry
f510	3	Where is the location of your workplace?	Select one from the list / dropdown	Province names, Districts, and Cities
	3.a	Province		
	3.b	District/City		
F11	4	What type of company/institution/organization do you currently work for?	Select one / radio button If other, please fill in the essay / textbox	[1] Government institution [6] State-Owned Enterprises (BUMN/BUMD) [7] Multilateral Institution/Organization [2] Non-profit organization/Civil Society Organization [3] Private company [4] Entrepreneur/self-owned company [5] Other, please specify:
Other, please specify	Other, please specify	What is the name of the company/office where you work?	essay / textbox	

F5b	5	Where is the street address of the company/office where you work?	essay / textbox	
F5b	5	What is the email address of the company/office where you work?	essay / textbox	
F5b	5	Please write down the phone number of the company/office where you work.	essay / textbox	
F5d	7	What is the level of your workplace?	Select one from the list / dropdown	Local/Regional/unincorporated business National/corporate business Multinational/international
Question specific to those who answered Entrepreneurship				
f504	2	Have you been self-employed <= 6 months / including self-employment before graduation?	Select one / radio button	[1] Yes [2] No
	2.a	How many months after graduation did you start your entrepreneurship?	essay / textbox	Numeric entry
	2.b	What is your average monthly income (take home pay)?	essay / textbox	Numeric entry
f510	3	Where is the location of your entrepreneurship?	Select one from the list / dropdown	Province names, Districts, and Cities
	3.a	Province		
	3.b	District/City		
F5c	6	If you are self-employed, what is your current position/title?	Select one from the list / dropdown	Founder Co-Founder Staff Freelance/Contractor
F5b	5	What is the name of the company/office where you are self-employed?	essay / textbox	
F5b	5	What is the street address of the company/office where you conduct your entrepreneurship?	essay / textbox	

F5b	5	What is the email address of the company/office where you conduct your entrepreneurship?	essay / textbox	
F5b	5	Please write down the phone number of the company/office where you conduct your entrepreneurship?	essay / textbox	
Questions specific to those pursuing Further Studies				
F18	8	Further Studies Questions		
		Source of Funding	Choose one from the list/dropdown	Self-funded Scholarship
		University	Text box	
		Level of Education	Choose one from the list/dropdown	
		Programme of Study	Text box	
		Date of Admission	Date selection / datepicker	
		Date of Graduation	Date selection / datepicker	
General Questions				
F14		How closely related is your field of study to your current job?	Select one / radio button	[1] Very Closely [2] Closely [3] Moderately Closely [4] Less Closely [5] Not at All
F15		What level of education is most suitable for your current job? Select one / radio button	Select one / radio button	[1] Higher Level [2] Same Level [3] Lower Level [4] No Higher Education Needed

a	Upon graduation, at what level do you master the competencies below?	Choose one / radio button	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left;">A</th> <th colspan="5" style="text-align: right;">B</th> </tr> <tr> <th colspan="2" style="text-align: center;">Sangat Rendah</th> <th colspan="3" style="text-align: center;">Sangat Tinggi</th> <th colspan="2" style="text-align: center;">Sangat Rendah</th> <th colspan="3" style="text-align: center;">Sangat Tinggi</th> </tr> <tr> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> <th style="text-align: center;">4</th> <th style="text-align: center;">5</th> <th colspan="5"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input 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F2	In your opinion, how much emphasis on the learning methods below is implemented in your study programme?																																																																																																																						

	Lectures	Choose one / radio button	[1] Very High [2] High [3] Moderate [4] Low [5] Not at All
	Demonstrations	Choose one / radio button	[1] Very High [2] High [3] Moderate [4] Low [5] Not at All
	Participation in research projects	Choose one / radio button	[1] Very High [2] High [3] Moderate [4] Low [5] Not at All
	Internships	Choose one / radio button	[1] Very High [2] High [3] Moderate [4] Low [5] Not at All
	Practical work	Choose one / radio button	[1] Very High [2] High [3] Moderate [4] Low [5] Not at All
	Fieldwork	Choose one / radio button	[1] Very High [2] High [3] Moderate [4] Low [5] Not at All
	Discussion	Choose one / radio button	[1] Very High [2] High [3] Moderate [4] Low [5] Not at All

F30x		When did you start looking for a job? Please exclude part-time jobs.	Select one / radio button and there is a field for number of months	Approximately ... months before graduation Approximately ... months after graduation I am not looking for a job
F40x		How did you search for this job? Answers can be more than one	Can choose more than one / check box and there is a field if choosing other	Through advertisements in newspapers/magazines, brochures Applying to companies without specific job postings Attending job fairs/exhibitions Searching through internet/online advertisements/mailling lists Contacted by companies Contacting the Ministry of Manpower Contacting commercial/private employment agencies Obtaining information from the career development centre of faculty/university Contacting the student affairs office/alumni relations Building networks since college days Through connections (e.g., professors, parents, siblings, friends, etc.) Starting my own business Through job placement or internship Working at the same place as during college Other
		How many companies/agencies/institutions did you apply to (via letter or email) before obtaining a job?	Text box	... companies/agencies/institutions
		How many companies/agencies/institutions responded to your applications?	Text box	... companies/agencies/institutions
		How many companies/agencies/institutions invited you for an interview?	Text box	... companies/agencies/institutions
F10x		Have you been actively seeking employment in the last 4 weeks?	Select one / radio button and there is a	No No, but I am waiting for the outcome of job applications Yes, I will start working in the next 2 weeks

			field when choosing other	Yes, but I am not sure yet if I will start working in the next 2 weeks Other:
F16x		If you think your current job does not match your education, why did you take it? If not yet/ not working, please choose Others and explain why not / not yet working	Can choose more than 1 / check box and there is an entry if others are selected	The question is not suitable, my current job is already suitable for my education I haven't found a job that is more suitable for my education In this job I get good career prospects I prefer to work in areas of work that have nothing to do with my education I was promoted to a position that is less related to my education than the previous position I can earn a higher income in this job My current job is more secure My current job is more interesting My current job allows me more opportunities to take additional jobs/flexible schedules, etc. My current job is closer to my home My current job can better guarantee the needs of my family At the beginning of my career, I had to accept a job that was unrelated to my education Other:

Appendix 3 Graduate User Satisfaction Survey 2023 Questionnaire

A. User Identity of Graduates

1. Name of respondent
2. Company name
3. Company scale (National/Multinational/International?)
4. Company address
5. Company phone number
6. Company email address
7. Position/title

B. Identity of Assessed UB Graduates

1. Name of UB graduate being evaluated
2. Year of graduation of UB graduate being evaluated
3. Study programme of UB graduate being evaluated
4. Work period of UB graduate in the company

C. User Evaluation of UB Graduates (using the scale: excellent, good, fair, poor)

1. How is the integrity/loyalty of our graduates working at your company?
2. How is the attitude/ethics of our graduates working at your company?
3. How are the skills of our graduates working at your company based on their field of study?
4. How is the foreign language proficiency of our graduates working at your company?
5. How is the information technology skills of our graduates working at your company?
6. How is the communication skills of our graduates working at your company?
7. How is the teamwork skills of our graduates working at your company?
8. How is the self-development skills of our graduates working at your company?
9. How is the readiness to engage with society of our graduates working at your company?
10. What achievements have been attained by our graduates working at your company?
11. Overall, how satisfied are you with our graduates? (excellent, good, fair, poor)

D. User Evaluation of UB Graduates on Veterinary Competencies (Specific to graduates working in the veterinary field, based on SKDHI)

1. Do the graduates have insights into veterinary ethics and understanding of the oath and code of ethics of the profession as well as the basic references of the veterinary profession?
2. Do the graduates have insights into the national animal health system and veterinary legislation?
3. Do the graduates have skills in performing medical procedures legally and artistically?

4. Do the graduates have skills in handling a variety of diseases in large animals, small animals, poultry, exotic animals, wildlife, aquatic animals, and laboratory animals?
5. Do the graduates have skills in: (a) clinical, laboratory, pathological, and epidemiological diagnosis of animal diseases; (b) nutrition formulation for health and medical disorders; (c) ante-mortem and post-mortem examination; (d) pregnancy examination, handling reproductive disorders, and application of reproductive technologies; (e) supervision of safety and quality of animal products; (f) supervision and control of quality of animal drugs and biological materials, including their use and circulation; (g) measurement (assessment) and supervision of animal welfare?
6. Do the graduates have skills in professional communication/dialogue?
7. Do the graduates have capabilities in strategic disease control and zoonosis management, biosecurity-biosafety, and environmental control?
8. Do the graduates have skills in therapeutic transactions, conducting anamnesis, medical records, informed consent for medical actions, prescription writing, doctor's certificates, and client education?
9. Do the graduates have basic knowledge of risk analysis, veterinary economic analysis, and entrepreneurship?

E. Evaluation and Expectations of Universitas Brawijaya and Its Graduates

1. Has your institution/company collaborated with Universitas Brawijaya?
 1. Yes, in what form is the collaboration?
 2. Not yet
2. What are your expectations for Universitas Brawijaya graduates?
3. Suggestions and feedback for Universitas Brawijaya?